

CENTRAL CONNECTICUT STATE UNIVERSITY

# PROMOTION AND TENURE GUIDELINES

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DEPARTMENT OF COMMUNICATION

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The Department of Communication Departmental Evaluation Committee (DEC) will use the following guidelines for all applicable faculty evaluations, including requests for renewal, tenure and promotion. The DEC will strive to apply these guidelines to ensure consistent assessment of all faculty members; any variation (e.g., due to letter-of- appointment terms or “side letters”) will be noted in the DEC’s written evaluation.

Per the current Collective Bargaining Agreement (CBA), members of the instructional faculty are to be evaluated in four categories. *Load-credit activity* will be the most heavily weighted of the four contractual categories. *Creative* is the second most heavily weighted, followed by *Productive service to the department and university*, and then by *Professional activity*.

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## GENERAL GUIDELINES

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1. Each faculty member is expected to maintain minimum standards in each of the four categories at all times.
2. Attainment of minimum standards is necessary, but not sufficient, for a faculty member seeking tenure or promotion.
3. In preparing their materials for review, candidates for tenure or promotion should assign each activity to **one and only one of the four contractual categories**.

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## DEPARTMENTAL MENTORING PROGRAM

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Upon appointment, each tenure-track faculty member who has not yet attained tenure will be assigned a mentor from among the tenured members of the department. Among the mentor’s responsibilities are to advise the junior faculty member to (a) improve his or her activities in the four contractual categories and (b) document these activities in preparation for submitting requests for renewal, promotion, and/or tenure.

The assignment of a mentor will be made, and may be changed, if requested by the mentee, mentor, or the DEC, by the department chair in consultation with the DEC and the mentee. The formal designation of a mentor should not preclude the junior faculty member from freely seeking advice and assistance from others, whether members of the department or not.

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## CATEGORY GUIDELINES

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### **Load Credit Activity**

The Department of Communication shares the university's commitment to excellence in teaching, and takes seriously the primacy of Load Credit Activity as a means of evaluation for tenure and promotion. While our primary concern in this category is teaching, we recognize that faculty members may receive load credit for work outside of the classroom. When this is the case, that work will be assessed as load credit using relevant and appropriate criteria.

Candidates for tenure and promotion are expected to demonstrate their commitment to high quality teaching in three broad areas: preparation, integration, and evaluation. Evidence of preparation includes material which reflects the candidate's thoughtful preparation of courses and course work. Such evidence may include syllabi, handouts, assignments, reading lists, and other materials that demonstrate how the candidate approaches and structures a course and how they encourage and assess student progress and learning.

For promotion to the rank of Professor the department expects evidence of the professional maturation of the candidate as a teacher, scholar and colleague. During the time period since promotion to Associate Professor, the candidate's record of teaching should be sustained and show evidence of continued momentum. Confirmation of significant curricular development within the candidate's field of specialization is desirable.

The Department of Communication embraces a philosophy of informed pedagogy. We therefore expect that candidate's will offer and teach courses that reflect a current understanding of theories, concepts, methods, and approaches to the topic. We also expect that candidates will draw on their own scholarly and creative activity to inform course content. A second area of evaluation is integration, which we understand in two ways: integration of new methods, approaches, and technologies into pedagogy and the integration of courses into the curriculum. The department values innovative approaches to teaching that enhance student learning and opportunities. Examples of this category may include the integration of new technologies into classroom instruction, the adaptation of new methods of teaching to course work (e.g., community outreach), the electronic enhancement of courses, courses that are linked to university-wide initiatives in writing and thinking, courses that offer students an international experience, courses that emphasize diversity, etc. Community Engagement is also especially regarded.

The department also expects candidates to demonstrate a willingness to integrate their courses into a coherent curriculum that serves the interests of our majors as well as the interests of the institution. We expect candidates to develop and offer new courses that enhance our curriculum. We also encourage candidates to contribute to inter-disciplinary teaching programs and initiatives including for example, the Honor's Program, linked courses, FYE, Women, Gender and Sexuality Studies, Cinema Studies, African American Studies, Peace Studies, Latin American Studies, American Studies, etc. Finally, the Department of Communication expects candidates to provide clear evidence of teaching effectiveness. Evaluation of effectiveness must include student evaluations generated by an instrument approved by the department. Candidates may also include peer evaluations that are based on a qualified colleague's observations of the candidate's teaching. Candidates should also include material that demonstrates rigor in their teaching and evaluation of student work. This may include examples of graded student work, summaries of grade distributions, and any other material that demonstrates the application of fair and rigorous standards in evaluating student work. The department will consider other documented evidence of teaching quality on an individual basis.

## **Creative Activity**

While The Communication Department expects that their members maintain a certain visibility in their field of studies, it also will take into consideration the heavy load credit when evaluating the creative activity of candidates for promotion and tenure. This institution's main emphasis is the transmission of knowledge. The creation of knowledge is subordinated to that main goal.

Other aspects that may influence the candidate's creative activity are the nature of our program, the teaching demands of our department, and the educational needs of Central Students. Whenever possible, the scholarly activities of faculty should involve students. In particular, the DEC encourages the development of student-directed research and recognizes that in some cases, independent research conducted by a student may indicate creative activity on the part of the faculty member and may be applicable to this category. Our faculty members need frequently to offer a broad variety of subjects – rather than specialized knowledge in one field. Therefore, the DEC will recognize interdisciplinary creative work, research on pedagogic methods, and the application of knowledge in any of the fields related to the broad concept of communication.

Candidates are strongly encouraged to include a narrative in their file explaining aspects of the genesis and goals of their creative work that may help DEC members working in totally different areas of communication understand and evaluate it. For candidates for promotion to Professor a pattern of ongoing professional growth through scholarship is expected.

Peer-reviewed projects are always to be weighted more, but, given the ever-expanding definition of publication, a variety of print and on-line outlets is also appropriate. Criteria for the quality of the creative work might include the reputation of the journals or editorial houses where the creative work has been published or submitted, the admission rate of conferences and festivals, awards received, and finally the scope of the audiences (for instance, if the work is presented in international publications, conferences, or festivals). Given the time required to produce good work, we are more interested in the quality of activity than the quantity.

Due to the diversity of the fields and the skills of the department members, that visibility in the field of studies could be reached through a variety of channels and performances, such as:

- Presentations at conferences
- Books
- Book chapters
- Articles
- Performances
- Grants / grant applications
- Research reports
- Invited talks or presentations

The faculty senate emphasized the value of practical application of research and technology as creative activity, which is especially relevant in our field. Some examples of application of research and technology:

- Filmmaking
- TV/Video Production
- Journalistic activity
- Web-development
- Communication evaluations and Audits

## Service to the Department and University

In keeping with the university goal of promoting “engaged citizenship,” candidates for promotion and tenure will be evaluated on the basis of meaningful service to CCSU, their profession, and the community. Appropriate service activities can be made within the department, at the University level, in the candidate’s professional or creative field, and in the local or regional community and beyond.

Candidates for promotion are expected to function as academic citizens, providing high quality, engaged service to the institution. This often takes the form of work on department or University committees, task forces or planning groups. Engaged service to the community may include activities provided by reason of the pedagogical, scholarly or creative expertise of the faculty member. University service includes service as a role model and mentor for colleagues and students. Finally, engaged service may also include participation and leadership in professional associations. The appropriateness of the individual’s service activities depends upon the candidate’s discipline, skills, aptitudes, and interests. As scholars and creative artists they will retain an active interest in relevant professional organizations, and as good citizens they will seek opportunities to share their talents and expertise in their communities.

For promotion to Associate Professor, candidates must establish a record of effective, high quality, productive service. Junior and senior faculty are expected to be visible, participating members of the College, University, and community.

For promotion to Professor, in addition to maintaining a record as a visible, participating and engaged University faculty member, candidates must display leadership and breadth in university service.

Evidence of service should speak to its magnitude, complexity, and duration and may be derived from the testimony of those served; from evaluations provided by others; from reports, articles, instructional materials and other documents produced through service; and from grants and funded projects, honors, and awards received in recognition of service. Some examples of University Service include:

<u>Department</u>	<u>University</u>	<u>Professional Association</u>
Curriculum	Senate	Paper reader
Search Committees	Graduate Studies	Panel respondent
Advisor to Comm Club/IABC	Ad hoc	Division Leadership

## **Professional Activity**

The Department of Communication recognizes Professional Activity as ongoing investment, activity and marked evolution in an area of specialization. Such work can include (but is not limited to) attendance at relevant conferences, workshops, lectures, presentations, courses and/or productions for informational and educational purposes.

Additionally, due to experiential learning, professional activity is also recognized within collaborative projects, professional endeavors, creative activity and/or educational ventures, whose byproduct includes an advancement of skills, knowledge and practice toward ones discipline and/or a related field.

Further considerations include skills and knowledge related to pedagogical practices, which enhance teaching effectiveness and/or methods of evaluation. This category also can include a wide array of activities, grounded in the knowledge and skills of the profession, in which the faculty engages on the behalf of public and private organizations and agencies.

Membership in relevant societies or professional organizations will also be considered.