

Department of Communication and Performance
Criteria for Tenure

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Candidates are advised to consult ETSU policy
on “Tenure” in the Faculty Handbook
https://www.etsu.edu/trustees/documents/academic/academic_tenure.pdf
and the College of Arts & Sciences “Tenure and Promotion Guidelines”
<https://www.etsu.edu/cas/facultyres/tenure.php>

Faculty Responsibility: Document Case for Tenure 1.0

In developing their case for tenure, candidates should familiarize themselves with the ETSU and College of Arts & Sciences tenure policy guidelines and criteria, as noted above.

Candidates shall use their tenure dossier to present a well-organized and well-supported case that their teaching, service, and research/creative activity warrant tenure, drawing on the most reliable and credible evidence to document the quality of their professional contributions.

The Department Tenure & Promotion Committee and the Department Chair (hereafter referred to as “the Chair”) may seek additional information beyond what is presented in a candidate’s dossier, but they are not obliged to do so (e.g., when the dossier is poorly documented). If those evaluating an application gain relevant information not in the dossier, they will share it in writing with the candidate, who may respond orally and in writing. If subsequent discussion warrants, both the information and the candidate’s response will be included in the dossier.

The department holds that the burden of proof rests with candidates for tenure to document the quality of their teaching, service, and research/creative activity.

Teaching: Tenure Criteria 2.0

To be recommended for tenure, candidates must demonstrate their mastery of relevant subject matter, their competence as teachers, and their commitment to teaching as a central element of the academic life.

Teaching Methods 2.1

While a variety of subjects are taught in the department, some elements define the quality of teaching regardless of subject matter. The department values, in no particular order, teaching methods that:

1. intellectually challenge students of varying ability levels
2. require students to use and develop critical thinking skills
3. require students to use and develop oral communication skills
4. require students to use and develop writing skills
5. require students to use and develop creative skills
6. require students to use and develop research skills
7. require students to use and develop computer or technology skills
8. encourage students to apply skills and concepts outside the classroom
9. challenge students to assume responsibility for their own learning behavior
10. are based on up-to-date knowledge of relevant subject matter
11. revise courses, course materials, and approaches as needed to improve learning outcomes and/or student success
12. present course material in a clear, well organized manner
13. display the instructor's enthusiasm for the subject matter
14. employ innovative instructional methods
15. incorporate and emphasize human diversity, including diversity of thought, perspective, and experience in course materials
16. display instructor work habits that serve as a model for students
17. render the instructor available as appropriate to assist students
18. are responsive to relevant feedback from students or peers
19. are shared with colleagues, including course materials and approaches, to promote continuous improvement of teaching

It is expected that a candidate will accomplish some, but not all, of the above-listed elements of good teaching. The dossier must contain credible and compelling evidence of the candidate's contributions to their selected elements.

Teaching Effectiveness 2.2

Candidates will document teaching effectiveness by citing from among the following kinds of evidence:

1. samples of syllabi, assignments, tests used
2. chair evaluations of teaching in the Faculty Activity Reports (FAR)
3. Student Assessment of Instruction (SAI) results.
4. peer evaluations of teaching, ideally based on multiple visits to classes, examination of syllabi and/or other teaching materials, and interviews with currently enrolled students or with alumni
5. reports of teaching workloads
6. examples of lecture notes and other relevant teaching materials
7. redacted copies of written or other assignments by students, showing quality of student work and level of feedback provided by instructor
8. exit interviews with students or alumni, conducted by the Chair or other appointed faculty
9. student input, including testimonials from current students, former students, and others acquainted with the candidate's teaching
10. evidence of achievements by recent graduates of the program, demonstrating the quality of the training they received
11. attendance at teaching workshops/panels at professional conferences or other venues
12. dissemination of teaching methods through workshops, publications, etc.
13. written student comments on SAIs, noting that all comments for a given class are included in the dossier

The more kinds of evidence a candidate provides, the less critical any one kind of evidence becomes.

Regarding the use of SAIs in tenure decisions, SAIs will be used primarily to determine whether students respond "favorably" or "unfavorably" to an instructor's methods. SAIs can further be used by candidates to make a case for areas for improvement that they have subsequently addressed and evidenced in the dossier. The department will not make fine-tuned judgments about the quality of teaching based on SAI scores. The department recognizes that even superior instructors may not receive unanimously favorable ratings, and that unanimous popularity is not necessarily evidence of teaching quality. Furthermore, the department acknowledges that SAIs administered online have a lower response rate than those administered in a physical classroom, which may affect a candidate's summary scores for a class; candidates are encouraged to address assessment-related limitations (e.g., low sample size) in their application materials.

Contributions to the Department, College, and/or University through Teaching 2.3

In addition to the quality of teaching, as discussed above, the department also values teaching contributions considered useful to the department and university. Such contributions include, but are not limited to:

1. teaching large classes
2. teaching more than two preparations per term
3. teaching new preparations
4. assuming extra teaching duties (e.g., overload courses)
5. supervising internships, independent studies, labs, or practica
6. directing graduate work (e.g., theses), serving on graduate committees, teaching graduate courses
7. teaching night courses and/or off-campus courses
8. teaching online and/or ITV sections
9. teaching undergraduate honors courses, directing undergraduate honors work (e.g., HID-theses), serving on undergraduate honors projects (e.g., being a Reader for HID-theses)
10. teaching courses that support the core
11. cutting costs of teaching
12. demonstrating flexibility in scheduled days and meeting times of courses offered

Service: Tenure Criteria 3.0

The department values service at all levels (i.e., students, colleagues, the university, the discipline or profession, the community, and the region). It does not value some levels of service more than others, though all candidates are responsible for making significant contributions at the department level. To be recommended for tenure, faculty must engage in some forms of service, but not necessarily all kinds, and document high quality service.

Forms of Service 3.1

To receive full credit for service, candidates shall document the quality of their service, including, but are not limited to, the following:

1. advising student academic progress, evidencing methods, numbers, and quality of student advisement
2. advising student organization/s, evidencing the accomplishments directly related to the candidate's work
3. providing more than the department-required number of peer evaluations, evidencing the quality of the evaluations (e.g., redacted evaluations)
4. participating on departmental or university committees, evidencing active engagement and impact on those committees' goals

5. providing service to departmental goals, functions, and/or initiatives
6. providing service to college or university goals, functions, and/or initiatives
7. engaging in professionally relevant service to community, discipline or profession, evidencing contributions and specific activities*
8. serving as an officer or member of a professional organization*

* Candidates should make an effort to demonstrate how their professional service has: enhanced their teaching; resulted in original research/creative activity; directly benefited the university (e.g., through creation of internships for students); and/or demonstrated their willingness and ability to collaborate with colleagues to further institutional and disciplinary goals.

Research/Creative Activity: Promotion Criteria 4.0

To be recommended for promotion, faculty must conduct and disseminate original research and/or creative activity (hereafter referred to as research/creative activity), thereby contributing to the development of their respective disciplines. Candidates for promotion must demonstrate success in producing research/creative activities that have met the test of review by experts in the field, and demonstrate promise for future growth. The department stresses the quality of research/creative activity over the quantity when making recommendations about promotion.

The department values a range of ontological and epistemological work and recognizes that research involves significant humanistic and/or scientific studies of communication using historical, philosophical, economic, political, sociological, psychological, and critical perspectives.

In the department, creative activity is understood to mean significantly original and/or imaginative accomplishment in the arts or professions. Creative activity may take a variety of forms, including, but are not limited to, the following: translational work, trade writing, live storytelling, virtual/digital storytelling, and performance productions.

Creative activity should be of such nature as to lead to new understandings of a field and/or to break new ground in modes of expression in a field. While brief articles (online or print), or broadcasts in the mass media will be evaluated under professional service, works involving a thorough examination of a problem or issue based on investigative research and presented in any mass medium may be considered for evaluation as research and/or creative activity.

Quality of Research/Creative Activity 4.1

Candidates shall provide evidence not only of research/creative activity, but also of the quality of their contributions. To this end, candidates for promotion are strongly recommended to include in the dossier external peer reviews of their research/creative activity, to be conducted following relevant and available guidelines (e.g., departmental (see below) College of Arts and Sciences).

Criteria considered when evaluating the quality of research include, but are not limited to:

1. originality of program of study
2. actual or likely impact of the work
3. difficulty or complexity of the subject matter
4. the significance of subject matter covered
5. thoroughness of analysis
6. clarity of expression

Evidence of the quality of research/creative activity may include:

7. rejection rates, impact factors, and/or prestige/reputation of publications and similar evidence for juried creative activity
8. requests for reprints of research or for dissemination of creative work
9. honors or awards for research/creative activity
10. chair evaluations of research/creative activity in the candidate's FAR
11. citations of research or creative achievements by others in the discipline
12. prestige of the level of dissemination

Refereed/juried publications or creative activity will normally receive more weight than nonrefereed/non-juried publications or creative projects, but prestige will be a moderating factor.

Publication in appropriate academic or professional journals will normally carry more weight than presentations before professional meetings

Dissemination of Research/Creative Activity 4.2

To qualify as research/creative activity, the results of the endeavor must be disseminated and subject to critical peer evaluation and/or professional acceptance in a manner appropriate to the field in question.

The following alphabetized list outlines some of the specific forms of research/creative activity to be considered for review (This list is illustrative and not exhaustive):

1. books (authored, coauthored)
2. chapters in books
3. edited collections
4. commissions or awards resulting from competitive peer review
5. exhibitions
6. grants obtained (with some—though less—credit given for grants applied for but not funded)
7. invited lectures, seminars, performances, or artist- or scholar-in-residences
8. journal articles
9. monographs
10. significant online content, including written works and virtual/digital storytelling
11. podcasts
12. presentations or performances at state, regional, national, or international meetings and/or festivals
13. published abstracts or proceedings
14. published book and other academic reviews
15. performances, including developing, designing, researching, writing, producing, directing, managing, choreographing, and/or displaying (live and/or recorded)

Work that is refereed, juried, or invited should carry more weight than work that is not.

Total Research/Creative Activity Production 4.3

In addition to evaluation of the quality of individual publications and presentations, the faculty member's total research/creative activity production will be judged with consideration of the following criteria:

1. regularity of publication or presentation
2. creative and intellectual development over time
3. development of the work into a program of research or creative endeavor
4. reputation in the field

Research/Creative Activity-related Professional Development 4.4

The department encourages its faculty to remain current in their disciplines and maintain close working ties with practitioners in the field. Accordingly, we value faculty professional development activities such as participating in temporary discipline-related assignments (e.g., fellowships, residencies) and major development workshops or other training at professional conferences.

Departmental Process for External Peer Reviews 4.5

Two semesters prior to application for promotion, the candidate will provide to the chair the names, email addresses, phone numbers, institutional affiliations, and curriculum vitae of 5-7 noted scholars in the discipline who are well-qualified to evaluate the candidate's research or creative activity program. Such scholars should have reasonable personal and professional distance from the candidate. From the provided information, the chair will choose scholars to invite to provide external peer reviews. The chair and the candidate will collaboratively determine which works will be sent to the scholars for review. Those scholars who agree to provide reviews in a timely fashion will submit their reviews to the chair, who will upload them to the online promotion evaluation system.