
UNIVERSITY OF MIAMI
SCHOOL of
COMMUNICATION



Faculty Handbook

2010-2011

Tenure Guidelines (pp. 60-64)

The University publishes basic criteria, policy and procedure regarding promotion and tenure in the UM Faculty Manual and through annual memoranda and workshops issued and conducted by the Office of Faculty Affairs. In addition to these general policies and procedures, the School of Communication has outlined basic guidelines as follows:

CRITERIA

For purposes of promotion or promotion with tenure, School of Communication faculty view scholarship expansively. Promotion with tenure requires that faculty members regularly initiate and disseminate scholarly and artistic work deemed by their peers to advance knowledge, creative expression, and understanding. Research / Scholarship / Creative Expression includes original theory and research published in academic journals and books appropriate to a faculty member's field; original artistic work published, produced, exhibited, distributed, performed, optioned, or otherwise recognized in media appropriate to a faculty member's field; and critical analysis and interpretation of existing research or artistic work published in appropriate academic or professional journals and reports, textbooks, or other recognized forms of publication. The school recognizes both artistic work and traditional scholarship.

For promotion to professor, the School of Communication faculty expects candidates to have at least a national or preferably an international reputation in scholarship and/or artistic work. Candidates are expected to demonstrate consistent excellence in teaching. Candidates for professor also must demonstrate a commitment to service through leadership and participation in national and international organizations beyond the School and University.

TEACHING EXPECTATIONS

School of Communication faculty views effective teaching as an integral part of scholarship and artistic activity, and as a cornerstone in carrying out the School's mission within the University. Tenure-seeking faculty must demonstrate excellence in teaching through classroom instruction, curricular development, and service on graduate thesis and project committees. The School also recognizes the importance of student-teacher contact through academic advising, participation in School activities, and sponsoring or advising honorary, professional, or academic student groups.

The teaching responsibility for tenured faculty members in the School of Communication is currently 5 courses each academic year and 4 courses for tenure-track faculty members. With this teaching expectation as a base, each faculty member is expected to have a highly productive research or artistic program. Those who struggle, who have average or below-average programs, receive additional support once it has been determined that such support will be helpful.

Only under exceptional circumstances are teaching requirements lessened. Such exceptions ordinarily occur when a tenure-seeking person accepts the significant administrative responsibility of serving as Program Director or when a faculty member accepts editorship of a significant academic journal or undertakes an especially complex and demanding project. In each instance, the release time arrangement is reviewed annually. Tenured and tenure-seeking faculty members do not receive reduced teaching responsibilities for scholarly or creative activity or for thesis and dissertation supervision. For lecturers, there are teaching reductions granted for such significant administrative responsibilities as debate coach, television production manager, a professional student group or club, or cable channel manager. Otherwise, the School of Communication requires that lecturers teach six courses per academic year.

PRODUCTIVITY

Here, in general terms, are the measures for faculty productivity which the School applies:

1. Scholarly productivity measured in terms of publication and reputation.
2. Artistic productivity measured in terms of exhibition or performance and critical reaction.
3. Level of teaching responsibility and success in the classroom.
4. Alumni and alumnae success, to include marketplace and other measures of satisfaction.
5. Level of commitment to the University.

PROCEDURE

In the case of someone seeking promotion with tenure, there is no formal evaluation or vote during the candidate's first year. However, in the spring semester of the first year, each candidate presents to the voting faculty a summary of research, teaching and service aspirations. These summaries are presented to the voting faculty through the Dean. The faculty makes appropriate recommendations for change. When the candidate and the faculty are in agreement, the summary becomes part of the candidate's annual evaluation. During the tenure-earning period, the candidate, with the approval of the voting faculty, can change the summary.

The scholarship and teaching of tenured faculty are reviewed once each year by the Dean. Tenure-seeking faculty and lecturers are reviewed twice each year, once by voting faculty and once by the Dean. A written record of the review becomes part of each personnel file. Each record is used to determine compensation, to set goals, and to serve as the foundation for each successive review.

In addition to the School's tenure policies and procedures, the Office of Faculty Affairs issues an annual Tenure Policies Handbook which provides updates and revisions to the University policies and procedures.

Tenure-track Faculty Advising/Mentoring Policy

Advising and mentoring play a crucial role in developing a successful professional, artist, scholar, teacher, and member of a university community. For this reason, the School of Communication has established an advising/ mentoring program for its tenure-track faculty, which enables them to take advantage of the expertise, experience, and judgment of colleagues who are equally invested in their academic and professional success. This document describes the School's *Faculty Tenure Track Advising/Mentoring Policy*.

The Role of Mentoring

The School of Communication defines mentoring as a collegial, advisory, and affirmative activity. It is to be understood that the definition of mentor herein is meant to be seen as primarily advisory, not in the traditional teaching sense. Its purpose is not to replace the standard evaluation processes of programs, the School, and the University, but rather to provide additional support for faculty members. The specific goals of the School's tenure track advising/ mentoring program are to assist faculty members in the following ways:

1. establishing a strong scholarly/artistic career, including, but not limited to, setting a research or creative agenda, finding and winning research or creative funding support, preparing and publishing or producing research and creative work, and forging the scholarly and professional networks of support necessary for success;
2. developing the techniques to be an outstanding teacher;
3. prioritizing service commitments within the university and to external organizations to maximize service alongside professional creative endeavors, research and publication and to build an integrated record of service, research, and teaching;
4. understanding the benefits and opportunities available to University of Miami faculty.

This is an important responsibility for those serving in the role of advisor/mentor as well as those who oversee the process within each program. Accordingly, it should be recognized as such in the evaluation of faculty for merit, promotion, etc.

Administration

Respecting the different academic cultures of disciplines and programs, the School establishes only a minimum requirement for tenure track advising/mentoring, with programs implementing and enhancing the process in their individual contexts. As such, the advising/mentoring process is administered through the programs with program directors assuming responsibility for appointing and guiding the advisor/mentors in their work. For new assistant professors, the program director assigns advisor/mentors during the first semester on campus, at the latest, and informs the Dean's Office of the mentor assigned to the new faculty member.

Based on consultation with the new appointee, the advising/mentoring relationship is established, between senior faculty members and tenure track faculty who have related research, creative and teaching interests. In some cases, especially for faculty with interdisciplinary interests, it may be advantageous to appoint more than one advisor/mentor or an advisor/mentor from another program or school. During the pre-tenure period, senior faculty member and the tenure seeking faculty member should consult at least once a semester, but typically their interactions are more frequent.

The Dean meets with the advisor/mentor and tenure seeking faculty member early in the first semester to review the tenure review process and to discuss the spectrum of evaluation and assessment activities in which the faculty member will be involved within the School. The dean must provide the new faculty member with the current School, and university standards and procedures for reappointment, promotion, and tenure in writing. The dean is responsible for reviewing and explaining the reappointment process over the six-year probationary period.

In addition to regular advising/mentoring meetings, the School encourages informal mentoring that develops as part of collegial interactions.

While advising/mentoring should make attaining tenure and promotion more likely, the ultimate responsibility for attaining tenure and promotion lies with the individual tenure seeking faculty member. The provision of mentoring/advising support is an endeavor different from the evaluation process that governs the official reviews for tenure and promotion. Although it does not commit the School or the university to a particular action or outcome regarding promotion or tenure, its aim is to offer collegial support of a kind that will lead a faculty member to succeed. Any perceived or demonstrated deficiency in advising/mentoring cannot be grounds for reconsidering promotion, reappointment, or tenure.

In this context it should be noted that, in the school, tenure advising/mentoring is not envisioned as a process that ends once tenure and promotion to the rank of associate professor have been earned. An advisory process, it can and often should continue formally or informally across an academic career. In fact, tenured professors may find a colleague advisor/mentor particularly helpful when they are turning their scholarly or creative work in a new direction (especially when taking on new or more interdisciplinary issues) or expanding their research or teaching focus. Also, tenured faculty members

who find their scholarly productivity stalled for some reason may find a senior faculty advisor/mentor useful in re-focusing or re-energizing their research, publishing, or artistic activities. A tenured faculty member who might find a colleague advisor/mentor valuable may identify the colleague independently or seek the program director or dean's advice.

If for any reason, either member of the advisor/mentor tenure-seeking faculty member relationship determines that the relationship is ineffective, s/he should consult with their program director or dean so that a more productive relationship can be arranged. *It should be stressed that the success of mentoring is not in its defined requirements but in the mutual commitment to establishing a productive relationship.*