

# Department of Communication Promotion Standards

## Promotion from Assistant Professor to Associate Professor with Tenure

Approved by the Communication Department Tenured Faculty Committee

Approved by Faculty Senate: Sept. 8, 2020  
Approved by the UW-W Chancellor: April 29, 2021

### TEACHING

For promotion to Associate Professor with tenure, candidates must provide well-substantiated evidence of consistent ability and diligence in the teaching role. Under no circumstances will a tenure commitment be made unless student course evaluations and annual peer observations indicate a sustained pattern of ability and diligence in the teaching role across the period under review.

#### Standards:

- Demonstrated command of their subject matter
- Demonstrated effectiveness at classroom management
- Demonstrated ability to organize and present material with clarity and accuracy
- Demonstrated ability to work effectively with diverse student populations
- Demonstrated ability to foster an open academic environment
- Demonstrated ability to foster student reasoning, technical, and/or aesthetic skill acquisition
- Demonstrated academic rigor in the classroom
- Demonstrated commitment to high quality student advising and mentorship
- A record of participation in professional development opportunities designed to enhance teaching skills.

#### **Minimum Required Portfolio Documentation for TEACHING:**

- Portion of the Narrative related to teaching
- Portion of the Document of Intent (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:** 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

**Department Commitment:** At least one peer observation will be performed by the tenured faculty during each academic year of the review period. The department will provide the candidate with student evaluation ratings for each course taught during the fall and spring terms.

## **NON-TEACHING ASSIGNMENTS**

**Criteria:** In addition to teaching, 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, 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):

- Demonstrated personnel and project management skills
- Demonstrated ability to organize and present material with clarity and accuracy
- Demonstrated ability to manage scheduling and budgetary responsibilities as appropriate to the position
- Demonstrated ability to improve program processes and procedures when necessary/appropriate
- Demonstrated effectiveness in creating an open and inclusive professional academic environment

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

- Portion of the Narrative related to non-teaching assignment
- Portion of the Document of Intention (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*

**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

**Criteria:** Faculty members are expected to participate in the administration of the University and in the formulation of its policies through consistent and constructive contributions to department, college, and university committees. Additionally, service to the community (local, regional, state, or national), and profession (both in their special capacities as scholars and in areas beyond those special capacities) is necessary for promotion. Candidates should ensure that their service documentation for promotion demonstrates a consistent and constructive pattern of:

- Service to the department, college and/or university
- Service to the profession (beyond conference attendance and membership)
- Service to the community (local, regional, state, or national)

### **Minimum Requirements for promotion related to SERVICE:**

- Evidence of active membership in an average of one departmental committee per year under the period of review
- Evidence of active membership in a minimum of three college, university, or system level committee(s) across the entire period under review
- Evidence of leadership in an average of one department, college, university, or system level committee per the last three years under review (chairing a committee, chairing a sub-committee, leading a task force, etc.).
- Evidence of regular attendance at department meetings, workshops, and other planned, required, departmental, college, or university business-related activities.
- Evidence of service to the profession (beyond conference attendance and membership)
- Evidence of service to the community (local, regional, state, or national)

### **Minimum Required Portfolio Documentation for SERVICE:**

- Portion of the Narrative related to the three areas of service listed above
- Portion of the Document of Intent (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*

**Factors:** Evaluation of the candidate's service record over the years under review will take into consideration both quantity (number of service commitments) and rigor (chairing a committee, level of committee, time-commitment of work) as well as reflect changes in leadership expectations for junior tenure-track faculty (years one and two), mid-level (year three) and senior tenure-track faculty (year four and beyond). Junior tenure-track faculty are expected to participate in service opportunities but are not expected to lead committees or direct programs. Mid-level faculty are expected to take on a leadership role on a minimum of one department committee per year. Senior tenure-track faculty are expected to hold a minimum of one significant leadership role at the college or university level per year, and/or direct a program at the departmental level. When relevant, faculty should address such factors in their service documentation.

**Department Commitment:** The department tenured faculty will assist tenure-track faculty in finding and choosing service opportunities. Additionally, the department will structure service expectations such that expectations increase gradually over the time period of the candidate's progression from junior to senior faculty (see above).

## 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 tenure and 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 tenure. Faculty will be asked to indicate a preferred track during their review in the fall of their third year on campus. The tenured faculty will review and approve the research/creative work agenda at that time. After that date, transfer to an alternative track can only be made with tenured faculty approval.

### 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 that the faculty member is in the process of achieving professional recognition through scholarly publications, papers, and professional presentations should be provided.

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

- Two articles published in peer-reviewed journals (at least one must be published in a regional, national, or international journal) OR one scholarly book.
- Three peer-reviewed scholarly presentations (at least one must be presented at a regional, national or international convention/conference)
- Two additional scholarly activities. **Choose from:**
  - ✓ Published research
  - ✓ Accepted for publication research
  - ✓ Conference/convention/professional presentations
  - ✓ Creative Scholarship (gallery showings, screenings, popular publications, etc.)
  - ✓ Other forms of intellectual contribution (grants, textbooks, commercial endeavors, etc.)

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. See "Factors for both tracks" on pg. 5 of this document for additional details.

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

- Portion of the Narrative related to research
- Portion of the Document of Intent (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*

## 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 is in the process of achieving 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:**

- 5 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.
- Two 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.)

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

- Portion of the Narrative related to Creative Scholarship
- Portion of the Document of Intent (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*

**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).*