

Radford School of Communication

Criteria for Personnel Decisions

Final Guidelines – 2008

Introduction

This document addresses the criteria for personnel decisions within the School of Communication. Specifically, it outlines those factors concerning the granting of tenure and promotion to faculty within the School of Communication. Such personnel decisions may be based upon an assessment of institutional and School needs and resources, potential for future contribution, commitment to the welfare of the University, and demonstrated professional competence, including consideration of commitment to effectiveness in teaching, professional activities, and service to the university. The standards for evaluation articulated in this document are intended to ensure the presence of an excellent faculty dedicated to teaching, professional contributions, and university service in compliance with University and College guidelines and regulations of the Southern Association of Colleges and Schools.

The School of Communication advances the scholarship and practice of crafting, conveying and critically understanding information through excellence in written, oral, visual and interactive communication. In addition, the School adheres to the highest ethical standards of the fields about which our faculty members teach, and in which they practice, particularly in terms of ethical communication and First Amendment freedoms. Our faculty recognizes the worth and dignity of each human being, the importance of the pursuit of truth, and adherence to excellence and democratic principles – especially in supporting freedom of expression.

All procedures contained in this document are consistent with the policies outlined in the Radford University Teaching and Research Faculty Handbook and the annual Personnel Timeline set by the university at the beginning of each school year.

It is unreasonable to expect any individual to participate equally in all possible activities or for faculty members to share equally in all tasks. The evaluation of any individual will be based on the candidate's expertise and performance and the expectations and needs of the School. This document assumes that there are multiple paths to excellence and that there are a variety of different types of faculty in the School of Communication.

Because of the unique nature of its mission, the School of Communication is comprised of faculty members with terminal degrees as well as those with significant professional experience. Therefore, the School of Communication has established two tracks, each of which can lead to tenure and full professorship, but with slightly different emphases. These will be discussed in detail in the section entitled "Standards for Tenure and Promotion."

The remainder of this document is organized into the following sections. First, specific activities and accomplishments used as evidence of excellence in three areas: Teaching, Professional Contributions, and University Service are presented. Second, standards used in decisions

concerning the awarding of tenure are presented. Finally, standards for promotion in rank are presented.

Three Areas of Evaluation

TEACHING

A principle consideration in awarding tenure and promotion in either the academic or professional track is the faculty member's teaching performance. The School of Communication prides itself on the quality of its teaching and places a high priority on this activity. Teaching includes activities directly related to a faculty member's teaching responsibilities, to his/her work in assisting students to learn the skills and knowledge of his/her academic discipline, and to activities that develop or enhance the faculty member's effectiveness as a teacher.

Listed below are examples of the kind of activities valued by the School of Communication as Teaching activities. This list is not exhaustive and all activities in this list, or within a given category on this list, should not be assumed to have the same value.

- Attending teaching-related presentations, professional meetings, workshops, etc.;
- Designing new courses, revising existing courses;
- Incorporating the faculty member's professional work in instruction, where appropriate;
- Participating in the Undergraduate Forum;
- Team teaching;
- Developing and implementing distance education or service learning classes;
- Participating in faculty development efforts;
- Tutoring students;
- Working directly with students (independent studies, theses, adult degree students, internships, etc.);
- Receipt of teaching awards;
- Receipt of faculty development grants to support innovations in teaching;
- Publication of teaching materials, whether in printed form, multimedia, or other computer-based instruction, regardless of the medium of presentation;
- Mentorship contributing to receipt of student awards and/or honors. The faculty member should explain the extent of his or her contribution;
- Supervision of student work leading to presentation and/or publication. The faculty member should explain the extent of his or her contribution;
- Work in professional positions in communication units of organizations or in the mass communications industry during summers or leave time or, with the approval of the director, part-time during regular term;
- Development and management of seminars and workshops for colleagues who want to enhance or improve their teaching skills;
- Appointment or election to leadership roles in teaching-related activities of professional associations;
- Development or enrichment of programs;
- Teaching in the university's core courses;
- Requests to instruct, and instructing, seminar sessions for academic or professional

associations;

- Requests to serve, and serving, as a visiting teacher at another institution.

The School of Communication's required course evaluations from students and evaluations from unit colleagues are an important documentation of teaching quality. The results of the evaluations are quantifiable and are reported with an explanation of the faculty member's teaching performance over time. Subjective evaluations obtained in interviews with students and alumni or in letters solicited from them may be included if appropriate. Evaluations from unit colleagues also may be included.

Books and other published material may be considered as contributions to teaching. A candidate for tenure and promotion should provide evidence that his or her books and other published materials are a contribution to teaching. A candidate who has edited or co-authored books and other published material should document the extent of his or her contributions.

PROFESSIONAL CONTRIBUTIONS

With the understanding that the field of communication is broadly defined and an inherently interdisciplinary field, Professional Contributions include assigned or unassigned, discipline-related and/or interdisciplinary activities that contribute to the advancement of knowledge in the faculty member's discipline or that exercise the skills or knowledge of that discipline; or that educate others about that discipline; or that enhance the faculty member's professional development.

The School of Communication places high priority on the quality of Professional Contributions for faculty on both the Academic Track and Professional Tracks, although the criteria for each track differ to some degree. All faculty members are expected to participate in the intellectual life of their discipline on a regular basis.

Listed below are examples of the kind of activities valued by the School of Communication as Professional Contributions. In keeping with Radford University's Mission Statement and Strategic Plan, involvement of students in professional activities, when appropriate, is strongly encouraged. This list is not exhaustive and all activities in this list, or within a given category on this list, should not be assumed to have the same value. Moreover, activities such as engaging in intensive discipline-related and/or interdisciplinary reading, conducting discipline-related and/or interdisciplinary research, and attending professional conferences and workshops are basic expectations for all faculty in the School. In general, active rather than passive forms of participation are considered more valuable.

Academic Track Faculty

Academic Track faculty are expected to contribute to the knowledge base from which they teach, and their Professional Contributions must be disseminated in order to have impact. An Academic Track faculty member's Professional Contributions will be the other principal criterion, along with Teaching, in all tenure and promotion decisions.

For the Academic Track, documentation of Professional Contributions includes, but is not limited to:

- Reprints and copies of work published, in press, or under review in refereed scholarly and professional journals, monographs or books;
 - Books and other published materials may be considered as contributions to research/scholarly/creative activity.
 - Candidates for tenure and promotion should provide evidence that their books and other published materials are a contribution to research, scholarship and creative activity.
 - Candidates who have edited or co-authored books and other published materials should describe the extent of their contributions.
- Copies of presentations given at academic or professional meetings;
- Writing and submitting grant proposals, obtaining grants, conducting grant-related work; Funded research grants will receive greater weight;
- Evidence of proprietary research in the faculty member's role of consultant;
- Awards and honors for research;
- Editorial positions on scholarly and professional journals;
- "Expert witness" testimony in court cases or before governmental committees;
- Electronic publication of research results;
- Citations of candidate's research;
- Consulting;
- Providing discipline-related continuing education;
- Giving presentations at professional meetings;
- Leadership in professional organizations;
- Leading workshops at professional meetings;
- Obtaining discipline-related licensure.

The following general criteria influence the assessment of professional contributions for all faculty members in the Academic Track:

- Scholarship ranges in significance; from most to least significant (without implying necessity) are scholarly books, monographs, articles in recognized refereed scholarly journals, textbooks, book chapters or work published in other journals or duplicated reports.
- Published scholarship is more important than peer reviewed papers presented at scholarly meetings.
- The quality and quantity of professional contributions are considered.
- Research contributions should be regular, continuous and discipline relevant.
- Annual evaluations by the Director and the Personnel Committee will guide non-tenured faculty in development toward tenure and promotion.

Professional Track Faculty

Professional Track faculty members are expected to engage in professional contributions. Greatest emphasis is placed on contributions to professional organizations and to media and

creative activities within the professional community. This includes research published in professional publications. Academically focused research and scholarship, while not required, will certainly be viewed positively and will be considered as a secondary criterion in all tenure and promotion decisions.

For the Professional Track, documentation of professional contributions (research/scholarship/creativity productivity) includes, but is not limited to:

- Analyses and critical reviews of professional subjects that are published in professional publications;
- Publication of articles, reviews and commentaries on communications-related subjects in newspapers or other popular media;
- Record of development and management of seminars and workshops for students and practitioners if that work entails teaching professional skills and practice;
- Presentations given at academic, professional, or scholarly meetings;
- Delivering papers and addresses, participating on panels or critiques at professional meetings;
- Invited lectures, workshops or other public teaching for professionals, scholars or the general public having to do with professional communication education;
- Development of professional materials, products or programs such as newspaper or magazine articles, radio or television documentaries, advertising or public relations campaigns;
- Creative projects or publications that demonstrate innovative ideas or techniques and contribute to professional growth in the field;
- Work of an original nature that advances the state of the art and breaks new ground
- Leadership in professional organizations;
- Development of software that breaks new ground for the communications professions;
- Funded and significant communications-related research or professional projects, grants and grant proposals;
- Editing of professional or scholarly material or publications or portions of such publications;
- Awards or other recognition for professional achievements;
- Collaborations leading to interdisciplinary or innovative contributions;
- Obtaining discipline-related licensure;
- Publication of books, textbooks, monographs or refereed articles or other professional books in communication;
- Evidence of proprietary research completed in the faculty member's role of consultant prepared in cooperation with professional or media organizations;
- "Expert witness" testimony in court cases or before governmental committees;

The following general criteria influence the assessment of Professional Contributions for all faculty members in the Professional Track:

- The quality and quantity of professional contributions are considered.
- Presentations to professional, scholastic or scholarly meetings or organizations at the national and international level carry more weight than do those to organizations at the local or regional level.

UNIVERSITY SERVICE

University Service includes assigned or unassigned activities that help develop or maintain the academic community; or that create a positive image for the university or the faculty member's department or college; or that support or contribute to campus organizations or administrative functions and duties.

Listed below are examples of the kind of activities valued by the School of Communication as University Contributions. This list is not exhaustive and all activities in this list, or within a given category on this list, should not be assumed to have the same value.

- Advising university clubs;
- Arranging speakers or events for campus;
- Participating in student recruitment;
- Participating in university programs (Quest, J-Board, Honors, Program, etc.);
- Student advising;
- University or community service related to academic expertise;
- Working on university, School and/or college committees and councils;

The following general criteria influence the assessment of the service activities for *all* faculty members.

- Written statements from the constituent organizations for which the services have been performed that comment on the quality of the services;
- Written evaluations of advising by a sample of advisees. Graduate students should also be included in this sample and their assessments of the quality of thesis or dissertation advising may be solicited;
- Written evaluations of advising by the faculty member's sequence coordinator and/or director;

Standards for Tenure and Promotion

TENURE

Tenure is awarded based on holistic evaluations of a candidate's performance during the probationary period, as well as other criteria. Positive annual evaluations and judgments by the personnel committee that a faculty member has made adequate progress in any given year do not guarantee the awarding of tenure. Unless a faculty member's letter of appointment specifies a specific track, he or she may choose either the academic or professional track on which to be evaluated for tenure and promotion. This choice must be made by the end of the second year of appointment. The primary difference between the tracks is the emphasis placed on Professional Contributions and University Service.

The following criteria are used in the awarding of tenure:

- The current and future needs of the School and University for expertise in the candidate's area is considered.
- The evidence of the faculty member's Teaching, Professional Contributions, and University Service is considered. Both Academic Track faculty and Professional Track faculty are expected to have significant records of accomplishments in Teaching and

Professional Contributions and to meet expectations in the area of University Service.

- The candidate’s collaboration and cooperation with colleagues and other members of the university community may be considered.

PROMOTION

Promotion is awarded based on holistic evaluations of a candidate’s performance during the probationary period, as well as other criteria. Positive annual evaluations and judgments by the personnel committee that a faculty member has made adequate progress in any given year do not guarantee the awarding of promotion.

Academic Track Faculty

In reviewing Academic Track candidates for promotion, the School’s Tenure and Promotion Committee will use the following evaluation standards for those seeking each academic rank:

Promotion to Associate Professor

An Academic Track candidate seeking promotion to Associate Professor must have a minimum rating of “Above Expectations” in Teaching and Professional Contributions and a minimum rating of “Meets Expectations” in University Service.

To attain Associate Professor status, an “Above Expectations” rating in Professional Contributions means that the candidate has regularly published refereed research and presented papers at international, national, and/or regional conferences.

To attain Associate Professor status, an “Above Expectations” rating in Teaching means that the candidate has demonstrated consistent excellence through peer and/or student evaluations of teaching and has high standards for student performance. Contributions to the development of curriculum and new courses are also considered important teaching contributions for promotion.

Summary of Promotion to Associate Professor (Academic Track)

- Teaching: Above Expectations
- Professional Contributions: Above Expectations
- University Service: Meets Expectations

Promotion to Professor

An Academic Track candidate seeking promotion to Professor must have a minimum rating of “Outstanding” in either Professional Contributions or Teaching, a rating of “Above Expectations” in the other area, and a rating of “Meets Expectation” in the area of University Service.

To attain Professor status, an “Outstanding” rating in Professional Contributions means that the candidate has demonstrated a consistent record of scholarship within national and international publications or venues, indicating the attainment of an international, national, or regional reputation within the field of communication. Reputation will be determined by evidence of the impact made by the faculty member’s research (e.g., citations of his or her work in other

publications; invitations to serve as a reviewer or on an editorial board; involvement in international, national, or regional organizations as a board member, divisional officer, plenary or keynote speaker; and, adoption of a textbook or scholarly book by faculty at other universities).

To attain Professor status, an “Outstanding” rating in Teaching means that the candidate has received recognition for their pedagogical contributions. Examples include awards from the university and/or professional organizations, presented programs at appropriate professional meetings, presented papers or published research, published materials used for instructional purposes beyond the School of Communication, or significant contributions to curriculum and/or mentoring.

Summary of Promotion to Professor (Academic Track)

SCENARIO ONE

- Teaching: Outstanding
- Professional Contributions: Above Expectations
- University Service: Meets Expectations

SCENARIO TWO

- Teaching: Above Expectations
- Professional Contributions: Outstanding
- University Service: Meets Expectations

Professional Track

In reviewing Professional Track candidates for promotion, the School’s Tenure and Promotion Committee will use the following evaluation standards for those seeking each professional rank:

Promotion to Associate Professor

A Professional Track candidate seeking promotion to Associate Professor must have a minimum of rating of “Above Expectations” in Teaching and *either* in University Service *or* Professional Contributions.

To attain Associate Professor status, an “Above Expectations” rating in Teaching means that the candidate has demonstrated consistent excellence through peer and/or student evaluations of teaching and has high standards for student performance. Contributions to the development of curriculum and new courses are also considered important teaching contributions for promotion.

To attain Associate Professor status, “Above Expectations” rating in University Service means that the candidate has demonstrated excellence in student advisement, provided significant counsel and advice to student media and pre-professional organizations, and contributed substantially to School governance and development.

To attain Associate Professor status an “Above Expectation” rating in Professional Contributions means that the candidate has served in leadership roles for appropriate professional organizations, has regularly published or engaged in creative activities in appropriate venues, or

received external recognition from professional organizations for their work.

Summary of Tenure and/or Promotion to Associate Professor (Professional Track)

SCENARIO ONE

- Teaching: Above Expectations
- Professional Contributions: Above Expectations
- University Service: Meets Expectations

SCENARIO TWO

- Teaching: Above Expectations
- Professional Contributions: Meets Expectations
- University Service: Above Expectations

Promotion to Professor

A Professional Track candidate seeking promotion to Professor must have a minimum rating of “Outstanding” in Teaching, a minimum rating of “Above Expectations” in University Service, and a minimum rating of “Above Expectations” in Professional Contributions.

To attain Professor status, an “Outstanding” rating in Teaching means that the candidate has received recognition for their pedagogical contributions. Examples include awards from the university and/or professional organizations, presented programs at appropriate professional meetings, presented papers or published research, published materials used for instructional purposes beyond the School of Communication, or significant contributions to curriculum and/or mentoring.

Summary of Promotion to Professor (Professional Track)

- Teaching: Outstanding
- Professional Contributions: Above Expectations
- University Service: Above Expectations