

DEPARTMENT OF COMMUNICATION

GUIDELINES FOR

PROMOTION AND TENURE

Revised: April 28, 2004

The Department of Communication has as its primary focus the process of human communication. The Department grants academic credit to both graduate and undergraduate students with programs leading to Masters of Arts and Bachelors of Arts Degrees. It sees its primary obligations as teaching and researching the human communication process. Because human communication is a process and not a product it must be studied in context and the context may be any aspect of human endeavor. There are a number of such contexts in which we place our efforts: educational, intercultural, interpersonal, mass media, organizational, and rhetorical. In each of these areas researchers and teachers find themselves on a continuum from purely theoretical aspects of the area to the application of these theories to real life situations. Rarely does one individual cover the entire continuum.

The majority of our courses delve deeply into theory and applications of theory to prepare students for graduate study in communication and for jobs as communication specialists. Since adequate communicative competence for students is essential, a number of our courses also provide education in the applied aspects of the discipline.

In research we consider scholarly achievement to be those endeavors that expand the boundaries of the discipline. This might be done to describe, analyze, and understand the human communication process, for the purpose of theory building, or for the application of theory in specific contexts to alleviate the communication problems found there. Therefore, various types of research are conducted by communication scholars: theory building, experimental, descriptive, analytical, survey, historical, organizational, and rhetorical. In addition, we believe it is important for a communication department to have some members who are able to apply theory to real life situations--and it is important to have strong interaction between the different types of scholars. Scholarship is indicated by publishing in recognized communication journals, and in journals dealing with the specific contexts of the research, e.g., counseling, journalism, religion, sociology, education, business. Thus it is no less scholarly to isolate, diagnose, and prescribe a solution to real-life communication problems than it is to develop or extend a theory.

I. PROMOTION CRITERIA

These criteria accommodate the various assignments within the Department. The Department's workload is unique in that it encompasses both the behavioral sciences and the humanities: research may be empirical or rhetorical, teaching may be in theory-oriented or performance-oriented courses, and some of the activities of the Department are a composite of both.

TEACHING

The Department of Communication is committed to high quality teaching. We believe that teachers should be competent, able to interact effectively with students, are committed to teaching excellence and committed to the department's teaching mission.

HIGH QUALITY TEACHERS

- A. Are knowledgeable and well-read in their teaching areas
- B. Are active scholars whose teaching is informed by their research
- C. Bring "cutting edge" research and thinking into the classroom
- D. Have rigorous standards and expect students to be involved in their own instruction and learning
- E. Prepare students well for upper-level courses, post-graduate programs, and the workplace

INTERACT EFFECTIVELY WITH STUDENTS

- A. Present materials in a clear, understandable fashion to students
- B. Treat students with respect, both in and out of the classroom
- C. Are available and accessible to students for guidance, explanation, extra help, etc.

ARE COMMITTED TO TEACHING EXCELLENCE

- A. Keep up with their own areas of teaching expertise
- B. Keep current with pedagogical practices and technology
- C. Actively and regularly update class materials, examples, illustrations and syllabi
- D. Discuss teaching issues and concerns with colleagues
- E. Share teaching expertise with others
- F. Mentor junior faculty in their teaching

ARE COMMITTED TO THE DEPARTMENTAL TEACHING MISSION

- A. Put departmental teaching responsibilities before their own preferences for course assignments
- B. Teach required courses
- C. Prepare and teach a variety of different courses
- D. Take on new departmental teaching responsibilities

SOURCES OF EVIDENCE FOR TEACHING

- A. Teaching shall include all scheduled classes, seminars, laboratories, thesis and research supervision, field activities, academic advising, and other instructional activity.
- B. Teaching is an extremely important factor in promotion decisions and one must incorporate into the dossier several kinds of evidence. The possibilities include:
 - 1. development of syllabi and bibliographies for teaching assignments
 - 2. development of course outlines and student instructions for teaching assignments
 - 3. unique or innovative organization of teaching materials and techniques
 - 4. effective organization and direction of teaching activities
 - 5. interaction with students within and outside of traditional teaching settings that relate to learning experiences
 - 6. preparation of students for upper level courses, post-graduate programs, and the workplace
 - 7. supervision and/or direction of independent study projects
 - 8. direction of graduate or senior honors theses
 - 9. development and/or supervision of academic programs
 - 10. development and/or supervision of internship programs
 - 11. supervision of student teachers, interns, graduate students, etc.
 - 12. direction of multi-section courses
 - 13. development of individualized instruction units
 - 14. development of significant materials for use in instructional programs
 - 15. significant development of curriculum
 - 16. development of new courses
 - 17. innovative use of new technologies in course development or revision such as multi-media, video, ITV, etc.
 - 18. revision of course materials
 - 19. teaching awards
 - 20. instructional grants
 - 21. contributions to pedagogy through national and regional conferences and within the Department and/or the University
- C. Teaching can be evaluated by any combination of the following:
 - 1. self-evaluation
 - 2. evaluations by the Department Chair

3. peer reviews from within or outside the University
4. undergraduate and graduate course evaluations
5. letters from graduate and undergraduate students, present and past (in the dossier, solicited evaluations should be differentiated from unsolicited evaluations)

SCHOLARLY, CREATIVE, AND PROFESSIONAL DEVELOPMENT

- A. Scholarly, creative, and professional development shall include:
 1. Research, usually presented through publication of scholarly work or through appropriate colloquia, seminars, conferences, and lectures.
 2. Creative development in those fields in which the faculty member receives public recognition for this professional contribution.
 3. Professional development involving the presentation of papers, editorial duties, professional consulting, and other similar activities.

- B. Scholarly, creative, and professional development may be evidenced by the following:
 1. degree attained
 2. study in addition to degree work
 3. conducting research
 4. developing and maintaining a substantial research program
 5. publication of research in refereed professional journals
 6. publication in journals/periodicals of research applied to particular settings
 7. books, monographs, proceedings, reviews, scholarly presentation at conferences, clinics, workshops; seminars, conventions, professional meetings or lectures
 8. solicitation of research/presentations/publications by outside sources
 9. review of research and publication proposals
 10. ability to secure grant awards from within and outside the University
 11. development of and participation in cooperative research projects with other faculty, departments, or universities
 12. directing research projects
 13. scholarly involvement in professional meetings, clinics, workshops, etc., geared toward professional improvement
 14. editorial duties
 15. consulting activities in the professional area
 16. reputation in field reflected by invitations for scholarly presentation and to evaluate educational programs

- C. A candidate must demonstrate that he or she can conduct independent research. A major piece of evidence in this demonstration is the publication of single-authored works. In the case of jointly authored works the candidate must note in the dossier the contributions of each author. If a person jointly authors an article, it must be known what the individual contributions of each contributor are to the finished work. Where authors are listed alphabetically or an individual is the junior author on a number of joint publications, it is important that the individual's contributions to each scholarly publication be assessed.

- D. Scholarly, creative, and professional development can be evaluated by any combination of the following:
 1. self-evaluation
 2. evaluations by the Department Chair
 3. peer reviews from within or outside the University
 4. colleagues and authorities outside the University (the research should be evaluated according to the purpose for which it was done)

SERVICE

- A. This area may include, but is not limited to, the following:
1. University service
 - a) Advisement of student extra-curricular clubs and/or organizations
 - b) Activities such as living/learning experiences for which no academic credit is given
 - c) Departmental committees and special assignments
 - d) College senate, committees, and special assignments
 - e) University Senate, committees, and special assignments
 - f) Administrative and quasi-administrative appointments
 - g) Participation in student affairs-related activities
 - h) Contributions through directing or participating in extracurricular activities that enhance the general reputation, stature, and public image of the Department or University. For example, speaking, coaching, public relations, or administration
 - j) Competence as an advisor to student extra-curricular clubs and/or organizations
 - k) Competence as member or chairperson of University, College, or Department committee
 - l) Successful completion of special assignments related to teaching, coaching, administration, or other professional tasks, including such areas as instruction provided as a community service or short-term administrative work
 2. Service to the discipline
 - a) Leadership in professional organizations
 - b) Committee work and paper judging in professional organizations
 - c) Chairing sessions at professional meetings
 - d) Organization and supervision of local, regional, or national professional conferences, colloquia, seminars, etc.
 - e) Organization and supervision of local, regional, or national competitive events (debate and forensic activities).
 - f) Reputation in the field reflected by invitation to evaluate communication performances such as debate, individual events, etc.
 3. Community service (local, state, regional, national, international), such as election or appointment to boards, commissions, committees, legislative bodies, or the like appropriate to the academic and professional expertise of the faculty.
 - a) Serving as a professional consultant in a specialized area for off-campus groups
 - b) Directing or participating in extracurricular activities that enhance the general reputation, stature, and public image of the Department; for example, speaking, coaching, public relations, or administration
 - c) Serving on significant community, state, or national boards, commissions, professional societies, youth organizations and the like
 4. Creative activities reflecting the academic and professional expertise of the faculty member, which enhance or improve the University as a community of learning
- B. Service can be evaluated by any combination of the following:
1. self-evaluation
 2. evaluations by the Department Chair
 3. peer reviews from within or outside the University
 4. professional and public commentary obtained from within and outside the University

II. IMPLEMENTING PROMOTION AND TENURE PROCEDURES

- A. Since the mission of the Department of Communication encompasses teaching, scholarship, and service, candidates for promotion and tenure will be evaluated in all areas. The candidate must show excellent achievement in scholarship or teaching and high quality performance in all areas. In research/publication, the criterion of excellence applies to quality and continuity, rather than simply to quantity. In teaching, the criterion of excellence applies to a broad range of instructional activities. The criterion of excellence also applies to quality and consistency of teaching contribution. Unsatisfactory performance in any of the three areas precludes promotion. The Department has the following expectations for promotion to various academic ranks:
1. Assistant Professor: Apart from earning the doctorate or other appropriate terminal degree, the primary requirement is the demonstrated ability and desire to achieve excellence in scholarship and teaching and to make positive contribution in all three areas. At this rank, past achievements are not so important as evidence of future growth and accomplishment.
 2. Associate Professor: Inasmuch as promotion within the University to this rank carries tenure--a binding commitment on the part of the University--the qualifications must be especially rigorous. At a minimum, the individual should show excellent achievement in scholarship or teaching and high quality performance in all areas. Furthermore, there should be unmistakable evidence that the individual has progressed and will continue to do so. A merely satisfactory or adequate record as an assistant professor is not sufficient: There must be very clear indications, based on hard evidence and outside peer evaluations, that the candidate has in fact attained high levels of accomplishment.
 3. Professor: This rank is reserved for individuals who have established reputations in their discipline and whose contributions to the University's mission are unquestioned. There should be unmistakable evidence of significant development and achievement since the last promotion. Once again, the candidate's claim to have met these requirements must be thoroughly and completely documented by outside peer evaluations and other material.
- B. All tenured faculty members, except for those who are candidates for promotion that year, will serve as the Departmental Promotion and Tenure Committee. The Department Chair will appoint the Chair of the Committee.
- C. Candidates for promotion and tenure are advised that it is their responsibility to compile as strong a dossier in their support as their case will permit and to submit the complete dossier to the Department by September 1. No later than March 15 of the spring prior to this submission, candidates must notify the chair in writing of their intention to apply for promotion.

Candidates should recognize that the Committee's and Chair's recommendations will deal with the quality of supporting evidence and that the quantity achieved by adding relatively insignificant materials may indeed have a negative effect. All candidates for promotion and tenure should seek the assistance of other faculty including their Chair, concerning how best to present as persuasive a case as possible with available materials.

- D. Each candidate's dossier should include outside peer reviews written by individuals with established reputations in the candidate's field. The solicitation of these evaluations will begin in the late spring prior to submission of the dossier and should follow these guidelines:
1. At the time of their letter of application for promotion, a candidate shall submit to the Department Chair a list including a minimum of three potential external reviewers qualified to evaluate the candidate's work. The Departmental Promotion and Tenure Committee can and in most cases should add names to this list of potential reviewers. From these names the Promotion and tenure Committee, in consultation with the Department Chair, shall select at least three external reviewers from whom reviews of the candidate's work will be obtained. Although the candidate must be informed of all potential reviewers

and have an opportunity to comment on them, it is the Departmental Committee and not the candidate who makes the final selection.

2. Letters of evaluation should be confidential.
 3. The candidate will supply a copy of his/her candidate statement and copies of key materials to be sent to each outside reviewer.
 4. Each letter soliciting a peer review shall request an evaluation of the candidate's work accompanied by a curriculum vita describing the reviewer's credentials. Insofar as reasonable and possible, reviewers without personal ties to the candidate should be selected. It is recognized that some personal knowledge of a candidate by a reviewer may be unavoidable because of the character of the candidate's specialty and the occasional limited number of practitioners in the area; however, when such situations exist, the Department will explain these special conditions.
 5. The letter soliciting the external reviews shall be included in the dossier.
- E. There are other kinds of information that can be interpreted as peer evaluations, although not the same as solicited evaluations. This material, which should also be included in the dossier since it too describes the candidate's accomplishments, includes among others: articles citing the individual's work and the reasons for its importance; reviews of books, particularly when the reviews are in depth; reprinting of articles or parts of books in collections of distinguished contributions to a subject; and so forth. Although it may be helpful to have letters from co-authors or thesis advisers in some cases, for example to indicate the degree of responsibility of the candidate for co-authored work, such letters will weigh less heavily in judgments of the candidate's work.
- F. The Departmental Promotion and Tenure Committee shall review the dossier in detail. A balanced letter, written by the Departmental Promotion and Tenure Committee, reflecting the overall discussion of the candidate's qualifications and the results of the committee's vote, will be forwarded to the candidate and the Department Chair.
- G. The Department Chair does not sit with the Departmental Promotion and Tenure Committee. The Chair makes a separate evaluation of the completed dossiers and, along with the report of the Departmental Committee and the completed dossier, forwards a written recommendation of the candidate to the Dean of the College.
- H. Recommendations against promotion made by the Committee and by the Chair may result in an invitation to a candidate to withdraw a proposal for promotion. At the discretion of the candidate for promotion, however, the dossier and attached recommendations will be forwarded to the Dean of the College.
- J. Candidates who are dissatisfied with the recommendations of the Committee or the Chair may appeal the recommendations by (1) filing a written rebuttal, (2) requesting a hearing by all parties concerned to discuss the fairness or accuracy of the recommendations of the Committee or the Chair, or (3) filing a written response addressing their concerns. The procedure for handling these appeals will consist of the following:
1. Appeals must be submitted to the Committee or the Chair within four working days of the receipt of the Committee's or Chair's report.
 2. The Committee or the Chair respond in a hearing or in writing within two working days of the submission of the appeal.
- K. In all cases an attempt will be made to adhere to this time schedule, but the candidate's right to a full hearing takes precedence.
- L. At the discretion of the candidate being reviewed, these materials may be included in the dossier itself.

- M. The Department of Communication acknowledges the timetable for the promotion and tenure process approved by the University:

15 Mar	Candidate notifies chair of intention to apply for promotion in writing Departmental Promotion and Tenure Committee begins the process of soliciting peer evaluations from outside the University.
1 Sep	Dossier to Promotion and Tenure Committee and Chair of the Department.
24 Sep	Recommendation of Promotion and Tenure Committee.
1 Oct	Appeal process if necessary complete. Promotion and Tenure Committee's final recommendation, as well as any appeal material, to Chair.
9 Oct	Recommendation of Chair.
15 Oct	Appeal process if necessary complete. Chair's final recommendation, as well as any appeal material, to the College Committee and the Dean.
1 Dec	College Committee's recommendation to the Dean.
2 Jan	Dean's recommendation to the University Promotion and Tenure Committee
15 Feb	University Promotion and Tenure Committee's recommendation to the University Provost
25 Feb	University Provost's recommendation.

- N. All dossiers will be organized under the following headings in this order:

1. A table of contents
2. An Application for Promotion form
3. A copy of the Departmental Promotion and Tenure Guidelines
4. Candidate's letter requesting promotion
5. A curriculum vitae
6. The recommendation of the Department Promotion and Tenure Committee
7. The recommendation of the Department Chair
8. The recommendation of the College Promotion and Tenure Committee
9. The recommendation or endorsement of the Dean of the College
10. The recommendation of the University Promotion and Tenure Committee
11. Any appeals materials (appeals and responses)
12. Copies of letters of evaluation from peer reviewers together with supporting material as noted previously
13. Statement of the Candidate