

**UO School of Journalism and Communication
Tenure and Promotion Policy for Tenure-Track Faculty
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Interim Dean sends revised policy to Academic affairs 6/26/16**

History, Purpose and Summary. This document is largely based on Tenure and Promotion Policies and Procedures adopted by the faculty of the University of Oregon School of Journalism and Communication Faculty Personnel Committee (FPC) in 2005, revised in 2008 and 2009, and reviewed by a faculty committee in Spring 2014, when equity/inclusion and service components were added in keeping with the Collective Bargaining Agreement (CBA) between the University and United Academics. This document further updates previous policy in keeping with the CBA. It sets forth all policies and procedures for tenure and promotion of tenure-track faculty (TTF) in the School of Journalism & Communication (SOJC). It is intended to serve as a guide for all TTF and for those faculty who are eligible for promotion in rank. It also is a policy statement for use by the University of Oregon's elected Faculty Personnel Committee (UOFPC), which advises the UO Provost on matters of tenure and promotion. Following a statement of School philosophy, this document offers three sections. Each section sets forth matters of specific policy and process. We advise candidates for promotion and tenure to review all applicable documents, such as the CBA (https://academicaffairs.uoregon.edu/sites/academicaffairs2.uoregon.edu/files/2015-2018_cba_final_linked_0.pdf) and information available through UO Academic Affairs (<https://academicaffairs.uoregon.edu/ttf>) and/or the UO Policy Library (<https://policies.uoregon.edu>). Should discrepancies exist between SOJC's Tenure and Promotion Policy and the CBA, the CBA supersedes the SOJC policy. Candidates for tenure also should note that, per the CBA, they may elect review under *criteria* set forth in any SOJC T&P Policy that was in place since the time of hire. Candidates for promotion to full professor may elect review under any criteria in place during the six years preceding the promotion decision.

Philosophy of the School. As one of the oldest freestanding and accredited schools of journalism and communication in the United States, the School of Journalism & Communication enjoys a proud tradition of superior teaching, acclaimed research and publication, and inspiring outreach to a wide variety of community and media organizations. As a professional school with a faculty that represents a diverse range of scholarly, creative, and media-specific interests and specialties, it occupies a valued position in a major research university. The School takes great pride in its liberal arts

emphasis, adhering to its national accreditation standards. Our undergraduate students enjoy both breadth and depth in the humanities, social sciences and sciences; they also are given rigorous instruction in a wide range of media practices. Our graduate students receive excellent instruction through our professional and research programs. The School is dedicated to preparing students to be effective media practitioners as well as thoughtful analysts of media performance. Indeed, according to the School's mission statement:

"The School of Journalism and Communication (SOJC) is a community of media scholars and professionals dedicated to teaching, research, and creative projects that champion freedom of expression, dialogue, and democracy in service to future generations.

"Our home in the Pacific Northwest and the opportunities of our location are reflected in our explorations of media, technology, and the human condition.

"Through our undergraduate and graduate programs in media studies, journalism, public relations, and advertising, we conduct research and craft nonfiction stories on such critical and global subjects as the environment, diverse cultures, and international issues. We facilitate relationship building that entails respect for consumer advocacy, transparency, and civic engagement.

"By integrating theory and practice, we advance media scholarship and prepare students to become professional communicators, critical thinkers, and responsible citizens in a global society.

"Come to Oregon and change the world."

SOJC Faculty Personnel Committee. All cases for mid-term reviews and tenure and promotion review undergo evaluation by the SOJC Faculty Personnel Committee (SOJC FPC), which submits reports to the Dean. Composition of the SOJC FPC varies according to rank or category of faculty under review.

- For mid-term and promotion reviews of career non-tenure-track faculty, all senior instructors, professors of practice, and tenured faculty participate.¹
- In the case of Senior Instructor I applying for promotion to Senior Instructor II, only Senior Instructor II NTTF, professors of practice and tenured faculty participate.
- For midterm reviews of assistant professors, and for tenure and/or promotion to associate professor cases, all tenured faculty members participate.
- For mid-term review of associate professors, post tenure reviews for professors, and for tenure and/or promotion to full professor cases, only tenured full professors participate.

¹ See separate document for policies and procedures for evaluation and promotion of Non-Tenure-Track Faculty in SOJC.

The Dean does not participate in SOJC FPC reviews.

Criteria for Advancement. The School expects full-time tenure-track faculty members to perform their responsibilities and achieve at levels of excellence consistent with the standards of a major research university. Specific criteria will vary, depending on the nature of an individual faculty member's work. In all cases, faculty are expected to meet the overall standards of the University through:

1. Sustained high-quality, innovative scholarship in one's discipline, demonstrated through a record of concrete, accumulated research, creative or professional accomplishment;
2. Effective, stimulating teaching in classes and contributions to ensuring academic success for undergraduates and graduate students;
3. Steady responsible service and leadership to students, the School, the University and one's discipline.

Section I **Academic Tenure**

The granting of indefinite tenure to a faculty member acknowledges high-level performance as well as confidence in the faculty member's future work and contributions to the School. It affirms that a faculty member has met or surpassed the expectations that the School and the University place on its permanent professoriate. Tenure is an honor that should not be easily granted.

This section outlines the standards for attaining tenure in the School. These standards may also apply to the granting of promotion of rank, but they will be further explained in subsequent sections.

Standards and Expectations. The academic and professional diversity of the School faculty is such that it is not possible, or even desirable, to create narrow "tenure tracks" for candidate evaluation. Given the student composition of the School, ranging from a professional focus for many of its undergraduates and master's students to its strong theoretical and research emphasis for its core of doctoral candidates, it is vital to have a faculty whose high-level accomplishments complement and enhance those directions. This said the School does expect that all candidates for academic tenure present a record that reflects strengths in the traditional areas of teaching; in scholarly, creative or professional work, or a combination of scholarly/creative/professional work; and in service to the university, community and national/international organizations.

Standard workload percentages for 1.0 FTE assistant professors and associate professors without tenure are 50% research/creative/professional productivity; 40% teaching, communication, advising and mentoring of students; and 10% service. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

Standard workload percentages for 1.0 FTE associate professors and professors with tenure are a balance totaling 100% based on 40-50% research/creative/professional productivity; 40-50% teaching, communication, advising and mentoring of students; and 10-20% service to the School and/or University. Percentages of teaching and research assignments also may vary, depending on the faculty member's and School's needs in any given academic year.²

Teaching. The School expects a dedication to effective teaching, which involves curricular preparation, instruction, testing, evaluation and mentoring and advising of students. To properly assess teaching performance, the following are taken into consideration:

- student evaluations, both quantitative and narrative (However, these instruments will be considered cautiously in light of contemporary pedagogical findings regarding course evaluations.);
- peer review of teaching and of other public presentations;
- record of mentoring and advising of students;
- centrality of the teaching to the mission of the School;
- teaching portfolio;
- and other evidence of success in teaching-related activities, including course development and awards.

For purposes of tenure, it is assumed that the first few years of teaching at one's initial rank are "works in progress" — that is, student and peer evaluations should be weighed more heavily following one's midterm review. Although we recognize that faculty will vary in their teaching ability, we also are firm in our belief that good teaching is essential to our charge as an academic program. This would automatically call into question faculty whose teaching performance consistently falls below our stated standards.

In measuring the candidate's level of teaching performance, the following factors are considered:

1. Level, type and size of classes. It is important for most, if not all, faculty members to demonstrate teaching abilities in a variety of course sizes and levels. We also recognize that many factors can influence student teaching evaluations, such as class size and type.
2. Variety of teaching assignments. The School values both breadth and depth. Faculty are expected to contribute to the blending of theoretical and applied aspects of the curriculum and to help contribute, when possible, to teaching in the common core requirements. It is recognized, however, that teaching assignments are based on School goals and needs and on individual faculty expertise.
3. Advising undergraduates on projects/theses, portfolios and publications, and graduate students on their master's projects/theses and their dissertations.

² See UO School of Journalism and Communication Policy for Assignment of Professional Responsibilities for Tenure-Track Faculty

4. Directing students in advanced coursework, internships and projects.

The School depends on School and University student and peer evaluations of the candidate's work in this area. It is committed to a system of regular classroom visits for tenure-track faculty and for candidates seeking promotion and will encourage effective use of the University's Teaching Effectiveness Program. Following UO Senate legislation, peer evaluations will be performed in the three years leading up to the tenure review year, and every other year post-tenure until promotion to full professor. Student evaluations will also be considered—taking into account contemporary research and discussions in the academic press as to their reliability, validity and value.

Scholarly, Creative and Professional Work. Because of the academic and professional diversity of its faculty and the School's broad mandate for outreach in such a wide range of areas, several tenure routes are available:

- **Scholarship.** This is generally work at the post-doctoral level that employs rigorous academic inquiry. The following work is valued and encouraged at the School: publication of work in peer-reviewed journals; scholarly books, and invited chapters in scholarly books; competitively selected paper presentations and publication of the same; research projects that contribute to a specialized or public dialogue; textbooks that advance the field and that are well-received in the academic and professional communities; other invited research presentations; and invited reviews and entries in such specialized works as encyclopedias. The School is highly supportive of collaboration and interdisciplinary work, although the candidate should indicate the contribution made to the work in each case.
- **Creative work and performance.** These are areas that may differ in form from work that emerges from traditional research. However, creative work often utilizes traditional research from a multitude of disciplines. In the School of Journalism and Communication, the following work is considered an appropriate fit for this category: Writing and production of videos and films; creation and exhibition of photographic, film/video, and multi-media works; publication in popular markets, books and magazines and/or internet; editing, design, cinematography, and production of media products in all forms; public presentations based on the candidate's current and published work; and invited presentations to festivals, conventions or other venues where such dissemination provides an opportunity for substantive review. Judging of contests and festivals, related to the creative work of the candidate, is also considered in this category.
- **Professional outreach and production.** This is a tenure route that acknowledges particular skills and connections of faculty members who possess a depth of experience that is closely aligned to the professional applications of the School's curricula and mission. The obvious benefit of this outreach is greater visibility of, and appreciation for, the professional aspects of the School. Applicable work includes the following, but may not be limited to: invited consulting on topics related to a

candidate's professional and academic expertise; publication of articles, columns and commentary in the trade press on topics related to the writer's professional expertise; freelance work in the candidate's area of expertise; and presentations to groups, associations and conventions on topics connected to the candidate's background and current areas of professional interest. Judging of contests and festivals, related to the professional work and outreach of the candidate, is also considered in this category. *It should be noted that the School considers regular activity that provides assistance and education to media organizations and professional societies as professional outreach, not service, for purposes of tenure and promotion consideration.*

• **A combination of scholarship, creative work and performance, and/or professional outreach and production.** It is possible to develop a record of scholarly, creative and professional work that cuts across or combines the three areas listed above.

Service. For purposes of tenure, the School expects participation in appropriate School, University, association and media activities, when such service contributes to School visibility and to both the candidate's teaching and research/production areas. Candidates for tenure will be strongly advised not to take on too heavy a burden of committee and other assignments, as the factors of teaching and research/creative production/professional work take precedence. Tenured faculty members, of course, are expected to provide a much higher level of such service. (This is discussed under promotion in rank issues.) It should also be emphasized that a strong record of service cannot, in any circumstance, overcome the effects of weak performance in teaching or in research/creative/professional work in tenure consideration.

Contributions to Equity and Inclusion.

The School expects all faculty to contribute to the enhancement of equity and inclusion in the SOJC, UO, and the community at large. Candidates are expected to document their contributions to equity and inclusion in their personal statements prepared for mid-term, tenure and/or promotion review. Guidelines are detailed in Appendix A to this document.

Tenure Process Issues

Knowledge of University and School tenure and promotion policies and practices is a responsibility of all faculty. A candidate for tenure and/or promotion should review all relevant information, including this document setting forth the School's tenure and promotion policies, and any relevant documents, such as UO policies and the CBA. The candidate should take advantage of available workshops, and consult with colleagues and mentors, including the Chair of the Faculty Personnel Committee and the SOJC Dean. As the candidate prepares the case for review, colleagues will be available to provide advice; however the candidate has the final responsibility.

Composition of the SOJC Faculty Personnel Committee (SOJC FPC) varies according to rank or category of faculty under review (see page 2 of this document). For mid-term reviews of assistant professors and tenure and/or promotion to associate professor cases, all tenured faculty members participate. For mid-term reviews of associate professors and professors, and for tenure and/or promotion to professor cases, only tenured professors participate. The Dean does not participate in SOJC FPC reviews.

It is the responsibility of every eligible member of the SOJC FPC to review carefully the file of each candidate for tenure and/or promotion and to participate fully in FPC deliberations.

Should a member of the SOJC FPC have a relationship with a candidate that could result in a conflict of interest, that is, a relationship that may significantly interfere with the SOJC FPC member's ability to participate in a fair and impartial manner or create the appearance of undue bias, the FPC member must declare the conflict and recuse from the process.

Initiating the Tenure and/or Promotion Review Process

To initiate the tenure review process, the Dean will contact the faculty member no later than Winter term of the academic year preceding the year in which a tenure decision is required and request materials for the candidate's dossier: Election of Criteria, CV, Scholarship Portfolio, Personal Statement, Teaching Portfolio, Service Portfolio, and a List of Reviewers suggested by the faculty member.

The chair of the School's Faculty Personnel Committee is notified at that time. Soon thereafter, the Chair and the Dean should meet with the candidate to review the evaluation process. At that time, the candidate will have the opportunity to either maintain or waive the right, either partially or wholly, to view the candidate's file, according to the guidelines in the CBA.

The Case Preparation Committee

No later than the end of Winter term of the academic year preceding the academic year in which a tenure decision is required, the FPC Chair, in consultation with the Dean, will appoint a subcommittee called the Case Preparation Committee (CPC) (a subcommittee of two SOJC FPC faculty members, with one member the designated chair) to review the case. The candidate has the right to veto for cause the selection of any member of the CPC.

The CPC examines all elements of the candidate's file to make sure it is complete, including all necessary peer evaluations of teaching, prepares two reports (Spring and Fall) and recommends external reviewers [as part of the Fall report].

The CPC's role is to review the candidate's materials for completeness prior to the presentation of materials to the FPC before external reviews are requested and to provide

the FPC with a preliminary evaluative report of the dossier. In the fall of the academic year when the tenure case must be advanced to UO Academic Affairs, the CPC will update and revise the report as appropriate based on the final dossier, including external letters, and provide the final report to the FPC.

CPC Spring Report

In compiling its Spring Report, the CPC assesses the candidate's accomplishments in terms of the three general criteria specified in this document: Teaching, Scholarly / Creative / Professional Work, and Service.

In preparing its Spring Report, the CPC is responsible for reviewing the following materials, prepared by the candidate and, in the case of all teaching evaluations, by the Office of the Dean:

- **Personal statement.** This document, in effect an essay by the candidate, outlines accomplishments, experiences and goals pursued and achieved during the tenure-track period. This statement provides an important summary to all reviewers during the tenure consideration process. It should be reflective of the candidate's vision of the candidate's place in academia, noting in particular how the scholarship/creative work/professional outreach and production shows a programmatic focus and how this focus affects the field, as well as being forward looking and discussing plans for future activity. Also included in the personal statement should be a Statement of Equity and Inclusion. See Appendix A.
- **Curriculum vitae.** This is updated, as appropriate, during the process. The candidate should provide a signed and dated current C.V. at the beginning of the review process. As the process proceeds, the candidate should provide signed, dated addenda whenever there is a significant addition to the C.V. (e.g., a new publication) highlighting items that have changed. A final signed and dated copy should be provided in the fall as the case file is being prepared for submission to the Office of Academic Affairs.
 - **Scholarship Portfolio.** Compilation of all published and presented work applicable under the four so-called "tenure routes" listed above.
 - **Service Portfolio.** The candidate is expected to submit a service portfolio. The *Service Portfolio* outlines the candidate's contribution to the University, profession, and community. The portfolio should not be comprehensive of all that is listed in the "Service" category on the CV but rather summarize the candidate's service. Each candidate's appropriate level of service will differ based upon the candidate's professional responsibilities as defined by the candidate's job description and the unit workload policies. The following are only suggestions. The candidate need only choose the most appropriate for the case. For example:

Examples of service to the University, including University committees, elected bodies, advisory groups, task forces, and/or other activities serving the University's mission. The *Service Portfolio* may also contain examples of service to the profession and community.

Documentation of service such as white papers authored or co-authored by the faculty member, commendations, awards, op-ed pieces, and/or letters of appreciation.

The *Service Portfolio* may include a short narrative elaborating on the candidate's unique service experiences or obligations. Candidates may wish to comment on the significance and quality of their work and provide a rationale for the choice of examples in the portfolio, the significance of those choices, the role played by the candidate, and the amount of time devoted to the activity.

- Teaching portfolio. The teaching portfolio should be focused and represent those aspects of pedagogy that the candidate believes are particularly noteworthy. This might include course syllabi; examples of assignments, and other course materials that will reflect the candidate's pedagogy; and materials that demonstrate curricular development.
- Other materials that the candidate considers germane to the case.

FPC Spring Review

When the CPC has completed its Spring Report, the CPC chair will inform both the candidate and the FPC chair that the case is ready for review and submit the CPC's Spring Report to the FPC.

At a spring meeting, the FPC will review the CPC's Spring Report, the submitted materials (including peer evaluations), and the CPC's list of suggested external reviewers. The FPC will recommend additional possible external reviewers to the FPC chair. The candidate will be notified by the FPC chair should additional materials or dossier revisions be required. The CPC chair will be notified by the FPC chair should additional peer reviews, teaching evaluations, other materials or dossier revisions be required.

The CPC's spring report is not included in the file that is forwarded to Academic Affairs/VO FPC.

External Reviewers

Six external reviewers will be selected, with a majority of the reviewers selected from a list compiled by the CPC and FPC in consultation with the Dean. The candidate's list of potential reviewers will be admitted to the file only following documentation in writing of waiver status. The Dean will select and contact reviewers, receive all letters, and then pass them on to the FPC.

In consultation with the CPC Chair, FPC Chair, and the Dean, the candidate will select a sample of work to send to the reviewers, along with the personal statement and signed C.V. Reviewers will be asked to evaluate the candidate's scholarly/creative/ professional work following the template for external reviewer request provided by the Office of Academic Affairs. Reviewers will be provided a copy of the School's tenure and promotion criteria and asked to evaluate the candidate based on the materials they are sent and on the reviewer's knowledge of the candidate's work and standing.

Fall SOJC FPC Review

When all reviewer comments are received (usually no later than early in Fall term), the CPC prepares a final report (the Fall Report), including evaluation of the materials listed above (including any new materials submitted by the candidate), and the external reviewers' letters, and makes a recommendation regarding tenure and/or promotion. The CPC's Fall Report is included in the file that is forwarded to Academic Affairs/UO FPC.

The FPC then meets to consider the CPC's Fall Report and vote on the case based on the voting process listed below in this document. The FPC discussion and vote are reported to the Dean in a comprehensive written report prepared by the FPC Chair. Voting by the FPC will be made with confidential, signed ballots (signed on the back of the ballot), to be held (unopened) in safekeeping by the Dean.

Voting

All eligible voting faculty are expected to fully participate in tenure and promotion discussions and voting. Faculty members eligible to vote on tenure and promotion cases have four choices as follows:

- **Yes.** Candidate's productivity and quality of work meet or exceed the standards of the School, and the candidate shows promise of continued or significant impact to come. In the case of promotion to Full Professor, the candidate has achieved a national and/or international recognition in the candidate's field.
- **No.** Candidate does not meet School's standards. Improvement and growth do not seem likely.
- **Recusal for conflict of interest.** A faculty member must recuse from all discussion and voting when a personal or professional conflict of interest might interfere with the deliberations and with an objective vote. The conflict of interest must be declared prior to discussion of the case and must be recorded as a "recusal for conflict of interest" via an official ballot.
- **Abstention.** The only allowable reason to abstain from voting is the unusual circumstance of a faculty member lacking knowledge of the file. The abstention and

reason must be recorded as “Abstention due to lack of knowledge of the file” via an official ballot.

Absentee Voting

The FPC chair may allow absentee voting in exceptional circumstances, such as being on sabbatical, illness, family emergency, or a conflict with class scheduling. In such cases, the FPC chair will issue an absentee ballot. Otherwise, all FPC members are expected to attend the meeting, having read all files in the case, and ready to discuss the merits of the case.

The Dean’s Review & Final Case Presentation

The Dean prepares an independent review of the case based on the candidate’s record of performance, external reviewers’ evaluations, CPC’s report, and FPC’s recommendation. The Dean’s office prepares and submits the final presentation of the candidate’s dossier to the Office of Academic Affairs for review. Prior to submission, the Dean meets with the candidate for a briefing about the status of the case in accordance with the CBA. Upon request, the candidate will be provided with a copy of the Dean’s report that has been redacted in accordance with the waiver status to protect personally identifiable information. The candidate may provide responsive material for the file within 10 days of the meeting with the Dean or the receipt of the redacted report, whichever is later. The Dean will then forward the entire file to the Office of Academic Affairs.

Criteria for Evaluation of Tenure Application.

In some cases, tenure is granted at a current rank (as in a tenure-track professor hired at the associate professor rank in recognition of high-level experience already attained at the time of hiring). Or, in certain instances, tenure may be awarded in a case in which a concurrent request for promotion in rank may not be granted — for example, an associate professor being hired who has also requested promotion to full. That could require tenure, but the promotion might be denied. However, in most cases, application for tenure is accompanied by a request for promotion from assistant to associate professor. With that background, here is guidance for application of the School's criteria for achieving tenure: Tenure will be recommended to the University Provost when Teaching and Scholarship/Creative Production/Professional Work meet or exceed the stated expectations of the School.

Teaching. A candidate should demonstrate average to above-average quantitative scores in student evaluations, with an emphasis on more recent years of the candidate's teaching. It is important to note those classes (often those in the required core) that tend to achieve lower overall scores, regardless of the instructor. The signed narrative evaluations should provide a gauge of students' enthusiasm for the course and the instructor. Of somewhat higher importance are the quality and depth of the candidate's required teaching portfolio, as well as peer evaluation reports. Taken as a whole, then, the candidate's teaching

performance — and potential for growth and improvement — must at least meet the "average" standard of the School for tenure consideration to go forward, no matter how high the level of scholarly, creative and professional work, or of service.

Scholarly, Creative and Professional Work. In all of the School's tenure "routes," including a combination of them, selection of appropriate external peer reviewers is essential in properly evaluating a candidate's work. The reviewers will be asked to evaluate this work according to these criteria:

- The level to which the work adds to the knowledge base of the academic discipline or to the appropriate professional area of expertise;
- The quantity and quality of the candidate's contribution to authorship, production or the professional area of expertise;
- The nature of how the work was reviewed and assessed;
- Awards and recognition received for such work; and the extent to which the work, individually or as a body, enhances the candidate's standing in the candidate's discipline or creative area and establishes national or international standing for the candidate;
- The reputations and reach of publications and other venues for a candidate's work in scholarship, creative, and/or professional work.

As with the area of teaching, the candidate is expected to demonstrate performance comparable to or exceeding SOJC peers in scholarly, creative, and/or professional work.

When evaluating a candidate's "production" in this area of evaluation, it is important that such evaluation reflect the School's criteria on these issues:

Nature of authorship or production. The quantity and quality of work that underlies any research or creative production or authorship is important to specify and evaluate. Because of the varied nature of scholarly, creative and professional work in journalism and communication, there are a number of accepted approaches to authorship. Both single-authored and multi-authored work are acceptable. Although in some areas of scholarship, single authorship may be the norm, in others multi-authored, interdisciplinary research is much more common. In the case of multiple-authored works, it is important that the candidate specify percentage of effort and particulars given to a project.

Re-publication or further development of original work. This is common for dissertations, but this can also occur in subsequent edited works and anthologies. These, too, are valued when such work clearly advances one's research, creative or professional production and impact. It is important for the candidate to explain the growth, the greater impact, and the further development of such work, from its original state.

Service. Service, especially as applied to School committees and any applicable association or media organizations, is seen as meeting this component of the tenure requirement. In no case, however, can an excellent, intensive record of service overcome

any inadequacies in the candidate's teaching or scholarly, creative and/or professional work. In the case of Assistant Professors seeking the rank of Associate Professor, service will be emphasized less than teaching and scholarship/creative production/professional work.

Section II **Promotion in Rank**

This section outlines the standards and process for achieving promotion in academic rank. It first examines promotion to Associate Professor and then discusses promotion to Professor.

Promotion to Associate Professor.

In the majority of cases, a candidate seeking tenure is also applying for promotion to the rank of Associate Professor. As with tenure consideration, the normal interval between Assistant and Associate Professor is six years. However, whether the promotion issue is tied to tenure or not, the standards remain the same. At a minimum, the School expects that the candidate for promotion to Associate Professor will have a record that "meets School expectations" in teaching and scholarly, creative, and/or professional work. Falling below the School's stated expectations in any of these categories, might result in a recommendation to deny promotion.

Although service expectations are not high at the untenured level, a successful tenure decision rests, in part, on a demonstrated level of confidence that the candidate will grow into increasing service responsibilities.

Promotion to Professor. This rank is awarded to candidates whose performance properly reflects the status of a senior faculty member, one who has demonstrated continued growth, expertise and standing in the candidate's field from the time of promotion to Associate Professor. As with promotion to Associate Professor, the normal interval from Associate to "full" Professor is six years. However, in extraordinary circumstances, with enthusiastic backing by the School, a candidate with a superlative record in all categories may successfully seek early University consideration of promotion to Professor.

For so-called "on time" cases, the candidate's performance should exceed expectations or demonstrate exceptional performance in at least one of the two categories of teaching or scholarly/creative/professional work. (Note that the FPC will not separately vote on these categories.) The School will take careful note of the candidate's standing and leadership in the candidate's field, as well as the candidate's teaching strengths. Service contributions should be considerably higher than those expected for promotion to Associate Professor and should exhibit a dedication to activities that serve the School, University and broader communities, both academic and professional. It should be noted that the School expects all of its tenured faculty to move through promotable ranks in as

timely a fashion as possible; for example, staying permanently at the rank of Associate Professor is not generally seen as a positive sign for the scholarly/creative/ professional reputation of the School or for the individual faculty member.

Promotion Process Issues

The review process for promotion cases follows the same procedures described above in the “Tenure Process Issues” section of this policy.

Section III **Typical Timetable for Tenure and Promotion Process**

In the academic year preceding the academic year in which a tenure decision is required:

- No later than the end of winter term: candidate informs Dean or Dean contacts candidate/Dean informs FPC Chair.
- No later than the end of winter term: Case Preparation Committee (CPC) appointed.
- By middle of winter term: candidate’s material must be submitted to Dean’s Office and made available to the CPC.
- By end of winter term: CPC submits its Spring Report to FPC.
- Early spring term: FPC meets to familiarize members with the candidate’s case, to review the CPC Spring Report and suggestions for external reviewers, and to suggest additional external reviewers to the FPC Chair.
- By middle of spring term: FPC Chair, with appropriate advice from FPC, prepares list of external reviewers and submits to the Dean.
- By early summer: the Dean solicits reviewers and review materials are sent to external reviewers.

In the academic year in which a tenure decision is required:

- Beginning of fall term: CPC prepares final written report (the Fall Report), including discussion of external reviewers’ letters, and recommendation to FPC.
- Mid-fall term: FPC meets, discusses, and votes. FPC chair forwards final written report of discussion, vote, and CPC Fall Report to the Dean.

- Later in fall term: Dean reviews dossier and all reports, writes summary report with his/recommendation, meets with the candidate, if requested provides copy of report redacted in accordance with the waiver status to protect personally identifiable information, allows candidate to provide responsive material for the file within 10 days of the meeting with the Dean or the receipt of the redacted report, whichever is later. The Dean then forwards the entire file to the Office of Academic Affairs.
- At this point the dossier enters the University review process as described in the Collective Bargaining Agreement.
- Spring term: Dean is notified of the Provost's decision and conveys the decision to the candidate.

Section IV **Post-Tenure Review**

A. Third-Year Post-Tenure Review

Primary responsibility for the third-year PTR process lies with the Dean or designee. The third-year PTR should be commenced by the Dean or designee 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 Dean or designee will contact the faculty member and request a CV and personal statement, including a discussion of contributions to institutional equity and inclusion. The Dean or designee 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. The file will be reviewed first by a committee, which will provide a written report to the Dean or designee 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 Dean or designee 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 Dean or designee. 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, we expect the candidate to provide a scholarship/creative practice portfolio and information regarding service contributions, in addition to the materials called for by CBA/VO 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 between the faculty member and the Dean or designee. 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.

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Appendix A Statement of Equity and Inclusion

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

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

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

The guidelines below, which are taken from work by UO Academic Affairs as well as from existing documents in the University of California System, offer a general framework for faculty members in describing "contributions to institutional equity and inclusion" in their personal statements. Future documents will include additional guidance about how to measure the quality of contributions within the context of various academic processes.

DEFINITIONS OF EQUITY AND INCLUSION

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

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

While equity and inclusion practices may vary considerably by discipline and unit, they are expected to draw on the institutional priorities. The guidelines below are intended to

assist individual faculty, units, and committees in implementing and evaluating these policies.

RESEARCH AND CREATIVE/PROFESSIONAL WORK

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

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

TEACHING

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

- Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.
- Developing courses or curricula materials that focus on themes of diversity, equity,

and inclusion or the incorporation of underrepresented groups.

- Record of success advising students from groups underrepresented in the faculty member's discipline/profession.
- Evaluating programs, curricula, and teaching strategies designed to enhance participation of students from underrepresented groups.
- Participation in faculty workshops to promote equity and inclusion in the classroom.
- Participation in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and diversity.
- Serving as an advisor to programs such as Public Relations Student Society of America or other equivalent programs in journalism and communication

SERVICE

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

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