

PROMOTION AND TENURE GUIDELINES
FOR THE COLLEGE OF COMMUNICATIONS AT PENN STATE

Approved by Faculty Vote - 2/28/94.

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Amended frequency of committee election and Committee composition - 8/29/97.

Amended to include Statement on Promotion to Full Professor - 9/21/98.

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Amended to permit peer review of classroom visitations - 10/02/01.

Amended to permit a summary of student interviews and assessment reports of peers in dossier. - 7/1/02

I. PURPOSE

The basic policy governing the promotion and tenure process at Penn State is HR-23, a document developed by the faculty to describe the general principles, criteria, procedures, and regulations involved in the review of academic personnel and the awarding of promotion and tenure. The central theme of HR-23 is that our process of faculty review for promotion and tenure should contribute to academic excellence.

The College endorses this principle and views the promotion and tenure process as an important opportunity to reward excellence and move the College forward to higher levels of quality. It is inappropriate to grant promotion or tenure based upon a record that is merely competent or satisfactory. The purpose of this document is to outline the College's specific expectations and standards concerning the procedures and criteria for promotion and tenure. It is understood that all of the following guidelines fall within the procedures or regulations of the University as outlined in HR-23.

II. PROCEDURES

A. Committee Structure

There will be two College of Communications evaluation committees: The Department Promotion and Tenure Committee and The College Promotion and Tenure Committee.

B. Election of Committees

The Department Promotion and Tenure Committee and the College Promotion and Tenure committee are standing committee elected annually by the tenured and tenure-track faculty of the College. Deans and Department Heads of the College shall not vote in the election of this panel. Professors appointed by the Dean to the College Promotion and Tenure committee, see below, are ineligible for election to this panel.

C. Department Committee Composition

The Department Promotion and Tenure Committee consists of at least three tenured members of the faculty and shall elect its own chair.

D. Department Committee Charge

The Department Committee is charged with examining all candidates for promotion, and to review tenure qualifications keeping an appropriate timetable for reporting on these procedures to the Dean of the College. It is charged with keeping adequate records.

E. Department Head Review

After the Department Committee reviews are complete, the department head shall review the dossier and write a report to the Dean setting forth his or her recommendation about the candidate.

F. College Committee Composition

The College Promotion and Tenure Committee, which serves as the oversight body for the Department Promotion and Tenure Committee, shall consist of at least three tenured faculty members, the majority of whom shall be full professors, at least two of whom shall be elected by the faculty, and one of whom shall be appointed by the Dean.

G. Committees Composition Principles

In reviewing the candidates' qualifications for promotion and tenure, the following principles apply:

1. Only tenured faculty may recommend for tenure.
2. Only members of equal or higher rank than the rank being considered may recommend for promotion.
3. No faculty member shall be part of his/her own evaluation. No member of either level of the Promotion and Tenure Committees who is a relative or significant other of a candidate under review may participate in evaluation of that candidate, in accordance with university guidelines.
4. When there is an insufficiency of full professors in the College, the Dean, with the concurrence of the Provost, shall also be empowered to appoint additional members at the appropriate rank to either or both committees.

H. Committee Composition if Insufficiency of College Faculty

In the event that there are insufficient members of the College faculty to constitute the Department Committee or the College Committee consistent with tenure and rank requirements, the following principles and procedures shall be applied:

1. Both committees shall be formed consistent with the core principle of peer review.
2. Tenured faculty members added to the Department Promotion and Tenure Committee from outside the College shall be appointed by the Dean with the concurrence of the Provost. To the extent possible, these candidates shall be from related academic units or have expertise appropriate for carrying out a peer review.
3. Members added to the College Promotion and Tenure Committee shall be elected in a manner prescribed in E above or appointed by the Dean

in order to maintain the balance of elected and appointed members required in section B above.

4. If possible, at least one member of the College's tenured faculty should be on each committee, and if possible, a member of the College's faculty shall be chair of the committees.
5. Any variance sought from the Provost under HR-23 shall, to the extent possible, enhance peer review.

H. Consultation in the Review Process

HR-23 encourages consultation among various groups involved in the review process. The Department Head should consult with the Department Committee in cases where a divergence of opinion exists between those levels of review. The College Committee should consult with the Department Head in cases where a divergence of opinion exists between those two levels of review. This consultation will take the form of a meeting between the two reviewers before the final vote by the College Committee is taken. The Dean must consult with the College Committee when the Dean differs with the College Committee, and is encouraged to consult when his or her recommendation differs from that of the Department Committee and/or the Department Head.

I. Review Schedule

Throughout, tenure reviews are to be made automatically on schedule. The granting of permanent tenure and promotion to the rank of associate professor shall be considered simultaneously.

J. Nomination Process for Promotion

Reviews for promotion shall be initiated by the Dean, Department Head or the Department Promotion and Tenure Committee.

K. Candidate's Review of Dossier

The candidate shall be provided the opportunity to review the factual part of the dossier for accuracy and completeness prior to the beginning of the review process. The factual sections of the dossier include all sections except external letters of assessment.

The candidate's signature is an acknowledgment that she or he has had an opportunity to review the non-confidential portions of the dossier before it is submitted to the Promotion and Tenure Committees. It does not imply consent.

L. Faculty Narrative

Dossiers may contain a brief (one to three pages) faculty narrative placing teaching, research, creative accomplishments, scholarship and service into context. This must be an objective statement, written to aid the Department, College, and University Committees in their review of the dossier. This statement must be in the candidate's own words written in

the first person; however, the faculty may benefit from consulting with an Associate Dean or Department Head during the process.

III. EXPECTATIONS AND STANDARDS

A. Goals

The overarching goal, guiding all policy decisions in the College, is our collective desire to advance knowledge in communications. To achieve this goal of excellence, the professional and scholarly accomplishments of faculty members--including research, professional activity, teaching and service to the academic and professional community and to society--must serve to advance the creation, understanding and dissemination of the full range of knowledge in this field, as well as the full range of the media's social responsibilities. The intent of the College is to be one of the best communications programs in the country.

B. Mission

Our mission is excellence and to this end faculty are expected to demonstrate comparable levels of overall excellence. HR-23 requires that the balance of the criteria for promotion and tenure in the three areas of Teaching Ability and Effectiveness; Research, Creative Accomplishments, and Scholarship; and Service to the University, the Public, and the Profession, be consistent with the overall mission of the academic unit.

C. Evaluation Standards

Because of the wide range of disciplines represented within the College, it is understood that the appropriate evidence of excellence and procedures for making judgments will vary somewhat among fields represented in the College. Promotion and tenure standards cannot be fixed and absolute, but will reflect to some degree the varying needs of the College. It is understood that in all cases under review, balance may be achieved with somewhat greater strength in one area than another. But if a candidate is weak in any of the three areas defined by HR-23 it is recognized that promotion or the awarding of indefinite tenure is not in the best interest of the College or the University.

Demonstrated participation and contribution to all areas is important. Excellence in all of them is desirable in our faculty. But it is recognized that equal excellence in teaching, research and service in individual cases is exceptional.

Demonstrated excellence in two areas as described above is required and the candidate is expected to have an adequate to strong record of performance in the other area. The College assumes that throughout a faculty member's career accomplishment in individual scholarly emphasis will vary. Scholarship may concentrate at one point on teaching, at another on service, and still at another on research. The promotion and tenure review process will consider these patterns over the length of the career whether six years or a lifetime. The expectation is not that at any given moment the faculty member will be making equal progress in all

three criteria, but over the career there is an expectation of scholarship in all three areas.

D. General Standards of Professional Ethics

The College is enriched by the wide range of disciplines, perspectives, and professional and academic backgrounds that the faculty bring to the programs. The College adheres to the university's General Standards of Professional Ethics, which state:

“As open-minded researchers, when evaluating the work of others, they must recognize the responsibility to allow publication of theories or experiments that may contradict their own findings, as only by free inquiry and dissemination of all facts will the fruits of the labor of the whole community be allowed to mature. As colleagues, professors have obligations that derive from common membership in a community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.”

IV. CRITERIA

Promotion and tenure decisions in the College shall be based on the three criteria outlined in HR-23: The Scholarship of Teaching and Learning, The Scholarship of Research and Creative Accomplishments, and Service and the Scholarship of Service to the University, Society, and the Profession.

A. The Scholarship of Teaching and Learning

In this College, effective teaching consists of stimulating students towards creativity and perception, critical thinking, scholarship and mastery of the subject matter and the ability to communicate. The College is concerned with maintaining rigorous academic standards and scholarly excellence. The College is enriched by the wide range of disciplines, perspectives, and professional and academic backgrounds that the faculty bring to the programs. Faculty are encouraged to teach a wide range of professional and /or academic courses, as appropriate for each faculty member, that reflect their mastery of both practice and research in their field. The College affirms the value of mutual respect as it relates to the diversity of theories and practices represented in the classroom.

1. Academic Advising

Careful and professional academic advising of students constitutes a significant part of faculty teaching. The College expects its faculty to perform a high level of advising and student mentoring. The candidate should have demonstrated the ability to advise students successfully in their studies.

2. Graduate Teaching and Advising

For those on the graduate faculty, teaching is considered to include the supervision of theses or graduate projects and the guiding of advanced graduate students toward professional as well as academic careers. The candidate should have demonstrated the ability to advise students successfully in their studies. In some areas of the College, a great deal of teaching is extended beyond the classrooms. Therefore, in evaluating teaching in such areas, one must also judge the conduct of workshops, studio and location work, internships and career guidance, and accessibility and effectiveness as a student advisor and mentor.

3. Teaching Portfolio

The faculty shall use a teaching portfolio to demonstrate teaching scholarship to the College. This includes ability and effectiveness in mentoring students in all forms of teaching, in the classroom and otherwise. The candidate shall compile the teaching portfolio at each year of formal review, under the guidance of an Associate Dean or Department Head assigned to supervise compilation of the dossier.

The teaching portfolio may include: instructional materials, candidate's statement on teaching goals and methods, and whatever evidence faculty may choose that displays how they go about teaching and what philosophy of teaching motivates their pedagogical decisions. For example,

a. Instructional Materials

This may include:

- i. Course materials used in the classroom, such as syllabi, assignments, reading, exams and instructional aids.
- ii. New instructional materials developed (i.e. software programs, multimedia, digital editing, videos, slides).
- iii. Curricular initiatives within the College and/or University (i.e. multimedia, distance learning, interdisciplinary initiatives).

b. Candidate's Statement on Teaching Goals and Methods

A 500-word maximum statement written by the candidate that may include:

- i. Statement of teaching philosophy.
- ii. Interpretations of student ratings to provide context.
- iii. Present and future teaching goals.
- iv. Teaching Strengths and Weaknesses.
- v. Contributions to teaching, advising and curricular needs of the major, the College and University.

The teaching portfolio shall be included in the supplemental support materials and reviewed by the Department and College Committees,

Department Head and by the Dean, and may be forwarded beyond the College if subsequent levels of review request them.

4. Guidelines for the Criterion of The Scholarship of Teaching and Learning

Evaluation of teaching effectiveness is based on both student input and peer information about the quality of teaching.

a. Peer Review of Teaching

Peer review of teaching consists of the consideration of each of these forms of evidence:

i. Professional Peer Assessments

Written assessments from at least two professional peers in the College or University knowledgeable about the candidate's teaching. The candidate shall have the right to comment on the suitability of the peers prior to his/her selection. The statements of the professional peers will be included in the dossier.

ii. Classroom Visitations

Additionally, the Committee performing the peer review shall consider information gathered in visits to the faculty member's classroom, laboratory, or other teaching forum. A minimum of two classroom visits by a member of the Committee is required. If the classroom visitation is conducted by someone other than a Department Committee member, the candidate shall have the right to comment on the suitability of the peer reviewer prior to his/her selection. The visitation dates shall be chosen in consultation with the candidate, and each class visit shall be preceded by a meeting in which the candidate briefs the designated visitor on methods of teaching preparation and specific instructional goals for the period to be observed.

iii. Prior Teaching Assessments

For tenure reviews, the dossiers will contain copies of all prior written statements based on peer reviews of teachers prepared for earlier reviews.

b. Information from Students

Information from students including: data gained from the SRTE, SRTE written student comments, and student interviews (interviews required for fourth and sixth year reviews only). A written summary of student interviews will be prepared by the department committee interviewer and included in the dossier. A written summary of SRTE student comments will be prepared by the department head and included in the dossier.

i. SRTEs

These are administered in each class each semester for all tenure-track faculty and all tenured faculty below the rank of full professor. Administration of SRTEs establishes a consistent record of teaching evaluations over time. The consensus in the literature is

that while student evaluations are the most common strategy of evaluation, by themselves they are not sufficient to provide a complete evaluation of teaching.

SRTE Ownership

HR-23 mandates that the results of the Student Rating of Teaching Effectiveness surveys shall belong to the faculty of the unit which administers them, not to the individual faculty member who is rated. Results shall be returned to the appropriate academic officer, who shall provide those results to be included in tenure and promotion dossiers. The faculty member shall be furnished with a copy of all survey results.

SRTE Administration

Administration guidelines for the SRTEs are published with the survey form and include the guidelines listed here:

- The candidate shall not participate in the administration, collection or compilation of the survey results.
- A representative number of students should be present for the evaluation to be administered.
- The candidate shall not be present during the administration of the evaluation.
- The response shall be collected and returned to the appropriate unit office by the person administering the evaluations.

SRTEs in Team Taught Courses

In the cases of team-teaching or where several faculty members contribute jointly to a lecture/multiple lab course, an SRTE shall be administered for student review of each faculty member. In the event a faculty member is unable to complete a course due to illness or for any other reason, the SRTE shall be distributed at the time of the faculty member's departure.

ii. Written Student Comments

In addition to the SRTEs, faculty must solicit written student comments from each class. Up to five questions that elicit narrative responses from students shall be administered during the last third of the semester in each class, following the same principles and guidelines set down for the SRTEs, as described above. The questions shall be selected by vote by each major's faculty from the 1986 master pool of questions developed by the Office of the Executive Vice President and Provost.

The findings from the SRTE written student comments will be presented in a summary statement that conveys the students' sense of strengths and weaknesses. The Department Head will prepare the summary for inclusion in the dossier.

In addition, the entire file of all written student comments, which are a part of the supplemental materials, shall be reviewed by the

Department Committee, the College Committee, the Department Head and the Dean, and may be forwarded to subsequent levels of review upon request.

iii. Interviews with Students (Fourth and sixth-year reviews only)

A minimum of five interviews will be conducted among current and/or former students, and current and/or former advisees, concerning the candidate's teaching and advising. At least two out of the five interviewed must be current or former advisees. For those on the graduate faculty, who are advising graduate students, at least some of the advisees interviewed must be current or former graduate students. The students interviewed shall be selected from a roster of at least twelve names, six submitted by the candidate and six selected by the Department Head. The final students interviewed shall be selected by the Department Promotion and Tenure Committee. The candidate shall have the right to comment on the suitability of any student included on the pool list, such comment to be attached to any report issuing from the actual interviews.

The results of these interviews will be presented by the interviewer in a summary statement for inclusion in the dossier.

c. Other Teaching Assessment Sources

Information from such sources as alumni, former graduate students, national associations, and professional groups may be included.

d. The Teaching Portfolio and Narrative Statement

e. Evaluative Classification of Teaching Effectiveness

It is the responsibility of the Department Committee to make a judgment of the candidate's teaching effectiveness based on peer and student reviews as outlined above. The Committee's judgment must include the following classification: excellent, very good, satisfactory, and unsatisfactory. Reviewers should understand that unsatisfactory carries a negative connotation; satisfactory should convey a neutral evaluation; very good, a positive one; and excellent, a high positive evaluation. Those doing peer review must provide appropriate documentation for their judgment.

B. The Scholarship of Research and Creative Accomplishments

The candidate must present clear and consistent evidence of excellence in ongoing research, creative accomplishments, and scholarship. This will be demonstrated by evidence indicating the ability to initiate, conduct, and sustain a high-quality record of research or creative accomplishments that has resulted in publications or productions that have received external validation and are generally recognized to be of high quality by leaders in the candidate's specific field and, most importantly, that has had (or is likely to have) a significant impact on that field.

1. Scholarship Defined

In the College, scholarship includes the traditional academic definitions as described below, and is also extended to include high quality professional performance that demonstrates growth and a recognition of excellence in one's field. The following criteria for measuring and evaluating the professional, creative, research, and scholarship activities of a faculty member are presented with the understanding that a person need not show equal accomplishment and involvement in all areas cited.

It should also be noted that while creative contributions leading to completed films, tapes and/or screenplays, published journalism or work in persuasive communications are considered equivalents of "publication" in the usual academic sense of the word, this does not preclude the possibility that some faculty members in the College may publish academically exclusively, and others may, exclusively, do creative projects and/or publish journalistically or in persuasive communications. Yet others may present a mix of academic and professional work for consideration.

The production areas are recognized as intrinsically collaborative. But even here, faculty must show leadership positions in the development of video, film, radio, multi-media--as producer, writer, editor, director, etc. Candidates at all levels of review are expected to produce significant works in areas appropriate to their academic and professional backgrounds, of such high quality and in media channels of such stature, that they indicate not only a continuing involvement with one's field but also a vital engagement with the issues and ideas pertaining to the field.

In the College, scholarship is extended to include high quality professional performance that demonstrates growth and recognition of excellence in one's field.

2. Quality and Quantity of Research

Research activity (that is, the quantity of publications/productions) is not to be equated with significant research accomplishment (that is, the quality of publications). The primary focus is on quality.

The quality of work and the degree of activity expected from a particular faculty member will depend to some extent on rank so that a person aspiring to become a full professor, for example, will normally have acquired a high degree of professional visibility and a variety of professional responsibilities.

3. Research Activities Examples *(Not rank-ordered):*

- a. Published monographs, reviews, and refereed journal articles.
- b. Books and book chapters that successfully advance concepts, ideas and approaches in the field.
- c. Textbooks that break new ground and transcend ordinary instruction manuals.
- d. Presentation of scholarly papers, particularly those which are refereed.
- e. Preparation of expert testimony that becomes part of a public record.
- f. Application for and receipt of grants for research.
- g. Evidence of significant research scholarship in areas traditionally marginalized by the communications scholarly community.

4. Creative Accomplishments and Professional Activities Examples

(Not rank-ordered):

- a. Published journalism in the form of books and/or book chapters that advance knowledge or theory in a given field.
- b. Publication of in-depth newspaper or magazine articles, reviews, columns and commentaries on media or non-media subjects in quality newspapers, magazines, trade journals, intellectual journals, or other print or video/film/radio media.
- c. Creative contributions to film, video or radio productions. These media are collaborative in nature, and special attention will be paid to the specific contributions of the faculty member under review as well as to the media channels in which the work appears.
- d. Original films, videotapes, and screenplays.
- e. Creative work in the areas of advertising, public relations, layout and design, photography and graphics/visual arts. The work should be original and should advance the state of the art or profession.
- f. Professional activity in the area of journal, magazine or newspaper editing. The work should be substantive and demonstrate achievement at the highest level.
- g. Publication, exhibition, or airing of photographic and graphic materials.
- h. Published reviews of books and creative/professional work.
- i. Application for and receipt of grants, contracts, etc. for creative and professional projects.

5. Scholarship Activities Examples *(Not rank-ordered):*

- a. Advanced degrees.
- b. Positions of leadership in national, regional and local academic and/or professional organizations.
- c. Professionally acknowledged achievement through awards, appointment to advisory boards, election to posts in major organizations in the field, expert public commentary as solicited by media organizations.
- d. Meritorious work of a demanding nature in professional positions with the media during summers or leave time or, with

approval of the Dean, part-time during a regular term within guidelines established by the University. Such work should lead to demonstrable growth in teaching, research, professional or creative activity.

e. Consulting.

- f. Speaking engagements.
- g. Activities designed to improve the individual professionally, such as courses completed, workshops and clinics attended.
- h. Activities as a member of professional organizations, including attendance at and active participation in conferences and conventions.
- i. Creation and/or participation in symposia, lecture series, workshops.
- j. Multidisciplinary efforts to foster cross-pollination and to expand traditional approaches to selected fields, both internally and externally.

6. Coauthored Work

Work done with others must indicate that portion which is the creation of the candidate.

7. Exceptional Research Record

Where a recommendation is made primarily on an exceptional record in either research or creative accomplishments or scholarship, the evidence must show clearly that the candidate is one of the very best in her or his field, and that the candidate's special competence or talents will bring added distinction and visibility or be of special value to the major and the College.

8. Research Portfolio

A research portfolio shall be included in the supplemental support materials and reviewed by the Department and College Committees, Department Head and by the Dean, and may be forwarded beyond the College to subsequent levels of review upon request.

The College in its promotion and tenure procedures shall subject any and all of the above to specific internal or external peer review under the terms of HR-23.

C. Service and the Scholarship of Service to the University, Society and the Profession

The candidate is expected to contribute to the intellectual life and governance of his or her program. Service demonstrates a commitment to colleagues, students, and the vitality of the College and profession. The effective operation of the College and the University requires a high commitment of faculty participation, and at times, intensive activity in faculty governance.

All faculty are expected to contribute to the life of the College and University while maintaining their teaching, research, creative accomplishments and scholarship. Significant service as defined by HR-23 and the College's Promotion and Tenure guidelines may strengthen a case for tenure, but cannot be the primary basis for a tenure recommendation.

1. Service Activities (Not rank-ordered)

These may include but are not limited to:

- a. Leadership and active participation in departmental and university Committees.
- b. Administrative roles.

- c. Advising student organizations. It is recognized that student clubs within the College often provide students with the greatest opportunity for networking with professionals and are a key component of their education.
- d. Creation and/or oversight of special programs or projects.
- e. Recruitment of outside speakers to campus.
- f. Career counseling.
- g. Fund raising.

V. STATEMENT ON PROMOTION TO FULL PROFESSOR

A. Integrative Scholarship

The College of Communications recognizes that faculty members who consistently demonstrate outstanding leadership in teaching, research, and service merit promotion to the rank of professor. The work of those aspiring to this rank must reflect an understanding of the College's mission that integrates all three areas.

Moreover, the College has a mission that serves to integrate professional and scholarly activity. The College sees this mission as a continuum, and thus faculty members have the academic freedom to elect to work entirely within the traditional scholarly community, entirely within the professional area, or in a combination thereof, depending upon their professional interests and the needs of the College.

B. Teaching Scholarship

In support of this mission, the College of Communications recognizes that its faculty must demonstrate a dedication to teaching excellence. This dedication is measured not only by the faculty member's work in the classroom but also by the development of new courses, materials and programs of study, interactions with undergraduate and graduate students where appropriate, and contribution to teaching scholarship through regular self-evaluation of the teaching and learning process.

C. Research and Creative Scholarship

The College's mission integrating scholarly and professional activity converges in the area of research, creative activity and scholarship. A candidate for rank of professor must demonstrate, consistent with HR-23, outstanding academic and/or professional leadership and expertise in his or her field of specialization. This may be established, in part, by publication, recognized by the College in the broadest sense of the term.

At this juncture in the faculty member's career, he or she should have determined the best vehicles for achieving leadership in his or her specialization. That path may consist of a traditional scholarly approach of publication in peer-reviewed journals and/or books and chapters published through academic presses.

The College's mission, however, necessitates recognition of other approaches to scholarship, which may include trade books, textbooks, articles published in professional journals and other professionally-oriented publications, published journalism, original films, videotapes, and screenplays.

Depending on the faculty member's expertise, he or she may seek national or international recognition through creative work in areas of advertising, public relations, layout and design, photography, new media and the visual arts. The foregoing list is meant to be illustrative, not exhaustive.

1. External Assessment

The focus of the College in achieving its mission remains on the quality of the work and its impact on the academic literature, professional practice and/or public policy. Whether the work of a candidate for the rank of full professor has significantly advanced knowledge and contributed to academic, professional or public understanding must be established through favorable peer review within the College and external validation.

Deans will request external assessments from individuals who are of higher rank than the candidate. It is inappropriate to request assessments from untenured assistant professors for candidates for tenure or promotion to associate professor, and so forth. In some instances, depending on the thrust of the faculty member's work, it may be appropriate to include letters from professional sources as well. Leadership and expertise can also be measured through invitations to conferences, speaking engagements, and commentary sought by media organizations, consulting, testimony as an expert before a government body or professional board, citations to a candidate's work as well as published reviews.

D. Service

In the area of service, the College requires evidence of senior-level contributions to the life of the College, University, and the profession, broadly defined. A faculty member aspiring to the rank of professor should have some combination of experience in governance matters, such as promotion and tenure, faculty Senate, University-level appointments, curriculum, search and screening committees, contributions to one of the College's or University's centers or institutes, continuing and distance education, or similar activities. The College also looks favorably upon contributions to the broader scholarly and/or professional constituencies that it serves.

E. Evaluation Standards

The College does not subscribe to any unwritten rule, such as "only research counts," in its promotion decisions. While a record of high-quality research, creative activity and scholarship is essential to a

favorable recommendation for promotion to professor, the professional mission of the College demands that a candidate for promotion also demonstrate excellence in teaching and leadership in service.

Further, it is expected that a faculty member's contribution to teaching, research/creative activity and scholarship, and service may vary in degree and kind throughout the normal course of an academic career depending on his or her intellectual pursuits and the needs of the College and the field. Therefore, a candidate for promotion to professor should not be judged according to his or her contribution in any one of these three areas at a given point in time but rather by the faculty member's total contribution to the College's mission over his or her academic career.

VI. POLICY REVIEW AND AMENDMENT:

This statement of policy will be reviewed annually by the faculty of the College of Communications.