

Departmental Governance Handbook

Department of Communication
Appalachian State University
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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.

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1. Promotion, Tenure, and Tenure-Track Reappointment

1.1. Composition of the DPC. Consistent with the Appalachian State University Faculty Handbook, promotion, tenure, and reappointment recommendations shall be made by a Departmental Personnel Committee (DPC) in accordance with the departmental tenure and promotion guidelines (see Appendix A). The voting members of DPC shall be comprised of six tenured members of the faculty and two non-tenured members, consistent with the 3:1 ratio of tenured to non-tenured members as indicated in the Faculty Handbook. The DPC shall also include one tenured alternate and one non-tenured alternate.

1.1.1. The tenured members of the DPC shall be elected to three-year terms. The terms of 2 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 3 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).]

1.1.2. 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.

1.1.3. 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.

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

1.1.5. 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).

1.2. Constitution of the DPC. Elections shall be held at the first faculty meeting of the fall semester of every academic year to constitute the DPC for the coming year.

1.2.1. To ensure a full slate of tenured candidates, all tenured and eligible members of the tenured faculty will be placed on the ballot unless a tenured faculty member

specifically requests an exemption from the chair, in writing, at least one week prior to the first faculty meeting of the academic year.

1.2.2. To ensure a slate of candidates comprised only of interested parties, non-tenured and eligible members of the faculty must specifically request placement on the ballot, in writing, at least one week prior to the first faculty meeting of the academic year.

1.2.3. It shall be the responsibility of the chair to request ballot notifications no later than two weeks before the first faculty meeting of the academic year. A preliminary draft of the ballot shall be available to the faculty no fewer than three days before the first faculty meeting of the academic year.

1.2.4. 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).

1.2.5. 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.

1.3. Provision for Advice to the DPC. The DPC shall solicit written advice from each member of the faculty before any and every decision is rendered. The DPC must also solicit, and provide sufficient time for, the in-person testimony of each responding member of the faculty before any decision is rendered.

1.4. The role of the DPC in deliberating and deciding departmental matters shall be limited to solely the functions articulated in section 1 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 4.2.1).

1.5. Post-Tenure Review is not conducted by the DPC but is conducted by a special committee composed specifically for the process of post-tenure review. See section 4.3.3 of University Faculty Handbook for further details.

2. Hiring of New Faculty Members.

2.1. 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.

2.2. 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.

2.2.1. The first task of the search committee shall be to draft a position announcement for revision and formal approval by the voting faculty.

2.2.2. 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. At the next available faculty meeting, 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.

2.2.3. 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.

2.2.4. The search committee, in conjunction with the Department Chair, shall coordinate the on-campus interview process. The candidates must, at a minimum, interview with (a) the Dean, (b) the Department Chair, and (c) the search committee. In addition, at a minimum, each candidate must (d) address an audience comprised substantially of students on any subject of the candidate’s research (and candidate’s choosing), followed by (e) a forum in which the faculty (absent students) may question the candidate on the his/her research and presentation to students. In addition, (f) candidates shall not be asked to simply teach the regularly scheduled content of a class session the candidate may be visiting. When possible, (g) the search committee interview should be scheduled for a time after any or all candidate presentations have been completed. The search committee (h) shall broadly request the participation of all faculty members in informal interview contexts (meals, tours, etc.). Finally, (i) the candidate interview schedule shall be forwarded to the faculty, allowing sufficient time to consider and implement recommendations.

2.2.5. After completion of the interviews, the search committee will meet with the faculty to discuss the interviewed job candidates. The voting members of the faculty will vote on their approval of each candidate individually. The search committee chair will also solicit written comments from the faculty, staff and students regarding the interviewed job candidates.

2.2.6. 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.

2.2.7. The search committee shall abide by all the procedures governing the functioning of departmental committees as articulated below in paragraphs 4.1 and 4.1.4.

3. Special Faculty Appointments and Part Time Faculty.

To be Determined.

4. Committee Governance and Structure

4.1. 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), at or before every faculty meeting, on its ongoing decision making procedures, decision and execution status, recommendations, and ongoing/remaining dissent.

4.1.1. Committees shall be composed of at least five full-time members of the faculty.

4.1.2. 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.

4.1.3. All standing committees shall meet and report to the faculty at least once each semester.

4.1.4. 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. Records and minutes shall be electronically posted to the faculty 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 execution of committee responsibilities and not as the primary executioner of committee responsibilities.

4.1.5. Internal committee elections shall be held during the first meeting of the fall semester. The term length for committee leadership positions is one year. A committee member is permitted to serve as chair for no more than two consecutive years.

4.2. 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.

4.2.1 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. So far as possible, faculty members may not serve concurrently on the DPC and the Advisory committee. The Department Chair shall serve as the chair of the advisory committee. This committee shall electronically post minutes to the faculty as a whole but officially report only to the Department Chair. The assistant chair shall serve as a nonvoting member of this committee. This committee can be called at the request of the department chair. *A member of this committee shall serve as the Combined Campaign Representative.*

4.2.1.1. Miscellaneous Representatives. The department's representatives to (a) the FAA Grade Appeal Committee, (b) FAA College Awards Committee, and (c) 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 4.1.2. Miscellaneous departmental representatives shall report to the chair's advisory committee.

4.2.2. Media Convergence Committee: The media convergence committee shall (a) develop and maintain an online converged media outlet, (b) maximize student involvement with the project, (c) fully integrate the use of audio and video components, and (d) promote the project both within the university community and the public. The media convergence committee shall recommend a project director to the department chair.

4.2.3 Curriculum Committee: This committee shall consist of representatives from each area, the assistant chair, plus the departmental Honors Director. The Honors Director and assistant chair shall serve as advisory members of this committee. Each area shall elect their representative to serve. The curriculum committee shall (a) shepherd 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.

4.2.3.1. Special Topics Courses. Departmental areas with special topics courses built into their curriculum in a way that does not adversely impact the ability of students to graduate in a timely fashion shall make all decisions relevant to the offering of special topics courses within its area.

Faculty members within departmental areas that do not have special topics courses built into their curriculum in a way that does not adversely impact the ability of students to graduate in a timely fashion shall be granted the opportunity to offer a special topics course on a rotating basis when space is available within the schedule (as determined by the Department Chair and Assistant Chair). Faculty wishing to take a turn in the rotation must notify the curriculum committee of their intention to do so by the first day of the second week of classes of the semester before the course is to be taught by presenting the committee with a course description articulating the course trajectory and noting a selection of likely course reading materials.

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

4.2.3.3. Honors Courses. The curriculum committee 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, in consultation with the departmental Honors Director. The opportunity to teach departmental honors courses shall be available to all full faculty members on a rotating basis and in accordance with university and departmental needs. Faculty wishing to take a turn in the rotation shall notify the curriculum committee and the departmental Honors Director of their intention to do so by presenting the committee with a brief course description articulating the course trajectory and noting a selection of likely course reading materials.

4.2.3.4. Honors Director. The Honors Director will be elected by faculty to a 3-year term. The subsequent Honors Director will be elected at the beginning of the third year of the current director's term. As noted previously, the Honors Director will serve as an advisory member of the curriculum committee. ++*this section will be moved elsewhere in future revision.*

4.2.3.5. Department Assistant Chair. To facilitate the timely completion of the class schedule, the Assistant Chair shall be an advisory member of the curriculum committee.

4.2.4. 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 and international internship 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 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.

4.2.5. 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 following a competitive application process. Student terms shall last one year with the option to reapply for a second, terminal year. *A member of this committee (other than the chair) shall serve as the representative to the FAA Special Events Committee.*

4.2.6. Alumni Engagement Committee: The alumni engagement committee shall coordinate alumni relations and engagement including, (a) fall and spring alumni days, (b) student-faculty research day, (c) homecoming reception, (d) internship outreach, (e) student-alumni engagement events. Two students shall be selected to serve on this committee following a competitive application process. Student terms shall last one year with the option to reapply for a second, terminal year.

4.2.7. Scholarship Award Committee: The scholarship awards committee shall maintain and award Departmental and College Scholarships. *The chair of this committee shall serve as the FAA Scholarship Committee representative.*

4.2.8. Technology Committee: The technology committee shall (a) recommend funding priorities for departmental technology purchases and (b) administer the rotation of faculty office computers. The Chief Engineer will be a standing member of this committee. At least one representative of the Electronic Media area (audio lab, video lab and studio production facilities) and a faculty member who regularly uses the computer labs shall be on this committee, in addition to three other members at large. The FAA computer consultant is an advisory member, as is the WASU radio station professional director.

4.2.9. 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 shall include, but are not limited to, 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.

4.3. Ad Hoc Committees. The formation of ad hoc committees is at the sole discretion of the faculty or by imperative of the dean's office. 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 all faculty shall be invited to volunteer to serve. Ad hoc committees shall follow the guidelines and procedures outlined in section 4.1. Recent and recently proposed ad hoc committees include: strategic planning, faculty evaluation, school of communication, and internships.

4.3.1 Assistant Chair Appointment. Assistant Chairs shall be selected in accordance with the procedure for hiring Department Chairs as articulated within the University Faculty Handbook, but without inclusion of a member external to the department. This committee shall be constituted using the voting procedures outlined in section 1.2 of this Departmental Governance Handbook, excepting a faculty member external to the department. Appendix xx provides the departmental description of assistant chair's responsibilities.

4.4. Faculty Meetings. The Department Chair shall call the faculty to deliberate and vote on committee matters approximately every other week or two times per month.

4.5. Faculty who represent the department on college or university committees/bodies shall make timely reports to the faculty.

5. Classroom Observation Reports.

5.1. Classroom observations shall be conducted in accordance with the procedures outlined in Appendix C as follows:

5.1.1. Full and Associate Professors shall complete at least one classroom observation at least once every three years. Full and Associate Professors shall complete classroom observations only with faculty from the Full or Associate ranks.

5.1.2. Assistant Professors and tenure-track Instructors shall complete two classroom observations every academic year. Assistant Professors shall complete classroom observations only with faculty from the Full, Associate, or Assistant Ranks.

5.1.3. Visiting Lecturers and Directors shall complete two classroom observations every academic year. Visiting Lecturers or Directors shall complete at least one classroom observation each year with a Full, Associate, or Assistant Professor. The second observation report may be completed by a Visiting Lecturer or Director.

5.1.4. Part-time, three-quarter time, or temporary full-time Adjunct faculty must complete at least one classroom observation every semester. Part-time, three-quarter time, or temporarily full-time Adjunct faculty shall complete at least one observation each year with a Full, Associate, or Assistant Professor. The second observation report may be completed by a Visiting Lecturer or Director.

Appendix A: Appointment, Tenure, and 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.

I. 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.

Scholarship Activities Ranking

	Superior	Outstanding	Satisfactory
Editorial Activities	<ul style="list-style-type: none"> • 3-year term first-tier journal editor • first or second editor for edited book published by 	<ul style="list-style-type: none"> • 3-year term second-tier journal editor • first or second editor for edited 	<ul style="list-style-type: none"> • serve on editorial board for second-tier journal • reviewer for second-tier journal

	first-tier academic press	book published by second-tier academic press • serve on editorial board for first-tier journal • reviewer for first-tier journal	
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 	<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 • special issue article • supplemental textbook/materials • dissertation completion (Instructor only)
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
Presentations	<ul style="list-style-type: none"> • invited speaker at national-level convention • keynote address to profession 	<ul style="list-style-type: none"> • refereed paper at regional or national convention • invited speaker at regional convention 	<ul style="list-style-type: none"> • panel-submitted paper at regional convention or higher • refereed paper at state convention • presentation on research at local level (university or 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) 	<ul style="list-style-type: none"> • grant of less than \$5,000

		<ul style="list-style-type: none"> • submitted large external grant but not funded 	<ul style="list-style-type: none"> • submitted moderate external grant but not funded
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
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
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
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
Consulting (related to professional field)	<ul style="list-style-type: none"> • extended/ongoing contact consultation, with national/ 	<ul style="list-style-type: none"> • extended/ongoing contact consultation, with local/regional 	<ul style="list-style-type: none"> • one-time consultation, with local/regional impact

	international impact	impact • one-time consultation, with national/international impact	
Other Activities	• 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 brought into existence ex nihilo, and 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.

II. 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
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)
Course Development/ Revision		<ul style="list-style-type: none"> • creation of new course • significant revision of course based on professional experiences (e.g. consulting, professional internships) 	<ul style="list-style-type: none"> • revising an existing course (documented by syllabi/course materials submitted as part of annual portfolio)
Advising		<ul style="list-style-type: none"> • high rankings on senior advising survey (3) 	<ul style="list-style-type: none"> • advises department-assigned students • hold required office hours
Curriculum Development		<ul style="list-style-type: none"> • takes the lead within concentration or department-wide to revise curriculum, gathers input from multiple sources (alumni, industry, etc.) 	<ul style="list-style-type: none"> • participates in concentration or department-wide revision of curriculum
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)
Service Learning		<ul style="list-style-type: none"> • develop new 	<ul style="list-style-type: none"> • offer existing service-

		service-learning component for course, where the average score for questions on exit survey is 3.8 or higher (out of 5)	learning component for course, where the average score for questions on exit survey is 3.8 or higher (out of 5)
Awards	<ul style="list-style-type: none"> • system-wide, regional, or national award 	<ul style="list-style-type: none"> • college or university-wide teaching award 	<ul style="list-style-type: none"> • nominated for college or higher teaching award • other institutional recognitions
Internship Supervision	<ul style="list-style-type: none"> • develop new internship programs 	<ul style="list-style-type: none"> • coordinate internships • secure a new internship site/position 	<ul style="list-style-type: none"> • supervise internships
Thesis Committee		<ul style="list-style-type: none"> • directs thesis 	<ul style="list-style-type: none"> • serves on thesis committee
Study Abroad		<ul style="list-style-type: none"> • develop & lead a study abroad trip 	<ul style="list-style-type: none"> • lead a pre-existing study abroad trip
Multi-section Coordination		<ul style="list-style-type: none"> • coordinates multi-section course 	
Interdisciplinary Efforts/Credentialing		<ul style="list-style-type: none"> • on-campus extended faculty status (e.g. IDS faculty, SL faculty, Graduate faculty) • professional certifications (applied to teaching) 	
Co-Curricular Activities (4)		<ul style="list-style-type: none"> • supervision of 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
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)
Distance Education	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 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 [proposed addition by committee]: 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.

III. 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:

participation on active 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.

	Superior	Outstanding	Satisfactory
Departmental	<ul style="list-style-type: none"> author of significant document/report for department (e.g. 5-year plan) 	<ul style="list-style-type: none"> chairing active departmental committee document/report preparation for committee/department (e.g. procedural revisions, updating dept info/website) coordinating departmental events 	<ul style="list-style-type: none"> faculty advisor for extra-curricular club participation on multiple committees participation in departmental events (open house, homecoming, etc.)
University/College	<ul style="list-style-type: none"> system-wide service award 	<ul style="list-style-type: none"> chairing committee/board 	<ul style="list-style-type: none"> participation on committee/board

	<ul style="list-style-type: none"> • chair faculty senate • chairing system-wide committee/board • author of SACS self-study 	<ul style="list-style-type: none"> • participation on system-wide committee/board • elected to university office • receive college/university service award • university task force member • directing special university-wide programs (e.g. summer reading) 	<ul style="list-style-type: none"> • Phase II orientation leader • summer-reading discussion leader • faculty advisor for extra-curricular club
Professional Organization	<ul style="list-style-type: none"> • President • Planner of convention • Service award • head of accreditation team 	<ul style="list-style-type: none"> • leadership on committee/board • other elected positions (besides president) • accreditation team member • reviewing papers/productions submitted for convention • serving as a juror 	<ul style="list-style-type: none"> • active membership • participation on committee/board
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
Civic Boards/Steering Committees (directly related to professional expertise)	<ul style="list-style-type: none"> • serve as chairperson at national level 	<ul style="list-style-type: none"> • serve as chairperson at regional/local level • membership at national level 	<ul style="list-style-type: none"> • active membership
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"> • coaching team entering a competition • workshop organizer 	<ul style="list-style-type: none"> • classroom presentations • serve as judge for competitions • workshop presenter
External Program	<ul style="list-style-type: none"> • chair of national 	<ul style="list-style-type: none"> • member of national 	

Evaluation	accreditation team • sole author of program review document, with site visit	accreditation team • joint author of program review document	
Other Activities	• faculty member presents evidence of activity, weight is determined by chairperson		

IV. Guidelines for Appointment, Tenure & Promotion Decisions

Instructor

- A. Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Instructor are:
1. A master's degree from an accredited institution in an appropriate field or special competencies in lieu of the master's degree;
 2. Evidence of potential in teaching; and
 3. Evidence of potential in at least one of the following:
 - a. Scholarship;
 - b. professional Service to the university and/or public.
- B. 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

- A. Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Lecturer are:
1. A master's degree from an accredited institution in an appropriate field or significant appropriate professional experience;
 2. Evidence of potential in teaching;
 3. Evidence of potential in professional service to the university and/or public; and,
 4. Willingness to participate in institutional affairs.
- B. 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.

Assistant Professor

- A. Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Assistant Professor are:
1. The appropriate earned terminal degree from an accredited institution, unless there are exceptional circumstances;
 2. Demonstrated ability in teaching;

3. Evidence of potential in both, and ability in at least one of the following:

- a. Scholarship;
 - b. professional Service to the university and/or public; and
4. Willingness to participate in institutional affairs.

B. 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.

Associate Professor

A. Minimal Criteria in the Department of Communication for consideration of appointment/promotion to the rank of Associate Professor are:

- 1. The appropriate earned terminal degree from an accredited institution, unless there are exceptional circumstances, and at least five years of appropriate experience;
- 2. Recognized accomplishment in Teaching & Scholarship;
- 3. Evidence of ability in professional Service to the university and/or public; and
- 4. Willingness to participate in institutional affairs.

B. 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

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

- 1. The appropriate earned terminal degree from an accredited institution, unless there are exceptional circumstances, and at least ten years of appropriate experience;
- 2. Evidence of accomplishment in Teaching, Scholarship, and professional Service to the university and/or public;
- 3. Outstanding accomplishment in at least one of the three areas; and
- 4. Demonstrated ability and participation in institutional affairs.

B. 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.

C. An initial appointment to the rank of professor shall be made with permanent tenure.

Tenure

A. 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

1. Recognized accomplishment in Teaching & Scholarship;
2. Evidence of ability in professional Service to the university and/or public;
3. Willingness and ability to work constructively with colleagues and students;
4. Strong potential for future contributions to the department and university.

B. 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.

Nothing in these regulations shall be construed to preclude a faculty member from seeking and being recommended for permanent tenure at any time.

Faculty Load Expectations

Tenure-track faculty, according to the Faculty Handbook, are assigned a maximum teaching load of twelve hours per week. For the Department of Communication, tenure-track faculty are assigned a teaching load of nine hours per week, with scholarship expectations equivalent to three hours per week. Faculty are expected and required during annual review to demonstrate an active and productive scholarship program. Lecturers are assigned a teaching load of 12 hours per week.

Tenured faculty wishing to enhance their teaching may opt to teach four three-hour courses per semester, with an adjusted scholarship requirement.

Appendix B: Merit Guidelines

Merit calculations will be based upon the criteria from the Appointment, Tenure and Promotion Document approved by the Department of Communication, April 28, 2006, 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

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 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