

Communication Studies Program Guidelines for Tenure and Promotion

Introduction

The faculty of the Communication Studies Program supports the evaluation standards of both the University and the School of Arts and Humanities and intends for the elements of this document to further elucidate the areas of teaching, scholarly and c ar0 0 1 72

A thorough reflection on one's IDEA results is expected, including attention to stated IDEA objectives and student satisfaction with the course, as well as a consideration of response rates and student comments. The program recognizes that the IDEA instrument is but one way of evaluating pedagogical effectiveness. Candidates are encouraged to supplement the consideration of their IDEA results with additional evidence of teaching excellence. The Communication Studies Program values the thoughtful reflection on teaching. Thus, candidates should assess the degree to which their pedagogic goals have been met, what teaching adjustments have been made, and what adjustments may be made going forward.

As the field evolves, faculty strive to present current content that best prepares students for their careers. Students also change due to the evolving media landscape, educational trends, and factors such as the pandemic. As one encounters these students, innovation is an important pedagogic tool.

6.2 Scholarly and Creative Activity

The criteria for excellence in scholarly and creative activity appear in 6.2.1 through 6.2.4 of University Policy II-10.5. In conformity with these standards, the Communication Studies Program believes that the knowledge and expertise that stem from scholarship or creative endeavor fuels effective teaching. Thus, scholarship or creative work are the obligation of all members of the faculty. Candidates for reappointment, tenure, and promotion should develop and submit a clearly defined scholarly or creative agenda to the program and provide evidence of meeting the goals of this plan. Candidates must demonstrate their active participation in the scholarship or creative work of their field by developing original projects and bringing them to successful completion. They should also make clear their plans to continue producing scholarship or creative work after receiving tenure and promotion.

Generally, a plan to publish at least two articles in peer-reviewed journals or reputable journalistic publications, and/or book chapters in edited collections or volumes is considered a reasonable mark by which to judge a successful scholarly agenda. First-line authorship is required. The Communication Studies Program also recognizes the publication of a scholarly

manuscript, fully revised or edited as required, and accompanied by positive evaluations from peer reviews and the acceptance letter with a clearly defined publication date from the editor and/or the board of trustees of a reputable publisher.

international, national, and regional conferences or professional meetings. This also applies to the presentation of creative work at such venues.

The field of Communication Studies, as well as the range of scholarly and creative activities and their outlets, is ever evolving. The program recognizes that candidates may engage in high-level forms of scholarly or creative activity that are not explicitly mentioned here. With that in mind, the onus is always on the candidate to demonstrate the quality, reputation, and peer consideration of their scholarly or creative activities.

6.3 Service

The criteria for excellence in service appear in 6.3.1 through 6.3.5 of University Policy II-10.5. In conformity with these standards, the Communication Studies Program recognizes that service is essential for the development and growth of academe. Thus, candidates for reappointment, tenure, and promotion are expected to serve at the program, school, and university levels. Program service may include, the campus radio station WLFR, the Public Relations Student Society of America (PRSSA), the Society of Professional Journalists (SPJ), and Stories of Atlantic City. Candidates engaging in this type of service should supply evidence of their efforts in the administration of these organizations.

Candidates are also expected to participate in ARHU initiatives and serve on at least one university committee. Documentation of the impact and effectiveness of service may include items such as letters detailing individual contributions from selected committee chairs or persons in leadership positions of organizations. The Communication Studies Program also values professional or community service. Participating in professional or community service enables candidates to share their knowledge or expertise with others, helping to create a bridge between the university and the outside world. These activities include serving on nonprofit boards and in professional associations, consulting, and community service projects, etc.

Precepting students is a core part of the Stockton ethos. As preceptors, faculty members engage with students outside the classroom, serving as experts on the curriculum. This bolsters

10.5.3 Demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank, and

10.5.4 Demonstrate the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community.

10.6 Associate Professors

The criteria for Associate Professors appear in 10.6.1 through 10.6.3 of University Policy II-10.5.

10.6.1 Must achieve and maintain consistent excellence in teaching (in both Program and General Studies courses) and demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program;

10.6.2 Demonstrate a record of scholarly/creative activity that is recognized by others within their discipline or area of specialization; and

10.6.3 Document progressively important service roles and demonstrate a capacity for leadership.

10.7 Professors

The criteria for Professors appear in 10.7.1 through 10.7.3 of University Policy II-10.5.

10.7.1 Must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;

10.7.2 Must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; and

10.7.3 Must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as

1. Evidence of excellence in teaching effectiveness, including professional development to maintain currency in their subject matter as well as their teaching skills/abilities.
2. Evidence of excellence in meeting service responsibilities
3. Any additional documentation specified in the University, School, and Program Standards with the exception of those related to scholarship and/or creative activity.

F. Procedures for Evaluation and Reappointment

1. NTTPs occupying these lines will undergo evaluations in accordance with the normal evaluation cycle as it specifically pertains to timing, but not file contents, in existing procedures for Part-Time Faculty, and Visiting Faculty Hired Pursuant to XIII-D.
2. Normal reappointment files will be identified within existing procedures for the evaluation of Part-Time Faculty, and Visiting Faculty Hired Pursuant to XIII-D and XIII-O as it specifically pertains to timing, but not file contents, with the exception that additional materials for any in-load non-teaching duties will be required.
3. Core files for evaluation and reappointment will include required background material as identified in Section XIII.B.1. in the Evaluation of Faculty and Library Faculty for Tenure, Reappointment, Promotion and Range Adjustment (2015).
 - a. Files of First Year NTTPs should include a short (one-page) reflection on their first semester at Stockton, syllabi, and student evaluations for first semester courses. If assigned teaching, NTTPs are expected to have a peer observation in their first semester and include that report in their file. If assigned other duties, NTTPs are expected to provide relevant documentation of job performance. Absent extraordinary circumstances requiring documentation, no additional materials are required of First Year NTTPs.
 - b. Files of all other NTTPs should include a Self-Evaluation of no more than 5- pages that contractual duties, as assigned. Additionally, if applicable, they should include a Teaching Portfolio with representative syllabi, student evaluations of teaching, two peer-observation reports per year, evaluations of precepting, any optional documentation of teaching excellence, and documentation of service. NTTPs are expected to provide relevant documentation of job performance.

G. Procedures for Advancement

1. NTTPs whose qualifications meet or exceed the requirements for a higher level shall be eligible for advancement consideration to that level after five years (5) of consecutive service in this position. NTTPs who are advanced a level shall advance the equivalent of three (3) salary ranges which will be computed pursuant to Article XXII, Section C.1 in the Master Agreement.

2. An eligible full-time NTTP may make a written application for advancement consideration following the normal promotion cycle for full-time faculty identified in the annual Personnel Actions Calendar on or before November 1.

3. Core files for advancement will be identified within existing Policy II-10 and existing procedures for promotion for full-

time faculty of Faculty and Library Faculty for Tenure, Reappointment, Promotion and Range Adjustment (2015), with the exception that documentation of achievement in scholarship and/or creative activity is not required. Additionally, external reviewers will also not be required for NTTP core files for advancement at any level. The application may be accompanied by any substantiating documentation which the individual cares to submit. Although scholarship and/or creative activity isn't required for an NTTP, the Communication Studies Program values such work and encourages NTTPs to include documentation regardless. The program considers this evidence of an NTTP going above and beyond.

The general criteria for faculty expectations have been outlined above. In addition, the University has specific expectations for each rank or level. The expectations for each specific rank or level are used to evaluate performance within that rank or level and when judging readiness for promotion or advancement to the next higher rank or level. Generally, only performance since the last promotion will be considered in the new evaluation.

NTTP Expectations for Rank and Tenure

The faculty of the Communication Studies Program supports the university rank and tenure. The criteria for expectations for rank and tenure appear in 10.0 of University Policy II-10.5.

10.1 Teaching/Clinical/Other Specialists (N7(n50 G]-6(1)7nE/F1Q.025 p1nl/Oo2 Tf1 0 0 1 -6(uport)7(s)-7

10.2.2 Document consistent excellence in teaching (in both Program and General Studies courses, as assigned) and/or consistent excellence in non-teaching responsibilities as assigned, and

10.2.3 Document progressively important service roles and demonstrate a capacity for leadership, as identified in their individual contracts.

10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):

10.3.1 Must have earned a terminal degree in their field,

10.3.2 In addition to 10.2.2, must also document distinction in teaching (in both Program and General Studies courses, as assigned) and pedagogical leadership; and/or distinction in non-teaching responsibilities and leadership as assigned

10.3.3 Document significant and sustained service roles and demonstrate leadership, as identified in their individual contracts.

*last updated 10/13/24