

## **FACTORS CONSIDERED IN TENURE AND PROMOTION DECISIONS**

### **DEPARTMENT OF COMMUNICATION COLLEGE OF FINE, PERFORMING AND COMMUNICATION ARTS WAYNE STATE UNIVERSITY**

**Revised and Adopted January, 2012**

The Department of Communication considers the continued intellectual growth and development of its faculty as vital to the academic process. Recognizing the diversity of its several areas, the department acknowledges the importance of varying factors for assessing candidates for tenure and/or promotion. The department will review the productivity of faculty members based on their contributions in three general categories:

1. Teaching
2. Scholarly and/or creative and/or professional achievement
3. Service to the department, college, university, profession and/or community

The standards and process for evaluation and recommendation of faculty for promotion and/or tenure shall be as follows:

#### **I. Standards of Evaluation**

The standards for evaluation are those set forth for promotion and tenure in the collective bargaining agreement between the University and the AAUP:

The assessments of a faculty candidate's qualifications shall be based upon excellence in teaching and in scholarly achievement or, for a faculty candidate in the creative or performing arts, in creative professional achievement. Consideration shall also be given to non-instructional service to the department, college and/or University and/or public and/or professional service which benefits the University.

#### **II. Process of Evaluation**

##### **A. Factors for Evaluation**

Evaluation of candidates for promotion and/or tenure shall be based on their contributions in scholarship, teaching and service, according to the factor guidelines listed below. In evaluating applications for promotion to Associate and Full Professor, the Personnel Committee will not only draw upon the candidate's vita and the testimony of colleagues, area heads, and

the department chair, but it will also consider letters from people outside the University who will assess the candidate. At least four letters will be obtained from external evaluations. In the case of creative work in film/video, letters from media professionals who have the expertise to evaluate such work may be useful. The candidates may submit suggested names for consideration by the committee. The Personnel Committee will develop and publicize a procedure for soliciting letters.

1. Teaching

- a) The quality and quantity of undergraduate teaching. The information obtained from the unit's student evaluation forms shall be used as part of the assessment of undergraduate teaching. Reports of classroom visitation by the department chair, dean or another formally designated representative may be used, where such visitations have been in place for at least a year and where a standard instrument format is used for such evaluation. Evaluation should be comparative among faculty members. The quality of undergraduate research projects, artistic exhibitions, performances and other products of courses or individual tutorials or supervised instructional activities may be considered good evidence of instructional effectiveness.
- b) The quality and quantity of graduate teaching. The quality and quantity of graduate dissertations and theses, research and creative projects a faculty member directs are important indicators of graduate teaching. Effective service on doctoral committees and master's review/thesis committees is a useful form of graduate teaching. Student evaluations will be considered.
- c) The President's Award for Excellence in Teaching represents a careful peer judgment of teaching excellence and should be given substantial weight in evaluating a faculty members for merit salary increase.
- d) Materials used to conduct the course, such as syllabi, examinations, etc.
- e) Special instructional materials prepared by the faculty member for use in the course, such as laboratory books,

collections of readings, video materials, computer-based instructional or testing programs, etc.

- f) Curricular innovation by the development of new courses or the innovative redevelopment of existing courses.
- g) Formally published instructional materials, such as textbooks, instructional guides, anthologies, film/video productions, etc. The quality of the materials, the source of publication, and the scope of adoption and use may be considered in evaluating this material.
- h) Student advising beyond expected meetings with students in faculty member's courses or with advisees assigned by the department. Specifically, a faculty member's role as a unit undergraduate advisor, graduate advisor, pre-professional advisor, or advisor to a student academic society or academic honorary society should be considered in assessing his/her contributions to the instructional program.
- i) Evidence of supervising students in research, scholarship and creative activity such as presentation at conferences and screenings.
- j) Other evidences of excellence in teaching should also be used. The department chair, faculty advisory committee, or dean in preparing the evaluation worksheet should specifically note these evidences.

## 2. Scholarship

- a) Publication is the most important means for evaluating scholarship except in the creative and performing arts. Sole and/or lead authorship is considered an important indicator of one's own scholarly voice. For multi-authored pieces, which are also indicative of scholarly growth, narrative paragraphs noting one's contribution are strongly encouraged. Publication of articles and essays in recognized, refereed journals of high quality is evidence of excellence in scholarship. Publication of book chapters in volumes edited by scholars of known reputation and published by respected sources are also evidence of scholarship. The publication of books and monographs from reputable houses and usually after peer review is

important evidence of scholarship. In appropriate disciplines, translation may be an accepted form of scholarship. Frequent citation of a faculty member's work, favorable reviews of that work, and similar evaluative evidence from peers outside the University should be considered.

- b) For faculty members in media arts, films, performances, exhibitions, and similar creative activities are evidence of scholarship. Creative achievement in the Department of Communication includes authorship of media work in its most encompassing parameters: film, television, DVD, installation, web media and other emerging platforms. It is acknowledged that media work may be produced in a team context. Thus, the faculty member's creative authorship will be evaluated according to the key production positions s/he undertakes within this context. These positions may include Director, Director of Photography, Editor, Production Designer, Composer, Producer, Executive Producer, Screenwriter, Sound Designer, etc.

As with scholarship, evaluation of quality is through peer review. Thus, the standing and selectivity of the forum in which the event occurs is very important. Other factors considered in evaluating the quality of the work include the subsequent formal peer reviews; the reviews elicited as a part of an objective program of the exhibition venue for judging success; evaluation by professional peers and academics of comparable standing; the nature and size of the audience; as well as other, similar methods as appropriate. Just as in scholarly activities, other factors to be taken into consideration include: whether the venue/screening(s) is regional, national or international; whether the work is invited and/or juried for exhibition or publication; whether the work is internally or externally funded or commissioned; prizes and awards; and whether the work is, in general, consonant with the creative expectations for specialization.

- c) For faculty in mass media and journalism, publication of books on news events and public affairs as well as publications of newspaper editorials and feature or news stories and magazine articles, or production of materials for radio-television transmission, or the creation of public relations or advertising campaigns, may be considered as evidence of scholarship. Mass media publication and

production should be evaluated by its quality, by the reputation or standing of the media outlet, by whether the work was invited, and by whether the material reached a national or regional audience. If available, comments of appropriate reviewers are useful in assessing the quality of such work.

- d) In evaluating a faculty member's scholarly work, attention should be given to book reviews, papers delivered (especially those which are invited and those which are refereed as a condition of presentation), published abstracts, delivery of invited lectures at societies, academies, or other institutions or groups recognized as important or distinguished forums. *These activities are, however, supplemental to publication or performance/exhibition/recital and do not by alone constitute excellence in scholarship.*
- e) Prizes, prestigious fellowships, and special recognitions for scholarly and creative work awarded by reputable institutions, academies, etc., outside the University should carry substantial weight in evaluating scholarly and creative work. Successful competition for grants and fellowships is evidence of favorable peer review in many fields and is expected in some; hence, the award of grants and fellowships to support scholarship should be regarded as evidence of a faculty member's scholarly credentials. Certain University recognitions, specifically the Distinguished Graduate Professor Award and the Board of Governors Faculty Recognition Award reflect peer judgment that a faculty member's scholarship or creative work is of very high quality.

### 3. Service

What constitutes service varies widely, depending on the academic field. In general, service falls into three categories. What constitutes service in each category is determined by the standards of each professional or academic field.

- a) Service to the profession or discipline. This includes editorships of journals or books, membership on editorial boards, service as a manuscript reviewer, service as a tenure reviewer for faculty at other institutions, membership on professional review panels, service as a judge or referee for creative performances and artistic

exhibitions, service on important committees or as an officer of professionally significant national, state, or regional associations, and similar activities.

- b) Service to the community. This includes membership on community boards or commissions related to a faculty member's academic discipline, consultancies which bring academic knowledge to bear on behalf of the community (and where only nominal compensation is involved), testimony or studies to assist community organizations to obtain knowledge and information pertinent to their activities. "Community" here encompasses groups, agencies, and institutions in both the public and private sectors and is not limited to the Detroit area.
  
- c) Service to the University. This includes principally service on departmental, school/college, and university committees. A substantial level of committee service is expected of all faculty members and does not by itself constitute meritorious service. Weight should be given to service on especially demanding committees, such as promotion and tenure committees, curriculum committees, committees which evaluate faculty for prizes, awards, grants, etc., and others which require extensive commitments of time and a high level of responsibility. The effectiveness and quality of a faculty member's committee service should be carefully evaluated; joining committees or seeking election to various consultative bodies does not by itself constitute meritorious performance.

B. Assessment of Candidates

Candidates will be evaluated based on the standards set forth previously. The Personnel Committee will place each candidate for promotion and/or tenure into an appropriate "group" according to committee judgment of the candidate's teaching, scholarship and service:

1. Teaching

**Group 1.**

A faculty member placed in Group 1 should have a record of outstanding teaching at the undergraduate and graduate levels (where there are graduate programs). Outstanding teaching should be evidenced by very high levels of performance on all pertinent teaching criteria, by concrete evidence of highly favorable student

evaluation, by demonstrating high levels of student learning, and wherever possible by past recognition from faculty colleagues and/or professional groups. In general, “outstanding teaching” identifies faculty members who would be in the top quarter of those in their school or college in instructional effectiveness.

**Group II.**

Faculty members placed in Group II should have demonstrated effective teaching on most pertinent teaching criteria. There should be concrete evidence of favorable student evaluation and of high levels of student learning. The standard for placing a faculty member in Group II is that he/she must be engaged in teaching that, while not among the very highest group in the school or college, would clearly qualify him/her to meet the current standard for promotion to his/her present professional rank.

**Group III.**

Faculty members placed in Group III should be engaged in effective teaching on some of the pertinent teaching criteria. Generally, such faculty members will receive somewhat mixed reviews of teaching from students and from faculty colleagues, and evidence of student learning will be mixed. In general, a faculty member placed in Group III is engaged in satisfactory teaching, but his/her teaching would not be sufficient to gain promotion to his/her present rank using current promotion standards.

**Group IV.**

A faculty member placed in Group IV generally receives substantially less favorable student and peer evaluations of teaching as compared to faculty peers in the same school/college, and the evidence of student learning is mixed. The quality of teaching for faculty members in Group IV is below that which would be expected to gain promotion to his/her present rank and would not be sufficient to gain appointment to the University in any rank.

## 2. Scholarship

### **Group 1.**

For full professors, placement in Group 1 should indicate a record of scholarly activity that has gained very extensive national recognition for its scope and quality. Scholarship in the forefront of the field is generally required for recognition in Group 1. Professors in this group should compare favorably with leading faculty members in universities whose national standing in the same discipline is clearly above that of Wayne State University.

For associate professors, the same high quality of work is required. The scope of the work will be somewhat less because he/she has not been active for as long a period as outstanding full professors in the same field. There should be national recognition that the faculty member's work is very important; it should be favorably and regularly cited. Associate professors in the group should compare favorably with leading faculty members in the same rank in universities whose rank in the same discipline is clearly above that of Wayne State University.

For assistant professors, there should be evidence of very high quality work, which promises to be in the forefront of his/her field. *Ordinarily, consideration of the quality of a doctoral dissertation, and of papers delivered but not yet published (or accepted for publication) is appropriate for assistant professors only in the first two years of appointment.* Thereafter, there should be some evidence of high quality work published in selective journals, distributed through selective media outlets, or in other reputable publications or media outlets.

An assistant professor should be placed in Group 1 if the quality of his/her scholarly work is high enough to promise that, with continued work of the same quality and with substantially broader record of such work, he/she would have high prospects for becoming a leading scholar in the field among his/her contemporaries.

**Group II.**

Full professors and associate professors should be placed in Group II if their scholarly activity does not warrant placing them in Group I, but it would plainly qualify them for promotion to their present rank using current promotion and tenure standards in the university.

An assistant professor should be placed in Group II if he/she is engaging in good quality scholarly work which means the expectations on which he/she was hired but which does not yet show such promise that, if continued at the current level of quality and substantially broadened in amount and scope, it would promise that he/she would become a leading scholar in the field among his/her contemporaries.

Special consideration may be given to assistant professors in their first two years of service, as indicated above.

**Group III.**

Associate and full professors should be placed in Group III if they are maintaining a regular and continuing program of scholarly activity, but it is not high enough in quality and/or not large enough in amount to warrant promotion to their present rank under current promotion standards at Wayne State University.

Assistant professors should be placed in Group III if their scholarly activity has not yet produced work of sufficient quantity and quality to build a reputation that holds promise for placing them among the leading scholars in the discipline among their contemporaries. Exceptions may be made for assistant professors in their first two years of service in that rank; the quality of papers they have in draft or of revisions in their dissertation made in expectation of publication of articles or a book may be examined. The judgment of the chair (and, if he/she wishes to seek their advice, of senior faculty members in the same or cognate sub-disciplines) about the potential for publication of such papers and revisions, if completed, is an appropriate basis for placing an assistant professor in Group III.

**Group IV.**

Associate and full professors should be placed in Group IV if they have only an episodic record of scholarly activity or none at all, or if the work is generally of weak quality. An assistant professor shall be placed in Group IV if he/she does not meet the standards of Group III.

3. Service.

**Group 1.**

A faculty member should be placed in Group I if he/she has engaged in substantial high quality service to his/her profession and/or the community and has, in addition, rendered a minimum, consistent, high quality service in a responsible role to the university.

**Group II.**

A faculty member should be placed in Group II if he/she has engaged in substantial high university and has record of some responsible contributions to his/her profession and/or the community.

**Group III.**

A faculty member should be placed in Group III if he/she has given only modest service in quantity or quality to his/her profession, the community, or the university.

Conclusion

For a faculty member to be recommended for either tenure or promotion in the Department of Communication, he/she should have demonstrated continued professional growth during his or her years at Wayne State University. Further, the person's record should be strong in all three factor areas – teaching, scholarly and/or creative achievement, and service. Weakness in either scholarly and/or creative achievement or teaching is sufficient reason to not recommend tenure. For a person to be recommended for promotion he/she should demonstrate strength in all three factor areas and should demonstrate excellence in at least one area.