



THE UNIVERSITY OF  
**SOUTHERN**  
**MISSISSIPPI.**

SCHOOL OF COMMUNICATION

ANNUAL EVALUATION  
PROMOTION AND TENURE  
GUIDELINES

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## School of Communication

### School Policies and Procedures: Evaluation Processes

This document is the product of faculty deliberations and reflects the will of the majority of the School of Communication. It is intended to guide faculty in their conduct of professional activities and to function as the standard by which those activities will be evaluated for administrative purposes.

This document may be revisited and revised periodically. Changes should be approved by school faculty by March 31 to be in effect for the next academic year. For the purpose of tenure and promotion, faculty will be evaluated on the standards in place at the time of their hire as laid out in the school document for that year. Amendments to this document must be submitted in writing to the faculty no less than one week prior to a vote on the amendment. For ratification, the amendment must receive a favorable vote by a majority of faculty members in the School's corps of instruction.

#### Mission, Vision, and Values

##### School Mission

To advance the field of communication by creating and sharing knowledge and practice.

##### School Vision

To create, assemble, and refine knowledge of communication while teaching students the concepts, theories, and technical skills they will need to be productive and responsible contributors in diverse fields of communication.

##### School Values

- Excellence – we strive for the highest levels of performance and are committed to continuous improvement.
- Scholarship – we perform scholarly work that advances the field of communication.
- Education – we share our knowledge and expertise with others.
- Respect – we value diversity of ideas and experience; we show respect through collegiality and ethical behavior.
- Engagement – we actively contribute to our communities.

#### Collegiality and Engagement

Collegiality and engagement are important to the faculty. Collegiality involves respect for colleagues and ability to collaborate on work for the school and university. Engagement involves the actions taken in support of the mission of serving our students and colleagues. All university guidelines will be followed for enacting both.

# Faculty Evaluations: Performance Categories

## School General Statement about Annual Evaluation Standard

Faculty members will, throughout the calendar year, collect and submit information requested by this document. Faculty will provide the requested information in the format specified below by the date specified each year by the school director based on the deadline set by the College.

The School of Communication uses the system of a Personnel Committee made up by tenured faculty representative of the programs within the school. Evaluations are accompanied by an independent assessment by the school director. This assessment will be communicated to the faculty prior to their evaluation conference that should take place each year based on the University set schedule. The faculty member is responsible for the accuracy of the information presented in the annual review summary.

As indicated in the University's Initiative #1—Academic Structure and Evaluation—Annual Evaluation of Faculty Performance, “Importantly, meeting expectations should not entail minimally acceptable levels of performance to avoid contractual termination. Meeting expectations is not merely a matter of achieving a minimally acceptable level of performance to avoid contractual termination. While not a guarantee of success, meeting expectations in annual evaluations is an essential element of a successful path to tenure (for tenure-track faculty) and/or promotion.

This document may be revised from time to time. For the purpose of tenure and promotion, faculty will be evaluated on the standards in place at the time of their hire as laid out in the school document for that year.

A copy of an updated vita should be submitted with the annual review summary.

Faculty members are expected to maintain an appropriate balance between teaching, scholarship, and service. Strength in one area will not accommodate for weakness in other areas. Faculty members should include their annual workload agreement in the annual review submission, as outlined in Section 4.3 of the current *Faculty Handbook*.

Faculty members will include an initial self-assessment for each performance category including teaching, scholarship, and service and how engagement has been addressed in each. A faculty member may provide a brief rationale clarifying the assessment, usually no longer than five pages.

## Tenured and Tenure Track

### Teaching

Each faculty member being evaluated must outline teaching responsibilities. They must also list titles and enrollments for all courses taught.

Specifications of information to be acquired during the year:

1. The copy of the syllabus used in each course and submitted every semester to the School's Administrative Assistant should be included in the review summary. The syllabus will be evaluated for adherence to the university's core requirements including course goals; course objectives; and the basis for assessing student performance.
2. The standard university course evaluations that students complete in SOAR for each course for the review period will be used for the annual teaching evaluation—including both the numerical scores and student comments. Collection during the summer term is at the discretion of the faculty but may not be substituted for regular semester evaluations. Faculty must include evaluations for courses that count as part of their workload. The weighted annual average of course evaluations must be submitted (see appendix) as a portion of this assessment. To meet expectations, the weighted annual average must be above 4.0, or above 3.75 with additional strong evidence of effectiveness.

3. Evidence of effective teaching, commitment to teaching, or efforts to improve upon their teaching beyond data generated by teacher evaluation instruments. This may take multiple forms, including syllabi, assignments, projects, course development materials, web sites, Canvas components. Additionally, faculty may submit information about seminars or classes on learning new instructional techniques that the faculty member attended, peer observation requested through the Center for Faculty Development, mentoring materials, theses and dissertations, etc.
4. Description of the content of any new course/new prep, including a seminar, developed, significantly revised or taught during the year.
5. List of number of advisees (undergraduate, honors, and graduate).
6. Description of grants, honors, or awards related to teaching that were received.
7. Names and degree programs of graduate students on whose committees the faculty member served.
8. Names and projects of each independent study supervised (undergraduate and graduate) including honors theses.
9. Supplemental reviews of teaching. If a faculty member opts to solicit supplemental review from the Director or other University reviewer (as approved by the personnel committee), the following procedures are to be followed:
  - Request for an evaluation should be made prior to the midpoint of the course.
  - The reviewer and faculty member jointly select valid evaluation categories.
  - The reviewer will attend the class twice. The visits should occur after the first two weeks of class and before the last two weeks of the semester.
  - The reviewer should discuss the teacher's performance with them within one week after each observation.
  - The reviewer shall complete and inform the teacher of the overall evaluation within two weeks after the second observation. The instructor may respond to the evaluation. A third observation may be performed at the request of the instructor.

### **Additional/Alternative Measures of Teaching Accomplishments**

Evidence of teaching effectiveness should provide an overall assessment of performance. Example evidence could address syllabi, course shells, instructional content, advising, and mentorship.

The School understands that, although student ratings and comments will be considered as part of faculty evaluation, student feedback can be problematic.

Faculty members are encouraged to provide evidence of the following activities, which, evaluated holistically, might improve a faculty member's performance in the category of teaching from "not meeting" to "meets expectations" and/or to "exceeds expectations":

- Directing a doctoral dissertation to completion
- Directing an Honors thesis or MA thesis to completion
- Noteworthy additional school or university advising (Interdisciplinary Studies, Honors College)
- Teaching an overload (defined as an additional graduate or undergraduate course above a faculty member's expected load for a semester (cannot count classes if being paid for overload)
- Directing a substantive number of independent studies
- Developing and teaching a new course (Includes significant revision of pre-existing course)
- Obtaining a teaching grant
- Achieving 4.8 or higher weighted arithmetic mean evaluation score for all classes taught
- Winning an award for teaching or attending significant teaching development program (ACUE, etc.) or receiving a teaching certificate
- Directing a doctoral comprehensive exam to completion

- Mentoring courses taught by at least three teaching assistants or PTIs, and for which reassigned time is not granted
- Teaching six or more different courses (including summer) during an academic year (excludes 492, 497, 598, 692, 697, 792, 797, 898)
- Directing student associations or clubs for which reassigned time is not granted
- Directing on-campus events (e.g., British debate, MSPA Day) for which reassigned time is not granted
- Significant participation at an alternative teaching site (e.g., Coast campus)
- Serving on four completed dissertation or thesis committees (accumulated over years)
- Teaching a course abroad
- Teaching a capstone course
- Teaching a writing-intensive course
- Teaching a service-learning class
- Organizing a significant graduate student workshop/activity (writing workshop)
- Recruiting experts in the field to speak on campus
- Maintaining facilities and resources for the purpose of teaching

### **Meets Expectations for Teaching**

Evidence of teaching effectiveness should provide an overall assessment of performance and engagement. Office hours are held regularly and routinely. Student requests for advising, communication about course assignments and any other matters are returned promptly with the appropriate level of empathy and understanding. University standards for constructing syllabi, setting up course shells, and other instructional standards are met. Example evidence could address syllabi, course shells, instructional content, advising, and mentorship. The weighted annual average of student course evaluations must be submitted (see appendix) as a portion of this assessment. To meet expectations, the weighted annual average must be above 4.0, or above 3.75 with additional strong evidence of effectiveness.

### **Fails to Meet Expectations for Teaching**

Weighted mean student evaluation score below 4.0 with no additional evidence of satisfactory teaching.

### **Exceeds Expectations for Teaching**

Substantial and unusual evidence of teaching excellence, such as those listed under additional/alternative measures, and a weighted mean evaluation average higher than 4.5 on all courses submitted or strong, additional evidence of effective teaching based on the list above and higher than 4.25 score. It is the responsibility of faculty to present the case for excellence.

## **Scholarship, Research, and Creative Activity**

The School of Communication expectations for faculty are designed to promote high levels of achievement that ensure student success and contribute to professional communities in a manner consistent with the University mission. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward tenure and/or promotion. The school values bringing students into the research and creative work of faculty, recognizing that modeling professional practices in both research and creative endeavors often has an important impact on a student’s life. Following are the general guidelines for submitting and counting evidence:

- Faculty should provide a complete citation for publications, presentations, papers, and other scholarly projects completed or in progress during the year. Completed projects should be listed for one year only (except for books). Faculty may elect to list a publication either when it is accepted or when it is completed, but not both. Faculty may list an authored book for two years, generally when a contract is signed and when it is published. The faculty member should provide letters of invitation or acceptance for work that has been accepted but not yet presented, published, or distributed.
- Creative and scholarly work are evaluated using standards of contribution and quality. The essential foundation of quality is peer review. Peer review is a process by which experts in a given discipline or group of disciplines confirm the value of another's work and attest to its having met the field's standards. Thus, faculty are required to report an indication of their effort toward the completion of a project (which could be, for example, a percentage of work, an amount of time, or a description of their role). Faculty also must provide an indicator of the quality of the work (e.g., impact factor, rejection rate, h-index score, peer review, jury evaluation, or reaction from a credible critic).
- The School recognizes that a variety of activity can be scholarly. Faculty, for instance, might conduct a systematic analysis of professional practice that advances the state of the art. If this inquiry is made public and makes a quality contribution to the discipline's or profession's body of knowledge, and if the analysis is reviewed for quality, then it can be considered scholarly work. A faculty member's discipline or profession is assumed to be communication (including all methods of inquiry), but cross-disciplinary work is also valued. Second, faculty may be asked to provide professional opinion or to share their particular expertise in an applied manner. Such professional application is scholarly when the work is based on scholarship or disciplinary knowledge, and when the "lessons learned" contribute to a scholarly or professional community of practice. A community of practice is a group of people who share common interest or concern for general or specific practices and learn about those practices through interaction with each other. Overall, works can be considered scholarly when the effort is meaningful (the work makes a contribution) and the project meets or exceeds field-based standards of quality.
- Grant writing can be important to a faculty member's scholarly work. For annual review, faculty should describe the external grants submitted, including their funding status.
- Consulting is similar to creative scholarship in the standards for evaluation. The work must be informed by scholarship, and have outputs (e.g., reports, training materials). An assessment of the quality of the project must be provided.

While the school recognizes and values a variety of research and creativity activity, the school also realizes different activities should be weighted differently for purposes of annual evaluations and tenure and promotion. To that end, research and creative activities are ranked in Tiers, with Tier III having the most weight. Further, the school recognizes that faculty research and creativity activity often cannot be reported in neat, annual increments. The Tiers are designed to recognize this reality by valuing the creation and submission of works, as well as the publication and representation of scholarly activities. Work should be peer reviewed.

### **Tier One Activities**

1. Research/scholarship
  - a. Manuscript submitted for publication. (The identical essay may not count in subsequent years before publication).
  - b. Panel moderator or contributor (such as discussant) at a regional, national, or international conference.
  - c. State journal article, book review, encyclopedia entry, textbook supplement, or government document.
  - d. Presentation at an academic conference.
2. Creative activities
  - a. Creative works and projects prepared and submitted for juried selection. (The identical project may not count in subsequent years before dissemination).
  - b. Judge or moderator at curated or performed works.

3. Grants and funded projects.
  - a. Principal Investigator, Co-Principal Investigator, or significant contributor of a minor internal or external grant or project during the time-period assessed. Minor is defined as less than \$10,000.
  - b. Principal Investigator, Co-Principal Investigator, or significant contributor of the submission of a major grant or project, of more than \$10,000.

## **Tier Two Activities**

1. Research/scholarship
  - a. Publish a refereed book chapter.
  - b. Publish a textbook (a book without original research and/or critical methodologies; an amalgam of commonly cited research in the field).
  - c. Edit a scholarly book.
  - d. Campus, state or national award for research excellence, along with at least one Tier One activity completed.
2. Creative activities
  - a. Publishing books (professional, trade, or consumer) and articles, reviews, and commentaries in professional and popular publications
  - b. Creating or significantly contributing to the creation of graphics, visual materials, photographs, video productions, multimedia productions or other visually-oriented media for professional or general audiences
  - c. Producing or significantly contributing to the creation of audio and/or audio-related productions, sound design for theater, film, video, or other media for professional or general audiences, or video for professional or general audience
  - d. Presenting performances or exhibitions of creative works before professional or general audiences
  - e. Creating or significantly contributing to the creation of original musical works or original arrangements of pre-existing works, including, but not limited to, scores (traditional, electronic, or other fixed media) engineered, produced, or performed for professional or general audiences
  - f. Software development, multimedia authoring, and/or unique and innovative applications thereof for professional or general audiences
  - g. Acceptance and presentation of creative work in contests and festivals.
  - h. Faculty members may be invited to submit work to contests/festivals, or faculty members may choose to enter work into contests/festivals. Note: a faculty member who submits evidence of artistic work that is not described in any of the above forms is responsible for submitting supportive evidence relative to contribution and quality.
  - i. Special recognition or award for a creative work, along with at least one Tier One activity completed.
3. Grants and funded projects.
  - a. Principal Investigator, Co-Principal Investigator, or significant contributor to a substantial research or creative grant or project during the time-period assessed.

## **Tier Three Activities**

1. Research/scholarship
  - a. Publishing an article or essay in a credible, refereed, scholarly journal.
  - b. Publishing a scholarly book (books may be counted twice, once a contract is signed and accepted; and once when published).
2. Creative activities
  - a. Completion as producer or contributor of a production/project with demonstrable impact (such projects may be counted twice, once when the contract is signed; and once when work is completed).

b. Publishing in a scholarly journal, being invited to a screening, or other production that advances knowledge in the field.

3. Grants and funded projects.

a. Principal Investigator or Co-Principal Investigator of additional significant research or creative grant or project funded during the time-period assessed. Publications/creative activities are an expected part of the grant process and will be required for tenure and promotion.

### **Meets Expectations for Research/ Creative Activity**

Reports two or more Tier I activities along with either one Tier 2 activity or one Tier III activity.

### **Fails to Meet Expectations for Research/Creative Activity**

Reports two or fewer Tier I activities and provides no evidence of satisfactory research or creative works progress.

### **Exceeds Expectations for Research/Creative Activity**

Reports two or more Tier II activities or Tier III activities.

## **Service**

The faculty member should keep records indicating service activities. Matters such as curriculum development, advising student groups, organizing events and panels, taking part in committee work and being active in shared governance activities at the school, college and university levels are vital for students and the university community. In the annual report, faculty will:

1. List dates and names of recruiting event(s) attended.
2. List school committee(s) on which they served.
3. List significant school, college, or university committees on which they served including a brief description of the responsibilities.
4. List offices and activities performed for professional associations (e.g., chairing sessions at conventions, editorial board work, reviewing manuscripts for journals, serving in office, etc.) Include a brief description of the responsibilities and the time expended for each activity cited.
5. List community activities in which they were engaged because of your professional background (e.g., public speeches, judging high school events, community workshops, consulting). Include a brief description of the responsibilities and an estimate of the time required for each activity.

### **Meets Expectations for Service**

The following categories make up the primary areas of service, but faculty may include activities in their disciplines that serve the broader community. It is the faculty member's responsibility to outline why a particular activity should be counted as service within the university context.

- Actively contribute to school recruitment throughout the year



- Actively serve on at least one school committee
- Serve the discipline or professional association

### **Fails to Meet Expectations for Service**

Fails to meet the standards outlined above (in “Meets Expectations”).

### **Exceeds Expectations for Service**

Meet all expectations and either:

- Serve on a significant school, college, or university committee, or
- Serve disciplinary community in significant role, or
- Serve as an adviser to a recognized student group, or
- Makes a strong argument for why one service commitment exceeded expectations

From time to time, extraordinary duties may be assigned a faculty member. Such activities include, but are not limited to, chairing a major committee, Faculty Senate president, major national event (e.g., PBS lecture), holding a professional office, organizing on-campus or community events that bring positive visibility to the School, etc. Generally, “exceeds expectations” is assigned to someone who commits to an extraordinary number of service hours in the absence of reassigned time. Actions undertaken that constitute reassigned time from teaching will not count as a substitute for either research or service.

## **Teaching Track**

### **Teaching**

See above under teaching expectations for tenured and tenure track faculty for annual evaluation procedures and expectations for teaching track faculty.

## **Scholarship/Professional Development**

While teaching track faculty are encouraged but not expected to conduct research or juried creative activity, teaching track faculty are expected to engage in professional development activities. The term professional development within the context of teaching faculty covers a wide range of activities that include but are not limited to:

- Seminars to advance pedagogy,
- Workshops and other settings to improve skills related to a specific discipline,
- Attendance at training sessions related to their duties.

Teaching track faculty are expected to engage with students across the curriculum and in extracurricular activities.

### **Meets Expectations for Professional Development**

Teaching track faculty members should document their activities regarding professional development in order to receive an evaluation score of “Meets Expectations.”

### **Fails to Meet Expectations for Professional Development**

Fails to meet the standards outlined above (in “Meets expectations”).

### **Exceeds Expectations for Professional Development**

Teaching track faculty can document any activities beyond normal teaching and service duties that engage students and advance the faculty member’s skills, pertinent depth of knowledge or pedagogical practices. It is the responsibility of the faculty member to demonstrate the activities fit into the above definitions.

### **Exceeds Expectations for Scholarship (Optional Category)**

Teaching track faculty members may make the argument that they receive an evaluation score of “Exceeds Expectations” in this additional category if they engage in scholarly activities and demonstrate excellence while doing so.

## **Service**

See above under service expectations for tenured and tenure track faculty for annual evaluation procedures and expectations for teaching track faculty.

## **Goals for Next Evaluation Period**

Faculty members should, as part of their annual evaluation report, report several goals for the next year that relate to school, college, and university goals and fit members’ desired tasks and accomplishments. In collaboration with the Director or personnel committee, faculty members will identify appropriate goals.

# School Policies and Procedures: Tenure and Promotion

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, school, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality and engagement within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality.

This document identifies policies and procedures formulated by the School of Communication to be used in evaluating faculty for promotion and tenure. The guidelines described are intended to embody University policies and to reflect the goals and objectives of our School and disciplines.

## Pre-Tenure Review

Criteria for pre-tenure review are the same as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The school promotion and tenure committee is to identify areas in which the candidate needs to improve in order to eventually merit tenure and to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

## Procedures for Faculty Evaluation of Promotion and Tenure

### Promotion and Tenure Committee

The Promotion and Tenure Committee shall be composed of faculty ranked higher than the candidate and, for tenure deliberations, of tenured faculty.

For each candidate, the committee shall elect a chair appropriate to the candidate's sub-discipline who will report the recommendations of the committee. The School Director shall not serve as Chair of a Promotion or Tenure Committee or participate in a vote since they must separately forward a recommendation concerning each candidate.

The committees have the responsibility to assess critically and fairly and consistently candidates' qualifications and communicate their recommendations to appropriate administrators and administrative bodies.

### Director Responsibilities

The School Director shall convene the Promotion or Tenure committee as a non-voting member, shall oversee the election of a committee chair, and shall submit a separate recommendation concerning each candidate.

### Evaluating-Faculty Responsibilities

In order to facilitate evaluations, faculty members have these responsibilities:

1. To know and follow all University, College, and School procedures and guidelines.
2. To fairly and consistently assess the accuracy of all documents submitted as part of the tenure and promotion process.
3. To maintain confidentiality regarding the decision-making process.

## **Candidate Responsibilities**

1. To follow all guidelines established by the most current edition of the *Faculty Handbook*, the Provost's office dossier guidelines, and the School Tenure and Promotion document, including submitting dossiers to the School Director two weeks prior to the date indicated on the University calendar provided by the Provost's office.
2. To ensure the accuracy of all documents submitted as part of the tenure and promotion process, following instructions for preparing dossiers as distributed by the Provost's office.
3. To provide evidence of accomplishments.
4. To seek feedback from Director, senior faculty members, and/or faculty mentors before the School deadline.

## **Schedule and Protocol**

The School shall adhere to the procedures and schedule for promotion and tenure as determined by appropriate University policies.

## **General Criteria for Promotion and Tenure**

The School of Communication intends to acknowledge productive faculty through promotion in rank or tenure, as deemed appropriate. Promotion and tenure require performance beyond the annual review. Candidates will demonstrate excellence in teaching, scholarship, service, *with collegiality and engagement* sustained over multiple years. General criteria for evaluating faculty for this purpose are outlined below. Meeting expectations alone in one or several annual evaluations may not qualify a faculty member for promotion or tenure.

### **Teaching**

The faculty member must demonstrate the ability to appropriately guide, motivate and *engage with* students. Evidence of curriculum development, innovative teaching methods, successfully directing theses or dissertations, advising individual undergraduate studies, and appropriate co-curricular activities may also be submitted for consideration in evaluating teaching effectiveness.

### **Scholarly Activity**

Tenure-track faculty members are expected to demonstrate the ability to make a significant and sustained contribution to the study/practice of the school's various disciplines. Working with both undergraduate and graduate students on creative and scholarly projects is valued. Excellence should be reflected in scholarly work (e.g., publications, professional presentations, grant applications, public performances, productions, exhibitions, etc.).

The Promotion or Tenure committee will evaluate a faculty member's scholarship in terms of quality and quantity using the annual review standards outlined above.

No consideration or weight shall be assigned publications or creative works that may be classified as predatory or self-publishing. The nature and scope of the research problems investigated or the creative works conducted by the faculty member will influence the committee's evaluation.

### **Service**

Faculty members are expected to significantly contribute to the operation, advancement, and support of the School/University and profession by participating in and leading professional associations and university committees, as well as engage with students.

# Tenure

Tenure may be granted to tenure-track faculty, normally after no less than five but no more than seven years of service. A faculty member seeking tenure should demonstrate how their teaching, research/creative activity, and service align with the goals of the School of Communication, College of Arts and Sciences, and The University of Southern Mississippi

A faculty member seeking tenure should demonstrate excellence in teaching, scholarship, and performance of valued service to the university, community, or profession, at levels equivalent for promotion to Associate Professor.

Faculty with administrative appointments (e.g., Director the Speaking Center, Director of Forensics, Student Media Coordinator, etc.) that constitute 50% or more of their appointments as noted in their offer letter may demonstrate a “developing pattern of scholarly activity” after producing three or more Tier III scholarly or creative works while a faculty member at The University of Southern Mississippi.

Individuals who have a joint appointment in the School of Communication and an academic unit that does not grant promotion and tenure will be held to the same scholarly activity, teaching, and service standards as full-time Communication faculty.

The pre-tenure assessment as well as tenure deliberation proceedings will be conducted as specified by the University.

# Promotion

Promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure track faculty). Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

## Associate Professor

The designation of Associate Professor is given to faculty who are effective teachers, promising scholars, and who perform important service to the University, community, and profession. Factors used in determining whether a person is eligible for this rank include the following:

1. At least five years as tenure-track assistant professor, unless other agreements are stipulated at the time of employment.
2. Developing pattern of scholarly activity:
  - Scholarship and creative activity is demonstrated by the completion of at least six major scholarly projects, at least four of which must be from Tier III as defined in the annual review section. Presentations are not considered major scholarly projects.
  - An extended project (e.g., a scholarly book, movie, album) may count for up to two Tier III activities (to be determined during annual review).
  - Faculty may bring in up to two Tier III activities from previous institutions, unless other agreements are made.
  - Faculty with administrative appointments (e.g., Director the Speaking Center, Director of Forensics, Student Media Coordinator, etc.) that constitute 50% or more of their appointments as noted in their offer letter may demonstrate a “developing pattern of scholarly activity” after producing three or more Tier III scholarly or creative works while a faculty member at The University of Southern Mississippi.
  - A major externally funded grant may count for a Tier III activity. Regular scholarly presentations, distributions, performances, or exhibitions at international, national, or regional level are expected during this period. While the evaluation committee may take into account a faculty member’s entire body of work, faculty members may only count research and creative work activity conducted prior to joining USM if those works are included in initial appointment letters.

3. Successful pattern of teaching excellence as outlined in the annual review sections. While single year of failed expectations in teaching does not bar promotion, a faculty member who receives such a ranking is expected to demonstrate specific steps toward improvement.
4. Successful and rising pattern of service as outlined in the annual review sections, including collegiality and engagement. While a single year of failed expectations in teaching does not bar promotion, a faculty member who receives such a ranking is expected to demonstrate specific steps toward improvement.

## **Promotion to Full Professor**

The title of Professor shall be granted to those faculty members who have sustained an exemplary career of research/creative activity, teaching, and service. These standards incorporate the concepts of collegiality and engagement as outlined above. Standards for promotion to full Professor are identical for all faculty regardless of one's teaching, research or administrative responsibilities. Five years or more at the rank of Associate Professor is the standard minimum time in rank before seeking promotion to full professor. Once the time in rank has been satisfied (with the exception of early promotion possibilities as spelled out in the current edition of the *Faculty Handbook*), there is no time limit on when a faculty member may seek promotion to full professor. Those seeking promotion should:

1. Demonstrate favorable evaluation by three external reviewers who hold the rank of Professor, who are established scholars in the applicant's area of expertise, and who lack conflict-of-interest with the applicant. Candidates will submit a minimum of five names and the committee chair will secure three reviewers from the individuals listed by the candidate.
2. A sustained pattern of scholarship after promotion to Associate Professor along with continuing contributions to the discipline. Promotion to full professor requires at minimum completion of at least six major scholarly projects, at least four of which must be from Tier III as defined in the annual review section. The same standards used for annual evaluation will be followed.
3. Continued demonstration of effective teaching as specified in the annual evaluation section.
4. Continued demonstration of effective service as specified above in the annual evaluation section.
5. Candidates who seek promotion from Associate to Full Professor must contribute to the School's external reputation in the discipline and/or profession.

## **Post-tenure Review (PTR)**

### **Purpose**

The School takes post-tenure review seriously, recognizing the potential and significant implications and disruptions, not only to the individual(s) involved but also to the climate, collegiality, and efficiency of the unit.

Therefore, the post-tenure review process is performed only in extreme or egregious cases where a faculty member is not satisfactorily meeting contractual obligations. Significant and documented lapses of professionalism or consistent patterns of negative behavior can warrant post-tenure review. Minor violations should be addressed through normal procedures outlined in this policy document.

The School recognizes that the process of seeking and attaining tenure is rigorous. Therefore, someone with tenure is presumed to be meritorious. Additionally, faculty maintain the right of due process and the right to timely disposition of processes. The burden of proof is not placed on post-probationary faculty to demonstrate that tenure should be retained. Additionally, post-tenure review is not a re-evaluation of tenure. Post-tenure review should be based on the faculty member's performance, not on restructuring or managerial objectives that should be addressed through strategic planning.

## **Process**

Formal development plans and post-tenure review (PTR) processes and procedures are outlined in the current *Faculty Handbook*, Section 4.7.1 and 4.7.2.

# Organizational Structure and Personnel

## School Structure

The School of Communication is comprised of three undergraduate programs, as well as one school-wide graduate program. The three undergraduate programs are Communication Studies (CMS), Mass Communication and Journalism (MCJ), and Media and Entertainment Arts (MEA). Even though three programs exist, all faculty are members of the School, not specific academic programs. For tenure-track faculty who join the School after the date of approval, their tenure, should they earn it, will be housed in the School, not an academic program.

The School of Communication is led by a director, who is assisted by an associate director. Each of the three undergraduate programs will be led by a faculty lead, and the graduate program is led by a graduate coordinator.

The School of Communication faculty value democratic processes, including mutual decision-making. A faculty member or committee may submit for consideration a policy proposal. Generally, one week prior to voting, a proposal will be submitted for each faculty member's perusal. The right to vote for the acceptance or rejection of a proposal may include, but is not limited to:

## School Level

1. Faculty governance per the *Faculty Handbook*
2. Tenure and teaching track faculty hires, including selection of finalists
3. Personnel matters related to tenure and promotion (per appropriate rank)
4. Annual evaluation assessment measures
5. School goals, missions, vision statements, general policies
6. Major expenditures
7. Changes to school policies and procedures

## Program Level

1. Addition, modification, or deletion of courses
2. Addition, modification, or deletion of degree requirements
3. Expenditures based on course-fees in consult with faculty lead, director or appropriate committee
4. Program goals, mission, vision statement, policies
5. Advisory board or accreditation matters

## School Personnel

### Statement on Professional Ethics

Because of our desire to promote a peaceful, harmonious, and productive environment, we recognize the special place of the professorship in the maintenance of the ethical life of academic institutions. We affirm our responsibility as summarized in the statement adopted by the Council of the AAUP in October, 1970, that membership in the community of scholars enacts "an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues" (*AAUP Public Documents and Reports*, 1984, p. 135). We also fully support the principles of responsible conduct as they are presented in The University of Southern Mississippi *Faculty Handbook*, including, but not limited to, the Affirmative Action policy, the Sexual Misconduct policy, and the Research Ethics policy.

### Faculty Members



### **Scope of Authority, Essential Functions and Responsibilities**

Definitions of the faculty, including the various ranks and explanation of which members are/are not members of the corps of instruction are contained within the *Faculty Handbook*. School of Communication faculty are expected to conduct research/undertake creative activities, teach, and provide university service. Policies related to these broad charges are outlined in the School's guidelines for tenure and promotion, and annual evaluation. Some faculty have appointments with reassigned time to oversee organizational entities unique to the School. In addition, the University *Faculty Handbook* describe in detail faculty duties and responsibilities. For selected faculty concerns see Appendix A.

### **Selection**

All tenure-track and teaching-track faculty members are recommended to the Dean for hire based on recommendation from a faculty hiring committee, a full faculty vote, and Director input.

### **Evaluation**

Evaluation criteria for faculty members are found in the School's Annual Evaluation Guidelines in Section III of this document.

### **Director**

#### *Scope of Authority and Responsibilities*

For purpose of governance, the School Director shall have discretionary authority to:

1. Represent the School to college-wide and university-wide cabinets and administrators (unless Associate Director serves in his/her place)
2. Evaluate faculty and follow protocol to hire faculty
3. Hire, evaluate, dismiss staff
4. Provide reassigned time
5. Manage departmental operations (budget, supplies, machine repairs, etc.)
6. Assign teaching rooms, times, graduate offerings, course rotation (with advice)
7. Appoint committees
8. Determine regular faculty meeting times and meeting agendas.
9. Assign faculty to standing committees and any actively functioning *ad hoc* committee will be afforded time at such meetings (see section on committees)
10. Determine office space assignments
11. Approve course substitutions, additions, waivers, etc., as appropriate.
12. Maintain alumni and stakeholder relations
13. Recommend faculty for graduate teaching and doctoral dissertation eligibility
14. Recommend faculty for awards
15. Assign summer teaching
16. Manage School Foundation funds and scholarships
17. Appoint Graduate Coordinator, Basic Course Coordinator, Director of Forensics, Student Media Coordinator, and sponsors of undergraduate and graduate organizations. All of these appointments serve at the pleasure of the Director.
18. Assign course reassignment, additional travel funding, research support, etc for faculty when appropriate
19. Oversee assessment and accreditation processes
20. Manage personnel issues
21. Crafting, refining, and enacting the vision for school
22. Lead school/college/university outreach and recruitment efforts
23. Oversee fundraising

### **Essential Function**

Function of role - The definition of and delineation of the roles and responsibilities of the School Director are contained within the *Faculty Handbook*, Section 1.7.2.

### **Selection**

The School Director is selected by the dean, with recommendation from the faculty.

## **Evaluation**

The School Director is evaluated in accordance to Section 4.4.1 of the *Faculty Handbook*.

## **Associate Director**

### *Scope of Authority, Essential Function and Responsibilities*

The associate director responsibilities include but are not limited to:

1. Represent the School to college-wide and university-wide cabinets and administrators in the absence of the Director
2. Assist with assessment, advisory and accreditation process, in conjunction with the Director and faculty leads
3. Assist with managing departmental operations (budget, supplies, machine repairs, etc.)
4. Assist with assignment of teaching rooms, times, graduate offerings, course rotation (with advice)
5. Meet with students on suspension, probation and other academic issues
6. Lead faculty meetings and create meeting agenda in absence of the Director
7. Secondary signature authority in absence of the Director
8. Oversee curriculum revision (with programs) and committee process
9. Lead faculty mentoring and development
10. Oversee course scheduling
11. Oversee grade entry completion
12. Oversee bulletin updates (with faculty leads)
13. Assist with maintaining alumni and stakeholder relations
14. Support Director with crafting, refining, and enacting the vision for school
15. Assist Director with leading school/college/university outreach and recruitment efforts
16. Oversee orientation sessions in conjunction with faculty leads

## **Selection**

The Associate Director is selected by School Director, with input from faculty, and ultimately appointed by the Dean.

## **Evaluation**

The Associate Director is evaluated by School Director and faculty.

## **Associate Director Compensation**

Because the Associate Director is expected to participate in year-round administrative responsibilities, they are granted one course reassignment per semester as well as guaranteed full summer pay.

## **Faculty Leads**

### *Scope of Authority, Essential Function and Responsibility*

Within the School of Communication, three faculty leads are nine-month employees who represent the program areas of Communication Studies, Mass Communication and Journalism, and Media and Entertainment Arts.

## **Responsibilities**

The faculty lead responsibilities include but are not limited to:

1. Meet regularly with the Director, Associate Director, Graduate Coordinator, and other unit directors (e.g., Student Media Center Director, Basic Course Director) to ensure the programs, curricular, and co-curricular matters are aligning across the school.
2. Work with Associate Director on curricular and assessment matters
3. Oversee program, attending to routine inquiries
4. Recruitment, including meetings with prospective students, attending orientation sessions, including summer orientations, and advising incoming students
5. Work on retention efforts specific to the program
6. Reach out to students who are late with advising or who are not enrolled

7. Work with program faculty to improve class instruction
8. Maintain regular advising of students congruent with program, assist faculty within program to solve complex advising issues and mentor faculty in balancing responsibilities
9. Initiate course substitutions prior to sending to director for approval;
10. Clear graduation application issues (after adviser);
11. Work on initial scheduling, rotation, assignment

### **Selection**

All faculty leads are selected by School Director, based on nominations from faculty.

### **Evaluation**

All faculty leads report to the School Director. Lead efforts should be evaluated annually.

Faculty lead compensation: Compensation will include one course reassignment in the fall and spring semesters, and summer pay equivalent to one course.

## **Non-Corps of Instruction Faculty/Staff**

### **Scope of Authority, Essential Function and Responsibilities**

When necessary, the Director will hire or appoint non-corps of instruction faculty to teach courses. These faculty members might serve as a visiting, adjunct, professional-of-practice, or staff member who has teaching as part of their job description.

### **Selection**

Non-corps of instruction faculty are selected and assigned by the School Director to meet the needs of the School and they serve at the pleasure of the Director.

### **Evaluation**

Non-corps of instruction faculty are evaluated by the director as needed. Staff who teach as part of their job description are evaluated through regular staff evaluation channels.

## **Committees**

### **School Standing Committees**

Members of standing committees must be members of the corps of instruction. Each committee must meet on a regular basis. Each committee will provide, as requested, assessment reports and make recommendations as appropriate.

### **Leadership Team**

The School of Communication's leadership team is comprised of the School Director, Associate Director(s) and faculty leads.

### **Undergraduate Curriculum Committee**

Each program in the School will consider undergraduate curriculum changes, degree requirements, course work, and capstone courses pertaining to the undergraduate teaching mission of the University and School. All curriculum changes and modifications must be presented to the full faculty, although a vote is not required. Exceptions to voting will be made for changes that affect GEC or School-wide courses.

### **Personnel Committee**

The School's corps of instruction select and vote on the personnel committee composition. Governance options for annual evaluation are:

1. Director only
2. Director plus at least two tenured members, generally reflecting the various programs
3. At least three tenured members without director (who offers separate input)

Faculty members will vote on one of the above governance options at the beginning of the academic/calendar year as defined by the *Faculty Handbook*.

### **Policy Committee**

It is the responsibility of the Policy Committee to monitor the functioning of the policies of the School, tenure and promotion, annual assessment, and role responsibilities. Comprised of a representative body of faculty members, the committee will bring to the faculty proposals to add, revise, or correct the School's policies, procedures, and/or documents.

### **Scholarships and Awards Committee**

The Scholarship and Awards Committee allocates scholarships and awards to deserving students. Program-specific awards are selected by each program's faculty.

### **Diversity Committee**

Comprised of faculty, the Diversity Committee creates and reviews plans to promote inclusivity and equality of opportunity in the School of Communication for all people.

### **Assessment Committee**

The School's Assessment Committee is responsible for collecting data for annual assessments, generating and submitting reports and using the data to make changes and recommendations. The Assessment Committee also supports accreditation efforts within the School.

### **Accreditation Committee**

The Accreditation Committee will be convened as needed for accreditation cycles. The committee will be responsible for the self-study, organizing the accreditation visit, and making recommended changes.

### **Graduate Committee**

The Graduate Committee governs requirements and procedures apropos graduate students, including degree requirements (course work, course rotations, comprehensive exams, proposals, dissertations, etc.), assistantship assignment (based on faculty input), and administrative routines (committee assignments, etc.). Faculty with graduate faculty standing will assess graduate student admission when notified by the graduate coordinator. Admission to the graduate program is determined by qualitative and quantitative evaluations using the criteria in the admissions portal (see Graduate Student Handbook).

### **Technology Committee**

The Technology Committee reviews and considers technological needs of the School including but not limited to computers, studios and lab classroom needs as well as equipment checkout. The Committee should formulate proposals for technology in consultation with relevant faculty ensuring appropriate use of course fee monies.

### **School Ad Hoc Committees**

On occasion, the school may require an ad hoc committee to address a specific issue. These committees serve at the pleasure of the School Director. Such committees may include but are not limited to a building or facilities committees and Hall of Fame selection.

### **Representation on College- and University-level Bodies**

The School is represented on each of the following committees and councils: Faculty Senate, Undergraduate Curriculum Committee, Graduate Curriculum Committee, College Curriculum Committee, College Awards Committee, and College Personnel Committee. The Director serves on the Council of Directors. We adhere to University policies and processes for selecting representatives to governing and representative bodies. Faculty appointments to other school, college, and institutional committees are made either through internal elections or through appointment by the Director.

## **Faculty Concerns**

Understandably, faculty may face numerous situations that involve issues of policy. The following list is a guide to in-place documents and procedures. This list is not inclusive but selective. Faculty are advised to seek the Director's assistance if a particular issue is not addressed by present policy.

### **Grievance**

A grievance should be brought to the attention of the School Director. In the event a Faculty member's complaint remains unresolved, procedures as outlined in the University's *Faculty Handbook* are to be followed.

### **Teaching preferences**

The Director will request from faculty their teaching preferences, teaching times, and preferred teaching locations. The Director will consider such requests but give priority to curriculum needs and resources of the School. It is understood that faculty may be called upon to teach a wide variety of courses. It is also understood that no faculty member "owns" a particular course. Rank is not privileged in the assignment of instructional loads.

### **Textbooks**

Faculty will observe the University's textbook purchase and re-use policies. Faculty will attempt to avoid cost-prohibitive texts and materials.

### **Outside employment**

Faculty may not engage in outside employment unless they receive the University's permission. Faculty have a duty to disclose such outside employment including but not limited to the teaching of courses at other institutions and consulting. Outside employment must not conflict or compete with the faculty member's employment at USM (see section 3.3.8 of the *Faculty Handbook*).

### **Summer teaching**

Summer teaching is not guaranteed. The School Director will solicit requests for summer teaching from faculty. Faculty may indicate a preference to teach four-week or full-term courses. Courses will be taught based on demand and sufficient enrollment (in the case of insufficient enrollment, the Director and/or Dean may offer a prorated stipend for the course to be taught). Class assignments will be prioritized by rank but should be distributed as equitably as possible. Generally, Teaching Assistants or Part Time Instructors will be selected only if no faculty member wishes to teach.

### **Travel funds**

The School supports faculty travel to professional conferences and conventions as the budget allows. Travel allotments are determined at the start of each budget year by the Director, and funds are not guaranteed. Faculty may attend to present research, fulfill leadership functions, promote our program, and for professional development. In some exceptional cases, faculty may apply for additional funding.

### **Faculty voting**

A confidential vote is required for major School issues, personnel decisions, or when requested by a voting member. A show of hands or voice vote suffices for incidental motions. When necessary, the School will observe Robert's *Rules of Order* with respect to the management of meeting and voting procedures.

**School elections**

The faculty votes for faculty members to serve on various College of Arts and Sciences committees.

**Risk management**

In the event of a crisis or emergency, the faculty and staff of the School will comply with University policies and instructions. Faculty will exercise all appropriate caution. In addition, faculty will notify, when feasible, authorities and advise or caution students. The College of Arts and Sciences' and University's announcements (Eagle Alerts) and mandates trump the School's policies.

**Course syllabi**

Course syllabi must contain all University required elements. Each term, faculty must provide a copy of their course syllabi to the School's Administrative Assistant.

**Student Organizations**

Faculty who are assigned to advise a student organization must meet with that organization's student leadership on a regular basis to achieve objectives and outcomes.

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Name of Preparer:

Email Address of Preparer:

Date of Submission:

I certify that the information provided above has been approved by the school director.