

Department of Communication Studies
Promotion and Tenure Criteria
Approved: April 22, 2022

Preamble

The Department of Communication affirms the “General Criteria” for faculty evaluation at Rollins College as set forth in Article VIII:

The education of students is the primary mission of Rollins College. To that end the role of the faculty involves teaching, research and scholarship, and service as interrelated components that serve this mission. Rollins values teaching excellence above all. We see scholarship and service as concomitant to good teaching. We expect candidates for tenure and promotion to demonstrate scholarly interests and give evidence of an active scholarly life. We expect candidates for tenure and promotion to engage in service within the College and to demonstrate how service outside the College is connected to the mission of the College.

First and foremost, candidates for tenure and/or promotion are expected to demonstrate excellence in teaching. We conceptualize high-quality teaching as a result and a process. Candidates should establish an acute awareness of their strengths and weaknesses, addressing both over time through improving weaknesses and maximizing strengths. We value continued growth and development in teaching and encourage a commitment to pedagogical improvement. Candidates should demonstrate a deep concern for student learning.

The Department of Communication values collaboration and community. We embrace all methodologies. As the National Communication Association notes, we are a discipline that “studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry” (natcom.org). As such, the department recognizes that scholarship may take many forms, and we value scholarship that contributes to ongoing conversations in the discipline and beyond. Activities and achievements related to pedagogy and/or the scholarship of teaching and learning are also considered evidence of scholarship.

Tenure and Promotion to Associate Professor

Teaching

The Communication Department’s criteria for assessing teaching are in accordance with the standards stated in the Faculty Bylaws and in the preamble of this document.

Candidates for tenure and promotion to Associate Professor must demonstrate a consistent record of excellence in teaching. We encourage participation in professional

development opportunities as evidence of commitment to pedagogical growth. Candidates should also develop relevant courses in the major and teach courses for the college (e.g. RCC, rFLA, and Honors) to demonstrate a commitment to fulfilling departmental and college needs.

We recognize that excellent teaching takes a variety of forms. Candidates are expected to formulate a clear narrative that includes both reflection and assessment measures of their choosing. Effective teaching includes, but is not limited to, demonstrating the ability to:

- Engage students using intentionally chosen and appropriate pedagogical strategies (e.g., in-class discussion, experiential learning, problem-based learning, etc.)
- Foster a classroom atmosphere conducive to learning, and involve students in the learning process
- Organize coherent and relevant courses that contribute to the mission of the department and the college
- Revise courses to reflect progress and change in the discipline
- Develop and articulate appropriate learning objectives and realistic, but demanding, expectations
- Develop effective means for evaluating student performance and providing feedback
- Communicate subject matter effectively

Evidence for the evaluation of a candidate's teaching effectiveness includes the following:

- Candidate's Professional Assessment Statement, including their teaching and learning philosophy
- Quantitative and qualitative student course evaluations
- Classroom observation statements from colleagues
- Course materials (e.g., syllabi, assignments, rubrics, exams, handouts, LMS)
- Sample student work/assessment of student work
- Evidence of course revision and/or development
- Other evidence as proposed by the candidate

Research/Scholarship

Candidates for tenure and promotion to Associate Professor must demonstrate a record of publication and continuing scholarly activity that contributes to the discipline.

Note: One scholarly peer-reviewed work published prior to a contract at Rollins College may only be considered to fulfill these criteria if the tenured and tenure-track members of the department vote to do so, in writing, at the time of the candidate's appointment.

Publications:

Candidates for promotion to tenure and associate professor are expected to produce:

1. Two (2) scholarly works published by peer or editorial review and at least one of these must be first-authored.

OR

2. One empirical or scholarly book (not self-published) by editorial review

One of the required works may be in press if the candidate can provide a letter from their editor/press stating that the article/book is in production with a clear intended date of publication, provide a DOI for the work, and share the final proofs of the work. In the case of the book, the candidate will make the case that the work was ongoing prior to the submission of tenure materials.

Continuing Scholarly Contributions:

Candidates for tenure and promotion to Associate Professor must also demonstrate a pattern of continuing scholarly contributions to the discipline. This may take a variety of forms including, but not limited to, the following:

- Participation at regional, national, or international conferences (e.g. chairing or responding)
- Competitively selected presentations at conferences
- Book reviews
- Refereeing book and journal submissions
- Grants and fellowships that advance the candidates scholarship, teaching, or professional development.
- Awards and commendations for scholarship
- Online, non-peer reviewed scholarly works (e.g., blogs or other public scholarship)
- Artistic works that advance the discipline and the candidate's development as a teacher-scholar
- Evidence of ongoing research and works in progress
- Textbook chapters

Service

Candidates for tenure and promotion to associate professor are expected to show a pattern of service to the department, college, and discipline. We recognize a variety of activities as meeting service expectations. All candidates are expected to assume a fair and reasonable share of the advising load as a component of service. We affirm the value of these contributions to the intellectual, civic, and creative life of the department, college, and discipline.

Activities that meet the service criteria include, but are not limited to, the following:

- Advising students (e.g., majors, RCC, thesis, Honors)
- Organizing a conference
- Undertaking projects on behalf of the department such as advising student groups or organizing events
- Serving as Chair, Holt Director, or other leadership positions within the department
- Serving on campus-wide committees or other college committees
- Participating in student-oriented activities (e.g. advising a student organization, serving on admissions panels or welcome events, etc.)
- Teaching courses such as general education, RCC, and engaging in team teaching
- Presenting lectures to community groups
- Participating in community, service, or professional organizations
- Fostering diversity on campus and in the community
- Editing a journal or book in the scholar's disciplinary field or closely related fields
- Serving on an editorial board for a journal

Promotion to Professor

Teaching

The Communication Department's criteria for assessing teaching are in accordance with the standards stated in the Faculty Bylaws and in the preamble of this document. Candidates for promotion to Professor, subsequent to the attainment of tenure, are held to higher expectations and should show continued growth as a teacher and scholar. As articulated in the tenure and promotion to associate professor criteria, effective teaching may include, but it is not limited to, demonstrating the ability to:

- Engage students using intentionally chosen and appropriate pedagogical strategies (e.g., in-class discussion, experiential learning, problem-based learning, etc.)
- Foster a classroom atmosphere conducive to learning, and involve students in the learning process
- Organize coherent and relevant courses that contribute to the mission of the department and the college
- Revise courses to reflect progress and change in the discipline
- Develop and articulate appropriate learning objectives and realistic, but demanding expectations
- Develop effective means for evaluating student performance and providing feedback
- Communicate subject matter effectively

In addition to demonstrating effective teaching as articulated above, candidates for promotion to professor are encouraged to engage in additional activities that extend their pedagogical growth and contribution beyond their individual classrooms. Such activities may include, but are not limited to:

- Designing new courses relevant to the discipline
- Experimenting with new teaching pedagogies and other innovations
- Contributing to the scholarship of teaching and learning
- Attending and/or leading teaching and learning workshops
- Engaging in community-based teaching and learning

Evidence for the evaluation of a candidate's teaching effectiveness includes the following:

- Candidate's self-assessment statement, including their teaching and learning philosophy
- Quantitative and qualitative student course evaluations
- Classroom observation statements from colleagues
- Course materials (e.g., syllabi, assignments, rubrics, exams, handouts, LMS)
- Sample student work/assessment of student work
- Evidence of course revision and/or development
- Other evidence as proposed by the candidate

Research/Scholarship

Candidates for promotion to professor, subsequent to the attainment of tenure, are subject to higher expectations and must provide evidence of a sustained commitment to scholarship and the advancement of the discipline. Candidates for promotion to Professor should demonstrate a record of leadership and/or mentorship as a member of the department, college, and discipline. Candidates should articulate such contributions in their Professional Assessment Statement. Candidates must demonstrate a record of publication and continuing scholarly activity as articulated below.

Publications:

Candidates for promotion to professor are expected to produce, subsequent to the attainment of tenure:

1. Three (3) scholarly works published by peer or editorial review; at least one of these must be first-authored.

OR

2. One empirical or scholarly book (not self-published) and one scholarly work published by editorial review. The requirement to publish at least one peer-

reviewed work reflects the department's belief that a professor should continue to participate in scholarly conversations with other members of the discipline, generating original contributions to the field that are deemed valuable by colleagues.

One of the required works may be in press if the candidate can provide a letter from their editor/press stating that the article/book is in production with an intended publication date, provide a DOI for the work, and share the final proofs of the work.

Continuing Scholarly Contributions:

Candidates for promotion to Professor must also demonstrate a pattern of continuing scholarly contributions, subsequent to the attainment of tenure. This may take a variety of forms including, but not limited to, the following:

- Participation at regional, national, or international conference (e.g. chairing or responding)
- Competitively selected presentations at conferences
- Book reviews
- Refereeing book and journal submissions
- Grants and fellowships
- Awards and commendations for scholarship
- Online, non-peer reviewed scholarly works (e.g., blogs or other public scholarship)
- Readings and performances
- Evidence of ongoing research and works in progress
- Textbook chapters
- Serving on an editorial board for a journal

Service

Candidates for promotion to Professor are expected to show a pattern of reliable and continued commitment to service and meaningful leadership since the granting of tenure. We recognize a variety of activities as meeting service expectations. All candidates are expected to assume a fair and reasonable share of the advising load as a component of service. We value these contributions to the intellectual, civic, and creative life of the department and college and the profession.

Activities that meet the service criteria include, but are not limited to, the following:

- Academic advising of students (e.g., majors, RCC)
- Editing a journal in the scholar's disciplinary field or closely related fields
- Organizing a conference
- Undertaking projects on behalf of the department such as advising student groups or organizing events
- Thesis and/or honors advising

- Serving as Chair, Holt Director, or other leadership positions within the department
- Serving on governance committees and/or other college or campus-wide committees
- Taking on leadership roles on committees
- Participating in student-oriented activities (e.g., advising a student organization, serving on admissions panels or welcome events, etc.)
- Presenting lectures to community groups
- Participating in community, service, or professional organizations
- Fostering diversity on campus and in the community
- Editing a journal in the scholar's disciplinary field or closely related fields
- Serving on an editorial board for a journal

Tenure and Promotion for Candidates hired at Associate rank

Currently, the Rollins College Bylaws do not address the situation of a faculty member who comes to Rollins having earned tenure and promotion at another institution and bringing experience at the Associate Professor rank.

Requirements for Teaching and Service in this case are the same as noted in the section above on Promotion to Professor.

Requirements for Scholarship are as follows:

Candidate applying for Tenure and Promotion to Professor concomitantly

The requirements for professor shall apply. Our department may accept one scholarly publication from the previous institution.

Candidate Applying for Tenure and then Promotion to Professor no more than two (2) years after Tenure

- For Tenure: Criteria provided for tenure, as described in this document, apply. At least two publications must have been published since joining Rollins College.
- A book counts as two publications.
- For subsequent promotion to Professor, a third scholarly work published by peer or editorial review.

Candidate applying for Tenure first and Promotion to Professor more than two (2) years after tenure

Candidates applying for tenure will follow the tenure criteria. Candidates will then apply the criteria for professor when they seek promotion to Professor.