Department of Communication
Promotion and Tenure Guidelines

The Department of Communication offers a range of courses to prepare students for careers, graduate study, personal and social life by cultivating critical thinking and problem-solving skills, developing the knowledge and skills for effective communication in a variety of settings (e.g., person to person, small group, organization, or public), and promoting ethical sensitivity and intercultural competence. Consistent with these educational objectives, as well as the P & T guidelines specified in the USCA Faculty Manual, the Department of Communication bases decisions concerning the promotion and/or tenure of faculty on three interconnected areas: teaching; scholarly, creative, and applied professional activities; and service.

TEACHING

Faculty members are expected to enhance learning, as indicated in the Department's mission, which states,

We help each student understand how fundamental theories, principles, and practices apply in many communication contexts such as interpersonal, groups, organizations, cultures, and the mass media.

In addition, faculty members are directed to Section 4.1 of the USCA Faculty Manual. An essential feature of good teaching is effective classroom management and attention to basics:

- Providing students with clear and comprehensive course syllabi (see USCA Faculty Manual 4.1 & 4.2 for required elements)
- Being in class regularly and on time
- Being prepared for class
- Providing a clear structure for course development throughout a semester
- Making expectations for assignments and grading policy clear
- Maintaining high standards for student performance
- Showing fairness and good judgment in grading
- Providing students with specific, timely and constructive feedback on assignments and/or overall progress

Faculty also support learning by being available to students (keeping office hours and appointments, responding to e-mails in a timely fashion, etc.).

In addition, ongoing efforts to improve one's teaching are expected (e.g., keeping course content current; applying assessment techniques; seeking and taking seriously feedback; applying information gained from conferences and other pedagogical sources).
Those applying for promotion and/or tenure should provide multiple indicators of teaching excellence, such as:

1. Evidence of active efforts to ensure teaching effectiveness, such as:
   - Participating in workshops and institutes to acquire and use effective practices or methods;
   - Adopting high-impact pedagogies;
   - Incorporating feedback from peers and students;
   - Modifying syllabus and assignments to enhance learning; and
   - Authoring instructional materials.¹

2. Positive reviews of teaching from peers, students and alumni
3. Evidence of effectiveness as a peer reviewer and/or mentor for other faculty
4. Developing new courses, leading curriculum revision, etc.
5. Supervising, instructing, and guiding students in service-learning, independent studies, honors projects, internships, capstone experiences, etc.
6. Awards and/or recognition for teaching excellence
7. Leading workshops, guest lecturing or serving as visiting faculty
8. Consistently positive student evaluations of teaching (standardized scores corresponding to categories of good or better) or a record of improvement in evaluations of teaching along with a narrative of efforts made to improve.

Finally, academic advisement is an important faculty function within the department of communication. Faculty members are expected to advise accurately and sensitively. Evidence of effective advisement (e.g., letters from students, alumni, colleagues or the department chair) should be provided.

**SCHOLARLY, CREATIVE, AND/OR APPLIED PROFESSIONAL ACTIVITIES**

Both tenure-track and post-tenure review faculty must demonstrate evidence of active involvement in scholarship that furthers the faculty member’s academic and professional interests and enhances course and curricula content and design.

An individual’s output must be considered in the context of the USCA Mission Statement and the Communication Department Mission, Guiding Principles, and Educational Objectives.

In the area of **traditional scholarship** (discovery and interpretation), the Communication Department recognizes the value of the following products:

1. Academic publications (single or multiple authorship)
2. Presentation of papers/posters at academic conferences
3. Participation on panels at academic conferences
4. Publication of book/editorial/article reviews
5. Commissioned research reports
6. Involvement of students in research activities

The Communication Department recognizes the value of applied scholarship (the application of professional knowledge). As is the case with traditional scholarship, an individual’s involvement must be considered in the context of the USCA Mission Statement and the Communication Department Mission, Guiding Principles, and Educational Objectives.

1. Publication of textbooks; chapters and articles in pedagogical books; refereed articles in pedagogical journals or commissioned reports on innovative pedagogy, professional development or curriculum design
2. Publications in popular, trade, or regional media
3. Editorial work (scholarly or applied) which is substantial and sustained
4. Presentations/speeches or development and facilitation of workshops designed for peers and professionals in the discipline
5. Creating and managing discipline-related media and materials
6. Discipline-related consulting
7. Writing research-based, discipline-related grant proposals
8. Creative work such as photographs, videos, feature articles, new media products, or publication layouts, especially if they are peer-reviewed, accepted by major clients, or unusually innovative.

In addition, the following general criteria influence the assessment of work characterized as scholarly activity and applied professional products:

1. Quality is more important than quantity. Honors and awards, reprints or other types of recognition from peers are indicators of quality.
2. Activities that enhance teaching and learning and/or curricular development are valued.
3. National and international presentations at academic and professional meetings are given equal weight, but weigh more than presentations given at regional meetings.
4. Work reviewed or juried by peers is given greater weight than invited work.
5. Invited work is given greater weight than work submitted but not subjected to peer review.
6. Grant proposals that are funded are given more weight than grants that are unfunded.
7. Circulation and overall quality of trade or popular press publications receive consideration.

\[1\] See also point # 3, 4 and 6 under Scholarship section – Applied Scholarship.
SERVICE

In the Department of Communication, faculty service is of three types: service to the campus (includes but goes beyond departmental service), service to the profession or the discipline, and service to the larger community. An outstanding record of service involves achievements in more than one area and tenure-track faculty members are expected to participate in campus service beyond the department before the critical year. In order to document achievements, one might include a narrative which explicates the specific work done; letters from colleagues, committee members or chair; a letter from the Faculty Assembly chair or supervisor, or other documents which serve as indicators that significant and high quality work was accomplished.

Service to the campus — Service to the campus includes service to the department and beyond. In this small department, the candidate is expected to perform department responsibilities willingly and effectively; to work constructively with colleagues, staff and students; to be able to meet the department's current and future needs and priorities; to contribute to department growth and development; and to show the ability to grow and develop in his or her own responsibilities. As noted, tenure-track faculty are expected to engage in campus service beyond the department before the critical year. Examples of campus service include the following:

1. Active membership, especially in leadership roles, on Faculty Assembly committees, ad hoc campus-wide committees and task forces
2. Service on department-based committees (e.g., search committees, other ad hoc committees)
3. Holding other assigned duties within the department
4. Service to student organizations
5. Active participation in departmental activities (e.g., intern presentations)
6. Mentoring other faculty
7. Serving in major administrative or leadership roles
8. Organizing, facilitating, or participating in university events

Service to the profession — Service to the profession includes activities that contribute to discipline advancement or growth. Examples of professional service include the following:

1. Serving as officers of professional associations
2. Organizing and chairing sessions at professional conferences
3. Reviewing manuscripts (prepublication screening) for academic and applied presses
4. Serving as respondents to sessions at professional conferences
5. Organizing conferences and workshops
6. Serving as journal editors or members of editorial board
7. Active membership on editorial boards

**Service to the larger community**—Service to the larger community includes activities that promote community relationships and improve community life, applying a faculty member’s expertise or extending his or her scholarship or teaching. Examples of community service include the following:

1. Presenting/speaking to community groups and/or public and private organizations that demonstrate discipline-related knowledge and skills
2. Developing relationships (of consultation) with community organizations, businesses, and public agencies
3. Developing and participating in outreach programs that apply and disseminate knowledge and creative work beyond the confines of the University
4. Developing and participating in partnerships (such as internship programs) between academic programs and external agencies
5. Organizing or participating in community events that promote the mission of USCA (e.g., enhance cross-cultural communication, valuing diversity, etc.)

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Name of Department corrected to Communication throughout the document Fall 2016.
Department of Communication
Standards to be a Good, Solid Member of the Department

**Teaching** (Applies to all department members, at all ranks, both full- and part-time, unless otherwise noted)

1. Attend to the basics. Failures here will negatively affect one’s evaluation in teaching.
   - Meet classes regularly and on-time
   - Schedule and meet weekly office hours
   - Submit syllabi before the first day of class and adhere to department guidelines
   - Submit book orders and grades prior to the stated deadlines

2. Provide evidence of effectiveness of teaching
   - Be well prepared for daily sessions
   - Provide a logical structure for the course, consistent with objectives
   - Use activities and assignments that encourage student learning
   - Provide timely and thoughtful feedback
   - Keep students informed of their progress
   - Receive positive feedback from students, peers and/or supervisor, including ratings on Student Evaluations of Teaching

3. Show evidence of efforts to maintain and improve quality of teaching
   - Keep course content current
   - Seek and take seriously feedback, especially patterns of concerns/negative responses
   - As appropriate, integrate technology to enhance learning

Full time instructors, tenure-track, and tenured faculty are also expected to
   - Integrate at least one high impact teaching practice (service learning, community based learning, active learning, learner-centered, etc.). into courses
   - Develop and/or teach courses in area of expertise to meet departmental needs
   - Attend pedagogical sessions on campus and at conferences to stay abreast of new developments, strategies to improve, and learn about high impact practices
   - Participate actively in opportunities to review or revise the curriculum
   - Participate in program and general education assessment efforts.

Meritorious or outstanding teaching would include and go beyond the above; for example,
   - Presenting workshops on effective teaching
   - Integrating multiple high impact practices
   - Connecting students with the community
• Mentoring students to submit papers and presentations at professional meetings, competitions, Research Day, journals, popular press
• Involving students in research, including pursuing Magellan Awards
• Receiving outstanding evaluations from students
• Receiving recognition for teaching effectiveness
• Submitting supportive letters from colleagues who have evaluated course materials and/or assignments or observed classroom sessions
• Mentoring students in professional skills (e.g., advise the student newspaper)

Advising is an expected and required component of a full-time faculty member’s job, after the first year. Among the general expectations for a good, solid advisor are
• Being accessible to advisees, especially at designated times
• Providing advisees with a way to make appointments for advisement
• Giving accurate information
• Keeping accurate and up-to-date records
• Completing graduation applications accurately in a timely fashion

Scholarly, Creative and/or Applied Professional Activities
(Applies to tenure-track and post-tenure review faculty; In order to be promoted to the rank of Senior Instructor, some activity in this category is required of faculty at the rank of Instructor)

In general, the following guidelines apply:
• Activities that enhance teaching and curriculum development are valued
• Both quantitative and qualitative inquiry are valued and it should be understood than the type of inquiry might impact the frequency of output
• Co-authored work is valued, as it is often the norm in the discipline
• Non-peer reviewed scholarly publications are valued
• Tenure track faculty members should have published works before the critical year.
  • It is the responsibility of the faculty member to document the value of his or her work, particularly if any exceptions should be made

Examples of traditional scholarly activities
• Published articles, books, book chapters, reviews, etc.
  o Peer reviewed works should be given greater weight than non-peer reviewed work
  o Non-peer reviewed works should be acknowledged. Examples include invited or commissioned works, articles for reference books, conference proceedings.
  o Presentations at professional or scholarly meetings and conferences
    ▪ International and national presentations weigh more than regional presentations
- Presentations at regional meetings weigh more than state presentations.
- Responding or chairing panels may be either scholarship or service
  - Grants/fellowships received/applied for. We acknowledging that applying for a grant or fellowship is a process which may take place over months or years.
  - Evaluative considerations include
    - Competitiveness, including internal or external
    - Amount of funding
- Works in progress, with evidence of significant forward movement
- Serving as editor or on the editorial board of an academic publication may count as scholarship or service.

**Applied Scholarship and Creative Works.** Examples include:
- Publication of textbooks/chapters and articles in pedagogical books
- Publications in popular, trade, or regional media
- Applied editorial work
- Presentations or development and facilitation of workshops designed for peers and professionals in the discipline (in or out of the academy)
- Creating and managing discipline-related media and materials
- Discipline-related consulting
- Creative work (e.g., photographs, videos, feature articles, new media products and publication layouts)

**Service**

(Applies to all full-time department members, at all ranks; the following are examples in service to the campus, the profession, and the larger community)

1. Attend to the basics. Full-time faculty members are expected to perform department responsibilities willingly and effectively, due to the small size of the department. In the first year, new hires are expected to be active department citizens, but there isn’t an expectation for more at that point.
   - Attend departmental meetings regularly
   - Hold other assigned duties within the department (e.g., search committees, other ad-hoc committees)
   - Participate in departmental activities (e.g., capstone presentations)

2. Service to the University (Tenure-track faculty are expected to engage in service to the University before the critical year)
   - Active membership, especially in leadership roles, on Faculty Assembly committees, ad hoc campus-wide committees and task forces
   - Service to student organizations
- Organizing, facilitating, or participating in university events (e.g., ICE events)
- Serving in major administrative or leadership roles

3. Service to the profession (in some cases, may overlap with scholarship)

- Serving as officers of professional associations
- Planning and organizing conferences
- Organizing workshops at conferences
- Serving as chairs and respondents to sessions at professional conferences
- Reviewing manuscripts for academic journals, conferences, and applied presses
- Serving as journal editors or members of editorial board

4. Service to the larger community (in some cases, may overlap with scholarship)

- Presenting/speaking to community groups and/or public and private organizations that demonstrate discipline-related knowledge and skills
- Consulting with community organizations, businesses, and public agencies
- Developing and managing events that are discipline related and connect us with the community, such as a speech festival for high school students or a speaker’s series
- Initiating, developing and participating in partnerships with external agencies (such as internship programs) and/or outreach programs that apply and disseminate knowledge and creative work
- Organizing and/or participating in community events that promote the mission of USCA