The guidelines contained herein are based on the Portland State University Policies and Procedures for the Evaluation of Faculty Members for Tenure, Promotion and Merit Increases (1996). These guidelines address only the procedures for the composition of the School committee and the process for candidate review. Each faculty member is responsible for understanding and following the policies and procedures within the PSU document.

PROMOTION AND TENURE COMMITTEE

The Promotion and Tenure Committee shall serve as the Merit Pay Committee for the Graduate School of Education, under the guidelines specified by the Office of Academic Affairs. It shall also serve as the Career Support--Peer Review Committee for the Graduate School of Education, following the procedures and guidelines as outlined in the agreement between Portland State University and AAUP. Additionally, the committee will review requests for merit and for promotion of affiliated academic professionals as outlined in the collective bargaining agreement.

THE SCHOOL

The Graduate School of Education includes the following departments and units: Curriculum and Instruction; Educational Policy, Foundations and Administrative Studies; and Special Education and Counselor Education; Continuing Education; the Helen Gordon Child Development Center; and the Metropolitan Instructional Support Laboratory. Included within the School are licensure, masters degree, and doctoral programs, both school-wide and departmentally based.

PROMOTION AND TENURE COMMITTEE

1. The Committee will be comprised of six tenured and/or tenure-track faculty members, with academic ranks (Professor, Associate Professor, Assistant Professor) represented, and one graduate student from the Graduate School of Education. Each department will elect two faculty members and one alternate, with the elected faculty serving a two-year, staggered term. Whenever feasible, one representative from each department will be a Professor and the other will be either an Associate or Assistant Professor. It is desired that at least two committee members hold the rank of Assistant Professor. A tenured Full or Associate Professor will chair the Committee for one year, with the chair and chair elect being elected by the Committee from among the continuing members of the Committee. The graduate student will be elected by the Graduate School of Education faculty from a list of nominations. The Committee will solicit nominations from the departments and submit a slate to the faculty. The graduate student will be a voting member of the Committee.

2. Tenured and tenure-track faculty members who are assigned to a department on a 0.50
FTE basis or more are eligible to be considered for election as the departments representative on the Committee. However, the chairperson of the department is not eligible. The student member nominees shall be currently admitted and enrolled graduate students in the Graduate School of Education.

3. Tenured, tenure track, and fixed-term faculty members who are assigned to the Graduate School of Education on a 0.50 FTE basis or more and hold academic rank in a department are eligible to vote for the departmental representatives to the Committee in one department. While not able to serve on the committee, fixed-term personnel are eligible to vote and are eligible to apply for promotion and merit pay.

4. During April of each year departments will elect their Committee representatives. The Department Chair shall notify all faculty who are eligible for election to the Committee. Any eligible faculty member unwilling to serve on the Committee must notify the Chair within the designated period. The Chair will then prepare a list of eligible and willing faculty members that includes both name and rank. The Chair or a ballot committee within the department then prepares and distributes a secret written ballot to all department faculty eligible to vote. Ballots must be returned within a designated period of not less than two weeks. The Promotion & Tenure Committee or the department ballot committee shall count the ballots. A simple majority suffices to determine the departments elected representative(s). No faculty member or graduate student representative may serve more than two consecutive terms. If a Committee member is standing for promotion or otherwise unable to serve, the alternate from that department will replace that member.

PROCEDURES FOR PROMOTION, TENURE, POST-TENURE REVIEW, AND MERIT PAY

1. General Guidelines for Promotion and Tenure

Sections 1-4 apply to tenure-track faculty members and tenured faculty members. Sections 1-4 also apply to fixed-term faculty applying for promotion to associate or full professor. Fixed term faculty applying for promotion to associate or full professor will be reviewed under the GSE guidelines related to promotion in rank contained in Sections 1-4. All other fixed-term faculty issues are described in a separate section in these guidelines called "Fixed-Term (FT) Faculty Promotion and Multi-Year Appointment" in the Faculty Policies section of the Graduate School of Education Policy Handbook.

a. Eligibility for Promotion and Tenure

Graduate School of Education faculty members will be eligible for consideration for promotion and tenure if they meet the criteria designated in Portland State University Policies and Procedures for the Evaluation of Faculty Members for Tenure, Promotion and Merit Increases (June 12, 1996). Unless prior service was granted with the initial appointment, consideration for tenure must occur no later than the sixth year for faculty whose appointment is 1.0 FTE. Except in extraordinary cases, consideration for promotion to Associate Professor will occur concurrent with tenure. In extraordinary cases, recommendation for
promotion to associate can occur earlier, but no sooner than the third year in rank as assistant. A faculty member will normally not be considered for promotion to Professor until the fourth year in rank as an Associate Professor.

b. **Notification**

(1) By April 7 of the academic year prior to consideration, the dean shall prepare the faculty career list of all faculty containing: current rank and tenure status; total tenure related FTE and eligibility for consideration for tenure; date of last appointment, time in rank, and eligibility for promotion; date of required third-year and career support (post-tenure) review; and nature of appointment (i.e., indefinite tenure, annual tenure, fixed term). The dean shall submit this list to the incoming Chair of the Promotion and Tenure Committee, the department chairs, and all faculty by the above date.

(2) Upon receipt of the status list, the Promotion and Tenure Committee shall notify each faculty member who is eligible for promotion and/or tenure of his/her status and obtain a statement as to whether the individual wishes to be considered or deferred. In the case of an individual about to start the sixth year of annual tenure, deferral is not an option.

c. **Annual Review**

(1) Faculty on an annual tenure contract

(a) Shall be reviewed each year by the Promotion and Tenure Committee. The purpose of this review is to help the faculty member prepare for tenure consideration at a later date. The Committee shall provide a report to the faculty member and the appropriate department chair and also offer to meet with the faculty member in a group and/or individually. Annual reviews are not conducted for new faculty who are in their first year and whose appointment did not carry with it credit for previous work elsewhere. If the faculty member began with 1 or more years credited for previous work, they shall be provided the option for Annual Review by the Promotion and Tenure Committee during their first year at the University.

(b) Each faculty member who is entering the third year of annual tenure shall participate in a preliminary consideration for tenure. All requirements except that of providing the names of external evaluators shall be followed. In all cases, the Committee shall provide a report to the appropriate department chair. Third year reviews are submitted through normal departmental and School channels. If the third year review concludes the candidate is not making normal progress, the review is forwarded to the Provost.
(2) The materials submitted for Annual Review are:

(a) An overview, to include major accomplishments in each area (instruction; research; community outreach; and campus governance and other professionally-related service); future goals; and support needs. Copies of all previous Promotion and Tenure Committee reviews and recommendations should be attached to these materials. The overview should be limited to 3 pages, double-spaced, and 12 point or larger print.

(b) An up-to-date Curriculum Vitae that is organized by categories in the current PSU Promotion and Tenure Guidelines.

(3) Notification: The chair of the Promotion and Tenure Committee notifies all tenure-track faculty who are subject to Annual Review to submit the materials listed in (2) above by the due date to the Promotion and Tenure Committee.

d. Applicants Action

A faculty member who wishes to be considered for promotion and/or tenure shall provide the Promotion and Tenure Committee the following:

(1) A Statement of Intent: An indication that he/she wishes to be considered.

(2) A Faculty Curriculum Vita, prepared in keeping with the guidelines in Appendix I of the PSUs Policies and Procedures guidelines of June 12, 1996.

(3) A Portfolio, discussed in greater depth later, which documents appropriate achievement in the following areas: (1) teaching, (2) research, (3) community outreach and (4) governance and other professionally related service.

(4) Category Weights. Each candidate shall designate the desired weight of the three major categories of teaching/instruction, scholarship (broadly defined), and service/governance/outreach. These weights must cover all three areas, with each area weighted in importance from 20-50 points. The weights assigned to all three categories must sum to 100 points. The point system is meant to reflect the quality and extent of contributions in each area, and does not have any necessary connection to the percentage of time spent on each area in a typical work week.
e. **External Peer Review**

(1) An external review is required in the area(s) which the candidate designates as the primary focus of scholarship. Faculty members who wish to be considered for promotion and/or tenure shall provide their Department Chair with a list of four to six reviewers outside the University who can substantiate the quality of the candidates scholarly work (see section II-C of PSUs "Policy and Procedures for the Evaluation of Faculty for Tenure, Promotion and Merit Increases"). This list of external reviewers can be comprised entirely of faculty at other universities or can be comprised of a combination of university faculty and other credible sources (e.g., authoritative representatives from a faculty members field, students, community participants and subject matter experts). The candidate is not required to contact the external reviewers to confirm their eligibility, but may do so if he or she chooses.

(2) The appropriate Department Chair will add at least three names of potential external reviewers (addresses, phone, etc. must be provided as in #1 above). Availability must also be determined by the Department Chair. (The Department Chair must call potential reviewers to determine availability before adding names to the list).

(3) The Dean after reviewing (and adding names, if desired), will forward this list to the Chair of the Promotion and Tenure Committee along with the data relating to addresses, phones, availability, etc. (The Dean should call to determine availability prior to adding new names to the list).

(4) The Chair of the Promotion and Tenure Committee will select at least three evaluators from the combined list and contact each evaluator for the purpose of reconfirming their availability to complete the peer review. (Note: At least one of the evaluations must come from an external reviewer identified by either the Department Chair or Dean and one identified by the faculty member).

(5) Excerpts from the candidates portfolio will be mailed to each external reviewer, along with a cover letter of explanation. (See PSU Guidelines.) These excerpts are selected on a collaborative basis, by both the faculty member and the Chair of the Promotion and Tenure Committee.

f. **Promotion and Tenure Committee Action**

(1) Each member of the Promotion and Tenure Committee will independently evaluate each application. The Committee will then convene to share their observations and make recommendations.

(2) The Committee can make one of four decisions: Ineligible; Deferral; Positive Decision; and Negative Decision. [See PSUs guidelines for procedures.]
(3) When a decision on an application has been made by the Promotion and Tenure Committee, the members will record their recommendations on a form provided by the Office of Academic Affairs [see PSUs guidelines]. This form will be forwarded to the Chair of the faculty member being reviewed, together with a letter of recommendation.

g. **Action of the Chair of the Department**

(1) Review justification for deferral at the faculty members request and decision for deferral made by the Committee. For annual appointment faculty being deferred, review the Committees report, add any additional evaluation, and discuss with the faculty member.

(2) Independently make his or her own tentative evaluation of the candidate before examining the recommendation made by the Committee. (The candidates notebooks will be accessible to both the Chairperson and the Committee during the same period of time.)
(3) After receiving the Promotion and Tenure Committees recommendations, the Chair will make his or her recommendations to the Dean of the Graduate School of Education and provide copies of the P&T Committees and department chairs letter to the candidates by December 15. [See PSUs guidelines]

(4) After receipt of the Deans recommendations, the Chair will inform the faculty member in a timely manner.

h. Independent Evaluation

The Promotion and Tenure Committee is a recommending body only; however, its recommendations, based on considerable study and effort, are taken seriously by the Department Chairperson, the Dean of the Graduate School of Education, the Provost, and the President. In the event that the Committees recommendations are not followed, however, the Committee may request a hearing with the Department Chairperson and/or the Dean of the Graduate School of Education. If there is disagreement among the Promotion and Tenure Committee, departmental chair, and/or the Dean as to the recommendation to be made to the Provost, the Deans Advisory Committee shall do an independent evaluation and submit its recommendation to the Dean.

i. Candidates Appeal

When individual faculty members wish to appeal a decision made by the President on their promotion or tenure, they should follow the procedures outlined in the Portland State University Policies and Procedures for the Evaluation of Faculty Members for Tenure, Promotion and Merit Increases, available through the Department Chair or the Dean of the Graduate School of Education.

j. Feedback to Candidate

If requested by the candidate, independent feedback conferences will be provided by the Promotion and Tenure Committee Chair and by the Department Chairperson.


In addition to information indicated in 1.d (above), each eligible faculty member who wishes to be considered for promotion and/or tenure will be asked to submit a single, three-ring portfolio that consists of a self-appraisal and a series of appendices. The portfolio will begin with the candidates self-appraisal (no more than 2500 words) that a) articulates the candidates teaching philosophy and scholarly agenda, b) describes how the agenda relates to the departmental academic mission within the context of the university mission and the discipline as a whole, c) summarizes the quality and significance of the candidates teaching, scholarship, and community outreach, d) summarizes governance and other professionally related services, and e) projects future work. This self-appraisal should refer the reader to the appendices that follow. The appendices serve to substantiate the candidates self-appraisal, and examples of the kind
of documentation that might be included are provided in subsequent pages of this document.
These portfolios will be complete and be turned in by the date specified by the Promotion and Tenure Committee. Since the material submitted for consideration must fit into one notebook (for the purpose of making the Committees task of reading and evaluation manageable), faculty members need not document every listed item under each category. No faculty member, however, should list an item which cannot be documented with available materials. The Committee, Department Chair, Dean, or Office of Academic Affairs may request documentation of items listed but not included in collated materials.

The following are examples of documentation that might be used in the notebook:

a. **Teaching, mentoring, and curricular activities (Teaching)**
   Documentation of accomplishments in teaching, mentoring, and curricular activities that are consistent with the faculty members responsibilities. Considerations should include whether or not the individuals contributions reflect a) creative and effective use of innovative teaching methods, curricular innovations, and software development, b) publishing in pedagogical journals or making educationally-focused presentations at disciplinary and interdisciplinary meetings, and c) mentoring students by providing student, thesis and dissertation advising. Criteria for evaluation include: a) clarity of goals, particularly contributions to larger curricular goals, b) mastery of existing knowledge, c) use of variety of instructional approaches, d) significance of instruction, e) consistent ethical behavior.

   It is strongly recommended that the following items be considered in the evaluation of teaching and curricular accomplishments:

   (1) Publications reflecting innovative teaching methods and curricular innovations or papers presented at local, state, regional and national/international meetings at disciplinary or interdisciplinary meetings that advance the scholarship of teaching.

   (2) Courses taught--Summary of courses taught, including course numbers and titles, dates and numbers of students.

   (3) Formal student evaluations
      • Results of assessments of student learning
      • Summaries of course evaluations completed by students
      • Letters or comments written by students
      • Brief candidate reflection on student evaluations

   (4) Peer review of teaching, mentoring, and curricular activities
      • Letters of documentation from faculty and other professionals describing these activities

   (5) Outlines, syllabi, and other materials such as a videotape or web site that document instruction.
(6) Contributions to courses or curriculum development

- 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.

(7) Contributions to the development of collaborative, interdisciplinary, university studies, extended studies, and interinstitutional educational programs.

(8) Professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise.

- Attendance at inservice educational programs provided by the Graduate School of Education and the University.

- Description of other efforts to keep current in the faculty member's area of expertise.

(9) Honors and awards for teaching

(10) The results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning.

(11) Grant proposals and grants for the development of curriculum or teaching methods and techniques.

(12) The results of supervision of students, student research or other creative activities including theses, or dissertations.

- For each research project and creative activity provide student name, title of paper/activity, date completed, and the role played by the faculty member in the activity.

- Identify student research and creative activities which have received honors or awards.

- List of advisees by program or degree.

(13) The results of supervision of student teaching, practicum, and/or service learning experiences in the community
(14) 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

(15) Contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students or developing an effective advising system

b. Research/Scholarship and Creative Activities

(1) Research

Documentation of accomplishments in research and published contributions to knowledge and other professional or creative activities that are consistent with the faculty members responsibilities. Consideration should include whether or not the individuals contributions reflect a) continuous engagement in research, and b) future promise. Criteria for evaluation include: a) mastery of existing knowledge, b) appropriate use of methodology and resources, c) effectiveness of communication, d) significance of results, and e) ethical research methodology.

- External peer review of research contribution (required).
- Scholarly books and monographs.
- Refereed publications of articles and monographs by professional journals and organizations. The stature of the publication (national vs. local, professional standing) should be taken into account.
- Non-refereed publications of articles and monographs.
- Refereed papers presented at meetings of professional organizations. The stature of the organization (national vs. local, professional standing) should be taken into account.
- Non-refereed papers presented at meetings of professional organizations.
- Scholarly writing or research accepted for publication.
- Scholarly writing or research in progress.
- Citations of work, reprints in collected works.

(2) Creative achievements

- Software, music, films, television, radio, drama, dance, videotape, computer, other media, and other creative products clearly related to the faculty members area of professional expertise. An external peer review report is required if this category is of major importance in the deliberations.
(3) Collaborative, interdisciplinary, and institutional research

- Program description, list of collaborators
- Program evaluations
- Letters of support

(4) Honors, awards, and research service

- Editorships of refereed journals
- Editorial boards of refereed journals
- Grant application peer review
- Office and committees in professional organizations
- Honors and awards of recognition

(5) Grants and contracts involving research

The scale and stature of the work (national vs. regional or state) should be taken into account.

- Grants and contracts funded
- Grants and contracts proposed

c. **Community Outreach**

A significant factor in determining a faculty members advancement is the individuals accomplishments in community outreach when such activities are part of a faculty members responsibilities. Scholars can draw on their professional expertise to engage in a wide array of community outreach. Such activities can include defining or resolving relevant local, national, or international problems or issues. Community outreach also includes planning literary or artistic festivals or celebrations. PSU highly values quality community outreach as part of faculty roles and responsibilities.**

The setting of Portland State University affords faculty many opportunities to make their expertise useful to the community outside the University. Community based activities are those which are tied directly to ones special field of knowledge. Such activities may involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. These activities also include aesthetic and celebratory projects. Scholars who engage in community outreach also should disseminate promising innovations to appropriate audiences and subject their work to critical review.

**Not all external activities are community outreach in the sense intended here. For example, faculty members who serve as jurors, as youth leaders and coaches, or on the PTA do so in their role as community citizens. In contrast, community outreach activities that support promotion and tenure advancement fulfill the mission of the department and of the University and utilize faculty members academic or professional expertise.**
Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can:

- Work with schools, agencies, and other community institutions in program development, evaluation, and other capacities.
- Contribute to public policy through service on committees, consultation, testimony, and so on.
- Help to facilitate change in organizations or institutions.
- Participate in and serve on boards, commissions, and committees outside the university.
- Offer professional services such as consulting (consistent with the policy on outside employment serving as an expert witness, or providing clinical services.
- Engage in public speaking such as lectures, television or radio appearances, and so on.
- Service in continuing education community projects.
- Participation in international programs that are not a part of a normal assignment.
- Documentation of interdisciplinary and/or institutional cooperative activity which serves the external community.
- Offer other forms of service to the community, such as work with religious organizations, social agencies, political action committees, charitable organizations, and other community groups.

Faculty and departments should evaluate a faculty members community outreach accomplishments creatively and thoughtfully. Contributions to knowledge developed through community outreach should be judged using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the evaluation consider the following indicators of quality and significance:

- Publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach.
- Honors, awards, and other forms of special recognition received for community outreach.
- Adoption of the faculty members models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems.
- Substantial contributions to public policy or influence upon professional practice.
- Models that enrich the artistic and cultural life of the community.
- Evaluative statements from clients and peers regarding the quality and significance of documents or performance produced by the faculty member.
d. **Governance and Other Professionally Related Services**

Participation in campus governance, community and professionally-related service is an expectation for all faculty. While such activity is not considered a scholarly activity per se, such participation is essential to creating a collegial environment that supports scholarly excellence and the achievement of the School and University missions. All faculty must do their fair share of governance and other professionally-related service to be awarded tenure and/or be promoted in rank. How a fair share is defined is subject to norms publicly discussed and developed by the School.

Governance and professionally-related service activities may include the following activities and forms of documentation:

**Committee and Other Forms of Collegial-Governance**

- Descriptions of service on program, department, School and University committees, including Continuing Education
- Letters from committee chairs on your behalf, indicating your contributions
- Descriptions of individual contributions outside of committees
- Letters of application from administrators

**Other Contributions to Program, Department, School and University Development**

- Contributions to student organizations (advisor, etc.)
- Participation in PSU chapters of professional organizations (offices, held, etc.)
- Participation in new student orientation, faculty orientation, and other special events
- Contributions to AAUP and other university-wide governance groups
- Continuing Education

**Service to the Profession**

- Service as an officer of a professional organization
- Organizing the program and/or facilities for a professional meeting
- Other forms of service to the profession that do not engage an individual's scholarship

3. **Merit and Salary Increases**

The Promotion and Tenure Committee shall serve as the committee responsible for merit and salary increase recommendations. These recommendations are forwarded to the cognizant department chair(s) and the Dean. All the guidelines described in Part D on Promotion and Tenure will apply to merit and salary increase deliberations, with these exceptions:
a. Deliberations and due dates for materials will take place during winter and/or spring quarters as outlined by the Office of Academic Affairs.

b. Faculty members are to submit a list of accomplishments (without the portfolio of selected documentation). It is to be understood that all listed items are to be documented if requested and are to cover only the time period elapsed since the last consideration of merit increases. This time period must be specified by the Committee Chair at the time materials are requested by the Promotion and Tenure Committee.

c. The Office of Academic Affairs does not require balloting and use of special forms for merit and salary increases.

4. Policies and Procedures for the Career Support--Peer Review Committee
for faculty with tenure

a. Binding Contractual Agreements

[This section will be modified, if needed, to reflect our current contract]

Each department will elect a three-member Career Support-Peer Review Committee, to be chaired by one of the departments members of the GSEs Promotion and Tenure Committee. This committee will follow procedures and responsibilities as outlined in the Agreement between Portland State University and AAUP-PSU, as modified by any subsequent contract:

• In September of each year, the committee meets, reviews the guidelines for the Career Support--Peer Review Committee, and obtains, from each Department Chair, the names of the departmental faculty members who are eligible for review.

• At the beginning of the fall quarter, each tenured member eligible for review first meets with the Career Support--Peer Review Committee for an informal discussion concerning the members work and professional development. To promote maximum candor, no record of the substance of this meeting is kept, and the discussion is regarded as confidential. Prior to this first meeting, the member will furnish the Committee a current resume and a short narrative of plans for the future (Note: This resume is to be organized in the areas of instruction, research and creative activities, and service as discussed in the promotion and tenure guidelines. The faculty member may identify areas he/she wishes to emphasize and have the Committee note in particular. No supporting documentation needs to be attached at this point in the process.)

• If the faculty member being reviewed believes that additional institutional support is important to his/her continued professional growth, he/she shall notify the Committee of this in writing within one week of the above meeting. The Dean will compile and submit these requests.
• Following this initial meeting, the review committee shall meet within three weeks to determine whether the faculty member has successfully met the criteria of Career Support--Peer Review. If the decision is that the faculty member has met the criteria, this decision is reported to the appropriate departmental chairperson and the member being reviewed within one week of the Committee action; the review of that individual is finished. (See the following for action needed if a request for additional support was received or if a negative decision was reached.)

• On the other hand, if the decision of the Committee is that the faculty member's past record and future plans are such that the following procedures are required, this decision shall be communicated to the appropriate departmental chairperson and the member being reviewed by December 1 of the year of the review, and the following steps shall be implemented. At this time, the faculty member may request that the Committee evaluating him/her be modified by a preemptory challenge and replacement of a faculty member to gain expertise relevant to the discipline of the individual being evaluated. The members being added to the Committee must be mutually acceptable to the Committee and the individual being reviewed.

• If the faculty member and the departmental chair has been notified that a professional developmental plan will be presented, the individual under review shall give the Committee a brief written plan for professional activities and development over a specified period of years. This written plan must be submitted by January 15.

• After the Committee has received the plan, it meets again with the individual to determine jointly a formal development plan and what reasonable specific institutional support may be necessary to carry out the plan. This joint recommendation is sent to the appropriate departmental chairperson no later than February 15 of the year of eligibility. The Department Chairperson forwards the joint recommendation together with the department chairpersons recommendation to the Dean by March 1, and to the Office of Academic Affairs by March 15. If the institutional support required to carry out the plan is not provided, the individual will not be held responsible for failure to complete the plan. In this circumstance, the Committee and the faculty member will determine jointly whether an alternative plan is feasible.

• During the period covered by the plan, normally two academic years, the Peer Support-Peer Review Committee, the departmental chairperson, the Dean, and other persons able to provide help will be available to the individual to provide all possible assistance, consultation, and advice. The person being reviewed will keep in touch with the assigned Committee concerning progress made towards reaching the goals and the plan. Since by its very nature scholarly and creative work is unpredictable, an individual shall be free at any time to propose to alter, revise, supplement, or abandon a particular plan for professional development. The member should, however, obtain approval for such change from the Peer Support-Peer Review Committee and department chairperson.
• At the end of the period covered by the professional development plan, the individual will present the results or accomplishments of the plan to the Peer Support-Peer Review Committee and other interested persons including the departmental chairperson. Normally, the member would provide documentation of post-doctoral training experiences, articles submitted to academic journals for possible publications, improved student ratings for classroom instruction, new materials developed for instructional use, participation on Departmental, School, University and Community Committees, etc., as related to the professional development plan.

• If, in the judgment of the majority of the Career Support-Peer Review Committee, the professional development plan has been successfully concluded, the Committee informs the individual being reviewed and the department chairperson in a statement signed by the members of the Committee. A minority report of the Committee may accompany this statement.

• If, on the other hand, the Committee finds that the proposed professional development has not been completed within the period agreed upon, it will present to the individual written suggestions outlining how the situation may reasonably be remedied. The Committee will not report such action to the Department Chairperson until the individual in question has had a reasonable opportunity (within one academic term) to discuss the Committees suggestion and possible alternatives with the Committee.

b. **Frequency of Peer Review**

Reviews will normally take place every three years, following the granting of tenure (scheduling to be at department discretion). They may take place more often at the request of an individual or at the end of a planned period of professional activities and development as determined jointly by the individual and the Committee. When a tenured faculty member is promoted, the act of granting a promotion shall be interpreted as a recognition that the timing for a post-tenure review shall begin three years thereafter. No review will take place within a three year period immediately prior to an individuals retirement date unless it has been recommended by the Committee as a result of a previous review.

c. **Simultaneous Evaluations for Promotion and Career Support--Peer Review**

It is conceivable that a departmental member may be eligible to undergo consideration by the Career Support--Peer Review Committee during the same year the member wishes to be considered for promotion. In this event, the faculty member has the option of requesting a delay of the review for one year, pending the outcome of consideration for promotion, or a simultaneous review for both purposes.
d. **Record Keeping and Implementation**

It is the responsibility of each Department Chairperson to: a) keep records of Career Support--Peer Review evaluations and b) to provide the Dean with a list of those reviewed by the end of Winter quarter.

e. **Faculty Appeal of Membership of Review Committee**

The Chairperson will notify the faculty member in writing of the final membership of the review committee. To appeal the final membership of the review committee the faculty member will submit a written appeal to the Chairperson within fourteen days of receipt of notification of the final membership of the Committee. Upon receipt of an appeal the Chairperson shall initiate a meeting with the faculty member. A joint attempt will be made to determine a mutually acceptable resolution to the appeal. If the faculty member does not feel that his meeting has produced a satisfactory resolution, then the faculty member may appeal to the Dean of the Graduate School of Education. The Dean’s decision will constitute the final disposition of the appeal.

**Course Evaluations**

1. Department chairs are responsible for ensuring that faculty receive course evaluations (statistical summaries and compiled written comments) in a timely manner (e.g., within the first four weeks of the following term).
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<th>Date</th>
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<tr>
<td>January 7</td>
<td>Send notification letters to faculty candidates for annual reviews.</td>
<td>P&amp;T Chair</td>
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<tr>
<td>January 8</td>
<td>Submit third-year material to P&amp;T Committee.</td>
<td>Third-year review faculty candidate</td>
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<tr>
<td>January &amp; February</td>
<td>Conduct third-year reviews.</td>
<td>P&amp;T Committee</td>
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<tr>
<td>January &amp; February</td>
<td>Send third-year review letters to faculty candidates;</td>
<td>P&amp;T Chair</td>
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<td>Invite faculty candidates to set up appointment for individual meetings with P&amp;T Committee.</td>
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<td>February 22</td>
<td>Submit annual review materials to P&amp;T committee.</td>
<td>Annual review faculty candidate</td>
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<tr>
<td>March &amp; April</td>
<td>Conduct annual reviews</td>
<td>P&amp;T Committee</td>
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<tr>
<td>March &amp; April</td>
<td>Send annual review letters to faculty candidates;</td>
<td>Annual review faculty candidate</td>
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<td>Invite faculty candidates to an open and/or individual meeting with the P&amp;T Committee.</td>
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<tr>
<td>March &amp; April</td>
<td>Notify P&amp;T Chair for individual third-year review meeting time with the Committee, if so desired.</td>
<td>Third-year review faculty candidate</td>
</tr>
<tr>
<td>April</td>
<td>Elect faculty representatives to P&amp;T Committee; appoint 2 faculty representatives for Career Support Peer Review committee.</td>
<td>GSE Departments</td>
</tr>
<tr>
<td>April 7</td>
<td>Publish and distribute Faculty Career Review List to include rank, eligibility, promotion date, and hire date.</td>
<td>GSE Dean</td>
</tr>
<tr>
<td>April 14</td>
<td>Send promotion and tenure review notification letters to eligible faculty of their status and eligibility for promotion and tenure.</td>
<td>P&amp;T Chair</td>
</tr>
<tr>
<td>May 1</td>
<td>Send third-year review notification letters to candidates</td>
<td>P&amp;T Chair</td>
</tr>
<tr>
<td>May 1</td>
<td>Send career support/peer review notification letters to eligible tenured faculty</td>
<td>P&amp;T Chair</td>
</tr>
<tr>
<td>May 15</td>
<td>Notify P&amp;T Chair their intent to either apply or defer for promotion and tenure; Submit list of recommended external reviewers.</td>
<td>Eligible promotion and tenure faculty candidate</td>
</tr>
</tbody>
</table>
### Graduate School of Education Promotion and Tenure Committee
#### Time Schedule for Tenure Track and Tenured Faculty

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 15</td>
<td>Submit recommendations of external reviewers for eligible promotion and tenure faculty candidates.</td>
<td>Department Chairs; Dean</td>
</tr>
<tr>
<td>June 15</td>
<td>Select names of at least five external reviewers for eligible promotion and tenure faculty and send letter requesting participation from reviewers.</td>
<td>P&amp;T Chair</td>
</tr>
<tr>
<td>September 23</td>
<td>Submit promotion and tenure portfolio and packet for external reviewers to P&amp;T Chair.</td>
<td>Eligible promotion and tenure faculty candidate</td>
</tr>
<tr>
<td>September 30</td>
<td>Send promotion and tenure letter and packet to external reviewers.</td>
<td>P&amp;T Chair</td>
</tr>
<tr>
<td>October</td>
<td>Orient new faculty to P&amp;T procedures.</td>
<td>P&amp;T Chair</td>
</tr>
<tr>
<td>October &amp; November</td>
<td>Conduct promotion and tenure reviews.</td>
<td>P&amp;T Committee</td>
</tr>
<tr>
<td>November 1</td>
<td>Send promotion and tenure review letters to P&amp;T Chair.</td>
<td>External reviewers</td>
</tr>
<tr>
<td>November 10</td>
<td>Submit career support/peer review materials to department P&amp;T representatives.</td>
<td>Career support/peer review faculty candidate</td>
</tr>
<tr>
<td>November &amp; December</td>
<td>Conduct career support/peer review interviews.</td>
<td>Departmental career support/peer review committee</td>
</tr>
<tr>
<td>December</td>
<td>Forward career support/peer review letters to tenured faculty with copy to department chair.</td>
<td>Chair of departmental career support/peer review committee</td>
</tr>
<tr>
<td>December 15</td>
<td>Notify promotion and tenure faculty candidates of recommendations.</td>
<td>P&amp;T Chair; Department Chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification letters sent</td>
<td>Annual Review</td>
<td>Third-year review</td>
<td>Promotion (including fixed-term faculty) and/or tenure review</td>
</tr>
<tr>
<td>Material turned in by candidate</td>
<td>January 7</td>
<td>May 1</td>
<td>April 14</td>
</tr>
<tr>
<td>Reviews to take place</td>
<td>February 22</td>
<td>January 8</td>
<td>September 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>October/November</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>November/December</td>
</tr>
<tr>
<td>Career support/peer review</td>
<td>May 1</td>
<td>November 10</td>
<td>November/December</td>
</tr>
</tbody>
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