

New Department and Program Heads Orientation
College of Arts and Sciences
August 13, 2015
109 Friendly Hall
12:00 – 3:00

Agenda

Noon	Lunch and Introductions
12:30 – 12:45	Overview: What does it mean to be a department head / program director? – Andrew Marcus
12:45 – 1:15	Budget and Finance for Heads – Bruce Blonigen
1:15 – 1:30	Break
1:30 – 2:00	Personnel Management – Karen Ford
2:00 – 2:30	CASweb reports, Dashboards and Data for Decisions – Hal Sadofsky
2:30 – 3:00	Q&A/Roundtable Discussion

New CAS Heads Training 2015

Budget and Finance Basics

I) Oregon Budget Model: Brief overview

A) Key point - it does not go down to the department level, but SCH and other things do matter.

II) CAS' overall budget: History and context

III) Budgeting process in CAS

- A) Budget meetings
- B) Resource requests

IV) What's the main components of a department budget – personnel, and more personnel.

A) Personnel (95% of most budgets)

- i) TTF
- ii) Career NTTF
- iii) Pro Tem NTTF
- iv) Staff (OA and classified)
- v) GTFs

B) Supplies and services (S&S) budget

C) Other possible discretionary funds

- i) Foundation funds
- ii) Summer session dividends
- iii) ICC funds (from grant activity of faculty)
- iv) Equipment funds

V) Key budget items to consider

- A) Use of Career and Pro Tem NTTF
- B) Use of OA and classified staff
- C) Use of GTFs and allocating GTF terms. Coordinating with graduate admissions and progress of senior graduate students
- D) Use of S&S, Foundation, and ICC budgets – department's priorities?
- E) Plan for summer session – priorities?

CAS New Department Head Orientation
August 13, 2015

Personnel processes for

- Hiring
- Mentoring
- Promoting
- Merit reviewing
- Retiring

Resources: guidelines, policies, templates available at

- Academic Affairs website and workshops
- CBA
- CAS Dean's office: Associate Deans, Assistant Dean
- AAEO
- HR

Personnel Reviews

Who	What and When	How
Untenured TTF	Annual review	Head's letter
Untenured TTF	Midterm review (contract renewal)	Committee report + head's letter
TTF	Promotion & tenure review	External evaluators + internal committee report + head's letter
TTF	Third-year post-tenure review	Head's letter
TTF	Six-year post-tenure review	Elected PTR Committee report + head's letter
Career NTTF	Contract renewal review per contract period	NTTF Committee report + head's letter
Career NTTF	Promotion review (when eligible and when requested)	Internal committee report + head's letter
Adjunct NTTF	Annual review	Head's letter or department form
Assistant TTF	Peer reviews of teaching ¹ at least each of the three years preceding P&T	Peer review partner
Associate TTF	Peer reviews of teaching at least every other year	Peer review partner
Full TTF	Peer reviews of teaching at least every three years	Peer review partner
Career NTTF	Peer reviews of teaching ² , once per contract period	Peer review partner
Officers of Administration	Annually	Form or head's letter

¹ Peer reviews of teaching should inform annual, contract renewal, P&T, and PTR reviews

² "Peer" = other NTTF

Personnel reviews should be clear, frank, specific, rigorous, and supportive and should follow the criteria set forth in your unit's Promotion and Tenure Guidelines and Merit and Review Policies.

Colleagues being reviewed should know what it means to meet, exceed, or not meet expectations for their positions, and all your policies, guidance documents, and reviews should cohere on these points.

Major reviews should entail evaluation of research, teaching (grade distributions, course evaluations, class visit), service, and contributions to institutional equity and inclusion (which may be addressed as a separate section or incorporated into every section).³

Be specific about expectations in all reviews:

Regarding quality of teaching:

We will address all of these issues with Professor X and also ask that he work with the Teaching Effectiveness Program to hone his teaching. I am confident that these matters can be rectified for two reasons: first, I have observed Professor X's classes twice, and I found him to be a very good teacher, organized, interesting, engaged, and approachable; and, second, he has often talked to me about how to strengthen his teaching and even asked me to come to a class he felt wasn't going well in an effort to improve it midstream. These experiences suggest to me that Professor X cares about his teaching, is open to suggestions for improvement, and has the skills to offer an organized, clear, interesting, and comprehensible course to students at every level.

Regarding research productivity:

At the close of her second year at Oregon, X is flourishing in the department and making satisfactory progress toward tenure. As our Promotion and Tenure Guidelines make clear, a scholarly monograph (or its equivalent) of recognized quality is still the gold standard in the department—"In terms of the *quantity* of research productivity, completion of a scholarly book or of an equivalent number of refereed articles is the usual expectation for receiving a positive recommendation for promotion to associate professor and tenure in English"—for scholarly accomplishment. Additionally, by the end of the fifth year candidates for tenure and promotion must give evidence not only of a book (ideally published) but also of other scholarly work and an ongoing scholarly trajectory into the future. Our Guidelines also lay out the importance of successful teaching and appropriate contributions to the workings of the department on committees, exams, through meeting attendance, and in advising students. Professor X's timeline for sending her completed manuscript to a press, her efforts to refine her teaching, and her active participation in the department all show great promise for her career at Oregon.

The work you put into personnel reviews can be used in nominating colleagues for research and teaching awards, which include

- Ersted Award for Distinguished Teaching (early career)
- Herman Award for Specialized Pedagogy
- Herman Faculty Achievement Award (senior faculty)
- Research Innovation Awards
 - Outstanding Career
 - Outstanding Early Career
 - Outstanding NTTF Independent Researcher

³ For models of equity and inclusion evaluation, see <http://inclusion.uoregon.edu/EquityandInclusioninPersonalStatementsforReviewsofBargainingUnitFaculty>

- Innovation and Impact
- Williams Fellowships
- Fund for Faculty Excellence
- Westling Award (for outstanding, long-term service and leadership)
- Martin Luther King, Jr. Award
- Knight Endowed Chairs and Professorships
- Outstanding OA and Classified Employee Awards
- State, national, and international awards
 - Research Development Service will track, prompt, and support
- CAS Tykeson Teaching Excellence Awards

Equity and Inclusion in Personal Statements for Reviews of Bargaining Unit Faculty

PREFACE: The Collective Bargaining Agreement (CBA) reached between United Academics and the University includes provisions encouraging the inclusion of a discussion of the contributions to institutional equity and inclusion in the personal statement of a candidate for tenure and promotion (for tenure-track faculty) and in the personal statement of non-tenure track faculty who are being reviewed for promotion.

Articles 19 and 20 of the CBA require both tenure track and non-tenure track faculty to develop a 3-6 page personal statement documenting relevant research (or creative activity), teaching and service contributions as part of this review process. According to the CBA, the "statement should also include **discussion of contributions to institutional equity and inclusion.**" (Article 19, Sec 11, p27 and Article 20, Sec 8, p 32).

The guidelines below, which are taken from our own work as well as from existing documents in the University of California System, offer a general framework for faculty members in describing "contributions to institutional equity and inclusion" in their personal statements..

In the future, we plan to offer additional guidance about how to measure the quality of contributions within the context of various academic processes.

DEFINITIONS OF EQUITY AND INCLUSION

For purposes of the personal statement, a discussion of contributions to institutional **equity** may include efforts to address any barriers that may have limited access and advancement for employees, students, and members of the public. For example, a contribution to institutional equity may include putting in place resources that individuals need to be successful. Such resources may involve an effort to redress inequalities relative to physical disabilities so that all persons may contribute fully to our institutional success.

For purposes of the personal statement, a discussion of contributions to **inclusion** may involve efforts to ensure that people from diverse backgrounds, experiences and perspectives are able to participate legitimately in decision-making processes in ways that are responsive as well as accepting and that move the institution forward in its focus on academic excellence. Such work also may include efforts to incorporate individuals or groups from economically disadvantaged backgrounds, first generation college students, students from urban and rural communities, and those who speak English as a second language.

While equity and inclusion practices may vary considerably by discipline and unit, they are expected to draw on the institutional priorities. The guidelines below are intended to assist individual faculty, units, and committees in implementing and evaluating these

policies.

RESEARCH

Specific examples of scholarship, research or creative activity related to institutional equity and inclusion might include:

- Research or creative activity in a faculty member's area of expertise that involves inequalities or barriers for inclusion for underrepresented groups.
- Intellectual themes or trajectories that examine patterns of representation, incorporation or inclusion within a faculty member's area of expertise.
- Grantsmanship that provides funding for research that focuses on equity, inclusion, and diversity.
- Scholarly productivity in particular texts, data sets, methodological practices, theories or creative discourses that involve equity and inclusion within a faculty member's area of expertise.
- As a supplement to primary research in the sciences, research contributions to understanding the barriers facing women and underrepresented minorities in science and other academic disciplines; for example:
 - studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
 - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
 - evaluating programs, curricula, and teaching strategies designed to enhance participation of underrepresented students in higher education;
- candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example:
 - research that addresses issues such as race, gender, diversity, and inclusion;
 - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights;
 - research that addresses questions of interest to communities historically excluded by or underserved by higher education;
- artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.

TEACHING

Specific examples of evidence that faculty might use to show their contribution to institutional equity and inclusion in the teaching area might include:

- Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.

- Developing courses or curricula materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups.
- Record of success advising students from groups underrepresented in the faculty member's discipline/profession.
- Evaluating programs, curricula, and teaching strategies designed to enhance participation of students from underrepresented groups.
- Participation in faculty workshops to promote equity and inclusion in the classroom.
- Participation in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and diversity.
- Serving as an advisor to programs such as Women in Science and Engineering, SACNAS, NOBCCChE or other equivalent programs in all disciplines.

SERVICE

Specific examples of service related to institutional equity and inclusion might include:

- Leadership in a professional organization's equity, inclusion, and diversity work.
- Membership on departmental or university committees related to equity and inclusion.
- Participation in university pipeline and/or outreach activities.
- Participation in efforts to increase participation of underrepresented students in undergraduate and graduate programs.
- Service for or joint initiatives with state or national organizations (e.g., American Economics Association Committee on the Status of Women in the Economics Profession, National Society of Black Physicists) with an emphasis on equity and inclusion.
- Service on local and/or statewide committees focused on issues of equity and inclusion.
- Leadership in organizing departmental or campus-wide events that encourage self-reflection and education regarding issues of equity, inclusion.
- Participation in academic preparation, outreach, tutoring, pipeline or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities, and other individuals who are members of groups historically excluded from higher education.
- Demonstrated leadership in strengthening ties with tribal colleges, Hispanic Serving and Minority Serving institutions in an effort to facilitate research and/or to enhance the recruitment and retention of underrepresented students, faculty and staff at the University of Oregon.

**DEPARTMENT OF ENGLISH
2014-15 ADJUNCT INSTRUCTOR
REVIEW**

NAME [REDACTED]

FIRST YEAR OF APPT [REDACTED] 2013-14

COURSES

EVALUATIONS:

CRS	ENR	Course Quality	Dept Mean Courses Quality	Instructional Quality	Dept Mean Instructional Quality
<u>Fall 2014</u>					
Writing 121:16015	18	3.83	4.10	3.92	4.14
Writing 122:16049	21	4.77	4.19	4.77	4.29
Writing 122:16051	18	3.56	4.19	3.44	4.29
<u>Winter 2015</u>					
Writing 122: 25882	15	4.89	4.26	4.78	4.36
Writing 122: 25889	18	4.29	4.26	4.36	4.36
Writing 123: 25908	21	3.89	4.26	3.94	4.36

GRADE DISTRIBUTION:

<u>TERM</u>	<u>Subj</u>	<u>Crs</u>	<u>CRN</u>	<u>A%</u>	<u>B%</u>	<u>C%</u>	<u>D%</u>	<u>P%</u>	<u>F%</u>	<u>NP%</u>	<u>Other%</u>
201401	WR	121	16015	28%	39%	22%	6%	0%	0%	6%	0%
201401	WR	122	16049	43%	33%	19%	0%	0%	0%	5%	0%
201401	WR	122	16051	11%	47%	21%	0%	5%	0%	11%	5%
201402	WR	122	25882	27%	40%	7%	7%	0%	0%	20%	0%
201402	WR	122	25889	33%	29%	24%	0%	0%	0%	0%	14%
201402	WR	123	25908	36%	23%	23%	9%	5%	0%	0%	5%

CANDIDATE'S STATEMENT

{Insert individual statement here}

DEPARTMENT HEAD'S REVIEW

- ☐ Does not meet expectations
- ☐ Meets expectations
- ☐ Exceeds expectations

{Insert department head statement here}

Employee's signature confirms only that the supervisor has discussed and given a copy of the evaluation to the employee. The employee's signature does not indicate agreement or disagreement with the contents of this evaluation.

Candidate's Signature

Date

Department Head's Signature

Date

Copies to:

- ____ Individual
- ____ Department Personnel File
- ____ College of Arts & Sciences

PERSONNEL REVIEW SCHEDULE TEMPLATE

TTF Annual <i>Notified by dept in Week of Welcome</i>	Candidate Materials Due	Committee & Report Due	Head Report & Rec (includes class visit)	Meet with candidate no later than	Due in CAS
Faculty Name	March 1	N/A	Early April	April 15 + meeting, signing	May 1
Faculty Name	March 1	N/A	Early April	April 15 + meeting, signing	May 1
Faculty Name	March 1	N/A	Early April	April 15 + meeting, signing	May 1
Faculty Name	March 1	N/A	Early April	April 15 + meeting, signing	May 1
TTF Contract Renewal <i>Notified by dept in Week of Welcome</i>	Candidate Materials Due	Committee & Report Due (class visit)	Head Report & Rec	Meet with candidate no later than	Due in CAS
Faculty Name	1 st day of winter term	Committee – March 15; then meeting & vote	Late-March	March 30 + meeting, signing	April 8
Faculty Name	1 st day of winter term	Committee – March 15; then meeting & vote	Late-March	March 30 + meeting, signing	April 8
NTTF Contract Renewal <i>Notified by dept in Week of Welcome</i>	Candidate Materials Due	Committee & Report Due	Head Report & Rec	Meet with candidate no later than	Due in CAS
Faculty Name	Last day of fall term	NTTF Comm, mid- April	Early March	March 10 + meeting, signing	March 20
Faculty Name	Last day of fall term	NTTF Comm, mid- April	Early March	March 10 + meeting, signing	March 20
Faculty Name	Last day of fall term	NTTF Comm, mid- April	Early March	March 10 + meeting, signing	March 20
Faculty Name	Last day of fall term	NTTF Comm, mid- April	Early March	March 10 + meeting, signing	March 20
Faculty Name	Last day of fall term	NTTF Comm, mid- April	Early March	March 10 + meeting, signing	March 20
Faculty Name	Last day of fall term	NTTF Comm, mid- April	Early March	March 10 + meeting, signing	March 20

NTTF Promotion <i>Candidate requests prior spring</i>	Candidate Materials Due	Committee & Report Due (class visit)	Head Report & Rec	Meet with candidate no later than	Due in CAS
Faculty Name	Last day of fall term	Committee Early February + faculty meeting for report & vote	After faculty meeting for report & vote	March 10	March 20
3PTR <i>Notified by dept in Week of Welcome</i>	Candidate Materials Due	Committee & Report Due	Head Report & Rec	Meet with candidate no later than	Due in CAS
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	N/A	By spring break	March 30 + meeting, signing	April 15
6PTR <i>Notified by dept in Week of Welcome</i>	Candidate Materials Due	Committee & Report Due (class visit)	Head Report & Rec	Meet with candidate no later than	Due in CAS
Faculty Name	Last day of fall term	Committee – March 20	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	Committee – March 20	By spring break	March 30 + meeting, signing	April 15
Faculty Name	Last day of fall term	Committee – March 20	By spring break	March 30 + meeting, signing	April 15

Adjunct NTTF Contract Renewal	Candidate Materials Due	Committee & Report Due			RTO Due in CAS
Faculty Name	N/A	N/A			July 1
Faculty Name	N/A	N/A			July 1
Faculty Name	N/A	N/A			July 1
Adjunct NTTF Contract Nonrenewal <i>Notified by dept 1st day of winter term</i>	Candidate Materials Due				Send Eval Form and Letter of nonrenewal to adjuncts; file in English
Faculty Name	April 15	N/A	N/A		May 1
Faculty Name	April 15	N/A	N/A		May 1
Faculty Name	April 15	N/A	N/A		May 1
Faculty Name	April 15	N/A	N/A		May 1
Faculty Name	April 15	N/A	N/A		May 1
OA Annual Review	Candidate Materials Due	Committee & Report Due	Head OA Eval Form & Rec no later than	Meet with candidate no later than	Due in CAS
OA Name	N/A	N/A	March 10	March 10	March 16

New CAS Heads Training 2015

Reports

Purposes:

1. Faculty or GTF evaluation
2. Program planning and evaluation
3. Budgeting, spending, financial resources.

Sources:

1. CAS reports (CASWEB). casweb.uoregon.edu
2. Institutional Research (IR reports). ir.uoregon.edu
3. Student course evaluations DUCKWEB
4. Courses and enrollment by course classes.uoregon.edu,
registrar.uoregon.edu/calendars/prior-class-schedules
5. Academic Analytics access through IR.
6. Denice Gray, Peter Campbell

Examples:

Evaluate classroom teaching.

- Course evaluation system
- Grade distribution report
- *Peer evaluations*
- *Flexibility / innovation*
- *How much do students learn*

Evaluate individual research productivity (journal based disciplines)

- Google Scholar
- Web of Science
- Academic Analytics

Understand course enrollment/SCH trends

- Dashboard
- CASWEB enrollment term by term and enrollment capacity

Finances:

- Expenditures on faculty and GTFs tracked on dashboard.
- Detail and other accounts on CASWEB financial report.
- Foundation “equity info summaries” on CASWEB. Financial reports?

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Links to useful data for Department Heads

1. CASWEB reports: <https://casweb.uoregon.edu/Anon/Home/reports.shtml>. Note: not accessible from off campus unless you are using the VPN.
 - a. Financial Report
 - b. Grade Distribution Report
 - c. Enrollment Capacity (reports SCH taught)
 - d. Enrollment term by term (gives seats taught in each course and instructor)
 - e. Dashboard for Departments (gives a lot of detailed summary data about enrollment, personnel, budget, etc.)
2. Institutional Research (IR) reports: <http://ir.uoregon.edu>
 - a. Faculty Salary Comparisons (compare UO to AAUs. Note that this does not adjust for the higher value of benefits at UO).
 - b. Student Credit Hour and FTE Reporting Tool (similar to c. above).
 - c. Lots of other data interesting at the institutional level.
3. Course evaluation system: via DuckWeb:
https://duckweb.uoregon.edu/pls/prod/twbkwbis.P_WWWLogin
 - a. See “Reports” tab to look at evaluations other than your own.
 - b. Course Search allows you to search by specific course or specific instructor.
 - c. Report Browser gives full reports of courses you choose in your department.
 - d. Rollup Reports gives various summary reports for your department.
4. Archived class schedules: <http://registrar.uoregon.edu/calendars/prior-class-schedules>
5. Academic Analytics gives research data on your department. Be careful to understand what is being measured, because not every measure will carry meaningful information for every discipline. It also gives data on your faculty. Currently access is controlled by IR, but I expect it will be opened to department heads.
6. In addition to reports, much other useful information is available on CASWEB. This information includes org charts, who to contact, schedules, calendars, etc.