

Appendix 8
Promotion and Tenure Review
(approved 12/4/2010)

The *AU Faculty Handbook* states:

Promotion is based on merit. A candidate for promotion should have acceptable achievements in the areas of 1) teaching and/or outreach and 2) research/creative work. He or she is further expected to demonstrate over a sustained period distinctive achievement in one of these areas or achievement in both areas comparable to that of successful candidates in the discipline in the past five years. In addition, he or she is expected to have contributed some service to the University. The criteria for teaching, research/creative work, and outreach described below shall be considered by the faculty in the evaluation of a candidate's performance and achievement. The candidate's employment conditions and academic assignments shall determine which criteria are most emphasized. Credit shall also be given for contributions above and beyond specifically assigned duties.

Regarding tenure, the *AU Faculty Handbook* states:

Auburn University nurtures and defends the concept of academic tenure which assures each faculty member freedom, without jeopardy at the department, college or school, or University level, to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions and guarantees faculty members the right to support, without jeopardy, any colleague whose academic freedom is threatened. Tenure establishes an environment in which truth can be sought and expressed in one's teaching, research/creative work, outreach work, and service. Decisions on tenure are different in kind from those on promotion. Tenure, in fact, is more exacting. In addition to demonstrating quality in the areas of 1) teaching, 2) research/creative work, 3) outreach and 4) service as described above under Promotion Criteria, the candidate for tenure must also demonstrate professional collegiality.

Candidates for promotion and tenure should carefully read the Promotion and Tenure policies found in the *AU Faculty Handbook*.

A timeline for the candidate's submission of materials for evaluation for promotion and tenure will be established each year by the Office of the Provost.

DEPARTMENT OF COMMUNICATION AND JOURNALISM TENURE AND PROMOTION GUIDELINES

The Department of Communication and Journalism (CMJN) endeavors to excel in the four basic food groups for higher education: research, teaching, service and outreach. All faculty members are expected to demonstrate a commitment to communication and its multifaceted processes, journalism and education. The department combines a strong tradition of research, scholarship and creative work with instruction of undergraduate and graduate students and professional activity.

The CMJN faculty engage in a uniquely wide range of scholarly, creative and professional pursuits. This array of activities and agendas includes, but is not limited to: 1) traditional and non-traditional research and publication in the humanities and social sciences; 2) artistic or creative endeavors such as film, photography, graphic design and multi media production that are presented in publications, festivals, public exhibitions and other venues; and 3) professional applications and opportunities in outlets associated with and exclusive to specific fields such as journalism.

Whatever the individual focus or field, the primary standards and criteria for establishing distinction are:

- 1) the *totality* of individual achievement and activity—research/creative work, teaching, service, outreach.
- 2) combined *quality, quantity* and *consistency* of the candidate's research/creative/professional activities, and
- 3) the *impact* or *significance* of that work within their discipline.

General Standards for Tenure and Promotion to Associate Professor

Tenure and promotion are encouraged as complementary. The standards for tenure are more exacting than those for promotion. Promotion to associate professor rests on evidence of an emerging regional or national reputation and demonstrations of excellence in all assigned areas whether they be teaching, research/creative endeavors, service or outreach. Associate professor rank is generally regarded as a rank of transition on the path to professor. Those who hold associate professor rank are expected to use their time in the rank to develop at least one area of excellence, an area which will distinguish that faculty member on a national or international level. Even if that faculty member never attains full rank, the School views attempts at attaining excellence in at least one area of endeavor to have inherent merit.

General Standards for Promotion to Full Professor

Promotion to the rank of professor is based primarily on the attainment of national or international recognition in the person's academic field, as determined by peers within the person's discipline. The successful candidate for promotion must demonstrate steady attention to scholarship, with continued professional development, distinguished achievement and an outstanding body of works, scholarly or creative, since the previous

promotion. Distinguished achievement in research or creative activity consists of significant advancement beyond the credentials submitted for promotion to Associate Professor, and usually includes a book or monograph, or equivalent series of publications in major refereed journals, or exhibition record. The individual is expected to also continue to maintain an excellent record of teaching and service to the department, university and/or profession.

RESEARCH and CREATIVE WORKS

General Guidelines

The following guidelines are for candidates seeking tenure and/or promotion as well as the committee members evaluating the candidate.

- The candidate will clearly define their individual area of expertise and intellectual/creative/professional realm, detailing its standards, venues, quirks and nuances, and document their productivity within that context.
- No absolute quantity of works (publications, public exhibitions, etc) will be specified, rather a *range* of works appropriate to the candidates specific area *and* proportional to their assignment.
- The candidate will produce a record of continuous work--published, presented and in progress--in selective, high quality outlets and venues with rigorous standards of acceptance.
- *Collaborative research*, both among departmental colleagues and with faculty in other parts of the University and at other institutions is valued and of growing importance in certain fields as it fosters innovation and cross-disciplinary work. *First-authored* publications that provide evidence that the faculty member is a driving force in a portion of the collaborative work are important for providing evidence of excellence. It is important to specify the level of contribution of each author.
- *Solo authorship*, or *intellectual independence*, must be demonstrated even if the individual's research is predominantly collaborative in nature. The candidate's ability to engage in independent scholarship and publication as evidence by solo and first-authored publications and presentations is essential. Collaborative research is valued and important, but solo/first-authored work is weighted more heavily in as much as it exemplifies the ability to think and publish independently.
- *Evidence of continuous scholarly productivity*. A gap in a candidate's research/creative record — one year or more during which little or no work is published or presented at academic conferences — requires explanation and justification (e.g., the faculty member was working on a book or time consuming project; had undertaken a major administrative or service responsibility; personal issues etc.)

- In evaluating a candidate's research/creative work, it is expected that the work will be subject to peer and juried review at appropriate levels--regional, national, international-- and will demonstrate high standards of relevance, continuity, accomplishment and significance.
 - a) *Relevance* in research means that the work should be related to the college curriculum and the candidate's academic training, teaching area, creative or professional activities.
 - b) *Continuity* in research is based upon the faculty member's identification of intellectual focus and clear agenda for research or creative activity, as well as evidence of growth, consistency of effort and a common thread of emphasis that is identifiable.
 - c) *Accomplishment* in research refers to the overall productivity, with an emphasis on both quality and quantity, and consistent output during the time period being assessed. Effort associated with the research/creative effort/publication should also be considered (i.e., complex studies, time-consuming techniques, collection of large amounts of data, etc.)
 - d) *Significance* reflects the advancement of knowledge or art and the actual or potential influence/impact of individual research/creative/professional output and activity in the relevant field during the period assessed. This may include a variety of considerations, among them: originality, contribution to theory and practice, complexity of the subject matter and research methodology and its demands, constraints and context; reputation/selectivity of the presentation/publication outlet (i.e., impact statements, acceptance rate, etc.).

The following are among considerations in the overall research evaluation of the candidate's body of works and productivity:

- Book publication / creative exhibition of work
- Publication/presentation of research/work in refereed journals, chapters in collected volumes, exhibitions, festivals, etc.
- Publication of book reviews, essays or lectures
- Presentation of research papers at scholarly conferences, including invited presentations or presentations at refereed conferences.

- Publication in edited collections of scholarly works
- Publication in professional, popular and specialized outlets
- Research awards and honors (i.e. from academic, professional societies, government entities, relevant industries, etc.)
- External funding (as a measure of research skill/competency)

Measuring significance:

- National publication or exhibition is typically weighted more heavily than regional/local publication/exhibition.
- Acceptance rates and journal or venue quality/ status in field;
- Citations and recognition such as awards or reviews
- Solo or percentage of contribution in joint authorship
- Juried or peer review weigh more significantly than invited works. However, invited works may suggest an established reputation a specific field.
- National awards are viewed as more prestigious than regional/local awards
- Peer recognition (i.e., the extent to which a candidate's work has achieved a national/international reputation).
- Grants, fellowships, research contracts as provide indications of peer interest in the candidate's research. The prestige of the granting agency, degree of competition and scarcity/availability of grants may also be considerations.
- Books: The reputation of the publishing house; type of audience, quality of reviews, awards, etc. Whether the book is the result of new research or the reworking of already published material.
- Creative works: The reputation of the venue (festival, exhibition, publication etc.), acceptance standards, audience, reviews, awards, collections, acquisitions, competitions, gallery affiliations et al. Other factors of creative context include: 1) type and scope of creative activity 2) length of time and labour involved in creative/production process, 3) production and distribution costs.
- Textbooks: Does it provide a new approach to the field? Helps to establish a new field, or is considered "seminal" in some way.

- Book chapters: Are judged similarly to books/textbooks. Also considered are length, substance, independent credit for the chapter.
- Refereed journal articles: Among the many considerations: standing of the journal; national/international/regional journal; type of article (original vs. review article); acceptance rate; reputation in the field.

There is a growing acceptance of the following:

- Publishing in journals in other academic fields and in interdisciplinary journals, as they are appropriate to the candidate's area of research/expertise.
- Non-refereed journal articles: Does the publication (journal, magazine, newspaper etc) have a process of acceptance similar to that of peer review (e.g., board of peer editors, special issue editor, etc.).
- Book reviews. Generally carry less weight than original research. However, they may be weighted more heavily based on the importance of the publishing outlet and the quality of the review. They accent an active research agenda and can demonstrate standing in the field.
- Paper presentations: Refereed/invited or competitive papers carry greater weight than those that are not. Also considered will be the quality/importance of the conference and any recognition of the paper (awards, later publication, citation, conference proceedings, etc.). Thus, national or international conferences by recognized professional or academic associations are weighted more heavily than regional conferences, followed by state/local conferences.

TEACHING

Candidates at any level--tenure, associate or full--are expected to maintain a solid record of teaching. Criteria that are useful for determining effective teaching include, but are not limited to: 1) the scope and nature of courses, 2) individual teaching load, 3) course preparations 4) course syllabi 5) class size 6) grade distribution 7) evidence of keeping materials current (readings, texts, screenings etc) 8) links to research agenda 9) assignments, projects, cool field trips, 10) teaching awards, 11) advising. Annual departmental, peer, student reviews should help provide a composite of classroom performance and overall instruction.

SERVICE

Candidates are expected to establish good record of service within the department and beyond at college, university, and regional levels, and through professional organizational affiliations. Such service may include various committee assignments, advisory boards, journal editorials, etc.

OUTREACH

Outreach involves academic citizenship activities relevant to an individual's assignment, discipline, rank and length of service. Outreach activities are those which extend the influence and expertise of the faculty to areas and populations external to the University. According to the Faculty Handbook: *A faculty endeavor may be regarded as outreach scholarship for purposes of tenure and promotion if all the following conditions are met: 1) there is a substantive link with significant human needs and societal problems, issues or concerns; 2) there is a direct application of knowledge to significant human needs and societal problems, issues, or concerns; 3) there is utilization of the faculty member's academic and professional expertise; 4) the ultimate purpose is for the public or common good; 5) new knowledge is generated for the discipline and/or the audience or clientele; and 6) there is a clear link/relationship between the program/activities and an appropriate academic unit's mission.*

Equal Employment Opportunity. Decisions on appointment, reappointment, promotion and tenure are made without regard to race, color, religion, sex, sexual preference, national origin, age or musical taste.