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

Policies governing key personnel actions are contained in the Eastern Kentucky University Faculty Handbook. The specific process for faculty promotion and tenure actions are outlined therein. The Handbook also identifies the “Criteria for Promotion” to each academic rank and identifies the materials to be considered by departments evaluating candidates for promotion and tenure. 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 promotion and tenure procedure.

It is the responsibility of the candidates for both promotion and tenure to review the Handbook for the university policies on these matters. Candidates are also reminded faculty colleagues and the results of non-tenured evaluations of the candidates may be useful resources in preparing promotion/tenure applications.

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

Once approved, the document will be used in evaluating all applications for tenure and promotion submitted from this date forward (August 1, 2008). 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 EKU Department of Communication.

The Department of Communication Promotion and Tenure document will:

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

The department chair, in concert with the department P & T committee, the appropriate college committee and after consultation with the candidate, will develop an equitable method of assessment to determine the effectiveness of the candidate in achieving goals and objectives.
Relationship of Promotion & Tenure 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.

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 against a fixed standard at the department level.

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.

GENERAL PRINCIPLES AND STATEMENTS

SECTION 1: PROMOTION

A. General Principles for Decisions on Promotion

1. An applicant’s achievement in teaching, intellectual contribution, service and his/her years of service will be considered in the promotion decision.

2. Faculty members are not advanced to the rank of Associate Professor or Professor during their probationary periods. However, applicants for advancement to either rank who have prior achievements may be considered for advancement by meeting the established criteria noted elsewhere in this document.

3. No faculty member, regardless of his/her intellectual contribution or service contributions, will be advanced in rank unless he/she is considered by his/her peers to be an effective teacher (see Part D).

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 (see Part G).
6. Faculty must offer documented evidence of their achievements in the areas of teaching, intellectual contribution, and service.

B. 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 remain current within one's discipline. Appropriate evidence of instructional quality should include but is not limited to the following:

1. A continuing program of personal development to improve instructional effectiveness.
2. Annual evaluation of instructional effectiveness through participation in University approved student evaluations and one other method.
3. Participation in continued improvement and development of instruction.
5. Availability to students by maintaining a minimum of five (5) weekly office hours to support instruction, counseling, and advising.

6. Encouraging students' use of library resources and computing facilities to the extent required by curricular objectives.

C. Teaching: Methods for Evaluation
A faculty member's instruction will be evaluated based upon documented evidence offered by the faculty member, his/her department chair, the applicable department, College and institutional committees, his/her dean, students, alumni and his/her employers. Appropriate evidence of instructional quality should include, but is not limited to the following:

1. Course syllabi, course objectives, reading lists, assignments, tests, examples of student work, the teaching portfolio, the use of outside speakers, the use of relevant audio-visual materials, and the use of computing facilities.

2. Written evaluations by the department chair and the departmental peer Promotion and Tenure Committee, reflecting their cumulative professional judgment of the faculty member, including a summary of the faculty member's strengths and weaknesses.

3. Student/alumni opinion of instruction (i.e., departmentally approved instruments of student evaluation of instructor, supplemental written evaluations, student exit interviews, or alumni surveys/letters).

4. Awards for teaching excellence.
5. A sequence of in-class observations of teaching by administrators or peers.

D. Teaching Evaluation
The following items are provided for guidance in the evaluation of effective teaching performance.

1. The faculty member’s instruction is expected to be effective, up-to-date, and consistent with the curricular objectives. One or more of the following will illustrate this:
   a. The faculty plans and prepares for class in a manner effective and highly imaginative.
   b. The faculty member has followed a program of personal development resulting in an excellent command of his/her discipline.
   c. The faculty member participates in a particularly effective way in instructional or curricular development.
   d. The faculty member is widely regarded by students and peers as a stimulating, rigorous, fair, and effective teacher.
   e. The faculty member’s students are consistently well prepared for upper division or sequenced courses.
   f. The faculty member’s students have a high success rate in such areas as gaining employment or gaining admission to graduate school.
   g. The faculty member takes a leadership role by introducing innovative teaching methods/ideas.
   h. The faculty member takes a leadership role by assisting junior faculty and peers in the development of effective teaching skills.
   i. The faculty member regularly plans and prepares for class presentations and activities.
   j. The faculty member consistently meets his/her classes and office hour commitments.
   k. The faculty member makes a meaningful contribution to instructional or curricular development.

E. Scholarship: Criteria for evaluation and quality of intellectual contributions.
Intellectual contributions are expected of all faculty within the Department of Communication.

Intellectual contributions 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 intellectual contribution 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 intellectual contribution is important in determining the faculty member’s success. A necessary condition for promotion is the faculty member’s intellectual contribution 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 will be evaluated from documented evidence offered by the individual. It is the responsibility of the candidate to document his/her contributions to jointly authored scholarship.

Scholarship 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 media 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, listed in order of significance:

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, national, international level conferences (approximately 2 peer-reviewed papers presented at conferences are equivalent to one published paper)
5. Texts and scholarly books published by significant publishing companies

6. Chapter in a significant text

7. Major revisions of significant texts

8. Case analysis published in peer-reviewed journals or texts

9. Peer-reviewed book reviews published in academic journals

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 or relevance shall, however, remain with the faculty member documenting these types of achievements.

F. Intellectual Contribution: Evaluation

The following are provided for guidance in the evaluation of intellectual contribution.

1. The faculty member demonstrates interest and growth in his/her discipline by engaging in intellectual contributions 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) peer-reviewed intellectual contributions (see section E) 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 E and at least two (2) of the three (3) intellectual contributions must be from #1 through #4 in Section E, and one additional contribution from #1 through #9 in Section E. All qualifying contributions must be readily available for public scrutiny by academic peers and practitioners.

G. 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. The following list of service activities may be considered. Appropriate evidence of service quality should include, but is not limited to, the following:

1. Academic advising (required)

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 experience
7. Holding office in relevant discipline-related professional organizations
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 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
14. Student recruiting activities

H. Service: Evaluation
The following is provided for guidance in the evaluation of professional service activities.
The faculty member is known for his/her discipline-related effective and distinguished service to the university, community or profession.

Achievement will be illustrated by service on A, B, and C and at least one more from D or E:
The faculty member exhibits extensive, effective service to the (A) department, (B) college, and (C) university.

The faculty member exhibits extensive, effective service to the (D) community and/or to his/her (E) profession.
I. Promotion: Criteria for specific Academic Ranks

1. Instructor to Assistant Professor:
(Faculty at the instructor rank are not eligible for tenure.)

To qualify for such a promotion, all of the following are required:

a. An appropriate terminal degree

b. Achievement in teaching

c. Achievement in intellectual contribution

d. Achievement in service

2. Assistant Professor to Associate Professor

The promotion to Associate Professor is based upon:

a. Achievement in intellectual contribution

b. Achievement in teaching

c. Achievement in service

d. Three (3) years of successful college or university teaching at the Assistant Professor level (including administrative experience) and/or related work experience

3. Associate Professor to Professor:

Candidates for advancement to the rank of Professor will be subjected to the following criteria:

a. Leadership dimension. The Professorship is reserved for those persons who have attained the stature of leaders in the academic/professional community and whose presence on the faculty adds to the prestige of the Department of Communication, the College of Business and Technology and Eastern Kentucky University.

It is expected candidates for this rank will demonstrate leadership by achievement in teaching, intellectual contribution, and service.
b. **Consistency of performance dimension.** Emphasis is given to quality and quantity of the candidate’s accomplishments and to the likelihood recent patterns of performance/achievement will continue on into the future.

c. **Five (5) years of successful college or university teaching** at the Associate Professor level (including administrative experience) and/or related work experience.

**SECTION II: TENURE**

**A. General Principles for Recommending Tenure**

The successful candidate for tenure must develop and execute effective programs in teaching, intellectual contribution and must show evidence of effectively serving the department, college, university, community, and profession within the probationary period as defined in the candidate’s contract.

Evidence of effective teaching must be available. To assist the probationary faculty member in focusing on the critical issue in the teaching process, a written statement of the candidate’s goals and objectives to achieve effectiveness in the broad-based area of teaching shall be agreed upon based on the results of the annual performance review process—beginning with the first year of service and updated thereafter.

The candidate’s goals and objectives must be consistent with the teaching goals and objectives of the department. The department chair (perhaps in concert with an appropriate departmental committee), after consultation with the candidate, will develop a method of assessment to determine the effectiveness of the candidate in achieving these goals and objectives.

Early in the probationary period, the faculty member should be engaged in ongoing intellectual contribution. These activities must be reviewed by professional peers external to the University during the probationary period.

Participants in service activities during the probationary period must show evidence of interest and contribution. Evidence in this area must be readily available.

The following guidelines are intended to identify professional expectations for the candidate and to serve as a basis for making an informed decision in the evaluation of the candidate. Each probationary faculty member is expected to meet the standards expressed within the guidelines.

The awarding of tenure is a decision made by Eastern Kentucky University. It is based on an evaluation of the faculty member’s performance. The criteria used to evaluate a faculty member’s application for tenure are the same as those used in evaluating an individual’s performance for rank.
A tenure decision concerns an applicant’s suitability for continuing appointment. The University’s future plans will play a role in granting or withholding tenure. Declining enrollments, potential program eliminations, or other conditions could preclude granting tenure to a person in a given discipline.

Tenure is normally granted only to individuals having achievements sufficient for promotion to the rank of Assistant Professor, Associate Professor or Professor.

“EARLY” TENURE:

A. “Early” consideration for tenure is possible if an individual has been extended this option by the dean in conjunction with the chair at the time of his/her employment.

B. Once given contractual opportunity, the faculty member must indicate whether or not to exercise the option. That is, the faculty member may apply for tenure during Year 3 or during Year 4 or during Year 5, but he/she may not apply in each of those years. Application for tenure is an option exercised only once. If a person with the right to apply for tenure in Year 3 does so and if that application is denied, the consequence is a terminal contract for Year 4.

C. Individuals given the option to apply for early tenure are encouraged to informally discuss their early tenure option with the department chair and colleagues prior to submitting an application for formal consideration.

SECTION III: COLLEGIALITY:

Faculty members are expected to work productively with colleagues in activities related to teaching, intellectual contributions, curriculum development, and/or service. This is evidenced by timeliness, thoroughness and accuracy of work, with a continuous and consistent record of willingly and effectively cooperating with colleagues in the Department of Communication to discharge one’s duties.