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Department of Ethnic Studies
Review, Promotion and Tenure Procedures and Guidelines

I. Procedures

A. Preamble

This policy applies to all represented faculty and is intended to comply with all provisions of Article 20 of the CBA. In the event of any discrepancies or inconsistencies, the CBA language applies for represented faculty. This policy also applies to all unrepresented faculty, unless a university-wide policy exists that contradicts the terms of this policy.

This policy is focused primarily on the criteria by which faculty are evaluated. Detailed descriptions of the processes by which reviews are conducted are presented in Article 20 of the Collective Bargaining Agreement and in relevant UO policies for unrepresented faculty. Procedures specific to the Department of Ethnic Studies are presented below. This document will be made available in the department or unit (as well as on the Academic Affairs website).

B. Department-Specific Procedures

i. Annual Reviews

Each assistant professor will be reviewed annually by the department head. These annual reviews provide an opportunity to evaluate whether the faculty member is progressing towards a favorable tenure decision and offer an opportunity to address any problems in a timely fashion. The review is based on the candidate's annual report, which should include the following: (1) a CV, lists of publications and grants, and lists (by year and term) of their courses and committees to date; (2) a narrative description of the candidate's progress during the past year in research, teaching, and service (a brief paragraph for each area will suffice); and (3) a brief description of goals and plans for next year and beyond.

ii. Contract Renewal/Third-Year Review

In the middle of the tenure and promotion period, typically in the third year for faculty members who do not have prior credit towards tenure, the faculty member will undergo a contract renewal. The contract renewal is a thorough review that involves a departmental personnel committee report, a departmental vote, a review by the department head, and approval by the dean. The candidate's report, containing the items described in Article 20 of the Collective Bargaining Agreement and in relevant UO policies for unrepresented faculty, will be reviewed by the tenured members of the Department. A department vote is held on

whether or not to recommend renewal of the contract. Afterwards, a report is written by the department head and provided to the candidate. The file, including any responsive material provided by the candidate within ten days of receipt of the report, is then forwarded for review by the dean and then the provost or designee.. A fully satisfactory review indicating that the faculty member is on track towards promotion and tenure will lead to a contract extension up through the tenure and promotion year. If the contract renewal process determines that the faculty member's record is not satisfactory and that promotion and tenure are not likely, the faculty member will be given a one-year, terminal contract. A faculty member may also be given a renewable contract that does not extend to the promotion and tenure year if there are questions as to whether the faculty member will have a record meriting promotion at the end of the tenure and promotion period. In such cases, the faculty member will be required to go through another contract renewal process prior to the promotion and tenure review in order to determine if the faculty member has been able to remedy the shortcomings in the record identified in the contract renewal process.

iii. Review for Promotion and Tenure

a. External Reviewers

In the spring term prior to the year when the tenure case is to be considered, the department head will consult with members of the department and, when appropriate, members of any University of Oregon research institute/center with which the faculty member is affiliated, and prepare a list of external referees who will be invited to evaluate the research record of the candidate. Subsequently, the candidate will be asked to submit a list of potential external referees to the department head. These processes must be independent. External reviewers should generally be from comparable or more highly regarded institutions. Ideally, they should be full professors who have the appropriate expertise to evaluate the candidate's record. Dissertation advisors, close personal friends, or other individuals who might be viewed as having a conflict of interest, are not asked to be external reviewers.

b. Internal Reviewers

The department may also solicit on-campus letters from those familiar with the candidate's teaching, scholarship, or service. In particular, inclusion of an internal review is the norm when a faculty member is a member of a research institute/center. This review is prepared by the director of the institute/center, in consultation with its senior members.

c. Promotion and Tenure Committee and Report

During the spring term, and prior to the deadline by which the tenure case must be submitted, the department head will appoint a promotion and tenure committee of tenured faculty to review the candidate. If there is an insufficient number of tenured faculty in the department to constitute a personnel committee, the department head should select committee members from tenured faculty in other related departments with guidance from the dean and the appropriate associate dean. This committee will be charged with submitting a written report to the department evaluating the candidate's case for promotion. In particular, the committee report will include an internal assessment of the candidate's work, a summary and evaluation of the external and internal referees' assessment of the candidate's work, an evaluation of teaching that includes a discussion of the numerical student evaluation scores, written comments, and peer reviews, and an assessment of department, university, professional, and community service. The committee report must conclude with a recommendation to the department regarding tenure and promotion. The committee report is generally made available in the department office to all tenured faculty of appropriate rank for review prior to the department meeting. In the Department of Ethnic Studies, both associate and full professors vote in tenure and promotion cases, but only full professors vote for promotion from associate to full professor.

d. Department Meeting and Vote

The department head will distribute the committee report to faculty eligible to vote in sufficient time to ensure that they have the opportunity to conduct a fair review. Other relevant materials will also be available to eligible faculty.

In general, the department will hold a meeting in mid- to late October to consider its promotion and tenure recommendation for the candidate. Voting members (including all tenured faculty in the department for tenure cases and all full professors in the department for promotion-to-full cases) meet and discuss the committee report and the case. Following discussion, members vote by signed, secret ballot on whether to recommend tenure and promotion (or just promotion in the case of a promotion to full professor). When all votes have been registered, the votes will be tallied, usually by the department head, and the department will be informed of the final vote tally. The anonymity of the individual votes will be maintained, although the signed ballots will be kept in a signed and sealed envelope by the department head in case they are requested by the dean or the provost. The department head does not vote.

e. Department Head's Review

After the department vote, the department head writes a separate statement. The statement includes a description of the process, including any unique characteristics of the profession (e.g., books versus articles; extent of co-authorship; significance of order of names on publications, etc.). The statement also offers an opinion regarding the case for promotion and tenure that may or may not agree with the department vote. The department head's statement, the personnel committee report, the recorded vote, and the materials submitted by the candidate are added to the dossier. The completed file is then sent to the College of Arts and Sciences (CAS).

II. Guidelines

i. Preamble

These guidelines outline the criteria for promotion and tenure in the Department of Ethnic Studies. They provide a specific departmental context within the general university framework for promotion and tenure of faculty.

ii. Criteria weights:

a) 40%: Sustained high-quality, innovative scholarship in one or more disciplines demonstrated through a record of concrete, accumulated research or creative activity;
b) 30%: Effective, stimulating teaching in courses taught and in contributions to ensuring academic success for undergraduate and graduate students, as applicable;
c) 30%: On-going, responsible service and leadership to the faculty member's students and department, the university, the community, and the faculty member's professional discipline(s) more broadly.

iii. Promotion to associate professor: Research

Excellence in research is required for promotion and tenure, consistent with the Academic Affairs website http://academicaffairs.uoregon.edu/. Expectations in ethnic studies are as follows:

a) **EITHER** (1) publication of a single-authored peer-reviewed scholarly book with a university or trade press appropriate to the candidate's field **OR** (2) publication of a substantial number of single- or first-authored articles or book chapters (not book reviews, comments, or dictionary or encyclopedia entries) in peer-reviewed academic outlets.
b) In addition to (1) or (2) above, a candidate must demonstrate evidence of additional scholarly activity or promise of continuing productivity and evidence of a growing national or international scholarly presence.

c) Quantity of publication is not an absolute standard; the quality and nature of the scholarship are important mediators in its evaluation. Review committees will look to evidence of originality, importance, and impact or promise of impact in the field. Indicators of these factors can include reports from external evaluators, citations of a candidate's published work, and venue of publication.
d) External grant funding does not directly figure into research excellence; however, it may contribute indirectly through the publication of articles.
e) Conference attendance and other professional activities that are signs of professional regard (e.g., editorial activities) may constitute evidence of additional scholarly activity and a growing national scholarly presence.
f) Nature of scholarship can also mediate quantitative expectations. Thus, for example, publications requiring extensive archival research or fieldwork that could only be conducted over several years will necessarily take longer to appear in print than other types of research. If a candidate's scholarly trajectory has changed significantly since the receipt of the Ph.D., the department assumes that the record will show some evidence of delay as a new research agenda gets off the ground; however, the overall expectations for tenure and promotion remain unchanged.
g) Faculty members in ethnic studies are encouraged to engage in collaborative research, although this does create a practical problem for evaluation of research. Candidates' statements should therefore elaborate on the role the candidates played in compiling and disseminating collaborative research. Candidates are urged to idea to keep documentation of one's degree of participation in collaborative projects.
h) The department makes no automatic distinction between electronic and physical publication venues or between journals and book chapters. (Indeed, because of its interdisciplinary nature and the disciplinary focus of the most prestigious journals, edited collections have historically made a greater impact than journals in shaping the field of ethnic studies.) The department looks primarily to two considerations in evaluating publication venues: status in the field (potential impact) and peer review (intellectual rigor). If candidates have questions about the status of electronic publication venues or the status of a journal or press, they should consult their faculty mentors or the head. In addition, since ethnic studies has evolved as a field concerned with impact outside of the academy, trade presses have published many of the best and most influential books. (These presses have also often felt less constrained by traditional disciplinary marketing constraints.) Faculty may choose to publish through trade presses; however, for tenure and promotion reviews, they must demonstrate proof that manuscripts and book chapters have passed through a rigorous, academic peer review process before publication. Untenured faculty are encouraged to consult regularly with their faculty mentor or the department head regarding appropriate publishing venues.
i) A manuscript must be complete, accepted by a publisher, and "in production" in order for it to count towards promotion. This condition is essential with book manuscripts. The university defines "in production" as the completion of all work on the manuscript by the author, including all revisions. Similarly, articles and book chapters must either be "in print" or "forthcoming" in order to count towards a faculty's publications. "Forthcoming" means that an article or book chapter has been

accepted for publication and requires no further revisions or editing of any kind. A letter to this effect from a journal editor or editor of a volume of essays for each "forthcoming" publication is recommended. Generally, it is expected that the book should be "in production" and that each listed article or book chapter should be "forthcoming" by the time the candidate meets with the dean in order for the publications to count fully in the dean's recommendation towards promotion.

iv. Promotion to associate professor: Teaching

Excellence in teaching is required for promotion and tenure, consistent with the Academic Affairs website http://academicaffairs.uoregon.edu/. Expectations in ethnic studies are as follows:

a) Multiple indicators of teaching quality will balance one another to provide an assessment of teaching quality. These can include the candidate's teaching statement, observations of teaching by multiple tenured faculty members across the span of the faculty member's probationary period, class evaluations by students, syllabi and other course-related materials, evidence of additional mentoring and advising at the graduate and undergraduate levels, and awards for excellence in teaching and mentorship. The department looks for excellence at promoting critical thinking about the role of race and ethnicity in society and at encouraging students to articulate their own, independent analyses. Peer review and qualitative evaluations, as a rule, will be more effective at gauging these accomplishments than strictly numerical evaluations.
b) Each tenure-track assistant professor must have at least one course evaluated by a faculty peer during each of the three years preceding the faculty member's promotion and tenure review. Each tenured faculty member with the rank of associate professor must have at least one course evaluated by a faculty peer every other year until promotion to full professor.
c) The department expects faculty members to share responsibility for teaching large lower-division courses and smaller upper-division classes. Faculty also share responsibility for advising majors and minors in the department.
d) Faculty may also devote time to serving on graduate committees outside ethnic studies, but this is not an expectation for tenure and promotion.

v. Promotion to associate professor: Service

Service plays an essential role in promotion considerations and distinguishes between the requirements for promotion to associate professor and full professor. Expectations in ethnic studies are as follows:

e) Ethnic studies faculty should contribute to the governance of the department through participation on department committees and regular attendance at faculty meetings. Candidates for full professor should normally have an established record of contributing to the governance of the department at levels above those expected of

assistant professors.

f) The college and university regularly demand high levels of service from ethnic studies faculty because of their expertise and the unique symbolic value they often hold for the university's diversity mission. These demands, especially but not only in the case of untenured faculty members, are typically much higher than for faculty in other fields. The department expects that, as part of their commitment to the service mission of ethnic studies, its faculty will fulfill some of these requests for service on campus and in the community. Service expectations for tenure are therefore comparatively high, and a faculty member's service record is an important part of the tenure evaluation.

g) Community service related to one's areas of research or teaching can also contribute to the evaluation of service for promotion and tenure.

h) Professional service can also contribute to the evaluation of service for promotion and tenure.

v. Promotion to full professor: Research, Teaching and Service

a) For promotion to full professor, the criterion is one's overall contribution to research, teaching, and service excellence. The amount of research should not be qualified by time in rank; the issue is whether the candidate has for the past several years been publishing high quality, important scholarly work. Publication of multiple, high-impact edited or co-edited collections, translations, or critical editions may qualify in place of single authored monographs or a series of articles. Evidence of peer review may be required by the promotion and tenure committee.

b) To be considered eligible for promotion, an associate professor must have an accomplished record of outstanding teaching, both in the classroom and in other aspects of teaching; an outstanding record of scholarly research (including significant work beyond that on which tenure and promotion to associate professor was based); and a substantial record of effective service, typically both inside and outside the department. In order to achieve tenure and promotion to full professor, candidates must establish a meritorious and externally recognized record of service. Tenure-related faculty are expected to participate in the full range of departmental deliberations at department meetings and in other decision-making contexts. Attendance at official department meetings is mandatory, except when other "university business" interferes, and is considered an important part of one's satisfactory service to the department. Committee assignments and other service responsibilities performed for units outside the department (i.e., college, the university, the profession, and the larger community) constitute an important benefit to the university and contribute equally to the service component of the profession dossier.

c) For promotion to full professor, the department normally expects that candidates will have demonstrated leadership in developing the ethnic studies curriculum. Service expectations for promotion to full professor are therefore high, and a faculty member's service record is an indispensable part of the evaluation for promotion to full. However, it is in the interests of the individual faculty members, the department, the college, and the university that service loads for ethnic studies faculty should not interfere with either research or pedagogical missions. Exceptions to these criteria are appropriate only when

achievements in one area are truly extraordinary by national and international standards, in which case achievements should normally reflect sustained contributions over a long period. For example, a superb teacher (reflected by fundamental contributions to pedagogy; nationally or internationally recognized development of innovative curriculum; recognition with national, international, or University teaching awards, etc.), with modest accomplishments in other areas, could merit promotion. Similarly, a superb scholar (reflected by path breaking contributions to the field) with modest accomplishments in other areas, may also merit promotion. Although typically subordinate to teaching and research, extraordinarily effective service (reflected by creative and sustained contributions to important functions of the University) is also an important consideration. In all cases, significant minimum standards remain in each area.

vii. Special Considerations

i. Procedures and expectations may vary significantly for faculty members with joint appointments. Those faculty members are encouraged to review tenure expectations and procedures for both of their appointment units. All appropriate efforts will be made to coordinate ethnic studies tenure, promotion, and review procedures with those of other units to ensure equity for jointly appointed faculty members.
ii. Early tenure decisions are made consistent with the guidelines on the Academic Affairs website http://academicaffairs.uoregon.edu/.
iii. Publication of instruction manuals, study guides, and textbooks can serve as evidence of teaching and service excellence. Research on education, on pedagogy, and on the teaching of ethnic studies, however, can serve as evidence of research excellence if it meets the requirements of other research (e.g., peer review and impact).
iv. Candidates may submit a response after the meeting with the dean to be included in the dossier before it proceeds to the university level. This is most often done in the case of a negative review by the department or dean.

III. Post-Tenure Review

A. Third-Year Post-Tenure Review

Primary responsibility for the third-year PTR process lies with the department head. The third-year PTR should be commenced by the department head no later than during the Winter term, in order to allow it to be concluded before the end of the candidate's third-year post- tenure. The department head will contact the faculty member and request a CV and personal statement, including a discussion of contributions to institutional equity and inclusion. The department head will add to the evaluative file copies of the faculty member's teaching evaluations received during the period under review, including quantitative summary sheets and signed written evaluations, as well as any peer evaluations of teaching conducted during the review period. Consistent with department policy and practice, the file will be reviewed first by a committee, which will provide a written report to the department head that may be used as received or placed in additional written context by the department head. For associate professors, the report will specifically present an honest appraisal of progress toward a successful review for promotion to full professor. If the faculty member has undergone an earlier sixth-year

PTR that resulted in creation of a development plan due to unsatisfactory performance (see discussion of sixth-year PTR, below), the faculty member's success in addressing concerns will be discussed. The report will be signed and dated by the department head and shared with the faculty member, who will also sign and date the report to signify its receipt. The faculty member may provide a written response if they desire within 10 days of receipt of the PTR report; an extension may be granted by mutual agreement between the faculty member and the department head. The report and, if provided, response from the faculty member, will be placed in the faculty member's personnel file as maintained at the unit level.

B. Sixth-Year Post-Tenure Review

The process of the review is described in the Collective Bargaining Agreement, Article 20, or in parallel University policy for unrepresented faculty members. Since the sixth-year PTR is expected to be a deeper review of the faculty member's scholarship, teaching, and service, the Department of Ethnic Studies expects the candidate to provide a portfolio of publications (or documentation of other scholarship activities) and information regarding service contributions, in addition to the materials called for by CBA/UO policy.

A development plan is required for faculty who are not achieving a satisfactory level of performance. The plan will be developed with appropriate consultation and discussion among the faculty member, the department head, and the dean. Ideally, there will be consensus regarding the development plan, but if consensus is not possible, a plan receiving the dean's approval will be forwarded to the Provost or designee for review and approval.

If a sixth-year PTR results in creation of a professional development plan, future PTR for the faculty member will include consideration of the extent to which the terms of the development plan have been met. However, progress toward meeting the goals of such a development plan need not and should not be evaluated solely within the context of the PTR process.