School of Communication Studies

Promotion and Tenure Evaluation Guidelines

Approved: 2012
School of Communication Studies
Promotion and Tenure Advisory Committee
(A Subcommittee of the Academic Unit Personnel Advisory Committee)
Guidelines
(approved 1/13/2012)

*Changes made to this document at the Nov. 9th, 2012 faculty meeting will not go into effect until Fall of 2013.

I. The purpose and membership of the Promotion and Tenure Advisory Committee

The School’s Promotion and Tenure Advisory Committee (PTAC) is a subcommittee of the Academic Unit Personnel Advisory Committee and a peer advisory body accountable to both the faculty of the School of Communication Studies and the administration regarding the development and assessment of faculty qualifications toward tenure and promotion and the maintenance and communication of standards regarding performance of the school’s tenure track and tenured faculty who are in the ranks of assistant, associate, and full professors.

To accomplish its tasks:

1. The PTAC is comprised of 80% of the tenured faculty (or more to ensure odd numbered membership) who are elected to serve on PTAC.

   a. Only tenured faculty at the ranks of Associate and Full Professor may vote on candidacies for tenure and promotion to the rank of Associate Professor.

   b. Only tenured Full Professors may vote on candidacies for promotion to the rank of Full Professor.

   c. If the PTAC has fewer than five members at the rank (or higher) for which a applicant is applying, then an ad hoc PTAC committee will be formed. Tenured faculty at the rank (or higher) for which an applicant is applying will be sought inside the department first. If there are additional tenured faculty who are not currently serving on PTAC, but that would qualify, they would serve first on this ad hoc committee. If there are remaining spots to be filled on this ad hoc committee then the process outlined below will be followed to fill the remaining spots.

   (1) To form this committee the applicant will provide the PTAC with a list of five faculty members outside the department whom the applicant believes qualified to consider the application. The PTAC will also provide the applicant with five
faculty members outside the department whom they believe qualified to consider the application.

(2) The PTAC will choose one or two voting members of the committee from that list, and notify the applicant of its choices. The applicant will choose one or two voting members from the PTAC's list and notify the PTAC chair of the applicant's choices.

(3) The PTAC chair will then contact the Dean of the College to request that those two or four members be invited to participate in the *ad hoc* promotion committee. In the event that the ad hoc committee requires an odd number of faculty outside the department or only requires one additional member, the PTAC will draw the single member or the second and third members from the applicant's list of potential members.

2. The PTAC is required to provide a comprehensive review of all assistant professors after the third and penultimate year of their probationary periods, or earlier if applicants believe they have a compelling case for tenure and/or promotion or if they began their contract with a shortened probationary period. At the mid-probationary review, the PTAC determines whether the progress of a probationary faculty member is appropriate for expecting timely and suitable progression for promotion to associate professor and tenure. At the penultimate year review, the PTAC determines whether the applicant should be recommended for promotion to associate professor and tenure. Probationary faculty seeking more timely evaluation and guidance may choose to present their materials for review by the PTAC as frequently as annually. The PTAC is required to give directly to the Dean and to the applicants each of the PTAC's assessments of the applicants' progress towards promotion and tenure.

6. The PTAC will provide a comprehensive review of applications of associate professors for promotion to full professor as such applications are initiated by the applicant and will give directly to the Dean and the applicant the PTAC's recommendation for whether the applicant should be promoted to professor.
7. The PTAC will regularly update policies and guidelines regarding expectations for excellent and satisfactory work in each of the evaluation areas for each of the ranks. Such revisions must be considered at least once in every three year period following the acceptance of this document. While these updates serve the purpose of maintaining contemporary standards for faculty performance, the PTAC will presume that faculty moving through their tenure-track probationary period are evaluated with the standards of their initial contracts. In the case of those seeking promotion from associate professor to professor, the standards that were in effect during their promotion to associate professor are presumed. Faculty, alternatively, may choose to have their promotion evaluated with the most recent standards approved by the School. Those faculty who choose the most recently approved standards for their evaluations must provide the School’s director with a written letter which clearly indicates their acceptance of the new standards.

8. The PTAC will present any changes made to the criteria for tenure and/or promotion to all faculty in the professor ranks (herein to refer to tenure track faculty with the ranks of assistant professor, associate professor, or full professor) for their approval. Changes in the criteria for tenure and/or promotion require the approval of two-thirds of the current faculty in the professor ranks.

9. The PTAC will provide materials, and otherwise keep faculty in the professor ranks well informed regarding the best practices for documenting their progress towards tenure and promotion.

10. Each member of the PTAC will adhere to a strict code of professional ethics. In all conversations with individuals who are not members of the PTAC each member of the PTAC will take every effort to ensure the anonymity and confidentiality of all discussions regarding all and any personnel considerations.

11. The PTAC will attempt to arrive at consensus through a process of discussion. However, any member can request that an issue be put to a vote. For issues not related to a tenure and/or promotion recommendation, a quorum will be defined as greater than 50% of the membership voting (where members absent from a physical meeting will be permitted to vote electronically). Then a decision is reached by simple majority.

In the case of tenure and promotion decisions, members of the committee must be present during the deliberations for their vote, if called for, to be considered. There must be a quorum of at least 2/3 present to initiate deliberations of tenure and promotion applications. Faculty on leave may relinquish their obligations to participate in tenure and promotion evaluation and recommendation.

II. Guidelines for tenure and promotion of faculty in tenure track lines.
The faculty handbook of James Madison University, in section III.E.2.b, specifies that the following areas shall be considered in all performance evaluations: teaching, scholarly achievement and professional qualifications, and professional service. In the School of Communication Studies, these three areas are understood as essential to the institutional mission of providing high quality education to students and encouraging students’ intellectual curiosity, their participation in a research culture, and their acceptance of the ethic of engaged citizenry.

A recommendation for promotion to associate professor requires an excellent rating in either teaching or research, and satisfactory ratings in the other two categories. For promotion to full professor, applicants must receive ratings of excellent in two categories and a satisfactory rating in the third category. To be assessed as excellent in the categories of Teaching, Scholarship and Professional Development, and Professional Service for promotion to professor applicants must demonstrate important contributions in those areas under evaluation.

A recommendation for tenure requires an excellent rating in either teaching or research, and satisfactory ratings in the other two categories. According to the JMU Faculty Handbook, to be awarded tenure, the faculty member must meet performance and conduct standards required for associate professor.

**A. Evaluation of Teaching**

Effective teaching in the School of Communication Studies involves developing students’ understanding of communication processes, providing students with opportunities to develop communication skills, and fostering academically rigorous and positive learning environments that pursue the university’s mission. Effective teaching is not limited to the classroom and may include activities that develop positive mentoring and advising relationships, innovate curricula and academic programming, and lead co-curricular initiatives.

The School’s teaching activities are further distinguished through their basis within the academic discipline of communication.

Applicants for tenure and promotion to associate professor must provide the PTAC with printouts of quantitative student evaluations and grade distributions for courses taught for their probationary period. Applicants for professor must provide printouts of quantitative student evaluations and grade distributions for the five years prior to their application. In addition, all applicants should provide copies of written student evaluations for the previous four semesters.
Applicants seeking tenure or promotion are encouraged to invite observation by their assigned mentors or other designated individuals. Peer observers will submit formal reports of their observations using the AUPAC-designed observation guidelines, which are shared and discussed with the observed faculty member prior to their submission. Submission of a peer evaluation report on the part of any faculty member is optional.

There are many indicators and combinations of indicators for concluding one’s performance in the area of teaching as being satisfactory or excellent for the period under review. What follows are a list of indicators and guidelines for assessing a range of achievements and activities that evidence teaching performance. The list is neither exhaustive nor comprehensive, and consequently not intended to be used as a metric for calculating success in this area. In the evaluation of teaching factors such as course content, number of students in the class, level and demands of the course, and instructional modes are considered. Applicants uncertain as to the applicability of an activity towards promotion and tenure should consult the PTAC before the onset of the activity.

**Satisfactory Performance in Teaching:**

- Scores for quantitative student evaluations of overall instructor and course ratings fall near a rating of “average” to “above average”
- Qualitative student evaluations reporting valuable learning experiences such as challenging assignments, realization of practical applications, and indications of intellectual growth.
- Course syllabi state learning objectives, course requirements, course content and instructional policies.
- Course materials, such as syllabi, readings, assignments and activities indicate appropriate rigor for the course level and describe content that reflect the catalog description of a course.
- Course materials exhibit disciplinary currency.
- Grade point distributions, students’ descriptions of assignments, graded student work, and copies of examinations indicate academic rigor appropriate for the course level.
- Appropriate teaching strategies and technique are demonstrated during classroom observations.
- Students report the provision of appropriate academic advising and career counseling.
- There is an absence of recurring comments, across classes, from students describing substantial flaws in teaching performance, such as but not limited to: failure to return graded assignments in a timely manner, failure to return emails, not attending regular office hours, etc.
• Participates in professional development activities for enhancing instructional effectiveness.

Excellent Performance in Teaching:

• Scores for quantitative student evaluations of overall instructor and course ratings near “excellent.”
• Qualitative student evaluations reporting outstanding learning experiences, high expectations for learning, significant skill development, or otherwise offers praise for an instructor’s ability to successfully construct a positive learning environment.
• A record of effective pedagogy in such activities as the substantial revision of existing courses, development of new courses and programs, or significantly impacting curriculum development.
• Successfully taught a variety of course preparations, demonstrating breadth of expertise and teaching adaptability to meet School demands.
• Course materials, such as syllabi, readings, assignments and activities indicate innovative assignments that provide a rigorous and challenging learning experience.
• Develops and provides teaching workshops on campus and at relevant professional associations
• Receipt of teaching, advising or mentoring awards
• Receipt of grants for developing curriculum materials or instructional strategies and techniques
• Direct honors’ theses or independent student research.
• Mentor student research projects toward conference presentation or other publication formats
• Classroom observation of teaching as excellent
• Completes intensive workshops or coursework that promote innovative teaching methodologies and curriculum development

B. Scholarly Achievement and Professional Qualifications

Evaluation of Scholarship and Professional Development

Scholarship is a systematic and disciplined process of academic inquiry and production. Effective scholarly achievements contribute to the discovery and development of knowledge and inquiry to the field of communication studies through communications made available to the academy and accessible to the general public for scrutiny and review.
The School of Communication Studies values both individual and collaborative research and scholarly activities. In the following lists, the term publication refers to both printed and electronic mediums.

Effective scholarly achievements and continued professional qualification are not simply a matter of academic publication and professional training, but may also include activities that translate communication knowledge to lay audiences, continue one’s own education and development of specialized knowledge so as to complement her/his field of study, and apply communication research and criticism toward generating solutions to community problems (e.g. community engaged research).

The following are general standards for evaluation. Applicants are expected and encouraged to argue for the significance and disciplinary relevance of their work, particularly in the categories below. “Refereed” is defined as a peer reviewed manuscript vetted by at least an editor or members of a review board. This definition includes both invited and competitively selected manuscripts. In addition to providing evidence of vetted review, faculty members are encouraged to provide evidence of vetting rigor so as to demonstrate the quality of the referee process. Applicants uncertain as to the applicability of an activity towards promotion and tenure should consult the PTAC before the onset of the activity.

Evidence of Scholarly Achievement and Professional Qualifications

Faculty must submit as evidence of SCHOLARLY ACHIEVEMENT and Professional Qualifications:

1. A written description of ongoing or developing lines of research inquiry in the field of communication studies.
2. A written statement articulating specific professional goals and recognized professional accomplishments.
3. Examples of evidence in support of the described lines of inquiry.

The following are examples of appropriate evidence:

- Completed and published scholarly books or textbooks.
- Manuscripts of refereed entries, essays or research articles published in professional and academic journals at the state, regional, national and international level;
- Manuscripts of refereed chapters published in scholarly books and anthologies.
- Drafted scholarly books or textbooks, as contracted for publication.
- Completed applications and acceptance letters for funded grants that provide support for original or continuing research.
- Edited serials, journals, and published proceedings.
Manuscripts of non-refereed entries, essays or research articles appearing in professional publications;

Manuscripts of refereed conference papers presented at state, regional, national and international conferences;

Manuscripts or other speaking materials of conference presentations of communication research and/or criticism delivered at state, regional, national and international conferences;

Manuscripts or other materials presenting the scholarship of teaching and learning delivered at state, regional, national and international conferences (e.g. Great Ideas for Teaching, or G.I.F.T.).

Secondary evidence that may be included:

Materials collected from or report of participation in University sponsored faculty development programs (e.g., Center for Faculty Innovation) that enhance production of academic research or scholarship of teaching and learning;

Materials (e.g. workshops, reports, analyses, etc.) developed and disseminated as a Madison Research or Teaching Fellow that enhance production of academic research or scholarship of teaching and learning;

Materials collected from or report of participation as an attendee of seminars, webinars, short courses or workshops at regional, national or international conferences that enhance production of academic research;

Awards and recognition for outstanding scholarship (e.g. Madison Scholar; Top Paper and Debut Paper awards; award for influential journal article, book chapter, or book; member of regional, national or international journal editorial board);

Licensure, certification, and/or advanced professional training in skill area that enhances professional qualifications in applications of communication research to teaching and outreach;

Materials (e.g. workshops, reports, analyses, etc.) developed and disseminated in campus programming open to the public that presents original scholarship in communication studies, applications of communication research, or the scholarship of teaching and learning;

Materials (e.g. workshops, reports, analyses, etc.) developed for and disseminated in community programming that presents analysis of localized communication processes, or performs applications of communication research to localized problem situations.

Materials prepared and presented at panels, seminars, webinars, short-courses or workshops organized and facilitated for attendees of regional,
national or international conferences that enhance production of academic research or scholarship of teaching and learning;

**Satisfactory Scholarly Activity for Penultimate Review:**

Applicants may receive a satisfactory evaluation of their research and scholarly achievement if their materials provide evidence of a record of continuing scholarly/creative agenda and the promise of future productivity:

To meet minimum criteria for satisfactory evaluation of scholarly achievement the College of Arts and Letters requires the following: a book published by a recognized press; a monograph published by a recognized press; edited volumes published by a recognized press; at least three scholarly essays or creative works in media of international, national, or regional distribution including refereed journals, refereed electronic publications, or chapters in books, juried or refereed competitions; and/or the receipt of a major external scholarly grant.

In addition to the College requirements, the School of Communication Studies requires a minimum of three additional refereed publications or conference papers.

Applicants presenting for tenure and promotion to associate professor will include in their application materials printed copies of at least three referred articles and any combination of three additional refereed publications or conference papers. These materials must have been published and/or presented during the applicants’ six year probationary period. The minimum of three communication related scholarly works should be published at the regional, national or international level. The minimum of three refereed communication related presentations must have been presented at conferences at regional, national or at the international level. Scholarly books or book chapters, state refereed journal articles, and major external scholarly grants may also be used as part of the assessment provided the material has been refereed, or is published by a recognized university press, or an otherwise recognized publisher of scholarship. Applicants must be prepared to submit evidence of the suitability of their publishing outlets.

Additionally, applicants are encouraged to provide evidence assisting the PTAC in evaluating scholarship in the following formats, which may count as evidence toward satisfactory or excellent scholarship: 1) Publication of an article or book chapter in a collection or anthology; 2) Publication of a textbook; 3) Editor of a collection or anthology. For such works to constitute scholarship, applicants must provide evidence that the work is contracted after a peer-review process.

**Excellent Scholarly Activity for Penultimate Review:**
Applicants may receive an excellent evaluation of their research and scholarly achievement if their materials provide evidence of a record of continuing scholarly/creative agenda and the promise of future productivity:

To meet minimum criteria for excellent evaluation of scholarly achievement, the School of Communication Studies expects achievement beyond the minimum criteria for satisfactory. The applicant is responsible for making the case for excellence and this case can be based on quantity, quality or impact.

**Satisfactory Scholarly Activity for promotion to Full Professor:**

To meet minimum criteria for satisfactory evaluation of scholarly achievement the College of Arts and Letters requires the following: a book published by a recognized press; a monograph published by a recognized press; edited volumes published by a recognized press; at least three scholarly essays or creative works in media of international, national, or regional distribution including refereed journals, refereed electronic publications, or chapters in books, juried or refereed competitions; and/or the receipt of a major external scholarly grant.

Applicants presenting for tenure and promotion to full professor will include in their application materials printed copies of at least three refereed articles and any combination of four additional refereed publications or conference papers. These materials must have been published and/or presented during the applicants’ consecutive five year period. The minimum of three communication related scholarly works should be published at the regional, national or international level. The minimum of three refereed communication related presentations must have been presented at conferences at regional, national or at the international level. Scholarly books or book chapters, state refereed journal articles, and major external scholarly grants may also be used as part of the assessment provided the material has been refereed, or is published by a recognized university press, or an otherwise recognized publisher of scholarship.

Applicants must be prepared to submit evidence of the suitability of their publishing outlets.

Applicants may receive a satisfactory evaluation of their research and scholarly achievement if their materials provide evidence of a record of continuing scholarly/creative agenda and the promise of future productivity:

To meet minimum criteria for satisfactory evaluation of scholarly achievement the College of Arts and Letters requires the following: a book published by a recognized press; a monograph published by a recognized press; edited volumes published by a recognized press; at least three scholarly essays or creative works in media of international, national, or regional distribution including refereed journals, refereed electronic publications, or chapters in books, juried or refereed competitions; and/or the receipt of a major external scholarly grant where the applicant is the principle investigator, or a co-principle investigator.
In addition to the College requirements, the School of Communication Studies requires a minimum of three additional refereed publications or conference papers.

Additionally, applicants are encouraged to provide evidence assisting the PTAC in evaluating scholarship in the following formats, which may count as evidence toward satisfactory or excellent scholarship: 1) Publication of an article or book chapter in a collection or anthology; 2) Publication of a textbook; 3) Editor of a collection or anthology. For such works to constitute scholarship, applicants must provide evidence that the work is contracted after a peer-review process.

**Excellent Scholarly Activity for promotion to Full Professor:**

Applicants may receive an excellent evaluation of their research and scholarly achievement if their materials provide evidence of a record of continuing scholarly/creative agenda and the promise of future productivity:

To meet minimum criteria for excellent evaluation of scholarly achievement, the School of Communication Studies expects achievement beyond the minimum criteria for satisfactory. The applicant is responsible for making the case for excellence and this case can be based on quantity, quality or impact.

**III. Professional Service**

Members of the faculty of the School of Communication Studies are expected to engage actively in service. There are many possible indicators of one’s performance in the area of service. To actively participate in mandatory committee assignments would be considered necessary for receiving a satisfactory evaluation, but not sufficient for excellent.

The following is a list of indicators and potential guidelines for assessing a range of achievements and activities that evidence service performance. The lists are neither exhaustive nor comprehensive, and consequently are not intended to be used as a metric for calculating success in this area. Applicants uncertain as to the applicability of an activity towards promotion and tenure should consult the PTAC before the onset of the activity.

**Satisfactory Professional Service:**

Faculty may receive a satisfactory evaluation of their service if their materials provide evidence of several of the following indicators:

- Regularly attends and actively participates in school, college, and university committees and demonstrates competence in that role;
• Successfully advises student organizations or co-curricular activities beyond those directly related to teaching duties;
• Participates in ongoing campus programs that contribute to service and outreach activities of the school, college or university;
• Provides students with learning opportunities not associated with the faculty member's teaching duties;
• Serves on committees or participates in the organizational activities of discipline-related local, regional, or state organizations and demonstrates competence in that role;
• Successfully provides discipline-related expertise to the school, college, university, community, or discipline;
• Applies for funding or other resources for service activities that directly support on-going activities of the school, college, university or discipline;

Excellent Professional Service:

Faculty may receive an excellent evaluation of their service if their materials provide evidence of several of the following indicators.

• Exceptionally advises student organizations or co-curricular activities beyond those directly related to teaching duties that results in exceptional student success;
• Successfully implements ongoing campus programs that contribute to instructional, service and/or research activities of the school, college or university;
• Serves on committees or participates in the organizational activities of discipline-related national or international organizations and demonstrates competence in that role;
• Holds office in discipline-related regional, national, and international organizations and demonstrates success in that office;
• Provides discipline-related expertise to the school, college, university, or discipline well beyond the duties of the faculty member;
• Receives an award or honor for service to the school, college, university, discipline, or community;
• Secures funding or other resources for service activities that directly support on-going activities of the school, college or university, or discipline;
• Applicants may also attain excellence in service with evidence of active participation in multiple time intensive endeavors that are related to service at the school, college, university, in the community, and/or that contribute to the discipline.

IV. Compelling Case for Early Tenure or Promotion
The School of Communication Studies abides by the College of Arts and Letters policy for early tenure or promotion.