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DEPARTMENT OF COMMUNICATION STUDIES
FACULTY GOVERNANCE

On issues of common interest the Department of Communication will strive to practice the principles of open and equal discussion with consensus as the desired decision making outcome. In cases of decision making that involve the whole Department where consensus is not reached in a timely manner, or is not possible, a simple majority will prevail. However, neither consensus nor a majority opinion is necessary for the following decision making scenarios:

(1) On issues where a formal committee is assigned, such as in a search process, that committee is responsible for making their decisions in a timely manner while seeking input and guidance from the faculty as a whole. The Dean has final decision-making authority in hiring decisions.

(2) On issues that involve final decision making responsibility of the Department Head or Graduate Director, the administrator should consult with and gain input from faculty relevant to that decision where possible.

(3) On issues that involve the graduate program, the graduate faculty will make decisions under the leadership of the graduate director. In all of these cases the level of input and involvement for decisions should clearly match the nature and scope of the decision. The department head has final say in all matters pertaining to the functioning of the department.
The goal of the Department of Communication Studies Workload Policy is to provide guidelines for the equitable distribution of the work involved in being a Department, while meeting the evolving needs of individual faculty in their role as active scholars. At the same time, work assignments and related adjustment in workload are to be in compliance with the guidelines established by the University (University Faculty Workload Guidelines as defined by the Provost), and the College of Arts and Sciences (College Teaching Assignment Guidelines), and negotiated where necessary with the Dean and Department Head.

As outlined in the College guidelines, all policies must ensure:

- Equity in overall workloads among faculty with different allocations of time to teaching, research, service, outreach and other obligations to the Department, College, University, and profession.
- Equity in eligibility for salary increases for faculty with different patterns of contribution, based on the Departmental procedures for merit assessment.
- Equal promotion opportunities for faculty with different “profiles,” consistent with the College Promotion and Tenure Guidelines.

With these mandates and contextual considerations in mind, the Department of Communication workload guidelines are as follows:

I. Teaching

1) The teaching load for second year TA’s will be 2-2 (classes as teacher of record). The teaching load for first year TA’s (with less than 18 graduate hours in field) will be 2-2 (breakout sessions with a faculty member as teacher of record).
2) The teaching load for full-time lecturers will be 4-4 (with reductions for service roles where appropriate).
3) The teaching load for tenured and tenure-track faculty will be determined according to three “profiles” in 5 year cycles in consultation with the Head and, where appropriate, the post-tenure review committee:
   - **Profile 1**: With elevated programs of research/scholarship that typically involve the seeking and securing of external funding, and/or exceptional and sustained levels of publication production, the teaching course load will normally be 3-2. The department priority for tenure track hires is to hire faculty appropriate for a profile 1.
   - **Profile 2**: With normal levels of active scholarly production (minimum of one publication per year) the teaching course load will normally be 3-3.
   - **Profile 3**: With reduced levels of research (less than a minimum of one per year) or a desire for tenured faculty to focus on teaching and service for a five-year cycle, the teaching course load will normally be a 4-3. Untenured faculty members are not eligible for Profile 3.
   - **Department Head**: Standard 1/1 teaching load (administrative release).
4) Pending the Dean’s approval, new tenure-track faculty should be given a reduced teaching load in their first year of one class (normally a 2-2 if hired as a profile 1 faculty member). This will switch to a regular load in their second year.
Undergraduate class size will be limited to 25 for “WI”, “SI”, and “SVL” designated sections. Graduate classes will normally be limited to 15 students. Gradations of class sizes otherwise depend on the numbered level of the class. 100-300=35, 400=25, 500=20. It is assumed that pedagogical methods (such as testing) will be adjusted between levels to reflect the varying demands of course sizes.

Graduate faculty are eligible to teach a 600 level class, other than a core requirement, once every two years given that the graduate degree is normally considered a two year degree. Exceptions should be discussed by the faculty at the time of schedule planning, and efforts should be made to ensure equal access to teaching graduate courses if desired by the graduate faculty.

Tenured faculty who prefer to focus on teaching, or who do not demonstrate a satisfactory level of scholarly or creative productivity, will teach more classes (profile 3), and/or take on administrative duties where needed commensurate with equity of workload across the faculty. Such reassignments should be within the College guidelines for career planning and are negotiated with the Department Head in five-year periods.

Tenured and tenure-track faculty, in consultation with the Department Head, may assume a voluntary class overload one semester with the understanding that the three credits of teaching work can be “banked” and subsequently “cashed-in” normally in the following semester. Overload courses cannot be banked if additional payment for teaching the courses is received (non-tenure track faculty).

Faculty will be expected to give top priority to teaching required courses, and should show flexibility in terms of days and time for scheduling classes so the needs of students are met. Faculty should be willing to teach over several days and at various times, and should be willing to adjust those days and times over the course of semesters. Top priority will be given to courses in the Department and ones that can be cross-listed if taught primarily within another program. The person doing scheduling (normally the head) should be sensitive to both student needs and the scholarly needs of faculty.

Faculty with grants that are supportive of course “buy-outs” can reduce their teaching load normally by one class per semester as long as the buy-out supports the hiring of faculty to cover Department instructional productivity needs. The buy-out must also be approved in advance by, and meet the requirements of, the College of Arts and Sciences Associate Dean for Research.

Course reductions can occasionally be negotiated for courses that have unusually demanding requirements that double the workload of a normal course preparation. This may be based on a large lecture class, or the development of a new course delivery format. However a large lecture class does not necessarily mean a doubling of workload. All course reductions must be negotiated in balance with department needs and instructional productivity (normally approximately 75 students per semester for tenure track/tenured faculty).

II. Research/scholarship:

Tenured and tenure-track faculty in the Department of Communication are expected to be engaged and productive scholars. Levels of productivity, usually represented by scholarly presentations and publications, will be linked to the departmental annual evaluation system at the end of each year, and discussed at the start of each annual career planning process. Minimum levels of productivity mean an average of a publication per year or equivalent.
2) Tenured and tenure-track faculty should have a clearly articulated—if evolving—plan for their scholarship each year, and this plan should contribute to their personal career development as well as to the Department mission, focus areas, and curriculum.

III. **Service:**

1) Departmental service assignments involve all full-time faculty and instructors. All full-time faculty and lecturers are expected to be engaged with the service necessary to operate as a Department. Departmental service assignments will be made usually at the first meeting of each Fall semester. Faculty can elect to hold onto assignments, or they can elect to rotate into a new assignment at that time.

2) Advising for registration will be delivered centrally. Faculty should be available for other forms of academic advising at least during specified and regular office hours. The Graduate Director will advise all of the graduate students.

3) Graduate faculty should share the workload of serving on capstone projects in a way that represents an equitable distribution of students to faculty. This will be mediated somewhat by the amount of involvement that a faculty member has had in the teaching of graduate courses. Those who teach more graduate classes should expect to serve in the capstone process more heavily.

4) Pending the Dean’s approval, a major service assignment to the Department, College, University, or Discipline of Communication may result in a reduction in teaching load. This is routine for the Head and Graduate Director as their workload is held to be equivalent to that of the reduced classes. In other cases it is negotiated, for example, in the case of chairing the faculty senate or in editing a major journal in the field, and so on.

5) Service to the Discipline and Community, and involvement in College and University programs is valued for tenure-track faculty, but senior level leadership (for example, chairing College or University committees) is not normally expected for untenured faculty. Service outside the Department should be negotiated with the Department Head and should directly benefit the engaged scholar profile of the faculty member in complimenting/supporting their research and teaching. Reasonable and regular service to the Department, College, University, and Discipline is expected for tenured faculty. Service beyond the Department level within the university is elective for non-tenure track lecturers.
1. **When the review is conducted:**
   The department of communication studies typically conducts the third year reappointment review for tenure track faculty at the end of fall semester of the third year of tenure track. If time permits to conduct meetings in early January the review can be conducted at the start of spring.

2. **How the review is conducted:**
   The reporting and departmental decision making process is designed to parallel as much as possible the formal tenure and promotion review at five years. The candidate will provide the tenured faculty of the department (the committee) with a dossier including the materials listed below. These required materials will be available for review by the committee for at least a week. A committee chair will call a meeting or series of meetings in which discussion, deliberation, and vote will occur. The head will recuse herself/himself during deliberations and vote but will be present during the discussion.
   
   The chair will provide the head with notes from the meeting as well as a count of votes for or against. The notes will provide a detailed and clear review and any specific recommendations to strengthen the record as the candidate moves towards the point of review for tenure and promotion. In accord with college practices, and with reference to the committee vote, the head will make the final recommendation to approve or disapprove reappointing the candidate for the remainder of the tenure track process.
   
   If the decision is to approve reappointment then the head provides a detailed account of the dossier review and particular attention will be paid to providing the candidate with specific advice for progressing towards the tenure and promotion review process normally at the end of year five. This advice will be based on a combination of input from the committee and the head.
   
   If the decision is to not approve reappointment then the head follows university due process and both meets with the candidate to report the results and provides a registered letter to this effect in accord with university requirements and timeline.

3. **The materials required:**
   The template of the tenure and promotion process should generally be used to organize the reporting of progress towards promotion and tenure at the 3rd year review point. This will be incomplete in several ways (some of the supporting documents, faculty and head review sections, external reviews, etc.) but is designed to help the 3rd year review candidate to organize their reporting and descriptions in the format and style of the actual T&P template.
   
   The College of Arts & Sciences Reappointment Review guidelines (revised 8/31/2011) provide the following guidance to the candidate: “This dossier is not as extensive as those prepared for tenure and promotion, but the preparation of this document should serve as the beginnings of a future tenure and promotion dossier. At a minimum, the dossier should include the following items: brief narratives from the faculty member about their achievements in the areas of teaching, creative activities or research, and service; appropriate documentation of activity in each of these areas; peer teaching evaluations; and curriculum vitae.”
The Department of Communication Studies asks the candidate to provide the following documentation, which slightly exceeds the College minimum requirements:

- Preliminary narratives (1-2 pages) for teaching (including reflective statement on steps taken to develop/improve teaching), research (including any grant activity), and service (including engaged/community activities where appropriate) are included in the template form.
- Peer teaching evaluations should be included so far as well as complete student teaching scores for the summary items (final item beginning fall 2007). Note the percentage of positive, neutral, and negative comments and include a representative sample of comments.
- Course syllabi and samples of course materials such as student assignments should be included.
- All publications should be included as supporting documents.
- Current Vita

4. **The evaluation criteria:**
   The committee of tenured faculty will use the following questions to discuss, deliberate, and vote on the third year reappointment dossier:

- Does the dossier indicate that the candidate is likely to meet the criteria for a successful record of teaching at the time of tenure and promotion (appropriate scores, positive peer reviews, innovation, improvement, departmental contribution, etc.)?
- Does the dossier indicate that the candidate is likely to meet the criteria for a successful record of research/scholarship at the time of tenure and promotion? This would normally be shown through a record of scholarly presentations and some success in acceptance for publications consistent with three years of progress towards tenure and promotion. In accord with the departmental tenure and promotion guidelines, the faculty member should clearly be producing a record of scholarship that is ongoing, regular, independent and programmatic, as well as being significant to the department and the discipline. If the faculty member is hired on a profile 1 workload, there should be a track record of development towards seeking and securing external funds with, substantial promise of securing funding at the time of tenure and promotion.
- Does the dossier indicate that the candidate is likely to meet the criteria for a successful record of service primarily to the department and to the discipline (some departmental and disciplinary leadership, involvement/engagement at college and university levels, community engagement/outreach where appropriate)?
- What specific strengths and weaknesses in the areas of teaching, research, and service are evident in the candidate’s progress toward tenure and promotion?
- What specific advice would you give the candidate to help them achieve a successful scholarly record at the time of tenure and promotion?
DEPARTMENT OF COMMUNICATION STUDIES—
DEPARTMENTAL GUIDELINES FOR PROMOTION AND TENURE
(Revised Spring 2011, original 2007)

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 (i.e., 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).
RATIONALE
This document articulates the rationale behind the creation of the rank of Academic Professional in the Communication Studies Department, defines the rights and responsibilities of AP faculty, and describes the department's policies and procedures for hiring, appointing, reappointment, and advancement of AP faculty candidates.

The College AP guidelines document, "Academic Professional Faculty Positions" (approved by College Assembly April 2012) states: “An AP classification is appropriate in cases where the range of faculty responsibilities differs significantly from both Lecturers and tenure-track or tenured appointments” (Academic Professional Faculty Positions 1.I).

In the Communication Studies Department, there are two positions titled "Lecturer" in which the duties and responsibilities are primarily administrative. These positions are University Speaking Center Director and University Speaking Center Assistant Director. Unlike other lectureships in the department, which carry heavy teaching loads with some other responsibilities attached, the non-tenure track (NTT) positions in the Speaking Center carry limited teaching responsibilities (Director carries a 1-1 teaching load; Assistant Director carries a 2-1 teaching load). These NTT positions require disciplinary knowledge and ongoing professional engagement, as functionality in running a Speaking Center is grounded in the theory, research, and practice of applied communication scholarship. The positions are, however, distinct from the other Lecturer positions in the department, with a primarily administrative focus, driven by the day-to-day and long-term management/operations needs of the University Speaking Center. Separate documents (Job Descriptions) outline the specific duties of these positions.

Based on the clear distinctions between these two positions and the other lectureships in Communication Studies, the Speaking Center Director and Assistant Director positions, as well as any future AP positions which may be established, will be defined as those non-tenure-track positions in which the primary, ongoing responsibility is the provision of essential administrative leadership and support to Department, College or University Programs. These distinctive positions are deliberately aligned with the College AP guidelines.

The establishment of an Academic Professional rank in the Communication Studies Department is intended to provide greater stability and opportunities for advancement for these existing NTT positions and any similar positions that may be created in the future. The department believes that such positions should, in the language of the College guidelines, allow us to “attract and retain key educational personnel by promoting professional development, presenting opportunities for advancement, offering greater job security, incentivizing long-term service, and rewarding achievement” (APFP 1.I).

GOVERNANCE AND POLICY IMPLICATIONS
Since Academic Professionals are members of the Communication Studies Department faculty, they are entitled to certain rights and responsibilities of tenured/tenure track faculty members,
such as serving on departmental committees and voting on regular department business. However, Communication Studies Department AP faculty may not vote on tenure-track promotion or tenure decisions, nor may they attend the meetings at which these decisions are made. For ongoing peer evaluation purposes, AP faculty may observe the teaching of lecturers and AP faculty of equal or lesser rank. Academic Professional status also confers some departmental funding for professional travel and research, to be determined by the Department Head (contingent on budgetary constraints).

In the event of hiring, an ad hoc committee, appointed by the head, will be charged with hiring and appointment of new AP faculty. The Head will conduct annual reviews of AP faculty in accordance with the Department Guidelines on Annual Faculty Evaluation.

**HIRING/APPOINTMENT**

Hiring and appointment of an AP faculty member will be based on disciplinary knowledge and professional experience in an academic field pertinent to the primary duties of the position. For the Speaking Center positions, knowledge, expertise, and experience in Speaking Center professional practice will be primary considerations for hiring.

The fundamental requirements of an application for an AP position are a strong record of experience, a demonstrated commitment to the profession, and recommendations from former employers (and, where applicable, students). Hiring and appointment requirements may be further specified to correspond to the particular position, and will be aligned with the job description documents, which may be amended as needed.

All AP positions shall require at least a Master’s degree, and, since these positions do require some teaching, and sometimes involve advising duties as well, the candidates must meet all university accreditation requirements. As stated in the College guidelines, “AP positions are intended to extend the education of students by enhancing understanding and application of fundamental concepts, theory and basic knowledge through practical applications and professional practice. Thus, AP faculty typically have practice-based skills and experience that departments need and value” (1.I.). Teaching assignments will typically align with the skills and experience needed for the position.

The College guidelines document also states: “initial appointments for the AP track are for a maximum of 3 years” (2.II.A). The College has also created a more advanced level of Academic Professional designated as “Senior Academic Professional,” and has stated that, on the recommendation of the AP committee, the department, and the Department or Program Head, an AP faculty member may be hired at that level, pending approval of the Dean and the Provost. As outlined in the College guidelines, “the candidate’s job contract/memorandum of understanding shall state the candidate’s rank and specify that it will be effective at the time of hire” (2.II.A).

For those positions to be reclassified as Academic Professional upon the establishment of the AP track in the Communication Studies Department, the Head will draw up a Memorandum of Understanding articulating the current duties and responsibilities of the position and submit it to the Deans for review. This MOU will have the same force as one created at the moment of initial hire.
REAPPOINTMENT
In cases of reappointment, the department will evaluate the candidate based on the fulfillment of duties enumerated in the candidate's MOU, as well as the candidate's annual reviews and evaluations. The Department Head, in consultation with the Dean of Undergraduate Studies, will evaluate candidates being considered for reappointment and make a recommendation to the Deans. According to the College document, “reappointments are for a minimum of three years with no limit to the times an AP faculty member can be reappointed” (2.II.B). The Department Head may, at the reappointment stage, recommend to the Dean of the College that the contract be extended for a period of more than 3 years. Senior AP reappointments in the Communication Studies Department will be recommended for a minimum of 5 years.

ADVANCEMENT TO THE RANK OF SENIOR ACADEMIC PROFESSIONAL
After five years in a position, the candidate may request advancement to the rank of Senior Academic Professional. According to the guidelines established by the College, “The candidate must request an advancement by the middle of the spring semester prior to the year in which the formal review will be conducted” (2.II.C). Proceeding to this formal review shall require the consent of the Department Head. In addition, according to the College guidelines, “After the dossier has been completed but before it is submitted to the dean, the candidate must be allowed to review and sign the statement … following his or her review. The candidate may, but is not obliged, to write a response to the dossier or to the opinions expressed in it” (2.II.V). The Head, after reviewing the candidate’s materials, will write a statement recommending or not recommending advancement, and will forward it to the Deans of Arts & Sciences and Undergraduate Studies for review and approval.

The College guidelines mention the possibility that candidates may be hired “with a specific agreement to be considered for advancement at a specified time (typically no more than three years) before the end of their initial appointment” (2.II.C). The College document also allows for the consideration of work done prior to their appointment at UNCG. For more information about this, refer to the College Document Section 2.II.C.

Dossiers will be required of AP candidates who wish to advance to Senior Academic Professional. The content of these dossiers shall, according to the College guidelines, “reflect the scope of work, expectations, etc. per the candidates job contract/memorandum of understanding” (2.II.B). Since those members of the Communication Studies department who will be considered for Academic Professional status ordinarily have some teaching duties, dossiers for advancement should include evidence of effective teaching, such as summaries and numerical ratings of student evaluations, a sampling of student comments and peer observation reports. The dossier may include evidence of research/creative activity appropriate to the candidate’s field as well as attendance at conferences, papers delivered, publications relevant to the position and other accomplishments that demonstrate the scope of the candidate’s commitment to the position, the department, and the university. In the case of the Speaking Center Academic Professionals, the dossier may also include evidence of directed professional activity (e.g., development of various training programs, practices, web page content, forms, and other products related to the mission of the Center).
Annual individual activity reports, such as the center or program reports, which may be produced by the AP faculty as part of their leadership duties, should be included in the advancement dossier as well.

As part of the dossier, candidates for advancement to Senior Academic Professional must provide a two-to-three page narrative describing the ways in which they have met and/or exceeded the duties and obligations of their job as specified by the Memorandum of Understanding. Since the scope of work—and the obligations of the position—may have changed since the candidate was reappointed, any significant change should be addressed in the candidate narrative.
Full-time lecturers who meet the following minimum qualifications may be recommended for promotion to the rank of Senior Lecturer by their department head, following consultation with the department faculty:

- Five years’ continuous service at UNCG in a full-time faculty position.
- Consistently strong evaluations of teaching by the department.
- A record of professional engagement in the discipline or additional contributions to the Department, College, or University.

Recommendations for promotion will be made by a letter to the Dean from the department head attaching a current vita, an evaluation of teaching covering at least the past three years, and limited additional documentation as necessary to support the recommendation.

Recommendations will be solicited annually by the Dean in the fall semester and those approved will become effective at the start of the following academic year.

Promotion to Senior Lecturer does not confer tenure, nor does it lead to the expectation of tenure.

Promotion to Senior Lecturer will be for a renewable term of three to five years and when possible will include a $3,000 salary increase, in addition to any merit increase recommended by the department head.

If the College’s budget does not permit a salary increase in a given year, the increase will be provided as soon as circumstances permit.

An initial appointment as Senior Lecturer may be recommended to the Dean, based on qualifications, prior experience, and the responsibilities of the position.
To comply with current University policy, faculty must be reviewed annually, with “significant peer review” included as a vital part of the process. Documents produced by the College of Arts & Sciences and the University offer further guidance for this process. The Department of Communication Studies will approach the Annual Faculty Evaluation Process in the following step-by-step fashion:

I. **ALL FACULTY:** Early in the fall semester, each faculty member will develop a list of goals for the coming Academic Year. These will be due to the Department Head by September 15 (approximately). Meetings to discuss these goals will be scheduled at the discretion of the Department Head.

*At this point, the procedures will vary slightly, depending upon faculty rank:*

II. **TENURED FACULTY** (Associate Professor and Professor)
   1) Solicit peer evaluation of teaching in at least one course per year.\(^1\)
   2) Solicit student evaluation in every course during one semester each year.\(^2\)
   3) Write a year-end report of accomplishments (in Sedona or its replacement system).
   4) After receipt of the year-end report, the Department Head and a committee of at least two other tenured faculty members will review the report and provide written commentary/input.
   5) The committee will write narrative feedback for each faculty member being reviewed. The Department Head will write a separate summary evaluation. The performance of each faculty member will be rated (at minimum) as either Satisfactory or Unsatisfactory, in accordance with University Policy; the Department of Communication Studies has adopted a 4-item scale (Exemplary-Good-Satisfactory-Unsatisfactory) for annual reviews. Where appropriate, the evaluation will include feedback regarding progress toward promotion.
   6) The faculty member will have an opportunity to respond in writing, and that response will be included in the report.

III. **TENURE TRACK FACULTY** (Assistant Professor)
   1) Solicit peer evaluation of teaching in at least two courses per year.
   2) Solicit student evaluation in every course taught.
   3) Write a year-end report of accomplishments (in Sedona or its replacement system).
   4) After receipt of the year-end report, the Department Head and a committee of at least two other tenured faculty members will review the report and provide written commentary/input.

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\(^1\) We use the attached peer evaluation format to conduct in-class observations of teaching and to deliver feedback.
\(^2\) We use an online survey to solicit student feedback, which is processed through Class Climate. A copy of our survey is appended to this document.
5) The committee will write narrative feedback for each faculty member being reviewed. The Department Head will write a separate summary evaluation. The performance of each faculty member will be rated (at minimum) as either Satisfactory or Unsatisfactory, in accordance with University Policy; the Department of Communication Studies has adopted a 4-item scale (Exemplary-Good-Satisfactory-Unsatisfactory) for annual reviews. The evaluation will include feedback regarding progress toward promotion and tenure.

6) The faculty member will have an opportunity to respond in writing, and that response will be included in the report.

IV. NON-TENURE TRACK LECTURERS AND ACADEMIC PROFESSIONALS
1) Solicit peer evaluation of teaching in at least 2 course(s) per year.
2) Solicit student evaluation in every course taught.
3) The Department Head will review the reports and teaching evaluations, fill out the UNCG Report Form, and write a performance evaluation summary. The Department Head will write a separate summary evaluation. The performance of each faculty member will be rated (at minimum) as either Satisfactory or Unsatisfactory, in accordance with University Policy; the Department of Communication Studies has adopted a 4-item scale (Exemplary-Good-Satisfactory-Unsatisfactory) for annual reviews.

V. ADJUNCT INSTRUCTORS
1) Solicit student evaluation in every course taught.
2) The Department Head will review the teaching evaluations AND consult with the Basic Course Director regarding performance, where appropriate (for CST 105). The Department Head will provide the dean of a listing of all adjunct faculty, and a rating of “satisfactory” or “unsatisfactory.”

Annual and Post-Tenure Review Forms and narrative reports will become part of each employee’s personnel file, and copies will be provided to each employee.
### INFORMATION ON THE FACULTY MEMBER UNDER REVIEW

Name ___________________________ Date ___________________

Department ______________________ Review Period ____________

Faculty Member's Status ___________ (Choose response from below)
- T= Tenured
- A= AP track
- F= Other Full Time
- N= Non Tenured, Tenure-Track
- P= Part Time

### TO BE COMPLETED BY THE DEPARTMENT HEAD

A. Head's Summary Evaluation (please circle one response below)

   Head’s Overall Ranking
   - Satisfactory
   - Unsatisfactory

### TO BE COMPLETED BY FACULTY MEMBERS CHARGED WITH PEER REVIEW

B. Peers’ Summary Evaluation (please circle one response below)

   Peers’ Overall Rating
   - Satisfactory
   - Unsatisfactory

### TO BE COMPLETED BY DEAN (only if required to resolve a conflict)

C. Dean’s Summary Evaluation (please circle one response below)

   Dean’s Overall Rating
   - Satisfactory
   - Unsatisfactory

**FACULTY MEMBER’S SIGNATURE** confirming that the annual review has been received. If the faculty member chooses to write a response to the review, it be must be attached to this form.

_________________________  Faculty Member
NAMES and SIGNATURES OF EVALUATORS

Department Head ________________________________

Faculty Members Charged with Peer Review
___________________________________________
___________________________________________
___________________________________________
___________________________________________

Dean (if applicable) ________________________________

The head’s narrative evaluation, a summary of the peer review, and any response by the faculty member must be attached to this form and retained in the department’s files, with a copy provided to the faculty member.
I. INFORMATION ON THE FACULTY MEMBER UNDER REVIEW

Name ___________________________ Date __________________

Department ____________________ Review Period _____________

Rank: __________________________

Note: “Because Post-Tenure Review is a cumulative summary of the performance reported in his or her annual reviews, the faculty member shall not be required to provide additional documentation of his or her accomplishments, other than an up-to-date Curriculum Vitae.” (UNCG Annual and Post-Tenure Review Policy, Sect. IV.D)

TO BE COMPLETED BY THE DEPARTMENT HEAD

D. Head’s Summary Evaluation (please circle one response below)

   Head’s Overall Rating
   Satisfactory  Unsatisfactory

E. Head’s Written Evaluation (insert here or attach a separate statement).

TO BE COMPLETED BY FACULTY MEMBERS CHARGED WITH POST-TENURE REVIEW

A. Summary Peer Evaluation (please circle one response below)

   Peers’ Overall Rating
   Satisfactory  Unsatisfactory

B. Peers’ Written Evaluation (insert text here or attach a separate statement)

TO BE COMPLETED BY DEAN (only if required to resolve a conflict)

A. Dean’s Summary Evaluation (please circle one response below)

   Dean’s Overall Rating
   Satisfactory  Unsatisfactory

B. Dean’s Written Evaluation
NAMES and SIGNATURES OF EVALUATORS

Department Head

Faculty Members Charged with Peer Review

Dean (if applicable)

Is reappointment to the Graduate Faculty recommended (circle one)?

YES NO