

GOVERNANCE STRUCTURE AND POLICIES

SCHOOL OF COMMUNICATION

ILLINOIS STATE
UNIVERSITY



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Introduction

This document explicates the principal policies governing the School of Communication at Illinois State University. It contains a statement of the mission and vision of the School and its constituent programs, and it summarizes the primary administrative positions in the School. It also outlines policies and procedures regarding the evaluation of tenure-track and non-tenure-track faculty in the School. Provisions in this document are intended to be consistent with and supplementary to policies of the College of Arts and Sciences, Illinois State University, the ISU Board of Trustees, and applicable to all governing collective bargaining agreements. Where inconsistencies arise, policies of the College, University, and Board of Trustees supercede those of the School. Interested readers are encouraged to consult these additional documents that contain information pertinent to School of Communication governance:

- *School of Communication Policies and Procedures Manual (updated and distributed annually)*
- *School of Communication Graduate Student Handbook of Academic Policies and Procedures*
- *College of Arts and Sciences ASPT Standards*
- *ISU Faculty ASPT Policies*
- *Governing Policies for the Board of Trustees of Illinois State University*
- *Collective bargaining agreements with various constituencies, e.g. Illinois Education Association*

Statement of Mission and Vision

SCHOOL OF COMMUNICATION MISSION AND VISION

Our mission is to enhance the State of Illinois' societal and economic conditions by providing comprehensive undergraduate and graduate degree, research, and service initiatives that are at the leading edge of theory and translate into viable applications. We accomplish this mission within parameters of *Educating Illinois* and through our core degree programs and operations:

- B.A./B.S. in Communication Studies
- B.A./B.S. in Communication Studies with Communication Education emphasis
- B.A./B.S. in Journalism
- B.A./B.S. in Mass Communication
- B.A./B.S. in Public Relations
- M.A./M.S. in Communication
- Forensics, especially Individual Events and Debate
- Individual and collaborative teaching, research, and service activities
- TV-10
- WGLT
- WZND

Our operations are supported by the College of Arts and Sciences, Illinois State University, and alumni and friends of the School.

We achieve our mission by maintaining a dynamic integration of teaching, research, service, and leadership that stimulates innovative and effective teaching environments to produce graduates who have mastered fundamental competencies and acquired intellectual rigor, possess the ability to apply creativity to problem solving, and welcome responsibility in business, government, education, and community service. The School provides leadership in intellectual, cultural, social, economic, and technological development dealing with human symbolic interface issues for the state, the nation, and the world.

We expect to achieve the highest level of performance by:

- Focusing on convergence and distinctiveness of our core programs and operations
- Being University and community oriented
- Meeting expectations with an emphasis on efficiency and effectiveness
- Insuring thoroughness, quality, and integrity in our actions and programs
- Emphasizing a team approach committed to meeting constituents' expectations
- Providing a place where staff and faculty like to work
- Providing exciting career opportunities
- Insuring we have the best staff and faculty
- Maintaining the ability to modify core programs and operations through shared governance to insure that our mission and vision is met

Our mission and vision statement endorses actions that produce programs and operations that will reach their fullest potential, are leading edge, and maintain our position as the School of choice for satisfying scholarship, teaching, and service needs.

COMMUNICATION STUDIES PROGRAM MISSION

Our Communication Studies mission is to promote competent, ethical, and responsible production and consumption of symbolic messages in professional, social, interpersonal, and intercultural relations. We accomplish this by providing an environment that cultivates the lifelong teaching and learning of expressive and receptive abilities that individuals employ when they organize, make decisions, manage conflict, exert influence, create aesthetic experience, coordinate actions, and relate personally.

We offer the premiere small college experience with large university opportunities. As the nexus within our discipline and among disciplines in the Arts and Sciences, we endeavor to integrate diverse components of the communication discipline, as well as maintain a strong and unique commitment to supporting general education. Communication Studies adopts a scholarly approach to teaching and learning, and distinctively balances and integrates research and theory with practice. We embrace diversity in epistemological and theoretical perspectives and value interdisciplinary scholarship.

We pursue the leading edge in teaching and learning content and methods and strive to be responsive to changes in individual needs, societal trends, and market characteristics.

JOURNALISM PROGRAM MISSION

Our journalism program mission is to educate students in the broad range of skills involved in gathering, analyzing, processing and presenting written and visual communication. To prepare students for productive and long-term careers in journalism, we seek to accomplish the following objectives:

- To offer a curriculum designed to provide students the basic technical skills of journalism as well as a strong grounding in the theory and concepts related to the mass media
- To prepare students to become critical consumers of the media by achieving an understanding of the legal, ethical and theoretical aspects of the profession
- To develop analytical abilities among students by encouraging multi-disciplinary inquiry and a recognition of the necessity of lifelong learning
- To acquire and maintain state of the art laboratories which are responsive to technological advances in an ever-changing media environment
- To cultivate constructive relationships with media practitioners and organizations and act as a liaison between students and professionals
- As teachers to strive to keep abreast of new technologies and concepts in the field and to incorporate these advances into the classroom

- To engage in research and other scholarly activity that produces important knowledge and insight relevant to problems and issues related to the media
- To incorporate faculty research and productivity into undergraduate education
- To encourage and provide a forum for the discussion and debate of important issues facing the mass media

MASS COMMUNICATION PROGRAM MISSION

Our Mass Communication programs are liberal arts curricula that seek to achieve excellence in research and in educating students in the knowledge, skills, and attitudes needed to develop into competent and ethical mass communicators and to pursue careers and/or advanced study. Specifically, faculty teach and research the arts and social sciences of audio, visual, written, and multimedia communication with emphasis on encoding and disseminating messages transmitted from a single channel to multiple receivers.

We expect to produce graduates who are theoretically sound communicators with skills to create messages for a variety of media, able to demonstrate competence in communication both orally and in writing, and capable of expressing themselves accurately, clearly, creatively, and with grammatical proficiency. This is achieved by teaching and researching theories that aim to:

- Describe means of effectively creating meaningful messages in a variety of settings for all media that disseminate audio, visual, written, or media messages
- Explain effects of variant audio, visual, written, or media messages on message consumers' behavior, attitudes, and aspects of consciousness
- Explain effects of social and cultural variables on individual media workers, organizations, and industries, including production, dissemination, exhibition, and consumption processes
- Explain ethical decision-making for production, dissemination, exhibition, and consumption of media messages

Our programs are consistent with *Educating Illinois* and committed to acquiring and maintaining state-of-the-art laboratories that are responsive to technological advances in a converging media world. We intend to enable students to *practice* audio, visual, written, and multimedia message production. We are committed to continual improvement of our mediated communication channels--TV10, WGLT radio, WZND, and attendant web sites.

Our faculty will maintain a supportive environment for knowledge expansion by involving students in research activities that create knowledge about mass communication, transmitting that knowledge to students and other constituencies, applying that knowledge in a philosophically and theoretically sound manner, and seeking research funds from internal and external sources.

PUBLIC RELATIONS PROGRAM MISSION

Our Public Relations major is dedicated to providing students with the competencies necessary to excel in entry-level and managerial level public relations positions. We pursue this mission by delivering a broad research based curriculum that is designed to provide students with the knowledge, skills, abilities, and attitudes that are necessary for their development as ethical and competent public relations professionals. Our program presents a balance of a liberal arts curriculum that emphasizes critical and strategic thinking, problem solving, articulate speaking, effective use of technology, and writing with a considerable amount of hands-on technical experience both inside and outside the classroom.

We will deliver a program that leads the state, region, and nation in public relations education, research, and public service. Our program is committed to achieving academic and professional recognition for the

institution, faculty, students, and alumni. We will continually improve and fortify current programs to provide greater value to students and the university at both the undergraduate and graduate levels.

We will achieve our mission and vision by offering a curriculum and program that reflects:

- Commitment to a student-centered approach in teaching, research, and service
- Commitment to the ethical study and practice of public relations
- The broad role of public relations in managing the relationships between organizations and their relevant stakeholders through appropriate use of messages and media
- A balance of liberal arts and applied approaches, blending theory with application
- The importance of image management in the 21st century
- How public relations complements advertising and marketing
- Commitment to providing an understanding of diversity and globalization
- The interdisciplinary value of a public relations education that prepares students for a wide range of career opportunities
- A commitment by faculty and students to the betterment of society and public service to the surrounding community

COMMUNICATION GRADUATE PROGRAM MISSION

The graduate program of Illinois State University's School of Communication provides a distinctive academic experience that educates students in convergent disciplinary knowledge, diverse theoretical frameworks and research methods appropriate to the advanced study of communication. Given that communication takes place in various contexts, the graduate program is responsive to students seeking further scholarly rigor and professional development. This program prepares graduates for careers in academia as well as business and non-profit organizations. In addition, our program seeks to instill in students a passion for intellectual and theoretical discovery that transcends career objectives and course expectations.

We fulfill our mission for the graduate program by achieving the following goals:

- Educating students by offering a variety of graduate seminars and other opportunities to explore the latest disciplinary and inter-disciplinary developments in theory and research
- Providing an advisement system that supports curricula tailored to meet personal and professional objectives
- Encouraging students to make applications of theory and research via professional internships, teaching, research, and service learning
- Guiding students in the process of conducting original research and/or to producing creative works that may result in presentations, publications, conference papers, and/or exhibitions

Administration

Central Administration **Executive Director**

The Executive Director is the School's chief administrator, responsible for enforcing the governing policies of the University, the College of Arts and Sciences, and the School of Communication. The Director is appointed by the Dean of the College of Arts and Sciences. The Dean evaluates the performance of the Director annually, based in part on faculty evaluations. Every five years the Dean conducts a comprehensive formal review of the Director, taking into account the input of all relevant constituencies (faculty, staff, students, etc.).

The Executive Director serves as Chair of the SFSC and is an ex officio member of all School committees. The Director's responsibilities include (but are not limited to):

- **CAPITAL and PHYSICAL RESOURCE MANAGEMENT.** Preparing and administering the annual School budget; representing the interests of the School to College, University, and external constituencies; stimulating long-range strategic planning; promoting continued program development through charges to standing and ad hoc School committees, the Assistant/Associate School Director, and other Directors/Coordinators in the School.
- **HUMAN RESOURCE MANAGEMENT.** Holding regular meetings of the faculty; recommending tenure-line faculty for hiring with input from faculty and advice from the SFSC; recommending promotion, tenure, and salaries of faculty in accordance with SFSC policies and procedures; reviewing the performance of administrative and professional personnel; hiring temporary faculty; reviewing the performance of temporary faculty; hiring office staff; delegating responsibilities to all School of Communication Directors, Coordinators, and office staff; reviewing the performance of office staff; promoting faculty scholarly and creative productivity; promoting faculty development; promoting excellence in faculty teaching; encouraging faculty involvement in professional and community service
- **INFORMATION RESOURCE MANAGEMENT.** Publicizing the agenda for and minutes of faculty meetings; disseminating pertinent information to faculty; promoting the development of educational and library resources; dissemination of information for the purpose of promoting the School to external constituencies; completing reports requested by the Dean, Provost, President, and other University administrators.

Associate Director

The Associate Director is appointed by the Executive Director with the advice and consent of the SFSC. The Associate Director is responsible for the co-management of School, including long and short-range planning as well as execution of daily operations. These responsibilities include, but are not limited to:

- **CURRICULAR PLANNING.** Assist and direct long range academic program and curricular planning as liaison to School Director, school and college curriculum committees, and various university offices. Initiate academic course planning and space scheduling with coordination with faculty, staff, and agencies internal and external to the university. Review college and university curricular issues to determine impact on the academic department. Recommend curricular changes to the School curriculum committee.
- **COMMUNICATION.** Supervise internal and external departmental communication as liaison to committees on Achievements and Relations. Assist in the planning and implementation of School communication with significant internal and external audiences such as alumni, retired faculty, potential donors, university faculty and students. Create and evaluate ideas for publication, and communicate those deemed worthy in appropriate media.
- **CO-CURRICULAR PLANNING.** Assist in immediate and long range departmental co-curricular planning objectives related to WZND, WGLT, TV-10, forensics, and 10 student organizations. Operate as a communication resource to outside agencies related to those activities including the Illinois High School Association, the Illinois Speech and Theatre Association, and the National Communication Association.
- **TEACHER EDUCATION.** Monitor the Communication Teacher Education program with the Coordinator of Teacher Education and assist the coordinator in working with with state secondary schools on placement and supervision of clinical experiences and student teachers; research on state and national trends in communication education; monitoring the Illinois State Board of Education, the Illinois Board of Higher Education, and the National Communication Association in the development of teacher guidelines related to classroom communication.

- **ADVISEMENT.** Supervise a complex Academic and Career Advisement program and office which includes faculty and graduate student advisors; academic and career advisement for 750 undergraduate majors and 200 undergraduate minors.
- **SCHOOL RESEARCH.** Conduct research on student and faculty issues in order to recommend, develop and implement departmental change and use of resources. Assist in the development and implementation of departmental policies as determined by the research.
- **FISCAL.** Assist in the supervision of School resources including the operational budgets, personnel budgets, and related fiscal and similar resources. Assist in the decision making on budget expenditures, forms of recision, and other fiscal decisions.
- **RELATED ADMINISTRATION.** Chair the Advisement Committee; Chair Teacher Education Committee; serve as Acting Director in the Executive Director's absence; serve as Executive Director's representative at appropriate departmental and university committees as requested.
- **PERSONNEL.** Assist in the hiring process identifying personnel needs, position descriptions, and providing recommendations on the search and selection management process.
- **EVALUATION.** Serve on an evaluation team with the Co-Directors of Com 110 for the purpose of annual appraisals of all NTT faculty. Provide assessment models and instructions for NTT evaluation and ensure that evaluation occurs within university timelines.
- **SUPERVISION.** Supervise faculty advisors, graduate assistant advisors, and peer advisors. Supervise management of the departmental web page for both content and design.
- **TEACHING.** Teach 1 to 2 courses per semester and 1 in the summer as needed.

Program Administration

Director of Graduate Studies

The Director of Graduate Studies is responsible for enforcing and executing the policies and procedures of the Graduate School and the School of Communication's Graduate Program. The Director is appointed by and reports to the Executive Director. The Director of Graduate Studies serves as Chair of the School's Graduate Workteam/Assistantships Committee. Responsibilities of the Director of Graduate Studies include:

- **RECRUITMENT.** Nationally recruit high-quality applicants for graduate admission and graduate assistantships.
- **ADVISEMENT.** Serve as academic advisor for first-year graduate students. Develop and maintain records for all graduate students.
- **GRADUATE STUDENT SUPPORT.** Disseminate pertinent information regarding policies, procedures, deadlines, and curriculum to prospective and current graduate students. Implement policies and procedures for graduate student award nominations. Coordinate office and resource distribution for Graduate Assistants. Serve as chair of the School's Outstanding Thesis Award committee. Serve as a reader on the College's Outstanding Thesis Award committee.
- **LIAISON.** Serve as the liaison between the School of Communication and the Graduate School. Inform Graduate Faculty of School, College, and University policies and procedures relative to graduate education. Attend Graduate Coordinator meetings held by the Graduate School. Hold regular meetings of the Graduate Faculty.

Undergraduate Program Coordinators

The Executive Director appoints an administrator for each of the School's undergraduate degree programs: Coordinator of Communication Studies, Coordinator of Communication Studies Teacher Education, Coordinator of Journalism, Coordinator of Mass Communication, and Coordinator of Public Relations. Each program Coordinator is appointed for a term of up to three years. Each Coordinator is responsible for the following:

- **PROGRAM COORDINATION.** Meeting with the Executive Director, Associate Director, and other program coordinators to discuss common interests and concerns; coordinating program faculty/AP/staff to plan course scheduling and facilitate operations.
- **PROGRAM AND OUTCOMES ASSESSMENT AND REVIEW.** Conducting periodic program curriculum review and outcome assessment; collecting and organizing on-going data for formal five-year program review; composing and revising the five-year program review document.
- **ANNUAL REPORT.** Compiling and submitting scholarship, teaching, service, etc., accomplishments of program faculty, staff, and students to the School's administrative assistant for the purpose of satisfying requirements for recognition programs, public relations, the annual report, and the annual budget document.

COM 110 Director(s)

The COM 110 Director(s) is appointed by the Executive Director to administer delivery of the Communication and Critical Thinking basic course. Responsibilities include:

- **ADMINISTRATION/SCHEDULING.** Scheduling and assigning graduate teaching assistants to sections of COM 110 and other GTA Assignments, Supervising graduate assistants teaching COM 110, Mediating conflicts that arise concerning the content, delivery, or scheduling of COM 110, Selecting GTAs for scholarships as well as college, university, and regional awards, Serving on the graduate work team to select GTAs, Representing the interests of COM 110 on college and university committees.
- **CURRICULUM DEVELOPMENT.** Maintaining quality and continuity in the teaching of COM 110 across sections, Writing and revising the COM 110 student workbook, Developing and maintaining a resource center (including a web page) for COM 110 instructors.
- **TRAINING AND ONGOING PROFESSIONAL DEVELOPMENT.** Planning and delivering in-service training for new and returning instructors of COM 110, Planning and delivering professional development activities for COM 110 GTAs (including teaching 392.08), Developing, maintaining, and supervising the peer mentor program (including selection and training of peer mentors).
- **ASSESSMENT.** Developing and conducting evaluation and assessment procedures for the course and its instructors, Assisting in the facilitation of general education assessment with the University Assessment Office.

Director of Forensics

The Director of Forensics is appointed by the Executive Director with the advice and consent of the SFSC. The Director of Forensics oversees programs in both individual speaking events and team debate. Responsibilities include (but are not limited to):

- **SUPERVISION OF FORENSICS PERSONNEL:** Supervising directors of individual events and debate, direct and indirect supervision of Forensics graduate assistants, delegating certain responsibilities as a means of balance and professional development for other Forensics personnel, offering support and guidance for Forensics personnel
- **BUDGET OVERSIGHT:** Preparing, managing, overseeing, and maintaining the various budgets assigned to Forensics, preparing, recording, and facilitating of Forensic-related scholarships, advocating on behalf of the Forensics program to ensure support and sustained resources, securing resources for on-going graduate assistant positions relating to Forensics, seeking additional financial and other resources for the development and maintenance of the Forensics program, preparing and training student leaders for Student Fee Board requests, researching and

applying for potential Forensics-related grants, keeping detailed administrative records regarding expenses, etc.

- **FOSTER FORENSICS PEDAGOGY:** Preparing and ensuring the operation of the summer Forensics Institute, offering a positive role model for time management, work/personal life balance, responsibility delegation, and appropriate boundaries between faculty/coach and students, fostering an environment that is conducive and welcoming to students from diverse walks of life, coaching Forensics students when necessary and appropriate, supporting ISU Forensics staff by means of resources, training, advise, etc., for the purpose of coaching students
- **EQUIPMENT OVERSIGHT:** Supporting and providing, when necessary and appropriate, equipment and supplies for Forensics activities
- **COMMUNITY AND ALUMNI RELATIONS:** Fostering relations with alumni when appropriate, administering appropriate public relations outreach for Forensics, facilitating and sustaining positive relations between Forensics and the School of Communication, the College of Arts and Sciences and ISU, promoting Forensics in a positive and meaningful way at the university, state, regional, national and international level, hosting, or encouraging and delegating the responsibility to host, various high school and college Forensics tournaments when necessary and appropriate, ensuring ISU is represented and subscribed to various Forensics organizations relevant and necessary for the above objectives and our tournament competition, promoting a Forensics climate that embraces the values of the School, College and University, building relationships with high school students for potential recruitment into ISU Forensics, encouraging and supporting other ISU Forensics staff to build relationships with high school students for potential recruitment into ISU Forensics, recruiting qualified students to participate in forensics

Committees

Standing Committees

The Executive Director, with advice from the Associate Director and the SFSC, shall appoint faculty to standing committees. Appointments are based on faculty interest, faculty expertise, faculty teaching and administrative assignments, and the administrative needs of the School in accomplishing numerous and diverse on-going objectives. The standing committees are listed below, along with the general charge to each committee.

Advisement and Enrollment Management: Recommend, design, and construct materials to assist in academic and career advisement of students. Operate as the admissions committee to recommend admission policies, review major and minor applications, and communication of those decisions to the appropriate campus and student personnel. Review advisement procedures and suggest means to improve the quality of academic and career advisement in each of face-to-face, paper, and web-based formats. Review requests from other colleges and universities as to how specific courses articulate with School curriculum. Coordinate with the University Evaluations Office in the updating of curriculum.

Curriculum Development: Review course and program proposals related to the School prior to consideration by the School faculty. Assist in the course scheduling for the School. Review criteria and procedures for proficiency exams, independent studies, internships, honors offerings, and any other curriculum related matters. Stimulate development of new courses, programs, and instructional methods.

Graduate Workteam/Assistantships: Review applications of individuals to receive assistantships in the School; select individuals to receive those assistantships; serve as the School's Use of Human Subjects committee. Review policies and procedures related to graduate assistantship assignments.

Instruction and Teaching Effectiveness: Promote quality instruction, learning and assessment in the School by identifying and initiating opportunities for faculty (i.e. mentorship programs, professional development initiatives, etc.) to improve their instructional skills. Design, review, and recommend evaluation devices for students and faculty, including, but not limited to admission of majors, teaching

evaluation, and program review. Establish liaisons with the university evaluation offices to ensure the School is in compliance with university guidelines on program assessment.

International Programs: Review, develop, and recommend programs and policies related to international initiatives. The committee should also serve as a policy and procedures advisor to the School Executive Director, who in turn is charged with maintaining a liaison with the International Studies Office.

Research and Grants: Review grant applications and make recommendations to faculty regarding budgeting, research design and other research and writing functions. Communicate deadlines for on-campus grant opportunities (e.g. NFIG, PFIG, URG). Serve as liaison with ORSG; enhance professional development of faculty through actively investigating funding options for research; encourage faculty in the development of research and grants. Encourage research collaboration and sharing of research ideas through various venues. Implement a schedule for brown-bag research luncheons from October through April. Review School and Milner Library holdings and make recommendations for improvement. Maintain relationship with Milner Library and facilitate understanding of its policies to faculty.

Resources and Development: Review and recommend improvements in School mission and vision, structure and committees. Make recommendations for improving policies, office space, summer school scheduling, procedures and technology with the goal of moving toward convergence.

Student Experiences: Review and recommend School wide policies regarding student organizations, internships, apprenticeships, class to work programs and other issues related to co-curricular and extra-curricular student experiences.

School Relations and News Bureau: Coordinate the promotion of the School internally and externally. Be responsible for information gathering and publication of the School newsletter and other promotions such as press releases that publicize School student and faculty achievements. Develop and suggest various means to help the School's publics better understand our mission and activities. Publicize and administer processes for awarding scholarships and other recognitions. Develop news gathering and press release/report dissemination processes that include all School functions such as forensics, Communication Week, WZND, TV-10, WGLT, faculty/staff research and activities, teacher education, student organizations, etc., including summaries of accomplishments to be forwarded to the School of Communication's Administrative Assistant, currently Cheryl Budde, on a periodic basis.

Extended School: Explore, suggest methods and processes, and provide quality checks for all sponsored and revenue generating outreach programs for organizations, professionals and nontraditional students via courses, workshops, consulting, certificate programs, CEU/CPDU programs, as well as on-line programs.

Ad Hoc Committees

As needed, ad hoc committees may be appointed by the Executive Director or may be elected according to procedures established by the SFSC. Such committees are assigned a specific task beyond the purview of the Standing Committees and dissolve upon completion of the assigned task.

Professional (Area) Directors/Managers/Specialists

The Executive Director, after consultation with relevant constituents, will appoint administrative/professionals to oversee professional and technical areas. These positions include: General Manager of WGLT, Director of Radio and WZND Advisor, Director of TV-10 News, Director of Video Production, and Technology Specialist.

School of Communication Faculty Status Committee (SFSC) Guidelines

SFSC guidelines are intended to be consistent with and supplementary to guidelines established by Illinois State University, the ISU Board of Trustees, and the College of Arts and Sciences. Faculty are encouraged to consult other documents pertaining to the Appointment, Salary, Promotion, and Tenure (ASPT) system. In particular, relevant policies are presented in the *Governing Policy for the Board of Trustees of Illinois State University, ISU Faculty Appointment, Salary, Promotion, and Tenure Policies, and College of Arts and Sciences ASPT Standards*.

Following the *ISU Faculty ASPT Policies*, the term “faculty” in this section of the current document “refers to all individuals who hold full-time tenured or probationary appointments at Illinois State University with the rank of instructor, assistant professor, associate professor, or professor.” In reference to SFSC guidelines, the term “faculty” excludes all individuals who are not evaluated in the ASPT process.

SFSC ELECTION POLICIES AND PROCEDURES

The SFSC committee will be comprised of four elected tenure track faculty members and the Executive Director of the School, who is an *ex officio* voting member and chair of the committee. The majority of the committee must be tenured.

The School will elect faculty members of the SFSC for two-year staggered terms. Only tenure line Communication faculty members are eligible to vote. Faculty on leave can vote by casting the printed ballot, using email, or faxing their vote. If these methods are not available, a phone call to the School's Administrative Assistant can be recorded as a valid ballot. The Administrative Assistant ensures security of the process by checking off who votes in each round of the election.

Election of SFSC members shall be completed by May 1 each year. The Director shall ensure that all eligible faculty members' names appear on the first ballot. SFSC election procedures specify that

SFSC membership election is conducted annually in the spring semester for the following academic year. Elections are conducted using mail ballots. All eligible faculty members are listed on the first ballot. In the event that it is necessary to elect a tenured faculty member to the SFSC to ensure that the majority of members are tenured, the initial ballot will only consist of tenured faculty, i.e., balloting will insure that a minimum of three SFSC members are tenured. Each voting faculty member may cast one vote for each open position. No cumulative voting is allowed. A majority of votes cast in the ballot is required for election. In the event a majority vote is not obtained on the first ballot, those individuals receiving the most votes are retained on the second ballot such that the number of individuals remaining on the ballot is at least twice the number of positions to be elected. If a third or subsequent ballot is required, those individuals receiving the most votes are retained to equal twice the number of positions to be elected.

Any SFSC member on leave for one or more semesters shall relinquish his or her position. Any given vacancy will be filled by a special election conducted according to the procedures used in the annual SFSC election as specified above. Faculty members being considered for tenure must step down from the SFSC in that year. Ordinarily, the election should be conducted within one month after the announcement of the vacancy.

Elected members of the SFSC may serve no more than two terms consecutively. Thus, after completing four consecutive years of service on the SFSC, a faculty member will be ineligible to be elected for the following two years.

SFSC members elected in the spring semester assume their SFSC responsibilities with the beginning of the subsequent fall semester of the same calendar year.

Following appropriate faculty input, the SFSC shall develop School policies and procedures for appointment, reappointment, performance evaluation, promotion, tenure, and post-tenure reviews. These policies and procedures shall be approved by a majority vote of the eligible School faculty on or around November 1 and certainly prior to January 1 of the year in which the policies and procedures take effect.

The SFSC shall ensure that copies of SFSC policies and procedures be distributed to each School faculty member.

Following appropriate faculty input, the SFSC shall develop School policies and procedures for the allocation of monies devoted to performance-evaluated salary increments and salary equity adjustments. These policies and procedures must be approved by majority vote of the School faculty prior to January 1 of the year in which the policies and procedures take effect. Copies of these policies and procedures shall be distributed to each School faculty member.

SFSC RESPONSIBILITIES

The SFSC shall be responsible for conducting reappointment reviews and making subsequent recommendations for all pre-tenure faculty members.

The SFSC shall be responsible for conducting summative reviews of evaluations of a faculty member's professional activities and performance for purposes of determining performance-evaluated salary increments, formulating recommendations for promotion and tenure, for completion of post-tenure review and for dismissal.

A performance evaluation review shall be conducted every year to determine the size of performance-evaluated salary increment to be awarded for the coming year.

Annual performance evaluations normally shall constitute the post-tenure review for tenured faculty. Tenured faculty may wish to voluntarily submit their dossiers for a *cumulative* post-tenure review of performance over a 3-to-5 year span. Cumulative, multi-year post-tenure review is mandatory in cases of faculty who receive an unsatisfactory performance rating for any two years of a three-year period. Cumulative reviews are conducted in accordance with ISU ASPT guidelines. Consistent with ASPT Policies, all post-tenure reviews are carried out in the context of formative evaluation, respect for academic freedom, and respect for planned career development.

The SFSC shall be responsible for making recommendations regarding faculty contracts and appointments, for reappointment and non-reappointment, for performance evaluation, for salary adjustments and for promotion, tenure, and dismissal.

For tenure and promotion cases, the SFSC shall notify the candidate of its intended recommendation and rationale before submitting its recommendation to the CFSC and shall provide opportunity for the candidate to meet with the SFSC to discuss its proposed tenure and/or promotion recommendation.

The SFSC shall inform School faculty members within the ASPT system in writing of the SFSC recommendations pertaining to their rank, tenure status, and salary increments according to the annual faculty status calendar.

The SFSC shall report its recommendations regarding annual performance evaluation, tenure, and promotion to the CFSC as specified by university policy. The SFSC will operate within ASPT Policies and Procedures as well as the guidelines of the CFSC.

When carrying out its responsibilities, the SFSC should represent the interests of the entire faculty. Therefore, in electing SFSC members, faculty members should be sensitive to the need that there is adequate representation of faculty members to deal with the following issues:

- Establishing search committees for the appointment of new faculty. Search committees should be formed so that faculty members expertise in teaching and/or research related to the position are adequately represented
- Salary recommendations
- Promotion recommendations
- Tenure recommendations
- Student input in the evaluating of teaching
- Disposition of faculty grievances
- Summer employment policy
- General improvement of teaching, scholarship, and service
- Any other matters (personnel, administrative, etc.) that the Executive Director raises

Any faculty member who wants to meet with the SFSC to discuss issues, concerns, or raise questions should contact the office staff to schedule a meeting with the committee. The committee will make every effort to schedule a meeting within 10 working days of the receipt of the initial request. The office staff will direct the request to the Executive Director who serves as the chair of the SFSC. The Executive Director will work to ensure that the requested meeting occurs in a timely manner.

FACULTY APPOINTMENT POLICIES

Ordinarily initial appointments of probationary or tenured faculty members shall have the approval of the majority of all SFSC members and the majority of the tenured faculty members in the School. Recommendations for appointment of new faculty members originate with the School search committee according to established School policy. The search committee makes recommendations to the SFSC after giving all tenure track faculty an opportunity to evaluate the candidates who were interviewed.

FACULTY TEACHING ASSIGNMENTS

The Executive Director shall communicate to all faculty members in writing and in a timely manner courses they are expected to teach and whether the School will allocate to them reassigned time for the completion of activities that do not involve direct classroom teaching.

The provision of quality education to all students enrolled in communication classes is in the interest of every faculty member. Faculty are expected to be physically present in the classroom when scheduled and should avoid any activity that requires prolonged absence from an assigned class, especially night classes and during the summer when the duration of sessions is relatively short. Class meeting or office hour absences must be cleared in advance with the School Executive Director using appropriate forms available on the University web site (PERS 943). In the case of an emergency, which necessitates absence from class, the faculty member is required to keep the School Executive Director informed. Faculty should not alter the scheduled meeting time, place, or length (in weeks) of a scheduled class without prior written approval of the School Executive Director. In the event of an emergency absence for which an a priori absence approval was not obtained, a PERS 943 form must be filled out and submitted as soon as practical in order to account for work time missed as per State of Illinois policy.

EVALUATION OF ANNUAL PRODUCTIVITY

The School uses a holistic method for evaluating tenure track faculty members, where teaching and research normally are weighted at 40% and service normally is weighted at 20%. "Holistic" means that the faculty member is a teacher-scholar-participant in the academic community. The faculty member is expected to be dependable, and generally well-organized in the conduct of areas of teaching and scholarly activity for which he or she is responsible.

Teaching

The faculty member's annual report should contain evidence of action taken to enhance teaching with regular study, to promote learning through setting appropriate standards, and to develop rapport with students. At a minimum, enhancement efforts must be based upon a review of student evaluations of teaching. In addition, at least one other item supporting teaching improvement or effectiveness should be included in the annual report (see pages 42-44, Faculty ASPT document, dated January 1, 2001 for examples). Effective teaching, as supported by SFSC annual evaluations during the probationary period, is expected as a necessary but not sufficient condition for tenure and promotion.

Service

The annual report should contain evidence of contributions to the broad range of shared activities necessary to the operation of a School, a college, and the university at large. Page 45 of the Faculty ASPT document, dated January 1, 2001, contains a listing of items deemed to constitute service activities. It is expected that each tenure track faculty member will be active on two School committees. School committee opportunities are generally provided at the beginning of each Fall semester. As one progresses from assistant to associate to full professor, service commitments are expected to increase, particularly in terms of service to the college, university, profession, and/or community.

Scholarship/Creative Productivity

The annual report should provide evidence of commitment to an academic/professional discipline in the way of formal research (refereed journal articles, academic/professional books, refereed conference papers, successful receipt of research and creative activity grants, and invited articles, book chapters, and conference presentations) and/or creative productivity (critically evaluated performances, videos, film, radio and television works, etc.; see pages 44-45, Faculty ASPT document, dated January 1, 2001 for examples). Research and creative productivity products vary in terms of effort expended, rigor and quality of location of outlet for productivity, etc. Typically, five or six refereed publications such as, but not limited to, publications of the Association for Education in Journalism and Mass Communication, Broadcast Education Association, Eastern Communication Association, Central States Communication Association, International Association for Intercultural Studies, International Association for Relationship Research, International Communication Association, National Communication Association, Southern Communication Association, Western Communication Association and/or their scholarly/creative equivalents should be expected accomplishments to meet minimum criteria for tenure and promotion to associate professor. Evaluation of creative productivity may pose a different set of issues than peer reviewed journal articles due to different venues for peer review and presentation options. Evaluation of creative works will be guided by the *Broadcast Education Association Guidelines for Promotion and Tenure for Electronic Media Faculty Involved in Creative Work* (see Appendix B). These guidelines (along with guidelines from other related academic associations) will be used to acquire external peer reviews of creative scholarship.

All faculty members are presumed by the SFSC to be meritorious. The data will confirm that presumption or permit judgments of insufficient performance.

Data to be examined in the annual review must be submitted to the School Executive Director by all faculty members on the date established by the University ASPT Calendar. The productivity report should be specific to the individual faculty assignment. A copy of the Faculty Productivity Report will be available on the School's web site. Faculty members also have the option to provide a narrative of up to five pages to supplement their productivity form. Each faculty member shall provide appropriate evidence of accomplishment, including copies of publications.

The annual performance evaluation should be considered in the context of: (a) the current assignment of the faculty member, and (b) the contributions and accomplishments of the faculty member. At all times, the SFSC will be sensitive to both the quality and the quantity of the faculty members' productivity. An annual Faculty Productivity Report should be structured according to the CFSC Criteria for

performance, since these reports are used for tenure and promotion. These CFSC guidelines provide criteria for categorization of activities in teaching, service, and scholarly productivity. The Annual Faculty Productivity Report, which is completed at the end of each calendar year by every tenure-track faculty member, should identify the teaching, service, and scholarly productivity of the faculty member.

Syllabi for each course taught during the evaluation period will be reviewed by the SFSC. These should be attached as an appendix to the annual report.

In addition, students' evaluations of teaching will be used in the annual faculty evaluation. Each faculty member is required to administer the School course evaluation instrument every semester in all classes taught. The course evaluation will be administered near the end of the semester in the time period designated by the School. Each faculty member must follow course evaluation guidelines as described in the School policy and procedures manual, including procedural updates that may occur and are communicated prior to the evaluation period. Faculty members will have an opportunity to review students' evaluations only after grades for the semester have been officially posted.

Each faculty member will receive a written evaluation from the Executive Director and SFSC documenting his or her annual evaluation and progress toward tenure and/or promotion.

PRE-TENURE, TENURE, AND PROMOTION POLICIES

Pre-tenure Review

The SFSC shall conduct a pre-tenure review of faculty who are on a normative (6 year) probationary appointment during the Fall semester of their fourth year. (For those with credited time in rank from another school, the 4th year is computed based upon time at Illinois State University plus the number of years credited. Using the College of Arts and Sciences tenure and promotion format as a guideline, such faculty will submit a narrative summarizing their accomplishments to date in scholarship, teaching, and service (including documentation of same), as well as their expectations for further accomplishments prior to their formal tenure/promotion review. The SFSC's review will provide an evaluation of the pre-tenure faculty member's overall progress toward tenure and promotion.

Individuals undergoing review will submit their materials on November 1st (or first workday thereafter if that date falls on a holiday or weekend) immediately after the faculty member has completed three credited years in a tenure track line. An appraisal interview will be conducted by the SFSC by November 30th of that year.

Tenure and Promotion Policy

The SFSC will examine the data compiled (per CFSC and ASPT guidelines, see Appendix D) for faculty eligible for tenure and promotion. Following the ASPT guidelines on tenure and promotion, the committee will form a recommendation. Individual members of the SFSC have the right to vote against the majority and file a minority report.

Candidates for "tenure and promotion to associate professor" and for "promotion to professor" will be provided three external letters of review for their portfolio. Candidates will provide a list of not fewer than six reviewers. This list should not contain any individuals from the candidate's graduate committees or close friends who would find it difficult to maintain reviewer objectivity. The SFSC will select and contact three individuals from that list to conduct the external review. Reviewers will receive a packet of materials that will include, but not be limited to, that candidate's curriculum vita and related supporting materials.

SALARY COMPENSATION REVIEW POLICIES

The SFSC shall conduct an annual salary review as specified in ASPT procedures. This review shall be

conducted following the annual performance evaluation of faculty.

Eighty percent of the Schools' allocation for salary increment shall be distributed as performance evaluated increments to faculty members based on established School policies for salary adjustments. Performance-evaluated increments shall recognize equity, and short term and long term contributions made by particular faculty members, and shall be payable to raise the salary of the eligible faculty member who receives satisfactory performance ratings.

SALARY DISTRIBUTION METHOD

General Guidelines

The annual salary increment is determined by the SFSC taking into account the faculty member's: (1) annual performance assessment, (2) career performance profile, and (3) internal and external equity comparisons. The purpose of the annual salary increment is to move each faculty member toward a salary target that is based on the current performance, career performance, and equity considerations.

School procedures for the annual salary increment shall be determined as follows (see Appendix A for visual illustration of the procedure):

Salary Increments

Salary increments shall be in two forms: (a) a *standard* increment payable to faculty members who meet or exceed standards for a sufficient rating, and (b) *performance* increments that recognize achievement of professional performance beyond the "sufficient" standard in scholarship, teaching, service; performance increments include equity/performance adjustments that recognize a faculty member's short and long term contributions and salary compression, and market value, and other issues.

Standard increment: Twenty (20%) percent of the School's allocation for salary increases shall be payable in equal percentage of base salary to all faculty whose overall performance meets or exceeds School standards to be "sufficient." Faculty members rated as "insufficient" are not eligible for the standard increment.

Performance increment: Eighty percent (80%) of the School's raise pool will be distributed as performance increments. Faculty rated as sufficient are eligible to participate in additional salary increments. Faculty members rated "insufficient" are not eligible for performance salary increments. The School of Communication recognizes that that faculty may perform beyond what is considered "sufficient" in the short run based upon annual evaluations of scholarship, teaching, and service, as well as in the long run. Hence, the 80% will be allocated in the following manner:

Scholarship: Approximately 26% shall be distributed to faculty members who exceed the standard for a "sufficient" rating for active scholarly and creative productivity; salary dollars shall be distributed according to individual productivity levels as determined by the SFSC.

Teaching: Approximately 26% shall be distributed to faculty members who exceed the standard for a "sufficient" rating for teaching; distribution shall be distributed according to ratings of teaching activities and effectiveness. Evaluations of teaching will be based on student evaluations and additional criteria, such as those listed on pages 42-44 of the ASPT document.

Service: Approximately 13% shall be distributed to faculty members who exceed the standard for a "sufficient" rating for service. This will include service to the School (including attendance at faculty meetings, participation on committees, etc.), college, university, and the profession.

Equity and performance adjustment: Approximately 15% shall be distributed to a limited number of faculty based upon the elements listed alphabetically below. In order to be eligible for these increment monies, the faculty member must have met or exceeded the School's standards for a

“sufficient” rating. This category facilitates adjustment for long-term performance when needed. If no individual fits into this category, monies will be distributed across the scholarship, teaching, and service categories in a manner deemed appropriate by the SFSC.

- Equity adjustment based on market value. It is recognized that some faculty may be far from a salary that reflects their market value. In estimating market value for a professor, the SFSC will consider rank and the professor’s overall long-term performance. With these as a reference, the SFSC can use its judgment to estimate the professor’s market value and determine which professors, if any, should obtain equity adjustments.
- Long-term achievement. Sometimes a record of continuous service accomplishment, a programmatic research effort, or a long-term program of pedagogy improvement is not properly recognized by the annual salary increase process. In such cases, the SFSC may use its judgment to reward these accomplishments.
- Outstanding current performance. Outstanding current performance in scholarship, teaching, and service or across all three categories may warrant a performance increment beyond those described above. The SFSC will use its judgment in determining whether an individual warrants this increase and the amount of increment warranted.

Actual percentages will be determined at the discretion of the SFSC, taking into account such factors as the overall raise pool, the overall School performance profiles, and so forth, for each year.

Procedures for Salary Increments

Each year, the SFSC shall provide evaluations of productivity as well as career contributions for each faculty member to the Executive Director.

The School Executive Director shall provide to the SFSC a draft of proposed faculty salary increases and rationale for the proposed increases. The SFSC shall review the draft proposed by the Executive Director and shall provide advice and recommendations to the Executive Director regarding proposed salary increases.

Based upon SFSC recommendations, the School Executive Director shall prepare the final report of the salary increments for submission to the Dean and Provost.

Members of the SFSC shall take no part in discussions, decisions or recommendations concerning their own salary increment. The remaining members of the SFSC shall make those decisions and recommendations.

Following the salary increment process, the School Executive Director shall provide to each faculty member the components of the salary increment process and the number of salary increment dollars awarded to each component for the respective faculty member.

After the salary increment process, the School Executive Director shall provide to each faculty member, the School’s aggregate salary dollars awarded to each increment component.

Non-Tenure Track Faculty

UNION REPRESENTATION

Non-tenure track (NTT) faculty members are currently represented by the NEA/IEA with respect to status and raises. Negotiations by their elected representatives will determine disposition of these areas.

CLASSIFICATIONS

Two classifications are available for distinguishing levels of academic achievement. These classifications are lecturer and instructional assistant professor. The School of Communication designates the

“Lecturer” classification to those NTT faculty who hold a bachelor’s and/or master’s degree or equivalent experience. The “Instructional Assistant Professor” classification designates those NTT faculty members who possess a terminal degree, that is, Ph. D. or Ed. D., and are qualified to provide graduate credit for graduate students enrolled in a 300-level course the NTT may be teaching.

NON-TENURE TRACK FACULTY ANNUAL EVALUATION GUIDELINES

Reviews for all NTT faculty are conducted and summaries written each March by the evaluation committee appointed by the Executive Director. The committee should include School of Communication specialists in pedagogy and advising. NTT faculty must submit an annual report (items 4 and 5 below) to the evaluation committee by February 21st. Evaluations are based on:

- (Provided by university) Summaries of the closed ended, end of term evaluations for each calendar year (Spring, Summer, Fall).
- (Provided by university) Student written comments from the open ended segments of end of term evaluations from the same period.
- (Provided by university) Grade mark summary reports from the same period.
- (Provided by the faculty member) The end of year self-report which identifies the assignment (courses, number of students in each class, other assignments, etc.) and self observations of performance related to that assignment.
- (Provided by the faculty member) If relevant, any reports dealing with alternative assignments listed in the annual assignment letter (for example, numbers of students served in advising, supervision of lab data, etc.).
- (Provided by the faculty member) Additional materials in support of other activities, such as service and research, which reflect on the faculty member’s professional development, may be submitted.

Appendix A

College of Arts and Sciences ASPT Standards—2005

The College of Arts and Sciences is committed to a system of faculty evaluation and compensation that promotes the highest quality professional work by faculty. The College standards are meant to encourage departments to set high expectations for faculty performance and to offer appropriate rewards to faculty based upon their accomplishments in teaching, research, and service that genuinely advance the mission of the department and the University.

The most important principle of effective faculty evaluation is peer review. The strongest evidence of performance in the area of scholarship and creative activity comes from one's peers within the discipline. Generally, the best judges of the quality of such work are those who have similar academic interests and whose judgments influence publication in scholarly venues. On the other hand, the best evaluators of the quality of a faculty member's teaching and service are peers within the academic department.

PROMOTION AND TENURE

Evaluation of the professional performance of faculty cannot be reduced to simple numeric standards. DFSCs and the CFSC must make judgments about the overall quality of a candidate's performance as these committees make recommendations on promotion and tenure. Given these assumptions, the following standards should apply in considering all applications for promotion and tenure within the College:

To qualify for promotion or tenure, a faculty member must exhibit sustained and consistent high quality performance in all faculty roles.

1. Each candidate for promotion or tenure must present evidence of high quality achievements in teaching, validated by careful peer review by tenure line faculty within the department. Each candidate for promotion or tenure will prepare a teaching portfolio, including a summary of student teaching evaluation results placed in the context of departmental norms, a summary of the results of a second departmentally determined method of evaluating teaching and examples of course material. The portfolio also may include a reflective statement of teaching philosophy and evidence of student learning based upon the candidate's work. It is the responsibility of the DFSC to provide a written evaluation of this portfolio.
2. Each candidate for promotion or tenure must present high-quality publications that have been subject to external peer review. Successful scholarly records normally also include additional evidence of scholarly productivity demonstrated by activities such as conference papers or invited addresses or funded external grants.
3. Each candidate for promotion or tenure must present evidence of consequential service activities.
4. The College regards the customary six-year probationary period in rank as an opportunity to observe a candidate's sustained performance in teaching, scholarship and service before awarding promotion and tenure. For this reason, an early record of extraordinary scholarship is not in itself sufficient to warrant promotion to the rank of associate professor before the awarding of tenure. Early promotion is unusual in the College and shall occur only when the candidate has exhibited an extraordinary scholarly record, an exceptional record of teaching performance, and appropriate service.

Written departmental assignments for faculty may emphasize one of the faculty roles over others for purposes of evaluation. However, all candidates for promotion or tenure must have a record that includes peer-reviewed publications and strong teaching.

To ensure uniformity in the presentation of information on candidates for promotion or tenure, all DFSCs shall utilize the College format for documentation of promotion and tenure cases.

PERFORMANCE REVIEW

Departmental guidelines for the annual performance review of faculty should reflect the strategic directions and values of the department. These guidelines should be designed to recognize faculty contributions in both short-term and long-term performance.

Annual performance review of faculty should be consistent with the annual assignment letters provided to each faculty member by the department chair. Assignment letters should include information on the faculty member's teaching load for the year, the amount of time assigned to scholarly and creative activities, and any other assignments expected to utilize significant portions of a faculty member's time.

SALARY REVIEW

Annual salary review should be directed toward ensuring that faculty salaries are consistent with performance and contributions to the department, in both the short term and the long term.

The department chair serves as chair of the DFSC, is usually the member of the DFSC with the longest continuous tenure, and is not personally affected by the outcome of the departmental salary process. Therefore, the chair shall be responsible with presenting to the DFSC a set of recommendations regarding the distribution of increment funds. The DFSC is responsible for input and final approval of salary recommendations.

While administrative increment funds are used to address a number of salary issues for faculty, those who believe that the DFSC did not fairly recognize their contributions in the salary review process may petition the dean who may use administrative increment funds to address such inequities. Such a petition to the dean is part of the annual salary review process and is not an appeal of the annual evaluation, a process covered by University ASPT policy.

Appendix B

Broadcast Education Association Guidelines for Promotion and Tenure for Electronic Media Faculty Involved in Creative Work

Written by: Suzanne Williams-Rautiola with the assistance of the Creative Activities Task Force and Festival Committee. Approved by Board of Directors, Broadcast Education Association, October 27, 2001.

STATEMENT OF PURPOSE

The Broadcast Education Association affirms that creative work that meets established criteria, is reviewed by recognized peers, and is disseminated to others both within and outside the academy is important to the development of the field of electronic media and should be recognized as equal to scholarly publication in promotion and tenure review for faculty in the creative areas of the discipline.

INTELLECTUAL FOUNDATIONS OF CREATIVE WORK

A major function of traditional research is to add to the field through discovery of new information or insight. Creative endeavors often involve traditional research methods of information gathering, literature reviews, synthesis of information, and analysis. However, one of the major differences between media productions and traditional research is that the unknown that is being explored may also be form - the medium. Far from simply recording what occurs before the camera or within range of the microphone, creative faculty through their choices of form reveal a pattern and context to the material that goes beyond mere recording. Thus, the intellectual function of discovery is the foundation of creative work, just as it is with traditional scholarship.

A second intellectual function that is central to both traditional research and creative work is integration. Not only must creative faculty integrate research from a variety of disciplines, but they also must integrate aural and visual strategies with the content to illuminate the conclusions of the research.

Further, the functions of discovery and integration are enhanced through creative application and teaching. Reading an instruction manual for a piece of equipment or type of software will never provide the insights into its full artistic and communicative possibilities as will applying those principles of instruction in a production. New understandings, both for the creator and the students who participate in the production, arise from working through production challenges.

Creative work is intellectually demanding in similar ways to that of traditional research, including the collection, analysis, and synthesis of content. The creative process also involves discovery in the development of effective aural and visual forms and provides integration as these forms are united with content to create the final work.

EVALUATION OF CREATIVE WORK

As with traditional research, acceptance of creative work as an important intellectual activity involves review and evaluation by peers. Contests and festivals provide one avenue for review, because they normally employ panels of expert judges to select the work that will be honored or screened. Because those outside the communication field may not understand the reputation of these events, information about the contest or festival would be important for the dossier. The information to include would be the year the festival or contest was established, the number of entries in the event (if known), the number of works selected to receive recognition or prizes, the venues in which the selection was screened, etc. If available, a copy of the evaluation criteria would also be helpful to reviewers both inside and outside the

field. In addition, subsequent reviews of the work that might appear in either scholarly or popular publications could provide insight into the value of the work and should be included in the dossier.

Another indication of the value of the work is the decision to televise a creative work to the community outside the university through established commercial or public media channels. In the realm of traditional scholarship, this is akin to the selection for anthologies and is recognition of excellence. These selections are generally made by a number of very knowledgeable professionals at various levels, who are experienced in evaluating creative work and can readily recognize excellence, discovery, and innovation in the use of media form and the value of content for the society at large.

EVALUATION CONSIDERATIONS

While published research articles tend to be standard in length, the same cannot be said of creative work. The medium for which the production is created has strengths and challenges, and the length of the final work and its structure may vary greatly from one work to the next. Assessment should take into account the scope and length of the production and the challenges posed by the medium.

Second, while published research tends to follow a traditional form, aesthetic conventions vary for each medium and are constantly changing. Assessment of the work should address the appropriateness and integration of the aesthetic conventions and the content. In addition, originality and innovation in the use of aesthetic or technical processes should be noted.

Third, since few media projects are completed by one person working in isolation, evaluators should expect the participation of others (including students). For example, the role of executive producer is often analogous to a researcher in traditional scholarship who leads a team of assistants in a project. The faculty member's input into the work under evaluation should be addressed.

Finally, while having a great deal of creative latitude, faculty often must work under budgetary and equipment limitations. The ability to use limited resources innovatively to address creative problems should be given consideration in an evaluation.

DISSEMINATION

While the hallmark of intellectual activity within the academy is review and evaluation by one's peers, it is through dissemination that traditional research becomes of value to others in and outside the academy. One means of dissemination for creative works is through winning and subsequent screening at competitions. Another is through invited screenings at recognized festivals. In the past, a work that was presented to a contest or festival audience was not as readily available or as permanent as a publication that could remain on the shelf for years. However, many festivals and contests are beginning to offer anthologies of their winning entries for later distribution. The increase in digital storage capacity makes it possible for large files of images and sounds to be stored on disks or disseminated by other means, such as the Internet. Another avenue of dissemination is through established television, radio, or cable outlets at the national, regional, or local level. While not permanent, this form of dissemination makes the work available to a sizable and diverse audience. A fourth type of dissemination is through an invited presentation at a recognized, prestigious event - scholarly convention, museum program, etc. Thus, the audience for works presented via established festivals/contests, the Internet, media outlets, and recognized events is often large. Even when ephemeral, the work may make a significant contribution to the field and/or the society.

EVALUATORS

Blind peer review is important in the judgment of the quality of traditional research, and it is equally important for the creative candidate to note which contests or festivals are judged blind. Also, unsolicited

reviews, after the work is disseminated, should be included in the dossier. However, it may be necessary to identify qualified outside reviewers to provide additional competent evaluations. Depending upon the requirements of the university, these evaluators may be academic or professional. Academic reviewers, particularly those who have been involved with contests or festivals, will be able to place the work in context with other work in the field, will know the reputations of the contests and festivals, and will be more sensitive to traditional academic tenure and promotion requirements. However, the ability to identify innovative content and techniques is not limited to academics. While industry professionals may or may not be aware of traditional academic criteria, they are experts in the use of media and can readily recognize excellence, discovery, and innovation in its use. Thus, qualified professionals, who are well established, also may be able to provide important evaluative feedback. A list of the judges on the Review Board for the BEA Festival of Film, Video and Media Arts will be provided to BEA members if additional, outside reviewers are needed.

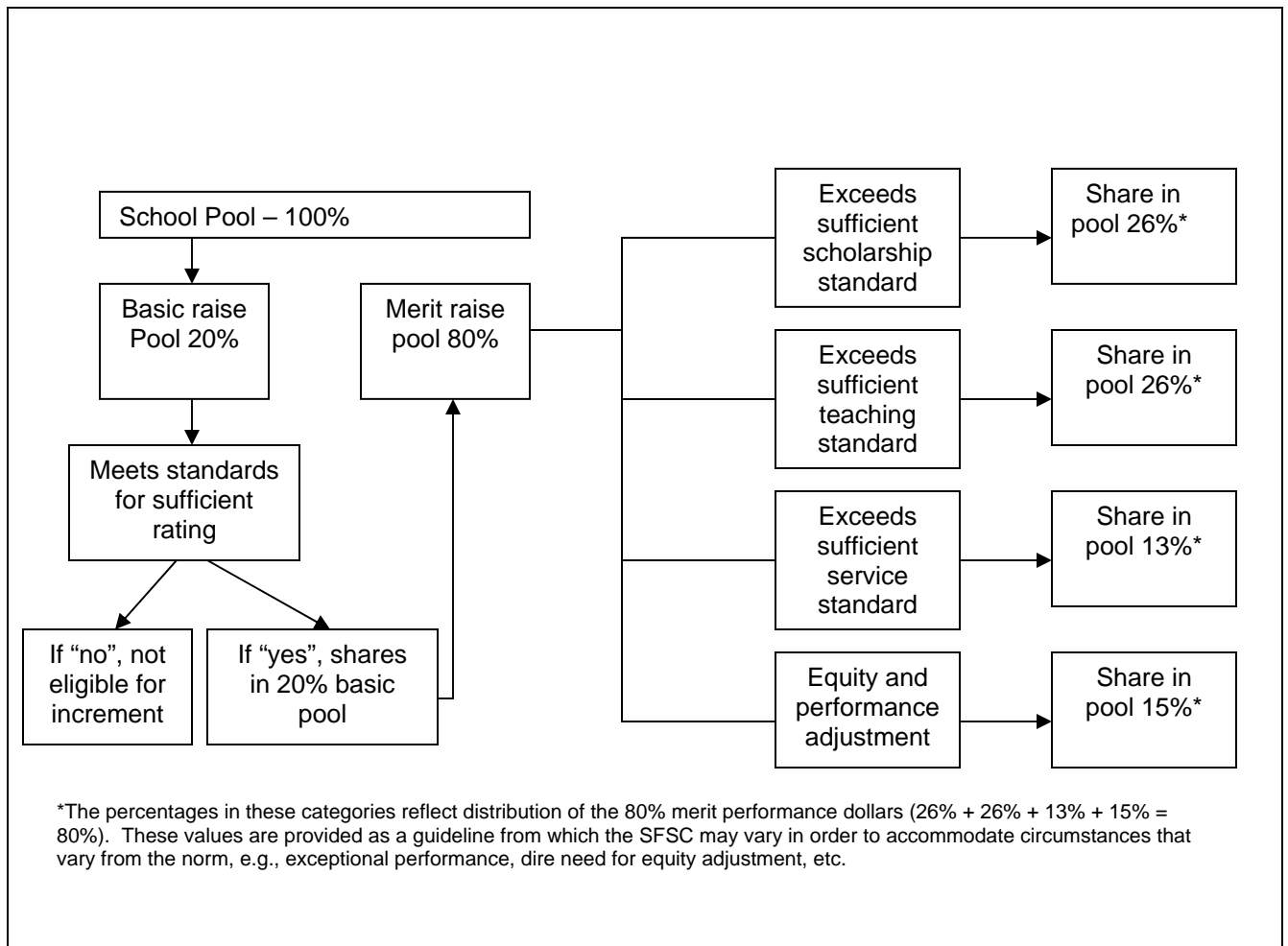
CANDIDATE'S PROMOTION AND TENURE DOSSIER

Although the candidate for promotion and tenure should develop his/her portfolio or dossier under the guidelines established by the university, to make the strongest case possible the candidate may want to include information that will illuminate some of the functions cited above. Important elements of the dossier include:

1. Formative material that will illuminate creative and innovative choices in content links to other disciplines, patterns established, or choices of media techniques.
2. Information about festivals, contests, and other dissemination opportunities, including the reputation of the organization making the selection and/or dissemination, the criteria for selection, the number of entries in the event or the contest (if known), and the number selected to receive recognition, prizes and or dissemination.
3. Written evaluations from contest or festival judges, if available.
4. Reviews of the work that subsequently appears in both scholarly and popular publications.
5. Creator's input into the creation of the work and the elements of the work that the creator believes to be central to advancing knowledge in the field.
6. Budget and equipment availability for the creative process.

Appendix C

School of Communication Salary Distribution Model



Appendix D

ASPT and CFSC Guidelines

University ASPT Guidelines

University ASPT guidelines are available on line at:

<http://www.provost.ilstu.edu/resources/aspt.shtml>

CFSC ASPT Guidelines

University and college ASPT guidelines are available on line at:

<http://www.cas.ilstu.edu/faculty/collegeanduniversitydocuments.shtm>

Annual Productivity Report Format

FACULTY PRODUCTIVITY REPORT FORMAT

Calendar Year _____

- I. General Information
 - A. Name
 - B. Title
 - C. Department
 - D. Date of Appointment
 - E. Date of Rank
 - F. Highest Degree Held
 - G. Date of Degree

- II. Teaching Productivity
 - A. Classes taught by semester including enrollment
 - B. Thesis, independent study, or other independent academic work with students
 - C. Course proposals, curriculum reviews and/or other curriculum development activities
 - D. Advisement, club sponsorship, and/or other out-of-class work with students.
 - E. Experimental work in instruction including evaluation if available
 - F. Professional publications, presentations or other creations related to teaching
 - G. Instructional activities outside assigned classes (invitations to guest lecture, workshops, etc.)
 - H. Awards or honors for teaching

- III. Scholarly Productivity
 - A. Publications
 - B. Presentations including the date and group to which presented
 - C. External grants applied for and/or received
 - D. All other scholarly activities

- IV. Service Productivity
Please list all service activities categorized according to CFSC Guidelines
 - A. Internal
 - B. External

Please submit a current vita.