

Departmental Governance Handbook

Department of Communication
Appalachian State University

Preamble: The following procedures shall govern the Department of Communication in those instances where the Faculty Handbook defers to the judgment of individual departments or where governance processes are not fully articulated. Should any of the following procedures be determined to be in conflict with the clear, unambiguous guidance of the Faculty Handbook, the rule in the Faculty Handbook shall supersede the procedures outlined herein and compel a revision of the this Departmental Governance Handbook

Table of Contents

Section 1: Mission Statement	2
Section 2: Departmental Personnel Committee	3
Section 3: Promotion and Tenure Committee	6
Section 4: Post Tenure Review	9
Section 5: Hiring of New Faculty Members	12
Section 6: Special Faculty Appointments	15
Section 7: Committee Governance and Structure	18
Section 8: Directors and Coordinators	21
Section 9: Peer Review and Student Evaluation of Faculty	21

Appendix A:	Appointment, Tenure, and Promotion	27
Appendix B:	Merit Guidelines	39
Appendix C:	Peer Review Process	40
Appendix D:	SACS Qualifications Guidelines	42

Department of Communication Mission Statement

The Department of Communication at Appalachian State University is committed to exploring and understanding how classic and contemporary principles of communication connect with, shape, and are shaped by technological and cultural shifts in a changing world. The department seeks to create a more humane and sustainable world by fostering an informed citizenry. We serve students; the university; local, regional, national and international communities; and the profession in the following ways:

- 1) By acquiring and disseminating knowledge through teaching and research that connects the past to the future, takes into account professional trends, and includes an emphasis on the role of new and emerging media;
- 2) By designing curricula that merge theory and practice, so that students will have the educational backgrounds and skill sets that are appropriate for navigating organizational and professional success, whether they pursue careers in advertising, communication studies, electronic media/broadcasting, journalism, or public relations;
- 3) By promoting outreach and service through pursuing community relationships and developing curricula that involve students in a variety of contexts, ranging from local to global;
- 4) By using process-based and project-driven methods to teach students how to effectively and ethically locate, create, evaluate, and employ information in a changing world;
- 5) By cultivating diverse connections through international and intercultural educational experiences;
- 6) By encouraging, respecting, and seeking diversity of thought, talents, and experience in our students and faculty, including an appreciation of the voices of students and conflicting points of view;
- 7) By challenging students to examine their choices and actions critically and ethically through course content and faculty example;
- 8) By pursuing leadership roles in a variety of contexts, and encouraging and mentoring students to develop into leaders themselves;
- 9) By modeling and teaching students how to listen to, investigate, synthesize, and share ideas effectively; and
- 10) By providing opportunities for students to engage in sustained civil dialogue.

2.0 Departmental Personnel Committee

2.1 Composition of the DPC. Consistent with the Appalachian State University Faculty Handbook, a Departmental Personnel Committee (DPC) shall be comprised of six voting members who are tenured and two voting members who are non-tenured. The DPC shall also include one tenured alternate and one non-tenured alternate.

2.1.1 The tenured members of the DPC shall be elected to three-year terms. The terms of two tenured members shall be set to expire every year at the first faculty meeting of the fall semester. No tenured faculty member may serve as a voting member of the DPC for more than three consecutive academic years. Following three consecutive years as a voting member, the faculty member may not be included on the ballot for one year. [As the pool of tenured faculty grows, the department may consider reducing the tenured term length to two years to achieve consistency with the term length of non-tenured members (see below).]

2.1.2 The non-tenured members of the DPC shall be elected to two-year terms. The term of one non-tenured member shall be set to expire every year at the first faculty meeting of the fall semester. No non-tenured faculty member may serve on the DPC as a voting member for more than two consecutive academic years. Following two consecutive years as a voting member, the non-tenured faculty member may not be included on the ballot for one year.

2.1.3 In the event that a tenured or non-tenured faculty member is unable to complete a full term, the Alternate shall complete the remainder of the vacated term. An election shall then be held to fill the vacant Alternate seat according to the election procedure described below.

2.1.4 Alternates shall serve one-year terms. There is no limit to the number of consecutive terms a faculty member may serve as an alternate.

2.1.5 No faculty member may serve more than the number of consecutive years indicated by one's academic rank. In the event that a faculty member were to be elected to "serve out" the remainder of a vacated term, they would also need to vacate, early, a following elected term after three total years had been reached (as indicated within the University Faculty Handbook).

2.2 Constitution of the DPC. Elections shall be held at the beginning of the fall semester of every academic year to constitute the DPC for the coming year.

2.2.1 To ensure a full slate of candidates, all eligible members of the faculty will be placed on the ballot unless a faculty member specifically requests an exemption from the chair, in writing, at least three business days prior to the faculty meeting at which the vote will occur.

2.2.2 Members of the faculty eligible to vote (as defined by the Faculty Handbook), shall rank five members of each ballot in order from “5” to “1” (with the number “5” indicating one’s first choice candidate and the number “1” indicating one’s fifth choice candidate).

2.2.3 The candidates for election receiving the highest total scores shall be assigned the open seats as follows: those receiving the highest scores shall be assigned the longest available terms, filling each remaining seat, in descending order, until the Alternate seats are filled.

2.2.4 The departmental chair shall serve as the non-voting chair of the departmental personnel committee and shall preside at all meetings. The chair shall establish called meetings when two or more committee members make a written request for a meeting of the DPC.

2.2.5 The committee shall select a recorder from its voting membership.

2.3 Provision for Advice to the DPC. The DPC shall welcome advice from the faculty before decisions are made. The DPC will also provide sufficient time for the in-person testimony of each responding member of the faculty before any decision is rendered.

2.4 The role of the DPC in deliberating and deciding departmental matters shall be limited to solely the functions articulated in section 2 of this Departmental Governance Handbook. Any incidental matters requiring a timely executive decision that are not currently under the purview of an existing departmental committee shall be decided by the Chair’s Advisory Committee (section 8).

2.5 Functions of Departmental Personnel Committees

2.5.1 The functions of the departmental personnel committee include reviewing all non-tenure eligible and special faculty and making recommendations regarding appointments, reappointments and promotions. The committee shall make a recommendation to the chair, who in turn shall make a recommendation to the

dean; the dean will make a recommendation to the provost and executive vice chancellor and make known to the provost and executive vice chancellor the recommendation of the chair concerning the future employment of such faculty.

2.6 Procedures of Departmental Personnel Committees

- 2.6.1** All meetings of departmental personnel committees shall be held on campus. Each member of the department shall be notified in writing of all meetings and agenda items of the departmental personnel committee. The announcement should clearly state the time and place of the meeting and it should become a part of the DPC's permanent records. All department members who so desire may present their views before the committee in regard to any item(s) on the agenda.
- 2.6.2** In all cases involving a vote on personnel decisions, the full voting membership of the departmental personnel committee must be present. Alternates should attend all meetings and vote in the absences of regular members.
- 2.6.3** A member of the departmental personnel committee may not vote on any matter before the committee that concerns that member or any related person. In this case, the alternate member shall serve.
- 2.6.4** No abstention votes shall be allowed in DPC personnel decisions. Instead, if a voting member of the DPC wishes to be recused relative to any of the personnel items on a meeting's agenda, that person must provide the departmental chair with written notification of recusal from both the discussion and the vote on that particular matter. For that one personnel decision, an alternate from the respective tenure category shall then step in for both the deliberation and the vote. This rule shall supersede the rule in *Robert's Rules of Order* relative to the right of abstention.
- 2.6.5** Members of the DPC shall practice confidentiality in all matters related to DPC votes and deliberations.
- 2.6.6** The minutes of the departmental personnel committee shall list all persons in attendance at the DPC meeting and all members of the DPC absent from the particular meeting. A record should be kept of each personnel action considered; however, this should not include individual comments. The written record should state that the personnel committee formally considered personnel action of the particular faculty member and should state those things that were considered. The minutes should show the vote (the number of affirmative and negative votes) on each action, but not the votes of individual members of the committee.

- 2.6.7** All minutes of departmental personnel committee action shall be approved and, if necessary, modified by a majority of the assembled committee. Such action will normally take place at the next meeting of the DPC except that, following the last meeting of the committee in a given academic year, the recorder shall be responsible for gaining the approval of the minutes from the voting members of the committee. A permanent file of all minutes of the DPC shall be maintained in each department office. Nothing in these guidelines shall violate the confidentiality of the DPC minutes, except that any individual faculty member shall have access to those portions of the minutes of meetings in which personnel actions involving that faculty member were considered. All motions must be phrased in the affirmative.
- 2.6.8** The results of the DPC vote, supporting material, and all documents submitted to the committee, shall be forwarded with the departmental chair's recommendation to the dean.

3.0 Departmental Promotion and Tenure Committee

- 3.1** The Promotion and Tenure Committee (PTC) shall be composed of all tenured faculty in the department.
- 3.2** Members of the PTC shall practice confidentiality in all matters related to PTC votes and deliberations.
- 3.3** The department chair shall schedule all departmental PTC meetings. While the chair shall be responsible for knowing and sharing both information about procedural matters and information requested by the committee, the chair's role in the committee's deliberations and decision shall be minimal. The department chair shall not vote on the PTC.
- 3.4** At its first meeting, the PTC will elect a committee chair from among its members. The committee chair's responsibilities include: compiling the votes of the committee members, and forwarding the votes and the vote justification letters to both the departmental chair and dean.
- 3.5** Tenured faculty members on OCSA or Family and Medical Leave are not required to serve on the PTC while on full paid or unpaid leave. However, they are eligible to serve should they decide to do so.
- 3.6** Functions of Departmental Promotion and Tenure Committee. The PTC shall make recommendations regarding contract renewal for tenure track faculty, track faculty, Emeritus status, graduate faculty status for tenure track and tenured faculty, the granting

of permanent tenure, and promotion to tenure track or tenured ranks, either when a request for tenure is made by a faculty member, or at the automatic intervals specified in section 3.8 (inclusive) of the *Faculty Handbook*. The committee shall make a recommendation to the departmental chair, who in turn shall make a recommendation to the dean, who will send to Provost and Executive Vice Chancellor both her/his own recommendation and that of the committee and the department chair concerning the advisability of conferring promotion and/or tenure.

3.7 Procedures of Departmental Promotion and Tenure Committees

- 3.7.1** The tenure policies and regulations of the institution set forth the general considerations upon which appointment, reappointment, promotion, permanent tenure, and Emeritus status are to be recommended. The institutional regulations provide that these considerations shall include an assessment of at least the following: the faculty member's demonstrated professional competence, the faculty member's demonstrated past performance and the potential for future contribution, and institutional needs and resources.
- 3.7.2** All meetings of the PTC shall be held on campus. Each member of the department shall be notified in writing of all meetings and agenda items of the PTC. The announcement should clearly state the time and place of the meeting and it should become a part of the PTC's permanent records. All tenure-track faculty members who so desire, except for those who must recuse themselves (see section 4.1.8.8 of university handbook), may present their views before the committee in regard to any item(s) on the agenda.
- 3.7.3** The candidate's file will remain in the main departmental office (or its electronic equivalent) and all tenured faculty members in that department will have access to review these materials.
- 3.7.4** Face-to-face deliberations among the departmental PTC members are a crucial part of the faculty review of candidates being considered for reappointment, promotion, tenure, and/or Emeritus status. The justification of votes in writing should take place only after, and cannot substitute for, such face-to-face deliberation.
- 3.7.5** Absentee votes and vote justification letters are permitted in extenuating circumstances, and should be submitted to the chair of the PTC at least 24 hours prior to the scheduled meeting.
- 3.7.6** Voting will be carried out anonymously by paper ballots.

- 3.7.7** The vote justification forms, which may be anonymous, shall be submitted within three working days of the PTC meeting at which the vote is taken. These letters shall be given to the committee chair, who will then provide these to the departmental chair and the dean at the end of the aforementioned working days, and sent through the dean to the provost and executive vice chancellor.
- 3.7.8** The minutes of the PTC should record all persons in attendance at the PTC meeting and all members of the PTC absent from the particular meeting. A record should be kept of each personnel action considered; however, this should not include individual comments. The written record should state that the committee formally considered personnel action of the particular faculty member and should state those things that were considered. In instances of personnel action involving promotion or tenure of a faculty member, the minutes should state specifically that the criteria for promotion as set forth in section 3.8 or that the items required to be considered in granting tenure as specified in section 3.7 were considered along with any departmental criteria for promotion and tenure as published in the department's governing documents. The minutes should show the vote (the number of affirmative and negative votes) on each action, but not the votes of individual members of the committee.
- 3.7.9** All minutes of the PTC action shall be approved and, if necessary, modified by a majority of the assembled committee. Such action will normally take place at the next meeting of PTC except that, following the last meeting of the committee in a given academic year, the committee chair shall be responsible for gaining the approval of the minutes from the voting members of the committee.
- 3.7.10** A permanent file of all minutes of the PTC shall be maintained in each department office. Nothing in these guidelines shall violate the confidentiality of the PTC minutes, except that any individual faculty member shall have access to those portions of the minutes of meetings in which personnel actions involving that faculty member were considered. All motions must be phrased in the affirmative.
- 3.7.11** A member may be present at the promotion and tenure committee meeting in which his or her case will be considered for the sole purpose of presenting information and answering questions. The candidate will be recused from the discussion and from the vote on his or her promotion. The candidate may rejoin the meeting for other considerations and will be allowed to participate in other PTC meetings during the year. Notification of results of the PTC vote for all candidates will not take place until the meeting is over. A member of the promotion

and tenure committee may not address the PTC or cast a vote on any matter before the committee that concerns any related person.

- 3.7.12** The results of the PTC vote, written vote justification statements, the candidate's supporting material, and all related documents submitted to the committee chair, shall be forwarded to the departmental chair who will include these materials along with her or his own recommendation to the dean, and through the dean to the provost and executive vice chancellor.
- 3.7.13** The department chair shall notify the faculty member of the results of a departmental PTC vote on reappointment, emeritus status, tenure, or promotion within three working days following the date of the PTC vote, except under extenuating circumstances. Notification to the faculty member of the chair's recommendation to the dean on promotion, tenure, reappointment, or emeritus status should be made in a timely manner as defined by the college or school, not to exceed five working days, except under extenuating circumstances.

4.0 Post Tenure Review

- 4.1** Post-tenure review is a comprehensive, formal, periodic evaluation of cumulative faculty performance, the prime purpose of which is to ensure faculty development and to support and encourage faculty excellence. Post tenure review requirements can be found in the *UNC Policy Manual* 400.3.3 and 400.3.3.1[G].
- 4.2** In addition to the annual review for all faculty, each tenured member of the teaching faculty will be subject to a comprehensive, cumulative review on a regular and systematic basis, no less frequently than every five years. A review undertaken to decide on promotion qualifies as such a cumulative review. This comprehensive review shall provide for the evaluation of all aspects of the professional performance of faculty, whose primary responsibilities are teaching, and/or research, and/or service.
 - 4.2.1** If faculty responsibilities are primarily in one or two of these areas, post-tenure review and resulting recommendations should take this allocation of responsibilities into account. Faculty performance will be examined relative to the mission of the University, college, and program. Exemplary faculty performance will be recognized and rewarded. Because performance rewards are often part of the annual review process (described in [section 4.3.2 of university faculty hand-book](#)), the post-tenure review may provide additional support for this form of recognition.
 - 4.2.2** Any academic year during which a tenured faculty member is on approved leave for more than 25 class days of the academic calendar

or receives a total teaching-load reduction of more than six credit hours for medical or family reasons (6.2) or other adjustments of employment obligation (6.2.3) will not count for the post-tenure review five-year cycle unless the faculty member requests in writing to the departmental chair that it be counted. Such a request must be made within one calendar year following the end of the leave or course-load reduction.

4.3 Post-tenure Review Process.

- 4.3.1** A post-tenure review committee for a department or academic unit will be elected by a vote of the tenured faculty in the department or academic unit. The tenured faculty will elect from among themselves three tenured faculty, who will serve staggered, non-renewable, three-year terms. The post-tenure review committee elects a chair from among its members. The tenured faculty will elect tenured faculty members to fill any vacancies each year. The tenured faculty may also fill vacancies caused by resignation or other contingencies. In the event that there are not three tenured faculty in the department or academic unit, the tenured faculty will make nominations and will elect from among those nominated a tenured faculty member or members from an allied discipline to serve on the post-tenure review committee.

- 4.3.2** At the beginning of the post-tenure review cycle, the faculty member shall develop with his/her department chair a five-year goal or plan. This plan can be modified annually by the faculty member, in consultation with the department chair, as deemed appropriate by changes in institutional, departmental, or personal circumstances.
Annual performance evaluations should be considered as a component of post-tenure review, but alone are not a substitute for a comprehensive five-year evaluation.

- 4.3.3** At the time of review, the faculty member under review will provide the committee with a brief one-page summary of their accomplishments over the previous five years and a current vita. The department chair will provide the review committee with copies of the faculty member's annual reviews for the previous five years, and a copy of the faculty member's five year plan.

- 4.3.4** After review of submitted materials, the post-tenure review committee shall provide to the faculty member being reviewed and the department chair a one page summary concerning its evaluation

and shall designate the faculty member's performance as "exceeds expectations," "meets expectations," or "does not meet expectations." The summary with designations shall be provided to the faculty member and chair within 15 working days, barring extenuating circumstances, of receiving the materials. The post-tenure review committee's feedback should include recognition for exemplary performance.

4.3.5 The faculty member under review may provide written responses to the post-tenure committee and chair's reviews. A written response to the post-tenure review committee's evaluation shall be submitted to the department chair within 10 working days, barring extenuating circumstances, after receipt of the committee's evaluation, and will not be shared with the post-tenure review committee. A written response to the chair's review may be submitted to the dean within five working days, barring extenuating circumstances, after receipt of the chair's review and will not be shared with the chair.

4.3.6 The department chair shall provide a written review in addition to the review of the committee. The chair shall provide a written copy of his/her evaluative review to the faculty member within 15 working days, barring extenuating circumstances, from the time that the department chair receives the review committee's summary or from the time that the faculty member provides his or her written response to the committee recommendation (see Section 4.7.8). The chair shall forward the candidate's material, the post-tenure committee summary and recommendation, his/her recommendation, and faculty response, if any, to the dean within this same time period.

4.4 All reviews must include a statement of the faculty member's primary responsibilities and delineate specific strengths and weaknesses as they relate to the faculty member's performance in teaching; scholarship and/or creative activities; and service.

4.4.1 The provost and executive vice chancellor must certify that all aspects of the post-tenure review process for that year are in compliance with policies and guidelines.

4.4.2 Any faculty member who receives a "does not meet expectations" rating in the post-tenure review will be given the opportunity to improve performance. In consultation with the dean, the faculty member's chair will: (a) consider the evaluation from the post-tenure review committee and the faculty member's response; and (b) prepare a written individual professional development plan for

the faculty member.

- 4.4.3** A specific timeline including steps for improvement must be included in the development plan, with a clear statement of consequences should improvement not occur within the designated time line. Consequences may include discharge or demotion for “sustained unsatisfactory performance” after the faculty member has been given an opportunity to remedy such performance and fails to do so within a reasonable time, pursuant to [section 4.10.1.1](#) of the university *Faculty Handbook*. The chair is encouraged to assign one or more mentoring peers to the faculty member, and the chair must hold a progress meeting with the faculty member on at least a semi-annual basis during the specified time line. If the faculty member’s duties are modified as a result of a less than satisfactory rating, the development plan should indicate and take into account the new allocation of responsibilities.

5.0 Hiring of New Faculty/Search Committees

- 5.1** For all purposes concerning the hiring of new faculty members, a search committee shall fully supplant the DPC as provided for within sections 4.1.1 and 4.1.3.1(a) of the Faculty Handbook. The DPC shall have no role, formal or informal, in the hiring of new faculty members.
- 5.2** A search committee shall be composed of a minimum of three and a maximum of five volunteers with interest and/or expertise in the faculty position under review. If more than five wish to serve, then the chair will select the five, with preference given to the concentration area. The search committee shall strive for a collaborative, deliberative decision-making procedure. In addition, the search committee shall report fully to the faculty, at regular intervals, concerning its progress, recommendations, and ongoing/remaining dissent.
- 5.3** ASU Guidelines for Search Committees. The search committee is responsible for reviewing ASU Policy Manual 601.8 “Hiring of EHRA Employees,” as this policy may be amended from time to time. In accordance with ASU Policy Manual 601.8, the search committee shall oversee all aspects of advertising the position and receiving applications; review all applications; conduct reference checks and preliminary interviews; and schedule and conduct on-campus interviews. Whenever possible, the search committee shall recommend at least two candidates for hire and may provide a ranked list of the candidates. Confidentiality shall be maintained throughout the search process, including, but not limited to, the identity of applicants, submitted application materials, reference checks, interviews, committee discussions and deliberations, short list determinations, and final offers. Information gathered during the search process shall not be shared with others in the department or unit who do not serve on the search committee without written permission from the applicants. Search committee members should not engage in discussions about the applicants or the submitted application

materials, outside the confines of a search committee meeting which is “the only legally- privileged setting for discussion of confidential information related to a search”. (Quoted from ASU Policy Manual 601.8 Section 4.5.3).

5.4 Search Committee Procedures

- 5.4.1** All meetings of search committees, involving deliberation, shall be held face-to-face or by appropriately secure digital communication on campus. Every member of the department shall be notified in writing of all meetings and agenda items of the search committee. The announcement should clearly state the time and place of the meeting and it should become a part of the search committee’s records. All department members who so desire may present their views before the committee.
- 5.4.2** The minutes of the search committee should record all persons in attendance at the meeting and all members absent. A record should be kept of each personnel action considered; however, this should not include individual comments. All personnel actions shall be determined by anonymous paper ballot votes. The written record should state that the search committee formally considered the personnel action. The minutes should show the vote (the number of affirmative and negative votes) on each action, but not the votes of individual members of the committee. All motions must be phrased in the affirmative. All minutes of search committee actions must be approved and, if necessary, modified by a majority of the assembled committee. Such action will normally take place at the next meeting of the committee except that, following the last meeting of the committee in a given academic year, the recorder shall be responsible for gaining the approval of the minutes from the voting members of the committee.

5.5 Committee Processes.

- 5.5.1** The search committee shall draft a position announcement which contains minimum and preferred qualifications and shall develop selection criteria based on the position requirements. The committee shall present the draft for revision and formal approval by the voting faculty.
- 5.5.2** Using the criteria on the Pre-Reference Calling Checklist, the search committee shall narrow the pool of candidates to a “long short list.” The search committee chair shall contact these candidates to request permission to contact indicated and non- indicated references, including direct supervisors, and to share their materials with all faculty in the department. After permissions are obtained in writing, the search committee shall share the names and materials of the “long short list”

candidates with the faculty. The faculty will be given an opportunity to provide feedback on the candidates to the search committee. During this time, the search committee shall proceed with making reference calls.

- 5.5.3** Using the criteria on the Post-Reference Calling Checklist, the search committee shall carefully review the scholarly and pedagogical credentials of all applicants, and select a slate of *at least* two candidates to invite for on-campus interviews.
- 5.5.4** The search committee, in conjunction with the Department Chair, shall coordinate the on-campus interview process.
- 5.5.5** The candidates will interview with (a) the Dean, (b) the Department Chair, and (c) the search committee.
- 5.5.6** Each candidate will address an audience comprised substantially of students. If this session is held during a regularly scheduled class meeting, the candidate will work with the course instructor to determine what will be the content of the class session the candidate will be teaching.
- 5.5.7** Each candidate will present a forum in which the faculty (absent students) may question the candidate on his/her research.
- 5.5.8** When possible, the search committee interview should be scheduled for a time after any or all candidate presentations have been completed.
- 5.5.9** The search committee shall broadly request the participation of faculty members in informal interview contexts (meals, tours, etc.).
- 5.5.10** The candidate interview schedule shall be forwarded to the faculty prior to the campus visit.
- 5.5.11** After completion of the interviews, the search committee will solicit input from the faculty, staff, and students regarding the interviewed candidates.
- 5.5.12** After consideration of all input, and using the criteria on the Post-Interview Checklist, the search committee will make a recommendation on the selection and ranking of the candidates for the position to the Department Chair.

6.0 Special Faculty Appointments

6.1 Department Chair Search Committee

6.1.1 The department chair search committee shall consist of six members of the department elected by the faculty of the department (as defined in Article II, [Section 3](#). of the Faculty Constitution); and a member of an allied department appointed by the dean of the college/school.

6.1.2 The ratio of tenured to non-tenured will be 4:2, whenever possible.

6.1.3 The department shall strive to have all areas fairly represented.

6.1.4 At least one committee will be a member of the graduate faculty.

6.2 Assistant Chair

(This section contains the Assistant Chair Policy that was approved by the department on 10/01/2014. It is presented here in the format in which it was approved.)

The Assistant Chair's responsibilities include:

- Scheduling of classes
- Taking minutes at faculty meetings and reporting the minutes to the faculty within one week of the meeting
- Evaluating student transfer course equivalences (including study abroad)
- Meeting with prospective students and their parents
- Chairing the Student Advisory Group
- Signing student forms such as overrides, independent studies, etc
- Coordinating special departmental events in conjunction with Soc/Intel or Student Events Committees, such as open house and graduation receptions
- Coordinating departmental assessment
- Attending meetings as requested by the Chair
- Serving as Department Chair in the Chair's absence

The Assistant Chair's responsibilities do not include:

- DPC, personnel, or faculty evaluation matters
- Salary considerations
- Annual Report tasks
- Budget
- Student Complaints

Selection:

Faculty must have permanent tenure in order to be considered for the appointment.

The Assistant Chair shall be selected in accordance with the procedure for hiring Department Chairs as articulated within the University Faculty Handbook, but without inclusion of alternate members or a member external to the department.

The initial term of the position is two years, with the possibility of reappointment for the position twice more, for a total of six consecutive years. To be considered for reappointment, the Assistant Chair will write a letter to the Chair, requesting reappointment. The Chair will share the reappointment request letter with the voting-eligible faculty. The decision to reappoint will be determined by a vote of the voting-eligible faculty. If the faculty vote is not in favor of reappointment, the position will be open for all eligible faculty to apply, including the incumbent Assistant Chair.

An Assistant Chair who serves for six consecutive years may reapply for the position at such time as two years have passed and the position is reopened for applications.

The Assistant Chair serves at the will of the Chair.

Evaluation and Review:

Review of the Assistant Chair will be initiated by the Department Chair sometime before April 15 every Spring semester. The review process will consist of a set of six to eight questions developed by the Department Personnel Committee, up to three additional questions developed by the Department Chair, and one question that allows the faculty to provide additional comments in addressing how the Assistant Chair has worked with them. The questions developed by the DPC will include one each dealing with scheduling of classes, taking and reporting of faculty minute minutes, handling student needs in relation to signing forms and evaluating course equivalencies, working with student advisory committee, attending and participating in departmental committee and other meetings as appropriate, and coordinating assessment.

All members of the department faculty will be given an opportunity to evaluate the Assistant Chair. Responses to the questions will be due to the Department Chair by the day following Spring commencement. After compiling and reviewing the responses, the Department Chair will prepare a short summary report that will be discussed at an annual review meeting with the Assistant Chair. The annual review for the Assistant Chair will be in addition to his or her faculty annual review and will focus

on performance in the role of Assistant Chair.

6.3 Senior Lecturer Policy

(This section contains the Senior Lecturer Policy that was approved by the department on 04/16/14. It is presented here in the format in which it was approved.)

(Parts a, b, and c are specified by the faculty handbook (3.13.4.3), with the exception of the words “the department and.”)

Minimal criteria for consideration of appointment to the rank of senior lecturer are:

- (a) A master’s degree from an accredited institution with 18 graduate credits in the field of teaching; and experience teaching a minimum of 40 courses (or the equivalent thereof) at the rank of lecturer at Appalachian;
- (b) Demonstrated ability in teaching;
- (c) Demonstrated ability in institutional service to the department and the university and
- (d) Demonstrated participation in professional development (through participation in on or off campus professional development opportunities or academic conferences); or demonstrated ability in research/creative activity through submission of external grant application, presentation of work at academic or professional conferences or publication in relevant academic or professional outlets.

Materials to be submitted for application for senior lecturer are:

- 1) Letter of application
- 2) Current vita
- 3) Evidence of quality teaching, including a narrative statement describing the candidate’s teaching philosophy and experience (1-2 pages)
- 4) Evidence of service to the department, the university, and the community or profession (if applicable), including a narrative statement describing the candidate’s role in service activities (1-2 pages)
- 5) Evidence of professional development or research/creative activity, including a narrative statement describing participation in this area (1-2 pages)
- 6) Copies of annual reviews by the chair

7.0 Committee Governance and Structure (Section 7 was passed by faculty vote on February 15, 2017.)

7.1 To encourage full faculty participation and knowledge in matters of departmental governance, committees shall be constituted as the primary bodies of deliberation and execution but shall defer final judgment to the faculty as a whole unless directed otherwise. Responsibility for deliberation and execution shall adhere to the committee as a whole, not to an individual member or chair. Committees shall implement collaborative, deliberative decision-making procedures. Each committee shall report fully to the faculty (orally or electronically) on its ongoing decision making procedures, decision and execution status, recommendations, and ongoing/remaining dissent. The Department Chair shall call the faculty to deliberate and vote on committee matters approximately every other week or two times per month.

7.1.1 Full-time and three-quarter time faculty are expected to serve on committees. Committees shall be composed of at least five members of the faculty.

7.1.2 Committees shall be constituted as specified in the following specific committee descriptions. Members of the faculty shall rank their committee service preferences at or before the first faculty meeting of the academic year. The Department Chair and Assistant Chair shall make committee assignments in accordance with faculty preferences so far as possible and shall seek to maintain continuity, representation, expertise and rotation as appropriate.

7.1.3 Unless otherwise indicated, committees shall select during their first meeting of the fall semester, a chair responsible for coordinating the deliberation and execution of committee responsibilities and a secretary responsible for maintaining records and minutes. The faculty shall be updated in a timely fashion. Committees shall distribute the execution of key committee functions throughout the membership of the committee. The role of chair shall be construed as *coordinating* the management of committee responsibilities and not as the primary executioner of committee responsibilities.

- 7.1.4** The term length for committee leadership positions is one year. A committee member should serve as chair for no more than two consecutive years, unless there are extenuating circumstances.

7.2 Operative Departmental Committees. The following committees shall persist in the Department of Communication until such time that they are eliminated or modified by a vote of the faculty.

- 7.2.1** Chair's Advisory Committee: Each major area shall be represented on this committee. The advisory committee shall (a) advise the Chair on urgent budgetary matters in which time is of the essence, (b) advise the Chair on unforeseen matters facing the department that are not currently under the purview of an official committee and for which time is of the essence, and (c) recommend items for further faculty discussion. The Department Chair shall serve as the chair of the advisory committee. The Assistant Chair shall serve as a nonvoting member of this committee. This committee can be called at the request of the department chair.

7.2.2 Assessment Committee: The assessment committee shall consist of the assessment coordinators from each area. The Assistant Department Chair will be the chair of the Assessment Committee. The Department Chair shall serve as an advisory member to the committee. The committee will develop deadlines and procedures (consistent with those from the College of FAA and the Institutional Research Office) for assessment and comprehensive program review. The committee will also ensure that the deadlines are met.

- 7.2.3** Curriculum Committee: This committee shall consist of representatives from each area. To facilitate the timely completion of the course offerings, the Assistant Chair shall serve as an advisory member to the committee. Each area shall elect their representative to serve. The curriculum committee shall (a) guide departmental curriculum revisions through the University Academic Policies and Procedures (AP&P) Committee and the Fine and Applied Arts (FAA) Council of Chairs (b) advise the faculty on proposed changes to the departmental curriculum, (c) administer special topics courses, honors courses, and general education courses.

- 7.2.3.1** Selected Topics Courses. Departmental areas with selected topics courses built into their curriculum as part of the program of study shall make decisions relevant to the offering of selected topics courses within the area, subject to available personnel and funds.

Faculty members within departmental areas that do not have selected topics courses built into their curriculum as part of the program of study shall be granted the opportunity to offer a selected topics course on a rotating basis when classroom space, personnel, and funds are available for the schedule (as determined by the Department Chair and Assistant Chair), and the course has a likelihood of attaining a sufficient enrollment to justify moving the faculty from a course on the program of study to a selected topics course.

Anyone wishing to offer a selected topics course should present information about the course to the faculty in their area by December 1 for the following fall semester and April 30 for the following spring semester. Decisions about what topics are appropriate as selected topics courses shall be made by the academic area for which each selected topics course will count. If the faculty in the area approve the course, a course description articulating the course trajectory and noting a selection of likely course reading materials should be presented to the curriculum committee by the end of the first week of spring semester if the course is to be taught the following fall and by the end of the first week of fall semester if the course is to be taught in spring.

The curriculum committee will provide the department with a list of all proposed selected topics courses for each semester and will notify the faculty of any possible overlaps or potential drawbacks to offering a particular selected topics course in a given semester.

7.2.3.2 General Education. The curriculum committee shall assist the chair and assistant chair in the selection of General Education courses to be taught each semester.

7.2.3.3 Honors Courses. The curriculum committee, in consultation with the departmental Honors Director, will assign an honors designation to proposed courses that demonstrate a commitment to profoundly challenging students and exploring the subject in question in an intellectually sophisticated and innovative way.

7.2.4 International Programs Committee: The international programs committee shall assist in the support and maintenance of department-based international programs. The committee will be composed of faculty members currently participating in study abroad, international internship, and faculty exchange programs as well as those interested in future participation (irrespective of standard committee term limits). The committee shall (a) recruit departmental faculty interested in developing new international internship and study abroad sites, (b) seek increased student participation in existing study abroad, dual-degree and internship sites, (c) collaborate with the director of international internships in administering internship sites in the interest of maintaining long-term relationships with international hosts, and (d) devise, revise, maintain, and execute the departmental policies relevant to international programs.

7.2.5 Student Events Committee: The student events committee shall coordinate official student-faculty contact events, including (a) fall and spring open houses, (b) graduation receptions, and (c) the production and revision of departmental promotional literature. Two students shall be selected to serve on this committee. Student terms shall last one year with the option to reapply for a second year.

7.2.6 Alumni Engagement Committee: The alumni engagement committee shall assist with alumni relations and engagement. Responsibilities may include: (a) Spring Forward alumni days, (b) outreach to alumni, (c) homecoming reception, and (d) student-alumni events. Two students shall be selected to serve on this committee. Student terms shall last one year with the option to

reapply for a second year.

7.2.7 Scholarship Award Committee: The scholarship awards committee shall maintain and award Departmental and College Scholarships. The chair of this committee will usually serve more than two years as chair, in order to maintain consistency in interactions with Admissions Office and others who work with scholarships. *The chair of this committee shall serve as the FAA Scholarship Committee representative.*

7.2.8 Technology Committee: The technology committee shall (a) recommend funding priorities for departmental technology purchases and (b) administer the rotation of faculty office computers. One representative from each area will be a member of the committee. Areas will choose their representatives. The FAA computer consultant is an advisory member, as is the WASU radio station professional director and the AppTV general manager. The Chief Engineer will be a standing member of this committee.

7.2.9 Intellectual and Social Life Committee: The intellectual and social life committee shall coordinate and promote intellectual and social engagement within the Department of Communication. Responsibilities may include coordinating and promoting: (a) a departmental colloquium series, (b) interdisciplinary colloquia, (c) fall and spring departmental reading groups, (d) informational brown-bag lunches, and (e) picnics and holiday socials.

7.3 Representation on External Committees: The department's representatives to (a) the FAA Grade Appeal Committee, (b) FAA College Awards Committee, (c) FAA Special Events Committee and (d) the Library Committee shall be selected by the Department Chair and Assistant Chair based upon the expressed preferences of the faculty according to the procedure outlined in section 7.1.2. Faculty who represent the department on college or university committees/bodies shall make timely reports to the faculty.

7.4 Ad Hoc Committees: The formation of ad hoc committees is at the discretion of the Chair, faculty, or Dean of the College of Fine & Applied Arts. Ad hoc committees in existence for more than two consecutive years shall be incorporated into the Departmental Governance Handbook. All faculty shall be notified by the Department Chair of the formation of an ad hoc committee and invited to volunteer to serve. Ad hoc committees shall follow the guidelines and procedures outlined in section 7.1.

8.0 Directors and Coordinators

Section 8 will be a new section that includes info on Coordinators and Directors. We will work on a draft of this section at a later date. It will include Honors, Internships, International Internships, Dual-degree program, On-line Advertising program, On-line Communication Studies program, and Graduate Certificate Program.

9.0 Review of Faculty

9.1 Student Course Evaluations

- 9.1.1 Student evaluations will be conducted in all sections of all courses in Spring and Fall semesters.
- 9.1.2 Faculty may have another faculty member proctor the evaluations or may ask a student in the class to collect evaluations and return them to the departmental office.
- 9.1.3 Evaluation forms shall be returned to the departmental office immediately upon completion of the evaluations.

9.2 Peer Review

(This section is a draft of a peer review policy/process that has been developed by an Ad Hoc committee over the last year and a half. The draft was presented in detail at a recent faculty meeting. Faculty will provide feedback to the committee. We will continue discussion of the draft at the March 22nd faculty meeting.)

Faculty Peer Observation Preview Questionnaire

Instructor:	Course:	Number of Students in the class:
Observer:	Location:	Scheduled Date/Time:

I. Class Preview

What is subject of the class?	What is the format of the class?
What are the goals for the class?	How does this class session fit within the course as a whole?
Are there particular aspects of the class that you would like to have observed?	

II. Peer Observation Guidelines

1. How often must peer evaluations be completed?

- Part-time faculty must complete the observation process once each calendar year.
- Non-tenured, tenure-track faculty as well as full-time faculty must complete the observation process twice per calendar year.
- Tenured faculty must complete the observation process once every three years and in the year preceding post-tenure review or consideration for promotion.
- All faculty should also invite observation of differing and varied kinds of class periods.

2. Can any faculty member observe any other faculty member?

Faculty may agree to observe any other faculty member regardless of rank. At the same time, more senior faculty should respect the wishes of non-tenured, full-time, and part-time faculty who may not feel comfortable observing or sharing ideas with a more senior faculty member. Faculty are also encouraged to seek a diverse range of observers, including observers from different areas.

3. Do faculty members need to meet before or after the observation?

Meeting before the observation as well as after the observation to discuss the class period is encouraged but not required.

4. What has to be turned in? How is it turned in? When should it be turned in?

The observation preview questionnaire is only shared with the observing faculty member and does not need to be turned in. In addition to supplying a copy of the observation review questionnaire to the observed faculty member, the observing faculty member needs to cut-and-paste the completed observation review questionnaire responses into a Google Form managed by Andrea. Faculty should strive to complete the post-observation questionnaire within one month of the observation and following a post-observation meeting.

Faculty Peer Observation Review Questionnaire

Instructor:	Course:	Number of Students in Attendance:
Observer:	Length of Observation:	Date/Time:

I. General Description of the Class

What was the intended subject or goal of the class?	What teaching methods, supplementary materials, or technologies were used in the class?
What do you think students took away from the class?	

II. Engagement

When did students seem most engaged?	
When did students seem least engaged?	

III. Challenge

When did students seem most challenged?	
When did students seem least challenged?	

IV. Understanding

What do you suspect students were mostly likely to understand during this class period?

What do you suspect students were least likely to understand during this class period?

V. Reflection

Which observed practices, behaviors, or strategies will you be most likely to try in your own classes?

Which of your own practices, behaviors, or strategies would you be most likely to try if you were teaching this class?

What additional comments or observations would you like to share?

Rationale: This peer observation procedure is rooted in the belief that every class period contains elements that work better than others. From the front of the room, however, it can often be difficult to tell the difference. The procedure outlined in this form is intended to supply faculty members with information about a peer observer's sense of when students seemed most and least engaged, challenged, and likely to have understood class content.

In addition, this peer observation form is rooted in the belief that peer observers are more likely to supply useful information if the relationship between the instructor and the observer is not burdened by a request for summative evaluation or scoring. Instead, peer observers are asked simply to complete the "most" and "least" boxes for each category for each observation.

Appendix A: Appointment, Tenure, and Promotion

Appointment, Tenure, & Promotion

Note: In all cases, faculty may believe that a specific activity involved significantly greater effort or impact, and thus should be ranked at a higher level. To have an activity considered for increased rank, faculty should submit to the chair or DPC (depending on whether it is a merit or tenure/promotion decision) a statement arguing for the increase, providing evidence of the effort and/or impact. For all three areas, multiple activities in a given grid can be used in an argument to be placed into a higher category of the grid at the chair's discretion.

[Blank Activity Table](#) [DOC] use for annual reviews and promotion/tenure files, using the Appointment, Tenure & Promotion document as a guide for what activities count at what level

Scholarship

The Department of Communication accepts as its position on "Scholarship" a thesis offered by Ernest L. Boyer, President of The Carnegie Foundation for the Advancement of Teaching, in the report of that foundation, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton, N.J.: Princeton University Press, 1990). In this work Boyer argues that "scholarship" should be more broadly defined so that the "work of faculty" reflects "more realistically the full range of academic civic mandates."

Boyer identifies three areas of scholarship which we consider valuable to this department: the scholarship of discovery, the scholarship of integration, and the scholarship of application.

- The scholarship of discovery is most recognizable as traditional "research," the search for knowledge for its own sake, and the principled mode of inquiry that characterizes this quest. This includes not only traditional research but also creative projects that demonstrate, apply or develop the skills and aesthetics of any of the various communication media.
- The scholarship of integration is in making informed connections across the disciplines, to understand the broad and broadest contexts in which one's work fits. The integrative scholar is a synthesizing eclectic, using her or his industry and intellect to strengthen learning by going beyond the walls of the discipline.
- The scholarship of application seeks to bridge the gap between the worlds inside and outside of the academy and to center this deeply and squarely within the context of disciplinary understanding. This includes not only those traditional areas of consulting, workshop teaching, and data collection and sharing, but also all efforts to apply the knowledge and skills of our discipline to the community, region, state, and nation.

Teaching

The Department of Communication accepts, without reservation, Boyer's judgment that "inspired teaching keeps the flame

of scholarship alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge dangerously diminished." We also accept teaching as our primary responsibility, as delegated by the University's mission statement.

The Department agrees with the following principles stated by Boyer:

- "Teaching begins with what the teacher knows. Those who teach must, above all, be well informed, and steeped in the knowledge of their fields."
- Teaching is "a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning, Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught."
- Great teachers "create a common ground of intellectual commitment. They stimulate active, not passive, learning and encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over."
- Teaching "must be vigorously assessed, using criteria that we recognize within the academy, not just in a single institution."

Teaching Activities Ranking

	SUPERIOR	OUTSTANDING	SATISFACTORY	UNSATISFACTORY OR N/A
EVALUATIONS	<ul style="list-style-type: none"> • average score of 4.5 (out of 5) or higher on the evaluation instrument (2) 	<ul style="list-style-type: none"> • average score of 3.75 (out of 5) or higher on the evaluation instrument (2) 	<ul style="list-style-type: none"> • average score of 3.0 (out of 5) or higher on the evaluation instrument (2) 	<ul style="list-style-type: none"> • does not meet expectations at the SATISFACTORY level, if applicable
COURSE DEVELOPMENT/ REVISION	<ul style="list-style-type: none"> • creation of new course appearing in the catalogue 	<ul style="list-style-type: none"> • significant revision of course based on professional experiences (e.g. consulting, professional internships) • development of a special topics course 	<ul style="list-style-type: none"> • revision of existing course (documented by syllabi/course materials submitted as part of annual portfolio) • 	<ul style="list-style-type: none"> • does not meet expectations at the SATISFACTORY level, if applicable
ADVISING		<ul style="list-style-type: none"> • high rankings on senior advising survey (3) 	<ul style="list-style-type: none"> • advises department-assigned students • writes letters of recommendation • holds required office hours 	<ul style="list-style-type: none"> • does not meet expectations at the SATISFACTORY level, if applicable
CURRICULUM DEVELOPMENT		<ul style="list-style-type: none"> • takes the lead within 	<ul style="list-style-type: none"> • participates in 	<ul style="list-style-type: none"> • does not meet expectations at

		concentration or department-wide to revise curriculum, gathers input from multiple sources (alumni, industry, etc.)	concentration or department-wide revision of curriculum	the SATISFACTORY level, if applicable
FACULTY INSTRUCTIONAL DEVELOPMENT	<ul style="list-style-type: none"> leads/presents regional, distance-learning, or extended (more than one day) workshop related to instruction 	<ul style="list-style-type: none"> attends regional, distance-learning, or extended (more than one day) workshop related to instruction leads/presents local workshop related to instruction participate in professional internship 	<ul style="list-style-type: none"> attends local workshops related to instruction participates in departmental reading group presents teaching practices at departmental level (e.g. brown bag lunch) 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
SERVICE LEARNING		<ul style="list-style-type: none"> develop new service-learning component for course, where the average score for questions on exit survey is 3.8 or higher (out of 5) 	<ul style="list-style-type: none"> offer existing service-learning component for course, where the average score for questions on exit survey is 3.8 or higher (out of 5) 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
AWARDS	<ul style="list-style-type: none"> system-wide, national, or international award 	<ul style="list-style-type: none"> college or university-wide teaching award regional award 	<ul style="list-style-type: none"> nominated for college or higher teaching award other institutional recognitions 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
INTERNSHIP SUPERVISION	<ul style="list-style-type: none"> develops new internship programs 	<ul style="list-style-type: none"> coordinates internships secures new internship site/position 	<ul style="list-style-type: none"> supervises internships 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
THESIS COMMITTEE		<ul style="list-style-type: none"> directs thesis 	<ul style="list-style-type: none"> serves on thesis committee 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
STUDY ABROAD	<ul style="list-style-type: none"> develops & leads a study abroad trip 	<ul style="list-style-type: none"> leads a spring break study abroad trip 	<ul style="list-style-type: none"> assists with an existing study abroad trip mentored in taking students abroad 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
MENTORING	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
MULTI-SECTION COORDINATION		<ul style="list-style-type: none"> coordinates multi- 		<ul style="list-style-type: none"> does not meet

		section course		expectations at the SATISFACTORY level, if applicable
INTERDISCIPLINARY EFFORTS/ CREDENTIALING		<ul style="list-style-type: none"> when awarded or active: on-campus extended faculty status (e.g. IDS faculty, SL faculty, Graduate faculty) professional certifications (applied to teaching) 		<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
COCURRICULAR ACTIVITIES (4)		<ul style="list-style-type: none"> supervises student productions as part of a co-curricular club (e.g. debate coaching, competition entries) 	<ul style="list-style-type: none"> faculty advisor/sponsor for co-curricular club with minimal instruction 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
INSTRUCTIONAL INSTITUTES/ WORKSHOPS		<ul style="list-style-type: none"> major presentation (e.g. plenary session) organizing/directing 	<ul style="list-style-type: none"> minor presentation (e.g. break-out session) 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> participant in national or international training and development related to teaching 	<ul style="list-style-type: none"> participant in regional or university training and development related to teaching 	<ul style="list-style-type: none"> participant in departmental or local training and development related to teaching 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
DISTANCE EDUCATION	<ul style="list-style-type: none"> broken down into off-campus and online; TBD 			
OTHER ACTIVITIES	<ul style="list-style-type: none"> faculty member presents evidence of activity, weight is determined by chairperson 			

(2) Chair may adjust faculty ranking based on consistent student comments on evaluation form, documentable informal feedback from faculty member, and/or peer review reports (required for non-tenured faculty before each personnel decision & tenured faculty in the post-tenure review process).

(3) Evaluation of Advising: Using an online form, students would receive a code from advisor to allow one-time completion of form during their senior year.

(4) Definition of Co-Curricular vs. Extra-Curricular: a co-curricular club is one in which the faculty member uses their professional knowledge to instruct members of the club. This is in contrast to an extra-curricular club, in which the faculty member oversees and coordinates club activities. Extra-curricular club advising is credited as service.

Note: Items above the black bar in the table are those that all faculty are expected to engage in, while activities below the bar are strongly encouraged.

Scholarship Activities Ranking

	SUPERIOR	OUTSTANDING	SATISFACTORY	UNSATISFACTORY OR N/A
EDITORIAL ACTIVITIES	<ul style="list-style-type: none"> 3-year term first-tier journal editor first or second editor for edited book published by first-tier academic press 	<ul style="list-style-type: none"> 3-year term second-tier journal editor first or second editor for edited book published by second-tier academic press serve on editorial board for first-tier journal reviewer for first-tier journal 	<ul style="list-style-type: none"> serve on editorial board for second-tier journal reviewer for second-tier journal third editor for edited book 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
WRITING & PUBLISHING	<ul style="list-style-type: none"> first or second author for first-tier refereed journal first or second author for scholarly book published by academic press first or second author for major textbook 	<ul style="list-style-type: none"> first or second author for second-tier refereed journal third or lower author for first-tier refereed article chapter in an edited book first or second author of refereed special issue article for first or second-tier journal 	<ul style="list-style-type: none"> scholarly book reviews trade/professional publication article article/book for ASU publication, based on professional knowledge third or lower author for second-tier refereed article third or lower author for scholarly books/textbooks invited article supplemental textbook/materials dissertation completion (Instructor only) 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
AUDIO/VIDEO/MULTIMEDIA PRODUCTION (1)	<ul style="list-style-type: none"> major contributor for a first-tier broadcast/distribution 	<ul style="list-style-type: none"> major contributor for a second-tier broadcast/distribution minor contributor for a first-tier broadcast/distribution 	<ul style="list-style-type: none"> minor contributor for a second-tier broadcast/distribution major contributor for local professional and/or University organization 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
PRESENTATIONS	<ul style="list-style-type: none"> invited convention speaker keynote address to professional or academic organization 	<ul style="list-style-type: none"> first or second author of refereed paper at regional convention 	<ul style="list-style-type: none"> refereed paper at state convention presentation on research at local level (university or 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable

	<ul style="list-style-type: none"> first or second author of refereed paper at national or international convention 	<ul style="list-style-type: none"> panel submitted paper at regional convention or higher 	department)	
GRANTS	<ul style="list-style-type: none"> large (+\$50,000) external grant 	<ul style="list-style-type: none"> moderate grant (\$5,000–\$50,000) submitted large external grant but not funded 	<ul style="list-style-type: none"> grant of less than \$5,000 submitted moderate external grant but not funded 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
MENTORING	<ul style="list-style-type: none"> supervises award-winning, top placement, or competitively selected student publications/ presentations/ entries at national level 	<ul style="list-style-type: none"> supervises student publications/ presentations/ entries accepted at national level supervises award-winning, top placement, or competitively selected student publications/ presentations/ entries at regional level significant mentoring of colleague, with demonstrated outcomes (publications) 	<ul style="list-style-type: none"> supervises student publications/ presentations/entries accepted at regional/local level 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
PROFESSIONAL /SCHOLARLY WORKSHOPS	<ul style="list-style-type: none"> leader for scholarly/ professional workshop at national level 	<ul style="list-style-type: none"> leader for scholarly/ professional workshop at local/regional level part of a group presenting workshop on scholarly/ professional issues at national level 	<ul style="list-style-type: none"> part of a group presenting workshop on scholarly/ professional issues at local/regional level 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
AWARDS	<ul style="list-style-type: none"> national award for scholarship/creative activity 	<ul style="list-style-type: none"> regional award for scholarship/creative activity 	<ul style="list-style-type: none"> local award for scholarship/creative activity 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
COMMUNITY-BASED RESEARCH REPORTS	<ul style="list-style-type: none"> significant (+2 years, wide scope) research leading to substantive policy changes 	<ul style="list-style-type: none"> 1+ year project, report has larger impact on local or regional policy/agency 	<ul style="list-style-type: none"> short term (<1 year) project, report has some impact on local policy/agency 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
CONSULTING (RELATED TO PROFESSIONAL FIELD)	<ul style="list-style-type: none"> extended/ongoing contact consultation, with national/ international impact 	<ul style="list-style-type: none"> extended/ongoing contact consultation, with local/regional impact one-time consultation, with national/ international impact 	<ul style="list-style-type: none"> one-time consultation, with local/regional impact 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
PROFESSIONAL DEVELOPMENT				<ul style="list-style-type: none"> does not meet

	<ul style="list-style-type: none"> national or international internship 	<ul style="list-style-type: none"> university or regional professional internship 	<ul style="list-style-type: none"> local professional internship 	expectations at the SATISFACTORY level, if applicable
OTHER ACTIVITIES	<ul style="list-style-type: none"> faculty member presents evidence of activity, weight is determined by chairperson 			

(1) Audio/video/multimedia productions count within scholarship when they involve scholarly research related to either content or techniques, are original creative works related to scholarly expertise, and are disseminated.

Tiers

To be developed by concentration areas, should provide specific criteria for tiers, and potentially a list of titles; outlet medium (digital or otherwise) should not be a consideration for tier ranking.

Certification Process

When faculty members are considering publication of scholarship in an outlet that is not listed in the tier system, or they are uncertain where it will fall based on the criteria established, the following procedure should be followed:

- As early as possible, the faculty member should inform the faculty in his/her concentration area in writing of the potential outlet, and request a ranking.
- The concentration faculty should meet as quickly as possible and determine the tier level for the proposed outlet.
- The concentration faculty should inform the faculty member of the tier level in writing; this decision should be included in the documentation presented for tenure and promotion.

Refereed

At least two people knowledgeable in the field of study or type of data review the submission, with a determination made of its quality and recommendations made regarding its final disposition. Refereeing implies that the submission has the possibility of being rejected.

Service

In addition to scholarship and teaching, faculty are expected to provide service to the department, the university, and their respective professions. In addition, service to the broader community outside of academia (whether local, regional, or national), when directly related to one's professional expertise, is valued by the department. The Department of Communication considers these activities vital to all the institutions of academia and thus includes them in our list of factors to be considered in promotion/tenure decisions.

Service Activities Ranking

Faculty are expected and obligated to perform the following services:

- active participation on standing and/or ad hoc departmental committee
- participation in 2 of 3 major events (graduation/convocation)
- regular attendance at faculty meetings (unless scheduling conflict with other university commitments prohibits attendance)
- Failure to engage in these minimum activities will result in a reduction in service ranking.
- faculty member presents evidence of activity, weight is determined by chairperson

	SUPERIOR	OUTSTANDING	SATISFACTORY	UNSATISFACTORY OR N/A
DEPARTMENTAL	<ul style="list-style-type: none"> • authors significant document/report for department (e.g. 5-year plan) 	<ul style="list-style-type: none"> • chairs active departmental committee • revises departmental documents • document/report preparation for committee/department (e.g. procedural revisions, updating department info/website) • coordinates departmental events 	<ul style="list-style-type: none"> • faculty advisor for extra-curricular club • participates on multiple committees • participates in departmental events (open house, homecoming, etc.) 	<ul style="list-style-type: none"> • does not meet expectations at the SATISFACTORY level, if applicable
UNIVERSITY/ COLLEGE	<ul style="list-style-type: none"> • system-wide service award • faculty senate officer • chairing university or system-wide committee/board • author of SACS self-study 	<ul style="list-style-type: none"> • chairs committee/board • participates on system-wide committee/board • elected to university office • receives college/university service award • university task force member • chairs college committee • faculty senator • directs special university-wide programs (e.g. summer reading) 	<ul style="list-style-type: none"> • participation on committee/board • Phase II orientation leader • summer-reading discussion leader • faculty advisor for extra-curricular club 	<ul style="list-style-type: none"> • does not meet expectations at the SATISFACTORY level, if applicable
PROFESSIONAL ORGANIZATION	<ul style="list-style-type: none"> • president • plans national or international convention • service award 	<ul style="list-style-type: none"> • plans regional convention • leadership role on committee/board • other elected positions (besides president) 	<ul style="list-style-type: none"> • active membership • participates on committee/board 	<ul style="list-style-type: none"> • does not meet expectations at the SATISFACTORY level, if applicable

	<ul style="list-style-type: none"> heads accreditation team 	<ul style="list-style-type: none"> accreditation team member reviews papers/ productions submitted for convention serves as a juror 		
SPEAKING/ PERFORMANCES / PRODUCTIONS/ COMMENTARY FOR CIVIC GROUPS/ MEDIA OUTLETS (DIRECTLY RELATED TO PROFESSIONAL EXPERTISE)	<ul style="list-style-type: none"> regularly called upon by regional/ national media for professional opinion/research 	<ul style="list-style-type: none"> ongoing/regular presentations to groups professional opinion/research quoted in regional/ national media 	<ul style="list-style-type: none"> invited presenter professional opinion/research quoted in local media 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
CIVIC BOARDS/STEERING COMMITTEES (DIRECTLY RELATED TO PROFESSIONAL EXPERTISE)	<ul style="list-style-type: none"> serves as chairperson at national level 	<ul style="list-style-type: none"> serves as chairperson at regional/local level membership at national level 	<ul style="list-style-type: none"> active membership 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
PUBLIC/PRIVATE SCHOOL SERVICE (DIRECTLY RELATED TO PROFESSIONAL EXPERTISE)	<ul style="list-style-type: none"> establishes a long-term program for schools (e.g. debate, broadcasting, etc.) 	<ul style="list-style-type: none"> coaches team entering a competition workshop organizer 	<ul style="list-style-type: none"> classroom presentations serves as judge for competitions workshop presenter 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
EXTERNAL PROGRAM EVALUATION	<ul style="list-style-type: none"> chairs national accreditation team sole author of program review document, with site visit 	<ul style="list-style-type: none"> member of national accreditation team joint author of program review document 		<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
ASSESSMENT	<ul style="list-style-type: none"> department, college, university director 	<ul style="list-style-type: none"> develops and implements new assessments coordinates assessment within area serves on college or university assessment committee 	<ul style="list-style-type: none"> assesses classes as scheduled; addresses found deficiencies 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> participant in national or international training and development related to service 	<ul style="list-style-type: none"> participant in university or regional training and development related to service 	<ul style="list-style-type: none"> participates in campus initiatives departmental or local training and development related to service 	<ul style="list-style-type: none"> does not meet expectations at the SATISFACTORY level, if applicable
OTHER ACTIVITIES	<ul style="list-style-type: none"> faculty member presents evidence of activity, weight is determined by chairperson 			

Guidelines for Appointment, Tenure & Promotion Decisions

- Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Instructor are:
 - A master's degree from an accredited institution in an appropriate field or special competencies in lieu of the master's degree;
 - Evidence of potential in teaching; and
 - Evidence of potential in at least one of the following:
 - Research or other germane creative activity; or
 - professional service to the university and/or to the public.
- Evaluation of potential is to be done in accordance with the activities rankings above. Potential is defined as demonstrated activity in the satisfactory area or above.

Lecturer

- Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Lecturer are:
 - A master's degree from an accredited institution with 18 graduate credits in their field of teaching;
 - Evidence of potential in teaching;
 - Evidence of potential in institutional service.
- Evaluation of potential is to be done in accordance with the activities rankings above. Potential is defined as demonstrated activity in the satisfactory area or above.

Senior Lecturer:

- A master's degree from an accredited institution with 18 graduate credits in their field of teaching; and experience teaching a minimum of 40 courses (or the equivalent thereof) at Appalachian post matriculation for the master's degree;
- Demonstrated ability in teaching; and
- Demonstrated ability in institutional service to the university

Assistant Professor

- Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Assistant Professor are:

- The appropriate earned terminal degree from an accredited institution, unless there are exceptional circumstances;
 - Demonstrated ability in teaching;
 - Evidence of ability for research or other germane creative activity;
 - Willingness to participate in institutional affairs and professional service to the university and/or to the public.
- Evaluation of ability is to be done in accordance with the activities rankings above. Ability is defined as significant activity in the satisfactory area or above.

NOTE 1: An Assistant Professor may request review for promotion to Associate Professor with tenure one year earlier than the mandatory year. An Assistant Professor must request review for promotion and tenure at the same time. If the Assistant Professor is granted promotion to Associate Professor and tenure, the action shall become effective at the beginning of the next fiscal year. If the Assistant Professor is unsuccessful in his/her review, he/she may request review in the following, mandatory year.

NOTE 2: An Assistant Professor must be considered for tenure during his or her sixth year if he or she has not been granted tenure earlier. Under no circumstances should the length of the probationary period exceed seven years of full-time service except when the probationary period has been extended according the provisions of [3.8.5.10](#), [3.8.5.11](#), and/or [6.2](#) of the Faculty Handbook.

Associate Professor

- Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Associate Professor are:
 - The appropriate earned terminal degree from an accredited institution, unless there are exceptional circumstances, and at least five years of appropriate experience;
 - Recognized skill in Teaching;
 - Recognized accomplishment in research or other germane creative activity in accord with University and College expectations (an average of two refereed publications or juried creative works—or the equivalent—every three years);
 - Recognized accomplishment in professional Service to the university and/or to the public; and
 - Demonstrated willingness to participate in institutional affairs.
- Evaluation of accomplishment is to be done in accordance with the activities rankings above. Accomplishment is defined as consistent and significant activity in the satisfactory area or above and activity in the outstanding area or above

Professor

- Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Professor are:
 - The appropriate earned terminal degree from an accredited institution, unless there are exceptional circumstances, and at least ten years of appropriate experience;
 - Recognized skill in teaching;
 - Outstanding accomplishment in at least one of the following:
 - (i) outstanding accomplishment in research or other germane creative activity with ongoing, recognized accomplishment in professional service to the University and/or public; and/or
 - (ii) outstanding accomplishment in professional service to the University and/or to the public with ongoing, recognized accomplishment in research or other germane creative activity; and
 - Demonstrated ability and participation in institutional affairs.
- Evaluation of outstanding accomplishment is to be done in accordance with the activities rankings above. Outstanding accomplishment is defined as significant activity in the outstanding area and activity in the superior area.
- An initial appointment to the rank of professor shall be made with permanent tenure.

Tenure

- To obtain tenure in the Department of Communication a faculty member will be required to possess an earned doctorate, or other appropriate terminal degree, from an accredited institution (unless there are exceptional circumstances). Conferral of tenure requires an assessment of the appropriateness of the faculty member's abilities and knowledge to the department's present and future needs and priorities, and a positive evaluation of the faculty member's professional competence, with that evaluation verifying
 - Recognized accomplishment in Teaching & Scholarship;
 - Evidence of ability in professional Service to the university and/or public;
 - Willingness and ability to work constructively with colleagues and students;
 - Strong potential for future contributions to the department and university.
- Evaluation of accomplishment is to be done in accordance with the activities rankings above. Accomplishment is defined as consistent and significant activity in the satisfactory area or above and activity in the outstanding area or above.

Merit Calculations

Merit calculations will be based upon the criteria from the Appointment, Tenure and Promotion Document approved by the Department of Communication in 2015, as evidenced and reported in the Annual Report of the faculty person concerned and pursuant to the salary allocation guidelines in effect during the particular salary cycle.

Weights of Activities for Faculty Ranks

	TEACHING	SCHOLARSHIP	SERVICE
LECTURER	70%	30% (combined)	
INSTRUCTOR	70%	15%	15%
ASSISTANT 3/3	55%	25%	20%
ASSOCIATE/FULL 4/4	60%	20%	20%
ASSOCIATE/FULL 3/3	50%	30%	20%

Merit Calculation Process

Faculty will submit to the chair annually a list of their activities for the previous year, broken down by area of activity (teaching, scholarship, and service) and by ranking (superior, outstanding, and satisfactory), using the Department's Definition of Scholarship and Specific Policies Relative to Appointment and Promotion document. Based on this information, the chair will rate each faculty member's performance in teaching, scholarship, and service (in the case of Lecturers, one rating will be assigned to service and scholarship combined) on a scale of 1 to 5 (1 being poor, 5 being excellent). Multiplying this rating by the weight of each category listed above will give a final overall rating (maximum of 5, minimum of 1) for the faculty member. For example, an assistant professor who performs at the highest level in all three areas would receive the following score: $(5 \times .55) + (5 \times .25) + (5 \times .20) = 5$. A full professor on a 3/3 load who performed at a mid-level in teaching and a low level in service and scholarship would receive the following score: $(3 \times .5) + (1 \times .3) + (1 \times .2) = 2$. The chair will then group the faculty into approximate thirds and allocate merit raises as follows:*

- 60% to the top third,
- 30% to the middle third, and
- 10% to the remaining third

* The Department recognizes that merit pay is designed to reward meritorious effort. Consistent with that recognition, the chair has the right to exclude a faculty member from consideration for merit pay based on legitimate administrative reasons (performance, disciplinary, etc.). The chair also has the right to consider previous years' performance when warranted.

Appendix C: Peer Review Process

(Note: Information in this section may differ from information in section 9. This information is what is currently in place re peer review in the department. We will await faculty discussion before revising the content of this section.)

The Department of Communication has developed the following peer review process, implemented within the department in the Spring semester of 1995 (amended in 1999 & 2006), as mandated by the UNC system (Administrative Memo 338). We recognize the need for active, positive involvement in the enhancement and evaluation of teaching and are committed to the development of multiple approaches to accomplish these tasks. We believe that both peer review and teaching portfolios will be needed to accompany student evaluations and self-assessment measures in this regard.

Student Awareness It is important that students are aware that professors in the Communication Department will be observed in their classrooms and that observation does not indicate the professor's status or past performance in the classroom. They should also understand that our goal is to reflect on teaching practice and look for ways to improve teaching levels in the department to benefit them. It is especially important that persons currently participating in the process inform their students that observation will occur.

Procedures

1. Prior to classroom observation the instructor being observed will provide the instructor conducting the observation with a copy of the course outline, a completed Peer Review Prior Observation Form, and any other materials necessary to clarify the nature, goals, methods of the course.
2. Prior to classroom observation the instructors will hold a "pre-observation conference" to discuss the nature, goals, and methods of the course, the logistics of the observation, and key points of focus which the observation should address.
3. A minimum of one classroom visits should be scheduled. The instructors can agree to schedule more if they deem doing so appropriate.*
4. The instructor completing the observation should keep a thorough and accurate record of each observation.
5. After all scheduled classroom observations have been made, the instructor completing the classroom observations will write an evaluation of his/her observations following the basic guidelines on the Peer Classroom Evaluation Form. Attention should be placed on providing thoughtful, well-explained and supported comments. Sufficient explanation and description should be provided to establish a meaningful context for interpretation of the comments.
6. The instructor completing the observation will provide the instructor being observed with a copy of the completed Peer Classroom Evaluation Form.
7. The instructors will hold a "post-observation conference" to discuss the

comments/evaluations made on the Peer Classroom Evaluation Form. Particular attention should also be given to identifying/discussing observed teaching strengths, and identifying areas for further improvement and specific strategies to generate improvement.

8. Following the "post-observation conference," the instructor who was observed will be allowed to attach to the Peer Classroom Evaluation Form any written statement which she/he feels necessary to ensure fair and accurate interpretation of the reports/comments/evaluations of the classroom observations.
9. The Peer Classroom Evaluation Form will be submitted as soon as possible after completion of the last scheduled classroom visit. (This, of course, means that the entire process needs to proceed promptly after the last scheduled classroom observation has been completed.)

* For example, the instructors may agree to a brief (20 minute) follow-up visit. At that time the observer (with the faculty member not present) could collect feedback about the course from the students, using a variety of quantitative and/or qualitative methods.

Appendix D: SACS Qualifications Guidelines

*Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097*

FACULTY CREDENTIALS

- Guidelines -

Comprehensive Standard 3.7.1 of the *Principles of Accreditation* reads as follows:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours

in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Approved: College Delegate Assembly, December 2006