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*****OFFICE OF THE PROVOST UNIT POLICY TEMPLATE*****

CAREER AND LIMITED DURATION FACULTY REVIEW AND PROMOTION

Unit:

Previous version approved:

Faculty approved:

Dean's revision received by OtP:

Date of OtP approval:

Note: Text in [blue and brackets] indicates where units should develop and insert language specific to their unit practices, standards, and criteria. Other text is directly from the CBA or university policy and should not be altered.

Unless noted otherwise, this policy is based on Article 19 from the CBA, US20/21-04, US21/22-06, or US22/23-11.

I. PREAMBLE

A. Purpose of Reviews

Performance reviews for Career faculty are for the purpose of determining if the faculty member is meeting the standard of excellence appropriate to a Career instructional or Career research faculty member at an Association of American Universities (AAU) institution based on their job duties. Performance reviews should be designed to help Career faculty members grow as educators, scholars, and researchers, as appropriate; identify areas of strength; and identify areas that need improvement associated with their position. Career performance reviews should include a stage-appropriate assessment of the progress toward a subsequent promotion review if applicable. As part of performance reviews, supervisors of Career faculty members with a position description shall consult with (as needed or at the request) those Career faculty members to keep the position description up to date as an accurate reflection of the position. Performance reviews shall consider any lack of resources necessary to the performance of professional responsibilities that were identified in previous workload discussions (Article 17, Section 3).

For all reviews, please refer to the [NTTF Classification and Rank Criteria](#) table [attached to this email] for expectations corresponding to each classification and rank.

B. Faculty Affected by this Policy

Career appointments are either Career instructional or Career research for the purposes of this policy.

Career instructional faculty are those with appointments in the Career classification in the following categories: Instructor, Lecturer, Librarian, Clinical Professor (when an instructional appointment), Professor of Practice (when an instructional appointment) and Teaching Professor.

Career research faculty are those with appointments in the Career classification in the following categories: Research Professor, Clinical Professor (when a research appointment), Research Assistant, Research Associate, Research Scientist, Research Engineer, and Principal Research Scientist.

Career faculty with joint or multiple appointments are to have an MOU completed at time of hire or additional appointment that is approved by the Office of the Provost and specifies expectations for promotion review and identifies how reviews and the promotion process will be handled among units. (Article 16, Section 4)

This policy also covers Instructional and Research limited-duration faculty.

C. Types of Reviews

Reviews for Career faculty will include reviews associated with performance, promotion, and continuous employment. A performance review will not be required in the year a bargaining unit faculty member has a promotion or continuous employment review.

II. CAREER FACULTY PERFORMANCE REVIEWS

For details on performance review timing, election of criteria, and review process, see Article 19 of the [latest Collective Bargaining Agreement](#).

Performance reviews must include a determination whether the Career faculty member meets or does not meet expectations in each of their assigned duties. What follows are the criteria to be used and the standards for determining if the faculty member meets or does not meet expectations. It should be noted that while the following criteria establish the standards for meeting expectations, merit reviews will necessitate determining the extent to which faculty perform beyond these standards.

A. Instructional Career Faculty Performance Reviews

Criteria for Career instructional performance reviews should reflect the following:

- a) To the extent applicable, in evaluating the performance of teaching, reviews must consider at minimum: information from Student Experience Surveys, peer review(s), and, if any, personal statements for the review window. Instructor Reflection surveys are optional and may be included in a review at the request of the faculty member. For Career instructional faculty, Student Experience Surveys will be offered for all courses with five or more students, and these should be considered in the context of the response rate. Career instructional faculty are

expected to undergo at least one peer review of teaching per review window (once per year in the first three years of employment and then once every three years after that). The department or unit will establish a time frame for notification to the Career faculty member before a peer review is conducted.

- b) To the extent applicable, Career instructional faculty will be reviewed based on their service. Service is defined in unit level rules and may include activities performed for the unit, University, field, and community.
- c) To the extent applicable, in evaluating the performance of required professional development activities, the review will consider the availability of professional development funds, opportunities for professional development, and the Career instructional faculty member's efforts to secure funding (if applicable).
- d) To the extent applicable, the evaluation of scholarship, research, and creative activity will include an assessment of work quality, impact on the field nationally and internationally, and overall contribution to the discipline or program.
- e) To the extent applicable, Career instructional faculty will demonstrate evidence of excellence in development and maintenance of any additional administrative duties assigned to them beyond regular department service.

i. Teaching

Evaluation of teaching will include available evidence from multiple sources (Student Experience Surveys, peer evaluations, and optional self-reflection) assessed, at a minimum, against the four standards of professional, inclusive, engaged, and research-informed teaching as described below. Student Experience Surveys will be offered for all courses with five or more students, and these should be considered in the context of the response rate. Evidence will be drawn from all parts of a course for which an instructor is responsible (including labs, discussion sections, etc.). The [Teaching Evaluation Rubric](#) will be used to guide teaching evaluation for individual faculty.

The linked Teaching Evaluation Rubric [see attached COE Teaching Rubric] is organized to be consistent with the COE's pedagogical values and the 4 pillars of excellence as developed by TEP and adopted in the COE policy for instruction. The rubric accounts for instruction as inclusive of both didactic instruction and clinical supervision.

1. Professional Teaching

- i. Readily available, coherently organized, and high-quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations.
- ii. Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.
- iii. Students' activities in and out of class designed and organized to maximize student learning.

2. Inclusive Teaching

- i. Instruction designed to ensure every student can participate fully and that their presence and participation are valued.
- ii. The content of the course reflects the diversity of the field's practitioners [and the population served](#), the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see the relevance to themselves in the work of the course.

3. Engaged Teaching

- i. Demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.

4. Research-informed Teaching

- i. Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.
- ii. [Course content includes reading and instruction that reflect the current state of research knowledge relevant to the course.](#)
- iii. Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students.
- iv. Timely, useful feedback on activities and assignments, including indicating students' progress in course.
- v. Instruction engages, challenges, and supports students.

The criteria for evaluation of teaching are as follows:

- Meets expectations: Consistent evidence of teaching excellence in at least 3 of the 4 categories as indicated by the data sources presented.
- Does not meet expectations: Limited evidence of teaching excellence in 2 or more categories as indicated by the data sources presented.

ii. Service

Career Instructional faculty should demonstrate, as appropriate to the assigned FTE allotted for service, regular participation in service to the department, unit, university, profession, and community.

The criteria for evaluation of service are as follows:

- Does not meet expectations: The faculty member provides limited or insufficient evidence of service to the academic program, department, center or institute, school or college, university, profession, and/or the community as consistent with their expertise and role in the COE.
- Meets expectations: Describe unit standards for determining “meets expectations”] The faculty member provides evidence of service to the academic program, department, center or institute, school or college, university, profession, and/or the community as consistent with their expertise and role in the COE.

ii. Professional Development

Career instructional faculty should demonstrate, as appropriate to the FTE allotted for it, evidence of professional activities that help them stay current in both course content and instructional methodology. Other activities that promote professional growth are also relevant (e.g., conference and workshop attendance, scholarly activities such as materials development, development of assessment tools, etc.).

The criteria for evaluation of professional development are as follows:

- Does not meet expectations: The faculty member provides limited or insufficient evidence of sustained professional development activities commensurate with FTE to the academic program, department, center or institute, school or college, university, profession, and/or the community during the review period, falling below the college's professional responsibilities expectations in either scope, alignment, or total contribution hours.
- Meets expectations: The faculty member provides evidence of sustained and/or recurring professional development activities as related to their

academic program, department, center or institute, school or college, university, profession, and/or the community that fall within the period of review and is consistent with the FTE expectations indicated by the college's professional responsibilities policy. In the College of Education, career instructional faculty with credentialing maintenance expectations associated with their COE position are expected to keep those credentials current without lapse. Career instructional faculty with credentialing expectations will work directly with their supervisor or department head to ensure they have the resources necessary to maintain currency but will otherwise independently track and ensure that professional development is up to date.

iii. Scholarship, research, or creative activity

The COE guidance on what counts as research and scholarship is inclusive of faculty classification and rank and the disciplines represented within the COE. In evaluating a faculty member's collective research and scholarship, criteria should allow reviewers to take into account and contextualize each faculty member's work in terms of their classification and rank, research agenda, the nature of the discipline or field of study in which the research is being conducted, and the possibility that a variety of formats and forums may be appropriate for exposition of scholarly work. A faculty member's dossier may not provide evidence in *every* category below; the comprehensive list of categories is provided in efforts towards inclusivity of the disciplines and scholarship trajectories for faculty within the COE.

Distinctions should be made regarding the difficulty, complexity, scale, and time required to conduct the research and prepare refereed scholarly products for publication. Some programs of study lend themselves to reporting incrementally different findings from the same or similar studies, whereas others encompass consideration of entirely new phenomena for each study. In addition, attention should be given to disciplinary expectations and the faculty member's role (e.g., PI, Co-PI or Co-I) on research projects. The COE criteria for promotion are inclusive to accommodate a wide range of scholarly approaches and research methods. Additionally, the COE acknowledges that different research questions require different disciplinary approaches and/or research methodologies. No one form of inquiry or research method should be presumed to have greater weight than another. Rather, all questions require rigorous and appropriate processes of inquiry.

In general, research, and scholarship may be demonstrated in the following categories with progression in activity and recognition commensurate with classification and rank:

1. publications of significance (e.g., publication of books in an academic press or trade press), (b) peer-reviewed publications, (c) publication of other scholarly work such as book chapters, non-refereed journal articles, practitioner and public-facing publications, technical reports);
2. participation in conferences, conventions, seminars, and professional meetings (e.g., keynote addresses, peer-reviewed and non-peer-reviewed presentations at regional, national or international academic professional organizations);
3. applied research or scholarship that is community engaged and/or influences public policy or contributes to societal benefits;
4. adoptions of candidate's research innovations by other researchers, organizations, or the public;
5. externally funded research;
6. Internal competitively funded research;
6. recognized evidence of scholarly and professional visibility, such as membership in the national academies or other selective research societies, competitive research awards and prizes, unsolicited scholarly citations or book reviews, and the republication of work;
7. patents, intellectual property developed; technologies licensed

For career faculty with expectations and FTE for scholarship, research, or creative activity, the criteria for evaluation of those activities are as follows:

- Does not meet expectations: Faculty member did not engage in, or complete the scholarship, research, and/or creative activity, duties or expectations commensurate with classification and rank, outlined for the approved activity(ies) or demonstrated a consistent pattern of concern related to the completion or quality of the outputs.
- Meets expectations: Faculty member engaged in, or completed the scholarship, research, and/or creative activity, duties or expectations commensurate with classification and rank, outlined for the approved activity(ies) and/or demonstrated a consistent pattern of concern related to the completion or quality of the outputs.

iv. Administrative Duties

For Career faculty with assigned administrative duties, the criteria for evaluation of those activities are as follows:

- Does not meet expectations: The faculty member did not engage in, or complete the administrative duties or tasks outlined for the approved administrative activity(ies) or demonstrated a consistent pattern of

concern related to the completion or quality of the duties and tasks outlined.

- Meets expectations: The faculty member consistently engaged in and completed the administrative duties or tasks outlined for the approved administrative activity(ies) demonstrating consistent attention to meeting high quality objectives of the role.

v. Contributions to Diversity, Equity, and Inclusion

Contributions to the University's goals regarding diversity, equity, and inclusion should be taken into account, as appropriate, in the categories described in II.A.i-v as applicable to the discipline and the specific job duties of each faculty member.

B. Limited Duration Instructional Faculty Performance Reviews

Limited duration faculty will be reviewed and evaluated according to the same professional expectations as core faculty, to the extent those expectations align with the duties of their hired role (teaching, supervision, research).

In the College of Education, limited duration faculty will be reviewed at least once annually at the end of their contract period. These reviews can be informal but must be documented by the appropriate supervisor. Ongoing pro tem faculty are reviewed once every 3 years after the position has been designated as ongoing.

C. Research Career Faculty Performance Reviews

Criteria for Career research performance reviews should reflect the following:

. Evaluation of Primary Job Duties

Career research faculty will be reviewed to assess the quality of work performed and the outcomes of their contributions to the research program as appropriate to their primary job duties. To the extent applicable, the evaluation of scholarship, research, and creative activity will include an assessment of work quality, impact on the field locally, regionally, nationally and internationally, and overall contribution to the discipline or program.

The criteria for evaluation of primary job duties are as follows: --**Note to Faculty:** See the *Career Faculty Classification and Rank Criteria* document that accompanied this email and that will be appended to the final approved policy.

Does not meet expectations: Faculty member does not demonstrate criteria and expectations as outlined in their Position Description.

- Meets expectations: Faculty member consistently demonstrates criteria and expectations as outlined in the respective Position Description.

i. Service

As applicable, Career research faculty will be reviewed based on their service in the department, unit, university, profession, and community.

The criteria for evaluation of primary job duties are as follows:

- Does not meet expectations: The faculty member with assigned FTE for service or an approved exception for service provided limited or insufficient evidence of service, during the review period, falling below the agreed-upon expectations in either scope, alignment, or total contribution hours.
- Meets expectations: The faculty member with assigned FTE for service or an approved exception for service provided evidence of service consistent with FTE and or position description, during the review period, in terms of scope, alignment, or total contribution hours.

ii. Professional Development

As applicable, Career research faculty will be reviewed based on their performance of required professional development activities. The review will consider the availability of professional development funds, opportunities for professional development, and the Career research faculty member's efforts to secure funding (if applicable).

The criteria for evaluation of professional development are as follows:

- Does not meet expectations: The faculty member did not engage in any activities associated with professional development, or engaged in minimal activities, or engaged in activities that did not contribute to staying current in their research-related role including credentialing expectations.
- Meets expectations: The faculty member sought out and engaged in professional development activities that were aligned with maintaining currency and/or credentialing in research methodology, clinical research, or the area of discipline associated with their current or future research.

iii. Contributions to Diversity, Equity, and Inclusion

Contributions to the University's goals regarding diversity, equity, and inclusion should be taken into account, as appropriate, in the categories described in II.C.i-

iii. as applicable to the discipline and the specific job duties of each faculty member.

D. Limited Duration Research Faculty Performance Reviews

Limited-duration research faculty are expected to perform research-related activities consistent with their appointment [see attached *Career Faculty Classification and Rank Criteria document*]. Performance reviews for limited-duration faculty should typically be informal, documented by the supervisor, and conducted annually.

E. Materials to be Submitted by Faculty for Performance Review

Faculty undergoing a performance review will have the opportunity to submit a CV and personal statement (no more than three pages) containing information relevant to their performance of assigned duties and responsibilities.

III. CAREER FACULTY PROMOTION REVIEWS –Criteria for all classifications and ranks in the COE can be found in the *Career Faculty Classification and Rank Criteria Document* .

General promotion review considerations and details on eligibility, timing, and promotion review process can be found in Article 19 of the latest Collective Bargaining Agreement.

A. Instructional Career Promotion Review Criteria

Criteria for promotion reviews for Career instructional faculty should reflect the general expectations appropriate to each category and rank employed by the department or unit, which should be consistent with the department or unit professional responsibilities policy and must allow for differentiation based on the particular duties and position descriptions of review candidates. Each candidate will be evaluated on their own merit. Generally, a sustained record of excellence in the following areas, as appropriate, is expected.

- . Quality and versatility of teaching**

The criteria for teaching described in section II.A.i will be used for promotion reviews. Career instructional faculty must possess the ability to teach effectively at multiple levels in undergraduate and/or graduate courses but will be assessed on their effectiveness in the courses they have been assigned to teach. [See rubric referenced in II.A.i.] -

- i. Service**

The criteria for service described in section II.A.ii. will be used for promotion reviews. Career instructional faculty will demonstrate regular participation in the

business of the department or unit and the University (e.g., committee work). Only Career Faculty with FTE allocated for service will be evaluated in this category. Uncompensated service will be accounted for, but faculty may not be penalized if FTE or allowance is not provided. See section II.A.ii]

ii. Commitment to the profession

The criteria for professional development described in section II.A.iii will be used for promotion reviews. Career instructional faculty should demonstrate evidence of professional activities that help them stay current in both course content and instructional methodology. Other activities that promote professional growth are also relevant (e.g., conference and workshop attendance, scholarly activities such as materials development, development of assessment tools, etc.). [Unit may elaborate here on professional development expectations in ways that are consistent with performance review criteria in section II.A.iii]

In the College of Education, career instructional faculty with credentialing expectations associated with their COE position are expected to maintain currency of those credentials required for their role without lapse. Career instructional faculty with credentialing expectations will work directly with their supervisor or department head to ensure they have the resources necessary to maintain currency but will otherwise independently track and ensure that professional development is up to date.

iii. Scholarship, research, or creative activity

Where applicable, the criteria for scholarship, research, or creative activity described in II.A.iv. will be used for promotion reviews. [Unit may elaborate here on scholarship, research or creative activity expectations in ways that are consistent with performance review criteria in section II.A.iv.]

iv. Administrative Duties

The criteria for administrative duties described in section II.A.v. will be used for promotion reviews. Career instructional faculty will demonstrate evidence of excellence in development and maintenance of any additional administrative duties assigned to them beyond regular department service.

v. Diversity, Equity, and Inclusion

Contributions to diversity, equity, and inclusion should be taken into account, as appropriate, in the categories above as applicable to the discipline and the job duties of the faculty member up for promotion.

All faculty are expected to contribute to the University's goals regarding diversity, equity, and inclusion. These contributions may be in the areas of research, teaching, and service activities, as appropriate given the faculty member's job duties.

B. Materials to be submitted by faculty under review

- **Curriculum vitae:** A comprehensive and current curriculum vitae that includes the bargaining unit faculty member's current teaching, professional development, research, scholarly, and creative activities, including publications, appointments, presentations, and similar activities and accomplishments as applicable.
- **Personal statement:** A 2–6-page personal statement developed by the bargaining unit faculty member evaluating their performance measured against the applicable criteria for promotion. The personal statement should expressly address the subjects of teaching; scholarship, research and creative activity, as applicable; and service contributions to the academic department, center or institute, school or college, university, profession, and the community. As appropriate, the statement should include discussion of contributions to diversity, equity, and inclusion.
- **Teaching portfolio** (if applicable): Representative examples of course syllabi or equivalent descriptions of course content and instructional expectations for courses taught by the bargaining unit faculty member, examples of student work and exams, and similar material; information from student experience surveys, which will be considered in light of the response rate; information on the development of new courses and curriculum development; information on contributions to university wide teaching practices (if applicable).
- **Scholarship portfolio** (if applicable): A comprehensive portfolio of scholarship, research and creative activity; and appropriate evidence of national or international recognition or impact.
- **Service portfolio** (if applicable): Evidence of the bargaining unit faculty member's service contributions to their academic department, center or institute, school or college, university, profession, and the community, such as op ed pieces, white papers authored or co-authored by the faculty member, commendations, awards, or letters of appreciation. The service portfolio may also include a short narrative elaborating on the faculty member's unique service experiences or obligations.

- **Professional development statement** (if applicable): A statement that provides a short narrative elaborating on the professional development activities of the bargaining unit faculty member related to their job duties.
- **Professional activities portfolio** (if applicable): A comprehensive portfolio of professional or consulting activities related to their discipline.
- **Internal and/or external reviewers** (if applicable): A list of qualified internal and/or external reviewers provided by the bargaining unit faculty member.

Specificity in terms of timing of reviews, and who reviews at each stage is provided in the implementation guidance to be developed upon final approval of policy by OtP.

C. Research Career Promotion Review Criteria

Criteria for promotion reviews for Career research faculty should reflect the general expectations appropriate to each category and rank employed by the department or unit, which should be consistent with the department or unit professional responsibilities policy and must allow for differentiation based on the particular duties and position descriptions of review candidates. Position-specific criteria will be based on the most important professional responsibilities as described in a faculty member's position description to accommodate a wide range of research activities and expectations. Evaluations of research faculty funded by sponsored projects will also reflect the activities that they have been funded to do. Generally, a sustained record of excellence in the following areas, as appropriate, is expected.

. Performance of primary job duties

The criteria for primary job duties described in section II.C.i will be used for promotion reviews. Career research faculty will have position-specific criteria based on their primary job duties.

i. See Career Faculty Classification and Rank Criteria [attached to email] for expectations based on rank in each of the categories. Service

The criteria for service described in section II.C.ii will be used for promotion reviews. As applicable, Career research faculty will demonstrate regular participation in the business of the department or unit, University (e.g., committee work), field, and community and professional field of discipline. [Unit may elaborate here on service expectations in ways that are consistent with performance review criteria in section II.C.ii]

ii. Commitment to the profession

The criteria for professional development described in section II.C.iii will be used for promotion reviews. As applicable, Career research faculty will be reviewed based on their performance of required professional development activities, the review will consider the availability of professional development funds, opportunities for professional development, and the Career research faculty member's efforts to secure funding (if applicable). [\[Unit may elaborate here on professional development expectations in ways that are consistent with performance review criteria in section II.C.iii.\]](#)

iii. Diversity, Equity, and Inclusion

Contributions to diversity, equity, and inclusion should [take](#) into account, as appropriate, in the categories above as applicable to the discipline and the job duties of the faculty member up for promotion.

D. For standards of promotion to all ranks and expectations for each classification and rank, see the [Career Faculty Classification and Rank Criteria](#) document that details expectations. **Materials to be Submitted by Faculty Under Review**

- Curriculum vitae or resume: A comprehensive and current curriculum vitae or resume that includes the bargaining unit faculty member's current research, scholarly and creative activities and accomplishments, including publications, appointments, presentations, and similar activities and accomplishments.
- Personal statement: A 2–6-page personal statement developed by the bargaining unit faculty member evaluating their performance measured against the applicable criteria for promotion. The personal statement should expressly address their impact and contribution to research excellence relative to their job duties. As appropriate, the statement should include discussion of contributions to diversity, equity, and inclusion.
- Scholarship portfolio (if applicable): A comprehensive portfolio of scholarship, research, and creative activity; and appropriate evidence of national or international recognition or impact.
- Service portfolio (if applicable): Evidence of the bargaining unit faculty member's service contributions to their academic department, center or institute, school or college, university, profession, and the community, such as op ed pieces, white papers authored or co-authored by the faculty member, commendations, awards, or letters of appreciation. The portfolio may also include a short narrative elaborating on the faculty member's unique service experiences or obligations.
- Professional activities portfolio (if applicable): A comprehensive portfolio of professional or consulting activities related to their discipline.

- List of reviewers (if applicable): A list of qualified internal and/or external reviewers provided by the bargaining unit faculty member. Normally, external reviews are not expected for those in the research assistant or research associate ranks.

IV. CAREER CONTINUOUS EMPLOYMENT REVIEW

For details on Continuous Employment Review eligibility and process, see Article 19 of latest Collective Bargaining Agreement.

A. Criteria for Instructional Faculty Continuous Employment Reviews

Criteria for Career instructional faculty continuous employment reviews should reflect the general expectations appropriate to each category and rank employed by the department or unit, which should be consistent with the department or unit professional responsibilities policy and must allow for differentiation based on the particular duties and position descriptions of review candidates. Continuous employment reviews for Career instructional faculty will mirror the scope, criteria, and process for Career instructional promotion reviews to the highest rank. Generally, a sustained record of excellence in the following areas, as appropriate, is expected. If the final review by the Office of the Provost determines that the faculty member's performance in all relevant categories meets expectations, the faculty member will receive an increase to their base salary per Article 26 of the CBA.

. Quality and versatility of teaching

Career instructional faculty must possess the ability to teach effectively at multiple levels in undergraduate and/or graduate courses but will be assessed on their effectiveness in the courses they have been assigned to teach.

i. Scholarship, research, or creative activity

For career faculty with expectations and FTE for scholarship, research or creative activity this category should be evaluated during Continuous Employment Reviews.

ii. Service

Career instructional faculty will demonstrate regular participation in the business of the department or unit and the University (e.g., committee work).

iii. Administrative Duties

Career instructional faculty will demonstrate evidence of excellence in development and maintenance of any additional administrative duties assigned to them beyond regular department service.

iv. Commitment to the profession

Career instructional faculty should demonstrate evidence of professional activities that help them stay current in both course content and instructional methodology. Other activities that promote professional growth are also relevant (e.g., conference and workshop attendance, scholarly activities such as materials development, development of assessment tools, etc.).

v. Diversity, Equity, and Inclusion

Contributions to the University's goals regarding diversity, equity, and inclusion should be taken into account, as appropriate.

[Units should describe here overall standards for determining if a career instructional faculty member meets or does not meet expectations in a continuous employment review across the relevant categories described above.]

B. Criteria for Research Career Faculty Continuous Employment Reviews

Expectations for a successful continuous employment review are that the faculty member meets expectations in all categories appropriate for their classification and rank.

Criteria for continuous employment reviews for Career research faculty should reflect the general expectations appropriate to each category and rank employed by the department or unit, which should be consistent with the department or unit professional responsibilities policy and must allow for differentiation based on the particular duties and position descriptions of review candidates. Position-specific criteria will be based on the most important professional responsibilities as described in a faculty member's position description to accommodate a wide range of research activities and expectations. Evaluations of research faculty funded by sponsored projects will also reflect the activities that they have been funded to do. Continuous employment reviews for Career research faculty will mirror the scope, criteria, and process for Career research promotion reviews to the highest rank. Generally, a sustained record of excellence in the following areas, as appropriate, is expected. If the final review by the Office of the Provost determines that the faculty member's performance in all categories meets expectations, the faculty member will receive an increase to their base salary per Article 26 of the CBA.

. Performance of primary job duties

Career research faculty will have position-specific criteria based on their primary job duties.

i. Service

As applicable, Career research faculty will demonstrate regular participation in the business of the department or unit, University (e.g., committee work), field, and community.

ii. Commitment to the profession

As applicable, Career research faculty will be reviewed based on their performance of required professional development activities, the review will consider the availability of professional development funds, opportunities for professional development, and the Career research faculty member's efforts to secure funding (if applicable).

iii. Diversity, Equity, and Inclusion

Contributions to the University's goals regarding diversity, equity, and inclusion should be taken into account, as appropriate.