DEPARTMENT OF COMMUNICATIONS
UNIVERSITY OF SOUTH CAROLINA AIKEN

GUIDELINES FOR PROMOTION AND TENURE

The Department of Communications offers a broad range of courses to prepare students for careers, graduate study, personal and social life by cultivating critical thinking and problem-solving skills, developing communication techniques for a variety of settings (e.g. person to person, small group, organization, or public), and promoting ethical sensitivity and appreciation for diversity. Consistent with these educational objectives as well as the P & T guidelines specified in the USCA *Faculty Manual*, the Department of Communications bases decisions concerning the promotion and/or tenure of faculty on three interconnected areas: teaching; scholarly, creative, and applied professional activities; and service.

TEACHING

Outstanding teaching is valued and expected in the Department of Communications. Faculty members are to be dedicated to the learning process, as indicated in the Department's mission, which states, "We help each student understand how fundamental theories, principles, and practices apply in many communication contexts such as interpersonal, groups, organizations, cultures, and the mass media." In addition, faculty are directed to Section 4.1 of the USCA *Faculty Manual*.

An essential feature of good teaching is effective performance in the classroom which reflects sound pedagogical understanding and a clear personal and professional commitment to excellence. Effective classroom management reflects attention to basic principles which include the following:

- Designing clear and comprehensive course syllabi (see USCA Faculty Manual 4.1 & 4.2 for required elements)
- Being in class regularly and on time
- Being prepared for class
- Demonstrating effective classroom techniques
- Providing a clear structure for course development throughout a semester
- Making expectations for assignments and grading policy clear
- Maintaining high standards for student performance
- Showing fairness and good judgment in grading
- Providing students with specific, timely and constructive feedback on assignments and/or overall progress

Faculty should also strive to motivate students to learn in and out of class. Faculty accomplish this, in part, by being available to students (keeping office hours and appointments, responding to e-mails in a timely fashion, etc.); providing sensitive and accurate advisement; offering

educational sessions outside the classroom (e.g., workshops for student groups); or providing additional opportunities for learning beyond the traditional classroom (research projects, applied projects, speech competitions, etc.).

In addition, ongoing efforts to fine tune one's teaching and continuously improve it are expected (keeping course content current; applying assessment techniques; seeking and taking seriously feedback; application of information gained from conferences and other pedagogical sources).

The development of a teaching portfolio serves as an excellent means of documenting a candidate's teaching effectiveness. Communications faculty are encouraged to develop teaching portfolios. The following items are possible means for documenting teaching effectiveness:

1. Consistently positive student evaluations of teaching (standardized scores corresponding to categories of good or better) or a record of improvement in evaluations of teaching along with a narrative of efforts made to improve
2. Positive peer reviews of teaching
3. Positive written commentary from students and alumni
4. Substantial accomplishment in curriculum design, program development and/or direction as shown by the development of new courses, incorporation of innovative pedagogy, program revision, etc.
5. Conducting workshops on effective teaching
6. Evidence of effectiveness as a peer reviewer for other faculty
7. Evidence of effectiveness as a mentor for students and/or other teachers
8. Accurate and sensitive academic advisement for students, which might be shown through letters from students, alumni, colleagues or the department chair
9. Evidence of active efforts to enhance teaching effectiveness
   - Participation in workshops and institutes to acquire and put to use effective practices or methods;
   - Development of innovative pedagogies and technologies for teaching;
   - Incorporation of feedback from peer observations (Note: It is departmental policy that faculty engage in annual peer reviews) and mid-term student course evaluations
   - Modification of syllabus and assignments to enhance learning
   - Authoring instructional materials[1]
10. Evidence of effective supervision, instruction, and guidance to students in service learning, independent studies, honor contracts, internships or capstone experiences
11. Guest lecturing or serving as a visiting teacher for other faculty or at other institutions
12. Awards and/or recognition for teaching excellence

SCHOLARLY, CREATIVE, AND/OR APPLIED PROFESSIONAL ACTIVITIES

The Department of Communications values continuous engagement by all faculty members in research, traditional and/or applied, which results in products that are peer-reviewed by professional scholars and practitioners. Both tenure-track and post-tenure review faculty must

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[1] See also point # 3, 4 and 6 under Scholarship section – Applied Scholarship

demonstrate evidence of active involvement in scholarship that furthers the faculty member's academic and professional interests and enhances course and curricula content and design.

The following products reflect the traditional hierarchy of academic values. However, an individual's involvement must be considered in the context of the USCA Mission Statement and the Communications Department Mission, Guiding Principles, and Educational Objectives.

In the area of traditional scholarship (discovery and interpretation), the Communications Department recognizes the value of the following products:

1. Publication of full-text monographs (single or multiple authorship)
2. Publication of chapters/articles in edited books (single or multiple authorship)
3. Publication of refereed articles in scholarly journals, academic electronic journals or academic websites
4. Presentation of papers at academic conferences
5. Acceptance of paper/poster presentations at peer-reviewed conferences
6. Participation on panels at academic conferences
7. Publication of book/editorial/article reviews
8. Commissioned research reports
9. Paper reviews that demonstrate abilities to evaluate research or scholarly products
10. Involvement of students in research activities

In the area of applied scholarship (the application of professional knowledge), the Communications Department recognizes the value of the following products. As is the case with traditional scholarship, an individual's involvement must be considered in the context of the USCA Mission Statement and the Communications Department Mission, Guiding Principles, and Educational Objectives.

1. Publication of textbooks
2. Publication of chapters and articles in pedagogical books
3. Publication of refereed articles in pedagogical journals or commissioned reports on innovative pedagogy, professional development or curriculum design
4. Publication of articles in popular, trade, or regional media
5. Editorial work (scholarly or applied) which is substantial and sustained
6. Presentations/Speeches or development and facilitation of workshops designed for peers and professionals in the discipline
7. Creation and management of discipline-related media and materials
8. Active membership on editorial boards
9. Manuscript review (prepublication screening) for academic and applied presses
10. Discipline-related consulting
11. Writing and/or reviewing research-based, discipline-related grant proposals

In addition, the following general criteria influence the assessment of work characterized as scholarly activity and applied professional products:

1. Quality is more important than quantity.

2. Faculty should average a minimum of one presentation or publication per academic year.
3. National and international presentations at academic and professional meetings are given equal weight, but weigh more than presentations given at regional meetings.
4. Work reviewed or juried by peers is given greater weight than invited work.
5. Invited work is given greater weight than work submitted but not subjected to peer review.
6. Grant proposals that are funded are given more weight than grants that are unfunded.
7. Circulation and overall quality of trade or popular press publications receive consideration.
8. Honors and awards, reprints or other types of recognition from peers are indicators of quality.
9. For tenure-track faculty, several refereed products are expected by the critical year.

SERVICE

In the Department of Communications, faculty service is of three types: service to the campus (includes but goes beyond departmental service), service to the profession or the discipline, and service to the larger community. An outstanding record of service involves achievements in more than one area and tenure-track faculty members are expected to participate in campus service beyond the department before the critical year. In order to document achievements, one might include a narrative which explicates the specific work done; letters from colleagues, committee members or chair; a letter from the Faculty Assembly chair or supervisor, or other documents which serve as indicators that significant and high quality work was accomplished.

Service to the campus—Service to the campus includes service to the department and beyond. In this small department, the candidate is expected to perform department responsibilities willingly and effectively; to work constructively with colleagues, staff and students; to be able to meet the department's current and future needs and priorities; to contribute to department growth and development; and to show the ability to grow and develop in his or her own responsibilities. As noted, tenure-track faculty are expected to engage in campus service beyond the department before the critical year. Examples of campus service include the following:

1. Active membership, especially in leadership roles, on Faculty Assembly committees
2. Active membership, especially in leadership roles, on ad hoc campus-wide committees and task forces
3. Service on department-based committees (e.g., search committees, other ad hoc committees)
4. Holding other assigned duties within the department
5. Service to student organizations
6. Active participation in departmental activities (e.g., intern presentations)
7. Mentoring other faculty
8. Service in major administrative or leadership roles
9. Organizing, facilitating, or participating in university events

<u>Service to the profession</u>—Service to the profession includes activities that contribute to discipline advancement or growth. Examples of professional service include the following:

1. Service as officers of professional associations
2. Organizing and chairing sessions at professional conferences
3. Serving as respondents to sessions at professional conferences
4. Organizing conferences and workshops
5. Serving as journal editors or members of editorial board
6. Serving as paper readers
7. Guest lecturing

<u>Service to the larger community</u>—Service to the larger community includes activities that promote community relationships and improve community life, applying a faculty member's expertise or extending his or her scholarship or teaching. Examples of community service include the following:

1. Presentations/speeches to community groups and/or public and private organizations that demonstrate discipline-related knowledge and skills
2. Developing relationships (of consultation) with community organizations, businesses, and public agencies
3. Developing and participating in outreach programs that apply and disseminate knowledge and creative work beyond the confines of the University
4. Developing and participating in partnerships (such as internship programs) between academic programs and external agencies
5. Organizing or participating in community events that promote the mission of USCA (e.g., enhance cross-cultural communication, valuing diversity, etc.)

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