

**University Studies Program Policies and Procedures**  
**Governing Annual Review Criteria for University Studies Fixed Term Faculty**  
**Revised November 16, 2002**  
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**Revised April 17, 2002**

Policies and procedures governing renewal of contracts and salary increases serve to assist faculty in demonstrating achievement of University and program goals. Portland State University recognizes that each faculty member is unique, that the departments and programs differ in their respective missions and goals, and that the cultures of academic disciplines establish differing priorities for faculty. In light of this diversity, the PSU Faculty Senate maintains that the responsibility for establishing and implementing formative and evaluative policies and procedures rests with individual departments and programs (Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, adopted by Faculty Senate, June 12, 1996). With this in mind, the University Studies faculty, in devising criteria for the annual review of fixed term faculty, recognize the importance of the following areas in demonstrating successful faculty contribution to the goals and ideals of the program.

The annual review covers the following areas.

I. Teaching Excellence

II. Interdisciplinarity, Collaboration, and Service to the University Studies Community

**I. Teaching.**

Faculty are expected to develop and deliver courses including syllabi that model University Studies teaching and learning strategies, missions and goals. All UNST faculty are expected to maintain high standards in performing their teaching duties. Course materials should be continually updated to incorporate emerging ideas relevant to the subject areas taught. Where applicable, faculty should be available during the advertised office hours for student advising. Faculty should maintain a classroom climate that values diversity and is hospitable to all members of the PSU student body. Also faculty should maintain rigor in establishing clear and consistent expectations for student performance and success. Teaching excellence would demonstrate:

- a) a commitment to student-centered learning
- b) a thorough integration of UNST goals
- c) a commitment to interdisciplinary content
- d) the use of a diverse range of instructional techniques

The evidence of teaching excellence could be demonstrated through course evaluations, syllabi, written recommendations, individual student projects, and community based learning projects.

\*\*Note that a faculty could also demonstrate the above criteria through, for example, mini-lectures, case studies, debates, role play, group workshops, field trips, interviews, oral presentations, and online discussions. In addition, faculty may choose to illustrate excellence in teaching/pedagogy through scholarship which might include presentations, conference proceedings, published articles or books.

**II. Interdisciplinarity, Collaboration and Service to the UNST Community.**

**A.** Faculty should provide evidence of efforts to address University Studies goals in their courses by promoting interdisciplinarity and collaboration with other UNST colleagues. Where appropriate (depending on the level of the program in which the faculty member teaches), such evidence could include examples of syllabi-especially in team-taught courses-pedagogy, guest lectures, work with mentors, and other collaborative exercises such as common assignments for FRINQ classes. In addition, faculty may choose to illustrate interdisciplinarity through scholarship which might include presentations, conference proceedings, published articles or books. Faculty should also attend and fully participate in regular meetings of individual FRINQ teams, program wide FRINQ meetings, cluster, or other appropriate UNST groups.

These requirements neither supplant the traditional ideas of scholarship nor relieve each faculty member of the obligation to pursue individual intellectual and professional growth, but are reflections of the responsibility of UNST to model the tenets of the general education program for the PSU community.

B. Faculty should provide evidence of team performance. In this instance, faculty are encouraged to include reflections by other team members on their team contributions. Such evidence could take the form of letters of recommendation, a formal team reflection piece which includes statements on each member's participation, or some other form of documentation which clarifies goals and the faculty's predetermined team contribution to them.

C. Faculty members are expected to share in the governance of the University Studies program, including service on program committees, student advising, and outreach to departments within the university and the community. This could include activities such as a presentation of UNST workshops, service in various governance committees, or university-wide committees.

### **III. Procedures for Documenting Individual Performance.**

#### **A. Annual Review of Faculty**

Faculty should prepare a portfolio including their C.V., a scholarly agenda reflecting on their achievements and progress in the areas of a) teaching and b) interdisciplinarity, collaboration, and service to the UNST community as well as appendices containing supporting documentation, such as syllabi and teaching materials, grant applications, conference proceedings, reprints of published works, and the like. Student evaluations must be included in the portfolio as required by university policy.

#### **B. Portfolio Submission Guidelines**

- First-year fixed term faculty should submit their portfolio no later than the last week of Spring term.
- Continuing faculty should submit their portfolio by mid November each year.

#### **C. Composition of Annual Review Committee**

Committee will comprised of:

- One faculty member from the existing Tenure and Promotions Committee.
- One faculty member with a high degree of seniority (5+ years) in the UNST program
- One newer faculty member (with at least one year and less than three years experience) in the UNST program.