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# Promotion & Tenure For Faculty Who Will Undergo Review 2017-18

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Vice Provost For Academic Affairs

February 14, 2017

# Overview

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🔮 P&T: Process and Timetable

🔮 Candidate's Responsibilities

🔮 Department Responsibilities

🔮 Other Factors That Influence the Review of a Case File

🔮 Q & A



# P&T Process and Timetable

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## ⚡ Preliminary Work

- ⚡ Department Head notifies faculty of upcoming review
- ⚡ Candidate's contributions to the process
- ⚡ Identification and solicitation of external reviewers

Winter/  
Spring

## ⚡ Department Review

- ⚡ Personnel Committee – usually report and vote
- ⚡ Vote by voting faculty (signed, secret ballot)
- ⚡ Department Head report and recommendation

Early  
Fall



# P&T Process and Timetable (con't)

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## 🔺 School/College Review

🔺 Personnel or Advisory Committee (elected) – report and vote

🔺 Dean – report and recommendation

## 🔺 University Review

🔺 Faculty Personnel Committee (elected) – report and vote

🔺 Provost – review and decision

Decision announcement target date: May 1



# Expectations for Promotion & Tenure

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- ❖ A record of concrete achievement in research or creative practice, teaching, and service ...
- ❖ ... demonstrating a convincing likelihood of a long-term career of academic excellence

# P&T at the UO

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- ⚡ High standards / High success rate
- ⚡ Tenure: accumulated accomplishments in scholarship, teaching, and service –  
**TRAJECTORY**

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# P&T at the UO (cont'd)

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- ❖ Research (scholarship/creative practice): (inter)national reputation for creation of new knowledge in one's field
- ❖ Teaching: excellence in fostering learning (undergrad, grad)
- ❖ Service: evidence of good citizenship
- ❖ Equity and Inclusion: appropriate attention



# Expectations for Promotion & Tenure

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- ❖ Clearly meet/exceed criteria for research ('R')/creative practice
  - ❖ Quality and impact of work
  - ❖ Extent of publication or other refereed accomplishment
- ❖ Clearly meet/exceed criteria for teaching ('T')
- ❖ Adequate service ('S') to indicate likelihood of continued/expanded engagement
- ❖ Demonstrated understanding of / commitment to institutional equity and inclusion



# “Crossing the Bar”

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- ❖ Excellent ‘S’ does not compensate for deficient ‘R’ or ‘T’
- ❖ Clearly deficient ‘R’ or ‘T’ will result in denial of tenure and/or promotion
- ❖ Marginally above the bar in either ‘R’ or ‘T’ may be offset by outstanding success in the other
- ❖ Marginally above the bar in both ‘R’ and ‘T’ – the difficult decisions

# Candidate's Responsibilities

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- ❖ Waiver / non-waiver letter
- ❖ Vitae (signed and dated)
- ❖ Candidate's statement (signed and dated)
- ❖ Suggestions regarding external reviewers

# Candidate's Responsibilities (cont'd)

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## ⬡ Supplemental material





- ⬡ All publications or other professional or creative accomplishments (returned after case is completed)
- ⬡ Documentation of publications in press (or professional equivalent)
- ⬡ Teaching portfolio (optional, but common)
- ⬡ Service portfolio (optional)
- ⬡ Evidence of contributions to institutional equity and inclusion (optional)



# Waiver / Non-Waiver

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## Options

-  Entirely closed
-  Closed except for internal letters
-  Open except for external letters
-  Entirely open (default)

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# Waiver/ Non-Waiver (cont'd)

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- ⚡ Your decision – you should feel no pressure on this
- ⚡ A letter is required in all cases – department will prepare for you from an available template after your decision
- ⚡ Timing: waiver/non-waiver letter must be signed before external letters are solicited

# Vitae

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- ❖ Full profile (including teaching and service)
- ❖ Education: Include graduation dates, mentor's names
- ❖ Distinguish peer-reviewed publications from other research or writing activity
  - ❖ Present the complete bibliographic citation in the style appropriate to your field's principal journal(s)
  - ❖ Provide full lists of co-authors in the published order

# Vitae (cont'd)

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- ❖ Appropriately sort work in areas other than conventional publication (*e.g.*, performances, exhibitions, *etc.*)
- ❖ Recommended: reverse chronological order



# Vitae (cont'd)

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- ❖ Manuscript/ accomplishment status
  - ❖ In press: galleys + commitment to publish (volume or date?)
  - ❖ Accepted: all revisions complete, but not yet in press
  - ❖ Accepted with revisions: revision + editorial decision required
  - ❖ Revise and resubmit: additional review anticipated
  - ❖ Submitted: no review yet completed

# Vitae (cont'd)

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## 🔮 “The Book”

🔮 Signed contract, manuscript complete and accepted, with no further revision (copy edit/galley proof can be pending)

## 🔮 **Work in Progress**

🔮 Separate section

🔮 Important in discerning future potential

# Vitae (cont'd)

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- ❖ Conferences and other appearances
  - ❖ Provide full reference to event, date, location
  - ❖ Distinguish (and separate) peer-reviewed
  - ❖ Distinguish (and separate) international
  - ❖ Recommend reverse chronological order
  
- ❖ Local contributions (e.g., guest lectures) – consider placing in teaching or service section

# Candidate's Statement

- ❖ Short: perhaps 5-6 pages
- ❖ General vs. professional readership
  - ❖ Balance; display your ability to teach
- ❖ Accomplishments, current activities, and future plans for research, teaching, and service
- ❖ Contributions to institutional equity and inclusion

Division of  
**Equity and Inclusion**

About Us | Diversity at the UO | DEI Units | Diversity Framework | **Programs & Resources** | Events | Communications

**FACULTY AND STAFF RESOURCES**

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

Staff Professional Development Grants

# Contributions to Equity & Inclusion

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- ❖ Contributions may address a wide range of equity and inclusion issues.
- ❖ These contributions may be made through scholarship, teaching, and/or service.
- ❖ Activities are relevant whether carried out at the UO or externally.



# Contributions to Equity & Inclusion

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- ❖ Impacts may be at the:
  - ❖ individual level (work with individual students, faculty, community members, or organizations),
  - ❖ programmatic level (establishment or provision of leadership to a formalized program), or
  - ❖ institutional level (strengthening of institutional policy or practice toward equity and inclusion).



# Contributions to Equity & Inclusion

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❖ Faculty needing assistance in articulating their contributions toward equity and inclusion OR finding opportunities for such contributions may contact the Center on Diversity and Community (CoDaC) at [codac@uoregon.edu](mailto:codac@uoregon.edu) for an individual consultation session.

❖ Guidance on preparing an equity and inclusion portion of a statement:

<http://inclusion.uoregon.edu/EquityandInclusioninPersonalStatementsforReviewsofBargainingUnitFaculty>



# Candidate's Statement (cont'd)

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- ❖ Significant focus on research and teaching; less so on service
- ❖ Consider using the statement to help the reader understand anything “unusual” in your record
  - ❖ Co-authorship contribution
  - ❖ Author order
  - ❖ Gaps



# Teaching

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- ❖ List of supervised students, sorted by kind and including dates and role (e.g., chair, advisor, committee member)
  - ❖ Postdoc, doctoral dissertation, masters thesis, honors thesis

# Teaching (cont'd)

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## 🔮 Teaching portfolio

🔮 Syllabi, innovative materials, etc.

🔮 Illustrative, not exhaustive

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# Teaching (cont'd)

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- ❖ Departmental responsibilities
  - ❖ List of courses taught
  - ❖ Summary table – quantitative evaluations (including class size, percent response)
  - ❖ Departmental comparison data
  - ❖ List of teaching awards
  - ❖ Sample evaluation form
  - ❖ Copies of all quantitative summaries
  - ❖ Copies of all signed qualitative comments
  - ❖ Peer evaluations (at least one in each of years 3, 4, and 5)

# Service

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## 🔮 Service portfolio

🔮 Evidence of contributions to department, school or college, university, profession, and/or community

- *E.g.*, op ed pieces, white papers, commendations, awards, letters of appreciation, ...

🔮 Short narrative regarding unique service experiences or obligations (optional)



# Department Responsibilities

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- ❖ P&T criteria – as approved by dean and Academic Affairs
- ❖ Waiver / non-waiver letter
- ❖ Solicitation of external reviewers
- ❖ Teaching evaluations and documentation

# Department Responsibilities (cont'd)

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- ❖ Department Head's evaluation and recommendation
  - ❖ Explain complexities – co-authorship, timing issues, work in progress
  - ❖ Independent recommendation
    - Discuss any and all issues that arise
    - Explain, if possible, any absentions
- ❖ Student letters – questionable value in the review process

# A Few Details

## ⚡ Timing

### ⚡ Early vs. timely cases

- “Normal” timing is 6 years
- “Early” = < 6 years and not ready
- Ready in < 6 years ≠ “Early”

### ⚡ Parental leave or leave without pay

- Stops the clock for one year
- Does not preclude coming up as originally scheduled

### ⚡ Credit for prior service (using all, some, or none)

- Primary focus on 6-year preceding decision



# “The Book” Revisited

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- ❖ The Book: When it counts
  - ❖ Ideally, between the covers before external review
  - ❖ At a minimum, signed contract and no author changes beyond proof correction of copy editing by time of Provost’s decision
    - 11<sup>th</sup> hour – the above could occur after external review, but places external reviewers and internal committees in awkward position
  - ❖ Contract + incomplete ms / Complete ms + no contract?
    - Not a book





# Promotion to Full Professor

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- ⬠ When it's time
- ⬠ Time since last promotion
- ⬠ Time since hire
- ⬠ **TRAJECTORY** – especially the last six years
- ⬠ Publications that contributed to tenure and promotion should not be considered again
- ⬠ Urge no 11<sup>th</sup> hour book status – wait
- ⬠ Service – greater expectations



# Questions?

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The screenshot shows the top portion of the Academic Affairs website. The header is green with the text "Academic Affairs" in yellow and "Office of the Provost and Academic Affairs" in white below it. A search bar is on the right. Below the header is a navigation menu with eight items: "Academic Personnel Support", "CBA Information", "Programs & Curriculum", "Teaching", "Research", "Service", "Awards", and "About Us". Below the menu are three image-based sections: "TENURE-TRACK FACULTY" (green-tinted image of a person at a computer), "NON-TENURE-TRACK FACULTY" (blue-tinted image of a person at a computer), and "NEW HIRES" (yellow-tinted image of a group of people).

