

Approved March 2017

Department of Communication

Promotion and Tenure Policy

The Department of Communication is committed to the study and practice of human communication in a wide variety of contexts, including interpersonal and media communication. Our faculty is dedicated to generating new knowledge and disseminating that knowledge widely and publicly. Our research and scholarship aim (a) to increase knowledge about communication processes and their impact on society and (b) to increase knowledge about how to improve communication skills and competencies. We are dedicated to providing rigorous and comprehensive instruction to undergraduate and graduate students to prepare them as competent communicators in their personal, civic, and professional roles. Our department recognizes the value and importance of service and engagement. To this end, our faculty and students use their research, teaching, and production skills to help professional, community, and public groups develop and improve their communication practices.

General Guidelines

The University of Delaware Faculty Handbook sets forth the University requirements for promotion and tenure. Candidates should refer to those documents and other relevant College and University documents for information about deadlines in the promotion process beyond the department level, information about dossier preparation and organization, and any college-wide promotion and tenure policies. This document provides the standards and procedures for promotion and tenure in the Department of Communication.

Standards for Promotion

Promotion to Assistant Professor

This rank requires the doctorate and the beginning of a research trajectory in their area of specialization. Candidates must demonstrate high quality teaching, promise as a scholar, and a willingness to participate in departmental service.

Promotion to Associate Professor

Candidates for promotion to associate professor must demonstrate excellence in research and high quality teaching and service contributions.

Promotion to associate professor includes the promise of a national reputation with evidence of an influential continuing stream of research. The expectation is evidence of solo publication as a scholar. Candidates with a workload with a preponderance of research should strive for

about 8-12 notable publications or its equivalent in other scholarship over the 6-year probationary period.

Promotion to Full Professor

Since the promotion or appointment to the rank of associate professor, the candidate must have demonstrated continued excellent achievement in scholarship and high quality achievement in teaching and service.

This rank is reserved for individuals who have established national and/or international reputations in their area of expertise. Candidates are expected to have published a sole-authored scholarly book with a reputable publisher within their field that signifies the mastery of their program of research and their contribution to their field or its equivalent in other scholarship.

Granting of Tenure Only

In order to be recommended for tenure, faculty hired at the rank of associate professor without tenure must present convincing evidence of ongoing productivity in scholarship, teaching, and service at the University of Delaware. The standards, procedures, and timetables used for promotion to associate professor will apply to the tenure process except that the quantity of scholarly work will be assessed in accord with the length of time that has elapsed since the initial appointment. The quality of ongoing scholarship, teaching, and service must meet the standards for excellent or high quality performance required for promotion to associate professor.

Promotion of Continuing Track Faculty

The promotion of continuing track faculty to the rank of assistant, associate, or full professor without tenure will be based on the principle that the weights assigned to teaching, scholarship, and service must be directly related to the candidate's workload assignment.

The standards and expectations for the quality of work are the same for all faculty, tenure-track and continuing track. All that varies is the weight placed on each category. The expectation is that the candidate will document excellence in the aspect of their workload that represents the preponderance of their workload and high quality in the other area(s) as reflected in their workload assignment. So, if the greatest proportion of a CT faculty member's workload is teaching, they must demonstrate excellence in teaching; if the greatest proportion of their workload is research, they must demonstrate excellence in research; and so on.

Criteria for Evaluation

Research

Research is at the core of the Department of Communication's mission. Faculty conduct research to generate theoretical and practical knowledge. Candidates will document their abilities to conduct research and disseminate the findings. Candidates will also demonstrate the substance and value of their research by providing evidence of its impact in their areas of specialization.

Research includes publication in scholarly outlets, presentations at scholarly associations represented by the discipline, invited presentations or publications, and other scholarly venues. Publications include books (authored and edited), book chapters, articles, monographs, and reviews/analyses of research areas. Scholarship may also be demonstrated by work with colleagues in other disciplines. Scholarly impact may also be measured by the number of citations of their work.

Scholarly standing in the discipline is also reflected in invited presentations at other universities, membership on editorial boards, service as an editor of a scholarly journal, and service on reviewing committees for giving major grants (e.g., NSF, NEH). Ability to secure external grants and funding also reflects a candidate's professional stature.

It is expected that candidates for promotion and tenure demonstrate their ability to conduct independent research (for example, publication of single-authored articles). In the case of jointly authored works, candidates must note in their dossier the contributions of each author. It is important that the individual's contribution to the scholarship be documented.

University of Delaware policies require that a candidate's workload be considered in evaluation of research. Expectations for quality of research are presented below. Workload consideration are reflected in evaluations of quantity of research. Evaluations of the quantity of a candidate's research must be made in light of teaching load and/or service responsibilities.

Excellent research: To be judged excellent, a candidate's record should include publications in well-respected, peer-reviewed journals and presses that report original research or reviews/analyses of research areas. An excellent research record is one in which most of the publications appear in top peer-reviewed journals or are published by well-respected presses. Excellent research has a substantial impact on the field, as evidenced through citations, reviews, and commentaries.

High-quality research: To be judged high-quality, a candidate's record should include publications in well-regarded journals, many of which are peer-reviewed. A high-quality publication record may also include invited articles, research review/analyses, and book chapters. A high-quality publication record is one that is made up of a preponderance of research published in regional, rather than international or national outlets and outlets with

higher acceptance rates than the top journals is the field. A high-quality research record is one that reports the accomplishments of a team in which the candidate plays a role, but does not conduct as a solo researcher. Impact is noticeable, but modest.

Teaching

The Department of Communication is committed to our teaching mission. In our classrooms, teaching takes various forms, from large lectures, to small seminars for upper-division students and graduate students, instruction and practice of communication skills, and laboratory instruction. We expect all our teachers to be knowledgeable and well-read in their teaching areas, to bring cutting edge research and thinking into their classrooms, to have rigorous standards, to expect students to be involved in their own instruction and learning, and to prepare students for upper-level courses, post-graduate programs, and the workplace.

Excellent teaching

Excellent teachers are extraordinary. Excellent teaching is based on clear evidence that the candidate is contributing significantly and meaningfully to the teaching mission of the department. Teaching should reflect current knowledge and practice through contemporary course materials and regularly updated syllabi. Excellent teaching is based on clear organization and presentation of course materials and lectures. Excellent teachers are available to their students regularly outside of class and office hours for review, enrichment, and guidance. Excellent teachers lead and contribute to teaching workshops to share current with pedagogical practices and technology. Excellent teachers are involved to a large degree in directing independent studies, teaching honors students, and supervising undergraduate and graduate research.

Excellent teachers regularly provide enrichment opportunities outside of class and office hours (e.g., field trips, meetings/meals with guests to campus). Excellent teachers use technology well and uniquely in the classroom (e.g., bringing guest speakers to class via Skype/Facetime and other innovative technologies). Excellent teachers have formed strong bonds with students and alums so that these relationships persist after graduation (e.g., advocacy, job mentoring).

Excellent teaching can also include demonstration of leadership and high visibility in the pedagogy of the relevant field. Demonstration of such achievement must include such evidence as participation in regional or national organizations, membership on editorial boards, conference presentations, online or print publications, membership on assessment teams evaluating programs in other institutions, and other activities that demonstrate the candidate's contributions to the pedagogy of the relevant field beyond his or her own classroom teaching.

Excellence in teaching will be assessed on the basis of a detailed teaching portfolio including such documentation as syllabi and other course materials; numerical and discursive student evaluations and testimonials from former students; peer evaluations; teaching grants and awards; samples of student work demonstrating how their performance has improved over the

course of instruction; a statement explaining the candidate's instructional goals and methodologies and their impact on student learning; materials from workshops and other forms of instruction provided to faculty, staff, in other units of the university; materials from workshops and other forms of instruction provided to colleagues outside the university; and any other material that attests to the quality of the candidate's teaching or to its recognition in and beyond the university.

High-quality teaching

High-quality teaching is based on clear evidence that the candidate is contributing significantly and meaningfully to the teaching mission of the department. Teaching should reflect current knowledge and practice through contemporary course materials and regularly updated syllabi. High quality teaching is based on clear organization and presentation of course materials and lectures. High-quality teachers are available to their students outside the classroom at regularly scheduled office hours and at additional times for review, enrichment, and guidance. High-quality teachers attend teaching workshops to keep current with pedagogical practices and technology. High-quality teachers are involved at a modest level in independent studies, teaching honors students, and the supervision of undergraduate and graduate student research.

Evidence of high-quality teaching is based on evaluation and presentation of teaching materials. Candidates should present both student and peer-evaluations. Student evaluations should include end-of-the-semester course and teaching ratings and comments. Candidates may also include unsolicited comments from students about their teaching. Peer evaluations are a key component of evaluating teaching. The candidate should ask senior colleagues to observe his/her teaching so that their comments can be added as evidence of teaching impact. Peer teaching evaluations should be part of associate professor post-tenure reviews.

Candidates should also include examples of their teaching materials to show evidence of current practices. Syllabi should be sampled over time to demonstrate how courses have been updated and improved. Examples of course assignments and readings can provide evidence of rigor.

Service

Candidates at all ranks are expected to serve in faculty governance, the internal affairs of the department, the college, and the university. Associate Professors and Full Professors are expected to contribute to their scholarly community at large. The Promotion and Tenure Committee shall base its judgment of service on evidence gathered from the candidate and from the candidate's supervisors or colleagues in the service role. In making this assessment, the Committee shall consider the importance of the assignment, the time required, and the value of the candidate's contribution. As a general guideline, service must receive a rating of "high quality."

For promotion to assistant professor on both tenure-track and continuing track line, evidence of such activities in the university and the local area is sufficient. Promotion to associate professor requires evidence of service to the university and the beginnings of service to the discipline. In addition, community service will also be valued. Promotion to full professor requires evidence of continued and robust service.

Procedures

Promotion and Tenure Committee

A three-person committee is appointed by the Department Chair and confirmed by the Executive Committee for each candidate for promotion and/or tenure. The Department Chair appoints one of the three members as chair of the Promotion & Tenure committee. All members of the committee must be at or above the rank to which the candidate aspires.

The primary function of the Promotion and Tenure Committee is to review and make recommendations about the candidate. Responsibilities of the committee shall include (a) conducting a thorough examination of the candidate's record, (b) making a decision to recommend or deny promotion and/or tenure, and (c) forwarding the recommendation to the Department Chair and the respective candidate (including a statement of explanation of the decision). All recommendations will become a part of the candidate's dossier. The evaluation of the committee should present the dossier in terms of how the candidate has performed relative to the program's requirements.

Following the examination of the evidence, the Committee, after thorough deliberation, shall vote to support or not support a candidate and submit in writing a letter explaining the reasons for the decision. The letter shall include the composition of the Committee, the numerical vote, and any minority opinions. The Committee's letter shall be submitted to the Department Chair with a copy to the candidate. A copy shall be included in the dossier.

The Department Chair shall not participate in the deliberations of the Promotion and Tenure Committee. Following the recommendations of the Promotion and Tenure Committee, the Chair shall review the evidence submitted by the candidate and the Committee's report and make a recommendation for or promotion and/or tenure. The Chair's decision shall be communicated in writing with an explanation of the decision to the candidate and the Promotion and Tenure Committee.

In addition to the right to appeal at each stage of the P&T process, candidates have the right to add additional information to their dossier, including information that can clarify or elaborate on any issues or concerns that emerge throughout the P&T process.

The decision to forward the dossier is the right of the candidate. Unless the candidate decides to withdraw, the dossier shall be forwarded to the College Committee and the Dean along with the recommendations of the Department Chair and the Promotion and Tenure Committee.

Candidates may appeal the decision of the Promotion and Tenure Committee or the Chair's action and be granted a hearing by the group or individual making the decision. An appeal request must be made within five working days from the time the candidate is notified of the committee's decision.

Procedures for soliciting letters

The procedures for soliciting letters from external reviewers are specified in the Faculty Handbook in section 4.4.9.II.B.1: Solicited Peer Evaluations. In all cases, the Promotion & Tenure committee will have a final list of five external reviewers to evaluate the candidate's materials. In the case of tenure-track faculty, the external reviewers will be notable scholars who are full-professors at well-regarded institutions. For CT faculty, the reviewers may be notable experts who are prominent in their professional work. For those candidates who are providing evidence of excellence in teaching, three of the five reviewers of teaching materials may be internal to the University.

As requested by the College of Arts & Sciences, the letter of solicitation and the final list of external reviewers for each candidate will be forwarded for review before soliciting the reviewers' comments.

Timetable for Departmental Promotion Procedures

The department promotion and tenure process schedule is as follows:

15 Mar	Candidate notifies chair of intention to apply for promotion in writing. Departmental Promotion and Tenure Committee begins
1 Sep	Dossier to Promotion and Tenure Committee and Chair of the Department.
24 Sep	Recommendation of Promotion and Tenure Committee.
1 Oct	Appeal process if necessary complete. Promotion and Tenure Committee's final recommendation, as well as any appeal
9 Oct	Recommendation of Chair.
15 Oct	Appeal process if necessary complete. Chair's final recommendation, as well as any appeal material, to the College

