

## APPENDIX

### BENCHMARKS OF REVIEW: PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE PROMOTION TO PROFESSOR

#### Overview

Promotion to Associate Professor with tenure requires evidence of at least a high level of competence in two of the three areas of the University’s tripartite mission and excellence in the third. Faculty in the Department of Communication are encouraged to demonstrate that outstanding accomplishment in the area of research or creative activity. Candidates considering promotion and tenure based on outstanding accomplishment in teaching and instruction or service and outreach should consult with the department head early in their academic careers for guidance.

Promotion to Professor requires that candidates have achieved national or international acclaim in their areas of expertise, outstanding accomplishment in research and scholarship and outstanding accomplishment in one of the other two areas.

As indicated in the individual charts, the listed indicators of excellence are meant to be examples and indicators of excellence are not limited to these examples.

| <b>Benchmarks of Review in Research and Creative Activity</b>   |   |   |  |
|---|---|---|--|
| <b>Two-Year</b>   | <b>Four-Year</b>  | <b>Tenure/Associate</b>   | <b>Professor</b>   |
| <p><i>Evidence of a specific plan for a focused research agenda, as demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• A strategy for carrying out the research agenda, delineating publication outlets and publication activities (books, articles, refereed shows, for example).</li> <li>• Specific activities demonstrating that implementation of the plan is underway (paper presentations at national conference or articles under review, for example).</li> </ul> | <p><i>Evidence of continued progress in the implementation of the research plan. Such evidence may be demonstrated in a number of ways, including:</i></p> <ul style="list-style-type: none"> <li>• Five or more articles published or in press, a scholarly book under contract; or the equivalent;</li> <li>• An equivalent record of creative production, as demonstrated by appropriate review dissemination and evaluation.</li> </ul> | <p><i>Evidence of outstanding achievement in research or creative activity. Examples of such evidence might include:</i></p> <ul style="list-style-type: none"> <li>• Eight or more refereed articles;</li> <li>• One scholarly book published or in press, and three or more articles published or in press;</li> <li>• An equivalent publication record consisting of articles, books, book chapters, reference works, textbooks and other publications;</li> </ul> | <p><i>Evidence of a national or international reputation of outstanding achievement within the area of expertise, as demonstrated by a body of work beyond that examined for promotion to Associate Professor. Examples of such evidence might include:</i></p> <ul style="list-style-type: none"> <li>• Eight or more articles published or in press;</li> <li>• An scholarly book published or in press and three more articles published</li> </ul> |

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|  | <p style="text-align: center;">* * *</p> <p><i>In addition, there must be evidence of productivity that indicates progress toward promotion and tenure. Examples of such evidence might include:</i></p> <ul style="list-style-type: none"> <li>• Four or more paper presentations at national or international conferences, or equivalent;</li> <li>• Other articles under review; paper presentations at state or regional conferences.</li> <li>• An equivalent record of creative production, as demonstrated by appropriate review, dissemination and evaluation.</li> </ul> | <ul style="list-style-type: none"> <li>• An equivalent record of creative production, as demonstrated by appropriate dissemination and evaluation.</li> </ul> <p style="text-align: center;">* * *</p> <p><i>In addition, there must be evidence of continuing productivity; examples of such evidence may include:</i></p> <ul style="list-style-type: none"> <li>• Three or more articles, a book proposal under review, or the equivalent;</li> <li>• Six or more paper presentations at national or international conferences or similarly rigorous venues, or the equivalent;</li> <li>• An equivalent record of creative endeavor, as demonstrated by appropriate dissemination and evaluation.</li> </ul> <p style="text-align: center;">* * *</p> <p><i>Additional notes:</i></p> <ul style="list-style-type: none"> <li>• A significant portion of the scholarly/creative production must be published rather than in press.</li> <li>• Reviews by external scholars must indicate potential for the development of a national reputation within the area of research.</li> </ul> | <p>or in press;</p> <ul style="list-style-type: none"> <li>• An equivalent publication record consisting of articles, books, book chapters, textbooks and other publications or creative works;</li> <li>• An equivalent record of creative endeavor, as demonstrated by appropriate dissemination and evaluation.</li> </ul> <p style="text-align: center;">* * *</p> <p><i>In addition, there must be evidence of continuing productivity; examples of such evidence may include:</i></p> <ul style="list-style-type: none"> <li>• Additional articles or book proposals under review;</li> <li>• Six or more presentations of research, in national, international or similarly rigorous venues, or the equivalent;</li> <li>• An equivalent record of creative production, as demonstrated by appropriate review, dissemination and evaluation.</li> <li>• Evidence of attempts to acquire external funding for research support.</li> </ul> <p style="text-align: center;">* * *</p> <p><i>Additional notes:</i></p> <ul style="list-style-type: none"> <li>• A significant portion of the scholarly/creative production must be published rather than in press.</li> <li>• Reviews by external scholars must indicate a national or international reputation of outstanding achievement in research.</li> </ul> |
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### Benchmarks of Review in Teaching and Instruction

*The indicators in the chart below are examples of benchmarks that may be used to determine a candidate's achievement; the lists are not meant to include all possible indicators.*

| Two-Year  | Four-Year  | Tenure/Associate   | Professor   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• Syllabi that meet the requirements outlined in the department's syllabus template.</li> <li>• Student evaluations of teaching at or above the department mean, or a specific plan delineating methods of improving teaching.</li> <li>• Peer reviews of teaching that indicate quality or high potential.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of effective instruction, or significant improvement where effectiveness had not been previously demonstrated.</li> <li>• Satisfactory undergraduate advising.</li> <li>• Student evaluations in graduate classes that indicate effective teaching.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of effective instruction.</li> <li>• Contributions to course development or revision.</li> <li>• Demonstrated willingness to participate in the graduate program.</li> <li>• Advising or mentoring for graduate or undergraduate research.</li> <li>• Evidence of the sharing of knowledge beyond the boundaries of the university.</li> </ul> | <ul style="list-style-type: none"> <li>• Mentoring of undergraduate or graduate students.</li> <li>• An active role in course/curriculum development.</li> <li>• Pedagogical scholarship.</li> <li>• Evidence of attempts to acquire external funding for pedagogical support.</li> </ul> |

### Benchmarks of Review in Service and Outreach

*The indicators in the chart below are examples of benchmarks that may be used to determine a candidate's achievement; the lists are not meant to include all possible indicators.*

| Two-Year   | Four-Year  | Tenure/Associate  | Professor   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Service on departmental or college committees.</li> <li>• Active participation in affairs of the department, college and university.</li> </ul> | <ul style="list-style-type: none"> <li>• Continued service in the department, college and university.</li> <li>• Presentations to community groups or professional organizations, or dissemination of knowledge to the community by other means (through the popular media, for example).</li> <li>• Participation in professional organizations.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of expanding service to the department, college and university.</li> <li>• Evidence of expanding service to the discipline through leadership or other active participation in professional and/or academic organizations.</li> <li>• Continued dissemination of knowledge to communities beyond the university.</li> </ul> | <ul style="list-style-type: none"> <li>• An active role in professional organizations, state or national boards.</li> <li>• Evidence of mentoring junior faculty, as needed.</li> <li>• Continued activity in professional or academic organizations.</li> <li>• Continued activity in department, college and university service.</li> </ul> |