

PROMOTION PROCEDURES AND FACTORS FOR TEACHING FACULTY

DEPARTMENT OF COMMUNICATION
COLLEGE OF FINE, PERFORMING AND COMMUNICATION ARTS

WAYNE STATE UNIVERSITY
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INTRODUCTION

The Department of Communication considers the continued intellectual growth and development of its faculty as vital to the academic process. This document constitutes the departmental factors statement for those faculty members with assistant or associate professor of teaching titles (formerly titles of lecturer and senior lecturer and herein referred to as teaching faculty members) seeking promotion. This statement of procedures and factors does not apply to teaching faculty members being considered for initial appointment. Recognizing the diversity of its faculty, the department acknowledges the importance of various factors for assessing candidates for promotion. The department will review the productivity of faculty members based on their contributions to teaching and one other area of service or scholarly/creative/professional achievement.

Minimum service requirements for promotion: Any member of the teaching faculty who has completed more than 3 years of service as a teaching faculty member at Wayne State University or has 3 years of credited prior service and more than two (2) years of full-time service at Wayne State University and is otherwise eligible must upon application be considered as a candidate for promotion and formally assessed. For promotion to professor (teaching), normally a period of 5 years of service as associate professor (teaching) is required. Highly qualified faculty members may be recommended for promotion regardless of their length of service.

I. PROCESS AND STANDARDS FOR EVALUATION AND RECOMMENDATION OF FACULTY FOR PROMOTION

PROCESS FOR EVALUATION

In evaluation of applications for promotion to Associate, the promotion and tenure (P&T) committee will consider the candidate's professional record, personal statement, summary of SET (Student Evaluations of Teaching), and academic portfolio that includes a statement of teaching philosophy, relevant indications of teaching success (for example, teaching awards, student exit interviews, evidence of student job placement or achievements in scholarly/creative/professional fields), and examples of syllabi, class assignments, etc. Letters from evaluators across and outside of the university who can assess the candidate should also be included. At least three letters will be submitted; all letters must be from outside the candidate's department, and one must be from outside the university. Evaluators may be in tenured or nontenured positions but should be at or above the rank that the candidate is seeking. Non-WSU evaluations can also come from creative or professional figures who can evaluate the candidate's impact.

Evaluation of candidates for promotion shall be based on their past performance and future promise for contributions in teaching, with consideration given to creative, professional and scholarly contributions when appropriate. Service to the department, college, and university are expected of all faculty members; consideration will also often include service to the community and to the profession(s) faculty members identify with.

Teaching faculty will be expected to devote most of their time and energies to excellence in teaching. This can take many forms, including traditional classroom teaching, clinical or professional instruction could include coaching, work with student organizations, productions or publications, curricular design and innovation, leadership or mentorship on instructional skills.

Evaluation of candidates for promotion to Associate Professors of Teaching: The contract allows teaching faculty to apply for promotion after three years in rank.

Evaluation of candidate for promotion to Professors of Teaching: Professors of teaching should have, in addition to the qualifications of Associate Professors of teaching, demonstrated sustained excellence and innovation in teaching and sustained enhancement of the teaching mission of department. This can also be demonstrated by outreach to the campus or community on behalf of the department.

STANDARDS FOR EVALUATION

The standards for evaluation of a faculty candidate for promotion are those set forth by the guidelines of the University:

For promotion, “assessment of a candidate's qualifications must take into consideration proven abilities, professional experience, and potential for continued professional growth as appropriate to the candidate's current and contemplated ranks” (Article XXIII.A.2).

Furthermore, a candidate for associate professor (teaching) should demonstrate excellence in teaching, and at least one of the following categories: scholarship/creative/professional activities or service. The breadth and magnitude of performance are the main characteristics that distinguish the rank of associate professor (teaching) from the rank of assistant professor (teaching). The rank of associate professor (teaching) requires involvement or recognition in the **below** categories at least at the University level.

Teaching

The department recognizes the importance of teaching and advising students. It is a major responsibility of our faculty to provide strong classroom teaching and to encourage student development at both graduate and undergraduate levels. Successful candidates must demonstrate excellence in classroom instruction and student learning as well as sustained contribution and commitment to intellectual and professional development of students.

Quality of classroom instruction: A candidate for associate professor (teaching) is expected to teach courses within the Department of Communication in accordance with departmental needs. Indicators of quality of classroom instruction may include preparation of course syllabi, activities, lectures, and discussion topics, preparation and evaluation of exams/assignments/papers/ projects, development of special instructional materials or curriculum advancement (for example, handouts,

video or digital presentations, examples, activities), demonstration of continuous development, refinement, and innovation within established classes, the development of classes within existing curricula or in support of new curricula, a philosophy of teaching statement, student evaluations of teaching (SETs), evidence of awards or nominations for teaching excellence from the department, college, or university or from professional associations, and indicators of learning outcome achievement, such as exit interviews with graduating students. Candidates are not expected to address all the indicators above but are encouraged to see them as ways to create a broad perspective on their teaching performance.

When reviewing SETs, the Committee will assess the specific factors designated by the Faculty Union (e.g., Q1, Q2, Q24) at face value, with the understanding that departmental SET mean scores may vary across semester and class types. Within the academic portfolio, candidates are also encouraged to use other parts of the teaching evaluation, including open-ended and quantitative questions, to explain the importance of such factors as the total number of students (undergraduate and graduate) in classes taught during the evaluation period, percentage of students who complete the SET, the nature of the class (required, elective, special topics, etc.), the format of the class (face-to-face, hybrid, online), student interest as indicated in SET scores, and the size of the class.

Intellectual and professional development of students: Candidates for associate professor (teaching) should demonstrate a commitment to the intellectual development of their students, both in and out of the classroom. Indicators of commitment to intellectual development may include supervising or accompanying students who participate in university-related scholarship, creative, or professional activities (for example, graduate theses or projects/essays, undergraduate senior theses, UROP projects, presentations, professional conferences, screening, internships, directed study); planning and organizing events that benefit students' intellectual/professional growth; publishing/presenting scholarly or creative works with students outside of the classroom; and contributions as readers and committee members on MA and PhD committees. Candidates are encouraged to consider service on graduate committees as a form of service as well as evidence of teaching growth; service on committees in other departments should be highlighted.

Other markers of student development include advising beyond expected meetings with students enrolled 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 professional society, academic honorary society, or student group or team should be considered in assessing their contributions to the instructional program. In making the case for promotion, the faculty member may also address additional factors, such as number of new preparations within the evaluation period, amount of course revisions within the evaluation period, time of day/date of classes taught (weekday/weekend; morning, afternoon, evening), student expectations and interest level in class subject matter/material/topic, peer evaluations of teaching, and pedagogical workshops, classes, or events focused on teaching excellence (such as Wayne State OTL workshop series). In addition, the candidate's narrative should demonstrate growth over the course of their teaching at WSU, as this is a measure of teaching excellence.

Candidates should demonstrate excellence in undergraduate and/or graduate teaching, which can be demonstrated in curricular and course material development, in supervising individual student work (such as graduate theses or projects/essays, undergraduate senior theses, UROP projects, internships, directed study), mentoring or coaching students' group work, organizations, or teams

and in the preparation of such classroom materials, such as syllabi, exams, demonstrations, supplementary course readings, and audio-visual instructional materials.

Evaluations can also take into account evidence of continuous development, refinement, and innovation within established classes, and the development of classes within existing curricula or in support of new curricula. Other evidence of excellence in teaching might include planning and organizing events that benefit students' intellectual/professional growth; supervising or accompanying students who participate in university-related scholarship, creative, or professional activities; and publishing/presenting scholarly or creative works with students outside of the classroom.

In making the case for promotion a faculty member may also address additional factors, such as number of new preparations within the evaluation period, amount of course revisions within the evaluation period, scheduling or format of classes taught, student expectations and interest level in class subject matter/material/topic, peer evaluations of teaching, and pedagogical workshops, classes, or events focused on teaching excellence (e.g., Wayne State OTL workshop series, etc.). In addition, the candidate's narrative should demonstrate growth over the course of their teaching at WSU, as this is a measure of teaching excellence.

Scholarly/Creative/Professional Activity

A candidate for the rank of associate professor (teaching) should demonstrate scholarly/creative/professional achievements that has made relevant contributions to knowledge or to creative artistry in their field or teaching methods. Scholarly/creative/professional activities for teaching faculty can include more traditional forms but also less traditional forms, especially those related to the advancement of teaching. For a candidate for associate professor (teaching) to show excellence, they should also give evidence of high quality scholarly/creative/professional activity.

Other factors considered in evaluation of the quality of scholarly, creative or professional work includes subsequent presentation or publication, the reputation of outlets where it is presented, the nature and size of the audience, whether the venue is regional, national or international, whether the work was invited or how it was evaluated 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 expectations for specialization.

Service

In service, the standard of excellence is measured not so much by the number of offices held or activities undertaken, although that may be considered, as by the demonstrable substantive value of the faculty member's contribution to the quality of the University, to the well-being of the community, and/or to the advancement of their profession or discipline. In all cases, service consists in the application of a faculty member's knowledge in relation to teaching or in their professional field to benefit the University, the community, and/or their profession.

Service to the university: A candidate for associate professor (teaching) should demonstrate active service to the University through productive undertakings at the department and college and—where possible—university level. *Weight should be given to service on especially demanding committees.*

Service to the community: Community service may also be considered through activities such as participating in community engagement, public service, or community development activities, serving as a board member for a community, corporate, or governmental organization, consulting with public organizations, volunteering as a consultant on community projects while representing the university, offering expertise and analysis of issues for public, non-academic activities.

Service to the profession: Service to the profession may also be considered through activities such as leadership roles in academic and professional organizations or societies, hosting events related to one's field, reviewing for conferences, festivals, grants, or journals, chairing a professional conference, or organizing or leading professional workshops, panels, or meetings.

Promotion to Full Professor

An applicant for the rank of professor (teaching) should demonstrate a greater attainment of excellence in teaching, and at least one additional category of scholarly/creative/professional achievement or service to the department, university and profession should be consistent and should surpass the candidate's accomplishments to attain promotion to an associate teaching professor.

CONCLUSION

The department welcomes the university's increased attention to faculty development. Because the process now involves more evaluations beyond the department, teaching professors who plan to seek promotion are encouraged to document their achievements in teaching and other areas that demonstrate excellence and to consult with mentors and colleagues about matters like the selection of outside evaluators.