# University of North FloridaDepartment of CommunicationGuidelines for Annual Evaluations, Tenure, Promotion, and Colleagues’ Appraisal

Adopted November 18, 2016

This is the Department of Communication’s guidelines on excellence in teaching, scholarship, and service for tenure, promotion, colleagues appraisal, and annual evaluation as covered in the Collective Bargaining Agreement.

## Tenure, Promotion, Colleagues’ Appraisal for Tenure-Track Faculty

1. Research

In general, books rank higher than monographs, which rank higher than articles in international/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. Finally, a mixture of creative work and scholarly research by one individual is equally desirable.

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.

The overarching principle is that a faculty member must be actively engaged and make a contribution to his or her field. 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.

The Department shall evaluate each candidate on a case-by-case basis. While a typical expectation may be 4-6 high quality contributions for an assistant professor who goes up for tenure in their sixth year at UNF, 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 priority-ordered list on pages 2-3 of this document distinguishes between high and low quality and is the basis for judging the quality of scholarly and creative works.

The Department values the scholarship of discovery, the scholarship of integration and interpretation, and the scholarship of application and artistic creativity.

Scholarship of discovery means traditional scholarly research that leads to refereed presentations and publications, including journal articles, monographs, book chapters and scholarly books (not textbooks). Refereed presentations of scholarly papers are broadly accepted as scholarly work in the field of communication. However, publications are considered superior to presentations.

Scholarship of integration and interpretation includes 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 or textbook chapter 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), and some audio and/or video documentaries. 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.

Scholarship of application and artistic creativity includes 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, which 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.

When understanding departmental expectations for excellence in scholarship, the following priority-order list is a good general guideline:

1. First-authored a published book or created an internationally or nationally aired video/audio production during the previous year;
2. Co-authored a published book or co-created an internationally or nationally aired video/audio production during the previous year;
3. Edited a book that was published during the previous year;
4. Co-edited a book that was published during the previous year; first-authored a chapter or article that appeared in a scholarly or professional publication at the international or national level;
5. Co-authored a chapter or article that appeared in a scholarly or professional publication at the international or national level;
6. Received funding from a research grant (external research grants typically rank higher than internal research grants);
7. First-authored an article in a regional peer-reviewed academic journal;
8. Co-authored an article in a regional peer-reviewed academic journal;
9. Presented a scholarly or professional paper at an international, national, meeting/conference;
10. Created a regionally aired video/audio production during the previous year;
11. Published a review essay in a scholarly or professional journal;
12. Published an entry in an encyclopedia or reference book;
13. Presented a scholarly or professional paper at an regional, or state meeting/conference;
14. Engaged in paid or unpaid consulting with an organization regarding its communication needs;
15. Presented a scholarly or professional paper at another university by invitation;
16. Published a book review in a scholarly or professional journal;
17. Documented contributions to on-line reviews and publications.

The venue that scholarly or creative works appear in – whether online, in print, on air, etc. – must be academically or professionally certified/credentialed.

1. Teaching

In terms of guidelines for tenure, promotion, and colleagues’ appraisal regarding outstanding teaching, several factors are to be considered. It is understood that not every item on the list must necessarily be included, nor is the list exhaustive but the overall effect of the discussion and supporting materials must be to clearly demonstrate the excellence and effectiveness of the candidate’s teaching:

* The required Student Evaluations that are above the mean score for the department
* Positive classroom visitation evaluations
* Appropriateness of course topics, materials and instructional techniques
* Whether he or she developed new courses
* Whether courses taught regularly were revised and current
* The nature and quality of independent studies, directed readings, directed projects, and/or collaborative faculty/student research projects and mentorships faculty members conduct
* Teaching awards
* Grants that support innovations in teaching
* Working in professional positions or attending teaching seminars and/or professional development
* Developing creative projects that demonstrate expertise in their teaching field
* Creating UNF Center for Community-Based Learning-certified community-based learning opportunities in their classes
* In the communication studies area, also included is skills-based communication coaching and skills-based preparation for public speaking competitions.
1. Service

In terms of guidelines for tenure, promotion, and colleagues’ appraisal regarding meaningful contributions to service, several factors are to be considered. 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 and events, graduation, committee work at all levels, participating in searches, and serving as an officer in a faculty organization.
* 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 also include: written statements from constituent organizations, work samples (as appropriate), and written evaluations from colleagues and the Chair.

### Promotion to Full Professor

In terms of promotion from associate professor to full professor, there should be at least several more high quality works produced at the associate professor level than what was produced at the assistant professor level.

### Promotion for Instructors

1. Promotion to Associate Instructor

Evidence of meeting the expectations for promotion to Associate Instructor can include:

* Fostering greater connections between the professional media/communication community and students
* Creating transformational learning opportunities in their classes
* Creating UNF Center for Community-Based Learning-certified community-based learning opportunities in their classes
* Creating opportunities for their students to publish/present their work in professional media outlets
* Publishing research that is relevant to their teaching, producing creative works (such as documentaries) that are shown internationally or nationally (which include legitimate digital venues)
* Giving invited academic or professional presentations
* Serving as an expert source for media outlets

In addition, the Chair and the departmental promotion committee will use the teaching and service expectations that are outlined in this document for tenure-track promotion candidates (to Associate Professor and Full Professor) when judging instructors who are candidates for promotion to Associate Instructor or University Instructor.

1. Promotion from Associate Instructor to University Instructor

In terms of promotion from Associate Instructor to University Instructor, the department expects candidates to consistently meet or exceed the expectations outlined in the previous two paragraphs. Also, instructors can take a leadership role in University committees/organizations and have a high profile in the communication professional that is connected to their teaching specialty (advertising, public relations, journalism, production, organizational communication, etc.). Demonstrating a high profile in the communication profession can be done by leading a professional organization, serving on a board of directors, or winning an award from a professional group.

### Annual Evaluations of Full-Time Faculty by Chair

The Chair will use the expectations outlined thus far in this document – in terms of research, teaching, and service – when conducting annual evaluations.