

**Department of Communication
Criteria for Tenure and Promotion
College of Business and Technology
Eastern Kentucky University**

(Approved by Department of Communication tenure-track faculty Feb. 27, 2013)

(Revision approved by Department of Communication tenure-track faculty May 2, 2013)

(Approved with revisions by the College Curriculum Committee May 3, 2013)

The specific process for faculty tenure and promotion actions is found in [Policy 4.6.4P](#). [Policy 4.6.4P](#) also identifies the “Criteria for Promotion” to each academic rank and identifies the materials to be considered by departments evaluating candidates for tenure and promotion. The chair and department committee must consider the expectations of the college and university in their consultations with candidates.

This document supplements the university-wide policy and procedure statement governing tenure and promotion procedure.

It is the responsibility of the candidates for both tenure and promotion to review [Policy 4.6.4P](#) for the university policies on these matters. Candidates are also reminded faculty colleagues and the results of annual evaluations are important resources in preparing promotion/tenure applications.

With respect to promotions in rank and evaluating candidates for tenure, [Policy 4.6.4P](#) requires “Each college by majority vote of the full-time, tenure-track faculty shall develop written guidelines for tenure and promotion procedures to include: (1) criteria unique to that college...” This document has been developed to comply with the requirements specified in [Policy 4.6.4P](#).

Once approved, the document will be used in evaluating all applications for tenure and promotion submitted from this date forward (August 15, 2013). This document shall remain in force unless or until it is amended or declared null and void by majority vote of the full-time, tenure-track faculty in the ECU Department of Communication.

The Department of Communication Tenure and Promotion document will:

- (1) Include standards at least as demanding as those in the ECU University document,
- (2) Be approved by majority of full-time, tenure-track faculty in the department, and
- (3) Be approved by the Dean of the College.

GENERAL PRINCIPLES AND STATEMENTS

1. In all cases, the faculty member must provide accurate and complete details of any potentially relevant, documented, and verifiable information.
2. Copies of all previous non-tenured tenure-track annual evaluation reports by evaluators must be included in dossier.

Dept. of Communication – Tenure and Promotion Policy

3. The department Tenure and Promotion Committee may request clarification of submitted materials.

SECTION I: TENURE

IA. General Principles for Recommending Tenure

Tenure shall be granted to faculty members whose professionalism and achievements in serving the University's mission demonstrate the potential for effective, long-term performance, thus warranting the institution's reciprocal long-term commitment. The following criteria apply to recommendations and decisions concerning tenure. Other criteria may apply to decisions concerning initial appointments and promotion.

1. Terminal graduate degree in an appropriate discipline and as approved in compliance with Policy 4.6.1, Determining Qualifications for Faculty Teaching Credit-Bearing Courses.
2. Rank of Assistant Professor or above
3. Probationary period of six years of continuous, full-time service, unless otherwise specified in writing at the time of initial appointment to a tenure-track position.¹
4. Performance in the areas of teaching, scholarly/creative activities, and service that meets established criteria. In reviewing all three areas, collegiality shall be considered. (See Definitions, P.11 of University Tenure and Promotion document, [4.6.4P](#)).

IA.1 Teaching

Eastern Kentucky University emphasizes quality instruction regardless of rank. It is rewarded and required for tenure and promotion.

Quality instruction requires a faculty member to create and deliver effective, up-to-date instruction consistent with curricular objectives and to remain current within one's

¹ A faculty member may request an adjustment to his/her probationary period. An adjustment to the probationary period does not change the normal criteria for a tenurable record, nor does it imply that the faculty member will be held to a higher standard than the one he/she would have had to meet at the originally scheduled date. An adjustment to the probationary period does not guarantee that the faculty member's appointment will be extended through the year in which the tenure decision is due (i.e., a non-reappointment decision is still possible during the probationary period even if an adjustment to the probationary period is approved).

A faculty member may request an extension of the probationary period for qualifying exigencies as outlined in Policy 8.2.14, Family Medical Leave, even if the faculty member does not take leave, or for extenuating circumstances (e.g., a physical disaster affecting research materials). An extension may be granted for a maximum of one year and does not relieve the faculty member from fulfilling his/her regularly assigned duties.

Dept. of Communication – Tenure and Promotion Policy

discipline. Appropriate evidence of instructional quality must include, but is not limited to, the following:

1. A continuing program of professional development to improve instructional effectiveness.
2. Annual evaluation of instructional effectiveness through participation in University approved student evaluations and one other method.
3. Development of improved curriculum processes.
4. Availability to students by maintaining the required number of weekly office hours to support instruction.
5. Responses to previous annual evaluations as they relate to teaching.

IA.2 Teaching: Methods for Evaluation

A faculty member's instruction will be evaluated based upon documented evidence offered by the faculty member. Appropriate evidence of instructional quality must include, but is not limited to, the following:

1. Course syllabi, examples of assignments, tests, and student work.
2. Written evaluations by the department chair, peers, or other qualified evaluators reflecting their cumulative professional judgment of the faculty member, including a summary of the faculty member's strengths and weaknesses based on classroom observations. A minimum of one chair/peer/evaluator evaluation is required per academic year.
3. Student and alumni opinion of instruction (i.e., departmentally approved instruments of student evaluation of instructor, supplemental written evaluations, student exit interviews, alumni surveys/letters).

IA.3 Teaching: Collegiality

Policy 4.6.4P defines collegiality as "The ability of an individual to interact with colleagues with civility and professional respect; to engage in shared academic and administrative tasks necessary to meet Department, College, and University goals; and to work productively with faculty, students, and staff. Collegiality should not be confused with sociability or likeability but rather is the professional criterion relating to teaching."

IA.4 Collegiality in Teaching: Method of Evaluation

The chair of the Tenure, Promotion, and Evaluation Committee will call a meeting of the tenured faculty to evaluate the candidate on issues of collegiality (based on the definition in IA.3) in relation to teaching. The Committee will document the findings and include them in the candidate's tenure and promotion evaluation.

IB.1 Scholarly/Creative Activities

Dept. of Communication – Tenure and Promotion Policy

Scholarly/creative activities are expected of tenure-track faculty within the Department of Communication.

Scholarly/creative activities are one indication a faculty member is growing academically. Though not always so, many faculty members who are engaged in such pursuits are stimulating forces in the classroom contributing to the advancement of their discipline and bringing honor and recognition to themselves and their institution.

Faculty are expected to engage in research activities in support of global, national, and regional issues and/or the individual's own particular areas of disciplinary training and interest. The final goal of scholarly/creative activities is a stream of research emerging from an individual's discipline forwarding the University's, College's, and Department's mission, goals, and academic programs.

A record of scholarly/creative activity is important in determining the faculty member's success. A necessary condition for tenure is the faculty member's scholarly/creative activity has been refereed/juried and presented in any of the following venues, but not limited to these outlets: academic journals, festivals/shows, books, electronic/online journals, and conference papers.

Faculty scholarship/creative activities will be evaluated from documented evidence offered by the individual. Documentation must include the original scholarly/creative activity; evidence of peer review; proof of acceptance for publication or presentation. Scholarship/creative activities are categorized under three headings: Instructional Development, Applied Scholarship, and Pure Scholarship:

Instructional Development

Enhancement of educational values of discipline-related instructional efforts.

Applied Scholarship

The application, transfer, and interpretation of knowledge to improve communication practices and teaching.

Pure Scholarship

The creation of new knowledge.

The critical factor in decisions about weight given or value attributed to intellectual contribution is if the faculty member's work has appeared in a forum where it has been or can be subjected to external review. Faculty members in a specific discipline area or academic unit can request from their department chair (and should be provided with) an explanation of the relative importance of the various types of research and publication activity.

Intellectual contributions, which are discipline-related, may consist of, but are not limited to, the following elements:

Dept. of Communication – Tenure and Promotion Policy

Category One:

1. Publication in refereed and/or peer-reviewed journals
2. Refereed or juried festivals or shows
3. Refereed or juried online or electronic journals
4. Paper/panel presentation at peer-reviewed regional, state, national, international level conferences (two peer-reviewed papers/panels presented at conferences are equivalent to one published paper)
5. Peer-reviewed text/book chapter/book

Category Two:

6. Published texts and scholarly books
7. Chapter in a text
8. Major revisions of texts
9. Case analysis published in peer-reviewed journals or texts
10. Other types of articles published in peer-reviewed journals
11. Other forms of creative expression may be taken into consideration

Faculty efforts in this domain should be carefully reviewed and credit in the scholarship category given when significant achievements warrant doing so. The burden of proof of relevance shall, however, remain with the faculty member documenting these types of achievements.

IB.2 Scholarly/Creative Activities: Evaluation

The following are provided for guidance in the evaluation of scholarly/creative activities.

1. The faculty member demonstrates interest and growth in his/her discipline by engaging in intellectual contribution leading to a strong record of presentation, publication, or instructional development. The faculty member must have a publication or exhibition record.
2. Achievement shall be illustrated by having a minimum of three (3) intellectual contributions (see section IB.1) related to his/her subject area at the time of application. This can be pure, applied, or instructional research. It must, however, be related to the faculty member's subject area either directly or in an interdisciplinary context. The contributions must consist of those in IB.1 and at least two (2) of the three (3) intellectual contributions must be from Category One and

Dept. of Communication – Tenure and Promotion Policy

one additional contribution may come from Category One or from Category Two. All qualifying contributions must be readily available for public scrutiny by academic peers and practitioners. All scholarly/creative activities must be published or presented with ECU affiliation.

3. Responses to previous annual evaluations as they relate to scholarly/creative activities.

IB.3 Scholarly/Creative Activities: Collegiality

Policy 4.6.4P defines collegiality as “The ability of an individual to interact with colleagues with civility and professional respect; to engage in shared academic and administrative tasks necessary to meet Department, College, and University goals; and to work productively with faculty, students, and staff. Collegiality should not be confused with sociability or likeability but rather is the professional criterion relating to scholarly/creative activities.”

IB.4 Collegiality in Scholarly/Creative Activities: Method of Evaluation

The chair of the Promotion, Tenure, and Evaluation Committee will call a meeting of the tenured faculty to evaluate the candidate on issues of collegiality (based on the definition in IB.3) in relation to teaching. The Tenure, Promotion, and Evaluation Committee will document the findings and include them in the candidate’s tenure and promotion evaluation.

IC.1 Service: Criteria for Evaluation of Service

Service will be considered when a faculty member’s application for tenure is evaluated. The applicant will document service activities.

IC.1A Appropriate evidence of professionally-related service may include, but is not limited to, the following:

1. Academic advising
2. Advising student organizations
3. Service on institutional programs and groups such as the Faculty Senate
4. Development of and participation in discipline-related continuing education programs
5. Professionally related presentations to civic and community organizations
6. Active participation in civic/community organizations using the individual’s professional experience
7. Holding office in relevant discipline-related professional organizations

Dept. of Communication – Tenure and Promotion Policy

8. Serving as editor or reviewer for discipline-related professional journals or proceedings
9. Participation in discipline-related professional meetings and seminars as presenter, chair, discussant, organizer, or other significant role
10. Serving on program committee of a discipline-related professional meeting or seminar
11. Earning discipline-related professional designations, honors, and awards
12. Writing discipline-related grant proposals to benefit the department, college, or university community
13. Participation and/or leadership on departmental, college, or university committees (see criteria below for application to specific rank)
14. Student recruiting activities

IC.1B. Responses to previous annual evaluations as they relate to service.

IC.2 Service: Evaluation

The following is provided for guidance in the evaluation of professional service activities.

1. Rank of Instructor, Assistant Professor, or Associate Professor

Active participation in professionally related service in the department; college and/or university; in the profession and/or community.

2. Rank of Professor

Demonstration of leadership in service. Sustained record of active participation in professionally related service in the department; college and/or university; in the profession; and, as appropriate, in the community.

IC.3 Service: Collegiality

Policy 4.6.4P defines collegiality as “The ability of an individual to interact with colleagues with civility and professional respect; to engage in shared academic and administrative tasks necessary to meet Department, College, and University goals; and to work productively with faculty, students, and staff. Collegiality should not be confused with sociability or likeability but rather is the professional criterion relating to service.”

IC.4 Collegiality in Service: Method of Evaluation

The chair of the Tenure, Promotion, and Evaluation Committee will call a meeting of the tenured faculty to evaluate the candidate on issues of collegiality (based on the definition in IC.3) in relation to service. The Tenure, Promotion, and Evaluation Committee will

Dept. of Communication – Tenure and Promotion Policy

document the findings and include them in the candidate's tenure and promotion evaluation.

SECTION II: PROMOTION

IIA. General Principles for Decisions on Promotion

1. An applicant's achievement in teaching, scholarly/creative activities, service, and his/her years of service will be considered in the promotion decision.
2. Faculty members may advance to the rank of Associate Professor or Professor during their probationary periods.
3. No faculty member, regardless of his/her scholarly/creative activities or service contributions, will be advanced in rank unless he/she is considered by his/her peers to be an effective teacher.
4. Consistent achievement over the entire career of the faculty member will be considered. Particular emphasis will be given to accomplishments since the faculty member's initial appointment at EKU or his/her last promotion.
5. The evaluation of faculty performance will consider both the quantity and the quality of the applicant's achievements.
6. Faculty must offer documented evidence of their achievements in the areas of teaching, scholarly/creative activities, and service.

IIB.1 Teaching: Criteria for Evaluation of Instruction

Eastern Kentucky University emphasizes quality instruction regardless of rank. It is rewarded and required for promotion.

Quality instruction requires a faculty member to create and deliver effective, up-to-date instruction consistent with curricular objectives and to remain current within one's discipline. Appropriate evidence of instructional quality must include, but is not limited to, the following:

1. A continuing program of professional development to improve instructional effectiveness.
2. Annual evaluation of instructional effectiveness through participation in University approved student evaluations and one other method.
3. Development of improved curriculum processes.
4. Availability to students by maintaining the required number of weekly office hours to support instruction.

Dept. of Communication – Tenure and Promotion Policy

5. Responses to previous annual evaluations as they relate to teaching.

IIB.2 Teaching: Methods for Evaluation

A faculty member's instruction will be evaluated based upon documented evidence offered by the faculty member. Appropriate evidence of instructional quality must include, but is not limited to, the following:

1. Course syllabi, examples of assignments, tests, and student work.
2. Written evaluations by the department chair, peers, or other qualified evaluators, reflecting their cumulative professional judgment of the faculty member, including a summary of the faculty member's strengths and weaknesses based on classroom observations. A minimum of one chair/peer/evaluator evaluation is required per academic year.
3. Student and alumni opinion of instruction (i.e., departmentally approved instruments of student evaluation of instructor, supplemental written evaluations, student exit interviews, alumni surveys/letters).

IIB.3 Teaching: Collegiality

Policy 4.6.4P defines collegiality as "The ability of an individual to interact with colleagues with civility and professional respect; to engage in shared academic and administrative tasks necessary to meet Department, College, and University goals; and to work productively with faculty, students, and staff. Collegiality should not be confused with sociability or likeability but rather is the professional criterion relating to teaching."

IIB.4 Collegiality in Teaching: Method of Evaluation

The chair of the Tenure, Promotion, and Evaluation Committee will call a meeting of the tenured faculty to evaluate the candidate on issues of collegiality (based on the definition in IIB.3) in relation to teaching. The Tenure, Promotion, and Evaluation Committee will document the findings and include them in the candidate's tenure and promotion evaluation.

IIC.1 Scholarly/creative activities

Scholarly/creative activities are expected of tenure-track faculty within the Department of Communication.

Scholarly/creative activities are one indication a faculty member is growing academically. Though not always so, many faculty members who are engaged in such pursuits are stimulating forces in the classroom contributing to the advancement of their discipline, and bringing honor and recognition to themselves and their institution.

Faculty are expected to engage in research activities in support of global, national, and regional issues and/or the individual's own particular areas of disciplinary training and interest. The final goal of scholarly/creative activities is a stream of research emerging from an individual's discipline forwarding the University's, College's, and Department's mission, goals, and academic programs.

Dept. of Communication – Tenure and Promotion Policy

A record of scholarly/creative activity is important in determining the faculty member's success. A necessary condition for promotion is the faculty member's scholarly/creative activity has been refereed/juried and presented in any of the following venues, but not limited to these outlets: academic journals, festivals/shows, books, electronic/online journals, and conference papers.

Faculty scholarship/creative activities will be evaluated from documented evidence offered by the individual. Documentation must include the original scholarly/creative activity; evidence of peer review; proof of acceptance for publication or presentation.

Scholarship/creative activities are categorized under three headings: Instructional Development, Applied Scholarship, and Pure Scholarship:

Instructional Development:

Enhancement of educational values of discipline-related instructional efforts.

Applied Scholarship:

The application, transfer, and interpretation of knowledge to improve communication practices and teaching.

Pure Scholarship:

The creation of new knowledge.

The critical factor in decisions about weight given or value attributed to intellectual contribution is if the faculty member's work has appeared in a forum where it has been or can be subjected to external review. Faculty members in a specific discipline area or academic unit can request from their department chair (and should be provided with) an explanation of the relative importance of the various types of research and publication activity.

Intellectual contributions, which are discipline-related, may consist of, but are not limited to, the following elements:

Category One:

1. Publication in refereed and/or peer-reviewed journals
2. Refereed or juried festivals or shows
3. Refereed or juried online or electronic journals
4. Paper/panel presentation at peer-reviewed regional, state, national, international level conferences (Two peer-reviewed papers/panels presented at conferences are equivalent to one published paper)
5. Peer-reviewed text/book chapter/book

Category Two:

Dept. of Communication – Tenure and Promotion Policy

6. Published texts and scholarly books
7. Chapter in a text
8. Major revisions of texts
9. Case analysis published in peer-reviewed journals or texts
10. Or other types of articles published in peer-reviewed journals
11. Other forms of creative expression may be taken into consideration

Faculty efforts in this domain should be carefully reviewed and credit in the scholarship category given when significant achievements warrant doing so. The burden of proof of relevance shall, however, remain with the faculty member documenting these types of achievements.

IIC.2 Scholarly/Creative Activities: Evaluation

The following are provided for guidance in the evaluation of scholarly/creative activities.

1. The faculty member demonstrates interest and growth in his/her discipline by engaging in intellectual contribution leading to a strong record of presentation, publication, or instructional development. The faculty member must have a publication or exhibition record.
2. For promotion from Instructor to Assistant Professor or promotion from Assistant Professor to Associate Professor, achievement shall be illustrated by having a minimum of three (3) intellectual contributions (see section IIC.1) related to his/her subject area at the time of application. This can be pure, applied, or instructional research. It must, however, be related to the faculty member's subject area either directly or in an interdisciplinary context. The contributions must consist of those in Section IIC.1 and at least two (2) of the three (3) intellectual contributions must be from Category One and one (1) additional contribution may come from Category One or Category Two. All qualifying contributions must be readily available for public scrutiny by academic peers and practitioners. ~~All scholarly/creative activities must be published or presented with EKU affiliation.~~

For promotion from Associate Professor to Professor, achievement shall be illustrated by having a minimum of five (5) intellectual contributions (see section IIC.1), completed over the last seven years, related to his/her subject area at the time of application. This can be pure, applied, or instructional research. It must, however, be related to the faculty member's subject area either directly or in an interdisciplinary context. The contributions must consist of those in Section IIC.1 and at least three (3) of the five (5) intellectual contributions must be from Category One and two (2) additional contributions may come from Category One or Category Two. All qualifying contributions must be readily available for public scrutiny by

Dept. of Communication – Tenure and Promotion Policy

academic peers and practitioners. ~~All scholarly/creative activities must be published or presented with EKU affiliation.~~

3. Responses to previous annual evaluations as they relate to scholarly/creative activities.

IIC.3 Scholarly/Creative Activities: Collegiality

Policy 4.6.4P defines collegiality as “The ability of an individual to interact with colleagues with civility and professional respect; to engage in shared academic and administrative tasks necessary to meet Department, College, and University goals; and to work productively with faculty, students, and staff. Collegiality should not be confused with sociability or likeability but rather is the professional criterion relating to scholarly/creative activities.”

IIC.4 Collegiality in Scholarly/Creative Activities: Method of Evaluation

The chair of the Tenure, Promotion, and Evaluation Committee will call a meeting of the tenured faculty to evaluate the candidate on issues of collegiality (based on the definition in IIB.3) in relation to teaching. The Tenure, Promotion, and Evaluation Committee will document the findings and include them in the candidate’s tenure and promotion evaluation.

IID.1 Service: Criteria for Evaluation of Service

Service will be considered when a faculty member’s application for promotion or tenure is evaluated. The applicant will document service activities.

IID.1A Appropriate evidence of professionally-related service may include, but is not limited to, the following:

1. Academic advising
2. Advising student organizations
3. Service on institutional programs and groups such as the faculty senate
4. Development of and participation in discipline-related continuing education programs
5. Professionally related presentations to civic and community organizations
6. Active participation in civic/community organizations using the individual’s professional experience
7. Holding office in relevant discipline-related professional organizations
8. Serving as editor or reviewer for discipline-related professional journals or proceedings

Dept. of Communication – Tenure and Promotion Policy

9. Participation in discipline-related professional meetings and seminars as presenter, chair, discussant, organizer, or other significant role
10. Serving on program committee of a discipline-related professional meeting or seminar
11. Earning discipline-related professional designations, honors, and awards
12. Writing discipline-related grant proposals to benefit the department, college, or university community
13. Participation and/or leadership on departmental, college, or university committees (see below for application to specific ranks)
14. Student recruiting activities

IID.1B Responses to previous annual evaluations as they relate to scholarly/creative activities.

IID.2 Service: Evaluation

The following is provided for guidance in the evaluation of professional service activities.

1. Instructor to Assistant Professor

Active participation in professionally-related service in the department; college and/or university; in the profession and/or community.

2. Assistant Professor to Associate Professor

Active participation in professionally-related service in the department; college and/or university; in the profession and/or community.

3. Associate Professor to Professor

Demonstration of leadership in service. Sustained record of active participation in professionally related service in the department; college and/or university; in the profession; and, as appropriate, in the community.

IID.3 Service: Collegiality

Policy 4.6.4P defines collegiality as “The ability of an individual to interact with colleagues with civility and professional respect; to engage in shared academic and administrative tasks necessary to meet Department, College, and University goals; and to work productively with faculty, students, and staff. Collegiality should not be confused with sociability or likeability but rather is the professional criterion relating to service.”

IID.4 Collegiality in Service: Method of Evaluation

The chair of the Tenure, Promotion, and Evaluation Committee will call a meeting of the tenured faculty to evaluate the candidate on issues of collegiality (based on the definition

Dept. of Communication – Tenure and Promotion Policy

in IID.3) in relation to teaching. The Tenure, Promotion, and Evaluation Committee will document the findings and include them in the candidate's tenure and promotion evaluation.

SECTION III: PROMOTION CRITERIA FOR SPECIFIC ACADEMIC RANKS

A. Promotion from Instructor to Assistant Professor

1. Educational qualifications: terminal graduate degree in appropriate discipline and as approved in compliance with [Policy 4.6.1](#), Determining Qualifications for Faculty Teaching Credit Bearing Courses.
2. Time in rank: minimum of one year of full-time service at ECU prior to applying for promotion or a term of full-time service agreed upon and documented at the time of initial appointment.
3. Experience: evidence of successful teaching and/or related work experience (demonstrated, for example, through student opinion of instruction, at least one other systematic form of evaluation, course outlines, assignments, students' work, views of alumni, or other evidence requested by the department).
4. Demonstrated engagement in scholarly/creative activities relevant to the faculty member's appointment (see Section IIC.1 and IIC.2 for specific guidelines).
5. Active participation in professional-related service in the department; college and/or university; in the profession and/or community.

B. Promotion from Assistant Professor to Associate Professor

1. Educational qualifications: terminal graduate degree in appropriate discipline and as approved in compliance with [Policy 4.6.1](#), Determining Qualifications for Faculty Teaching Credit Bearing Courses.
2. Time in previous rank: minimum of three years of full-time service at ECU or a term agreed upon and documented at the time of initial appointment; candidates may apply for promotion in the third year.
3. Experience: sustained record of successful teaching (demonstrated, for example, through student opinion of instruction, peer observations/evaluations, course outlines, assignments, students' work, views of alumni, and other evidence requested by the department).
4. Effective contribution to teaching at ECU; for example, revision of curriculum, innovations in teaching, involving students in teaching, teaching in alternative modes and settings, etc.

Dept. of Communication – Tenure and Promotion Policy

5. Record of successful peer-reviewed scholarly/creative activities accomplished at state, regional, national, or international level (see Section IIC.1 and IIC.2 for specific guidelines).

6. Active participation in professional-related service in the department; college and/or university; in the profession and/or community.

C. Promotion from Associate Professor to Professor

1. Educational qualifications: terminal graduate degree in appropriate discipline and as approved in compliance with [Policy 4.6.1](#), Determining Qualifications for Faculty Teaching Credit Bearing Courses.

2. Time in previous rank: minimum of five years of full-time service in rank at EKU or a term agreed upon and documented at the time of initial appointment; candidates may apply for promotion in the fifth year.

3. Experience: sustained record of superior teaching (demonstrated, for example, through student opinion of instruction, peer observations/evaluations, course outlines, assignments, students' work, views of alumni, and other evidence requested by the department).

4. Additional effective contributions to teaching; for example, innovations in teaching, revision of curriculum, team teaching, involving students in teaching, teaching in alternative modes or settings, etc. Demonstration of leadership in teaching.

5. Sustained record of successful peer-reviewed scholarly/creative activities accomplished at state, regional, national, or international level. (see Section IIC.1 and IIC.2 for specific guidelines).

6. Demonstration of leadership in service. Sustained record of active participation in professionally related service in the department; college and/or university; in the profession; and, as appropriate, in the community.

SECTION IV: RELATIONSHIP OF TENURE AND PROMOTION AND MERIT PAY

Although the tenure and promotion process is related to the merit pay process, important and fundamental differences exist in their purpose and implementation. Both processes measure an individual faculty member's contribution toward the achievement of the mission of the department.

Dept. of Communication – Tenure and Promotion Policy

The processes are, however, different in several important dimensions. The merit pay process focuses on the allocation of the merit pay increment. Thus, the meritorious performance is a relative measure applied within the context of the merit increment allocation framework. Tenure and promotion, on the other hand, is not an allocation process but instead is a process designed to measure accomplishment using the department tenure and promotion document.

In the tenure and promotion process, the cumulative performance of faculty is the long-term focus, not a single annual period. Merit pay is a reward for performance at a meritorious level.
