**Policies and Practices to Support Faculty Engagement in Research Training**

**Institutional Expectations and Support for Faculty Engagement in Research Training**

All academic departments under the Office of the Provost have professional responsibility rules that carve out time for research, teaching, and service, but that are tailored to each discipline to ensure faculty success within their field of study. Each department also has a set of rules regarding faculty professional development.

The University of Oregon fosters and rewards faculty excellence in research training and mentoring through the merit review process, and the promotion and review process. These processes are tied to unit level policies that prescribe what it means to meet/exceed expectations in each unit.

Tenure requirements consider a faculty member’s student involvement through his/her teaching, with some units weighing it equally to the volume and quality of their research, so that if their teaching is unsatisfactory, they will not be tenured even if their research is stellar. Student interaction goes beyond the classroom, and in some cases includes a review of a faculty’s advising and mentoring record (e.g., advising theses/dissertations, co-authoring publications, assisting students to apply for and receive scholarships, awards, and/or job placement).

Merit raise considerations include an assessment of the faculty’s teaching, including the advising, mentoring, and student interaction in co-curricular activities, both at the graduate and undergraduate level.

Professional responsibilities of tenure track faculty include serving on thesis committees, advising and mentoring of graduate students. This may include writing recommendation letters and service as references, helping graduate students secure postgraduate positions and connecting them to appropriate professional development opportunities and networks in their field.

**Opportunities for Training**

The University of Oregon (UO) is committed to providing continuous training opportunities for faculty to participate in training and ensures that faculty have protected time available to devote to mentoring, training and research.

The Division of Equity and Inclusion’s Center on Diversity and Community (CoDAC) hosts and facilitates the University of Oregon’s institutional membership with the National Center for Faculty Development & Diversity. The Center offers a rich array of faculty-designed tele-workshops/webinars, online short courses and other resources to support the professional development. The Center provides professional development training, on-campus workshops, and intensive mentoring programs to support academics in making successful transitions throughout their academic careers. Networking forums, coursework, and guest lectures offer opportunities for faculty to develop their own skills as culturally responsive mentors of research trainees.

The UO Center for Translational Neuroscience offers Evidence-Based Training for Primary Investigators, based on the University of Wisconsin Madison’s Center for the Improvement of Mentored Experiences in Research. This curriculum provides mentors with an intellectual framework, an opportunity to experiment with various methods, and a forum in which to solve mentoring dilemmas with the help of their peers. The mentor training process expands each mentor’s knowledge through secondhand exposure to the experiences of the entire group, enabling participants to engage with as many mentoring experiences as each of them would typically handle in a decade. This process in turn enhances their readiness to work with diverse mentees and anticipate new situations. At the completion of the training, mentors will have articulated their own approach to mentoring and have a toolbox of strategies to draw upon when confronted with mentoring challenges.

Human Resources provides MyTrack Learning, which enables employees and supervisors to collaborate by searching and registering for learning activities, creating customized development plans, and tracking progress towards development goals. Learning opportunities range from basic workplace competencies (e.g., diversity and inclusion, workplace harassment and discrimination), crucial knowledge (e.g., environmental health and safety policies and procedures, information security awareness), and advanced skill sets (e.g., financial and resource management). Courses are offered via webinar, in person, and through blended learning. UO is also contracted with Skillport, an online service provider of over 3,000 e-learning courses at no cost along with resources to expand knowledge and skill set including job aids, simulations, videos, and books.

The Office for the Vice President for Research and Innovation also provides trainings at UO through a program titled Research and Innovation Support and Education (RISE). Required trainings cover topics applicable to effective and responsible conduct of research and critical activities to be taught as part of a research training program. These include Financial Conflict of Interest in Research, Human Subjects Research Education, Responsible Conduct of Research, and Good Clinical Practice. Optional courses vital to researchers include How to Write a Research Plan for IRB Review, Human Subjects Research Involving Children and Teens, and Travel on Sponsored Projects.