1. MISSION AND PURPOSE
We bring out the best: We're a student-centered team of professionals who empower our students to manage challenge and change creatively in the field of communications. We work to ensure that all Communication Arts graduates speak effectively, write clearly and concisely, question effectively, communicate persuasively, explain concepts, critique and edit, solve problems, use technology, innovate, lead, reason, practice ethics, build relationships and exceed expectations.

2. DEFINITION OF DEPARTMENT MEMBERS ELIGIBLE TO VOTE ON ACADEMIC MATTERS
All full-time faculty members who are tenured, tenure-earning or non-tenure earning are eligible to vote on matters pertaining to the department other than promotion and tenure.

3. DEPARTMENT CHAIR
The chair is appointed by the dean and periodically reviewed by the dean and the faculty.

4. DEPARTMENT MEETINGS
The Department meets at least twice a semester during the academic year. Meeting dates and times are set at the beginning of each semester. Requests for agenda items are announced the week before the meeting. Minutes will be recorded and distributed. The department does not follow formal parliamentary procedures. Instead, it relies on a majority vote.

5. COMMITTEE STRUCTURE
The department faculty comprises the committee of the whole. Committees for specific tasks may be formed on an ad hoc basis.

6. CRITERIA AND PROCEDURES FOR MERIT PAY, TENURE AND PROMOTION
Merit pay is based on annual evaluations. Each year, a faculty member submits a vita update to the chair. The chair, using department statements on teaching, research and creative activity, and service, writes a draft evaluation of the faculty member's performance, sends it to the faculty member for comment, and after writing a final evaluation, forwards it to the dean for the dean's assessment. Later in the year, when the amount of available merit money has been determined, the chair distributes the merit pay in accordance with the faculty member's annual evaluation.

At the time of annual evaluation, all tenure-earning faculty receive notification of whether they are making satisfactory progress toward tenure.
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The chair and tenured faculty members appointed by the chair are responsible for meeting with faculty members who seek tenure or promotion and for helping them in preparation of their files. When a faculty member is considered for tenure or promotion, all other tenured or tenure-earning faculty in the department may vote on whether they support or oppose the faculty member’s candidacy. This vote, along with the chair’s recommendation, becomes a part of the official record. (APPENDIX A)

7. TEACHING, RESEARCH AND SERVICE

Standards for Promotion and Tenure (see APPENDIX A)
Standards in APPENDIX A indicate standards for teaching, research and service.

Master’s Degree Criteria
For faculty who hold the master’s degree and reflect the professional aspect of our program, different criteria are used to judge research and creative activity. These individuals exhibit their creativity in the form of applied communication skills. They will be first-rate writers, designers, photographers, editors, producers etc. Their scholarship may include activities traditionally recognized as scholarship and/or take the form of published creative works such as articles in major newspapers and/or periodicals, advertisements or advertising and public relations campaigns designed or carried out for major public or private organizations. Reviews and awards garnered by these activities provide a basis for assess their contribution to the field of communication.

New faculty members will be allowed to choose to be evaluated on either the basis of the departmental bylaws in place at the time they were hired or subsequent versions of the bylaws.

8. OTHER POLICIES AND PROCEDURES

A. Summer Teaching is determined by rotation.

The department’s first priority is to provide regular, tenure-earning faculty with at least one course and the normal salary for that course.

In the event additional funds are available, a rotation based on seniority will indicate who will be awarded a second course and normal salary for that course.

All tenured and tenure-earning faculty will receive a summer line first. Then, if lines are available and there is a programmatic need, instructors will be eligible for a summer line.

If any additional lines are available after one turn through the list of tenure lines and instructor lines, they will go to the tenure-line faculty in the established order of the rotation.

In the event that a faculty member gets a grant or another position on campus or elsewhere, or for some other reason, does not teach in a given summer, the faculty
member will not lose his/her place in the rotation. Faculty members are strongly encouraged to seek grants and other sources of summer employment and will not be penalized if they are successful.

In cases of those faculty members who are funded fully through grants or from other sources, that faculty member will be encouraged to relinquish the summer supplemental appointment to the next faculty member in the rotation. The person relinquishing the supplemental appointment will not lose his/her order in the rotation. The purpose of this section is to prevent a faculty member from getting full salary from grants or other sources and, in addition, teaching a course for what amounts to an overload.

Addition of new faculty to the rotation will be in the order of hiring. If any two or more faculty members are hired on the same day, the order of eligibility in the rotation will be determined by the flip of a coin.

B. Overload: Regular faculty have first priority for overloads when courses meet college enrollment expectations.
C. Release Time: Upon approval of the dean, the chair may grant release time for activities beneficial to the department or college.
D. Syllabus Standards: All instructors are required to adhere to the standards articulated in Appendix B in the delivery of courses in the Department of Communication Arts. Refer to APPENDIX B for detailed outline of required standards.

E. Class Meeting Policy: Cancellation of classes should only occur as a last resort in the event of an uncommon emergency. Instructors must make every effort to make alternative arrangements (online course content/interaction, guest instructor, etc.) to meet instructional goals in the event that he/she is not able to meet a class. Final exam week is included in the regular semester schedule and is not, by its very nature, a unique circumstance in which cancellation is appropriate. Scholarly activity must occur during the official final examination week.

In the event that a class must be cancelled, the Department of Communication Arts front office must be notified by the instructor.

This document is subject to review by the department, annually or more frequently.

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APPENDIX A
DEPARTMENT OF COMMUNICATION ARTS
PROMOTION AND TENURE CRITERIA

UWF has adopted a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. There are three performance categories: teaching; scholarship and creative projects; and service. These assessment criteria form the basis for promotion and tenure decisions.

The following criteria categories will be used in evaluating faculty quality of performance:

- **Poor:** Unacceptable level of performance. Major areas of weakness require remediation.
- **Fair:** Overall performance includes some strengths, but one or more major weaknesses exist.
- **Good:** Moderate progress toward long-term professional goals, but one or more minor weaknesses exist.
- **Excellent:** Meets department standards for professional performance. No areas of weakness exist.
- **Distinguished:** Exceeds department standards for professional performance. Exceeds the standards for excellence in quality, quantity or both.

The minimum standards are:

- **Tenure:** To be granted tenure, a faculty member must demonstrate excellent teaching and at least one excellent and at least one good rating in the other two categories.
- **Promotion to Associate Professor:** To be promoted associate professor, a faculty member must demonstrate an excellent performance in all three categories.
- **Promotion to Professor:** To be promoted to professor, a faculty member must demonstrate a distinguished performance record in at least one category and at least excellent in each of the other two categories.

The performance levels are expected as an average with sustained effort throughout the decision period.

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**NOTE:** For promotion to the rank of Professor in the Department of Communication Arts, the publication of a book (single or first author), is preferred, but not required if scholarly/creative activity is robustly demonstrated elsewhere. Single or first author journal articles will be sufficient for promotion from assistant to associate professor, in accordance with the standards outlined in this document.

1. **Criteria**

It is expected that all faculty will conduct themselves in accordance with the policies outlined in UWF Professional Standards and the UFF Collective Bargaining Agreement. Criteria evaluating teaching, scholarly and creative activity, and service include but are not limited to the following: (The order of the listing does not reflect relative importance.)

1.1. **Teaching**

For tenure and promotion, a record of excellent teaching is required. Teaching effectiveness can be demonstrated with, but not limited to:

- Satisfactory student evaluations.
- Peer evaluations of teaching.
- Organization and planning of courses.
- Clear and definitive explanation of assignments.
- Engaging students in research and/or creative projects.
1.2. Scholarly and Creative Activity

In assessing scholarly and creative work, the greatest emphasis will be given to the following:

A. (order as value criteria) Single-authored work, followed by
   a. First-authored work
   b. Multiple-authored work
B. Peer reviewed work
C. Citation of work by other scholars

Scholarly and creative activity can be demonstrated with, but not limited to:

- Published books
- Peer-reviewed journal publications (online publications are acceptable if refereed)
- Peer-reviewed conference publications.
- Serving as editor of a regional, national, or international academic journal
- Internally sponsored research.
- Externally sponsored research.
- Invited talks on research area.
- Chapters or books on communication.
- Presentations resulting in peer review of research.
- Poster sessions resulting in citation of research.
- Publication of technical reports.
- Mentoring of capstone projects, honors projects, student competitions, and/or independent studies.
- Published Self-authored book or monograph
- Published professional critiques: book and or film reviews
- Published annotated bibliographies
- Published articles in pedagogical journals
- Published articles in popular media

All of the following require evidence of consideration by a decision-maker in a commercial or non-profit enterprise: Some faculty members in Communication Arts exhibit their creativity in the form of applied communication skills demonstrated in everything from newspaper series to films to advertising and public relations campaigns.

Because of the nature of professional advertising and public relations work, a creative piece may often have many contributors (writer, art director, designer, photographer, web coder, etc.).

- Typical creative activities in advertising and public relations include (all of the following require evidence of consideration by a decision-maker in a commercial or non-profit enterprise):
  - Collateral: brochures, package design, CD album covers, T-shirts, etc.
  - Traditional media: newspaper, magazines, radio, TV, corporate video ad, Website design, outdoor
Typical creative work in film and television include:

- Write feature-length film or TV series -- single author
- Write feature-length film or TV series -- first author
- Director of feature-length work
- Editor of feature-length work
- Regional/Local single-medium campaign
- Write feature-length film or TV series -- secondary author
- Write film short script or TV program -- single author
- Write film short script or TV program -- first author
- Write film short script or TV program -- secondary author
- Director of short work
- Editor of short work

For a detailed outline of performance standards refer to section 2. Departmental Criteria for Evaluation

1.3. Service

Along with teaching and scholarship, service is an important part of one's responsibility as a university faculty member. At the outset of their employment, the department chair will advise new faculty members about how this activity can be incorporated strategically into their work assignments. Although service may be somewhat lighter for new faculty members in the process of establishing themselves as teachers and scholars/artists than for experienced faculty members, new faculty should be encouraged to render high-quality service.

As is the case with scholarship, some service activities are more meritorious than others. Most meritorious are those that involve major time commitments and contribute to the well-being of the department, college, university or profession. Service activities will be assessed annually.

Service is broadly defined and includes a wide range of activities including, but not limited to (all service activities must be linked to the discipline in order to contribute to tenure and promotion):

- Service on university, college, and department governance.
- Service as Program Director or Coordinator.
- Community service related to one's discipline.
- Service to the university in the form of delivering courses to remote locations.
- Advising student organizations.
- Service to student organizations.
- Services related to recruitment and retention of students.
- Service on editorial review boards.
- Service on conference committees.
- Articulation efforts at various levels.
- Outreach activities that promote the department, college and/or university.
- Participation with the local professional organizations.
- Textbook, manuscript and grant reviewing activity.
- Mentoring and assisting new faculty.
- Student advising
- Regional or national consultancy related to a faculty member's area of expertise.
- Service to professional/academic organizations
- Active leadership in regional or national professional/academic organizations
- Director of multi-section course (unless position is attached to release time)
2. Departmental Criteria for Evaluation

The criteria categories Poor, Fair, Good, Excellent, and Distinguished will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

2.1. Teaching

In this performance area, the ratings in the first three performance categories (Poor, Fair, Good) do not facilitate favorable tenure and promotion decisions.

2.1.1. Poor

This performance level demonstrates serious problems in attaining success in the teaching role as reflected either by (1) a combination of many negative indicators, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below the department standards of excellence.

Indicators:

- Student evaluations document consistent and substantive problems (ratings well below the department average).
- Syllabi fail to establish clear and relevant expectations.
- Assessment practices are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair).
- Goals and course content reflect no continuous improvement efforts; no assistance rendered for department assessment plan.
- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax; routinely poor preparation; disengaging, chaotic, or hostile classroom environment).
- Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping office hours, showing favoritism).
- Consistent and very negative ratings in advising, mentoring, and supervision of students’ scholarly or creative activities.
- Special teaching assignments (e.g., honors, capstone) avoided or poorly executed.
- Chronic evidence of disrespect for students and their rights.
- Avoids teaching developmental activities.

Implication: Requires major remedial work.

2.1.2. Fair

Demonstrates some positive teaching outcomes but produces major areas for concern that have a moderately negative impact on students and their learning typically as reflected by a combination of several of the indicators below. In general, teaching performance is moderately below the department standards of excellence.

Indicators:

- Student evaluations document areas of moderate concern.
- Syllabi need to provide clearer and more appropriate expectations.
- Assessment practices show some difficulty in supporting student learning and meeting department needs.
- Goals and course content reflect limited continuous improvement effort.
- Some pedagogical practices need attention.
- Some student support practices need improvement.
- Advising, mentoring, and student supervision practices need improvement.
- Special teaching assignments (e.g., honors, capstone) could be executed with greater competence.
- Occasional instances of disrespect for students and their rights.
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• Does not typically participate in teaching development activity.

Implication: Some remediation is necessary. Change will need to be substantial to qualify for tenure and promotion.

2.1.3. Good

Demonstrates overall teaching effectiveness but produces some minor areas for concern, typically reflected by some combination of the indicators listed below. In general, teaching performance is mildly below the department standards of excellence.

Indicators:

• Student evaluations document adequate impact on learning.
• Syllabi provide reasonably clear and appropriate expectations.
• Assessment practices support student learning and contribute to department needs.
• Goals and course content give evidence of continuous improvement effort.
• Majority of pedagogical practices are appropriate and effective.
• Majority of student support practices are appropriate and effective.
• Advising, mentoring, and student supervision practices are appropriate and effective.
• Special teaching assignments (e.g., honors, capstone) executed with reasonable skill.
• Maintains appropriate standards of academic integrity, including respect for students and their rights.
• Participates in teaching development activities when directed to do so.

Implication: Performance at this level suggests positive potential but does not justify tenure or promotion.

2.1.4. Excellent

Demonstrates consistent high quality teaching with positive outcomes for student as reflected by the indicators below. In general, performance at this level meets all or almost all department standards of excellence.

Indicators:

• Student evaluations document consistently positive impact on learning as indicated by average of 80% of respondents (comprehensive and accumulated as annual percentage [academic year]) noting “very good” or “excellent” performance on all items.
• Syllabi outline comprehensive, clear, and appropriate performance expectations.
• Assessment practices enhance student learning and contribute to department needs.
• Goals and course content routinely provide evidence of continuous improvement effort.
• Pedagogical practices facilitate optimal learning conditions.
• Student support practices facilitate optimal student development.
• Mentoring of capstone and honors projects.
• Appropriate standards of academic integrity promoted, including respect for students and their rights.
• Participates voluntarily in professional development activities to improve teaching quality and flexibility.

Implication: Performance average at this level over the period of employment at UWF justifies favorable tenure and promotion decision.

2.1.5. Distinguished

Demonstrates unusually high degree of quality in teaching as shown by the following indicators that build upon indicators for excellence. In general, performance at this level exceeds department standards of excellence.

Indicators:
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- Student evaluations document consistently positive impact on learning as indicated by average of 90% of respondents (comprehensive and accumulated as annual percentage [academic year]) noting "very good" or "excellent" performance on all items.
- Narrative statements emphasize powerful impact on learner or transformative learning experiences.
- Teaching awards honor high caliber of performance.
- Leadership evident in the promotion of high quality teaching and curriculum development in the department.

Implication: Performance average at this level over the last five years of employment at UWF easily justifies favorable tenure and promotion decision.

2.2. Scholarship and Creative Projects

In this performance area, the ratings in the first two performance categories (Poor, Fair) do not facilitate favorable tenure decisions, and the ratings in the first three performance categories (Poor, Fair, Good) do not facilitate favorable promotion decisions.

Note: The responsibilities of the Director of Forensics in this department are split 50-50 between teaching and forensics duties. Therefore, because the traditional professorial responsibility is 50 percent, the scholarship or creative activity expected of the person holding that position will be one-half that expected of full-time faculty members.

2.2.1. Poor

Demonstrated serious problems organizing and developing scholarly and/or creative projects, as suggested by the following indictors. Scholarly and/or creative production is well below the department standards of excellence.

SCHOLARLY TRACK
Indicators:
- Minimal pursuit of scholarly and/or creative projects
- Failure to pursue professional development activities such as continuing education or technology training
- Violation of professional ethical standards in scholarly and/or creative work.
- Avoidance of involvement in professional organizations

Implication: Major remedial work is required.

2.2.2. Fair

Minor tangible progress toward a scholarly and/or creative agenda is demonstrated by the following indicators or equivalents. Scholarly and/or creative work is moderately below the department standard of excellence.

SCHOLARLY TRACK
Indicators:
- Evidence of completion of some beginning stages of work, such as data collection, an outline for an article or a plan for a creative project.
- Evidence of the exploration of a possible collaboration or resource network in support of a particular scholarly or creative effort

Implication: Lacks sufficient evidence for department support of tenure or promotion, but shows promise of future productivity

2.2.3. Good

Moderate tangible progress toward a scholarly or creative agenda is demonstrated by the
following indicators or equivalents, but the work falls mildly below department standards of excellence in quality and/or quantity.

SCHOLARLY TRACK
Indicators:
- At least three peer-reviewed national or regional journal articles, of which the candidate is the single or first author of at least two.

In addition, at least three of the following or their equivalents (refer to section 1.2 for value criteria):
- A published book
- Editor of a multi-author
- Single or first author of book chapter
- Refereed encyclopedia article
- Book review in peer-reviewed journal
- Single or first author of a refereed conference presentation
- Author of an invited conference presentation
- Editor or member of editorial board of a journal
- Receiving an external competitive research grant
- Receiving a regional or national award for scholarship
- Work cited by other scholars more than 50 times
- An average of at least two honors projects, directed studies or capstone projects directed per 24 months.

JOURNALISM TRACK (equivalent alternative activities for scholar concentrating in Journalism)
- "A peer-reviewed national or regional journal article, of which the candidate is the single or first author"

For all other research publications or presentations
  - Journalism equivalents:
    - A series of articles on related topics (2500+ words in state or regional newspapers.
    - An in-depth article (2000+ words) in a national magazine
    - An in-depth article (2000+ words) in a state or regional magazine
    - A converged media presentation of more than 10 minutes

CREATIVE/ARTISTIC ACTIVITIES (equivalent alternative activities for scholars concentrating in Telecommunications or Advertising/Public Relations)

- "A peer-reviewed national or regional journal article, of which the candidate is the single or first author"
  - Creative/Artistic Equivalents (Advertising/Public Relations):
    - ~ National mixed/multiple-medium campaign
    - ~ National single-medium campaign
    - ~ Regional/Local mixed/multiple-media campaign
    - ~ Regional/Local single-medium campaign

Equivalent to scholarly indicators:
- ~Elements of Advertising/P.R. - Campaign
- ~Elements of Advertising/P.R. - Single
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• "A peer-reviewed national or regional journal article, of which the candidate is the single or first author."
  □ Creative/Artistic Equivalents (Telecommunications):
    • Write feature-length film or TV series – single author
    • Write feature-length film or TV series – first author
    • Director of feature-length work
    • Editor of feature-length work
    • ~ Regional/Local single-medium campaign
  □ Equivalent to scholarly indicators:
    • Write feature-length film or TV series – secondary author
    • Write film short script or TV program – single author
    • Write film short script or TV program – first author
    • Write film short script or TV program – secondary author
    • Director of short work
    • Editor of short work

* Requires evidence of consideration by a decision-maker in a commercial or non-profit enterprise.

** Requires implementation by commercial or non-profit enterprise. Work may be either paid or unpaid.

@ Must be under contract or under an option, in the case of independent productions, the work must result in a completed product, with or without distribution.

@@ Requires evidence that person has been chosen by an executive producer or line producer. Must be under contract or under an option.

Implication: May qualify for tenure if teaching and service are distinguished or excellent, but does not qualify for promotion.

2.2.4. Excellent

Satisfactory completion of a scholarly and/or creative agenda that is well suited to a regional comprehensive university as demonstrated by the following indicators. Scholarly and/or creative projects meet department standards for excellence in both quality and quantity.

SCHOLARLY TRACK
Indicators:
• At least four peer-reviewed national or regional journal articles, of which the candidate is the single or first author of at least three.

In addition, at least four of the following or their equivalents (refer to section 1.2 for value criteria):
• A published book
• Editor of a multi-author book
• Single or first author of book chapter
• Refereed encyclopedia article
• Book review in peer-reviewed journal
• Single or first author of a refereed conference presentation
• Author of an invited conference presentation
• Editor or member of editorial board of a journal
• Receiving an external competitive research grant
• Receiving a regional or national award for scholarship
• Work cited by other scholars more than 50 times
• An average of at least three honors projects, directed studies or capstone projects directed per 24 months.
JOURNALISM TRACK (equivalent alternative activities for scholar concentrating in Journalism)
- "A peer-reviewed national or regional journal article, of which the candidate is the single or first author"
- For all other research publications or presentations
  - Journalism equivalents:
    - A series of articles on related topics (2500+ words in state or regional newspapers.
    - An in-depth article (2000+ words) in a national magazine
    - An in-depth article (2000+ words) in a state or regional magazine
    - A converged media presentation of more than 10 minutes

CREATIVE/ARTISTIC ACTIVITIES (equivalent alternative activities for scholars concentrating in Telecommunications or Advertising/Public Relations)
- "A peer-reviewed national or regional journal article, of which the candidate is the single or first author"
  - Creative/Artistic Equivalents (Advertising/Public Relations):
    - ~ National mixed/multiple-medium campaign
    - ~ National single-medium campaign
    - ~ Regional/Local mixed/multiple-medium campaign
    - ~ Regional/Local single-medium campaign
  - Equivalent to scholarly indicators:
    - ~ Elements of Advertising/P.R. - Campaign
    - ~ Elements of Advertising/P.R. - Single

- "A peer-reviewed national or regional journal article, of which the candidate is the single or first author"
  - Creative/Artistic Equivalents (Telecommunications):
    - @ Write feature-length film or TV series -- single author
    - @ Write feature-length film or TV series -- first author
    - @ @ Director of feature-length work
    - @ @ Editor of feature-length work
    - ~ Regional/Local single-medium campaign
  - Equivalent to scholarly indicators:
    - @ Write feature-length film or TV series -- secondary author
    - @ Write film short script or TV program -- single author
    - @ Write film short script or TV program -- first author
    - @ Write film short script or TV program -- secondary author
    - @ @ Director of short work
    - @ @ Editor of short work

Implication: Qualified for tenure and promotion if teaching and service are at the required levels.

2.2.5. Distinguished
An unusually high degree of excellence in scholarly or creative projects is demonstrated by the following indicators. Scholarly and/or creative projects exceed department standards for excellence in both quality and quantity:
SCHOLARLY TRACK

Indicators:

- An average of (1) at least one single- or first-author books in the candidate’s field and one peer-reviewed publication in a refereed national or regional journal, or (2) At least five peer-reviewed national or international journal articles, of which the candidate is the single or first author of at least four.

In addition, the equivalent (see track lists below) of at least three of the following (refer to section 1.2 for value criteria):

- A published book
- Editor of a multi-author book
- Single or first author of book chapter
- Refereed encyclopedia article
- Book review in peer-reviewed journal
- Single or first author of a refereed conference presentation
- Author of an invited conference presentation
- Editor or member of editorial board of a journal
- Receiving an external competitive research grant
- Receiving a regional or national award for scholarship
- Work cited by other scholars more than 50 times
- An average of directing at least two honors projects, directed studies or capstone projects per 24 months.
- An average of at least three honors projects, directed studies or capstone projects directed per 24 months.

JOURNALISM TRACK (equivalent alternative activities for scholar concentrating in Journalism)

- "A peer-reviewed national or regional journal article, of which the candidate is the single or first author"

- For all other research publications or presentations
  - Journalism equivalents:
    - A series of articles on related topics (2500+ words in state or regional newspapers.
    - An in-depth article (2000+ words) in a national magazine
    - An in-depth article (2000+ words) in a state or regional magazine
    - A converged media presentation of more than 10 minutes

CREATIVE/ARTISITIC ACTIVITIES (equivalent alternative activities for scholars concentrating in Telecommunications or Advertising/Public Relations)

- "A peer-reviewed national or regional journal article, of which the candidate is the single or first author"
  - Creative/Artistic Equivalents (Advertising/Public Relations):
    - ~ National mixed/multiple-medium campaign
    - ~ National single-medium campaign
    - ~ Regional/Local mixed/multiple-media campaign
    - ~ Regional/Local single-medium campaign
  - Equivalent to scholarly indicators:
    - ~Elements of Advertising/P.R. - Campaign
    - ~Elements of Advertising/P.R. - Single
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- "A peer-reviewed national or regional journal article, of which the candidate is the single or first author"
- Creative/Artistic Equivalents (Telecommunications):
  - @Write feature-length film or TV series — single author
  - @Write feature-length film or TV series — first author
  - @Direct of feature-length work
  - @Editor of feature-length work
  - ~ Regional/Local single-medium campaign
- Equivalents to scholarly indicators:
  - @Write feature-length film or TV series — secondary author
  - @Write film short script or TV program — single author
  - @Write film short script or TV program — first author
  - @Write film short script or TV program — secondary author
  - @Direct of short work
  - @Editor of short work

Implications: Easily qualifies for promotion and tenure

2.3. Service

In this performance area, the ratings in the first two performance categories (Poor, Fair) do not facilitate favorable tenure decisions. The ratings in the first two performance categories (Poor, Fair) do not facilitate favorable promotion decisions to Associate Professor, and the ratings in the first three performance categories (Poor, Fair, Good) do not facilitate favorable promotion decisions to Professor.

2.3.1. Poor

Demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is well below the department standards for excellence.

Indicators:
  - Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization.
  - Faculty seems resistant or oblivious to service needs.
  - Community service, if any, does not in any way provide synergy between the faculty member's area of expertise and the service function(s).

Implication: Remedial work is required; May include recommendation to find a context that is a better match to the individual's service values than the substantial service needs relevant to the regional comprehensive context. No support for tenure or promotion.

2.3.2. Fair

Demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is moderately below department standards for excellence.

Indicators:
  - Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation).
  - Spreads faculty time and energy too thinly to facilitate effectiveness.
  - Community service, if applicable, provides limited, tangential synergy between the faculty member's area of expertise and service functions.

Implication: No support for tenure/promotion.
2.3.3. Good
Demonstrates major tangible progress in relevant service contributions as shown by the indicators below. In general, service is somewhat below department standards for excellence.

Indicators:
- Participates effectively in at least 5 of the service activities listed in section 1.3 of this appendix.
- Selection of service activity expresses understanding of faculty service role in regional comprehensive university.
- Usually participates actively and constructively in service activity.
- Usually effective in service as citizen of department.
- Balance across service obligations may be a struggle.
- Community service, if applicable, provides reasonable synergy between the faculty member's area of expertise and the service functions.

Implication: Acceptable performance early in career is demonstrated but expectation is that service excellence is the standard that produces positive personnel decisions.

2.3.4. Excellent
Demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet the department standards for excellence. Demonstrates consistent involvement in service activities.

Indicators:
- Participates effectively in at least 6 of the service activities listed in section 1.3 of this appendix
- Scope and effort level is substantive with demonstrated impact.
- Colleagues view contributions to department as effective.
- Service agenda well suited to regional comprehensive university mission.
- Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community.
- Community service provides excellent synergy between the faculty member's area of expertise and the service functions. For example, serving as a judge in a science competition.

Implication: Performance at this level qualifies for favorable promotion/tenure decisions.

2.3.5. Distinguished
Demonstrates high degree of skill in service contributions as shown by the indicators below that build upon indicators for excellence. In general, service contributions exceed the department standards for excellence.

Indicators:
- Participates effectively in at least 10 of the service activities listed in section 1.3 of this appendix
- Leadership demonstrated in targeted arenas of service (e.g., holds elected office; collaborates skillfully and innovatively).
- Problems solved proactively through vigorous contributions.
- Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions.
- Community service provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions.

Implication: Performance easily qualifies for favorable tenure and promotion decisions.

2.4 Overall evaluation
The final assessment of a tenure or promotion candidate's performance after six years will reflect these weights:

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<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Research or Creative Activity</strong></td>
<td>1.5</td>
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<tr>
<td><strong>Service</strong></td>
<td>1</td>
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APPENDIX B

SUMMARY: The following elements will be reflected on all syllabi utilized in the Department of Communication Arts. Every instructor, by accepting a teaching assignment in COMM ARTS, agrees to have each of the following elements reflected in the syllabus for each course they are assigned to teach.

Instructors must make the syllabus for the course available 1-2 weeks preceding the class via the online database (FACS) in order to provide students ample opportunity to review course requirements.

- Course number and course title
- Instructor name(s) & contact information including office hours, office location (if applicable), preferred means of communication, etc.
- List of required textbooks and/or readings
- Course description
- Student Learning Outcomes (SLO)
- Course Schedule: course schedule may include items such as expectations for consumption of required readings/content, assignment due dates, exam schedule, project deadlines, preview of lecture topics/instructional content (if applicable), etc.
- Course Policies
  Required inclusion:
  - Statement of the University policy on academic conduct (at minimum—excerpt with link to complete version)
  - Grading scale
  - Outline of required assignments
  - Statement about assistance for students with special needs
  - Attendance policy (if applicable)
- Optional policy inclusions (the following list is not exhaustive):
  - Expectations for classroom decorum/behavior
  - Email policy (i.e. [sample statement] "students enrolled in this course are required to check email every _____ as it is utilized as a primary means of communication between instructor and student in this course.")
  - Expectations for general writing, speaking, design, etc.