

DEPARTMENT OF PSYCHOLOGY

Guidelines for the Evaluation of
Instructional Non-Tenure Track Faculty in Continuous Employment

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The department's P&T Guidelines are an interpretation of and subordinate to the University P&T Guidelines. These department P&T Guidelines are not effective unless and until approved by the Dean and OAA. Changes to the department's P&T guidelines shall not be effective unless and until approved by OAA. These guidelines must be distributed in writing to all members of the department faculty. Department chairs must distribute these guidelines to new non-tenure-track instructional faculty with their appointment letters.

Guidelines for the Evaluation of Instructional Non-Tenure Track Faculty

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Appendix

Psychology Department

Guidelines for the Evaluation of Instructional Non-Tenure Track Faculty in Continuous Employment

Introduction

The following describes the process through which eligible non-tenure-track (NTT) instructional faculty may be considered for continuous employment. It covers NTTF hired after September 16, 2016. For NTT instructional faculty hired prior to this date, see also the Implementation Plan, University NTTF Evaluation Procedures, AAUP CBA, Letter of Agreement (LOA) #12, pages 81-82. The University NTTF Evaluation Procedures take priority, and additions or modifications within your departmental guidelines may not contradict those approved by the Faculty Senate. Updates to these NTTF Evaluation guidelines must be approved by the dean and submitted to the Office of Academic Affairs for review and final approval.

The Department of Psychology recognizes and values the crucial role and contributions of non-tenure track Instructional faculty (NTTF) to the overall capacity of the department to realize its mission and goals. The purpose of these policies is to support and reward the good work of Instructional faculty (NTTF). These guidelines are intended to reflect a commitment to the thoughtful review and continuing professional development of this important group of faculty, a shared responsibility of both instructional faculty and tenure-track faculty.

These policies interpret the *Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion and Merit Increases*, especially amendments passed by the PSU Faculty Senate in 2014 regarding new ranks of Instructor, Senior Instructor I, and Senior Instructor II. Psychology Department policies are also consistent with language in the Oregon Administrative Rules and the current PSU-AAUP Collective Bargaining Agreement regarding rank, position description, and evaluation procedures. Non-tenure track faculty members hired before September 16, 2014 who hold the rank of Assistant Professor or above shall retain those ranks, and shall retain the ability to promote to higher NTTF professorial ranks based upon the criteria for promotion to those ranks in their departmental P&T Guidelines.

CALENDAR of PROMOTION REVIEW PROCESSES for Instructional Non-Tenure-Track Faculty (NTTF)	
Review	Timing
Instructor	Upon completion of an advanced degree
Annual Review	Fall of each year
Promotion to Senior Instructor I	At least 3 years in rank as Instructor unless appointed prior to 2014
Annual Review	Fall of each year

Promotion to Senior Instructor II	At least 3 years in rank as Senior Instructor I
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Promotion, Retention, and Tenure Committee

The membership of the PRT committee to consider the promotion of Non-tenure Track Instructional faculty (NTTF) to any given rank shall consist of all tenured faculty and all NTTF who hold that rank or above, hold at least a .50 FTE appointment, and (because of either ineligibility or self-deferral) are not currently being considered for promotion to that rank. If none of the other NTTF in the department are at or above the given rank, then one NTTF of lower rank will be on the committee. If there are no other NTTF in the department, then a NTTF from another department will be invited. For a committee member to vote on an individual case, he or she must attend every meeting at which that case is considered.

When a faculty member has been involved in interdisciplinary teaching and/or research, the PRT committee may include a nonvoting faculty representative from a second department or program mutually agreed upon by the faculty member and the PRT committee. In addition, the committees are instructed to obtain information from graduate students (when graduate teaching, mentoring, and/or research supervision are part of the candidate’s profile of responsibilities), in a manner that provides the most complete and accurate information, while protecting respondents’ confidentiality and ensuring candidates access to any written reports upon which promotion, retention, or tenure decisions are based.

Departmental Authority and Responsibility

The responsibility for evaluating and documenting an individual faculty member’s performance rests primarily with the department.

Procedures for Evaluation of Non-Tenure-Track Instructional Faculty

Notification. The department chair notifies the PRT chair of those non-tenure track faculty who are eligible for review. Faculty members on sabbatical or other approved leaves of absence are given equal consideration for review in rank with faculty members who are on campus. Faculty members will receive reasonable notice of the evaluation. A faculty member may request a review if one has not been provided within the time period provided for by the guidelines.

Committee decision and narrative report. The Committee’s report to the department chair will be in the form of a written narrative for each affected faculty member. The report addresses the faculty member’s progress toward the criteria for promotion based on the description of the faculty member’s role and responsibilities in the letter of appointment.

Promotion cycles. For review cycles during which Instructional faculty (NTTF) are eligible for and request consideration for promotion, the PRT committee makes one of three decisions for each member of the department and the votes of each voting member of

the committee must be recorded on the recommendation form labeled “*Appraisal Signature Sheet and Recommendation Form.*”

1. *Ineligible*: This decision is appropriate for faculty who do not have minimum time in rank.
2. *Deferral*: This decision is appropriate for faculty who have met the minimum time in rank to qualify for promotion but whose requests for promotion are not accepted. Deferrals for faculty who have requested evaluation for promotion must be accompanied by a written report.
3. *Positive Decision*: This decision is appropriate for faculty whose attainments warrant promotion. For faculty members recommended for promotion, the committee’s evaluation should survey the faculty member’s years at Portland State. Where a positive recommendation is being made, a written report accompanies the recommendation form.

Responsibilities of Department Chair. The department chair must be satisfied that the departmental committee has followed the departmental guidelines and that the appraisals are complete and in proper form. The department chair:

1. confirms that all eligible faculty have been considered, and
2. makes a separate recommendation for each faculty member under consideration.

Chair recommendation. The chair makes a separate recommendation, adding his or her own written narrative to the committee’s. The chair’s narrative must address all the areas depicted under the section on Criteria, including the contributions of the candidate to the departmental undergraduate curriculum and program (i.e. upper and lower division courses taught, difficulty of courses, major requirements, and enrollments). In addition, it also addresses the general expectations of the department’s promotion and tenure guidelines and the candidate’s activities with regard to these expectations. If the recommendation of the chair differs significantly from the committee’s recommendation, the chair states in writing the reason for the specific differences.

Promotion cycles. For review cycles during which a member of the Instructional faculty (NTTF) is eligible for and requests consideration for promotion, the chair also:

1. reviews justification for deferral at the faculty member’s request and decision for deferral made by the committee; and
2. reviews positive and negative recommendations and the curriculum vitae and supporting materials of the faculty member in question.

In addition, the candidate’s files are forwarded to the Dean.

Meeting of Department and PRT Chairs with the Candidate. The department chair and PRT committee chair meet with the faculty and discuss the reports prepared by the PRT committee and the department chair, and answer any questions. This session is also used for the purpose of continued professional development, for example, to clarify roles and expectations, to check in about workload, to plan or problem-solve, to make requests for support or mentoring, and to strategize about future projects and next steps.

Promotion cycles. For review cycles during which a member of the Instructional faculty is eligible for and requests consideration for promotion, the department chair and PRT chair also inform each faculty member in a timely manner in writing of the departmental committee's and of the chair's recommendations (ineligible, deferred, recommended for promotion). The department chair and PRT committee chair meet with the faculty member and discuss the reports and the reasons for the recommendations by the departmental committee and the department chair.

The faculty members are given the opportunity to review their files before they are forwarded to the Dean and should indicate they have done so by signing the "*Appraisal Signature Sheet and Recommendation Form*." A copy of the complete appraisal and any additional material added by the department chair should be in the file for review by the affected faculty member.

If the faculty member questions either departmental recommendation, he/she may request a reconsideration of that recommendation.

Procedures for Reconsideration of Department Decision. Within two weeks of receipt of written notice of department action, the faculty member must give written notice of intent to request a reconsideration of the recommendation. If the request is for reconsideration of the departmental committee recommendation, both the committee chair and the department chair must be notified and the department chair must return all appraisal materials promptly to the committee chair. Otherwise, only the department chair need be notified in writing.

The review may be requested on the basis of procedural or substantive issues. The faculty member should prepare whatever supportive material is pertinent. The supportive materials must be submitted to the committee chair, or department chair, as appropriate, within two weeks of written notification of intention to request the reconsideration.

All materials submitted by a faculty member shall become part of the appraisal document. The PRT committee and/or department chair, as appropriate, shall consider the materials presented by the faculty member. The committee chair and/or department chair may attach to the appraisal additional documentation or statements with their recommendation(s). The department chair shall forward the appraisal, which shall then proceed through the normal administrative review procedure in a timely manner.

Chair's Report to the Dean. The department chair must submit the following to the Dean, if the review requires a submission to the Dean:

1. statement of assurance that all non-tenure track faculty eligible for promotion have been reviewed;
2. recommendation form for each faculty member; and,
3. the committee's and the chair's written narratives for all faculty members who have received positive or negative recommendation for promotion.

Upon receipt of the Dean's recommendation, the chair must inform the faculty member of that recommendation in a timely manner.

Refer to University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section A and AAUP CBA, Article 18, Sect. 6, (pgs. 26-27) for a description of the approval process following the development of departmental procedures.

Initial Appointment

The initial appointment of the NTT instructional faculty shall be consistent with University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section B, AAUP CBA, Article 18, Sect. 2(a), pages 22-23.

Type of Appointment

Appointment type for the NTT instructional faculty shall be consistent with University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section C and AAUP CBA, Article 18 (pg. 22).

Appointments of Instructional faculty (NTTF) are devoted exclusively or primarily to undergraduate instruction and development of the undergraduate program. Such appointments include teaching, advising, and mentoring expectations congruent with creative, informed, and engaged undergraduate instruction, including involvement in design and development of courses, curriculum, and other facets of the undergraduate program. This appointment requires an advanced degree in the field of specialization. Initial appointment of NTT instructional faculty are specified as either fixed-term or probationary. In general, instructional faculty while under a fixed-term contract are not eligible for consideration for continuous employment.

Probationary Appointment. Non-tenure track instructional faculty members with a probationary appointment are employed on annual contracts during the first six (6) years of employment as non-tenure track instructional faculty members. Annual contracts during the

probationary period automatically renew unless timely notice is provided. Notice of non-renewal of an annual contract during the probationary period must be provided by April 1 of the first year of the probationary period and by January 1 of the second through fifth years of the probationary period, effective at the end of that academic year.

Fixed Term Appointment. Circumstances occasionally warrant the hiring of non-tenure track instructional faculty on a fixed-term appointment for a specific and limited period of time. The letter of offer for a fixed-term instructional faculty appointment shall state the reason that warrants the fixed-term appointment. In the event that the University intends to extend a fixed-term appointment beyond three years of continuous service, the University will provide notice to the Association at least 60 days in advance of the extension. This notice shall provide a rationale for the position remaining a fixed term appointment. In the event that a fixed-term instructional faculty member is to be appointed to a position eligible for a continuous appointment, the University will notify the Association and the parties agree to discuss, as necessary, the appropriate probationary period and whether any time served as a fixed-term faculty member is to be credited to the probationary period.

Faculty Offer and Position Descriptions

When offering a NTT instructional faculty appointment, the department will adhere to University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section D and AAUP CBA, Article 18, Sect. 4 (pg. 25).

Note: 1.00 Full-Time Equivalency (FTE) will include no more than 36 course credits of assigned teaching per academic year. Assigned University/community/professional service and scholarly work shall not exceed ten percent (10%) of an instructional NTTF member's workload without a reduction in instructional load.

General Criteria for Evaluation of Instructional Faculty

At hire, the rank of **Instructor** typically applies to a candidate with limited teaching experience. The rank of **Senior Instructor I** typically applies to a candidate with some teaching experience and a record of excellence in instruction. The rank of **Senior Instructor II** typically applies to a candidate with at least five years teaching, a record of excellence in instruction, and experience in program development, advising, and/or mentorship at the undergraduate level.

The overarching criteria for retention, promotion, and post-promotion review are:

1. Excellence in undergraduate instruction;
2. High quality advising and mentoring of undergraduate students, including the ability to work effectively with individuals from and topics related to diverse populations;
3. Remaining current in changes in the discipline relevant to areas of instruction;

4. Ongoing professional development and self-improvement regarding disciplinary pedagogy;
5. Contributions to the development of the undergraduate program; and
6. Participation in departmental and self-governance activities.

Annual Review

NTTF instructional faculty members are to be evaluated annually through a developmental review process during years one through five of the probationary period. The review should document and evaluate faculty contributions, and provide developmental feedback and guidance in preparation for the Milestone Review for Continuous Appointment. This review should be consistent with the faculty member's letter of appointment.

For any faculty member whose appointment is divided between two or more departments, the chair of Psychology will secure a written agreement specifying which department is responsible for the review.

If a mutual decision cannot be reached, the dean or designee, or the Provost or designee, in the case of multiple colleges, will make a determination.

Retention: Annual Review

Eligibility. NTT instructional faculty members are to be evaluated annually through a developmental review process during years one through five of the probationary period. The review should document and evaluate faculty contributions, and provide developmental feedback and guidance in preparation for the Milestone Review for Continuous Appointment. This review should be consistent with the faculty member's letter of appointment.

Instructional faculty who are eligible and wish to be reviewed for promotion will be reviewed under university and departmental guidelines. This would be in lieu of the annual review.

Annual Review Submission Materials submitted by the faculty member should, at a minimum, include the following:

1. An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and that highlights activities and achievements, including:
 - a. key accomplishments over the previous year
 - undergraduate teaching, advising, and mentoring activities, and
 - self-governance and service activities;
 - b. a personal self-evaluation of progress made in the previous year including
 - a description of professional goals, professional development activities intended

- to advance job performance, and progress toward professional goals,
 - a description of teaching philosophy, instructional goals, and pedagogical methods, and
 - a self-evaluation of both classroom and individual instructional processes; and
- c. a description of contributions to the undergraduate program, including documentation of projects undertaken/completed;
2. Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
 3. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range), or appropriate assessments of teaching since the last review, summarized and presented graphically;
 4. Syllabi and/or other pedagogical materials from the review period.

Annual Review Submission Materials submitted by the faculty member may include, but are not limited to:

- Peer evaluation of teaching and curricular innovation;
- Description of professional development activities intended to advance job performance;
- A reflective analysis of student and/or peer evaluations of teaching;
- Evidence of scholarly activities, beyond the classroom, as defined by the discipline;
- Evidence of ability to work effectively with individuals from and topics related to diverse populations, and
- Evidence of service activities related to unit mission.

Promotion cycles. For review cycles during which Instructional faculty are eligible for and request consideration for promotion, these materials should cover the period since the candidate began teaching at PSU.

Peer review. The PRT Committee, the department chair, or the NTT instructional faculty member has the option of requesting that the candidate be evaluated by peers and other credible sources (e.g., authoritative subject matter or pedagogical experts). When the use of outside evaluators is deemed relevant, the process for selecting evaluators and soliciting evaluations described in the section on tenure-track faculty is used.

In making their evaluation, the PRT Committee consults copies of reports received from prior PRT committees, the ad to which the individual responded, and copies of the letters of appointment. Reviews take account of job-relevant evaluation criteria in keeping with those specified in the letters of appointment.

Criteria. The criteria for retention are satisfactory progress toward achieving the criteria for promotion to the next rank.

As a result of this review, Instructional faculty should be given an assessment of their progress toward promotion and of any deficiencies that need to be addressed prior to the award of promotion. In addition to making a retention recommendation in the case of each Instructional faculty member, the PRT Committee provides that faculty member with an evaluation of his/her progress towards promotion. The report should provide the faculty member with details on their strengths and weaknesses in the areas of undergraduate teaching, advising, mentoring, contributions to the undergraduate program, professional development, and self-governance and professional service activities. The faculty member is able to respond to the review by submitting a state or comments that will be attached to the review.

Non-tenure Track Instructional Positions – Continuous Appointment-Related Evaluations

This section describes the process through which eligible non-tenure track (NTT) instructional faculty may be considered for continuous appointment, and are evaluated. This document covers NTTF hired after September 16, 2016. For NTT instructional faculty hired prior to this date, see also the Implementation Plan. Refer to University P&T Guidelines, Non-Tenure Track Instructional Positions – Continuous Appointment-Related Evaluations.

Timing for Continuous Employment Consideration and Appointment

In year six (6) of the probationary period, NTT instructional faculty members are to be evaluated for continuous appointment through a Milestone Review. Prior to the end of the final academic year of the probationary period, a NTT instructional faculty member is to be awarded a continuous appointment or provided twelve (12) months' notice of termination of employment.

Milestone Review for Continuous Employment

Milestone reviews provide a way to honor and reward a sustained record of commitment and achievement. A milestone review that looks both backward and forward is appropriate when considering the award of continuous appointment. When the review is clear and consistent, it supports academic freedom and contributes to academic quality.

A significant factor in determining an NTT instructional faculty member's performance is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's contractual responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be

intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching. Teaching scholars often study pedagogical methods that improve student learning.

The Milestone Review of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum).¹⁶ In addition, the Milestone Review should take into account any documentation of student mentoring, academic advising, thesis advising, and dissertation advising. The Review Committee shall take into account any variations in the letters of appointment during the probationary period.

The Milestone Review Materials submitted by the faculty member should, at minimum, include the following:

1. A cumulative self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement, including:
 - a. key accomplishments over the period of the review, in the areas of
 - undergraduate teaching, advising, and mentoring activities, and
 - self-governance and service activities;
 - b. a personal self-evaluation of progress made in the previous year including
 - a description of professional goals, professional development activities intended to advance job performance, and progress toward professional goals,
 - a description of teaching philosophy, instructional goals, and pedagogical methods, and
 - a self-evaluation of both classroom and individual instructional processes; and
 - c. a description of contributions to the undergraduate program, including documentation of projects undertaken/completed;
2. Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
3. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation or median and interquartile range), or appropriate assessments of teaching since the last review, summarized and presented graphically; and
4. Representative syllabi and/or other pedagogical materials from the six-year review

period.

The Milestone Review Materials submitted by the faculty member may include, but are not limited to:

- Peer evaluation of teaching and curricular innovation;
- Description of professional development activities intended to advance job performance;
- A reflective analysis of student and/or peer evaluations of teaching;
- Evidence of ability to work effectively with individuals from and topics related to diverse populations;
- Evidence of service activities related to unit mission; and
- The annual self-appraisals prepared by the faculty member.

The following additional items may be included in the evaluation of teaching and curricular accomplishments, to the extent consistent with a faculty member's letter of appointment:

- Contributions to courses or curriculum development;
- Materials developed for use in courses;
- Results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning;
- Results of assessments of student learning
- Accessibility to students;
- Ability to relate to a wide variety of students for purposes of advising;
- Mentoring and guiding students toward the achievement of curricular goals;
- Results of supervision of student research or other creative activities including theses and field advising
- Results of supervision of service learning experiences in the community;
- Contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students;
- Contributions to the development and delivery of collaborative, interdisciplinary University Studies, and inter-institutional educational programs;
- Teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning;
- Grant proposals and grants for the development of curriculum or teaching methods and techniques;
- Professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise; and
- Honors and awards for teaching.

Procedures for Milestone Review

The department milestone review process is detailed above. The department will also adhere to the University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section H.

Promotion from Instructor to Senior Instructor I

Promotion to the rank of Senior Instructor I recognizes excellence in undergraduate instruction and the fulfillment of other job duties, and rewards demonstrated professional growth.

Eligibility. Normally, a faculty member will not be eligible for consideration for promotion to Senior Instructor I until they have completed the equivalent of at least three full years (1.0 FTE) of college-level teaching experience, including the equivalent of at least three years' full-time service (continuous or discontinuous) at PSU, unless appointed prior to 2014. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Criteria. Candidates for promotion must have demonstrated high quality in teaching and in working with students as evidenced by regular departmental reviews. Criteria for promotion include demonstration of:

1. excellence in undergraduate instruction, as evidenced by
 - classroom observation, and
 - review of teaching evaluations;
2. high quality undergraduate mentoring and advising, including the ability to work effectively with individuals from and topics related to diverse populations;
3. remaining current in areas of the discipline relevant to the candidate's instructional focus, as demonstrated by
 - keeping syllabi and course materials updated, and
 - the effective use of appropriate course materials and instructional activities, and
4. ongoing professional development and self-improvement regarding disciplinary pedagogy, as indicated by activities such as:
 - participation in workshops, seminars, or other training to improve teaching, and
 - participation in professional conferences in the discipline;
5. contributions to the improvement of the undergraduate program; and
6. participation in departmental and self-governance activities.

With consideration that Instructional faculty are limited by contract to 10% in time granted to participate in additional activities, candidates for promotion should demonstrate a record of contributions to the undergraduate program; evidence of such contributions should show a high standard of professional commitment through sustained and significant activity.

Favorable consideration is also given to participation in continuing education, conferences, and other professional development activities. Participation in departmental, college/school, and university governance is also considered, as appropriate to assignment and contract.

Promotion from Senior Instructor I to Senior Instructor II

Promotion to the rank of Senior Instructor II recognizes excellence in undergraduate instruction, contributions to the undergraduate program, and the fulfillment of other job duties; and rewards demonstrated professional growth.

Eligibility. To be eligible for promotion to the rank of Senior Instructor II, the individual must have the equivalent of at least three full years as Senior Instructor I (1.0 FTE) of college-level teaching experience, including the equivalent of at least three years' full-time service (continuous or discontinuous) at PSU. Recommendations for early promotion in cases of extraordinary achievement can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Criteria. Candidates for promotion must have demonstrated leadership in addition to high quality in teaching and in working with students as evidenced by regular departmental reviews. The candidate is expected to demonstrate an increase in assumed and designated responsibilities, growth in expertise and capability, and scope of activities. Criteria for promotion entail demonstration of:

1. excellence in undergraduate instruction, as evidenced by
 - classroom observation, and
 - a record of positive of teaching evaluations;
2. high quality undergraduate mentoring and advising, including the ability to work effectively with individuals from and topics related to diverse populations;
3. maintaining and expanding disciplinary expertise and breadth, relevant to instructional roles as they evolve, as demonstrated by
 - creation of a range of courses in target disciplinary areas, and
 - development and support of undergraduate course sequences or tracks of study;
4. ongoing professional development and engagement with the pedagogy of the discipline, including
 - participation in workshops, seminars, or other training to improve teaching,

- development of a repertoire of pedagogical approaches, and
 - implementation and dissemination of curricular innovations;
5. the ability to play a lead role in improving the undergraduate experience and program, for example, through teaching, assessment, and/or curriculum design; and
 6. engaged participation and leadership in departmental and self-governance activities.

With consideration that all NTTF are limited by contract to 10% of their time granted to participate in additional activities, candidates for promotion should demonstrate a record of contributions to the undergraduate program; evidence of such contributions should show a high standard of professional commitment, as well as demonstrated leadership, through sustained and significant activity.

Favorable consideration is also given to ongoing engagement with the profession, evidence of application of professional skills and knowledge outside the department in activities such as community engagement and outreach, and activities that contributes to knowledge in one's field and the community. Participation in departmental, college/school and university governance is also considered as appropriate to assignment and contract.

Evaluation Following Continuous Appointment

Non-tenure track instructional faculty on a continuous appointment are to be evaluated after three years of continuous appointment and then after every three years following the last evaluation or promotion.

Materials submitted by a faculty member for evaluation following continuous appointment should, at minimum, include the following:

1. A cumulative self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement
 - a. key accomplishments in the previous three years, including
 - undergraduate teaching, advising, and mentoring activities, and
 - self-governance and service activities;
 - b. a personal self-evaluation of progress made in the previous year including
 - a description of professional goals, professional development activities intended to advance job performance, and progress toward professional goals,
 - a description of teaching philosophy, instructional goals, and pedagogical methods, and
 - a self-evaluation of both classroom and individual instructional processes; and
 - c. a description of contributions to the undergraduate program, including documentation of projects undertaken/completed;
2. Current curriculum vitae following applicable sections of the PSU P&T format approved by the Provost;

3. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range) or appropriate assessments of teaching since the last review, summarized and presented graphically;
4. Representative syllabi and/or other pedagogical materials from the review period.

Materials submitted by a faculty member for evaluation following continuous appointment may include, but are not limited to:

- Peer evaluation of teaching and curricular innovation;
- Description of professional development activities intended to advance job performance;
- A reflective analysis of student and/or peer evaluations of teaching;
- Evidence of ability to work effectively with individuals from and topics related to diverse populations; and
- Evidence of service activities related to unit mission.

In the event of an unsatisfactory evaluation, the faculty member and department chair or chair equivalent will meet to discuss the deficiencies identified in the review. Following the meeting, the chair will develop a remediation plan to address the deficiencies. If the faculty member disagrees with the remediation plan, the faculty member may appeal to the dean or the dean's designee, who shall review the plan and make the final decision regarding the contents of the plan. The remediation plan is to be developed before the end of the academic year in which the unsatisfactory evaluation occurred. If the chair and faculty member identify resources that would assist with the remediation plan, a request for access to such resources will be made to and considered by the Dean. Resource unavailability could result in modification or extension of the remediation plan.¹

Progress on the remediation plan is to be assessed and communicated on a regular basis during the subsequent academic year. At a minimum, the chair and the faculty member will meet near the beginning of the fall term to review the remediation plan and near the end of the fall term to review the faculty member's progress on the remediation plan. Prior to the end of fall term, the chair is to provide the faculty member with a written assessment of progress on the remediation plan, including identification of any issues that have not yet been successfully remediated.

At any point in the process, the chair can determine that the remediation plan has been successfully completed, at which time the chair shall notify the faculty member and conclude the remediation process.

¹ 2016-2019 CBA, Sec. 2 g (also including following three paragraphs)

Around the end of the winter term of the academic year following the unsatisfactory evaluation, the chair is to notify the faculty member whether the remediation plan has been successfully completed. If the plan has not been successfully completed, the chair may either extend the plan for an additional academic term or provide the faculty member with notice of termination. A remediation plan may be extended by the chair for up to three academic terms. A notice of termination provided under this section shall be provided to the member, Dean, Provost, and the Association and shall be effective no sooner than the end of the subsequent academic term.

Conditions Under Which Continuous Employment May be Terminated

A continuous appointment can be terminated only under the circumstances listed in the AAUP CBA, Article 18, Sect. 2(e) (pgs. 23-24).

"Continuous appointment" is an indefinite appointment that can be terminated only under the following circumstances:

1. Pursuant to Article 22 (Retrenchment).
2. When a sanction of termination is warranted and imposed pursuant to Article 27 (Imposition of Progressive Sanctions).
3. Due to a change in curricular needs or programmatic requirements made in accordance with applicable shared governance procedures. In such a case:
 - a. As soon as practicable, but no later than 60 days prior to issuing a notice of termination, the Department Chair must provide written justification for the decision and explanation of the applicable shared governance procedure to the faculty members, the Dean, the Provost and the Association.
 - b. If the employment of multiple faculty members in equivalent positions, and with equivalent position-related qualifications, skills and expertise, are to be terminated due to the same change in curricular needs or programmatic requirements, then lay-off shall be in order of seniority. Faculty will be laid off in inverse order to length of continuous service at the University.
 - c. The faculty member is to be given at least six (6) months' notice of termination of employment, with such termination effective at the end of the academic year.
 - d. The School/College will make a good faith effort to find a comparable position within the University for the faculty member.
 - e. If the reason for the decision that lead to the layoff is reversed within three (3) years from the date that notice of termination was provided to the faculty member, the affected faculty members will be recalled in inverse order of layoff. To exercise recall

rights, a faculty member must:

- Notify Human Resources in writing, within 30 days of the termination notice, of intent to be placed on the recall list. If/when there is a need for a recall list, the parties agree to meet promptly for the purpose of negotiating a process for administering the recall list.
 - Inform Human Resources of any change in telephone, email or address.
 - In the event of a recall, Human Resources will contact the faculty member by phone and email, and notify the Association, of the recall.
 - The recalled faculty member will have ten (10) working days to accept or reject the position. Failure to contact Human Resources within ten (10) working days will be considered a rejection of the position.
 - A recalled faculty member who rejects a position will be removed from the recall list.
4. If the faculty member receives an unsatisfactory evaluation and fails to remediate the deficiencies during the subsequent academic year.