

**DEPARTMENT OF COMMUNICATION, MEDIA, & CULTURE
GUIDELINES FOR PROMOTION and/or TENURE**

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I. Introduction

The Department of Communication, Media & Culture includes persons of diverse backgrounds who serve the mission of Coastal Carolina University in various ways. Some are scholars situated within a traditional academic epistemology, whether Cartesian, Social Scientific, or Humanistic; others are artistic performers situated more broadly within performative or cultural arenas. Some are journalists, practitioners, and consultants who apply their skills in the public fora. All of us are mentors, teachers of specific performative and pedagogical skills, and many of us combine these activities, serving as living bridges between and among diverse cultures (Anzaldúa). A faculty, like any healthy ecosystem, relies on diversity in order to maintain sustainability. Therefore, the Department of Communication, Media, & Culture embraces the unique contributions of each faculty member as vital components of our department, without whom we could not function.

The achievement of promotion, tenure and/or rank is and should be a motivation for continued professional development. Advancement through the academic ranks is based on individual accomplishments in each of the three broad categories as defined by Coastal Carolina University: teaching, scholarly/creative activity, and service. With each level of advancement in rank, expectations for the significance of achievement are increasingly rigorous.

This document is meant to serve as a guide for assessing a candidate's qualifications for tenure and promotion and is provided in addition to the guidelines of Coastal Carolina University as expressed in the Faculty Handbook. These are not the only standards upon which we are evaluated. Our department, college, university, and specific obligations also delineate the processes, timelines, standards, and guidelines by which we are evaluated. We remind us all that this document is an elaboration of multiple rules, resources, and regulations pertaining to the promotion and tenure process here at Coastal Carolina University.

The overall and overarching guidelines for promotion and tenure are broadly summarized within the **Faculty Handbook** and are elaborated on in the **Edwards College documents entitled Expectations for Tenure and Promotion and Post-tenure Review and Job Responsibilities for Lecturers in the Edwards College**.

II. Support Statement

Our colleagues, including administrators, within the Department of Communication, Media, & Culture are invested in the success of all faculty, whether contingent, lecturer, or tenured/tenure-track. We support our colleagues' teaching, service, and, as applicable, scholarly and/or creative activities. Further, we support the diversity we expect it to represent. We urge our colleagues who are preparing for promotion and/or tenure to solicit advice, seek out guidance, and request exemplars of successful files appropriate to the colleagues' employment classification and rank.

Since each candidate is responsible for making his or her own case with regard to their merit for promotion and/or tenure, we cannot urge enough that a wide range of feedback should be solicited, considered, and incorporated into these important milestones in our faculty's professional lives.

III. Elaborations

At the time of application, candidates for tenure and/or promotion must meet **all** current university and college requirements concerning eligibility for promotion and/or tenure—such as holding tenure-track appointments, years in ranks, terminal degree, and so forth.

Departmental evaluative criteria and requirements may be more stringent, but **cannot** be less stringent, than Edwards College criteria and requirements.

Decisions regarding promotion and tenure are among the most important made by a university. Guidelines for promotion and tenure should address at least three important goals. They should

1. Promote excellence among members of the faculty.
2. Be explicit enough to ensure that faculty members understand the evaluation criteria.
3. Encourage fairness and consistency in the promotion and tenure decision-making process.

Any promotion and tenure system should be based upon an individual's total contribution to the department, the university, and the profession, so the establishment of individual categories of criteria suggests a parsing of a holistic set of standards. In addition, criteria should reflect the fact that individuals have differing strengths. However, all faculty are expected to excel as teachers and, as appropriate to responsibilities and rank, other areas as specified in his or her appointment letter.

The evidence presented in each category will vary from one individual to the next. Recognized examples of typical indicators are listed for each of the categories below. It is the responsibility of the individual faculty member seeking promotion and/or tenure to present substantive evidence within each category to establish a clear pattern of effectiveness and/or being exceptional.

Note that distinct activities presented as part of files towards annual review, promotion, tenure, or post-tenure review may only count in one area (i.e., teaching, scholarly/creative activity, service) elaborated below. Distinct elements from sustained activity may be claimed in the different areas, but each distinct element must be claimed in only one. As an example, a faculty member who collects data for assessment, uses the opportunity to lecture in class about data collection research methods, and then publishes research utilizing that data could count (a) the assessment report as service, (b) the lecture as teaching, and (c) the publication as scholarly/creative activity, even though each element has a shared element. Faculty members may choose which elements fit into which area (and are encouraged to use the elaborations and examples below in making this decision) but must clearly distinguish between the different

elements and make evidence-based arguments for their inclusion in each distinct area.

For purposes of the Department’s promotion and tenure guidelines and for merit pay considerations, effectiveness is defined as showing a clear and consistent pattern of productivity and achievement of personal, departmental, and university goals. Being exceptional is defined as consistently showing a level of performance that is above effective; that reflects sustained, high-quality contributions within the performance dimension; and that is recognized for its excellence within the campus as well as the state, national, and international professional community.

IV. The Initial Appointment Letter

When Coastal Carolina University makes an offer of employment, typically the new employee is provided with an appointment letter. This letter, usually issued and signed by the Provost, outlines the initial teaching assignments, faculty expectations, and other pertinent information and serves as a legal contract governing the start of a faculty member’s employment. It is the foundation for understanding promotion and/or tenure requirements.

V. Guidelines for Lecturers

Unless stated otherwise in the appointment letter, lecturers are not required to perform service or scholarship and will be evaluated solely on teaching effectiveness. Measures of teaching effectiveness are outlined below in the context of promotion, but also apply to annual evaluations.

Promotion to Senior Lecturer is a milestone event that recognizes outstanding teaching and the potential for service. The standards for promotion to senior lecturer are outlined below.

Exceptional	<p><u>Since hire:</u></p> <ul style="list-style-type: none"> - Student evaluations exceed College averages - Demonstrated innovation in pedagogy - Professional development through workshops/seminars - Mentoring or service relevant to improving student learning
Favorable	<p><u>Since hire:</u></p> <ul style="list-style-type: none"> - At least 85% of student evaluation means are within half a standard deviation of College means - Demonstrated currency in pedagogical practices and course content - Evidence of curriculum development
Unfavorable	<p><u>Since hire:</u></p> <ul style="list-style-type: none"> - Less than 85% of student evaluation means are within half a standard deviation of College means - Little to no evidence of pedagogy improvement efforts

At least three peer/chair/dean/CeTEAL classroom observations and evaluations are required over tenure periods spanning at least three academic years.

VII. Guidelines for Tenure-Track/Tenured Faculty Members

In addition to University and College guidelines, there is an expectation that colleagues seeking advancement to the rank of associate professor with tenure have moved beyond the promise of success to demonstrated, sustained success within the field as is appropriate for their scholarship/creative activity. Below are departmental elaborations for teaching, scholarship/creative activity, and service requirements.

A. Promotion and Tenure - Measures of Teaching Effectiveness

1. For Tenure and Promotion to Associate Professor

Exceptional	<p><u>Since hire:</u></p> <ul style="list-style-type: none"> - At least 75% of student evaluation means meet or exceed College averages AND at least two of the following performance dimensions are exceptional: <ul style="list-style-type: none"> • course and curriculum development and design • mentoring of students leading to conference presentations and/or publications beyond CCU • annual classroom observations by peers/chair indicating excellence • teaching excellence evidenced by grants/awards/commendations
Favorable	<p><u>Since hire:</u></p> <ul style="list-style-type: none"> - At least 85% of student evaluation means are within half a standard deviation of College means - Evidence of continuous professional development/training leading to improvement/innovation/currency of course content and/or methods and/or technologies/instructional tools - Classroom observations and evaluations indicating effective teaching
Unfavorable	<p><u>Since hire:</u></p> <ul style="list-style-type: none"> - Less than 85% of student evaluations are within half a standard deviation of College means - Little to no evidence of professional development/training - Little to no evidence that suggested teaching improvements were followed

At least three peer/chair/dean/CeTEAL classroom observations and evaluations are required over tenure periods spanning at least three academic years.

At least two teaching development areas should be undertaken over the tenure period. Among others, areas of development can relate to means of delivery, pedagogical values, course content or curriculum innovation or development, student mentoring, and teaching-related grants to improve teaching.

Evidence of improvement can be documented through workshops, CeTEAL seminars, chair/peer

consultations and evaluations, and/or teaching materials (syllabi, assignments, etc.). In all cases candidates should explain the rationale of his/her choices in the third year review letter and the promotion/tenure application letter.

2. For Promotion to Professor or Post-tenure Review

Exceptional	<p><u>Since previous promotion:</u></p> <ul style="list-style-type: none"> - At least 75% of student evaluations means exceed College means - Mentored junior faculty <p>And at least two of the following:</p> <ul style="list-style-type: none"> - Published pedagogy scholarship - Made nationally/internationally visible contributions to pedagogy - Sustained engagement in undergraduate research
Favorable	<p><u>Since previous promotion:</u></p> <ul style="list-style-type: none"> - At least 85% of student evaluation means are within half a standard deviation of College means - Participated in panels/presentations on pedagogy at national/international conferences
Unfavorable	<p><u>Since previous promotion:</u></p> <ul style="list-style-type: none"> - Less than 85% of student evaluation means are within half a standard deviation of College means - Little to no contributions on teaching and learning within the discipline - Little to no evidence of mentoring students and junior faculty

B. Promotion and Tenure - Measures of Scholarly/Creative Activity

In a faculty member's third year review letter as well as promotion and tenure application letter his or her scholarly/creative activity agenda should be clearly stated. Faculty members should also explain and make evidence-based arguments concerning the quality of their scholarly/creative activity. Activities supporting success in scholarly/creative activity, such as collected data, draft manuscripts, and similar, may be provided but only as supporting evidence of ongoing activity or agenda and may not replace items listed below.

Research formally accepted for publication but not yet in print may be included in an individual's record, along with accompanying documentation of acceptance. Such publications cannot be counted as new work in subsequent applications.

Tenure-track and tenured faculty members are expected to publish their scholarly/creative activity at least bi-annually and present their scholarly/creative activity annually or equivalent. If unable to do so, faculty members are expected to make evidence-based arguments for what other activities (listed in this document or otherwise relevant to the faculty member) may replace publication and/or presentation.

1. For Tenure and Promotion to Associate Professor

To earn tenure and promotion to the rank of Associate Professor one must earn 35 points total, with at least 25 points coming from Tier 1 and/or Tier 2 and at least 25 (not mutually exclusive) points coming from published scholarly/creative activities. See Appendix A for specific examples and elaborations.

Exceptional	Since hire: - At least 50 points; indication of agenda-based/sustained activity
Favorable	Since hire: - At least 35 points; indication of agenda-based/sustained activity
Unfavorable	Since hire: - Less than 35 points; no indication of sustained or potential activity

2. For Promotion to Professor or Post-tenure Review

To earn promotion to the rank of Professor, an Associate Professor must earn 35 points total, with at least 25 points coming from Tier 1 and/or Tier 2 and at least 25 (not mutually exclusive) points coming published scholarly/creative activities. See Appendix A for specific examples and elaborations.

In addition to the items listed here, faculty members applying for promotion to Professor must also provide evidence-based arguments for their visibility in the field. Such evidence should demonstrate a reputation within the field beyond the university community, based on the faculty member's scholarly/creative activities.

Exceptional	Since previous promotion: - At least 50 points; indication of agenda-based/sustained activity; indication of visibility in the field based on scholarly/creative activity
Favorable	Since previous promotion: - At least 35 points; indication of agenda-based/sustained activity; indication of visibility in the field based on scholarly/creative activity
Unfavorable	Since previous promotion: - Less than 35 points; no indication of agenda-based/sustained or potential activity; no indication of visibility in the field based on scholarly/creative activity

C. Service Standards - Measures of Service

Service is an integral component to the promotion and tenure process. Recognizing that the majority of faculty members' time must be devoted to teaching, the remainder of that time component should be split between research and service. Unlike teaching effectiveness and scholarly/creative activity, it is difficult—if not impossible—to create equivalencies of service for any two faculty members. Thus, it is equally not possible to stress enough the necessity for

applicants to seek guidance from the department chair.

It is expected that in order to advance to promotion to Professor or for Post Tenure Review, faculty should have performed College and University service and also served their discipline. Such service at this level is expected to be sustained and represent leadership (e.g., chairing a committees, holding offices in associations, etc.).

Indicators of Effective/Favorableness in this performance dimension include, but are not limited to:

1. Department service, including serving on a variety of committees, participating in department decision making and shared governance, and assisting with and/or attending department-wide recruitment and publicity efforts.
2. Serving on both College and University committees.
3. Active involvement in professional organizations, including election as an officer of a professional organization, taking a leadership role in accomplishing a strategic goal of the organization, or providing other core service to the organization.
4. Assisting with and/or attending University events or initiatives, fund raising, ad hoc committee work, etc.
5. Service activities within the community, including helping to promote or carry out efforts that enhance the civic, cultural, or environmental health of the community.

Appendix A: Examples and Elaborations of Scholarly/Creative Activity

Categories of Scholarly/Creative Activity

1. Published Scholarly Activity

In all cases, faculty members must make an evidence-based argument themselves about the quality of each publication, including (for example) whether a journal is “top-tier” within their sub-discipline. Such arguments should be based on evidence such as the journal’s impact rating, citations, and other relevant criteria.

- *Sole author*: Tier 1 = 25 points, Tier 2 = 15 points, Tier 3 = 10 points
- *First co-author*: Tier 1 = 25 points, Tier 2 = 15 points, Tier 3 = 10 points
- *Second or third co-author*: Tier 1 = 20 points, Tier 2 = 12 points, Tier 3 = 7 points
- *Fourth or later co-author*: Tier 1 = 15 points, Tier 2 = 10 points, Tier 3 = 5 points

2. Presented Scholarly Activity

In all cases, faculty members must make an evidence-based argument themselves about the quality of each presentation/venue, including (for example) whether a conference is “top-tier” within their sub-discipline. Presentations will not compensate for a lack of publication.

- *Sole author*: Tier 1 = 15 points, Tier 2 = 10 points, Tier 3 = 5 points
- *First co-author*: Tier 1 = 15 points, Tier 2 = 10 points, Tier 3 = 5 points
- *Second or third co-author*: Tier 1 = 10 points, Tier 2 = 7 points, Tier 3 = 5 points
- *Fourth or later co-author*: Tier 1 = 10 points, Tier 2 = 7 points, Tier 3 = 5 points

3. Published Creative Activity

In all cases, faculty members should make an argument themselves about the quality of each publication. Such arguments should be based on relevant criteria.

- *Sole creator*: Tier 1 = 25 points, Tier 2 = 15 points, Tier 3 = 10 points
- *First co-creator*: Tier 1 = 25 points, Tier 2 = 15 points, Tier 3 = 10 points
- *Second or third co-creator*: Tier 1 = 20 points, Tier 2 = 12 points, Tier 3 = 7 points
- *Fourth or later co-creator*: Tier 1 = 15 points, Tier 2 = 10 points, Tier 3 = 5 points

4. Presented Creative Activity

In all cases, faculty members should make an argument themselves about the quality of each presentation/venue. Such arguments should be based on relevant criteria. Presentations will not compensate for a lack of publication.

- *Sole creator*: Tier 1 = 15 points, Tier 2 = 10 points, Tier 3 = 5 points

- *First co-creator*: Tier 1 = 15 points, Tier 2 = 10 points, Tier 3 = 5 points
- *Second or third co-creator*: Tier 1 = 10 points, Tier 2 = 7 points, Tier 3 = 5 points
- *Fourth or later co-creator*: Tier 1 = 10 points, Tier 2 = 7 points, Tier 3 = 5 points

5. Grants for Scholarly or Creative Activities

In all cases, faculty members must make an evidence-based argument themselves about the quality of each grant, including (for example) whether a grant is “top-tier” within their sub-discipline and how much a grant is worth. Faculty members must explain what research or creative works have resulted or will result from the grant. The receipt of grants alone cannot substitute for publication, performance, or exhibition.

- *Sole primary investigator*: Tier 1 = 10 points, Tier 2 = 5 points
- *Shared primary investigator*: Tier 1 = 9 points, Tier 2 = 4 points
- *Assistant with no authorship*: Tier 1 = 8 points, Tier 2 = 3 points

Examples and Elaborations of Scholarly/Creative Activity

<u>Tier 1</u>	<p><u>A. Scholarly Activity</u></p> <p>1. Journal Articles</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: top tier, international, national <p>2. Authored Books/Textbooks</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: top tier academic publishers <p>3. Edited Books (Editor)</p> <ul style="list-style-type: none"> ● Interdisciplinary: top tier academic publishers (books) ● In-Discipline/Out-of-Discipline: top tier academic publishers (books/textbooks) <p>4. Conference Presentations/Poster Sessions/Panel (Refereed)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: international, national <p><u>B. Creative Activity</u></p> <p>1. Refereed Publications</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: international, national <p>2. Refereed or Residency Presentations</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: international, national <p><u>C. External Grants for Scholarly/Creative Activity</u></p>
<u>Tier 2</u>	<p><u>A. Scholarly Activity</u></p> <p>Journal Articles</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: regional; conference proceedings

	<p>Authored Books/Textbooks</p> <ul style="list-style-type: none"> ● In-Discipline: second tier academic publishers (books/textbooks) ● Interdisciplinary: top-tier academic publisher (textbook) <p>Edited Books/Textbooks (Editor)</p> <ul style="list-style-type: none"> ● Interdisciplinary: top-tier academic publisher (textbook) ● In-Discipline/Interdisciplinary/Out-of-Discipline: second tier academic publishers (books/textbooks) <p>Edited Books/Textbooks (Chapter Author)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: top tier, second tier academic publishers (books/textbooks) <p>Journal Articles (Invited)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: top tier, international, national, regional <p>Book Reviews, Encyclopedia Entries, Magazine Articles, etc.</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: top tier, international, national <p>Conference Presentations/Poster Sessions/Panels (Refereed)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: regional <p>Conference Presentations/Poster Sessions/Panels (Invited)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: international, national <p>Conference Presentations/Poster Sessions/Panels (Refereed)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: state, local <p>Conference Presentations/Poster Sessions/Panels (Invited)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: state, local <p><u>B. Creative Activity</u></p> <p>Refereed Publications</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: regional, state <p>Invited Publications</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: top tier, international, national <p>Refereed or Residency Presentations</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: regional, state <p>Invited Presentations</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: top tier, international, national <p><u>C. Internal Grants for Scholarly/Creative Activity</u></p>
<u>Tier 3</u>	<p><u>A. Scholarly Activity</u></p> <p>Journal Articles</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: local <p>Authored Books/Textbooks</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: second tier academic, popular press, self-published publishers (books/textbooks)

	<p>Edited Books/Textbooks (Editor)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: popular press, self-published publishers (books/textbooks) <p>Edited Books/Textbooks (Chapter Author)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: popular press, self-published publishers (books/textbooks) <p>Journal Articles (Invited)</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: local <p>Book Reviews, Encyclopedia Entries, Magazine Articles, etc.</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: regional, local <p><u>B. Creative Activity</u></p> <p>Refereed Publications</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: local <p>Invited Publications</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: regional, state, local <p>Refereed or Residency Presentations</p> <ul style="list-style-type: none"> ● In-Discipline/Interdisciplinary/Out-of-Discipline: local <p>Invited Presentations</p> <p>In-Discipline/Interdisciplinary/Out-of-Discipline: regional, state, local</p>
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