

UO Arts and Administration Program Faculty List for 2015-2016

Last revised September 1, 2015

Department Academic Director Functions:

**Director, Arts and Administration Program
and Director, Center for Community Arts and Cultural Policy**
Patricia Lambert

**Managing Director, Arts and Administration Program
and Managing Director, Center for Community Arts and Cultural Policy**
Tina Rinaldi

Associate Director for Graduate Studies
John Fenn

Associate Director for Undergraduate Studies
Eleonora Redaelli

Director of Museum Studies Certificate Program
Christina Kreps

Department Coordinator Functions:

Practicum Coordinator, and Liaison to Local/Regional Arts Organizations
Sisy Anderson

Coordinator of Portland Programs Development
Bill Flood

Coordinator of Online/Hybrid/Low Residency Programs Development
Scott Huette

Internship Coordinator
Kristin Grieger (PODS)

Coordinator of Doctoral Supporting Area of Study in Arts Management
Eleonora Redaelli

**Coordinator of AAD/CCACP CultureWork Publications and Community Engagement
Portal**
Julie Voelker-Morris (also co-editor of *CultureWork*, with Robert Voelker-Morris)

Undergraduate Recruitment and Advising Team
Tina Rinaldi, Eleonora Redaelli, Julie Voelker-Morris, David Turner, Betsy Tanenbaum, 

Department Liaison Functions:

Liaison to UO School of Music and Dance

Eleonora Redaelli

Liaison to Oregon Folklife Network and Folklore Program

John Fenn

Liaison to Department of Anthropology, Department of the History of Art and Architecture, Jordan Schnitzer Museum of Art, and Museum of Natural and Cultural History

Christina Kreps

Liaison to PPPM Graduate Certificate Program in Nonprofit Management

Patricia Lambert

Liaison to New Media and Culture Certificate Program

John Fenn

Liaison to UO First-Year Programs

Greg Gurley

Liaison to UO Athletics

David Bretz

Liaison to UO American English Institute

David Bretz

Liaison to UO/Eugene/Oregon Arts Education Initiatives

Catherine Ballard, Julie Voelker-Morris, Lisa Abia-Smith, *Greg, Eric*

Concentration/Specialization Faculty Teams in 2015-2016

Community Arts Management Studies

John Fenn

Representative affiliated faculty in Community Arts Management

Doug Blandy

Sisy Anderson

Bill Flood (NTTF co-chair)

Julie Voelker-Morris

Betsy Tanenbaum

Catherine Ballard

Greg Gurley

Guest speakers/instructors from community arts organizations

**Director of Museum Studies/Museum Management
and Director of Museum Studies Certificate Program**

Christina Kreps

Representative affiliated faculty in Museum Management/Studies

Lisa Abia-Smith

Elizabeth Kallenbach

Alice Parman

David Turner (NTTF co-chair)

Guest speakers/instructors from museums

Director of Performing Arts Management Studies

Patricia Lambert

Representative affiliated faculty in Performing Arts Management

Eleonora Redaelli

John Fenn

David Bretz

Darrel Kau

Julie Voelker-Morris (NTTF co-chair)

Greg Gurley

Guest speakers/instructors from performing arts organizations

Director of Arts in Healthcare Management Studies

Patricia Lambert

Representative affiliated faculty in Arts in Healthcare / Disability Studies

Doug Blandy

Lisa Abia-Smith (NTTF co-chair)

Betsy Tanenbaum (NTTF co-chair)

Guest speakers/instructors from healthcare institutions

In addition to the concentration/specialization teams listed above, teams of faculty also exist in specific clusters of expertise and research/practice interests including, but not limited to, the following:

(Community) Arts Education

Arts Entrepreneurship

Cultural Policy, Planning, and Development

Cultural Tourism

Folklore / Intangible Cultural Heritage

Media Management

Comprehensive List of AAD Faculty in 2015-2016

Tenure-Related Faculty

Dr. Doug Blandy, Professor (*currently serving as SVP for Academic Affairs*)
Dr. John Fenn, Associate Professor
Dr. Christina Kreps, Associate Professor
Dr. Patricia Lambert, Associate Professor
Dr. Eleonora Redaelli, Assistant Professor

Career Instructors at or above 0.5 FTE (total FTE = 6.15)

Dr. Catherine Ballard (0.55)
David Bretz (0.8)
Bill Flood (0.5)
Dr. Greg Gurley (1.0)
Scott Huette (0.5)
Betsy Tanenbaum (1.0)
David Turner (0.8)
Julie Voelker-Morris (1.0)

Career Instructors below 0.5 FTE (Total FTE = 1.5)

Lisa Abia-Smith (0.3)
Sisy Anderson (0.3)
Dr. Michael Bukowski (0.25)
Darrel Kau (0.25)
Elizabeth Kallenbach (0.1)
Dr. Alice Parman (0)
Eric Schiff (0.15)
Robert Voelker-Morris (0.15)

Adjunct/Affiliated Instructors (Total FTE = 0.3)

Dr. Renee Irvin for PPPM 507 Financial Management in Arts Organizations
Tomi Anderson for AAD 4/510 Community Arts Management (*to be confirmed*)
Kristin Grieger for Internship sequence (contracted through PODS)

AAD/CCACP Graduate Fellowship Positions 2015-2016

Term	FTE	Assignment	Supervisor	GTF/GRF/GAF
Summer 2015	0.49	ChinaVine Fellow	Blandy	Bridget Hall
Fall 2015	0.49	Events & Communication Fellow	Rinaldi	Joshua Francis
	0.49	Operations & Development Coordinator Fellow	Rinaldi	Stacey Ray (Roth)
	0.49	ChinaVine Fellow	Blandy	Bridget Hall
	0.49	AAD 250 Art & Human Values	Turner + Fenn	Raquel Vargas Ramirez
	0.49	AAD 251 Art & Visual Literacy	Gurley + Lambert	Tara Burke
	0.49	AAD 252 Art & Gender	J. Voelker-Morris + Kreps	Cait Bothwell
Winter 2016	0.49	Events & Communication Fellow	Rinaldi	Joshua Francis
	0.49	Operations & Development Coordinator Fellow	Rinaldi	Stacey Ray (Roth)
	0.49	ChinaVine Fellow	Blandy	Bridget Hall
	0.49	AAD 250 Art & Human Values	Bretz + Redaelli	Raquel Vargas Ramirez
	0.49	AAD 251 Art & Visual Literacy	Turner + Lambert	Tara Burke
	0.49	AAD 252 Art & Gender	Tanenbaum + Kreps	Cait Bothwell
Spring 2016	0.49	Events & Communication Fellow	Rinaldi	Joshua Francis
	0.49	Operations & Development Coordinator Fellow	Rinaldi	Stacey Ray (Roth)
	0.49	ChinaVine Fellow	Blandy	Bridget Hall
	0.49	AAD 250 Art & Human Values	Redaelli + Redaelli	Raquel Vargas Ramirez
	0.49	AAD 251 Art & Visual Literacy	Bretz + Lambert	Tara Burke
	0.49	AAD 252 Art & Gender	Tanenbaum + Kreps	Cait Bothwell
	0.49	AAD 301 Understanding Art/Culture Sector	Kreps + Fenn	Charissa Hurt

2015-2016 Committee Structure and Meeting Schedule
Arts & Administration Program—University of Oregon

Core Faculty

Patricia Lambert—Director
Doug Blandy
John Fenn
Christina Kreps
Eleonora Redaelli
Catherine Ballard
David Bretz
Bill Flood
Greg Gurley
Scott Huette
Betsy Tanenbaum
David Turner
Julie Voelker-Morris

The “Core Faculty” includes all currently appointed tenure-track faculty, NTTF or post-docs or research associates with contracts in the department for FTE>0.49 (averaged across the academic year), other NTTF or post-docs or research associates with contracts in the department for FTE<0.50 that do include substantial administrative service, and tenure-reduced faculty.)

All Faculty

Core Faculty +
Lisa Abia-Smith
Sisy Anderson
Michael Bukowski
Darrel Kau
Alice Parman
Eric Schiff
Robert Voelker-Morris

update

“All Faculty” includes the core faculty, as defined above, and all other faculty teaching in the department any time during the current academic year. This other faculty includes NTTF faculty, post-docs or research associates with contracts in the department for FTE<0.50 and no administrative service, adjunct faculty, and visiting faculty.

STANDING COMMITTEE

Merit Review Committee

Patricia Lambert—Chair
John Fenn
Julie Voelker-Morris

Duties of Committee

- The Merit Review Committee has authority to work with the Program Director on behalf of the Core Faculty in matters of Merit Evaluation.
- The committee is only formed and active when a merit process is engaged by the Provost.

GTF Appointment Committee (Standing Committee, per GTF CBA, See AAD GDRS, Section 4.0)

Patricia Lambert—Chair
All GTF Supervisors

Duties of the Committee

- Review and approve GTF descriptions
- Determine applicant review criteria
- Review and rank GTF applicants

- Make appointment recommendations to Program Director

AD HOC COMMITTEES

Graduate Committee (Ad Hoc Committee)

John Fenn—Chair
Doug Blandy
Christina Kreps
Patricia Lambert
Eleonora Redaelli
Tina Rinaldi, ex officio

Duties of the Committee

- Review Graduate Applications
- Confer Awards & Scholarship
- Propose, Review and Revise Graduate Curriculum
- Review Student Progress Toward Completion + Assess Students in Good Standing

Undergrad Committee

Eleonora Redaelli—Chair
David Bretz
Greg Gurley
Betsy Tanenbaum
David Turner
Julie Voelker-Morris
Tina Rinaldi, ex officio

Duties of the Committee

- Propose, Review and Revise Undergraduate Curriculum
- Recruitment, retention and advising of undergraduate minors and majors
- Curricular mapping and ongoing evaluation and assessment of arts management-focused curriculum

CCACP Committee

Patricia Lambert—Chair
Doug Blandy
John Fenn
Christina Kreps
Eleonora Redaelli
Tina Rinaldi, ex officio
Betsy Tanenbaum
Julie Voelker-Morris

Online/Hybrid/Low-Residency Course Development Committee

Scott Huetten—Chair
Catherine Ballard
John Fenn
Robert Voelker-Morris

Tina Rinaldi, ex officio

Duties of the Committee

Conversion and development of AAD 301, 312, 315 to online format, work with Portland curricular development

CBA Implementation Committee

Patricia Lambert—Chair
Greg Gurley
Christina Kreps
David Turner

Duties of the Committee

- Development of Assignments of Professional Responsibilities Policy & Summer Session Appointments and Policy

Portland Programs Development Committee

Bill Flood—Chair
Catherine Ballard
David Bretz
Scott Huetten
Christina Kreps
Alice Parman
Tina Rinaldi
Betsy Tanenbaum

Internal & External Committee

Tina Rinaldi—Chair
John Fenn
Scott Huetten

Undergraduate Advising & Recruitment Committee

Tina Rinaldi—Chair
Eleonora Redaelli
Betsy Tanenbaum
David Turner
Julie Voelker-Morris

CURRICULAR/PROGRAM DEVELOPMENT WORK GROUPS

Performing Arts Management

Patricia Lambert & Julie Voelker-Morris—Co-Chairs
Eleonora Redaelli
David Bretz

Community Arts Management

John Fenn & Bill Flood—Co-Chairs

(Sisy Anderson)
Tina Rinaldi
Betsy Tanenbaum
Julie Voleker-Morris

Museum Studies

Christina Kreps & David Turner—Co-Chairs
Lisa Abia-Smith
Alice Parman
Tina Rinaldi

Arts in Healthcare

Patricia Lambert & Betsy Tanenbaum—Co-Chairs
David Bretz
Tina Rinaldi

Arts Education

Doug Blandy & Catherine Ballard—Co-Chairs
David Bretz
Greg Gurley
Julie Voelker-Morris

Disability Studies

Doug Blandy & Lisa Abia-Smith—Co-Chairs
David Bretz

Arts and Administration Program (AAD), University of Oregon

Internal Governance Policy

As amended and approved by AAA Dean: 4/11/2014

Revised by AAD Faculty 10/31/2014

PURPOSE

This ARTS AND ADMINISTRATION INTERNAL GOVERNANCE POLICY provides the formal codification of the development and maintenance of internal governance policies for Arts and Administration. Internal Governance issues are limited to those that deal with the methods and manners by which policies are set within a department, inclusive of the requirement to provide for appropriate and equitable representation of faculty members.

In this policy document the two types of faculty are defined as follows:

The "Core Faculty" includes all currently appointed tenure-track faculty, NTTF or post-docs or research associates with contracts in the department for FTE>0.49 (averaged across the academic year), other NTTF or post-docs or research associates with contracts in the department for FTE<0.50 that do include substantial administrative service, and tenure-reduced faculty. (See provisions in Section 2 to include represented faculty in all decisions affecting them.)

"All Faculty" includes the core faculty, as defined above, and all other faculty teaching in the department any time during the current academic year. This other faculty includes NTTF faculty, post-docs or research associates with contracts in the department for FTE<0.50 and no administrative service, adjunct faculty, and visiting faculty.

1. Appropriate and Equitable Faculty Governance Participation

The following areas constitute major areas of governance within the department guided by formal policies. Appropriate and Equitable Faculty Governance Participation is provided for in each area as follows.

1.1. Internal Governance Policy – Internal Governance Policy for the program is initiated by the Program Director and is developed and approved by the Core Faculty. Although the Program Director has the primary role in initiating policy, any member of the Core Faculty may initiate a request to structure or amend policy. Where necessary, faculty approved policy is submitted to the Dean and/or Provost for final approval. Policies will be discussed at meetings set per Section 2, Meeting Protocol, where All Faculty will have opportunity to provide feedback on governance policy. Where appropriate and with the intent of establishing an accurate representation of the faculty's position, any member of Core Faculty may call for formalized votes on Internal Governance Policy in a manner consistent with Section 2. Members of All Faculty outside of the Core Faculty in attendance at such meetings may cast uncounted advisory votes.

1.1.1. Program Director Guiding Principles - As both a leader and as the chief liaison between faculty and administration, it is recognized that the role of Program Director includes a measure of concentration of authority. The Program Director recognizes the necessity to honor the trust and authority placed in him or her by operating in

good faith in a consultative and collegial manner, and adhering to the guiding principles of transparency, equity, parity, and inclusiveness whenever acting on behalf of the faculty.

Faculty may petition the Dean to revise and amend this policy once per academic year. If approved, the Dean will provide procedures and timelines by which the policy can be amended.

- 1.2. Tenured Professional Responsibility Policy – Policy regarding Tenure-Track Professional Responsibilities is provided for through a set of Guiding Principles. These Guiding Principles are established and amended via interaction between the Program Director and the entire tenure-track faculty in the department. Only members of the tenure-track faculty are responsible for discussing and representing the collective viewpoints of all tenure-track faculty members in these matters.
- 1.3. Non-Tenured Professional Responsibility Policy - Policy regarding Non-Tenure-Track Professional Responsibilities is provided for through a set of Guiding Principles. These Guiding Principles are established and amended via interaction between the Program Director and the Core Faculty. The Core Faculty is responsible for representing the collective viewpoints of All Faculty in these matters.
- 1.4. Summer Session Appointment Policy – Policy regarding Summer Session Appointments is provided for through a set of Guiding Principles. These Guiding Principles are established and amended via interaction between the Program Director and the Core Faculty. The Core Faculty is responsible for representing the collective viewpoints of All Faculty in these matters.
- 1.5. Academic Policy – Policy regarding Academic Policy, including establishment, review, and revision of curricula as well as establishment of the requirements for earning degrees and certificates within the department will be set and maintained via interaction between the Program Director and the Core Faculty. The Core Faculty is responsible for representing the collective viewpoints of the Core Faculty in these matters.
- 1.6. Professional Development – Policy regarding Professional Development is provided for through a set of Guiding Principles. These Guiding Principles are established and amended via interaction between the Program Director and the Core Faculty. The Core Faculty is responsible for representing the collective viewpoints of the All Faculty in these matters.

Note on the Guiding Principles referenced above: Wherever Guiding Principles are applied as a form of the will of the faculty, the Program Director will make all reasonable attempts to adhere to these Guiding Principles in making decisions in areas served by them. It is understood that in cases where overarching programmatic or departmental needs conflict with Guiding Principles, the Program Director's judgment, in consultation with the Core Faculty, regarding overarching programmatic or departmental needs has priority.

2. Meeting Protocol

The Program Director or designee will solicit agenda items and will provide three days' notice regarding any meeting where Governance topics are addressed as significant items on the meeting agenda. These meetings provide a forum where individual viewpoints can be forwarded for consideration. Where appropriate, any member of Core Faculty can make a motion to call for a vote on matters of business that are listed as items on the meeting agenda. Upon a seconding of the

motion by another member of the Core Faculty, a vote will proceed. A quorum of at least 50% of eligible voting faculty (not including advisory votes) is required to pass a policy vote. Votes may not be cast by proxy. Unless specifically stated otherwise 51% of eligible voting faculty in attendance in a meeting (not including advisory votes) is required to pass policy. Other methods of voting, where employed, must offer reasonable access for all eligible voting faculty to provide input. The method of voting will be determined at the time of the motion and may be open or anonymous, and may be done orally, by ballot, by electronic means, or otherwise as is deemed appropriate. Official votes will be recorded consistent with Section 3 of this policy. Determination of regular meeting times are based on faculty availability. Faculty members on sabbatical or on approved leave are eligible to participate in governance and vote on policy when in attendance (either in person or digitally) of relevant faculty meetings. Other methods of voting, where employed, will include means for faculty members on sabbatical or on leave to participate in the vote.

It is understood, that emergency situations may arise that do not allow for the agreed upon notice to be given prior to the meeting. In such situations, the Program Director or his/her designee will make all reasonable accommodations to ensure that faculty is adequately represented in the meeting. It is further understood that such emergency situations are intended to address short-term accommodations, and that these meetings will not be used to discuss or decide upon long-term policy.

3. Appropriate Documentation of Decisions

Formal Meeting Minutes will be kept for each department meeting that discusses or decides upon an area of participatory governance, as listed in Section 1 above. Meeting Minutes will document final decisions only in such matters, and not the full detail of the discussion leading to such decisions. The Program Director, or designee, will approve and electronically distribute Meeting Minutes to All Faculty members. A hard copy of Meeting Minutes will also be maintained in the Program Office. Core Faculty members may submit amendments to the Meeting Minutes no later than three business days following the distribution of those minutes. Amendments regarding any items brought to a vote will be treated as dissenting opinions unless ratified by the Program Director or designee. Minutes will also be available upon request to inactive adjunct faculty, students and AAA or University administration, as appropriate.

Where University Administration has need to respond to formal proposals or requests for information from the department on governance matters or guiding principles, University Administration will do so by delivering written responses to the Program Director. Those written responses will be communicated and discussed at the next available meeting of the Core Faculty, and the sense of, or majority vote of, that faculty regarding these matters will be entered into the Formal Meeting Minutes.

4. Standing Committees

4.1. Merit Review Committee

4.1.1. The Merit Review Committee has authority to work with the Program Director on behalf of the Core Faculty in matters of Merit Evaluation.

4.1.2. This committee will consist of three Core Faculty members including, the Program Director, one TTF, and career NTTF. The committee is only formed and active when a merit process is engaged by the Provost. The TTF and NTTF members will self-nominate

during an open faculty meeting. Both members are approved by a simple majority vote of Core Faculty. If nominees fail to come forward or a simple majority vote is not reached for either position, the Program Director may either directly appoint an appropriate representative or seek faculty approval to exclude the position from the upcoming merit process.

5. Ad Hoc Committees

The Program Director may form Ad Hoc Committees for dealing with situations or requests where Standing Committees are not appropriately positioned to equitably address those situations. In such situations, the formation of such committee will be discussed in the earliest available faculty meeting, where All Faculty can provide feedback regarding the committee and Formal Meeting Minutes will document the scope and authority of the committee.

6. Search Committees

The Program Director will consult with the Core Faculty to determine the appropriate composition and appointment of any departmental search committees to advise the selection of new tenure-track or NTTF faculty hires. Decisions regarding the composition and appointment of Search Committees will be discussed and entered as Formal Meeting Minutes to the next available faculty meeting. The Program Director shall make appointments to adjunct faculty positions, including visiting faculty, in consultation with the Core Faculty.

7. Program Director Nomination Participation

The Program Director is appointed by the Dean (typically for a three-year term). When the position becomes available, the Dean solicits nominations from the faculty, solicits faculty opinion about the nominees, meets with nominees, and then makes an appointment.

If the Dean elects to perform an outside search for a Program Director, the Dean will appoint a search committee with the advice of the Core Faculty, inclusive of the current Program Director (if available). That search committee will conduct a search that may include internal candidates. The search committee will discuss semi-final and the final short-listed candidates with All Faculty while preserving the anonymity of the candidates to the best extent possible. The short-list will then be ranked by the search committee, with explanations, and sent to the Dean. The Dean then makes an appointment.

8. Faculty Administrative Roles

Administrative Faculty positions within AAD include Liaison to School of Music and Dance, Liaison to College of Education, Liaison to Other Related Disciplines (including Folklore, Oregon Folklife Program, First Year Programs, Athletics, CultureWork Campus Communications, and Undergraduate Recruitment). Additional administrative roles are performed by AAD faculty in overseeing curricular clusters defined as Undergraduate Curriculum, Arts in Healthcare Management, Community Arts Management, Media Management, Museum Studies, Performing Arts Management, and Doctoral Supporting Area Curriculum.

Administrative appointments are made by the Program Director and may rotate through faculty as interest and expertise allow. When a position becomes vacant, the Program Director will review and revise the position description as necessary and present it to the faculty for discussion. The faculty will then be given the opportunity to nominate or self-nominate candidates for consideration

of appointment to the position as described. The Program Director solicits input from the faculty, reviews the nominees and makes the appointment.

9. Development of Key Collective Bargaining Agreement Provisions

The Program Director or his/her designee will be responsible for initiating development of departmental policies for (1) tenured professional responsibility, (2) non-tenured professional responsibility, (3) summer session appointments, (4) academic policy, and (5) professional development funding. Full development of the policy will involve participation, input, and direction from the Core Faculty and will consult with All Faculty where appropriate. Consensus or, lacking that, a majority vote of the Core Faculty will adopt these policies. In order to ensure that subsequent implementations can occur in a timely and orderly fashion, the following methods will be set forth for collaborative development, adoption and implementation of all five of these categories of policies:

- a) Administration will provide suggested policy outlines and/or guidelines to the Program Director or his/her designee for feedback.
- b) The Program Director or his/her designee will work with the Core Faculty to further develop guidelines and policies.
- c) The Core Faculty will hold at least one meeting where individuals can provide feedback on guidelines. Formal Meeting Minutes will be kept of all such meetings and will be made available as per Section 3. Only in the case of tenure professional responsibilities policy and tenure-track promotion policies, this meeting will only include the tenure-track faculty.
- d) The Program Director or his/her designee will, following appropriate consultation of the Core faculty, provide the Administration any requested edits, customizations, or changes to each category of suggested policy.
- e) Administration will review the requested edits, customization, or changes to the suggested policy and either adopt the edits or provide a written explanation as to why requested edits, customization, or changes were not incorporated into the final policy.

Committee members and All Faculty acknowledge the urgency of policy development, and accept responsibility for pursuing implementation and deliverable deadlines. In the event that the department misses an implementation or deliverable deadline, the Program Director maintains the ability to make unilateral decisions on affected subject matters until such time that the department completes assigned tasks and the Provost approves the affected deliverables. AAA and UO administration will provide guidance on implementation of subsequent Key Collective Bargaining Agreement Provisions as Provost Guidelines and timelines become available.

Arts and Administration Program Policy on NTTF Assignment of Professional Responsibilities

PURPOSE

This policy outlines the Assignment of Professional Responsibility for Non-Tenure Related Faculty members in the Arts and Administration Program. Many of our NTTF are practicing professionals who choose to have a lower level of engagement with the academic unit, and this policy is written from that viewpoint as a default. The Arts and Administration Program affirms the right of all NTTF to participate in departmental governance, and supports high levels of engagement from NTTF where their appointments provide opportunity to do so.

1. Principles of Assignment

Professional Responsibilities are assigned by the Program Director based on the full curricular, research, community engagement, and service needs of the department. The Program Director will give due consideration to the personal and professional preferences of faculty as described in Section 4 in making assignments. The Program Director recognizes the necessity to honor the trust and authority placed in him or her by operating in good faith in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness in making all assignments.

2. Standard Position Assignment, Non-Tenure Related Faculty

A typical NTTF faculty appointment has a standard assignment of dedicated FTE listed below. Individual positions may vary from the standard appointment based on actual assignment of duties provided in the faculty member's position description.

2.1 Primary Teaching NTTF

- 2.1.1 Full time – NTTF who have 1.0 positions where the primary purpose of the position is to provide instruction are expected to devote 90% of their efforts towards teaching and 10% towards service, unless otherwise indicated in their position description or in their annual letter of appointment.
 - 2.1.2 Part time – NTTF who have a position hired at a level between 0.5 FTE and 1.0 FTE where the primary purpose of the position is to provide instruction are expected to devote 90% of their efforts towards teaching and 10% towards service, unless otherwise indicated in their position description or in their annual letter of appointment.
 - 2.1.3 Part time – NTTF who have less than 0.5 FTE positions where the primary purpose of the position is to provide instruction are expected to devote
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100% of their FTE to Teaching, unless otherwise indicated in their position description or in their annual letter of appointment.

2.2 Primary Research Faculty

We are awaiting further guidance on articulation of position assignments for Primary Research Faculty.

3. FTE Components

The duties and responsibilities articulated within this section are described in the context of how those specific duties and responsibilities generally contribute to fulfilling a faculty member's obligations to the University under their faculty appointment. It is understood that it is neither practicable nor desirable to rigidly define each duty or responsibility, as the efforts required to execute such duties and responsibilities will vary depending on an individual's prior experience and specific skill set. The FTE values listed within this section are most accurately viewed as providing a strong basis on which a position can be measured. Material departures from the FTE values listed below must be accompanied by a written explanation signed by the Program Director.

Certain activities are inherent to any teaching or research appointment. When undertaken, these activities do not require an articulation of the proportion of FTE that faculty members devote to these efforts. Such activities include but are not limited to participation in departmental meetings, membership and service in professional organizations, and continuation of professional development. As professionals, faculty are expected to use their own judgment in determining an appropriate and reasonable amount of effort to dedicate towards these obligations.

3.1 Teaching

3.1.1 Inclusive Components – The FTE assigned for teaching a single course is inclusive of the efforts required to prepare relevant course materials, update curriculum, teach, examine/review, grade, provide regular office hours, supervise affiliated GTF, and provide mentoring/advising as it relates to classwork.

3.1.2 FTE Course Load

The vast majority of Arts and Administration Program courses offered at both the undergraduate, combined undergraduate/graduate, and graduate levels are offered at 4 credits. A few courses are offered at 3 credits. Each of these courses is considered equivalent in work load assignment, and constitute 0.1 FTE annually in contracting. This is because of the number of the students in a class,

not because of the credit load for the course. The types of these courses are as follows:

- Large undergraduate general education courses, including the assignment of one GTF for teaching support – maximum 80 students
- 199-level Freshman Seminars – maximum 23 students
- 199-level FIGs (maximum 25 students, offered at 1 credit) constitute 0.05 FTE in contracting, which equals half of a course assignment.
- 300- or 400-level arts management courses – maximum 40 students
- Combined 400/500-level courses – maximum 40 students
- Online courses – maximum 40 students
- 600-level seminars – typically 10-30 students

Courses offered at 1 or 2 credits are rare in the Arts and Administration Program, and when offered constitute 0.05 FTE in teaching assignment and contracting. Co-instructed courses also constitute 0.05 FTE in teaching assignment and contracting, unless otherwise agreed upon in writing by the Program Director. Independent study oversight and research advising are expected from faculty and do not count toward the annual instructional work load.

In considering the annual course load for each instructor, with individual input from faculty, the Program Director takes into consideration a balance of in-class teaching, online teaching, large 80-person courses, and smaller courses (up to 40 people) in making annual assignments.

3.2 Research, Scholarship, & Creative Practice

We are awaiting further guidance on articulation of position assignments for Primary Research Faculty.

3.3 Service

3.3.1 FTE Service Load – Other types of service are assigned in proportion to a faculty member's expected teaching and/or research activities. Such assignments will be articulated in a faculty member's position description and/or annual letter of appointment. Although it is understood that faculty

members may put forth substantial efforts undertaking explicit service duties both in the department and across campus, explicit service assignments will be eligible for FTE enumeration, additional pay, and/or course reduction if those assignments are formally assigned or approved by the Program Director. Where review, promotion criteria, or position descriptions include expectations for professional development, NTTF with service appointments can be reasonably expected to utilize an appropriate portion of their service FTE for the purposes of professional development.

4. Assignment Basis Guiding Principles

In making work load assignments on an annual basis, the Program Director seeks to create a balanced portfolio of teaching assignments (see 3.1.2) and service assignments.

Faculty members may make requests for specific teaching assignments and service assignments from the Program Director. Faculty shall be afforded the opportunity to meet at least annually with the Program Director as the Dean's designee to discuss preferences for Teaching, Research, and Service assignments. Where faculty members either request or are required to undertake particularly difficulty assignments that warrant accommodations for the purposes of merit, reviews, and/or promotion, appropriate notes should be added to the faculty member's departmental file. Once preferences have been established, the following priorities will be given.

4.1 Priority

4.1.1. Teaching – Where different assignment configurations are equally capable of meeting departmental needs and ensuring quality of instruction, the Program Director will adhere to the following priorities, in order.

4.1.1.1. Priority is generally given where assignments may affect tenure and/or promotion.

4.1.1.2. Priority is generally given to faculty where course work aligns with either research agenda and/or professional practice.

4.1.1.3. Preference is given to limiting a faculty member's preparations of instructing new courses, or courses instructed for the first time, to no more than two per year.

4.1.1.4. Preference is given to limiting a faculty member's preparations of 3-4 credit courses to no more than two per term.

4.1.1.5. Preference is given to rotating faculty members through certain classes and ensuring that at least two AAD faculty members are able to teach all regularly-scheduled courses.

4.1.2. Research – Faculty research assignments are dictated by the need and availability of sponsored research. Principle investigators have discretion to assign work as needed.

4.1.3. Service – Where different assignment configurations are equally as capable of meeting departmental needs, the Program Director will adhere to the following priorities.

- 4.1.3.1. All reasonable accommodations will be made to ensure elected service assignments can be fulfilled by those elected individuals.
- 4.1.3.2. Priority is generally given to tenure-related faculty, then career non-tenure-related faculty, then adjunct faculty.
- 4.1.3.3. Priority is generally given to faculty members in higher promoted ranks within a given academic classification.

4.2 Cancellation and Reassignment

4.2.1. Teaching – If a teaching assignment needs to be cancelled for any reason, the Program Director will make reasonable efforts to reassign affected faculty members a similar course in the same academic year. If another teaching assignment cannot be offered as a replacement, an alternate service requirement of the same FTE will be provided. All alternate assignments will be made in good faith.

4.2.2. Research – Not applicable.

4.2.3 Service – If a service assignment is cancelled for any reason, the Program Director will make reasonable efforts to reassign affected faculty members to another available service assignment or assignments for the same FTE. All alternate assignments will be made in good faith.

- 4.2.3.1. Service assignments must be served in the term they are paid for. They may not be banked or borrowed against under any circumstances.

5. Overload and Course Reductions

When a faculty member undertakes any teaching, research, or service assignment that would cause that individual to exceed a 1.0 FTE in a given term, or would cause that individual to exceed the proscribed amount of service FTE in that individual's contract and position description, that individual is eligible for additional compensation and/or course reductions as described below. The Program Director will choose which method of compensation or combination thereof is most appropriate for any given situation, giving due consideration to the individual's

preference. However, it is understood that where individual preference conflicts with departmental limitations and/or needs, departmental limitations and/or needs are given priority.

5.1. Overload – An overload assignment is (1) an assignment that is in addition to the faculty member's regular assignment and FTE status; (2) a one-time or limited assignment, made or approved by the Provost or designee, that is in addition to or different from regular or usual assignments for the member's classification and rank; or (3) assignments unrelated to the faculty member's primary job responsibilities. Appointments for which compensation is paid, in whole or in part, with federal funds may be ineligible for overload compensation. Except for circumstances where specific assignments allow for alternate methods of payment, the default method for overload compensation is an assignment of additional FTE in accordance with section 3. A faculty member may request that overload compensation takes the form of Course Reduction. The Program Director will give due consideration to the desires of the faculty member, taking both personal and professional reasons for the requested Course Reduction into consideration prior to making any decision. However, it is understood that where the individual request conflicts with departmental limitations and/or needs, departmental limitations and/or needs are given priority.

Faculty cannot be disciplined or terminated for refusing an overload assignment.

5.2 Course Release – All agreements regarding course reductions must be in writing and placed in the employee file, and must be signed by the Program Director.

5.2.1. Grants & Fellowships – Career NTTF may receive Course Release(s) if the faculty member is supported by a grant or fellowship and, in the judgment of the Program Director, the release(s) do not unduly compromise the ability to fulfill the curricular, research, and service needs of the Program. In order to qualify, the grant or fellowship must provide sufficient funds to cover the greater of the faculty member's salary and associated OPE for the course(s) being released or the replacement salary and associated OPE costs for the course(s) being released.

5.2.2. Teaching & Service – Where circumstances warrant, Course Releases may be granted in direct proportion to either teaching or service assignment taken on in other departments or units. In such cases, the release will be made in direct proportion to the extra-departmental teaching or service assignments undertaken by a faculty member. For example, a faculty member may receive a course reduction of one 0.30 FTE class for performing one term of 0.30 FTE service for another department or unit. The decision of whether or not to grant such releases is at the discretion of the Program Director.

6. Expectations

Faculty members are expected to devote their full efforts to any and all assignments of duties they perform for the University, and are expected to contribute to the University's goals regarding equity and inclusion wherever possible. Equity and inclusion contributions may consist of research, teaching, and service activities as appropriate, as well as involvement with academic and professional associations, non-profit, governmental, and/or private sector organizations.

ARTS & ADMINISTRATION PROGRAM NTTF REVIEW AND PROMOTION POLICY

PURPOSE

This policy outlines Arts & Administration Program's policies and procedures for conducting review and promotion assessments for Non-Tenure Track Faculty.

1. Inclusion and Limitations

Career NTTF are eligible for regular reviews associated with contract renewal and promotion reviews per the terms of the Collective Bargaining Agreement (CBA). The following process and procedures are utilized by the department for these reviews. It is noted that although a review for promotion may be substituted for a review for contract renewal, the decision on whether or not to renew a contract must be made independently from the promotion review itself.

2. Evaluation Criteria

2.1. Review – Evaluation Criteria will mirror the department's Merit Criteria, without modification.

2.2. Promotion – Evaluation Criteria will mirror the department's Merit Criteria with the following modifications:

2.2.1. Review Period – The candidate will be reviewed for the period of time over which the candidate established themselves as eligible for promotion.

2.2.2. Consideration of Individual Professional Responsibilities and Contributions –

A candidate must be considered for merit criteria in each dimension of Teaching; Research, Scholarship, and Creative Practice; and Service provided in the candidate's job description.

Additionally, a candidate may opt to include consideration of merit criteria in any dimension of Teaching; Research, Scholarship, and Creative Practice; and Service even if the candidate is not normally assigned duties in those designated areas. In such cases, the candidate will meet with the Program Director to review documentation of contractual appointments over the period of time the promotion case is based upon. Based upon the review, the Program Director may modify the weights of the dimensions, and will provide the candidate with a final proposal for alternative criteria weights. The Program Director may not depart unreasonably from the contractual weights or unreasonably emphasize activities that contribute little to the achievement of University duties. The candidate must notify the Program Director in writing whether they choose to be evaluated per the Program Director's alternative criteria weights or the weights provided in the candidate's job description. The criteria weights may not be altered by either the candidate or evaluators once this written determination is made.

2.2.3. Standards of Performance for Promotion

Promotions are granted on the basis of whether or not in the academic and professional judgment of the evaluators, the candidate has performed to a standard where he or she meets the criteria to qualify for a rating of "Meets Expectations," "Exceeds Expectations" or "Highest Expectations" under the merit criteria.

3. Review

- 3.1. **Frequency** – Reviews are conducted in each contract period, or every three years, whichever is sooner.
- 3.2. **Timing** – In years where a merit assessment is performed, that merit assessment will serve as the review for all NTTF. If a merit assessment is not required, the Program Director will follow the merit process to perform a similar assessment not connected to a merit increase.
- 3.3. **Criteria** – The reviews will be based on the department's Merit Criteria.
- 3.4. **Materials** – Review materials will be submitted in accordance with the department's Merit Policy.
- 3.5. **Documentation & Notification** – Documentation and notification will be provided accordance with the department's Merit Policy.

4. Promotion

The Arts and Administration Program affirms the NTTF Promotion process and procedures outlined in Article 19 of the Collective Bargaining Agreement, and provides the following department specific clarifications:

- 4.1. **Eligibility** – Eligibility for NTTF Promotion is provided as described in the CBA, without modification.
- 4.2. **Accelerated Review** – In cases of particularly meritorious individuals, promotion review may happen sooner than standard eligibility. In such cases, the Program Director will submit a written request to the Dean or designee. The Program Director, Dean or designee, will discuss the faculty member's eligibility for accelerated review with Academic Affairs. If all three parties agree that the case is eligible for accelerated review, the promotion process will proceed regardless of the faculty member's progress towards standard eligibility. If one or more of the parties do not consent to the accelerated review, the faculty member will remain eligible for promotion under per the standard eligibility requirements.
- 4.3. **Credit for Prior Service** – Credit for prior service is provided as described in the CBA, without modification.
- 4.4. **Multiple or Joint Appointments** – For NTTF holding multiple or joint appointments, a memorandum will be completed at the time of hire or assignment specifying expectations for promotion review and identifying how the promotion process will be handled among the units. Such memorandum is not valid unless approved in writing by the bargaining unit faculty member and the Provost or designee.
- 4.5. **Initiation of Promotion Process** – Candidates wishing to be considered for promotion will notify the Program Director in the year prior to the year when promotion is sought. Notification should be communicated to the Program Director by December 1 of the academic year prior to the fall term of the academic year in which the promotion is anticipated to begin. Candidates will provide the following:
 - 4.5.1. **Curriculum Vitae** – A comprehensive and current curriculum vitae including the candidate's current research, scholarly and creative activities and accomplishments, including publications, appointments, presentations, and similar activities and accomplishments.

- 4.5.2. Personal Statement** – A 3-6 page personal statement where the candidate evaluates his or her own performance measured against the promotion criteria. The personal statement should expressly address the subjects of teaching; scholarship, research and creative activity; and service contributions to the department, school, university, profession and community. The statement must also include discussion of the candidate's contributions to institutional equity and inclusion.
- 4.5.3. Supervisors' Letters of Evaluation**
- 4.5.4. The following documents only to the extent applicable**
- 4.5.4.1. Teaching Portfolio** – Representative examples of course syllabi or equivalent descriptions of course content and instructional expectations for courses taught by the faculty member, examples of student work and exams, other similar materials the candidate would like considered.
- 4.5.4.2. Scholarship Portfolio** – A comprehensive portfolio of scholarship, research and creative activity; and appropriate evidence of national or international recognition or impact.
- 4.5.4.3. Service Portfolio** – Evidence of the candidate's service contributions to the department, school, university, profession, and community.
- 4.5.4.4. Professional Activities Portfolio** – A comprehensive portfolio of professional or consulting activities relative to the candidate's faculty appointment.
- 4.5.4.5. External Reviewers** – A list of qualified outside reviewers, where necessary.
- 4.6. Waiver of Access to Materials** – Candidates may choose to waive access to see any or all of the evaluative materials used for promotion by providing a written statement in advance of the promotion process. Candidates choosing to waive access to these documents maintain all rights afforded to them under the CBA with regards to use of redacted version of the documents in a denial review process.
- 4.7. Up or Out** – The department affirms that there is no "Up or Out" promotion requirement with regards to its Non-Tenure Track Faculty members.
- 4.8. Notice of Meetings** - A candidate will receive at least three days' notice of any meeting or hearing which the member is invited or required to attend, with a dean or the Provost or designee regarding recommendations or decisions on promotion. The candidate may have a colleague or Union representative present at the meeting as an observer.
- 4.9. Evaluation File** – The promotion review file should include the following information:
- 4.9.1. Statement of duties and responsibilities**
- 4.9.2. Curriculum vitae** - This should be comprehensive and list research, scholarly and creative activities and accomplishments, publications, appointments, presentations, and similar activities and accomplishments.
- 4.9.3. Conditions of appointment**
- 4.9.4. Criteria for promotion**
- 4.9.5. Personal statement** - This document should be 3-6 pages evaluating the candidate's own performance measured against the articulated spring 2014 merit assessment criteria. The statement should address teaching, scholarship, research and creative activity, professional practice, and service contributions. The respective weightings of these areas of accomplishments should be taken into consideration when preparing the statement.
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The statement should also include discussion of contributions to institutional equity and inclusion.

4.9.6. Supervisors' letters of evaluation

4.9.7. Professional activities portfolio (as applicable)

4.9.8. Teaching portfolio (as applicable)

- 4.9.8.1. Summary of teaching contribution to UO (1 page)
- 4.9.8.2. Statement of pedagogical approach (1-page)
- 4.9.8.3. Summary of contributions to AAD curricular development
- 4.9.8.4. One copy of the most recent version of the syllabus from each course instructed
- 4.9.8.5. If available, peer teaching evaluations
- 4.9.8.6. If available, other evidence of teaching excellence (e.g., awards, unsolicited input provided by students or colleagues)
- 4.9.8.7. If desired, other supplemental evidence of teaching practices (e.g., websites, exams, classroom activities, assignments)

4.9.9. Scholarship portfolio (as applicable)

- 4.9.9.1. Summary of research, creative activity and professional activities (1-2 pages)
- 4.9.9.2. As applicable, copies of publications, programs, letters of commendation, letters of support, etc.
- 4.9.9.3. As applicable, evidence of local, regional, state, national or international recognition or impact

4.9.10. Service portfolio (as applicable)

- 4.9.10.1. Summary of service contribution to UO (1 page). This should "include a short narrative elaborating on the faculty member's unique service experiences or obligations"
- 4.9.10.2. List of service contributions to AAD, the Center for Community Arts and Cultural Policy, School of Architecture and Allied Arts, University, Community during the time period of the evaluation
- 4.9.10.3. As applicable, evidence of service accomplishments, such as awards, commendations, or letters of appreciation

4.9.11. External reviews (as applicable)

4.9.12. Program Director and/or unit committee recommendations

4.9.13. Dean's recommendation

4.9.14. Waiver of access to materials (as applicable)

4.10. Review by Department or Unit – After the candidate submits these materials to the academic unit, the AAD Review and Promotion Committee will review the materials, discuss the dossier, vote on the case, and prepare a unit recommendation. Following the committee's review and evaluation of the promotion file, the Program Director or unit committee will prepare a report on the merits of the promotion case. The report will include the department promotion committee recommendation, a voting summary, and the Program Director's independent recommendation. The file will then be sent to the Dean or Dean's designee for review.

4.11. Review by Dean or designee – The Dean or designee will review the file and consult with appropriate persons and may ask for and document additional non-confidential information. Once the review is complete, the Dean or designee will prepare a separate report and recommendation. The Dean or designee will share his or her report and recommendation with the candidate and all him or her 10 days from the date of receipt of the report to provide

responsive material or information, which shall be included in the evaluation file. The Dean or designee will then submit the complete evaluation file to the Provost or designee.

- 4.12. Review by Provost or designee** – The Provost or designee will review the file, with input from Academic Affairs and the Office of the Vice President for Research and Innovation, as appropriate, and decide whether to grant or deny promotion. The candidate will be notified of the decision in writing.
 - 4.13. Assumption of New Rank** – Successful candidates for promotion will assume their new rank beginning with the next academic or fiscal year or the nearest next term of employment should their contract not begin with fall term.
 - 4.14. Reapplication for Promotion** – An unsuccessful candidate for promotion may continue employment at his or her current rank as long as eligible to do so. Candidates who are denied promotion may reapply for promotion after having been employed by the department for an additional three years at an average of 0.4 FTE or greater, accrued at no greater than three terms per academic year.
 - 4.15. Appeal of Promotion Denial** – Faculty who are denied promotion may appeal the decision through the procedures in Article 21 of the CBA.
 - 4.16. Withdrawal of Application** – A candidate may withdraw an application for promoting by providing a written request to the Provost and Dean at any time before the Provost's decision.
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Arts and Administration Program Merit Policy

Version 2.1 (April 14, 2014)

Purpose

This policy outlines the Arts and Administration Program's procedures for determining and assigning merit raises, when available.

1. Full Inclusion

All AAD faculty members who are eligible for inclusion in a given merit process will be given full consideration and opportunity to demonstrate individual merit. Neither merit consideration nor merit scores will be affected by an individual's FTE.

2. Merit Differentiation

It is understood that all faculty are valuable members of the Arts and Administration Program and each faculty member plays a key role in achieving program goals. Merit Differentiation is used strictly as a means to differentiate between varying degrees of excellence within the department. It is noted that although the Merit Differentiation criteria are similar, and in some cases parallel, to the Promotion and Tenure criteria, that the processes themselves are separate and distinct. Furthermore, the rigor applied during the Merit Differentiation process is far less than the rigor applied during the Promotion and Tenure process, and therefore, ratings received as part of Merit Differentiation are not necessarily indicative measures of how an individual faculty member rates for purposes of Promotion and Tenure.

Differentiation is established through an evaluation of merit material against a standard rubric in the appropriate departmental Merit Score Sheet.

3. Comparative Evaluation

Comparative Evaluation is provided by sorting all faculty members into Merit Tiers based upon scores from the Merit Score Sheets.

4. Faculty Self-Assessment and Submissions

The following documents will be submitted and/or completed by designated parties. Except for reasons of legitimate and unavoidable extenuating circumstances, the following documents must be completed to be eligible for inclusion in any merit increases:

- 4.1. **Merit Self-Evaluation** – Faculty will complete and submit the appropriate Merit Self-Evaluation Form.
- 4.2. **Activity Report** – Faculty will complete and submit the Activity Report most relevant to their position.
- 4.3. **Current CV** – Faculty will submit a Current Curriculum Vitae.
- 4.4. **Student Teaching Evaluations** – Student teaching evaluations for all courses instructed by each faculty member in the time period of the evaluation will be compiled by the Arts and Administration Program administrative staff.
- 4.5. **Peer Teaching Evaluations** – When available, peer teaching evaluations completed during the time period of the evaluation will be collected by the Arts and Administration Program administrative staff.

5. Criteria and Factors

- 5.1. **Tenure Track and Tenured Faculty** – Criteria are provided in the AAD TTF Merit Score Sheet
- 5.2. **Non-Tenure Track Faculty** – Criteria are provided in the AAD NTTF Merit Score Sheet

6. Consideration of Individual Professional Responsibilities and Contributions

Consideration of Individual Professional Responsibilities and Contributions is provided for by differentiated merit criteria for different position types. A weighted average of scores in each area of Teaching, Research, and Service relative to the prominence of each area in a faculty member's job description, determine a faculty member's final merit score.

7. Evaluation of Accomplishments

7.1. **Clarity and Transparency** – Merit Score Sheets include clear and unambiguous metrics by which faculty members can demonstrate meritorious contribution to the department, including how those metrics translate into the relative scores that ultimately determine an individual's merit increase. Only the integers 1, 2, 3, 4, or 5 will be used as an assigned merit score for research, teaching, or service, although the weighted total score received by a faculty member may include percentages.

7.2. **Types of Merit Score Sheets** – One of the following Merit Score Sheets will be used as appropriate:

Tenured Associate and Full Professor Merit Score Sheet
Tenure-Track Assistant Professor Merit Score Sheet
Career NTTF Score Sheet
Adjunct Instructor Score Sheet

7.2.1 – In the spring 2014 Merit Review, a working version of two merit score sheets will be used as appropriate: Merit Score Sheet for TTF Faculty and Merit Score Sheet for NTTF Faculty. These two merit score sheets will be further modified and refined as the four score sheets listed above for future rounds of merit review.

7.3. **Collegial and Consultative** – The AAD Merit Review Committee will consist of three Core Faculty members including, the Program Director, one TTF, and career NTTF. The committee is only formed and active when a merit process is engaged by the Provost. The TTF and NTTF members will self-nominate during an open faculty meeting. Both members are approved by a simple majority vote of Core Faculty. If nominees fail to come forward or a simple majority vote is not reached for either position, the Program Director may either directly appoint an appropriate representative or seek faculty approval to exclude the position from the upcoming merit process.

The AAD Program Director will collect merit self-evaluations, activity reports, updated CVs, student teaching evaluations, and peer teaching evaluations. The Merit Review Committee (MRC) will evaluate these compiled materials and complete the appropriate Merit Score Sheet for each faculty member and determine merit tier scores. In order to ensure integrity, members of the MRC will recuse themselves from input and discussion regarding their own merit scores. If the MRC does not provide

input as required by the timeline for completing the merit review process, the AAD Program Director's decision regarding individual merit scores will be the final scores submitted to the AAA Dean.

7.4. **Selection of Tier Scores** – The Program Director, in consultation with the AAD Faculty Advisory Committee (the Merit Review Working Group in spring 2014) will evaluate final scores and determine where there are meaningful breaks in the scores that can be used to establish ranges for final Merit Tiers. All individuals with scores within the established ranges will receive the same consideration for merit increase as other individuals in the same tier.

7.5. **Final Assignment of Tier Increases** – The Program Director, in consultation with the AAD Faculty Advisory Committee (Merit Review Working Group in spring 2014) and using guidance provided by the Associate Dean for Finance, will determine appropriate raise percentages or amounts to be applied in each tier, and submit those raise percentages as recommendations to the AAA Dean. The AAA Dean will consider those recommendations in determining the final merit increase amounts for each tier. Merit increase amounts for each tier will be provided as dollar amount lump sums as this is viewed to be the most equitable approach to rewarding equal merit. Faculty contracted at less than 1.0 FTE will receive a merit salary increase proportional to their contracted position.

7.6. **Participation** – If the AAD Faculty Advisory Committee is unable to participate in the process outlined in 7.3, 7.4, or 7.5 for any reason, they will provide the AAD Program Director with a set of Guiding Principles which will be used to aid the AAD Program Director and AAA Associate Dean for Finance in providing final recommendations to the Dean by the required due date.

7.6.1 Guiding Principles will be provided in writing and in sufficient enough time to accommodate timelines mandated by the Provost and/or Dean. In the absence of written Guiding Principles, the Program Director will informally consult with faculty before providing final recommendations.

8. Review Periods

Unless otherwise established by the requirements of a specific merit process, the following standard review periods will be used in evaluating Teaching, Research and Service:

Teaching – The 12 months directly preceding the merit review process.

Research – May consider up to a maximum of 60 months in order to establish, assess, and account for a documented significant body of work, with emphasis given to work that has been active within the prior 24 month period directly preceding the merit review process.

Service – The 12 months directly preceding the merit review process.

9. Merit Tiers

The final merit scores will be sorted into a minimum of two Merit Tiers based on the overall differentiation of the Merit Scores. Tiers may include any of the following:

Does Not Meet Expectations (1.0): Has not demonstrated the minimum standards required to qualify as Provisionally Meets Expectations. This Merit Tier is ineligible for merit increase, although there is no mandate for a minimum number of faculty members to be classified into this Merit Tier. Classification into this Merit Tier qualifies as “Does Not Meet” per the Collective Bargaining Agreement.

Provisionally Meets Expectations (2.0): Has demonstrated minimum standard required to qualify as Meets Expectations, but has not demonstrated a level of meritorious contribution equal to the level of other peers in the Meets Expectations category. Classification into this Merit Tier qualifies as “Meets Expectations” per the Collective Bargaining Agreement.

Meets Expectations (3.0): Has clearly demonstrated standards required to qualify as Meets Expectations, but has not demonstrated a level of meritorious contribution high enough to qualify for Exceeds Expectations. Classification into this Merit Tier qualifies as “Meets Expectations” per the Collective Bargaining Agreement.

Exceeds Expectations (4.0): Has clearly demonstrated standards required to qualify as Exceeds Expectations, but has not demonstrated a level of meritorious contribution high enough to qualify for Highest Expectations. Classification into this Merit Tier qualifies as “Exceeds Expectations” per the Collective Bargaining Agreement.

Highest Expectations (5.0): Has clearly demonstrated standards required to qualify as Highest Expectations. Classification into this Merit Tier qualifies as “Exceeds Expectations” per the Collective Bargaining Agreement.

Arts and Administration Program Merit Score Sheet for Non-Tenure Track Faculty

Evaluation Period: _____

Faculty Member: _____

Faculty Member's NTTF FTE Appointment: _____

Evaluation percentages for this faculty member:
(standard is 90% teaching, 10% service)

Research _____% (N/A) Teaching _____% Service _____%

Specific Service Assignment Considerations:

Overall Merit Evaluation Scores:

Research ____ (N/A) Teaching _____ Service _____

Weighted score = _____

- Note: 1 = Does Not Meet Expectations
2 = Provisionally Meets Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Highest Expectations

Merit Evaluation Notes:



Merit Assessment Criteria

Does not Meet Expectations (1)

Faculty receiving Does Not Meet Expectations ratings for research, teaching, or service fail to show evidence of an acceptable minimum standard of relevant effort, expertise, and/or results. Performance is below minimal acceptable standards; immediate improvement is required.

Evidence of such performance include, but are not limited to the following types of indicators:

Teaching

Numeric student course evaluations significantly below the department mean.

Peer teaching evaluation concluding significant problems with teaching.

No significant participation in curricular development.

Evidence that existing courses are not regularly updated.

Evidence of student advising that does not meet department standards.

Service

Noticeable absence from department meetings, events, and activities.

Poor coordination, leadership, and oversight of assigned curricular area, or department initiative, or goal, requiring reassignment of that service assignment.

No significant participation in AAA and/or University committees.

No significant engagement in relevant professional associations.

Provisionally Meets Expectations (2)

Faculty receiving Provisionally Meets Expectations ratings for research, teaching, or service show evidence of an acceptable minimum standard of relevant effort, expertise, and/or results, though not significantly beyond that. Performance sometimes meets requirements, but not consistently; improvement is necessary.

Evidence of such performance include, but are not limited to the following types of indicators:

Teaching

Numeric student course evaluations slightly below the department mean.

Peer teaching evaluation concluding teaching success below departmental standards.

Lack of involvement in curricular development.

Evidence that existing courses are not regularly updated.

Evidence of student advising that does not meet department standards.

Service

Erratic attendance and participation in department meetings, events, and activities.

Deficient coordination, leadership, and oversight of assigned curricular area, or department initiative, or goal.

Low level of participation in AAA and/or University committees.

Low level of engagement in relevant professional associations.

Meets Expectations (3)

Faculty receiving Meets Expectations ratings for teaching, or service show evidence meeting departmental expectations in the relevant effort, expertise, and/or results. Performance fully meets job requirements on a consistent basis.

Evidence of such performance include, but are not limited to the following types of indicators:

Teaching

Numeric student course evaluations at the department mean.

Peer teaching evaluation concluding teaching success meets departmental standards.

Student and peer teaching evaluations demonstrate that instruction adapts to the particular needs of diverse modes of curricular delivery and pedagogical approaches as appropriate to each course.

Designs and offers new instructional experiences within the department.

Revises existing courses to keep them updated and develops new courses.

Keeps and posts updated course learning objectives.

Holds regular office hours and is readily accessible.

Collaborates with other faculty or departments to develop innovative coursework.

Provides academic and research advising to AAD graduate students, undergraduate students, and students from other UO academic units.

Service

Regular attendance and participation in department meetings, events, and activities.

Coordination, oversight and performance of assigned AAD service area(s).

Serves on at least one AAA committee or equivalent.

Serves on at least one university committee or equivalent.

Actively participates in relevant professional associations.

Exceeds Expectations (4)

Faculty receiving Exceeds Expectations ratings for research, teaching, or service show evidence of exceeding departmental expectations in the relevant area in terms of effort, expertise, and results to a standard that is achieved by only a minimum of peers.

Evidence of such performance include, but are not limited to the following types of indicators:

Teaching

Numeric student course evaluations significantly above the department mean.

Peer teaching evaluation concluding teaching success exceeds departmental standards.

Significant development work on new courses, seminars, or collaborative courses.

Significant contributions to departmental curricular development initiatives.

Coursework engages students in meaningful professional or community service.

Secondary Considerations, as these support teaching excellence:

Evidence of published scholarship or significant research work in progress.

Evidence of significant juried presentations at conferences and professional meetings.

Evidence of community-engaged scholarship of significance and quality.

Evidence of digital scholarship of significance and quality.

Evidence of creative work / production of significance and quality.

Service

Leadership of a significant departmental initiative.

Leadership role in material advancement of AAA-wide initiative or goal.

Evidence of significant service contribution to at least one university committee or equivalent.

Board member of a relevant professional association.

Service on behalf of public bodies such as boards of directors, culture councils, advisory groups, and professional juries.

Chairs a local or regional symposium of significance and impact.

Highest Expectations (5)

Faculty receiving Highest Expectations ratings for research, teaching, or service show evidence of exceeding departmental expectations in the relevant area in terms of effort, expertise, and results to a standard achieved by only a select few peers.

Evidence of such performance include, but are not limited to the following types of indicators:

Teaching

Leadership role in multidisciplinary curricular development.

Recipient of major college or university award for teaching excellence or innovation.

Secondary Considerations, as they support teaching excellence:

Evidence of a considerable body of relevant published scholarship or scholarly work in progress.

Service

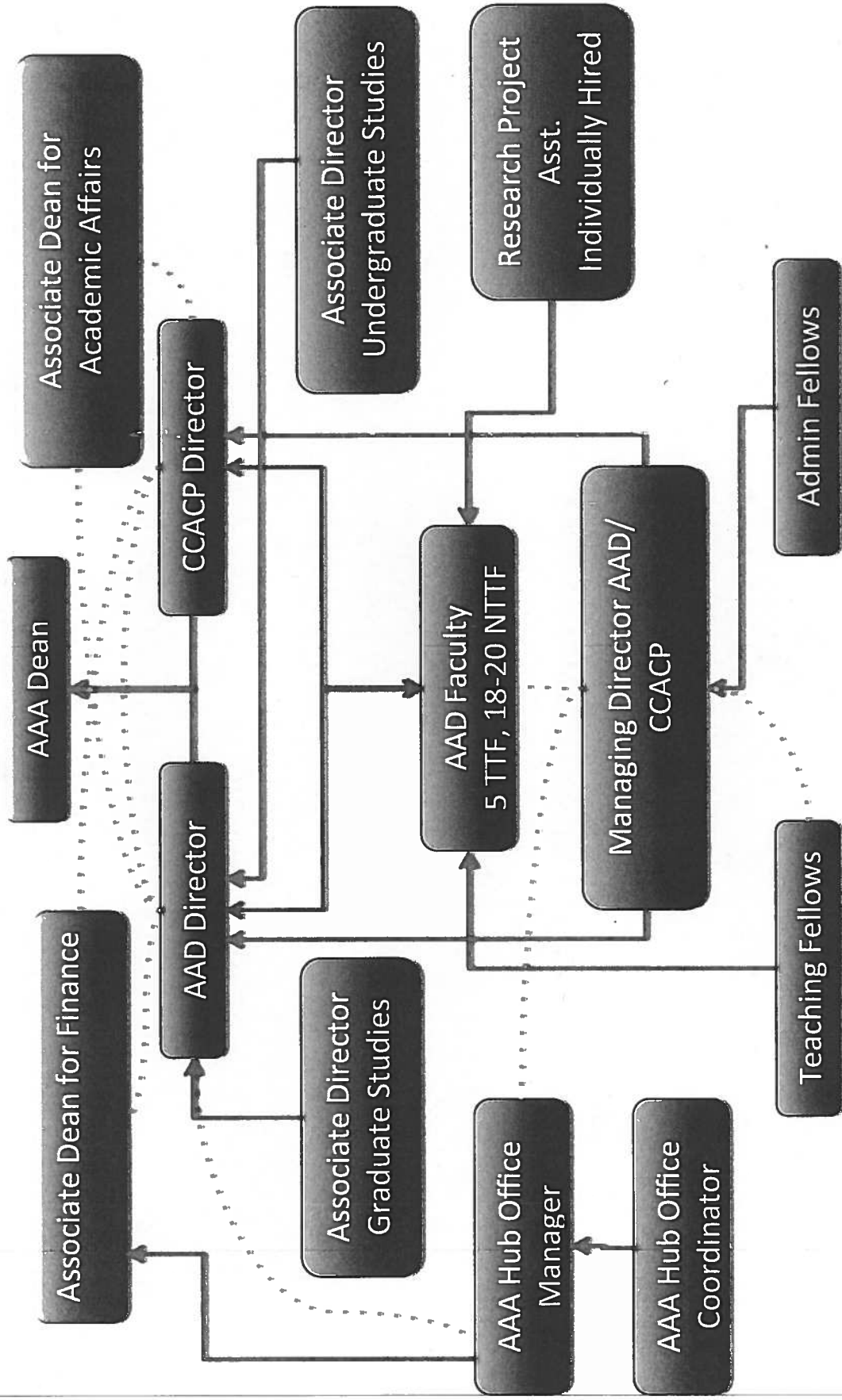
Chairs a major University committee on which NTTF are encouraged to participate.

Leadership role in material advancement of a University initiative or goal.

Significant leadership role (e.g., President or other Officer) for a relevant professional association.

Chairs a national/international conference of significance and impact.

Organizational Chart for the Arts and Administration Program
 and the Center for Community Arts and Cultural Policy
 University of Oregon



**Important Dates—Arts & Administration Program
2016-2017**

Fall Term

Mandatory GE (GTF) Training	Monday, September 19, 12:30–4:30pm Straub Hall 156
→ AAD New Student Orientation	Wednesday, September 21, 12:30–4pm <u>LA 249</u>
→ Practicum Fair	Thursday, September 22, 1–3pm, WOW Hall
New Graduate Student Resource Fair & Orientation, Hosted by the Graduate School	Tuesday, September 20, 12–3:30pm. Straub Hall 156
↪ Welcome Back Party	Friday, September 23, 6 – 9 p.m. Patricia Lambert’s house
- Research Intro I	Friday, September 30, 10 a.m. – 12 p.m. Lawrence 249
- Research Intro II	Friday, October 14, 10 a.m. – 12 p.m. Lawrence 249
- Research Intro III	Friday, October 21, 10 a.m. – 12 p.m. Lawrence 249
Oct. 24 Patrick Fohl Oregon Arts Summit	→ Bring your own lunch—Euro. Perspectives on Comm. Cult Persp Friday, October 7, 8:30 – 5:00 p.m. in Corvallis, OR
Fall BRAVA Breakfast	Friday, November 4, 7:30–9:30am Hult Center for the Performing Arts
Friday Forum—OPEN Panel	<i>Evaluation Methods in Arts & Culture</i> , November 4, 12:00 – 1:30 p.m., White Stag, Portland, OR
Sheila Smith	<i>How to Mobilize Your Patrons and Volunteers to Support Arts and Culture Advocacy</i> , Thursday, November 17, 10–11:30, Hult Center Studio
Student Scholarships/Awards Due	Friday, November 11, 5 p.m.
Internship Presentations	Date/Location TBD, check in with Kristin
Cultural Policy Poster Session	Date/Location TBD, check in with Eleonora
Faculty End-of-Year Party	Tuesday, December 13, 6 – 9 p.m. Potluck at ?? House

Winter Term

Winter Open Forum Breakfast	Thursday, Jan. 19, 9:00 – 10:30 a.m., Location TBD
Friday Forum	??
Student Scholarships/Awards Due	Friday, February 24, 5 p.m.
1 st Yr Research Presentations	Date/Location TBD, check with Patricia (followed by faculty lunch to assign research advisors)
ELAN Visiting Practitioner	??
Spring BREAK	March 21-25, 2016

Spring Term

ELAN Beats + Brushstrokes	??
Spring Open Forum Breakfast	Thursday, April 13, 9:00 – 10:30 a.m., Location TBD
CCACP Visiting Scholar/Practitioners	??
Student Scholarships/Awards Due	Friday, May 19, 5 p.m.

2nd Yr Research Presentations	Friday, May 19, 8:30 a.m. – 3:00 p.m., breakfast + lunch, Location TBD
ELAN ArtsVenture	??
Spring Faculty Retreat	??
End-of-Year Party	Thursday, June 15, 6 – 9 p.m., location TBD
Commencement	Monday, June 19, Time TBD