

# Department of Communication Promotion Standards

## Promotion from Associate Professor with Tenure to Professor

Approved by the Communication Department Tenured Faculty Committee

Approved by Faculty Senate: Sept. 8, 2020

Approved by the UW-W Chancellor: April 29, 2021

The Department and College view promotion to the rank of Professor as a significant professional achievement. For promotion to Professor, candidates must demonstrate substantial, sustained, and high quality work in the areas of teaching, research/creative scholarship, and service across the period under review.

In addition, *the candidate must demonstrate evidence of an outstanding contribution in at least one of the following:*

- Teaching
- Research or creative scholarship
- Professional service to the University, profession and public.

## TEACHING

For promotion to Professor, a record of a sustained pattern of effectiveness in teaching and teaching-related responsibilities over the period of review is required. Under no circumstances will promotion to professor be considered if candidates do not adequately demonstrate consistent effectiveness in teaching based on the standards indicated below (when applicable- see “Factor II pg. 2). Candidates anticipating applying for promotion to full professor should conduct regular course evaluations during the years prior to consideration, and should request a peer teaching evaluation in the year immediately preceding the application. University standards also indicate that faculty must demonstrate *a record of innovation* in teaching and *strong curriculum development skills* in order to be promoted to full professor.

### Minimum Standards:

1. Positive peer reviews
2. Consistent strong student evaluations across the period under review
3. Consistent participation in department advising and student mentorship
4. A record of consistent, sustained participation in professional development opportunities designed to enhance teaching skills.
5. Demonstrated support of department instructional goals (i.e. accommodating department scheduling and course rotation needs, assuming responsibility for courses on short notice, etc.).
6. Evidence of successful new course development or substantial revision of an existing course.
7. Evidence of teaching in a minimum of one alternative format (hybrid or online courses, travel study courses, learning communities, service learning courses, etc.)
8. Documented evidence of student mentorship (letters of recommendation, serving on graduate thesis committees, working with a RAP student (Research Apprenticeship Program), etc.

**Examples** of additional contributions in the area of teaching that **may** qualify a candidate as **Outstanding**:

1. A record of leading professional development activities or programs related to teaching.
2. A record of research focused on pedagogical issues.
3. A record of serving as a teaching mentor to new faculty.
4. A record of sustained teaching in a minimum of two alternative formats (hybrid or online courses, travel study courses, learning communities, service learning courses, etc.)
5. Evidence of intensive student mentorship (undergraduate research, SURF [Summer Undergraduate Research Fellowship] mentor, organizing networking and professional development symposiums, expos, etc. for students).
6. A record of leadership in curriculum development

### Required Portfolio Documentation for TEACHING:

- Portion of the Narrative related to teaching
- Portion of the Document of Expectations (Goals) related to teaching

- Portion of the Performance Evaluation Form related to teaching
- Peer Observation(s)
- Representative syllabi
- Quantitative student evaluation scores
- Representative student learning assessment tools (exam, assignment, etc.)

**Other portfolio documentation may include:**

- *Student learning assessment tools*
- *Teaching philosophy statement*
- *Evidence of innovative and effective techniques of instruction*
- *Evidence of professional development related to teaching*
- *Documentation of recognition or awards received for teaching*
- *Evidence of curriculum development*
- *Evidence of mentoring and advising of students*
- *Qualitative student evaluations, feedback from students*

**Factors:**

- I. Evaluation of the candidate's teaching effectiveness will take into consideration the variety of demands placed on instructors. Thus, candidates should address such factors in their narrative when relevant. Examples include:
  - Level of classes taught (graduate/undergraduate, lower division/upper division)
  - Size of class
  - Difficulty in teaching assignment
  - Whether the class is a new or existing preparation
  - Whether the course is a requirement or an elective
  - Overall course load
  
- II. Additionally, evaluation of the candidate's teaching effectiveness will take into consideration variations in their teaching responsibilities during the time period under review. Candidate will not be considered lacking in the area of teaching if there are periods where they have low or no teaching loads due to documented course releases for personal or professional obligations. Where appropriate, candidates will be evaluated on their performance in alternative assignments.

## NON-TEACHING ASSIGNMENTS

**Criteria:** Candidates with a percentage of their teaching load allocated to non-teaching assignments must provide well-substantiated evidence of effectiveness in effort and responsibility relevant to their non-teaching assignment (program coordinator, department chairperson, etc.), and must demonstrate skills and knowledge relevant to the position. Factors candidates may address in their non-teaching assignment documentation include (but are not limited to):

**Minimum Standards** for Non-Teaching assignments:

- Ability to organize and present material with clarity and accuracy
- Ability to manage scheduling and budgetary responsibilities as appropriate to the position
- Ability to improve program processes and procedures when necessary/appropriate
- Effectiveness in creating an open and inclusive academic environment
- Reports filed in a timely manner
- Demonstrated leadership in personnel and constituency communication
- Promotion of department goals

**Examples** of additional factors that **may** qualify a candidate for **Outstanding**:

1. Creation or participation in dissemination opportunities for extending their knowledge and expertise to another department, college, or professional group.
2. Documentation of substantial initiatives with measureable, positive impact

**Required Portfolio Documentation for NON-TEACHING ASSIGNMENTS:**

- Portion of the Narrative related to non-teaching assignment
- Portion of the Document of Expectations (Goals) related to non-teaching assignment
- Portion of the Performance Evaluation Form related to non-teaching assignment
- Any formal review documents relevant to the position (if applicable) including student reviews, peer reviews, or reviews from superiors

**Other portfolio documentation may include:**

- *Plans, reviews, or assessment work relevant to the non-teaching assignment*
- *Evidence of effective leadership relevant to the non-teaching assignment*
- *Evidence of innovative program development relevant to the non-teaching assignment*
- *Evidence of professional development related to non-teaching assignment*
- *Documentation of recognition or awards received for non-teaching assignment*
- *Letters of support relevant to the non-teaching assignment*

**Factors:** Evaluation of the candidate's effectiveness will take into consideration the scope and obligation of the particular non-teaching assignment. Candidates should address such factors in their narratives when relevant, including:

- Number of individuals served by the program
- Time in position
- Course release associated with position (if any)

## SERVICE

Faculty members are expected to participate in the administration of the University and in the formulation of its policies through consistent and constructive leadership roles at the department, college, and university level. Additionally, service to the community, state or nation, and profession (both in their special capacities as scholars and in areas beyond those special capacities) is necessary for promotion. For promotion to Professor, candidates must ensure that their service documentation demonstrates a consistent and constructive pattern of leadership in the areas of service to the department/college/university, the profession, and/or the community (local, regional, state, national, or international) under the period under review.

**Minimum Standards:**

For promotion to professor, candidates should document

- Evidence of active membership in an average of two departmental committees per year under the period of review.
- Evidence of active leadership of a minimum of one departmental committee for every three years during the period under review (chairing a committee, chairing a sub-committee, serving on a task force, etc.).
- Evidence of active membership in an average of one university or college level committee per year under the period under review.
- Evidence of active leadership in a minimum of one college or university level committee for every three years during the period under review (chairing a committee, chairing a subcommittee, serving on a task force, etc.).
- Documentation of active participation in at least one large university endeavor for every three years of the period under review (i.e. campus culture working groups, Higher Learning Commission work, etc.)
- Evidence of consistent service to the profession (peer reviewer, member of editorial board, organizer of a panel or paper session, external reviewer, etc.).
- Evidence of consistent service to the community.
- Regular attendance at department meetings, tenured faculty meetings, workshops, and other planned department activities.
- Participation in the work of the department (actively attending candidate talks for potential hires, serving on PIP days, working with the advisory board, etc.).

**Examples** of additional contributions in the area of service that **may** qualify a candidate as **Outstanding:**

1. Evidence of active service at the UW-System level
2. Chairing a large college or university-level committee for multiple years during the period under review (chancellor's task force, University International Committee, etc.).
3. Serving in an official capacity in faculty governance (elected to an office in Faculty Senate or the Executive Committee)
4. Directing a large department, college, or university level program (LEAP director, etc.).
5. Large service contributions to the profession (serving as an NCA officer, serving as a journal editor, etc.).
6. Chairing a significant community-level service initiative related to your discipline (PTA president, Arts Council president, etc.).
7. Extensive amounts of active membership in committees, task forces, and other service opportunities across campus and community that far exceed the minimums listed above.
8. Advising student organizations and developing programs that attract and retain students in our major as well as aid them in job placement
9. Development and coordination of curricular or co-curricular programs

**Required Portfolio Documentation for SERVICE:**

- Portion of the Narrative related to the three areas of service (to campus, to profession, to community)
- Portion of the Document of Expectations (Goals) related to the three areas of service
- Portion of the Performance Evaluation Form related to the three areas of service

**Other portfolio documentation may include:**

- *Documentation of recognition or awards related to service*
- *Plans, reports, or other documents created by the faculty member as a result of service*
- *Evidence of professional development related to service*
- *Documentation of service to faculty governance*
- *Documentation of service to student and/or student-faculty organizations*
- *Documentation of service to the community*
- *Documentation of service to the profession beyond conference attendance and membership*
- *Letters of support related to service*

**Factors:** Evaluation of the candidate's service record over the years under review will take into consideration both quantity (number of service commitments), active participation (attends meetings, completes work), and rigor (chairing a committee, level of committee, time-commitment of work) as well as reflect changes in service and leadership expectations for tenured faculty. When relevant, faculty should address such factors in their service documentation.

## **RESEARCH/SCHOLARLY ACTIVITY**

In the Department of Communication at UW-Whitewater, candidates can select one of two tracks in which to fulfill their Research and Scholarly Activity criteria for promotion. Faculty may choose to be reviewed in the Research track or in the Creative Scholarship track. When choosing a track, faculty should ensure that their research agenda/creative work connects to the discipline in which they are seeking promotion. For promotion to Professor a record of sustained high quality research/creative scholarship and associated professional activity at the regional level AND at the national or international level is required. This record should include evidence that the faculty member has achieved significant professional recognition within the individual's discipline through consistent high-quality research/scholarly achievements during the period under review. Evidence may include recommendations from representative scholars, scholarly publications, papers, performances or presentations, exhibitions and performances, artistic achievement or other forms of scholarly and creative activities.

## RESEARCH TRACK

**Criteria:** Evidence of a sustained pattern of scholarly contribution across the period under review should be reflected in the candidate's documentation. Evidence of national and/or international recognition through scholarly publications, papers, and professional presentations should be provided.

### **Minimum Requirements for promotion in the Research Track**

- Two articles in peer-reviewed journals (at least one must be published in a regional, national or international journal) OR one scholarly book.
- Four peer-reviewed scholarly presentations (at least one must be presented at a regional, national or international convention/conference)
- Three additional scholarly activities. *Choose from:*
  - Published research
  - Conference/convention/professional presentations
  - Creative Scholarship (gallery showings, screenings, popular publications, etc.)
  - Other forms of intellectual contribution (grants, textbooks, commercial endeavors, etc.)
- A record of research that indicates a sustained pattern of scholarly contribution to the profession across the period under review.

Examples of additional contributions that may indicate a candidate is **Outstanding** in research (it is the candidate's responsibility to provide evidence of the scope and value of these additions):

1. Contributions in terms of publications, scholarly presentations, and scholarly activities that materially exceed the minimums. It is the candidate's responsibility to provide evidence of the scope and value of these additions.
2. Documentation of an international reputation in your discipline.
3. Documentation of invitations to speak as a keynote due to your research.
4. Recipient of a substantial and competitive grant or fellowship, or residency at an artist colony

### **Required Portfolio Documentation for Research Track:**

- Portion of the Narrative related to research
- Portion of the Document of Expectations (Goals) related to research
- Portion of the Performance Evaluation Form related to research
- Copies of the title page of peer-reviewed journal articles
- Copy of title page, publication information, and table of contents from scholarly books
- Conference presentation acceptance letters or programs

### **Other portfolio documentation may include:**

- *Documentation of conference presentations, workshops, or other scholarly activities*
- *Documentation of awards or recognition related to research*
- *Documentation of creative activities- showings of work, screenings, beta tests, publications, etc.*
- *Evidence of professional development related to research*
- *Documentation of grant work*
- *Copies of publications*
- *Letters of support relevant to research*

## CREATIVE SCHOLARSHIP TRACK

**Criteria:** Creative Scholarship may be expressed in a variety of forms, including video, film, interactive media, design, games, mobile media, desktop interactive works, websites, internet art, time-based pieces, digital installations, performance, sound installations, sculptural works, kiosks, robotics, networked activities, and many more. Evidence of a sustained pattern of creative scholarship over the period under review should be reflected in the candidate's documentation. Evidence that the faculty member has achieved professional recognition through juried showings, curated exhibitions, reviews, publications, professional presentations, and other peer-reviewed formats appropriate to their work should be provided.

### **Minimum Requirements for promotion in the CREATIVE SCHOLARSHIP TRACK:**

- Six peer-reviewed creative works presented/shown in an appropriate context. At least 2 of these presentations/showings must be recognized at the regional, national, or international level.
- Three additional scholarly activities. **Choose from:**
  - Published research/scholarly book
  - Conference/convention/professional presentations
  - Creative Scholarship (gallery showings, screenings, popular publications, etc.)
  - Other forms of intellectual contribution (grants, commercial endeavors, etc.)

Additional factors that may be used to indicate a candidate is **Outstanding** in Creative Scholarship (it is the candidate's responsibility to provide evidence of the scope and value of these additions):

1. Contributions in terms of creative works, publications, presentations, and other scholarly activities that materially exceed the minimums. It is the candidate's responsibility to provide evidence of the scope and value of these additions.
2. Documentation of an international reputation in your discipline.
3. Documentation of invitations to speak as a keynote speaker due to your research.
4. Recipient of a substantial and competitive grant or fellowship, or residency at an artist colony

**Required Portfolio Documentation for CREATIVE SCHOLARSHIP TRACK:**

- Portion of the Narrative related to Creative Scholarship
- Portion of the Document of Expectations (Goals) related to Creative Scholarship
- Portion of the Performance Evaluation Form related to Creative Scholarship
- Copies of title pages of peer-reviewed publications (when applicable)
- Documentation of the presentation of peer-reviewed creative scholarship including reviews, critiques, awards, etc.

**Other portfolio documentation may include:**

- *Evidence of commercial endeavors relevant to your creative scholarship*
- *Evidence of professional development related to your creative scholarship*
- *Documentation of recognition or awards received for creative scholarship*
- *Documentation of conference presentations, workshops, or other scholarly activities*
- *Documentation of creative activities- showings of work, screenings, beta tests, publications, etc.*
- *Documentation of grant work*
- *Letters of support related to scholarly activities*

**Factors for BOTH tracks:** It is the candidate's responsibility to provide evidence to substantiate the scope and value of the journal article, scholarly book, grant, conference presentation, creative work, or other scholarly endeavor. It is recommended that candidates (especially those who work in creative areas) solicit letters of support to provide information and context regarding their scholarship. Candidates should work with the department chair to find suitable individuals to contact.

In both tracks, when **Research** activities such as publications, presentations, grant applications, etc., are submitted as evidence for promotion, they will be assessed through a variety of qualitative criteria. Candidates should address these factors in their applications when appropriate. Such factors include:

- *Authorship order*
  - *Submission and acceptance rates*
  - *Concordance of work with professional discipline*
  - *Originality, scope, and depth of expression*
  - *Rigor and level of professional contribution (international, national, regional, or state) reflected in work.*
- Documentation may include (but is not limited to):*
- ✓ Awards
  - ✓ Critiques
  - ✓ Reviews

In both tracks, when **Creative scholarship** such as musical performances, art installations, gallery showings, films, interactive media, games, etc. are submitted as evidence for promotion, they will be assessed through a variety of qualitative criteria. Candidates should address these factors in their applications when appropriate. Such factors include:

- *Authorship order*
- *Submission and acceptance rates*
- *Concordance of work with professional discipline*
- *Originality, scope, and depth of expression*
  
- *Rigor and level of professional contribution (international, national, regional, or state) reflected in the creative activity. Documentation may include (but is not limited to):*
  - ✓ Awards
  - ✓ Critiques
  - ✓ Reviews
    - **NOTE:** Meaningful reviews of faculty members' creative work may appear in scholarly and professional publications, library-media publications, online sources, and even newspapers. In evaluating such reviews, the status of the reviewer and the reputation of the periodical are important. Thus, such data should be included by the candidate.
  
- *Multiple presentations of the same creative scholarship work in/at different venues may or may not be considered as separate presentations depending on what is typical for the type of work.*
- *Major projects, as demonstrated by their level of complexity and significance, may take the place of one or more creative activities (in the same way that a scholarly book equals more than a single journal article).*