

Department of Communication & Performance Criteria for Promotion

REVISED 5-16-15

Discipline-Specific Expectations

The department values colleagues who participate fully and candidly in the life of the department. To encourage such participation, we adopt the following view of collegiality. Candidates for promotion do not bear the initial burden of proof in documenting their collegiality. Collegiality will be assumed unless evidence to the contrary exists. Lack of collegiality means continued unwillingness to perform appropriate work assignments or to work cooperatively with other faculty.

Faculty member's responsibility for documentation and communication

Candidates shall use the dossier to present a well-organized and well-supported case that their teaching, research/creative activity, and service warrant promotion. They shall provide the most reliable evidence available to document the quality of their teaching, research/creative activity, and service.

The department tenure and promotion committee and the department chair may seek additional information beyond what is presented in an applicant's dossier, but they are not obliged to do so (if, for instance, the dossier is poorly documented). If those evaluating an application gain relevant information not in the dossier, they will share it in writing with the applicant, who may respond orally and in writing. If subsequent discussion warrants, both the information and the applicant's response will be included in the dossier.

General expectation for promotion to senior ranks

Because the department seeks to create an environment of mutual support and cooperation between faculty, we do not want to employ methods of faculty evaluation that imply competition among faculty.

Basic Expectations for rank of assistant professor

2.4.7

The disciplines represented within the department hold that professional career accomplishments could be substituted for academic preparation for promotion. Thus exceptions to the traditional degree

requirements for promotion should be considered and allowed when sufficient evidence of professional experience can be presented.

In the department, the appropriate terminal degree for performance faculty is the MFA. The Ph.D. is the appropriate terminal degree for others. An Ed.D. is also acceptable if the body of course work was completed in the disciplines own content area.

Clarification of criteria pertaining to teaching as they relate to consideration for promotion in rank

2.4.4

The department maintains that the burden of proof rests with applicants for promotion to document their effectiveness in teaching, research/creative activity, and service.

To be recommended for promotion candidates must demonstrate their mastery of relevant subject matter, their competence as teachers, and their commitment to teaching as a central element of the academic life.

While a variety of subjects are taught in the department, some elements define the quality of teaching regardless of subject matter.

The department values teaching methods that:

- a. intellectually challenge students of all ability levels
- b. require students to use and develop critical thinking skills
- c. require students to use and develop oral communication skills
- d. require students to use and develop writing skills
- e. require students to use and develop creative skills
- f. require students to use and develop research skills
- g. require students to use and develop computer or technology skills
- h. help students apply skills and concepts outside the classroom
- i. challenge students to assume responsibility for their own learning behavior
- j. are informed by thorough and up to date knowledge of the subject
- k. present material in a clear, well organized manner
- l. display the instructor's enthusiasm for the subject matter
- m. display instructor work habits that can serve as a model for students
- n. are responsive to relevant feedback from students or peers
- o. are shared with colleagues to help them improve their teaching

It is expected that an applicant will accomplish some, but not all, of these elements of good teaching.

The following teaching activities are considered useful to the department and university, although they do not necessarily reflect the quality of teaching and some may hurt it:

- a. teaching large classes
- b. teaching more than two preparations per term
- c. teaching new preparations
- d. assuming extra teaching duties
- e. supervising interns, independent studies, labs, or practica
- f. directing graduate work (theses, etc.), serving on graduate committees, teaching graduate courses
- g. teaching night courses and off-campus courses
- h. teaching Internet and ITV sections
- i. teaching honors courses or courses that support the core
- j. cutting costs of teaching

Candidates must document teaching effectiveness by citing the following kinds of evidence:

- a. samples of syllabi, assignments, tests used
- b. chair evaluations of teaching in the FAS
- c. Student Assessment of Instruction (SAI) results.
- d. peer evaluation of teaching, preferably based on multiple visits to classes, examination of teaching materials, and interviews with currently enrolled students or with alumni
- e. reports of teaching workloads

In addition, candidates may further document teaching effectiveness by citing the following kinds of evidence:

- a. examples of lecture notes and other teaching materials
- b. copies of written or other assignments by students, showing quality of student work and level of feedback provided by instructor
- c. exit interviews with students or alumni, conducted by the chair or other appointed faculty
- d. testimonials from students, former students and others acquainted with the candidate's teaching
- e. evidence of achievements by recent graduates of the program, demonstrating the quality of the training they received
- f. attendance at professional conferences and other teaching workshops, noting skills or material learned
- g. dissemination of teaching methods through workshops, publications, etc.
- h. written student comments on SAIs, especially when included by the chair, noting that all comments for a given class are included in the dossier

The more kinds of evidence a candidate provides, the less critical any one kind of evidence becomes.

Regarding the use of SAIs in promotion decisions, SAIs will be used primarily to determine whether students respond "favorably" or "unfavorably" to an instructor's methods. The department will not make fine tuned judgments about the quality of teaching based on SAI scores. Furthermore, the department acknowledges that even superior instructors may not receive unanimously favorable ratings, and that unanimous popularity is not necessarily evidence of teaching quality.

Clarification of criteria pertaining to research, scholarly, and creative activities as they relate to consideration for promotion in rank
2.4.5

Expectations for research/creative activity rise in promotion cases as the rank rises from lecturer to assistant professor, associate professor, and professor.

The department stresses the quality of research and/or creative efforts over the quantity when making recommendations about promotion.

In the department, research is defined as the development and validation of new knowledge. Research involves significant humanistic or scientific studies of communication using historical, philosophical, economic, political, sociological, psychological and technological perspectives.

Criteria considered when evaluating the quality of research include:

- a. originality of study
- b. actual or likely impact of the work
- c. difficulty or complexity of the subject matter
- d. the significance of subject matter covered
- e. thoroughness of analysis
- f. clarity of expression

In the department, creative achievement is understood to mean significantly original or imaginative accomplishment in the arts or professions. Creative achievement may take a variety of forms, including (but not limited to) journalistic writing or broadcasts, photographic presentations or graphic designs, theatrical productions, documentaries, scripts, stage design, acting performances, and discipline specific computer programs.

Creative achievement should be of such nature as to lead to new understandings of a field and/or to break new ground in modes of expression in a field. While columns or brief articles or broadcasts in the mass media will be evaluated under professional service, works involving a thorough examination of a problem or issue based on investigative research and presented in any mass medium may be considered for evaluation as scholarship or creative activity.

To qualify as research or creative achievement, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.

The following list outlines some of the specific forms scholarly and creative achievement to be considered for review may take:

- a. books
- b. chapters in books
- c. commissions or awards resulting from competitive peer review
- d. editing projects
- e. exhibitions
- f. grants obtained
- g. invited lectures, seminars, or artist-or scholar-in-residences
- h. journal articles
- i. memoranda or briefs of law
- j. monographs
- k. presentations at state, regional, national, or international meetings
- l. published abstracts or proceedings
- m. published book reviews and reviews of others' work
- n. theatrical and radio/television and film productions, including acting, direction, script, and stage design.
- o. videotapes or films in distribution

Refereed, juried or invited work should carry more weight than non-refereed work.

In addition to evaluation of the quality of individual publications and presentations, the faculty member's total production will be judged with consideration of the following criteria:

- a. regularity of publication or presentation
- b. creative and intellectual development over time
- c. development of the work into a program of research or creative endeavor
- d. reputation in the field

By way of further clarification, the following factors will also influence evaluations of the quality of research/creative activity:

- a. prestige of the medium of dissemination will be considered

- b. refereed/juried publications or creative projects will normally receive more weight than nonrefereed/nonjuried publications or creative projects, but prestige will be a moderating factor
- c. publication in appropriate academic or professional journals will normally carry more weight than presentations before professional meetings

Candidates shall provide evidence not only of research/creative activity, but also of the quality of this activity. To this end, candidates for tenure or promotion are strongly urged to request external peer reviews of their research/creative activity, to be conducted following the guidelines of the College of Arts and Sciences. Other evidence of the quality of research/creative activity may include:

- a. rejection rates of publications and similar evidence for juried creative activities
- b. requests for reprints for research or for dissemination of creative work
- c. honors or awards for research/creative activity
- d. chair evaluations of research/creative activity in the FAS
- e. citations of research or creative achievements by others in the field

The department encourages its faculty to remain current in their disciplines and maintain close working ties with practitioners in the field. Accordingly, we value faculty development activities such as participating in temporary professional assignments or internships and attending professional conferences. Applicants for tenure may cite such activities in at least two parts of their dossiers--teaching (insofar as the activities are shown to contribute to improved teaching) and research/creative activity (as evidence of applicants' regional/national reputation in their discipline). To receive full credit for such activities, candidates shall provide evidence of the prestige or importance of the assignment and evidence of the quality of work performed. If specific research or creative accomplishments occur during internships or other professional development activities, these may be cited in the usual manner.

Clarification of criteria pertaining to professional service as they relate to consideration for promotion in rank

2.4.6

The department values service to students, colleagues, the university, the discipline or profession, the community, and the region. It does not value some levels of service more than others. To be recommended for promotion, faculty must engage in some form of service, but not necessarily all kinds. Junior, tenure-track faculty are expected to provide some service to the department, university, or

external groups, but given expectations that these faculty should develop their teaching skills and research/creative programs, they are not expected or advised to devote major portions of their time to service activities.

To receive full credit for service, candidates shall document the quality of their service. The following kinds of evidence may be used to do so:

- a. documentation of tasks performed relating to student academic advising including methods, numbers, and quality of student advisement
- b. documentation of tasks performed as an adviser of a student organization, and of organizational accomplishments the advisor helped achieve
- c. documentation of attendance and tasks performed as a member of departmental or university committees
- d. evaluations by superiors and subordinates of administrative performance
- e. descriptions of professionally relevant service to community, discipline or profession
- f. documentation of duties and achievements when serving as an officer or member of a professional organization
- g. chair evaluations of service in the FAS

Professional service will be valued more highly if candidates can document how such work has enhanced their teaching, resulted in original research/creative activity, or otherwise directly benefited the university (e.g., through creation of internships for students).