

Tenure and Promotion Policies and Procedures

University of Oregon
Spring 2009¹

Purpose and Summary. This document, reviewed by the faculty of the University of Oregon and adopted by its Faculty Personnel Committee, sets forth all policies and procedures for tenure and promotion in the School. It is intended to serve as a guide for all tenure-track faculty 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, 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. Candidates for promotion and tenure should also be aware of University guidelines and suggestions, listed at this UO website link: <http://academicaffairs.uoregon.edu/content/promotion-tenure-guide>

Philosophy of the School. As one of the oldest freestanding and accredited schools of journalism and communication in the United States, the School 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.

¹ A major revision of the School's policy approved in the early 1990's was adopted in June 2005. Revisions: Spring 2008; Spring 2009.

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, "We are a community of scholars and professionals dedicated to freedom of expression and public service. By integrating theory and practice, we prepare students to become professional communicators, critical thinkers and responsible citizens in a global society." It follows then, that the School desires a faculty whose academic training, professional experience and research and creative interests are in harmony with the wide range of its course offerings and the media and academic opportunities such a mix will provide.

Section I **Academic Tenure**

The granting of indefinite tenure to a faculty member acknowledges high-level performance as well as confidence in his or her 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 its undergraduates 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 acknowledged strengths in the traditional areas of teaching, in scholarly, creative or professional work, and in service to the university, community and national/international organizations.

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; 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 after one's third-year review. However, the School is firm in its conviction that a candidate for tenure whose overall teaching performance is regularly below the School average and who demonstrates a lack of improvement over the pre-tenure period should not be granted tenure -- no matter how strong the candidate is in the other areas of evaluation.

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

1. level, type and size of classes. Larger, introductory classes are generally assumed to result in lower quantitative evaluation scores than smaller, more tightly focused classes for the professor in the early stage of his or her career. That said, it is important for most, if not all, faculty to demonstrate teaching abilities at several different class sizes and levels.
2. variety of teaching assignments. The School values both breadth and depth. It is important for faculty to contribute to both the theoretical and applied aspects of its 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 needs.

3. advising undergraduates on projects/theses, portfolios and publications, and graduate students on their master's projects/theses and their dissertations.

4. directing students in advanced student coursework 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.

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: scholarly books, and invited chapters in such books; publication of work in peer-reviewed journals; competitively selected paper presentations and publication of the same; research projects (including surveys) 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.

- **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 a proper 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. 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, are 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 adequate 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.

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, take advantage of available workshops, and consult with colleagues, including the Chair of the Faculty Personnel Committee and the SOJC dean. As the candidate prepares his or her case for review, colleagues will be available to provide advice, however the candidate has the final responsibility.

The SOJC Faculty Personnel Committee (SOJC FPC) includes all tenured members of the SOJC Faculty, except the dean. The SOJC FPC for tenure and/or promotion to associate professor cases includes all tenured faculty members. For tenure and/or promotion to professor cases, the committee includes only tenured professors.

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 an amorous, familial, or other 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 him or herself from the process.

Request for Tenure and/or Promotion Review

Under normal circumstances, a candidate for academic tenure applies for consideration of tenure (and promotion, if applicable), toward the end of the fifth academic year of his or her series of tenure-track appointments. This is preceded by a third-year review (detailed in a separate document) that evaluates performance to date and that suggests areas for emphasis and improvement.

The candidate should request consideration for tenure from the Dean in writing at the beginning of the fall term of the fifth academic year. 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.

The Case Preparation Committee

By the beginning of the winter term, the Chair will appoint a special subcommittee called the Case Preparation Committee (CPC) (three 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's role is to review the candidate's materials for completeness prior to the presentation of materials to the FPC in the spring; and to provide the FPC with an evaluative report based on the final dossier, including external letters, in the fall.

The Case Preparation Committee 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 his or her place in academia.

- Curriculum vita. 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 a new signed and dated copy whenever there is a significant addition to the c.v. (e.g. a new publication). 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.

- Compilation of all published and presented work applicable under the so-called "tenure routes" listed above.

- Teaching portfolio. At a minimum this consists of all course syllabi; examples of assignments and other course materials that will reflect the candidate's pedagogy; materials that demonstrate curricular development; all quantitative and narrative course evaluations; and reports of peer reviewers.

- Other materials that the candidate considers germane to his or her case.

Spring Review

The Spring Review is a preliminary review of the file to determine if any additional material (other than external review letters) are needed. When the CPC has determined that the candidate's file is complete and ready for review, the CPC chair will inform both the candidate and the FPC chair that the case is ready for initial review.

At a spring meeting the FPC will review the case materials to determine that the file is complete and to recommend possible external reviewers to the FPC chair. The candidate will be notified by the FPC chair should additional materials be required. The CPC chair will be notified by the FPC chair should additional peer reviews or teaching evaluations be required.

External Reviewers

Following the Spring Review, the chair of the FPC will organize the case for outside review, with the assistance of the FPC where appropriate.

Six external reviewers will be selected -- four by the FPC and two by the candidate -- from two lists of reviewers: One developed by the chair and one by the candidate. The selected reviewers will be contacted by the dean, who will first receive all the letters and then pass them on to the FPC. These reviewers will be asked to evaluate the candidate's scholarly and creative work following the template for external reviewer request provided by the Office of Academic Affairs. They will be provided with a copy of the School's tenure and promotion criteria and asked to evaluate the candidate based on all submitted materials 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, including evaluation of the criteria listed above and the external reviewers' letters, as well as a recommendation. The FPC then meets mid-fall term to consider the CPC report and vote on the case based on the voting process listed below in this document. The FPC discussion and the vote are reported to the Dean in a comprehensive written report prepared by the FPC Chair. Voting by the FPC will be made in confidential, signed ballots, to be held (unopened) in safekeeping by the Dean.

The Dean's Review & Final Case Presentation

The Dean then prepares an independent review of the case based on the candidate's record of performance, the external reviewers' evaluations and the FPC's recommendation. The Dean's office prepares the final presentation of the candidate's dossier and submits it 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.

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 cases, tenure may be awarded in a case in which a concurrent request for promotion in rank may not be granted. 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 narrative evaluations (FPC reviews only those that are signed by students) 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 his or her 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" (or 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 or production;
- 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 his or her discipline or creative area and establishes national or international standing for the candidate;
- the relative reputations and reach of publications and other venues for a candidate's work in scholarship, creative and professional work.

As with the area of teaching, the candidate is expected to demonstrate average or above performance in his or her discipline or creative area.

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

Nature of authorship or production. Single-authored publications are generally valued more highly than co-authored works, though collaboration to improve the publication and outreach is always worthy of merit. This is also true for a variety of creative output. In the case of documentary production, for example, it is important for the candidate to specify percentage of effort and creative leadership given to particular projects. The quantity and quality of field research that underlies any creative production or authorship is important to specify and evaluate.

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. This includes, in the area of a number of publications, revisions and subsequent editions.

Service. As noted above, "adequate" 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.

The Voting Process

Faculty members eligible to vote on tenure and promotion cases have three choices in "scaled" voting, as follows:

- **Exceeds Expectations.** Candidate's productivity and quality of work exceed the standards of the School. Candidate has achieved an impressive level of national and/or international recognition in his or her field.
- **Meets Expectations.** Candidate's productivity and performance meet the high standards of the School. This category correlates to the School's standard of "good." Effort is solid, with promise of greater impact to come.
- **No -- Unsatisfactory.** Candidate does not meet School's standards. Improvement and growth do not seem likely.

The School's voting categories begin with an expectation of excellence. A candidate who "meets expectations" is performing at the level of excellence expected of a faculty member at an AAU research university. The candidate who "exceeds expectations" has demonstrated a level of excellence that exceeds the School's high norm.

This voting scale also applies to all considerations for promotion in rank.

Voting for both tenure and promotion involves only three choices -- abstentions are not permitted. However, a faculty member must recuse

himself or herself from all discussion and voting when a personal or professional conflict of interest might interfere with the deliberations and with an objective vote. Recusal may also be appropriate when a faculty member simply does not have adequate information and/or context on which to make a decision. Because the School expects all eligible voting faculty to fully participate in tenure and promotion discussions, one acceptable reason for not participating -- aside from the conflict of interest issue -- is that the faculty member has been on sabbatical or leave. All recusals will be indicated in committee minutes.

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, or professional work. **If any of these categories falls below the School's stated expectations, the candidate should be denied promotion.** As with tenure consideration, service expectations are seen as relatively low. The School will look for evidence of "adequate" participation in relevant service areas; however, service below that level will not be cause for denial of promotion. And as with tenure, the School's affirmative decision should reflect high confidence in the candidate's potential to grow in all three categories of evaluation.

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 his or her 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 these two categories: teaching or scholarly/creative/professional work.** The School will take careful note of the candidate's standing and leadership in his or her field, as well as his or her 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 positive sign for the scholarly/creative/professional reputation of the School.

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

- Beginning of fall term: candidate informs Dean/Dean informs FPC Chair.
- By the beginning of winter term: Case Preparation Committee (CPC) appointed
- By the end of winter term: candidate's material must be submitted
- Mid-spring term: FPC meets to familiarize members with the candidate's case and to suggest possible external reviewers to the FPC Chair.
- By the end of spring term: FPC Chair, with appropriate advice from FPC, prepares list of external reviewers.
- No later than early summer the dean solicits reviewers and review materials are sent to external reviewers.
- Beginning of fall term: CPC prepares written report, including discussion of external reviewers' letters, and recommendation to FPC
- Mid-fall term: FPC meets, discusses, and votes. FPC chair forwards written report of discussion, vote and CPC report to the Dean.

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