

## **Article XVI: Promotion and Tenure Guidelines (revised 5/10/2018)**

The Department of Communication Studies strives to excel in the selection and development of faculty to facilitate the interconnected missions of the university, the college, and the department. As such, the faculty is committed to excellence in research, teaching, and service. The following guidelines were created in accordance with and are subordinate to those issued by the Board of Regents, the University, and the College of Liberal Arts and Social Sciences.

Tenure and/or promotion are not guaranteed as a function of university employment or years of professional experience. The awarding of tenure announces a special relationship between the university and the faculty member. The decision regarding tenure and/or promotion is an extension of the annual faculty review and merit evaluation process and is designed to engender academic freedom and professional stability for experienced faculty members.

To accomplish these goals, the department evaluates the quality, quantity, and significance of research and scholarly activities, the quality of teaching, and the significance of faculty service in the granting of promotion and tenure. These guidelines, then, function as expectations for individuals seeking tenure and/or promotion within the department.

These guidelines went into effect for faculty members who began service at UNT in or after Fall 2018, and presume a 40% research, 40% teaching, and 20% service workload, which is in keeping with the university's stated goals in the Academic Workload Policy (06.027). Because research, teaching, and service contributions may vary significantly across the department based on programmatic needs, the distribution of effort may vary from semester to semester or from year to year. Recognition of differential workloads must be acknowledged and evaluated appropriately in the annual merit evaluation process and considered in tenure and promotion decisions.

### **Criteria for Tenure with Promotion to Associate Professor**

#### **Excellence in Research**

The Department of Communication Studies is made up of faculty representing three research traditions. Interpersonal, Digital, and Organizational (IDO) faculty study communication as social scientists; Rhetorical Studies faculty study communication as humanists; and Performance Studies faculty study communication as creative scholar/artists. In addition, we have a Director of Debate whose evaluation is divided equivalently between work with the debate program and membership as part of the faculty. These various traditions are characteristic of the Communication Studies discipline at large. Accordingly, it is necessary that the department's guidelines for assessing scholarship take into account the distinct expectations associated with these research models.

To do so, these guidelines offer a general set of expectations a candidate should meet for achieving tenure and promotion, followed by exemplars of the various ways in which excellence

in scholarship can be achieved. While not exhaustive, the exemplars are meant to educate candidates about disciplinary expectations.

Candidates must show clear and convincing evidence of emerging stature as regional and national authorities in their respective areas. As evidence, the department places the highest premium on peer-reviewed research. The department expects production of the equivalent of seven (7) high-quality peer-reviewed articles, essays, or a balance between peer-reviewed creative and published scholarship for candidates to be considered for tenure and promotion.

A candidate should provide documentation of the significance of each scholarly product, which might include but is not limited to acceptance/rejection rates; evidence of citation of the work; impact factor; the reputation of the editorial board; and/or the reputation of the critic for peer-reviewed creative projects. During the probationary period, candidates should demonstrate their ability to produce a coherent body of scholarship to which they have made a significant contribution. The scholarly record likely will be comprised of scholarly works that conform to a variety of commonly accepted models of authorship. Co-equally authored work, which often results in more substantial work than could be accomplished by a single author working alone, is equivalent to single authorship. Collaborative work is also valued as a legitimate form of inquiry and production. Because prime disciplinary publication outlets often have a two to three-year delay between manuscript acceptance and publication, essays for which authors have received acceptances must be counted as equivalent to publications in the tenure and promotion review process.

Publications occurring prior to the probationary period count toward the development of the scholar's reputation, but are not a substitute for sustained high levels of productivity during the candidate's probationary period at UNT.

Because a candidate can establish a continuous, sustained, and significant scholarly contribution in a variety of ways, the department must necessarily take into account the distinct expectations associated with the various research traditions in the discipline. To that end, we offer the following exemplars as guidelines that candidates from the various traditions might emulate to demonstrate excellence in research, creative, and scholarly activities.

**Exemplar 1:** The first model emphasizes the production of peer-reviewed research articles or essays/book chapters. For humanities scholars, at least three manuscripts should be first-authored, sole-authored, or co-equally authored pieces, and three of the essays should be published in Greatest Weight communication journals (see Appendix A for journal rankings) or journals candidates can demonstrate have similar or greater potential impact. For social science scholars, at least two manuscripts should be first-authored, sole-authored, or co-equally authored pieces, and three of the essays should be published in Greatest Weight communication journals (see Appendix A for journal rankings) or journals candidates can demonstrate have similar or greater potential impact.

**Exemplar #2:** This model combines the publication of a scholarly book with peer-reviewed research articles or essays/book chapters. The book should be a sole-authored work of original scholarship, published by a recognized scholarly press or publishing house that produces work only after rigorous peer-review. In addition, the candidate should produce 2 high-quality peer-reviewed publications, at least one of which should be published in a recognized communication journal. Textbooks are not considered “scholarly” books for the purposes of tenure and promotion. Edited volumes do not count as sole-authored books; an edited volume counts as the equivalent of two article publications.

#### Greatest Weight

**Exemplar #3:** The third model emphasizes a balance between peer-reviewed published scholarship and peer-reviewed creative scholarship. The department expects that candidates using this model will produce an equitable combination of published scholarship and creative scholarship. To assess creative scholarship, the department utilizes the services of the National Review Board (NRB), which is operated through the Performance Studies Division under the auspices of the National Communication Association. Like scholarly journals, the NRB has an Editor who, upon receipt of a request for the review of creative scholarship from a faculty member, matches the subject matter and medium of the creative scholarship with the areas of expertise of at least three members of the NRB’s editorial board. The curriculum vitae of the potential reviewers are forwarded to an intermediary departmental faculty member who selects a reviewer without input from the faculty member who requested the review. Following a site visit to evaluate the creative scholarship, the reviewer writes a review evaluating the merit of the creative scholarship and submits it to the NRB Editor, who assesses it to determine that it meets NRB standards prior to forwarding the review to the intermediary departmental faculty member. The intermediary faculty member is responsible for delivering a copy of the review to the faculty member and for insuring that a copy is added to the personnel file of the faculty member who authored/directed the creative scholarship. With regard to candidate’s published scholarship, the department presumes that some should appear in Greatest Weight communication journals or journals candidates can demonstrate have similar or greater potential impact. The department further presumes that some of the candidate’s creative scholarship should be presented in national or international forums such as conferences or festivals. At least four of the works—a combination of published and creative scholarship—should be sole authored, first authored, or co-equally authored.

**Exemplar #4:** The fourth model emphasizes an appointment that includes 50% assignment as a faculty member in the department and 50% assignment as Director of Debate. This exemplar recognizes that the faculty member’s activities as Director of Debate are distinct from, yet related to, the overall mission of the Department of Communication Studies. The Director of Debate should produce a combination of seven high-quality peer-reviewed publications and/or external reviews of the Debate Program during the probationary period. Specifically, if the Director of Debate is a humanities scholar, they should produce at least four high-quality peer-reviewed publications, three of which should be sole-authored, first-authored, or co-equally

authored and at least two of which should be published in Greatest Weight communication journals or journals that the candidate can demonstrate has similar or greater potential impact. If the Director of Debate is a social science scholar, they should produce at least four high-quality peer-reviewed publications, two of which should be sole-authored, first-authored, or co-equally authored and at least two of which should be published in Greatest Weight communication journals or journals that the candidate can demonstrate has similar or greater potential impact.

In addition, the Director of Debate may submit up to three external reviews of the Debate program completed during three different years of the candidate's probationary period by three different reviewers; each of these external reviews would count as the equivalent of a peer-reviewed publication for the purposes of tenure and promotion. (See Appendix B for additional information regarding the external review process and expectations.)

For these exemplars, the following guidelines related to research, teaching, and service, are provided to guide probationary faculty on their path toward tenure.

## **I. Research**

Candidates are expected to engage in an active program of communication research and scholarship. To be recommended for tenure, a faculty member must be engaged in a sustained program of research of sufficient quality and quantity to make significant progress toward excellence in the discipline. The department recognizes that because of the unique blend of social scientific, humanistic, and fine arts traditions in the department, the various methods utilized in the production of scholarship, and the varied availability of publication outlets from area to area, the productivity and types of scholarship produced by the faculty will vary. The department further recognizes that faculty members at the beginning of their careers must negotiate a learning curve with regard to the production of scholarly research. Consequently, early career faculty productivity may be slightly lower than the levels of productivity outlined in the Faculty Workload section of the department Bylaws.

Faculty in the department engage in:

- scholarship that leads to publication either in journals sponsored by international, national, and regional communication associations or other appropriate interdisciplinary journals;
- scholarship that leads to publication of books or book chapters by recognized scholarly presses or publishing houses that produce works only after rigorous peer review;
- creative scholarship that is peer-reviewed by critics of national stature, and some of which is presented in national or international forums such as conferences or festivals;

- scholarship that results in the awarding of major funded external grants that are awarded on the basis of rigorous peer review and approval; and/or
- presentations at disciplinary or interdisciplinary professional meetings of scholars that result in the publication of peer-reviewed conference proceedings.

A candidate may engage in any of the following appropriate forms of professional activity to meet the benchmark. The relative weight of these activities should be calculated in accordance with department merit procedures.

Generally,

- The following items will be assigned greatest weight in promotion and tenure decisions.
  - peer-reviewed essays or articles published in Greatest Weight communication journals or journals candidates can demonstrate have similar or greater potential impact national and international organizations and associations or other appropriate interdisciplinary journals;
  - book chapters will be counted as greatest weight based on the significance of the collection and its authors/editors/press. If a book chapter is not considered to be of exceptional significance regarding these elements it will be counted as a moderate weight publication;
  - books published by scholarly presses or publishing houses that produce work only after rigorous peer review;
  - creative research peer-reviewed by critics of national stature affiliated with the National Review Board;
  - presentation of creative research at international or national conferences and festivals by invitation based on the reputation of the artist or the work;
  - serving as editor of a scholarly journal (Greatest Weight or Two);
  - editing a scholarly book published by a scholarly press or publishing house that produces work only after rigorous peer review;
  - scholarship that results in major external grants that are awarded on the basis of rigorous peer review and approval (criteria such as funding agency, amount of funding, and the faculty member's role will be taken into consideration); and/or
  - comprehensive, external peer-review of the Debate program.
- The following items will be assigned moderate weight in promotion and tenure decisions.
  - peer-reviewed essays or articles published in specialty outlets or those associated with regional associations;
  - publication of solicited book chapters (higher weight may be assigned to solicited essays if the author can demonstrate that s/he has been invited due to academic reputation);

- publication of forum essays;
  - continuance or renewal of grants;
  - membership on panels reviewing proposals for grants;
  - internationally and nationally recognized research fellowships; visiting appointments; or selection at institutes for advanced study; and/or
  - serving as editor of conference proceedings.
- The following items, which will be assigned least weight, are acknowledged as appropriate professional activities; however, they will not count toward the number of scholarly works required for recommending tenure and/or promotion.
    - production of scholarly digital archives;
    - membership on editorial boards;
    - ad hoc reviewing for scholarly journals or creative performances;
    - honors and awards for research or creative scholarship;
    - publication of book or media review essays in scholarly journals;
    - acquisition of internal funding;
    - scholarly presentations at professional conferences;
    - chairing scholarly/creative panels at professional conferences;
    - online scholarly contributions (e.g., substantive academic blogs);
    - critiquing research/creative presentations at professional conferences; and/or
    - publication of popular press essays.

### **Journal Rankings**

A number of publication outlets are associated with the Communication Studies organizations and associations to which our faculty belong. However, Communication Studies is a ubiquitous field with scholarly outlets in a wide range of allied research disciplines. Given the unique blend of social scientific, humanistic, and fine arts scholarship produced by faculty in the department, these disciplinary variations shall be taken into account when evaluating the relative value of the publication outlet and/or venue. Common measures (e.g., acceptance/rejection rates, evidence of citation of the work, impact factor, reputation of the editorial board, etc.) may be available and should be reported by candidates in their curriculum vitae. Many publication outlets that have a large impact within the field of Communication Studies, for example, are not currently ranked by social scientific indices. The list provided the Appendix A, though not meant to be exhaustive, represents outlets associated with or recognized as reputable by organizations and associations relevant to the discipline of Communication Studies.

As a result of interdisciplinary collaborations, some of a candidate's publications or creative projects may appear in the scholarly or artistic outlets of other disciplines. We recognize that work in the general academic field of Communication can and does regularly make contributions to the knowledge base of a broad range of disciplines. Thus, we will not disadvantage work appearing in allied scholarly publications, insofar as

its quality is appropriately documented. Likewise, a candidate's creative collaborations with other artists outside and within the discipline of Communication will be given consideration. While interdisciplinary work is highly valued and encouraged, candidates must be able to make a persuasive case that their core program of scholarship falls within or maintains a strong connection to the discipline of Communication Studies.

### **Books and Book Chapters**

For books and book chapters, the values assigned to items of research and scholarship will be determined by dissemination. Generally,

- Greatest weight will be given to items published by university presses, international or national associations, or other reputable academic publishers only after rigorous review and approval by peers in the discipline.
- Generally, each substantive chapter (excluding introductory and concluding chapters) should be considered equivalent to a peer-reviewed journal article.

Finally, in evaluating the quantity and quality of a candidate's scholarly contributions to academia, emphasis is placed on:

- whether the candidate's contributions are proportionate to what is expected for tenure in the discipline;
- the quality of the journals and/or book outlets in which he/she has published;
- evidence that the candidate's scholarship demonstrates impact within the discipline;
- emerging professional and national stature of the candidate; and
- a positive review by external evaluators.

## **II. Teaching**

Candidates are expected to remain current in their area(s) of expertise and to demonstrate a commitment to excellence in graduate and undergraduate teaching. Evaluation of teaching will be based on quality of instruction, interaction with students, and/or student learning and achievement.

Evidence of teaching excellence must include student evaluations of teaching effectiveness, peer evaluations, and instructional materials, which shall be assessed as part of the annual review process. Evidence of teaching excellence may include, but is not limited to, a combination of the following materials:

- student evaluations (e.g., quantitative standardized student evaluations of teaching effectiveness; qualitative standardized student evaluations of teaching effectiveness; signed written statements from current or former students; student nominations for teaching awards);
- peer evaluations (e.g., peer evaluations of teaching; peer nominations for teaching awards);

- instructional materials (e.g., new courses/curriculum added to department offerings; substantive course/curriculum revision; creative instructional strategies and materials; applied textbooks and workbooks; syllabi, bibliographies, assignments; test questions; sample student work; grading policies and procedures);
- direction of or membership on thesis and doctoral committees; and/or
- directing graduate and undergraduate student research.

### III. Service

Candidates for tenure and promotion to Associate Professor are expected to demonstrate a commitment to excellence in service to the department and to the profession, which shall be evaluated through the annual evaluation process. Annual evaluations shall take into account that candidates are expected to develop a service record within the profession; however, they shall not be expected to perform service outside the department during the probationary period or to bear as much of the service burden as tenured faculty. Probationary faculty members shall not be appointed to major assignments that do not contribute toward tenure.

Consistent with university expectations, the candidate is expected to demonstrate a commitment to excellence across the mission (i.e., research, teaching, and service). Primary emphasis shall be placed on research excellence, which is most important for promotion and tenure.

#### Criteria for Promotion to Full Professor

The following guidelines apply to all faculty members who seek promotion to Full Professor regardless of hire date. Only faculty members showing strong, long-term research records, as well as strong commitments to teaching and service, shall be recommended for promotion to Full Professor. Promotion from Associate Professor to Full Professor is not simply a matter of replicating the baseline expectations for achieving tenure; promotion to Full Professor is a reflection of the candidate's capacity to demonstrate sustained and ongoing service to the department, university, and discipline.

The candidate for promotion must meet the following criteria:

#### A. **Research**

Candidates must demonstrate through clear and convincing evidence levels of achievement that exceed the criteria appropriate to the model under which they earned tenure and promotion to Associate Professor. Candidates for professor will demonstrate high and consistent levels of programmatic research assessed in terms of quality and quantity by recognized leaders in the discipline. Further, candidates for full professor should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.



**B. Teaching**

The candidate must have demonstrated a commitment to teaching over the review period, and have created a record of quality instruction.

**C. Service**

At UNT, the candidate should have assumed a role worthy of distinction, e.g., department chair, graduate advisor, chair of the PAC, as well as service at the college or university level. For the discipline, the candidate should hold a role worthy of distinction, including but not limited to holding office in a regional, national, or international academic association, serving as editor of a Communication Studies journal, hosting an academic conference, or directing a regional or national performance festival.

### **Article XVII: Minimum Performance Standards and Post-Tenure Review**

This by-law sets out the minimum performance standards in research, teaching, and service for tenured and tenure/track faculty. These are standards that faculty must meet in the performance of their duties. Probationary faculty who do not meet these standards may receive a recommendation for non-renewal of contract or be denied tenure and promotion. Tenured faculty who do not meet these standards may be required to complete a Performance Improvement Plan. The need for a Performance Improvement Plan will be indicated by the Personnel Affairs Committee in the narrative portion of the annual evaluation based on a rating of “unsatisfactory” in two or more of the evaluation categories in any annual merit review cycle. The Performance Improvement Plan will be a written document executed in a consultation between the department chair and the faculty member and signed by both parties. The document will outline specific courses of action that the faculty member should carry out to improve performance in areas that were deemed unsatisfactory. A copy of the document will be shared with the Personnel Affairs Committee. In subsequent evaluation cycles, the faculty member will document actions taken to fulfill the requirements of the Performance Improvement Plan in their Faculty Annual Update materials. The Personnel Affairs Committee will include an assessment of the faculty member’s progress in subsequent evaluation cycles.

**I. Research**

Faculty members will maintain an active and productive research agenda. Evidence of an active and productive research agenda will include, but is not limited to, presentation of scholarship at academic conferences, publication of peer-reviewed research in academic journals, production of peer-reviewed creative research, application for and/or receipt of research, teaching, and training grants, publication of book chapters, and the publication of peer-reviewed books. Tenured faculty should also endeavor to develop leadership in their field by increasing the impact of their research on the discipline and by pursuing leadership opportunities such as serving as conference,

festival, and/or tournament directors, conference chairs and respondents, conference division chairs, journal editorial board memberships, editorships of academic journals, review board memberships, officers of scholarly associations, etc. For probationary faculty, steady progress toward achievement of the department benchmark for tenure and promotion will be deemed as necessary to constitute minimum performance.

## **II. Teaching**

Faculty members will demonstrate a commitment to achieving excellence in all teaching-related activities. Instructional competency and a commitment to excellence must be demonstrated with respect to the following activities:

- A. **Classroom Performance:** Faculty will attend their classes (barring an urgent personal obligation or off-campus, professional or university-related activity); utilize adequate instructional materials; and provide quality instruction, which entails coming to class prepared, covering germane and current course material, and utilizing suitable measures of student performance.
- B. **Office Hours:** During semesters in which faculty members are teaching, they will maintain at least three office hours per week and be reasonably available to students during normal working hours.
- C. **Course Preparations:** Faculty will provide a diversity of course offerings, based on the needs of the department and an individual's given area of expertise; teach the expected number of courses given an individual's workload distribution; and offer special problems courses and supervise internships based on the needs of the department, student demand, and an individual's given area of expertise, current number of advisees, and rank. Tenured faculty are also expected to shoulder a greater burden of individually-tailored instruction, advising, and mentoring of graduate students.
- D. **Assessment:** Faculty will complete all assessment and evaluation work for their classes.
- E. **UNT Policies:** Faculty will comply with all UNT Policies related to teaching and appropriate classroom behavior.

## **III. Service**

Probationary and tenured faculty will contribute to the administrative responsibilities of the department and demonstrate a commitment to achieving excellence. Faculty members fulfill their minimum responsibilities by participating in regular service on assigned departmental committees and offices; faculty searches; attending departmental and college faculty meetings; and community service opportunities and

outreach which have professional implications (e.g., departmental graduation ceremonies, alumni events, and participation in university events). Tenured faculty members are expected to bear a heavier service load in these areas and are also expected to provide leadership of major departmental committees, and to serve on college and university committees.

**Acknowledgments:** Language and policy models are influenced by tenure and promotion guidelines provided by the following peer and aspirational programs: Arizona State University's The Hugh Downs School of Human Communication; Georgia State University's Department of Communication; Southern Illinois University's Department of Communication Studies; University of Georgia's Department of Communication Studies.

### **Article XVII: Minimum Performance Standards and Post Tenure Review**

This by-law sets out the minimum performance standards in professional development, teaching, and service for tenured and tenure/track faculty. These are standards that faculty must meet in the performance of their duties. Probationary faculty who do not meet these standards may be denied tenure and promotion, or receive a recommendation for non-renewal of contract. Tenured faculty who do not meet these standards may be subject to post tenure review. Post-tenure review will be initiated at the discretion of the Personnel Affairs Committee in the narrative portion of the annual evaluation by a finding of "unsatisfactory" in two or more of the following categories in any annual review covering a three-year period.

#### I. Professional Development

##### A. Minimum Expectations

Faculty members will maintain an active and productive research agenda. Evidence of an active and productive research agenda will include, but is not limited to, presentation of scholarship at academic conferences, publication of peer-reviewed research in academic journals, production of peer-reviewed creative research, application for and/or receipt of research, teaching, and training grants, publication of book chapters, and the publication of peer-reviewed books. Tenured faculty should also endeavor to develop leadership in their field by increasing the impact of their research on the discipline and by pursuing leadership opportunities such as serving as conference, festival, and/or tournament directors, conference chairs and respondents, conference division chairs, journal editorial board memberships, editorships of academic journals, review board memberships, officers of scholarly associations, etc. For probationary faculty, steady progress toward achievement of the department benchmark for tenure and promotion will be deemed as necessary to constitute minimum performance.

##### B. Superior Performance Expectations

Faculty members whose professional development and scholarly performance demonstrates continuous, sustained, and significant contribution are deemed outstanding or superior. Superior performance includes both an increase in the quality and quantity of funded and/or published and/or creative research beyond the minimum standards, and leadership in the discipline as described above for tenured faculty.

## II. Teaching

### A. Minimum Expectations

Faculty members will demonstrate a commitment to achieving excellence in all teaching related activities. Instructional competency and a commitment to excellence must be demonstrated with respect to the following activities:

1. **Classroom Performance:** Faculty will attend their classes (barring an urgent personal obligation or off-campus, professional or university-related activity); utilize adequate instructional materials; and provide quality instruction, which entails coming to class prepared, covering germane and current material, and utilizing suitable measures of student performance.
2. **Office Hours:** During semesters in which faculty members are teaching, they will maintain at least three office hours per week and be reasonably available to students during normal working hours.
3. **Course Preparations:** Faculty will provide a diversity of course offerings, based on the needs of the department and an individual's given area of expertise; teach the expected number of courses given an individual's workload distribution; and offer special problems courses and supervise internships based on the needs of the department, student demand, and an individual's given area of expertise, current number of advisees, and rank. Tenured faculty are also expected to shoulder a greater burden of individually-tailored instruction, advising, and mentoring of graduate students.
4. **Assessment:** Faculty will complete all assessment and evaluation work for their classes.
5. **UNT Policies:** Faculty will comply with all UNT Policies related to teaching and appropriate classroom behavior.

### B. Superior Performance Expectations

Faculty members whose teaching performance demonstrates continuous, sustained, and significant contribution to the education of students in all forms of pedagogy and instruction are deemed outstanding or superior. Superior performance includes both an increase in the quality and quantity of instructional dedication and effectiveness in the department, the college, and the University, as evidenced, among other things, by the receipt of teaching awards, superior mentoring and placement of students, a rich diversity of course creation, preparation and innovation, and additional teacher training and conference attendance.

### III. Service

Probationary and tenured faculty will contribute to the administrative responsibilities of the department and demonstrate a commitment to achieving excellence.

#### A. Minimum Expectations

Faculty members fulfill their minimum responsibilities by participating in regular service on assigned departmental committees and offices; faculty searches; departmental advancement activities (such as fundraising activities and public relations); and community service opportunities and outreach which have professional implications, such as media interviews and participation in university events. Faculty must also abide by all UNT policies regarding attendance at university functions and events. Tenured faculty members are expected to bear a heavier service load in these areas and are also expected to provide leadership of major departmental committees, and serve on college and university committees.

#### B. Superior Performance Expectations

Faculty members who take on responsibilities that exceed minimum requirements are deemed outstanding or superior if they show a continuous, sustained, and significant contribution to departmental committees and offices, university committees and offices, and community service opportunities and outreach that have professional and development implications. Superior performance includes both an increase in the quality and quantity of leadership in the department, the college, the University and the community.

### **Article XVIII: Guidelines for Hiring, Evaluating, and Promoting Lecturers**

#### **Responsibilities/Expectations:**

Lecturers are primarily responsible for teaching courses and maintaining currency in their disciplinary area(s). Their duties may also include student advising and/or meeting other student-related responsibilities, such as assisting in directing the activities of the debate program or program development and/or assessment. Lecturers are appointed to one of the following classifications: lecturer, senior lecturer, or principal lecturer. Lecturers are not eligible to participate in the university's tenure system. Lecturers are voting members of the full-time department faculty and are only excluded from voting in decisions related to the hiring and the review process of tenured and tenure-track faculty. Therefore, lecturers are eligible to serve on all department committees except the Executive Committee, the Personnel Affairs Committee, and the Reappointment, Promotion and Tenure Committee. At the college level, lecturers are eligible to serve on the college undergraduate curriculum committee, either as elected or appointed members; however, they are ineligible for service on the college graduate curriculum committee, the faculty council, or the personnel affairs committee.

- **Lecturer**

To be eligible for the classification of lecturer, the faculty member must demonstrate effectiveness in teaching, or in the case of a new appointment where the candidate has no prior experience, the promise of effectiveness. In situations where the lecturer will be performing tasks other than teaching, he or she must demonstrate effectiveness or promise in the appropriate area. Lecturers are eligible to apply for travel funds from the department. Lecturer appointments may be from one to three years. All contracts are renewed annually.

- **Senior Lecturer**

To be eligible for the classification of senior lecturer, the faculty member must have a substantial record of continued effectiveness in teaching and have the equivalent of three years (six long semesters) of college-level teaching and/or equivalent professional experience. In situations where the lecturer will be performing tasks other than or in addition to teaching, the faculty member must demonstrate effectiveness or promise in the appropriate area. Full-time senior lecturers are eligible to apply for travel funds from the department; they may also be eligible to apply for travel funds and grants if they meet university, college, and department requirements. Senior lecturer appointment contracts may be for one to three years. All contracts are renewed annually.

- **Principal Lecturer**

To be eligible for the classification of principal lecturer, the faculty member must have a record of sustained excellence in teaching and have the equivalent of five years (10 long semesters) of college-level teaching, including at least two years (four long semesters) qualified at the senior lecturer rank. In situations where the lecturer performs tasks other than teaching, the faculty member must demonstrate effectiveness in the execution of his or her duties. Full-time principal lecturers are eligible to apply for travel

funds from the department; they may also be eligible to apply for travel funds and grants if they meet university, college, and department requirements. Senior lecturer appointment contracts may be for one to three years. All contracts are renewed annually.

#### **I. Qualifications:**

At a minimum, lecturers must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach, and/or certification, licensing, or equivalent professional experience.

#### **II. Terms of Appointment:**

Lecturers hold full-time appointments of one or multiple years that are renewed pending the department annual review process and resource availability. However, lecturers should have no expectation of continued appointment beyond the end of the one-year appointment period.

Multi-year lecturers operate under a temporary, non-tenurable one-year contract with a three to five year commitment to renew at the option of UNT. The multi-year commitment is reviewed and renewed annually. This process provides the opportunity for termination during the multi-year term if needed.

#### **III. Searching/Hiring Procedures:**

The search requirements and procedures for lecturer appointments shall follow the same format as a tenure-track search, with the department receiving reimbursement from the college and university at lecturer search reimbursement rates.

Reappointment, additional terms, and/or promotion offer letters will be initiated on an annual basis, based on the evaluation recommendation. Reappointment, additional terms, or promotion will not require a new search process.

#### **IV. Evaluation and Promotion Procedures:**

Lecturers will be evaluated annually by the Personnel Affairs Committee with recommendations for renewal and/or promotion made to the department chair. Lecturers' annual update/dossier shall be tailored to their specific duties. To meet the criteria and standards of performance for promotion within the Lecturer ranks, a candidate must have taught the requisite number of semesters and demonstrate a record of accomplishment in all areas of the lecturer's responsibility.

##### **A. Teaching**

The candidate shall demonstrate excellence in undergraduate teaching, as reflected in student evaluations and evaluations of teaching materials by departmental peers. Teaching evaluation of Lecturers will include annual classroom observations by the Teaching Evaluation Committee. Senior Lecturers will also be subject to classroom observation in the semester prior to an application for promotion to principal Lecturer.

**B. Service**

The candidate shall demonstrate a commitment to excellence in service to the department, as reflected in annual department evaluations. These evaluations will take into account that lecturers are not permitted to serve on all department committees, but may have other service obligations.

**C. Other Responsibilities:**

The candidate shall demonstrate a commitment to excellence in other areas, such as student advising and/or meeting other student-related responsibilities, such as assisting in directing the activities of the debate program, coordination of teaching assistant orientation and training, and/or program development and assessment, as reflected in the terms of the lecturer's appointment.

**V. Performance Standards:**

The following policy sets forth minimum performance standards for lecturers. These are standards that lecturers must meet in the performance of their duties. Lecturers who do not meet these standards may be denied promotion or receive a recommendation for non-renewal of contract.

**A. Teaching**

**Minimum Performance Expectations**

Lecturers will demonstrate excellence in all their teaching related activities. Instructional competency and a commitment to excellence with respect to the following activities:

- **Classroom Performance:** Lecturers will attend their classes, barring an unforeseen, urgent personal matter or professional or university-related activity; utilize adequate instructional materials; and provide quality instruction, which includes but is not limited to coming to class prepared, covering germane and current material, and utilizing appropriate measures of student performance.



- Office Hours: During semesters in which they are teaching, lecturers will maintain at least three office hours per week and be reasonably available to students during normal working hours.
- Course Preparations: Lecturers will provide a diversity of course offerings based on the needs of the department and the individual's area of expertise; teach the assigned number of courses given the individual's workload; and offer special problems courses based on the needs of the department, student demand, the individual's area of expertise, and current number of advisees.
- Assessment: Lecturers will complete all assessment and evaluation work for their classes.
- UNT Policies: Lecturers will comply with all UNT policies related to teaching and appropriate classroom behavior.

#### Superior Performance Expectations

Lecturers whose teaching performance demonstrates continuous, sustained, and significant contribution to the education of students are deemed superior or excellent. Superior performance includes both an increase in the quality and quantity of instructional dedication and effectiveness in the department, the college, and the university, as evidenced, for example, by the receipt of teaching awards, superior mentoring, a rich diversity of course creation, preparation, and innovation, publication of pedagogical material, and additional teacher training and conference attendance.

#### B. Service

##### Minimum Performance Expectations

Lecturers fulfill their minimum responsibilities by participating in regular service on assigned department committees; faculty searches; departmental advancement activities; and community service opportunities and outreach that have professional implications, such as media interviews and participation in university events. Lecturers must also abide by all UNT policies regarding attendance at university functions and events.

##### Superior Performance Expectations

Lecturers who take on responsibilities that exceed minimum requirements are deemed superior or excellent if they show a continuous, sustained, and significant contribution to departmental committees and offices, university

committees and offices, and community service opportunities and outreach which have professional and development implications. Superior performance includes both an increase in the quality and quantity of leadership in the department, the college, the university, and the community.

### C. Other Responsibilities

#### Minimum Performance Expectations

Other responsibilities include, but are not limited to, student advising and/or meeting other student related responsibilities, such as assisting in directing the activities of the debate program, coordination of teaching assistant orientation and training, or program development and assessment. Lecturers whose portfolio includes these kinds of activities fulfill their minimum responsibilities by making themselves reasonably available to students during normal working hours; providing guidance to students that is consistent with departmental, college, and university policies; providing guidance with regard to career options for majors. Lecturers whose portfolio includes assistance with the direction of the debate program fulfill their minimal obligation through coaching and administration of activities associated with the debate team. Lecturers whose portfolio includes coordinating teaching assistant orientation and training fulfill their minimum obligation by conducting teaching assistant training and orientation. Lecturers whose portfolio includes program development and assessment fulfill their minimum responsibilities by attending on-campus events that promote the major, reporting the status of the major at faculty meetings, and, as needed, by making suggestions for program revision to the department curriculum committee.

#### Superior Performance Expectations

Lecturers whose performance demonstrates continuous and sustained excellence, above and beyond minimum responsibilities, meet the standards for superior performance. Establishing a record of superiority will depend on the nature of each lecturer's responsibilities. For example, in the area of advising, it might include superior evaluations from students; in the area of assistance with the direction of the debate program, it might include superior performance, recruiting and administration of debate of debate team activities; in the area of coordinating teaching assistant orientation and training, it might include the development of orientation and training materials related to these tasks; in the area of program development, it might include participation in advancement activities.

**Appendix A**  
**Journal Rankings (approved 5/10/2018)**

In developing this tiered list, the department relied on rankings developed by Scimago JR and Google Scholar combined with disciplinary considerations and the broad types of scholarship conducted by faculty in the Department of Communication Studies, whose research utilizes social scientific, humanities, and fine arts methodologies.

**Publication Outlets of Greatest Weight:**

*Advances in the History of Rhetoric*  
*Argumentation*  
*Argumentation & Advocacy*  
*Comunicar*  
*Communication and Sport*  
*Communication, Culture, & Critique*  
*Communication & Critical/Cultural Studies*  
*Communication Education*  
*Communication Monographs*  
*Communication Research*  
*Communication Theory*  
*Communication Yearbook*  
*Contemporary Argumentation and Debate*  
*Critical Studies in Media Communication*  
*Cyberpsychology, Behavior, and Social Networking*  
*Discourse & Society*  
*Discourse and Communication*  
*European Journal of Communication*  
*Feminist Media Studies*  
*Group Dynamics: Theory, Research, and Practice*  
*Group Processes and Intergroup Relations*  
*Health Communication*  
*Human Communication Research*  
*Information Communication and Society*  
*International Journal of Information Management*  
*Journal of Applied Communication Research*  
*Journal of Business Communication*  
*Journal of Communication*  
*Journal of Communication Management*  
*Journal of Computer-Mediated Communication*  
*Journal of Family Communication*  
*Journal of Health Communication*  
*Journal of International and Intercultural Communication*  
*Journal of Social and Personal Relationships*  
*Learning Environments Research*  
*Liminalities: A Journal of Performance Studies*  
*Management Communication Quarterly*

*Mass Communication and Society*  
*Media, Culture and Society*  
*Media Psychology*  
*New Media and Society*  
*Political Communication*  
*Public Opinion Quarterly*  
*Public Understanding of Science*  
*Quarterly Journal of Speech*  
*Revista Latina de Comunicacion Social*  
*Rhetoric & Public Affairs*  
*Rhetoric Society Quarterly*  
*Science Communication*  
*Small Group Research*  
*TDR: The Drama Review*  
*Text & Performance Quarterly*  
*Theatre Journal: A Journal of Performance Studies*  
*Theatre Research International*  
*Visual Communication*  
*Women's Studies in Communication*

**Publication Outlets of Moderate Weight:**

*ALTA: Argumentation Conference Proceedings*  
*American Communication Journal*  
*American Behavioral Scientist*  
*Asian Journal of Communication*  
*Basic Communication Course Annual*  
*Business Communication Quarterly*  
*Canadian Journal of Communication*  
*Cases in Public Health Communication and Marketing*  
*Chinese Journal of Communication*  
*Communications*  
*Communication Methods and Measures*  
*Communication Quarterly*  
*Communication Research Reports*  
*Communication Review*  
*Communication Studies*  
*Communication Teacher*  
*Communication*  
*Continuum: Journal of Media & Cultural Studies*  
*Controversia: An International Journal of Debate and Democratic Renewal*  
*Convergence*  
*Corporate Communications*  
*Cultural Trends*  
*Departures in Critical Qualitative Research*  
*Discourse, Context and Media*  
*Discourse Processes*

*Environmental Communication*  
*Environmental Communication Yearbook*  
*Evidence-Based Communication Assessment and Intervention*  
*Federal Communications Law Journal*  
*Forensic of Pi Kappa Delta*  
*Games and Culture*  
*Game Studies*  
*Global Media and Communication*  
*Global Performance Studies*  
*Gesture*  
*Government information Quarterly*  
*Howard Journal of Communications*  
*Interpersonal Communication Studies*  
*Javnost*  
*Journal of Communication Pedagogy*  
*Language & Communication*  
*Language and Intercultural Communication*  
*Language Problems and Language Planning*  
*LIA Language, Interaction and Acquisition*  
*Information and Media Technologies*  
*Information Economics and Policy*  
*Information Polity*  
*Information Services and Use*  
*Information Society*  
*Information Technology and Management*  
*Informatics in Education*  
*Interaction Studies*  
*Intercultural Pragmatics*  
*Interface: Comunicacao, Saude, Educacao*  
*Interface: Communication, Health, Education*  
*International Communication Gazette*  
*International Journal of Communication*  
*International Journal of Conflict management*  
*International Journal of Digital Multimedia Broadcasting*  
*International Journal of Health Policy and Management*  
*International Journal of Media and Cultural Politics*  
*International Journal of Mobile Communications*  
*International Journal of Public Opinion Research*  
*International Journal of Sport Communication*  
*International Journal of Strategic Communication*  
*Internet Research*  
*JMM International Journal on Media Management*  
*Journal of Asian Pacific Communication*  
*Journal of Brand Management*  
*Journal of Asian Pacific Communication*  
*Journal of Children and Media*

*Journal of Communication and Religion*  
*Journal of Communication in Healthcare*  
*Journal of Communication Inquiry*  
*Journal of Elections, Public Opinion and Parties*  
*Journal of Electronic Communication*  
*Journal of Empirical Research on Human Research Ethics*  
*Journal of Language and Social Psychology*  
*Journal of Intercultural Communication Research*  
*Journal of Marketing Communications*  
*Journal of Media Business Studies*  
*Journal of Media Ethics: Exploring Questions of Media Morality*  
*Journal of Media Practice*  
*Journal of Media Psychology*  
*Journal of Media Studies*  
*Journal of Medical Internet Research*  
*Journal of Multicultural Discourses*  
*Journal of Politeness Research*  
*Journal of Public Deliberation*  
*Journal of Public Relations Research*  
*Journal of Science Communication*  
*Journal of Social Media in Society*  
*Journal of Visual Communication & Image Representation*  
*Kenneth Burke Journal*  
*Language and Communication*  
*M/C Journal of Media and Culture*  
*Media and Communication*  
*Media and Society*  
*Media, War and Conflict*  
*Narrative Inquiry*  
*National Forensics Journal*  
*Negotiation and Conflict Management Research*  
*Nieman Reports*  
*Nordicom Review*  
*Northern Lights*  
*Northwest Journal of Communication*  
*Parliamentary Debate*  
*Personal Relationship*  
*POROI: Project on Rhetoric of Inquiry*  
*Presidential Studies Quarterly*  
*Profesional de la Informacion*  
*Public Culture*  
*Qualitative Research Reports in Communication*  
*Review of Communication*  
*Research on Language and Social Interaction*  
*Rhetorica: A Journal of the History of Rhetoric*  
*Rhetoric Review*

*Rhetoric Society of American Conference Proceedings*  
*Social Network Analysis and Mining*  
*Social Networking*  
*Southern Communication Journal*  
*Speech Communication*  
*Studies in Language*  
*Symbolic Interaction*  
*Target*  
*Technology, Pedagogy and Information*  
*Telematics and Informatics*  
*Television & New Media*  
*Text and Talk*  
*Theatre Annual*  
*Tokyo Argumentation Conference Proceedings*  
*Visual Studies*  
*Western Journal of Communication*  
*Women and Performance*

**Publication Outlets of Least Weight:**

*Alabama Speech Communication and Theatre Journal*  
*American Speech*  
*Applied Environmental Education and Communication*  
*Atlantic Journal of Communication*  
*Australian Journal of Communication*  
*Carolinas Communication Annual*  
*Catalan Journal of Communication and Cultural Studies*  
*Coactivity: Philosophy, Communication*  
*Comunicacion y Sociedad*  
*Communicatio: South African Journal for Communication Theory and Research*  
*Communicator: the Journal of the Institute of Scientific and Technical*  
*Communicators*  
*Comunicazione Politica*  
*Communication Booknotes Quarterly*  
*Communication Law and Policy*  
*Communication Sciences and Disorders*  
*CTAM Journal*  
*Cultural Politics*  
*Cutting-Edge Technologies in Higher Education*  
*Doxa Comunicacio*  
*First Amendment Studies*  
*Florida Communication Journal*  
*Global Advances in Business and Communication*  
*Global Media Journal*  
*Gnovis: A Journal of Communication, Culture, & Technology*  
*Health Progress*  
*Humanities and Communication Studies*

*Intercultural Communication Studies*  
*International Journal of Advanced Media and Communication*  
*International Journal of Communication and Linguistic Studies*  
*International Journal of Information and Communication Technology Education*  
*International Journal of Interdisciplinary Studies in Communication*  
*International Journal of Performance Arts and Digital Media*  
*International Journal of Listening*  
*International Journal of Web Based Communities*  
*International Public Relations*  
*Iowa Communication Research*  
*Iowa Journal of Communication*  
*Japanese Journal of Science Communication*  
*Journal of Creative Communications*  
*Journal of Information, Communication and Ethics in Society*  
*Journal of Intercultural Communication*  
*Journal of Integral Theory and Practice*  
*Journal of International Communication*  
*Journal of Literature, Culture and Media*  
*Journal of Organizational Culture, Communications and Conflict*  
*Journal of the Communication, Speech, & Theatre Association of North Dakota*  
*Journal of Visual Culture*  
*Kairos*  
*Louisiana Communication Journal*  
*Mass Communication Research*  
*Middle East Journal of Culture and Communication*  
*MedieKultur: Journal of Media and Communication Research*  
*Mobile Media and Communication*  
*Network Science*  
*Ohio Communication Journal*  
*Open Communication Journal*  
*Pennsylvania Speech Communication Journal*  
*Popular Communication*  
*Publishing Research Quarterly*  
*Psychology of Language and Communication*  
*Russian Journal of Communication*  
*Speaker and Gavel*  
*Spectator*  
*Speech Communication Association of South Dakota Journal*  
*Studies in Communication Sciences*  
*Studies in Media and Communication*  
*Texas Speech Communication Journal*  
*Tourism, Culture and Communication*  
*Visual Communication Quarterly*  
*Voices of Democracy*



## Appendix B Research Expectations for the Director of Debate (approved 5/10/2018)

The benchmarks for evaluating research performance in the area of forensics are drawn from Rowland and Atchison's (2010) "Status of Standards for Tenure and Promotion in Debate" and the Quail Roost Conference on Assessment of Professional Activities of Directors of Debate's (1993) "Policy Caucus Working Group on Tenure for Forensic Educators: Introductory Remarks." The research standards for debate recognize that academic debate serves as a type of research laboratory for the debate team. As such, research contributions may not always translate precisely into in-round victories for the teams competing. Tenure-line faculty will be evaluated for debate program research activities based on the following standards, as evaluated by a tenured external reviewer with demonstrated expertise in intercollegiate debate.

If the Director of Debate wishes to execute an external review during the upcoming academic year, they should alert the Chair by September 1 of that year. The Chair will consult with the Director of Debate and the PAC to select an appropriate tenured external reviewer; both the Director of Debate and the PAC shall forward three names of potential external reviewers by March 1. Ultimately, the Chair will be responsible for selecting the external reviewer and coordinating the review of the program. By May 31st, the Chair will submit materials provided by the candidate to the reviewer; in addition, the Chair will provide the reviewer with student evaluations of the program collected by the PAC from the previous year (fall and spring semesters). The external review will be due to the Chair by August 31st.

The candidate shall provide the following materials for the Chair to submit to the external reviewer:

- A statement of the faculty member's pedagogical philosophy related to directing the program;
- A portfolio of research materials including research briefs representing a broad sample of the team's research efforts over the course of the season;
- Overall win-loss record for the program, not just as an absolute measure, but to demonstrate growth and development of individual competitors in the program;
- Rankings of the team in national tournaments relevant to the program's activities;
- A summary of the Director of Debate's work as a judge and an explanation of how this judging functions as a means of carrying on an academic dialogue concerning research relevant to the debate resolution;
- Evidence related to tournaments hosted for high school and college competitors (including number of competitors, teams, growth of tournament, etc.);
- Evidence of continued recruitment of strong team members;
- Evidence of continued recruitment of diverse team members;
- Graduation rates of students within the program;
- Composite grade point averages for students in the program;
- A summary of efforts to secure external funding for program programming; and

- A statement explaining the intellectual importance of the research produced over the course of the season.

**The candidate may also provide other supporting material, as relevant:**

- Evidence of guest lectures on topics of research related to the debate resolution;
- Evidence of coordinating public debate events (e.g., related to local topics, hosting international debate teams);
- Guest lectures on best practices and instruction related to forensics activities;
- Acceptance and attendance of students in the program to graduate and professional schools;
- Letters from former team members;
- Exit interviews with graduating students and graduate assistants;
- A summary of pedagogical efforts in training graduate student coaches and other coaches, judges, and staff;
- Handbooks written to guide in forensics instruction;
- Textbooks (or chapters) written related to debate and forensics pedagogy;
- Hosting workshops for high school and college debate and forensics students and coaches/instructors;
- Evaluations by participants at forensics workshops or tournaments;
- Service to the forensics profession and related professional organizations;
- Evidence of outreach to local forensics development programs (e.g., Dallas Urban Debate Alliance);
- Letters from peer coaches and directors about the quality and experience of attending tournaments hosted by the program; and/or
- Videos of current team members either from competition or practice rounds.