

**Standards for Promotion and Tenure  
As applied to faculty in the  
Communication Department  
Columbus State University 2015**

**Vision Statement**

Department of Communication faculty strive to cultivate excellence within themselves and their students by fostering an attitude of critical inquiry and civic engagement so as to prepare students as leaders in their careers and communities and by expanding students' understanding of communication theory and its application as well as the role of research methodologies in order to enhance students' proficiency in critical thinking, problem solving, oral and written communication skills across various communication contexts.

**Preamble**

This statement clarifies how the standards for promotion and tenure at Columbus State University should be applied to the faculty in the Department as they engage in teaching, scholarship and service so as to contribute to the achievement of the Department's Vision Statement. The Faculty Handbook (as to be amended after the faculty vote of February 25, 2011). (<http://faculty.columbusstate.edu/handbooks/ftfac/toc.php>) provides criteria for awarding tenure (section 106.4 Procedure) and for promotion (107.1 Criteria, 107.2 Procedure).

Faculty within the Department of Communication are considered to fall within the mainstream of academic departments typically found in a College of the Arts. The minimum expectation for communication faculty is that they will provide instruction, read the current literature in their field, contribute research appropriate to their instructional interests, and provide various services.

The primary responsibility of faculty in the Department is to provide outstanding instruction in the Core AREA B and to assist students in the program in achieving the learning outcomes specified in the university catalog for communication majors. To be granted tenure and/or promotion, a faculty member must exhibit excellence in teaching.

A second area of faculty performance to be assessed for the awarding of tenure and/or promotion is scholarship and professional development. Research efforts, whether as a consumer or a producer, are nearly always expected to support the faculty teaching role as well as bring recognition to the Department, College and University. Given the applied nature of the field of communication both applied and academic research are valued by the faculty in the Department. To be granted tenure and/or promotion, a faculty member must exhibit consistent achievement in advancing the transfer of knowledge from the researcher to the field.

Faculty are also major contributors to the shared governance of Columbus State University and as such have service responsibilities at the departmental, college and university levels. As members of the community of scholars, faculty are also acknowledged for their contribution to appropriate professional societies in the field of

communication and other academic societies as appropriate. Service to the community which enhances the quality of life of citizens served by the University, germinates from a faculty member's assigned/appointed duties and expands upon the faculty member's professional expertise shall be considered when assessing a faculty member's request for tenure and/or promotion. Excellence in this area can demonstrate a faculty member's commitment to a philosophy which fosters collegiality within the Department.

It is the obligation of all faculty within the Department to create an environment which encourages outstanding performance by all members of the Department and supports an atmosphere of openness and collegiality. In order to achieve these goals, the following standards of excellence have been adopted for the assessment of faculty in the Department of Communication seeking tenure and/or promotion.

A faculty member applying for tenure and/or promotion shall provide the Department chair and Personnel Committee with a *curriculum vita* that can be easily evaluated by faculty both within the Department and the College and by administrators at all levels of the academic division. Furthermore, it is the responsibility of the faculty member seeking tenure and/or promotion to submit a portfolio which properly documents all claims of achievement enumerated in the *vita* as well as demonstrates by any other appropriate means that the standards of excellence as stated in this document have been attained during the assessment period.

For each area (teaching, scholarship and service) the faculty member shall be assessed as either satisfactory or unsatisfactory. The Department chair and Personnel Committee shall be responsible for evaluating a candidate for tenure and/or promotion by using the standards outlined in this document and decisions should not be based upon politics or friendship. When the chair or members of the Personnel Committee do not have sufficient expertise to assess an important component of a colleague's record, they should seek qualified feedback from colleagues outside the Department who do.

A faculty member seeking tenure and/or promotion may withdraw the portfolio from consideration or make changes during the process in consultation with colleagues and the chair. Members of the Personnel Committee should be sensitive to how changes affect colleagues and students, and recognize any change may be rejected or modified.

The Department's faculty recognize that diversity enriches the university experience for faculty and students and that a pattern of personal attacks, harassment, or disruptive behavior is unacceptable. Disagreement, or even being disagreeable, is protected speech for all faculty; however, faculty who insist on disagreeing with their colleagues need to be respectful of the right of their colleagues to disagree with them.

It is generally understood that almost anyone who has received an appointment to the Department's faculty has already demonstrated achievements. Normally, the issues concern whether the candidate for tenure and/or promotion has continued to achieve standards of excellence during the assessment period. A colleague who joins the faculty from another college faculty will face a somewhat different set of questions than would a

faculty member coming directly from a graduate program.

### **Departmental Standards of Excellence**

#### **Standards of Excellence in Teaching**

There are many ways for faculty to document instructional effectiveness. The following are provided as *examples*:

- Evidence of student learning and achievement such as exam results, major creative or research projects.
- Effective syllabi and class materials which identify learning objectives and demonstrate student achievement of those objective.
- Consistent, positive student evaluations.
- Peer evaluations during pre-tenure review.
- A pattern of innovative teaching which incorporates available technology for successful teaching in both classroom and online class environments.
- Student achievements such as scholarships, presenting papers at honors conferences, and/or participation in recognized community projects.
- Provides students with service learning opportunities.
- Serving as a model teacher.
- Recognition as an outstanding teacher (e.g., Educator of the Year).
- Recognition for special skills or knowledge essential to the curriculum.
- Distribution of grades which is consistent with the quality of student achievement.
- Creation of new courses which advance the curriculum of the department.
- Evidence of outstanding advising and/or recruitment of students.
- Fostering an environment which enhances retention, progression and graduation of majors.
- Participation in faculty development activities in teaching.

#### **Standards of Excellence in Scholarship**

There are many ways for communication faculty to document professional development. All scholarly activities may be included and will be considered within the context of the university's mission. Greater weight will be placed on peer reviewed publications, juried/paper or panel presentation, invitational performances or exhibits, and competitive grants related to the faculty member's academic discipline. The following are provided as *examples*:

- Maintaining membership in and attending meetings of academic societies.
- Subscriptions to scholarly journals.
- Presentations to state, regional, national, and international academic societies with at least two of these being accepted by a competitive and/or juried process for submission during the assessment period.
- Submitting/publishing academic research to scholarly journals with at least one of these being accepted by a juried publication (either published in print or online format).
- Participating in academic workshops which enhance skills and knowledge.
- Presenting academic workshops for colleagues.
- Securing grants and/or contracts to support academic research.

- Travel related to courses taught.
- Serving as an editor, on an editorial board of a scholarly journal.
- Reviewing papers, articles, books, films, instructional material, etc.
- Application of scholarship in creative projects such as plays, films, photography, and other media.
- Writing textbooks, chapters, web-based materials.
- Public lectures on subjects germane to one's scholarship.

### **Standards of Excellence in Professional Service**

There are many ways for communication faculty to document professional services. The following are provided as *examples*:

- Providing academic and career advising to students.
- Serving on department, college, or university committees, and when as an extension of one's university assignment, on community committees.
- Providing administrative or leadership responsibilities to the department (chair, coordinator) or professional committees (e.g., Phi Kappa Phi, Faculty Senate, Library Committee).
- Developing and securing external grants so as to increase funding to the department.
- Participating as a leader in academic societies.
- Serving on committees in academic societies.
- Mentoring junior colleagues.
- Providing professional services (*fee or pro bono*) to community organizations.

There is no definitive formula or prescription for obtaining a favorable decision for promotion or the awarding of tenure; however, there is an expectation that faculty seeking tenure or post-tenure review shall have a minimum of one juried publication and two juried paper/panel presentations during the assessment period. Faculty seeking promotion to professor shall have a minimum of two juried publications and three juried papers/panel presentations during the assessment period. Faculty should be aware that meeting the minimum expectations may not be sufficient for the awarding of tenure and/or promotion.

This document is intended to guide both applicant and their colleagues to make the decisions. The best results can be expected when the applicant, chair, and possibly a mentor, have worked together to decide when to apply and how to document the application.

Approved by Tenured Faculty Vote on this date:

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Bill Edwards, Ph.D.

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Date

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Mariko Izumi, Ph.D.

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Date