

BY LAWS
DEPARTMENT OF COMMUNICATION
Draft 2006

Article 1: Name of Unit

The Department of Communication

Article 2: Purpose

The Department of Communication is dedicated to the development of communication and personal expression in the dynamic global community. The Department offers a unique union of disciplines to encourage creative and critical thinking in a wide spectrum that ranges from intrapersonal to the broadest of forums. The faculty’s primary focus is high-quality teaching of applied and theoretical subjects. Faculty members actively participate in a variety of academic, professional, and creative pursuits that advance the educational mission.

Article 3: Membership

Voting Membership: The “department” shall consist of all full-time faculty, all visiting faculty, and all phased retirees who teach full-time for one semester in an academic year. All full-time faculty members of the department may vote on all issues, except as specified below. Emeritus faculty are not considered full-time faculty and hence do not vote.

Search Committees: Voting membership on search committees will be determined on a case-by-case basis as specified in the individual search plans and will follow university guidelines as stipulated in Article 12 of the collective bargaining agreement. Visiting faculty may vote on searches after serving for one calendar year. Part-time faculty will be considered members of search committees as required and approved by the department and the University Equal Opportunity Office.

Article 4: Officers

Chair: The Chair is the chief administrator of the department, as well as its budget and hiring officer. He or she shall, in a collegial manner, administer and coordinate the activities of department faculty and any *ad hoc* or regular committees and perform all other duties specified in Article V.3 of the UNF Constitution. The Chair has final responsibility for programs in both areas, including OE, OPA, and OCO allocations. The Chair is expected to consult with the faculty or submit certain issues to faculty vote as specified below. The Chair shall be a tenured member of the department’s faculty, or as designated by the Dean with the approval of the faculty.
Assistant Chair

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1. Selection: The **Chair** may nominate an Assistant **Chair** for faculty consideration and Approval.

2. Term of Office

a. The Assistant **Chair** will serve for a one-year term.

b. It is the prerogative of the **Chair** to revoke the term of the Assistant **Chair**, effective upon written notification to the Assistant **Chair** and to the faculty.

3. Responsibilities: The Assistant **Chair**'s responsibilities are:

a. To assume tasks and requisite authority as delegated by the **Chair** in his or her absence.

b. To assume the full responsibility and authority of the **Chair** in the event of long-term incapacitation or absence of the **Chair**.

c. To accept additional departmental tasks as negotiated with the **Chair**.

Department meetings: The **Chair** is responsible for convening department meetings no less than once each month. He or she will schedule meetings at convenient hours but not during class times for full-time faculty, except on an emergency basis. Any time a third of the full-time faculty request a special meeting on any issue, the **Chair** must schedule the meeting.

The **Chair** will further make every effort to schedule an open hour each month for program, department, or committee meetings.

Voting by **Chair**: The **Chair** will not vote on matters before the department at any regular or special meeting except in the event of a tie or as further specified.

Program Coordinators: designated faculty members may assist the **Chair**. No release time will be available however; this will count towards service to the department.

The **Chair** with the advice and consent of the program track faculty will appoint program coordinators. The coordinators are responsible for convening track meetings to discuss and act upon issues that affect only the track and not the department as a whole, e.g., curriculum, part time faculty, and so on. He or she shall make effective use of the time blocks in the departmental schedule designed for track meetings.

Program coordinators will be reviewed annually by the **Chair** and the appointment will rotate biannually, or more frequently as the faculty determines.

Term of office for **Chair**: The **Chair** will serve four-year terms unless he or she resigns or is removed from office by the President or her/his designee as per Article V.3. of the UNF Constitution. A secret retention ballot may be held at least four months before the end of each term of office, if the **Chair** seeks reappointment. A majority of the full-time faculty or the dean of the College of Arts and Sciences may call for a secret retention vote before the end of any four-year term.

Chair evaluation: The full-time faculty will have the opportunity to evaluate the **Chair** on an annual basis.

Vacancy in office of **Chair**: When a vacancy or resignation occurs in the office of **Chair**, a successor shall be selected by the Dean of the College of Arts and Sciences from a list of tenured

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faculty members approved by a majority vote of full-time, tenured or tenure-line faculty. Visiting faculty beginning in their second year of service may vote.

The outgoing Chair or his/her designee will solicit nominations and self-nominations. The list will be submitted to the faculty and formal interviews followed by a secret vote will be arranged. Eligible faculty shall vote for each candidate as “acceptable” or “unacceptable.” The outgoing Chair may not vote. If more than one candidate deemed acceptable by the vote, the outgoing Chair will arrange for a second secret vote to rank the candidates. The outgoing Chair will forward to the Dean the ranked names of the candidates whom a majority deemed acceptable, along with the total votes. The Dean may convene a meeting to discuss the candidates with faculty who are not seeking the office.

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If the Dean of the College of Arts and Sciences or any other higher-level administrator (do we want this in here????) decides that none of the names on the list as presented is acceptable, and decides to mount an external search for Chair, he or she will consult with all full-time faculty members of the department on the job description. A search committee will be formed for the external Chair search.

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Article 5: Committees

Committee structure: The department standing committees are as follows:

Curriculum committee: The Curriculum committee is a committee of the whole.

Track committee: Each faculty member serves in their respective track’s committee. All track assignments can rotate annually. Members can self assign with Chair approval. The track committees may review, revise and propose changes in their tracks.

The program coordinators serve as the respective Curriculum Committee Chairs for each track. The Curriculum Committees act on all curriculum requests within their discipline. A quorum of all full-time faculty in the respective disciplines is required for action. Only full-time faculty may vote on curriculum issues. Curriculum actions must receive a positive vote from the majority of the respective committee and the approval of the department Chair.

The respective Track Committees shall report on their actions to the full department faculty at the next general meeting. The departmental faculty shall approve or not approve these reports through a simple “yes” or “no” vote.

Development and PartTime Faculty committees: The department Chair may, from time to time and as needed, appoint committees to address issues of department/faculty development and part time faculty. These committees, when appointed, will serve for the academic year in which they are established.

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Deleted: Program coordinators who wish to submit a new course for consideration should circulate a draft syllabus and justification to all full-time colleagues five (5) days prior to the curriculum committee meeting. Such submissions should include special topics courses. Independent studies project proposals do not require Curriculum Committee approval but must be signed by the student and the faculty involved, and approved by the department chair.¶
¶ Curriculum changes shall also be posted in the department office at least five (5) working days before the discipline faculty meeting during which they are to be considered. Should a faculty member of the discipline not represented wish to comment on curriculum changes, they shall indicate their intent to attend the meeting at which the change will be considered to the program coordinator at least two (2) days prior to the meeting. A faculty member may also comment on the change at the general faculty meeting by notifying the chair three (3) days in advance of their intent to comment and by being placed on the agenda immediately before the vote noted immediately below.¶
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Article 6: Meetings

Department meetings: The faculty will meet on dates and at times to be determined by the department Chair in consultation with the faculty. Such meetings will be utilized to address issues of interest to the faculty and to consider curriculum matters.

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Issues of importance to the department as a whole or to the overall curriculum will be addressed at departmental meetings. A quorum of the full-time faculty must be present in order for a vote to be taken. Other issues and concerns shall be addressed by the respective discipline committees and reported to the faculty.

The minutes of the discipline meetings shall be posted in the department office and shall be reported to the general faculty at the next department meeting.

Article 7: New course approval

New courses, substantial revisions of existing courses, and courses taught for the first time by faculty, will be approved by the department before being taught.

Program coordinators who wish to submit a new course for consideration should circulate a draft syllabus and justification to all full-time colleagues five (5) days prior to the curriculum committee meeting. Such submissions should include special topics courses. Independent studies project proposals do not require Curriculum Committee approval but must be signed by the student and the faculty involved, and approved by the department Chair.

Curriculum changes shall also be posted in the department office at least five (5) working days before the discipline faculty meeting during which they are to be considered. Should a faculty member of the discipline not represented wish to comment on curriculum changes, they shall indicate their intent to attend the meeting at which the change will be considered to the program coordinator at least two (2) days prior to the meeting. A faculty member may also comment on the change at the general faculty meeting by notifying the Chair three (3) days in advance of their intent to comment and by being placed on the agenda immediately before the vote noted immediately below.

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Student grading policy: Communication courses at the University of North Florida will require that at least fifty percent of the final grade be determined by student performance on final project, written examinations, essays or term papers. Student participation in class discussion is encouraged but it cannot be the single determining factor in the final grade.¶

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Article 8 : Student grading policy

Communication courses at the University of North Florida will require that at least fifty percent of the final grade be determined by student performance on final project, written examinations, essays or term papers. Student participation in class discussion is encouraged but it cannot be the single determining factor in the final grade.

Article 9: Part Time hiring policy

From time to time it is necessary and desirable to recruit Part Time faculty to teach courses. The following rules are designed to insure that the hiring process is democratic and open but also workable.

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1. **New Part Time Faculty** will be interviewed by as many colleagues as possible and will, if an appropriate course is available at the time of the interview, be viewed by faculty in a classroom teaching situation. The Chair may not hire the part time faculty if a majority of those who interviewed him or her and/or who witnessed the classroom presentation disapprove. If the Chair, who is the part time faculty hiring officer, has serious reservations he or she may decline to hire the applicant even if a majority of the faculty interviewers judge the performance acceptable.

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2. **Experienced part time faculty** will be hired and scheduled by the Chair as needed, with the understanding that he or she will discuss the matter as appropriate and inform all department members of the proposed course(s) when drafts of the schedule are distributed. However, any full-time faculty member at any time prior to the signing of the contract may challenge any proposed part time faculty and the Chair's offer may be overturned by a majority vote of the department.

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3. **Extraordinary situations may arise when the Chair** is also authorized to make hires of new part time faculty in the event of emergency cancellations, late additions to the schedule, etc. Sometimes part time faculty accept positions elsewhere or have problems necessitating last-minute personnel changes; it also happens that the dean's office will request additional sections just before classes begin. In such cases the Chair will make an attempt to consult as many colleagues as possible. For example, if the expertise of the part time faculty is in electronic media, the Chair will try to share the credentials and arrange an interview with those members of the full time faculty who are involved in that area. However, the needs of students and the exigencies of scheduling must come before the niceties of consultation; if interviews with everyone are impossible or the appropriate colleagues are out of town, the Chair will proceed on the basis of his or her own judgment. The "check" is that in the ensuing semester any full-time department member may challenge a particular part time faculty hire and ask for a full review and vote. If a majority disapproves, the part time faculty may not under any circumstances be rehired.

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Article 10: Foundation Accounts

The Chair will control the departmental foundation accounts and make expenditures for special projects. The faculty may request foundation support from the Chair at any time. Foundation funds are not used for normal expenses such as travel or duplication. In most cases, foundation funds are used to cover expenses related to department activities and recruitment of new faculty.

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Article 11: Tenure and promotion guidelines

This document follows the UFF agreement regarding tenure and promotion specifically Articles 19 and 20 which call for department interpretations/clarifications specific to the department's disciplines. Nothing in this document is meant to supersede the general University tenure criteria.

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Re: Article 19.5 (c) Department Interpretations/Clarifications of University Tenure Criteria.

In general, books rank higher than monographs, which rank higher than articles in national refereed journals, or professional publications, which rank higher than regional or local journals or publications. Published work ranks higher than presentations. Refereed presentations rank higher than invited presentations or panels.

Communication is a social science field with both scholarly and professional arenas. Therefore, within the department faculty, it is desirable to have individuals whose scholarship activities focus on traditional research, refereed presentations and publications in refereed journals. It is no less desirable to have other individuals involved in creative works or presenting to professional groups and publishing in professional periodicals. In fact, care must be taken to assure the department has a mix of the two types of faculty research interests: a heavy predominance of either should be avoided. Finally, a mixture of creative work and scholarly research by one individual is equally desirable.

In this sense, the discipline is more akin to a field such as psychology or business, which include faculty who are academicians and those who are clinicians or practitioners, than it is to typical arts and sciences fields such as English, history or philosophy. Care needs to be taken when evaluating communication faculty in the area of scholarship. An acceptable, even desired, “agenda of inquiry” may vary widely from typical arts and sciences scholarship.

Because of the wide variety of scholarship activities, as noted above, evaluating a faculty member’s contributions must be carefully considered in the context of the individual’s particular agenda of inquiry. According to the Collective Bargaining Agreement of March 2006, articles 19 and 20, the Department must present broad guidelines regarding the expectations for tenure-seeking faculty, while understanding that each individual’s case will be different and that quantification is difficult at best.

The overarching principle is that a faculty member must be actively engaged in his or her scholarly or professional field, or both. As noted above, this is typically demonstrated through publications and presentations, either scholarly or professional/creative or both. It may also include professional audio or video presentations, web sites, weblogs, podcasts and other venues of dissemination. In cases where evaluation through typical peer review or professional editor is not available (such as a web site or blog), the evaluation of quality by the departmental committee and by the external evaluators becomes especially important.

Quantifying scholarly/professional/creative production is difficult at best because of the wide variety of ways to be productive in the various disciplines within the field of communication. Rather than set an arbitrary number, the Department shall evaluate each candidate on a case-by-case basis. While a typical expectation may be one piece of work each year for an assistant professor, for instance, counting a web site or comparing professional articles vs. per-reviewed articles are ultimately unproductive. The one-per-year guideline is broadly acceptable as a goal, but the Department committee will be responsible for evaluating the

quality and quantity values of each candidate's dossier (with guidance from external peer reviewers) and deciding whether the candidate has successfully demonstrated active, high-quality engagement in a field of inquiry or creative expression, regardless of quantity.

The Chair is expected to exercise judgment concerning the relative scholarly merit of books, chapters, articles, paper presentations, films, videos, and other scholarly contributions by department faculty members. Among other considerations, the Chair will consider whether or not the contributions were peer reviewed, and the reputation of the various journals, scholarly associations and meetings, and presses. It is further understood that unique circumstances may prompt the Chair, after balanced and objective consideration, to modify the above merit rankings to reflect the merit of individual faculty contributions.

The following standards come from the accrediting body of the Accrediting council for Education in Journalism and Mass Communication (which is called ACEJMC):

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- a. "Although holders of Ph.D. are now more common in teaching ranks of schools and departments of journalism and communication, the average faculty includes a mix of teachers with long professional experience and teachers with heavier research qualifications. Both are absolutely necessary for the diversity of the faculty, for the optimum enhancement of student knowledge, and for the support and respect necessary from both academia and the professions." (ACEJMC,2004)
- b. "University administrations must consider this unique mix necessary for a strong journalism and communication program when considering scholarship and creative activity in relation to tenure, promotion and merit pay."
- c. "As indicated above, the mission of schools and department of journalism and communication must embrace both academic and professional work. Faculty members or their programs are expected to contribute to the advancement of the academic or professional fields through scholarly or creative work, or both."
- d. "Such contributions may take a variety of forms; both are conducted within specific realms of knowledge reflecting academic and /or professional expertise. Scholarship and creative work address specific problems, using methodologies appropriate to those problems. In the field of mass communication, these methodologies may include qualitative, quantitative, legal, and historical."

"Excellence in scholarship is evidenced by an agenda of inquiry that has resulted in published scholarly or creative works of high quality. Excellence in scholarship is also evidenced by a record of works involving the scholarship of discovery, the scholarship of integration and interpretation, and the scholarship of application and artistic creativity". The Department considers the three categories of scholarship of equal merit and strives to have faculty involved in all three. Also, the Department recognizes that, with teaching excellence being the stated goal

of the University and with 3-3 teaching loads, high levels of scholarship activity cannot be expected.

a. Definition of terms

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The Department interprets “scholarship of discovery” to mean traditional scholarly research that leads to refereed presentations and publications, including journal articles, monographs, book chapters and scholarly books (not textbooks). Although the University statement does not specifically include conference paper presentations (mentioning only publications), refereed presentations of scholarly papers are broadly accepted as scholarly work in the field of communication, perhaps unlike some other disciplines. As will be discussed further below, however, publications are considered superior to presentations and should be evaluated as such.

The Department interprets “scholarship of integration and interpretation” to include such activities as editing a book or a special edition of a refereed journal, planning and/or participating on a panel at a scholarly organization’s conference, authoring a textbook in the candidate’s field, presentations that require considerable professional expertise to professional groups or companies, book and other reviews published in scholarly or professional publications, publication of articles in web-only publications (but not the candidate’s own web site), some audio and/or video documentaries (see next category as well) and so on. The key here is to ask: Does this work, though perhaps not original, nonetheless effectively add to the body of knowledge among professionals or scholars in the candidate’s academic field? Thus, for instance, presentations to high school students or educators are not to be considered scholarship, but service.

The Department interprets “scholarship of application and artistic creativity” to include such activities as any non-scholarly journalistic, professional and/or creative publication, such as a book, magazine article or column, newspaper article or column or web site article or column, audio or video work, that reflects high professional standards in selecting content. Individual and creative audio and/or video productions not sponsored by an outside organization are better evaluated here, rather than in the previous category. Speechwriting should be included here. Because of the important connection to a professional field in communication, *significant* consulting activities (both paid and unpaid) are considered to be acceptable contributions in this category. Such activities may include, but are not limited to:

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When evaluating for tenure and promotion the following priority-order list will be used.

1. Authored a published book or created an internationally or nationally aired video production during the previous year, to include legitimate digital venues;

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2. Co-authored a published book or co-created an internationally or nationally aired video production during the previous year, to include legitimate digital venues;
3. Edited a book that was published during the previous year, to include legitimate digital venues;
4. Co-edited a book that was published during the previous year, to include legitimate digital venues; Authored a chapter or article that appeared in a scholarly or professional publication, to include legitimate digital venues;
5. Presented a scholarly or professional paper at an international, national, meeting/conference
6. Created a regionally aired video production during the previous year, to include legitimate digital venues
7. Presented a scholarly or professional paper at an regional, or state meeting/conference
8. Engaged in paid or unpaid consulting with an organization regarding its communication needs.
9. Presented a scholarly or professional paper at another university by invitation;
10. Received funding from a research grant;
11. Published a review essay in a scholarly or professional journal, to include legitimate digital venues;
12. Published an entry in an encyclopedia or reference book, to include legitimate digital venues;
13. Published a book review in a scholarly or professional journal, to include legitimate digital venues;
14. Submitted a grant proposal
15. Documented contributions to on-line reviews and publications.
16. Otherwise documented an active, productive research program. Examples: proved progress on an article, chapter or book; completion of scholarship that has been accepted but not published; completion of a grant proposal that has not been finally reviewed;

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Department rules and procedures for consideration for tenure and promotion:

1. The committee shall consist of all tenured members of the department with the exception of the ~~Chair~~. There shall be no fewer than three committee members. Only tenured faculty will vote on tenure decisions. Only tenured faculty who hold the rank of associate professor or above shall vote on promotion decisions.
2. Should the department be unable to identify three tenured members, the ~~Chair~~ will solicit, after consultation with all department committee members, tenured faculty from other departments to create a committee of five members.

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3. The department ~~Chair~~ may be consulted by the committee but shall not be a voting member. Deleted: chairperson
4. A committee member must withdraw from voting if her/his candidacy is being considered.
5. The committee shall elect a ~~Chair~~, who shall be a voting member. The ~~Chair~~ must be a member of the department of communication. Deleted: chairperson
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6. Recommendations shall be decided by majority vote in a secret ballot. All members of the committee who are eligible to vote must do so or indicate that they abstain. If a tie vote is reached, the entire case will be reopened. If a majority vote cannot be reached, the committee shall report the various positions and the vote to the department ~~Chair~~. The ~~Chair~~ of the department promotion and tenure committee shall deliver all written ballots to the department ~~Chair~~, who shall retain them for two years. Deleted: chairperson
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7. By the designated deadline, the department ~~Chair~~ shall forward promotion and tenure dossiers to the committee. The committee's function is to review these dossiers and to provide a written report to the department ~~Chair~~ with regard to promotion and tenure candidates. These reports, to be submitted by the designated deadline (usually late October), shall become part of the candidate's dossier. This dossier, upon completion of the promotion and tenure process, will be returned to the candidate. Deleted: chairperson
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8. The committee shall consider the candidate's performance during the entire term of employment at the university.
9. The candidate may request and will be granted an interview with the committee. The committee may interview the candidate with reasonable advance notice.
10. At the candidate's request, some or all of the committee shall observe the candidate's classroom teaching.
11. The candidate must submit to the department ~~Chair~~ a list of at least three and no more than ten qualified persons outside the university who could write concerning the candidate. The outside reviewer will not be asked to render a judgment about whether the candidate should be granted tenure and promotion, but rather present an evaluation of their scholarly work: its quality, how it compares to other work in the field, and the contribution it makes to the discipline. The department ~~Chair~~ will handle the correspondence with such outside persons. At the candidate's discretion, such outside letters may be treated as confidential, not to be seen by the candidate. Notification of confidentiality or nonconfidentiality will be given in advance to outside reviewers. Deleted: chairperson
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12. The committee's written report to the department ~~Chair~~ shall describe the committee's procedure and shall include the results of all votes taken. Names and academic ranks of committee members shall appear on the report. The numerical vote of the committee is open to the candidate, but the individual votes are not. Deleted: chairperson

13. Any committee member or members may submit a minority report, to be placed in the dossier.
14. This section of the by-laws shall be approved by the department ~~Chair~~ and a majority of the department faculty. They shall be approved by and filed with the Academic Vice President.
15. This section of the by-laws may be amended by a majority vote of the Department at any time prior to the beginning of the promotion and tenure process for the candidate. The Academic Vice President must approve amendments.

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Article 12: Third-Year Review:

The Department of Communication conducts a mandatory review of tenure-track assistant professors during the spring of their third year. The purpose of this review is to evaluate the candidate's progress toward meeting university standards for tenure and promotion, which are excellence in teaching, excellence in scholarship and continuous and meaningful service. A committee of tenured faculty, appointed by but excluding the ~~Chair~~, examines the candidate's record and submits a written evaluation to the ~~Chair~~ and the candidate. A positive review does not guarantee that tenure and promotion will be granted nor does a negative review guarantee that tenure and promotion will be denied. The ~~Chair~~ will establish the designated dates for the third-year review process.

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 <#>a personal statement of no more than 1000 words discussing his/her accomplishments in teaching, scholarship, and service and describing his/her goals in these areas for the next three years;¶
 <#>annual chair evaluations;¶
 <#>syllabi from all courses;¶
 <#>evidence of teaching effectiveness to include ISQ scores for all courses taught; a full set of documents from one section of each course taught; curricular innovations (departmentally sanctioned peer reviews are optional);¶
 <#>evidence of scholarly productivity (published work including monographs, edited volumes, book chapters, articles, essays, book reviews; scholarly conference papers; research grant proposals; documented contributions to on-line reviews and publications; work submitted for publication; work in progress);¶
 <#>evidence of service to the department, the college, the university, the profession, the community (committee assignments, talks to local organizations) ¶
 the portfolio should be submitted in a three-ring binder

Procedures

1. The department ~~Chair~~ notifies the tenure-track faculty member at the beginning of the fall semester of the candidate's third year that the review will take place during the spring term.
2. The department ~~Chair~~ appoints a committee of three tenured faculty from the department and charges them with the responsibility of conducting the review and evaluating the candidate's progress toward tenure and promotion. Should three tenured departmental faculty not be available, the ~~Chair~~ will appoint two tenured faculty from the department and one from another department. The committee elects a ~~Chair~~, who will be a voting member.
3. By the designated deadline the candidate will provide the department ~~Chair~~ with a portfolio/dossier, which must include the following items:
 - a. a see page 52 in cba cut and paste verbage
4. The candidate may request and be granted an interview with the review committee. At the candidate's request, some or all of the committee members shall observe his, or her classroom teaching.
5. By the designated deadline the department ~~Chair~~ forwards the candidate's portfolio/dossier to the review committee.

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6. The committee reviews and discusses the portfolio/dossier and votes on whether the candidate is making sufficient progress toward meeting university standards for tenure and promotion. The committee's evaluation is based on an oral vote by all members of the committee. No member may be excused from voting or may abstain from voting on the evaluation.
7. The review committee submits a written evaluation to the department Chair and to the candidate by the designated deadline. The report describes the committee's procedures, announces the numerical results of the oral vote with no names denoted, includes the names and academic ranks of committee members, assesses the candidate's performance, and provides recommendations to prepare the candidate for the future P/T review.
8. The candidate may choose to include the written report in his/her university tenure and promotion dossier, but the report does not become part of the candidate's official personnel file.
9. A one-year postponement delaying the mandatory review process may be requested if the candidate takes a one-year leave of absence during his/her first two years.

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Article 13: Merit criteria:

There is a common requirement that all faculty in the department will regularly meet and teach their classes and maintain the number of office hours recommended by the Chair. The purpose of merit pay is to reward meritorious faculty performance in teaching, scholarship and service. Priority will be given to performance in assigned activities based on annual evaluations of the previous academic year as conducted by the department Chair, except that when making judgments on performance in scholarship the Chair will consider, in addition to the academic year under review, the faculty member's achievements in the two previous academic years. Special assignments, sabbatical leave activities, and other contributions documented in the annual evaluation may also be considered for merit pay. The following guidelines will be considered by the Chair when awarding merit pay.

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The purpose of merit pay is to reward faculty performance in teaching, scholarship and service on an annual basis. When making a decision about scholarship, however, the Chair shall consider the immediately preceding two academic years.

The Chair will evaluate faculty by general categories.

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For the purpose of establishing merit pay:

1. Department faculty will be ranked based upon the points determined as noted above.
2. The Chair shall use his or her judgment as required to evaluate the merit of scholarly work.
3. Should the faculty member involved contest a rating, he or she may submit the rating to a Committee of the Whole for adjudication.

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2. TEACHING

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a. “Outstanding teaching is demonstrated by evidence of effectiveness in presenting knowledge and skills, in stimulating students’ critical and/or creative thinking, and the development or revision of curriculum or course structure”

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b. When evaluating for merit pay the Chair will determine for each faculty member

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i. The success of instruction as shown by student evaluations, classroom visitations and other appropriate evaluative procedures;

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ii. The appropriateness of course topics, materials and instructional techniques;

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iii. Whether he or she developed new courses;

iv. Whether courses taught regularly were revised and current;

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v. The nature and quality of independent studies, directed readings, directed projects, and/or collaborative faculty/student research projects and mentorships faculty members conduct.

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c. Such evidence may include, but is not limited to:

i. Student evaluations, giving extra weight to the most recent two years. The candidate may add a reasonable number of unofficial student survey comments they may have administered on his or her own. A brief collection of student comments from the ISU forms or from personal correspondence may also be submitted. In considering these data, evaluators should consider whether the candidate was teaching an overload, whether classes were large or small, and other potentially mitigating factors that might influence student evaluations.

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ii. peer and/or Chair evaluations based on classroom visitations

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iii. comments solicited from colleagues

iv. comments solicited from recent graduates

v. comments solicited from current students

vi. teaching awards

vii. grants that support innovations in teaching

viii. developments of new courses or programs

ix. work in professional positions during summer or leave time

x. being asked to serve as a visiting instructor at another institution

d. the candidate's 3-5 page, double-spaced summary description of the evidence that points toward excellence in teaching

Research and Scholarship:

3. EVALUATION CRITERIA

See Article 11 Tenure and promotion guidelines.

4. SERVICE

Service is considered either internal or external. Internal service is contributed to the Department, College or University as a whole with activities such as active attendance at Departmental meetings, committee work at all levels, participating in searches, serving as an officer in a faculty organization, a high level of advising or mentoring students (including independent studies supervision), among others.

External service includes meaningful contributions to constituencies of concern to the Department, College and University, including community service in the broader community within the disciplines covered in the Department. Other examples of external service include: reviewing manuscripts for academic or professional journals, reviewing manuscripts for academic or professional conferences, serving as a paper discussant at a conference, serving as an officer or committee Chair in a professional organization, consulting with other universities' communication departments, consulting with high school teachers in one's field, among others. Faculty members' service should lead to stronger ties with regional communication professionals, which articulate our sense of departmental identity among faculty, students, alumni, and the larger community.

Evidence of high quality service might include, written statements from constituent organizations, work samples (as appropriate), letters from student mentees, of independent studies students, and written evaluations from colleagues and the Chair.

5. QUALITY EXPECTATIONS

The following points will be assigned to the evaluation rating categories for each applicable activity category (e.g., teaching, research/scholarship/creative activity, service).

Exemplary	2
Above Satisfactory	1
Satisfactory	0
Below Satisfactory	-1
Unsatisfactory	-2

Where research /scholarship/creative activity is not a requirement for a particular classification, the faculty member in that classification will receive a "0" for that activity.

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 "Excellence in scholarship is evidenced by an agenda of inquiry that has resulted in published scholarly or creative works of high quality. Excellence in scholarship is also evidenced by a record of works involving the scholarship of discovery, the scholarship of integration and interpretation, and the scholarship of application and artistic creativity". The Department considers the three categories of scholarship of equal merit and strives to have faculty involved in all three. Also, the Department recognizes that, with teaching excellence being the stated goal of the University and with 3-3 teaching loads, high levels of scholarship activity cannot be expected.¶

¶
 <#>-Definition of terms¶
 The Department interprets "scholarship of discovery" to mean traditional scholarly research that leads to refereed presentations and publications, including journal articles, monographs, book chapters and scholarly books (not textbooks). Although the University statement does not specifically include conference paper presentations (mentioning only publications), refereed presentations of scholarly papers are broadly accepted as scholarly work in the field of communication, perhaps unlike some other disciplines. As will be discussed further below, however, publications are considered superior to presentations and should be evaluated as such. ¶

¶
 The Department interprets "scholarship of integration and interpretation" to include such activities as editing a book or a special edition of a refereed journal, planning and/or participating on a ... [9]

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Article 14: Summer Rotation

Summer assignments shall follow the guidelines set forth in article 17.2 of the collective bargaining agreement March 15, 2006.

This article establishes an equitable and orderly process for allocating summer teaching opportunities.

a. The **Chair** will, to the extent made possible by budgetary and other restraints, offer each colleague one course during the full summer session. The **Chair** will not select a class until all full-time faculty have been included. In the event that there are insufficient funds for everyone to teach one course, the **Chairman** will follow the rotation procedure given below to assign classes.

Rotation: Using the priority rotation list established in the department, the **Chair** will offer summer assignments to faculty based on their priority. Should insufficient funds be available to pay the salary of the next faculty member on the list, the **Chair** will request additional funds from the dean to create a full salary. If such funds are not available, the **Chair** will proceed down the list until he finds a person who will teach for the amount remaining. Skipped faculty retains their position in the list for the following summer.

A and B Assignments: Care must be taken to insure that faculty assigned to the "A" and "B" sessions are evenly matched and that such assignments are evenly allocated. Those faculty who teach in the "A" term in a given year, will be expected to teach in the "B" term in the following year. Faculty may select their term—"A" or "B"—so long as sufficient funds are available to meet the selection.

Ties: In the event of a numerical tie, the **Chair** will break the tie utilizing some random device, provided that the faculty in question is ailing to teach something that fits schedule requirements. Ties may be broken by the funds available.

Second courses: If funds are available, each faculty with one course may be assigned a second course based on the system noted above.

Rotation list: The priority list should be updated at the end of each summer session. The list should be posted for all faculty to review.

Two-course load: Should funds be available to offer all full-time faculty a two-course load during a summer session, care must be taken to insure that faculty assigned to the "A" and "B" sessions are evenly matched and that such assignments are evenly allocated

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Merit Pay Decisions:¶

The chair will evaluate faculty by general categories of "unsatisfactory," "satisfactory," "good," "very good," "excellent," and "outstanding"¶

¶ In cases where an evaluation is contested, either the chair or the faculty member involved may submit the contested matter(s) to the Committee of the Whole. The Committee will hear both sides of the case, review appropriate evidence, and issue a recommended resolution to the chair based on majority vote. ¶

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Article 15: Professional Development, Travel Funding

Article 16.1 of the Collective bargaining agreement sets forth the general guidelines for faculty's professional development travel.

I. When the money is received or set aside from OE, it will be divided by the number of tenure-line faculty members unless there are superseding conditions set by the dean and/or provost and/or department. This number will include the Chair, unless the dean provides separate professional development funding for Chairs, in which case the Chair is out of the department pool. Full time instructors who are actively pursuing a research or professional agenda should be given 50% of the portion distributed to the tenure line faculty.

II. Each faculty member can claim up to that amount of the money simply by documenting professional development expenses and getting the Chair's signature.

Professional development expenses include:

- travel to conferences (includes presenting paper, commenting, discharging professional duties, or simply attending)
- travel to research sources, including car mileage
- xeroxing or microfilming at archives and research libraries
- publication costs, e.g., charges to author for diagrams or photographs;
- costs for preparing graphs, diagrams, maps, etc., for publication
- inter library loan related to research
- special software, books, microfilm, and other items, if directly related to research

Professional development funded at the department level would not include expenses related to grant preparation.

III. Faculty on sabbatical or research leave are eligible for this money.

IV. At the end of the year money not spent will be swept up and given to those who have spent more than the allocated amount. The Chair may allocate professional development money to any full-time regular (non-visiting) instructors who are pursuing an active program of professional development.

Example: everybody spends more than \$800 except for three people who only spend \$550 apiece. That leaves \$150 (3 x \$50) to be swept up. The \$150 is divided 10 ways (= \$15).

Or this \$150 could be given to the instructors who have incurred professional development travel expenses.

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Article 16: Honors Rotation

The intention of this policy is to establish an equitable and orderly process for assigning honors courses within the department. All requests to teach honors courses must be submitted to the department Chair (as well as to the honors program director) and are subject to veto if, in the Chair's judgment, they compromise the regular course offerings. Example: retirements, leaves, or illness thin the ranks in specialty X, so the Chair cannot spare a course in X that year.

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It may also happen that the number of faculty who want to teach honors courses exceeds the number of available slots. First, the Chair determines if any of the proposals are ineligible for scheduling reasons. If there is still a surplus after he or she has done this, then a rotation scheme, analogous to summer teaching, will be applied.

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Example: The Chair has allocated six courses to honors. Eight proposals are submitted. One proposal, submitted by a faculty member in understaffed area X, is ruled out for scheduling reasons. Seven remain. All seven are approved by both the Chair and the honors program director. In that case highest priority is given to those who have taught the fewest honors courses in the last three years.

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Weights. A person's place in the rotation is determined by the number of honors credit hours taught during the previous three years, including summers. The lower the score, the higher the person is on the list. This includes people on twelve-month administrative contracts (e.g., associate deans) who are also eligible to teach honors courses.

New faculty, including those hired within the last two years, are assigned a weight of 3 credit hours for each of the three previous years. They will not be at the top of the rotation list, but neither will they necessarily be at the bottom.

Ties. In the event of a numerical tie, the Chair will break the tie by means of some random device, provided that, as stated above, there is no compelling curricular or enrollment reason to favor one person over another.

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Second courses. If slots are left over after everyone has one course, the Chair assigns second courses on the basis of the system outlined above.

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Updating. Prior to scheduling requests for the next academic year, the Chair will update the list, adding weights where appropriate and recompiling the rankings. The revised list will then be given to all faculty so that they will know where they stand.

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Honors director. This policy notwithstanding, the honors director and honors council have independent veto power over all proposals.

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Article 17: Authority

These bylaws are created under the authority vested in the Constitution of the University of North Florida and the Collective Bargaining agreement of March 2006.

Article 18: Amendments

Amendment process: Once the constitutional review process is closed, these bylaws may be amended only by a two-thirds vote of the full-time faculty, subject to the review of the Dean of the College of Arts and Sciences and the Provost/Vice President for Academic Affairs.

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Department of Communication: Annual Appraisal

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Feedback on Personal/Interpersonal Skills

(to be completed by Department Head)

Self-Management Skills

1. Plans and organizes work to achieve goals. Meets deadlines. delegates responsibilities appropriately.
2. Responds in a timely manner.
3. Takes initiative. Looks for and makes continuous improvements. Seeks new challenges and increased responsibility. Seeks and participates in learning and development activities. Identifies and solves problems.
4. Adapts to and implements change. Demonstrates willingness to try new approaches.
5. Demonstrates professional and ethical behavior. Displays emotional control. Is prompt. Accepts responsibility for own actions.
6. Participates in training/continuous learning. Keeps informed on up-to-date job methods, skills, and techniques.

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Working Relationship Skills

1. Establishes and maintains respectful and cooperative working relationships.
2. Supports unit and university goals and priorities.
3. Demonstrates leadership skills by supporting and sustaining others and by leading projects.
4. Handles interpersonal conflicts constructively.
5. Delivers friendly, courteous service to internal/external customers.

Communication Skills

1. Listens carefully and responds to ideas, requests and problems.
2. Exhibits appropriate verbal and written communications. Gets messages across in clear, concise and accurate manner.
3. Shares relevant information with colleagues.

Narrative

Describe succinctly your **major accomplishments** in previous 12-month period based upon your regular responsibilities as well as the specific goals you outlined on the first page of this document. This section provides the opportunity to highlight accomplishments and comment on personal and interpersonal skills (page 2). (Use additional pages if needed.)

Appraisal of Overall Performance:

-2 _____ -1 _____ 0 _____ 1 _____ 2 _____
Unsatisfactory, Below Satisfactory, Satisfactory Above Satisfactory, Exemplary

2 = Exemplary – Performs at a very high level individually and with others. Produces a high quantity of high quality material in a timely manner. Performance consistently exceeds a majority of position requirements and clearly and consistently meets standards for the remainder.

1 = Above Satisfactory – Performs at a high level individually and with others. Quantity and quality of work is good with either quantity or quality outstanding. Performance consistently exceeds some position requirements and clearly meets standards for the remainder.

0 = Satisfactory – Solid performer, working individually and with others. Quality and quantity of work produced are acceptable and at times may exceed performance standards.

-1 – Below Satisfactory – Performs at an less than adequate level individually and with others. Quality or quantity of work produced does not meet standards. Performance meets some position requirements but fails to reach others.

-1 = Unsatisfactory– Performance is unacceptable. Quality and quantity of work produced is unacceptable. Performance fails to meet position requirements on a regular basis. Performance must improve immediately and significantly.

Department Head's Signature Date Unit Leader's Signature Date
Faculty Member's Signature Date
Faculty Member Comments:

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Suggested Portraits of Faculty by Rank: Department of Communication

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Instructor Rank in the Department of Communication

An instructor in the Department of Communication is a vital part of the faculty. Instructors are the “nurse practitioners” of the communication field. As instructors, they are expected to be involved in teaching and service. As instructors, they are expected to contribute to the mission of the department, the college, and the university.

Teaching. Instructors are expected to produce their own syllabi and achieve student evaluations of at least average on the inventories. They will not be overloaded for advising or teaching according to their appointment. Peer evaluations of their teaching will highlight areas of strength and areas needing improvement.

Service. Instructors should have more than just classroom experience in their fields. Professional involvement in the profession and professional development should be a vital component of every instructor’s lifestyle.

The Senior Phase

After eight years of service, the senior level

Assistant Professor Rank in the Department of Communication

The assistant professor in the Department of Communication is properly viewed as a faculty member in development. There are new, middle, and advanced phases to the assistant professor rank. All assistant professors are expected to be involved in teaching, research, and service. Less is expected of new assistant professors and more of middle and advanced.

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The New Phase

New assistant professors are in the first two years of their faculty position. As new assistant professors, they are expected to contribute to the mission of the department, the college, and the university, but not as extensively as other faculty.

Teaching. In their first two years assistant professors are expected to produce their own syllabi and achieve student evaluations of at least average on the student evaluation inventories. They will not be overloaded for advising or teaching according to their appointment. Peer evaluations of their teaching will highlight areas of strength and areas needing improvement.

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Research. In their first two years assistant professors are expected to attain graduate faculty status, submit at least one article per year to refereed journals, to present research papers at scholarly meetings and learned societies, and to begin work on proposals for extramural research funding

Service. In their first two years assistant professors are expected to participate in general meetings of the department and of the college, but are not expected to be members of standing or ad hoc college or university governing committees. The new assistant professors may provide editorial service to professional journals and may be called on by the general public to share their professional expertise.

The Middle Phase

Mid-assistant professors are in the third and fourth years of their appointment. More is expected of them than of new assistant professors.

Teaching. In the middle years of their appointment, assistant professors do what is expected of new assistant professors. In addition, they receive student evaluations of higher than average performance on student evaluations. They successfully direct individual student work, and may develop new courses responsive to departmental and student needs.

Research. In the middle years of their appointment, assistant professors have published at least one article per year in refereed journals since beginning their faculty position. They will have written book reviews for scholarly journals, submitted grant proposals for extramural funding, presented research papers at scholarly meetings and learned societies, and begun consideration of a focus for a program of research.

Service. In addition to participating in general departmental and college meetings, these assistant professors will serve on governing bodies in the college. They provide editorial service to professional journals and use their professional expertise in consulting with the general public.

The Advanced Phase

Advanced assistant professors are in the final two years of their current rank and coming up for tenure and promotion review. More is expected of them than of middle assistant professors.

Teaching. They must do what is expected of middle assistant professors. In addition they will successfully direct theses, dissertations, or honors projects. Their student evaluations will be above average to high average.

Research. These assistant professors will have been published several times in refereed journals. The university will have received extramural funding for one or more of these faculty members' research projects. Other scholars will cite their work. They will present research papers at scholarly meetings and learned societies. They will mentor other faculty and serve as resource persons across the university and state.

Service. These assistant professors will have served on one or more college or university standing or ad hoc committees. They will serve on the editorial board of one or more professional journals. Specific interest groups and the general public will consult them regarding their professional expertise.

Associate Professor Rank in the Department of Communication

The associate professor in our department is also considered to be a faculty member in development. While there are senses of early, mid, and advanced associate professor,

distinctions between these phases are more difficult to delineate than are the distinctions between assistant professors. More is expected of associate professors than of advanced assistant professors.

Teaching. Student evaluations of associate professors should be in the above average to high average range on student evaluations. Peer evaluations of their teaching may identify areas in need of improvement, but their teaching strength should be evident to a knowledgeable observer. They may serve on special bodies concerned with teaching, for instance, accreditation teams and special committees.

Research. Associate professor should be becoming known to the larger world of scholars interested in their area of research. They should be principal investigators on research projects funded by extramural sources. They should have a clearly developed focus of research. They may be writing scholarly books or monographs.

Service. They should regularly serve on university and college governing committees, occasionally taking positions of leadership. They should hold office in professional associations. They will provide editorial help to professional journals and may serve as members of an editorial board. They should be recognized as experts whose knowledge is in demand by the general public.

Rank of Professor in the Department of Communication

Leadership in the department is expected most from faculty with the rank of professor. Some of this leadership must take the form of mentoring faculty at other ranks. More is expected of professors than of other faculty in the department. While full professors must be considered open to growth and development, there is a greater sense of maturation that attends the rank of full professor.

Teaching. In addition to what is expected of associate professor (e.g., strong positive evaluations of their teaching and contributions to the development of curriculum), full professors may be asked to offer peer evaluations of the teaching performance of other faculty in the department. It is expected that full professors would welcome such feedback regarding their own teaching.

Research. Professors are expected to be engaged in a concentrated program of research, to contribute regularly to refereed journals, to be recognized by scholars in field outside of the university, and to have written one or more books or monographs considered to have advanced their field. Professors write proposals that are funded by extramural sources, and they mentor other faculty in developing successful research programs.

Service. Full professors should bear the leadership burden of college and university governing bodies. They should hold office in professional associations and learned societies. They should organize sessions at professional meetings or organize the meetings themselves. During their tenure as a full professor, they should serve as editor or associate editor of one or more professional journals. Their public service should provide a model to junior faculty in the department. They should facilitate junior faculty to engage in public service.

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Article 7: Authority¶

¶ These bylaws are created under the authority vested in the Constitution of the University of North Florida.¶

¶

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Article 8: Amendments¶

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Amendment process: One the constitutional review process is closed, these bylaws may be amended only by a two-thirds vote of the full-time faculty, subject to the review of the Dean of the College of Arts and Sciences and the Provost/Vice President for Academic Affairs

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“Excellence in scholarship is evidenced by an agenda of inquiry that has resulted in published scholarly or creative works of high quality. Excellence in scholarship is also evidenced by a record of works involving the scholarship of discovery, the scholarship of integration and interpretation, and the scholarship of application and artistic creativity”. The Department considers the three categories of scholarship of equal merit and strives to have faculty involved in all three. Also, the Department recognizes that, with teaching excellence being the stated goal of the University and with 3-3 teaching loads, high levels of scholarship activity cannot be expected.

Definition of terms

The Department interprets “scholarship of discovery” to mean traditional scholarly research that leads to refereed presentations and publications, including journal articles, monographs, book chapters and scholarly books (not textbooks). Although the University statement does not specifically include conference paper presentations (mentioning only publications), refereed presentations of scholarly papers are broadly accepted as scholarly work in the field of communication, perhaps unlike some other disciplines. As will be discussed further below, however, publications are considered superior to presentations and should be evaluated as such.

The Department interprets “scholarship of integration and interpretation” to include such activities as editing a book or a special edition of a refereed journal, planning and/or participating on a panel at a scholarly organization’s conference, authoring a textbook in the candidate’s field, presentations that require considerable professional expertise to professional groups or companies, book and other reviews published in scholarly or professional publications, publication of articles in web-only publications (but not the candidate’s own web site), some

audio and/or video documentaries (see next category as well) and so on. The key here is to ask: Does this work, though perhaps not original, nonetheless effectively add to the body of knowledge among professionals or scholars in the candidate's academic field? Thus, for instance, presentations to high school students or educators are not to be considered scholarship, but service.

The Department interprets "scholarship of application and artistic creativity" to include such activities as any non-scholarly journalistic, professional and/or creative publication, such as a book, magazine article or column, newspaper article or column or web site article or column, audio or video work, that reflects high professional standards in selecting content. Individual and creative audio and/or video productions not sponsored by an outside organization are better evaluated here, rather than in the previous category. Speechwriting should be included here. Because of the important connection to a professional field in communication, *significant* consulting activities (both paid and unpaid) are considered to be acceptable contributions in this category. Such activities may include, but are not limited to:

- acting as a writing, editing or design coach for a professional publication
- ii. re-designing a professional publication or web site
- iii. consulting with an organization regarding its executive speeches, its public image, its branding, or its public relations, advertising or marketing
- iv. conducting proprietary research for an organization relating to its internal or external communications
- v. providing high-level, professional training for a media organization's staff
- vi. any such work that uses the professional knowledge and skills students are studying in the Department's classrooms..

The chairperson is expected to exercise judgment concerning the relative scholarly merit of books, chapters, articles, paper presentations, films, videos, and other scholarly contributions by department faculty members. Among other considerations, the chairperson will consider whether or not the contributions were peer reviewed, and the reputation of the various journals, scholarly associations and meetings, and presses. It is further understood that unique circumstances may prompt the chairperson, after balanced and objective consideration, to modify the above merit rankings to reflect the merit of individual faculty contributions.

- When evaluating for merit pay the chairperson will use the following priority-order list:
- Authored a book that was published during the previous year, to include legitimate digital scholarly venues;
 - Co-authored a book that was published during the previous year, to include legitimate digital scholarly venues;
 - Edited a book that was published during the previous year, to include legitimate digital scholarly venues;

Authored a chapter or article that appeared in a scholarly publication, to include
legitimate digital scholarly venues;

Presented a scholarly paper at an international, national, regional, or state meeting;

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- Presented a scholarly paper at another university by invitation;
- Published a review essay in a scholarly journal, to include legitimate digital scholarly venues;
- Published an entry in an encyclopedia or reference book, to include legitimate digital scholarly venues;
- Published a book review in a scholarly journal, to include legitimate digital scholarly venues;
- Otherwise documented an active, productive research program. Examples:
 - proved progress on an article, chapter or book; completion of scholarship that has been accepted but not published; completion of a grant proposal that has not been finally reviewed;
- Received funding on a research grant;
- Documented contributions to on-line reviews and publications.

What do you all think about a list like the above?????????

Do we Need to add in a numeric ranking for creative works?????????

Because of the wide variety of scholarship activities, as noted above, evaluating a faculty member's contributions must be carefully considered in the context of the individual's particular agenda of inquiry. According to the Collective Bargaining Agreement of March 2006, articles 19 and 20, the Department must present broad guidelines regarding the expectations for tenure-seeking faculty, while understanding that each individual's case will be different and that quantification is difficult at best.

The overarching principle is that a faculty member must be actively engaged in his or her scholarly or professional field, or both. As noted above, this is typically demonstrated through publications and presentations, either scholarly or professional/creative or both. It may also include professional audio or video presentations, web sites, weblogs, podcasts and other venues of dissemination. In cases where evaluation through typical peer review or professional editor is not available (such as a web site or blog), the evaluation of quality by the departmental committee and by the external evaluators becomes especially important.

Quantifying scholarly/professional/creative production is difficult at best because of the wide variety of ways to be productive in the various disciplines within the field of communication. Rather than set an arbitrary number, the Department shall evaluate each candidate on a case-by-case basis. While a typical expectation may be one piece of work each year for an assistant professor, for instance, counting a web site or comparing professional articles vs. per-reviewed articles are ultimately unproductive. The one-per-year guideline is broadly

acceptable as a goal, but the Department committee will be responsible for evaluating the quality and quantity values of each candidate's dossier (with guidance from external peer reviewers) and deciding whether the candidate has successfully demonstrated active, high-quality engagement in a field of inquiry or creative expression, regardless of quantity.

Re: Article 19.5 (c) Department Interpretations/Clarifications of University Tenure Criteria.

In general, books rank higher than monographs, which rank higher than articles in national refereed journals, or professional publications, which rank higher than regional or local journals or publications. Published work ranks higher than presentations. Refereed presentations rank higher than invited presentations or panels.