

Communication Studies Program

Standards for Tenure & Promotion

Tenure is awarded to eligible faculty members who have completed a Ph.D. in the field of communication with a focus that complements Communication Studies curriculum and who have demonstrated, during the probationary appointment period, a potential to consistently make significant contributions in all of the evaluation categories: teaching, research and scholarly activity, and service. SFASU's tenure policy E-50A is controlling and the program executive committee chair and the divisional director should insure that each tenure candidate is familiar with this policy. The policies herein are designed to reflect circumstances in Communication Studies.

I. Standards for Tenure

A. Teaching Category

To be eligible for tenure consideration, a faculty member must present a record of teaching activities that have been consistently evaluated annually as good to outstanding. The tenure portfolio should include a summary of annual student evaluations for all academic years since the original tenure track appointment.

Peer evaluations of teaching for the three years immediately preceding the tenure application must indicate good to outstanding in teaching.

In addition, the tenure portfolio should include evidence of well-organized, relevant and current subject matter; innovative projects or assignments; student evaluations; teaching awards; professional development; student load; teaching load and preparations; graduate teaching; service on thesis committees; and results from assessment of student learning outcomes. Teaching grants are not required; however, if a faculty member has been awarded a teaching grant he or she is encouraged to include the documentation in the tenure portfolio.

B. Research and Scholarly Activity

Evidence of contributions in this category is required for tenure consideration. A faculty member must present a minimum of five research achievements. Of the five, at least one must be a scholarly article examining communication related phenomenon in refereed journals.

Four research achievements may be accumulated by one or more of the following:

- Competitively selected, peer reviewed paper or poster presentations at an international, national, or regional conference clearly relevant to the discipline.
- Book length publications or chapter contributions in

- communication publications
- Scholarly articles focused on the study of communication in refereed journals
- Substantial extramurally funded research grants

C. Service Category

A tenure eligible faculty member will have demonstrated collegiality, a willingness and ability to work effectively with colleagues, and to participate in activities enhancing the program, division, college, university, and discipline of communication. Such activities can include, but are not limited to, performing administrative responsibilities, committee work, advising, student recruitment, retention, consulting, reviewing communication programs, and chairing, facilitating, and critiquing (as a respondent) panels and programs at regional, national and international communication associations. Grants providing funding appropriated to areas others than teaching or research and scholarly activities to the Communication Studies program, division, college, university, and discipline of communication are not required, but should be documented as service contributions.

II. Tenure Procedure

A. Section IV of the tenure policy, E-50A, is controlling and establishes the tenure process for the Communication Studies program. The Division Director is responsible for implementing this process.

- 1) The university's tenure policy stipulates that a tenure candidate will undergo pre-tenure reviews during the probationary period of service. The purpose, timetable and procedure for these reviews are outlined in the university tenure policy. This pre-tenure review in the Communication Studies program will be an adjunct to the annual review for years one, three and five during the probationary period. The candidate will include in his or her annual report a supplementary statement, for each review category, that describes the progress made toward meeting the university, college and program tenure standards. The annual report and the narrative statements will be reviewed by all tenured faculty members and by the divisional director who will both provide written responses that indicate the faculty member's progress toward tenure and make recommendations concerning the continuation of the probationary faculty member.

B. Policy E-50A, Sections I.A.4, IV.A.2 and IV.A.3, stipulate the documentation required of the tenure candidate. The following guidelines are provided to further assist faculty members in the preparation of tenure materials.

- 1) Portfolio materials should be organized into one three-ring binder. Use tabs to identify the main sections for easy reference. Put your name and program/division/college on the spine of the binder so it is easily

identifiable. If you use plastic “sleeves,” put only one sheet of paper in a sleeve.

2) As you organize your materials, remember that the portfolio will be reviewed by colleagues from a variety of academic disciplines. Provide explanations and context whenever necessary. Include in your portfolio the materials that you deem pertinent for consideration. Some items listed below are required; others are recommended; yet others are suggestions for you to consider. As the portfolio continues through the levels of review, any materials you include will not be removed; however, materials from the reviewers will be added to the front of the binder.

i) Introductory Materials

- Table of Contents (required)
- Copy of your initial appointment letter and any changes to that initial appointment (required)
- Copy of tenure criteria/elaborations for your program (required)
- Narrative highlighting your accomplishments and explaining persuasively why you meet expectations for tenure (highly recommended). If you are applying for early tenure, you should argue why you should be considered before the year in which you would normally be reviewed.
- Curriculum Vitae (required)
- Annual Faculty Reports and reviews from your divisional director (required)

ii) Teaching

- Brief narrative outlining your teaching philosophy and approaches to helping students learn (recommended)
- Sample syllabi for courses taught regularly (required)
- Sample instructional materials you have developed (recommended)
- Student evaluations (required; you may put these in an Appendix at the back of the binder if you wish.)
- Reports of class visits by faculty colleagues, the divisional director, and/or others who have the expertise to evaluate effective teaching
- Materials used in advising
- Sample student assignments with your grades or comments
Information regarding your work with thesis committees, student supervision, curriculum development, innovative teaching strategies, and participation in teaching-related workshops and conferences
- Results of assessments of student learning outcomes
- Teaching grant proposals. Indicate funded or not funded, your role [i.e. principle investigator], funding source, and period of funding.

iii) Research and Scholarly Activity

- Brief narrative outlining your achievements and goals in terms of research and scholarly work. It is helpful if you describe the significance of your work within your discipline and how your research agenda intersects with your teaching (required)
- Scholarly publications: book chapters, articles in professional journals, book editorships, textbooks, and monographs. Provide bibliographic information and differentiate among international/national, regional/state/local conferences, and refereed/non-refereed presentations. (required)
- Book and manuscript reviews, abstracts, proceedings
- Substantial extramurally funded research grant proposals. Indicate funded or not funded, your role [i.e. principle investigator], funding source, and period of funding.
- Self-published works such as instructional CDs or workbooks
- Conferences attended: work as moderator, convener, and so on. Differentiate between peer-reviewed, invited, international, national, and regional conferences (required)
- Work as a reviewer of papers in conferences and journals related to the field of communication
- Participation in scholarly societies and associations: include positions held, meetings attended, and so on
- Awards, fellowships, honors received
- Support for student research

Note: in this section of you portfolio, it is helpful if you provide descriptive headings such as Scholarly Journal Articles and Conference Presentations to differentiate among the different categories of scholarly work.

iv) Service

- Collegiality: A willingness and ability to work effectively with colleagues (required)
- Brief narrative outlining how your service to your program/division/college, the university, and/or community supports the progression of the discipline of communication, university mission and/or your own professional development (recommended)
- Evaluation of the work you have done on program/department/division, college, or university committees
- Involvement with student organizations
- Leadership roles you have taken in regional, statewide, national, or international committees
- Activities related to accreditation
- Student recruiting or retention efforts
- Liaison work with schools or community colleges

- Work representing the university in the community, regionally, nationally or internationally
- Speaking engagements and consulting related to the discipline of communication. Provide a brief abstract of indicating the topic and content of the service.

The tenure policy notes that your portfolio should be succinct and substantive. There is no need to include a book in its entirety; do include reviews or abstracts of your book, if available. You do not need to include full texts of items such as articles examining communication phenomenon in peer-reviewed journals. If you presented at a conference, include the program page on which you are listed; do not include the entire conference program. Focus on your accomplishments since coming to SFA; these are of a greater importance than achievements at another institution.

In short, consider your portfolio to be a persuasive narrative about your professional development and your qualifications to be a tenured faculty member in the discipline of communication at SFA. Put your portfolio together with a variety of readers in mind.

III. Standards for Promotion

SFASU Policy E-3A sets forth the university's general requirements and procedures for promotion and are controlling for all academic departments. This section contains a description of additional promotion standards, procedures and requirements for the Communication Studies program.

The university policy calls for the candidate to develop and submit to the program executive committee and the divisional director a portfolio of supporting materials for promotion. If the individual is also applying for tenure, only one portfolio for both processes should be submitted. The portfolio must be submitted in the fall semester of the appropriate year of service unless permission is granted by the Provost for earlier submission.

The portfolio should include a combination of materials indicated under Tenure Procedure section of this document. Materials that are listed as 'required' for the tenure process only, are not necessary for all promotion processes. For example, 'at least one must be a scholarly article' (Page 1, Section B) is not required for promotion to Assistant Professor rank. The following lists provide the least requirements for promotion consideration to each academic rank.

A. Standards for Promotion to Assistant Professor

1) Teaching

For promotion to the rank of Assistant Professor, a faculty member must present a record of teaching activities that can be judged to have been consistently good to

outstanding. Evidence must include: student evaluations; peer references and evaluations; administrative references and evaluations; teaching honors and awards; participation in workshops; and innovative methodologies.

2) Research and Scholarly Activity

For promotion to the rank of Assistant Professor, a faculty member must present clear evidence of his or her potential for achievement in this category. Such evidence must include at a minimum the completion of a doctorate. Additional evidence can include any materials listed under the 'Research and Scholarly Activity' category provided under the Tenure Procedure section.

3) Service

A candidate for Assistant Professor must demonstrate collegiality and a combination of the other criterion listed in the Service category under standards for tenure.

B. Standards for Promotion to Associate Professor

1) Teaching

For promotion to the rank of Associate Professor, a faculty member must have met all the 'required' criteria and a substantial number of other criterion for Teaching that is required to attain tenure as well as all the Teaching requirements for promotion to the rank of Assistant Professor.

2) Research and Scholarly Activity

A candidate for Associate Professor must have met all the 'required' criteria and a substantial number of other criterion for Research and Scholarly Activity listed under the Tenure Procedure.

3) Service

A candidate for Associate Professor must have met all the 'required' criteria and a substantial number of other criterion for Service under Tenure Procedure.

C. Standards for Promotion to Full Professor

1) Teaching

For promotion to the rank of Full Professor, a faculty member must have met all that is required in Teaching to attain the rank of associate professor and the following:

A. A consistent engagement with current and cutting edge research in teaching effectiveness, technological advances and student learning outcomes.

B. Innovative course proposals, teaching methods and curricular changes.

2) Research and Scholarly Activity

SFASU promotion policy states that an individual promoted to the rank of Professor "should be a teacher whose effectiveness is generally recognized, a scholar whose publication record, contributions to the academic discipline, or artistic performance are substantial and are recognized to be of high quality beyond the confines of the local campus, and a citizen whose professional contributions to the academic and general communities are significant."

A candidate for Full Professor must have met all that is required in Research and Scholarly Activity to attain the rank of associate professor and the following:

A candidate for Professor in the Program of Communication Studies must present a minimum of 10 achievements in this category. Included in these achievements must be at least two refereed articles examining communication related phenomenon in journals with a national or international circulation, or one discipline-related book. In addition, the candidate will have a record of recent activities in this category of not less than two years old.

These achievements may be accumulated by a combination of any of the criteria listed in the Research and Scholarly Activity category under Tenure Procedure.

3) Service

A candidate for Full Professor must have met all that is required in Service to attain the rank of associate professor and the following:

A. Service that extends the discipline of communication at the national or international level.

B. Service demonstrating leadership within and outside the discipline of communication, the university, the college, the division/program, and/or the greater community.

C. Mentoring and contributing to the scholarly and teaching success of younger colleagues and scholars.

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