**Promotion and Tenure Guidelines**

**Department of Communication**

**Introduction**

The guidelines discussed in this document are intended to supplement those procedures, guidelines and criteria for promotion and tenure of faculty that are discussed in the “Indiana University Academic Handbook” and the “IUN Promotion and/or Tenure Guidelines.” Faculty working toward tenure and/or promotion should be thoroughly familiar with those documents.

While faculty are obligated to announce by May 1 their intention to submit their dossier for tenure and promotion consideration in September, they are strongly encouraged to indicate their intention – and their choice of area of excellence – to the Department Chairperson early in the preceding Spring Semester.

As members of the Department of Communication, junior faculty are especially encouraged to consult early and often with the Department Chairperson and other Department faculty to discuss teaching and research goals, their progress in achieving those goals, and to arrange classroom visitations. Prior to the formal tenure and promotion review, the yearly evaluations written by the Department Chairperson in response to the faculty member’s Annual Report will indicate the candidate’s progress toward meeting Departmental criteria for promotion and tenure.

The criteria provided below are meant as a general guide to the evaluation of creative and scholarly achievement, teaching, and service as applied to all faculty of the Department of Communication. The following paragraphs address making a case for excellence in creative work, research, teaching, or service.

The makeup of the departmental Promotion and Tenure Committee consists of tenured faculty. (Senior lecturers may participate in departmental reviews of lecturers.) The makeup of the committee is recommended by the department chair, and is appointed by the Dean of the College of Arts and Sciences.

For a positive recommendation from the departmental committee, the candidate is expected to have made a convincing case for adequacy in two of the three areas of teaching, research, and service, and excellence in one of those areas. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the University. The candidate should also consult the *IU Academic Handbook* and the *IU Northwest Promotion and Tenure Guidelines*.

Promotion to Senior Lecturer is based on demonstration of excellence in either teaching or service, with at least satisfactory performance in the remaining area. (Research can also be recognized when it strengthens the area of excellence.) The teaching and service expectations for candidates for senior lecturer are similar to those for Assistant Professors seeking promotion to Associate Professor. Candidates for promotion in non-tenured positions should have four letters external to the unit (COAS). Letters external to IU Northwest are encouraged.

**Teaching**
The general guidelines for promotion and tenure for the Department of Communication in the area of teaching are those described in the *IUN Promotion and Tenure Guidelines* and the *Indiana University Academic Handbook*. The primary emphases in this area are the quality of teaching, on-going concern for teaching effectiveness, and student outcomes. The Department recognizes that a variety of both quantitative and qualitative data may provide evidence of teaching effectiveness, and the inclusion of multiple forms of evidence is encouraged.

**Adequacy in Teaching**

For adequacy in teaching, the candidate should provide evidence of quality teaching effectiveness. There should also be a record of teaching development efforts over time. These efforts could include participation in workshops and programs offered by the IUN Center for Innovation and Scholarship in Teaching and Learning, and/or participation in teaching development programs and short courses offered at national and regional conferences. The candidate’s goal should be to establish clear evidence of teaching effectiveness, of reflection, and of continuing efforts to improve teaching. Teaching effectiveness may be documented by traditional instruments such as peer review of classroom and laboratory teaching, student evaluations, or evidence of student success in professional or academic fields. Teaching effectiveness may also be evaluated via other evidence, including (not limited to nor in any rank order):

- Pedagogical Publications (preferably refereed in the discipline or closely related to the discipline)
- The Scholarship of Teaching and Learning
- Development of new traditional or interdisciplinary curricula or teaching techniques
- Awards for excellence in teaching
- Development of new traditional or interdisciplinary degrees or certificate programs
- Mentoring and advising
- Authorship of texts or other teaching materials
- Establishment, development, and maintenance of labs necessary for effective instruction
- Establishment and development of instructional or student internship venues with community or professional organizations
- Development of grants, contracts, etc. which support or are associated with teaching, curriculum development, studio and lab development, etc.
- Remaining current with developments in the discipline

**Excellence in Teaching**

For excellence in teaching, the candidate should provide similar kinds of evidence of effectiveness and impact as noted above. For excellence, the teaching record should demonstrate an effect beyond the university classroom and campus. In addition, the candidate should provide evidence of publications in communication pedagogy, new
course development, substantial course revisions, innovative web designs and innovative course designs. Teaching excellence may be the most difficult claim to objectively document in the promotion and tenure process. For this reason, teaching awards and recognitions for teaching excellence are particularly salient evidence of teaching effectiveness for promotion and tenure committee members. Candidates choosing teaching as their area of excellence are encouraged to make their choice early and to engage his or her departmental colleagues in planning so that evidence of teaching excellence can be established over a period of several years.

When reviewing for reappointment, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other areas related to teaching effectiveness with contributions on and beyond the campus. When reviewing for tenure and promotion to the rank of associate professor, the department seeks evidence that the candidate has established a solid record of excellence in the area of teaching, and that the candidate demonstrates the potential for further accomplishment which, in time, could establish a case for promotion to full rank (Professor). When reviewing for promotion to the rank of professor, the department seeks evidence that the candidate has achieved a record of excellence, leadership, and innovation, sustained over a period of years, in areas deemed appropriate by the reviewing committee. Additionally, candidates will need to establish adequacy in both research/creative activity and service.

Research

The Department of Communication accepts the general guidelines for research as described in the “IUN Promotion and Tenure Guidelines” and the “Indiana University Academic Handbook.” Candidates for promotion need to demonstrate a sustained and ongoing program of research and/or creative activity that will bring national or international recognition to the department and to IU Northwest. While both the quantity and quality of one’s scholarship will be evaluated, “Quality of production is considered more important than mere quantity” (IU Academic Handbook: 2008:78). High-quality creative or scholarly work should be demonstrably original, significant, peer reviewed, publicly disseminated (normally through publication, public performance, or public exhibition), recognized, and sustained. In the publishing areas, this can be identified as appearing in peer-reviewed, in top-tiered journals, in journals with low acceptance rates, and in academic presses. High quality presentations include those that are peer-reviewed, given at national and international conferences, and/or are invited. While emphasis is put on the quality of scholarship, candidates need to regularly submit and have their work accepted for presentation and publication. For tenure and promotion to associate professor, one’s research needs to have moved beyond the dissertation. If the candidate plans to claim research as her or his primary area of excellence, he or she “. . . should have demonstrated a broad grasp of his or her own and related fields and should be establishing a national reputation as a scholar” (IU Academic Handbook, 2008:78). Evidence of scholarly accomplishment (that includes reference to the candidate’s IU Northwest affiliation) may include (not limited to nor in any rank order):
♦ Publications in peer-reviewed journals in the discipline or closely related to the discipline (including the scholarship of teaching)
♦ Monographs
♦ Grants (especially external ones)
♦ Textbooks
♦ Presentations in the discipline or closely related to the discipline at professional meetings, colloquia, and symposiums
♦ Scholarship used to develop public policy or serve the community (applied research)
♦ Pedagogical Research
♦ Scholarship of Teaching and Learning
♦ Research Awards
♦ Involving students in research and scholarship

Adequacy in Research

For adequacy in research, the candidate must show that he or she has established an on-going program of research and/or creative activity resulting in publication in refereed journals, presentations at scholarly conferences, and/or the publication of monographs and involvement in the profession.

Excellence in Research

For excellence in research, the candidate must show a consistent program of published work, participation in his/her professional association, frequent presentation of research at professional conferences, awards and recognitions received for scholarly contributions, and the establishment of a national or international reputation as a scholar.

When reviewing for reappointment, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other related areas. In general, and as may be appropriate for each candidate, the department wishes to see a continuous record of refereed publications, presentations, awards, and/or the pursuit of external grants and financial support of scholarship. When reviewing for tenure and promotion to the rank of associate professor, the department seeks evidence that the candidate has established a solid record of accomplishment in his or her area of excellence and that the candidate demonstrates the potential for further accomplishment which, in time, could establish a case for promotion to full rank. When reviewing for promotion to the rank of professor, the department evaluates the candidate’s record of excellence at the regional and national levels, sustained over a period of years, in areas of design, performance, exhibition, publication, broadcast, and so on. Additionally, the candidate needs to establish adequacy in the areas of teaching and service.

Service
The general guidelines of the Department of Communication in the area of service are those described in the “IUN Promotion and Tenure Guidelines” and the “Indiana University Academic Handbook.” A candidate’s efforts to provide substantial service to the Department of Communication, the College of Arts and Sciences, the campus, the university, the candidate’s professional field, and to the community constitute evidence of service. Candidates should be aware that a claim of excellence in service has not generally been used for tenure or promotion to the senior lecturer or associate professor rank, but has been occasionally used with success for promotion to the rank of professor.

Adequacy in Service

For adequacy in service, the candidate must show an on-going service contribution in the areas enumerated above. Serving on Faculty Organization and campus committees, College of Arts and Sciences committees, department committees, professional association committees related to the discipline, co-curricular activities, and so on constitute evidence of this kind of activity.

Excellence in Service

For excellence in service, candidates must show substantial commitment and achievement in one or more of the service areas. Examples of significant service might include continued and on-going service to the department, College of Arts and Sciences or other academic divisions, campus or university service on key committees or in key positions of leadership, exceptional service to the profession such as editor of scholarly journals or books, service in key positions of leadership in professional associations in the discipline or closely related to the discipline, etc. The candidate also needs to establish adequacy in the areas of teaching and research/creative activity.

Balanced Case

Faculty are evaluated on the basis of their performance in teaching, research and creative activity, and service, and in the normal case, the candidate would present evidence that he or she excels in one of these areas and is at least adequate in the other two. The Indiana University Academic Handbook, in addition, allows for promotion and tenure cases to be made on the basis of balanced strengths which offer the university overall excellence. The Department of Communication accepts the university’s general description of the balanced case option and the evidence used to support such a case would be similar to the descriptions and criteria noted above. Candidates should be aware that the balanced case requires far more than adequacy in the three areas of evaluation. Instead, the balanced case requires evidence of substantial performance in all three areas that merits recognition as overall excellence. Any faculty member contemplating making a balanced case claim is urged to begin working with the
department chairperson and other departmental colleagues as early as possible to set goals, monitor progress and collect data.

**Conclusion**

The purpose of this document is to give faculty members in the Department of Communication a clearer understanding of the standards for promotion and tenure in the department, and to explain what is needed to meet those standards. The material contained herein is intended as a supplement to the guidelines and standards discussed in the “Indiana University Academic Handbook” and the “IUN Tenure and Promotion Guidelines. Any discrepancy between the guidelines described here and those contained in the two documents named above are unintended and should be resolved in favor of the campus and university guidelines.