INSTITUTIONAL CONTEXT FOR GUIDELINES

All guidelines and standards for promotion and tenure are in accord with, and are subject to, the guidelines and standards of the University and College. Particular attention should be paid to complying with the “Best Practices” document in all aspects of the candidacy process and preparation on dossiers.

PROMOTION (FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR) WITH TENURE IN THE DEPARTMENT OF COMMUNICATION STUDIES

Teaching: At the time of promotion and tenure a faculty member should demonstrate a record of commitment to effectiveness in teaching and related activities (for a list of examples of related activities see the College P&T guidelines page 2 or 7). A record of successful teaching is demonstrated by the following:

1. A track record of planning for continuous improvement where necessary based on feedback from peer reviews and student evaluations.
2. Student evaluation scores that at least average out in the acceptable range (3 out of 5 on the three summary evaluative survey items).
3. A record of teaching in the graduate and undergraduate programs in a way that contributes to the learning environment, culture, and goals of the Department.
4. A record of providing a significant contribution to the development and learning of students in the form of supervising and mentoring students, particularly in research; supervising internships where appropriate; and expecting and encouraging high levels of scholarly work from students.

The faculty member should provide a complete chart of the last three summary items from the course evaluations, a clearly explained sample of written student teaching evaluations from the tenure track period, as well as complete sets of written student evaluations for the last 2 years in the dossier.

Research: By the time the faculty member comes up for internal/departmental review, s/he will need to demonstrate the achievement of an independent program of scholarship that makes a significant contribution to the field of Communication Studies, and to the Department of Communication Studies.

The Department of Communication Studies recognizes a diversity of forms of discovery, extension, and integration of knowledge, using various methodologies, as research. Research can be conducted individually and/or collaboratively, as well as in multidisciplinary and/or interdisciplinary ways. Research can also include integrative, applied, and pedagogical scholarship when it is based in, informed by, and contributes to, published research. Faculty should seek external funding where appropriate to their research and departmental workload profile. At the time of evaluation for tenure and
promotion a profile 1 faculty member should have established substantial and sustained efforts to seek funding and should normally have some level of acceptable success in securing funding.

Communication studies embraces community engaged research where such research is based on the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity, and where community engagement is relevant to the faculty member’s scholarly goals. Working collaboratively with community partners to address issues of common concern is acceptable where those collaborations result in scholarship.

An “independent program of scholarship” is evidenced by the following:

1. The faculty member has an ongoing and regular record of scholarly productivity and acceptance in recognized scholarly venues (see further details below). Over the five year period leading up to the year of review for promotion and tenure the faculty member should average at least a publication per year. There may be more than one publication in some years, and none in some others but publications should not all appear at the end of the tenure-track period. Any gaps in the regularity of the publication record should be clearly explained by the candidate. The candidate should also clearly explain the exact meaning of terms used to denote published work not yet in print (in press, forthcoming, accepted for publication). Where possible, clarity from the journal editor or publisher is useful. The candidate should also show evidence that his/her ongoing program of scholarship will continue beyond promotion and tenure and that the candidate has a reasonable expectation of achieving professor status in the future if established levels of productivity continue.

2. The faculty member shows that they have become an independent scholar. “Independent” means that the faculty member has established their research interests and reputation in the field beyond the influence of mentors and co-authors, and since joining UNCG. NOTE: “Independent” does not mean that all publications have to be solo-authored. Co-authored publications are acceptable when the authoring relationship is clearly explained by the candidate such that his/her role in the publication was significant.

3. The faculty member has a programmatic record of scholarship. Publications should cluster around a core research question or set of questions. These questions should be consistent with the area of expertise hired for, and should also connect closely with the faculty member’s area of teaching responsibilities. Part of the program of research should be a consistent effort made to seek internal and external funding where appropriate to the research and in accord with Departmental plans and workload profile. The candidate should also document and explain any grants applied for but not awarded/funded.

*In short, a successful program of research holds together as a unified and theoretically grounded expression of the faculty member’s approach to communication.*

“Significant contribution” is evidenced by the following: The faculty member has established a publication record for his/her scholarship. In accordance with college P&T guidelines, the faculty member’s work should be evaluated
in terms of the overall balance of quality (originality, significance, impact) and quantity (number of publications). Quality is more important than either volume or type of scholarship. This balance of quality and quantity should be considered in light of the faculty profile of the faculty member—normally profile 1 (see workload document).

Recognizing the need to consider the balance of quality and quantity, as a guiding norm, it would be desirable that if a faculty member has six high quality publications at the time of promotion and tenure, and at least one should be in a recognized communication journal (normally NCA, and/or ICA/ACA). At least two should be in refereed/peer reviewed outlets. The remaining publications can be book chapters (competitive or invited) or invited pieces. Wherever they are published they should be substantial (for example in length) and important in scholarly contribution. A scholarly book is not mandatory at the time of promotion and tenure but, if a scholarly book is published, it will normally count as the equivalent of at least two refereed journal articles in upper tier journals. This equivalency should be negotiated with the department head at the start of the project.

Note that, for the list of publications, clearly explain if any are “bridged”—that is—begun elsewhere and completed at UNCG, and clearly explain relative workloads for any co-authored works. It should be clear what work has been completed while at UNCG, and what role the candidate played in that work.

**Service:**
A successful service record will include the following:
1. A record of effectiveness in serving students. This takes the form of advising students and/or supervising/mentoring student research, as well as helping to provide students with learning experiences that focus on the development of communication majors (honors chapter, communication club, and so on).
2. A record of effectively serving the Department. This takes the form of serving on departmental offices and committees; chairing/leading one or two service roles over the tenure track at the Departmental level; participating in Departmental activities such as meetings, change processes, and colloquia.
3. A record of effectively serving the discipline. This takes the form of participation in professional organizations such as NCA, Southern States, or the Carolinas Communication Association. The faculty member may also have involvements in specialty associations linked to their scholarly interests, as well as community agencies and groups that are linked to their scholarly interests.
4. The faculty member should be perceived by senior faculty to be a colleague who is likely to continue to be a valuable member of the Department beyond promotion and tenure. This is evidenced by a reputation of being an effective department citizen and colleague. This is evidenced by collegiality and respect for others, involvement in departmental activities, professional integrity, and compatibility with Department and College goals.
5. The department embraces service to the community and community engagement as a form of service when appropriate to a faculty member’s scholarship.
6. The department embraces directed professional activity as a possible additional category of work where appropriate.

The primary service obligation of an untenured faculty member is in leadership to the department and to the discipline. At the same time, the faculty member should have some non-leadership involvements to College and University initiatives where they overlap with the faculty member’s expertise. Leadership and involvements should be planned strategically with the Department head at each annual goal setting meeting.

PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR IN THE DEPARTMENT OF COMMUNICATION STUDIES

Promotion to the rank of professor is based upon achievement, distinction, and the impact of their scholarly work normally marked by the establishment of a national scholarly reputation. Promotion is not based on duration of employment in rank although this may be a consideration in evaluating long term impact of the faculty member’s work, and in evaluating the quantity and quality of the work produced since promotion and tenure. An individual’s record represents a unique balance and combination of teaching, research, and service. The individual is expected to have substantial and sustained achievement in each area. There must be an overall outstanding record of achievement which may be accomplished primarily by the record of contributions in a single area (i.e. one area is outstanding and the other two may be substantial/sustained) or by a more balanced aggregate of contributions across the three areas (for example the substantial/sustained accomplishments across the three areas add up to an outstanding profile as a whole. While recognizing that a faculty member may not have all of the accomplishments listed below in all three areas, the criteria for an outstanding record of achievement for each area are provided as a guide.

Teaching
The candidate’s record demonstrates continuous commitment to and effectiveness in teaching beyond promotion and tenure. This will normally be established by a continuous record of effectiveness in the classroom, innovation in the practice of pedagogy, as well as achievements that includes some of the flowing: involvement in research on pedagogy (for example in textbook writing); curriculum development; program design and leadership; participation in institutes and teaching programs; receiving of awards; and testimonials of students and peers that establish teaching excellence.

Research
The candidate’s record after promotion to associate professor with tenure includes significant scholarly accomplishments as well as an ongoing and regular program of high quality scholarly productivity post-tenure. This will include regular publications, as well as a commitment to seeking external funding where relevant to their scholarship. The candidate should have a national reputation based on significant body of scholarly work that is published, and well received in the field. Publications can include books, journal
articles, and book chapters that establish the candidate as an important figure in a particular scholarly area of communication will normally be the means of establishing this level of distinctive achievement. Again there should be the central consideration of the balance of quality and quantity in evaluating the body of presented and published work.

**Service**
The candidate remains active in high profile service such as departmental leadership, and in making significant contributions to the Department, College, University, community, and discipline. The candidate should normally have a record of both contributing (member) and leadership in service (leading/chairing initiatives, committees, and other major service roles).

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**ADDITIONAL RELATED DOCUMENTS AVAILABLE IN THE DEPARTMENT**

Third year reappointment review process guidelines

Departmental timeline for P&T

Departmental guidelines on the development of materials

Department workload policy