

College of Arts and Sciences
DEPARTMENT OF COMMUNICATION
Rank and Tenure Procedures and Criteria

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I. PROCEDURES

Evaluation of Application for Promotion and Tenure

Faculty in the Department of Communication are evaluated for promotion and tenure according to the procedures described in *The Faculty Manual* of Saint Louis University as well as the College of Arts and Sciences' *Rank and Tenure Procedures and Criteria: College Level* document. What follows details specific procedures for the handling of the tenure and promotion process within the Department of Communication, beyond those described in *The Faculty Manual* and in the College of Arts and Sciences' document.

Role of the Candidate for Tenure-Track Faculty

It is the candidate's responsibility to inform the Department Chair of their intention to apply for tenure and promotion by February 1 of the calendar year in which the tenure and promotion application is going to be made. Prior to April 30, the candidate will prepare a candidate statement regarding research and a list of six possible external evaluators. These evaluators must be faculty external to Saint Louis University, holding the rank above or higher than the candidate, who are qualified to comment on the candidate's scholarship and standing in the field. The candidate statement will be included in the material sent to external evaluators, along with the research portfolio, which will include a candidate's CV and publications and creative work from the review period and any other work named in Provost-approved written documentation at time of hire. Candidates can offer names of evaluators they believe are unable to give an unbiased assessment. These evaluators will be ruled out from providing an assessment. External evaluators should not have a conflict of interest. Examples of potential conflicts of interest include current research mentors, co-authors on papers or grants, faculty's own past mentees, or family members or personal or family friends. The candidate will also give the Department Chair a list of at least six students or alumni who have recently taken a class with the candidate.

The candidate must prepare their dossier, in consultation with the Department Chair. Section 3 of the College of Arts and Sciences' *Rank and Tenure Procedures and Criteria: College Level*

document provides guidelines regarding the contents of the dossier. The candidate's part of the dossier must be submitted to the Department Chair by September 1. The candidate should be familiar with *The Faculty Manual* of Saint Louis University, particularly those sections pertaining to types of faculty, advancement, and norms for appointment, retention, and advancement, which govern how the candidate's application for tenure and promotion will be evaluated.

Role of the Department for Tenure-Track Faculty

When a faculty member has informed the Department Chair of their intention to seek tenure and promotion, the Department Chair shall convene a Promotion and Tenure Committee. The Promotion and Tenure Committee shall include all tenured faculty in the department holding the rank of Associate and above.

The Department Chair is responsible for helping each candidate assemble a dossier for the rank and tenure decision, as described in the College of Arts and Sciences' *Rank and Tenure Procedures and Criteria: College Level* document. As part of this procedure for tenure-track faculty, the Department Chair will solicit letters from at least three external evaluators, in accordance with the College of Arts and Sciences' guidelines. After receiving the candidate's list of six possible external evaluators, the Department Chair will compile a list of additional possible external evaluators in consultation with the faculty who serve on the Promotion and Tenure Committee. External evaluators will come from these lists, with at least one from the list provided by the candidate, if possible. After receiving the candidate's list of at least six students or alumni who have recently taken a class with the candidate, the Department Chair will compile a list of additional students who have taken a class with the candidate in consultation with the faculty who serve on the Promotion and Tenure Committee. The Department Chair will solicit two student evaluations from these lists, with at least one coming from the list provided by the candidate.

Additionally, during the spring semester prior to submitting the tenure case, if possible at least three tenured faculty members will visit the candidate's classes to observe their teaching, making arrangements with the candidate for appropriate days to visit. The faculty members will take notes and verbally share their impressions of the candidate's teaching when the Promotion and Tenure Committee meets.

Role of the Candidate for Non-Tenure-Track Faculty

Non-tenure-track faculty are evaluated for promotion according to their particular responsibilities. The Department Chair will spell out the workload requirements for non-tenure-track faculty each year in their individual faculty annual workload plan. Workload requirements might vary among non-tenure-track faculty, as well as for an individual non-tenure-track faculty member over their time in the department. Promotion expectations will be adjusted proportionally based on the workload units allocated to teaching, research, service, and administration.

The process to be followed in the case of promotion of a non-tenure-track faculty member is generally the same as that for tenure-track faculty. The nature of the external evaluators for the promotion case, however, will be determined by the unique nature of the specific non-tenure-track position. This could include evaluators with administrative, professional, or creative expertise to match the faculty member's work.

It is the candidate's responsibility to inform the Department Chair of their intention to apply for promotion by February 1 of the calendar year in which the promotion application is going to be made. Prior to April 30, the candidate will prepare a candidate statement regarding their work (related to teaching, service, and, if relevant, research and administration) and a list of six possible external evaluators. The candidate statement will be included in the material sent to external evaluators, along with the candidate's portfolio, which will include a candidate's CV as well as materials related to a candidate's record in the areas of teaching, service and, if relevant, research and administration. Since non-tenure-track faculty are assessed according to the requirements of their workload distribution, the composition of evaluation letters will vary depending upon the responsibilities of the candidate. Evaluations may come from external evaluators or non-departmental SLU colleagues, depending upon what is appropriate for evaluating the candidate's primary responsibilities.

Candidates can offer names of evaluators they believe are unable to give an unbiased assessment. These evaluators will be ruled out from providing an assessment. External evaluators should not have a conflict of interest. Examples of potential conflicts of interest include current research mentors, co-authors on papers or grants, faculty's own past mentees, or family members or personal or family friends. The candidate will also give the Department Chair a list of at least six students or alumni who have recently taken a class with the candidate.

The candidate must prepare the dossier in consultation with the Department Chair. Section 3 of the College of Arts and Sciences' *Rank and Tenure Procedures and Criteria: College Level* document provides guidelines regarding the contents of the dossier. The candidate's part of the dossier must be submitted to the Department Chair by September 1. The candidate should be familiar with *The Faculty Manual* of Saint Louis University, particularly those sections pertaining to types of faculty, advancement, and norms for appointment, retention, and advancement, which govern how the candidate's application for promotion will be evaluated.

Role of the Department for Non-Tenure-Track Faculty

When a non-tenure-track faculty member has informed the Department Chair of their intention to seek promotion to Associate Professor, the Department Chair shall convene a Promotion and Tenure Committee. This committee shall include all faculty in the department holding the rank of Associate and above.

The Department Chair is responsible for helping each candidate assemble a dossier for the promotion decision, as described in the College of Arts and Sciences' *Rank and Tenure Procedures and Criteria: College Level* document. The information submitted in the dossier and the criteria applied to evaluate the candidate are modified from that for tenure-track positions in order to fit the candidate's job responsibilities.

As part of this procedure for non-tenure-track faculty, the Department Chair will solicit letters from at least three external evaluators or non-departmental SLU colleagues in accordance with the College of Arts and Sciences' guidelines to evaluate the quality of the candidate's work in the particular type of role they hold in the department. After receiving the candidate's list of six possible evaluators, the Department Chair will compile a list of additional possible evaluators in consultation with the faculty who serve on the Promotion and Tenure Committee. External evaluators or non-departmental SLU colleagues will come from these lists, with at least one from the list provided by the candidate, if possible. After receiving the candidate's list of at least six students or alumni who have recently taken a class with the candidate, the Department Chair will compile a list of additional students who have taken a class with the candidate in consultation with the faculty who serve on the Promotion and Tenure Committee. The Department Chair will solicit two student evaluations from these lists, with at least one coming from the list provided by the candidate.

Additionally, during the spring semester prior to submitting the promotion case, if possible at least three faculty members at or above the rank being sought will visit the candidate's classes to observe their teaching, making arrangements with the candidate for appropriate days to visit. The faculty members will take notes and share their impressions of the candidate's teaching when the Promotion and Tenure Committee meets.

Role of the Candidate for Promotion to Professor (for Tenured and Non-Tenure-Track Faculty)

It is the candidate's responsibility to inform the Department Chair of their intention to apply for promotion to Professor by February 1 of the calendar year in which the promotion application is going to be made. Prior to April 30, the candidate will prepare a candidate statement and a list of six possible external evaluators. This statement will be included in the material sent to external evaluators, along with the candidate's portfolio, which will include a candidate's CV as well as materials related to the criteria by which their case will be evaluated. The nature of the external evaluators for the promotion case will be determined by the unique nature of the candidate's position (whether tenured or non-tenure-track) and job responsibilities. Candidates can offer names of evaluators they believe are unable to give an unbiased assessment. These evaluators will be ruled out from providing an assessment.

External evaluators should not have a conflict of interest. Examples of potential conflicts of interest include current research mentors, co-authors on papers or grants, faculty's own past mentees, or family members or personal or family friends. The candidate will also give the Department Chair a list of at least six students or alumni who have recently taken a class with the candidate.

The candidate must prepare their dossier, in consultation with the Department Chair. Section 3 of the College of Arts and Sciences' *Rank and Tenure Procedures and Criteria: College Level* document provides guidelines regarding the contents of the dossier. The candidate's part of the dossier must be submitted to the Department Chair by September 1. The candidate should be familiar with *The Faculty Manual* of Saint Louis University, particularly those sections

pertaining to types of faculty, advancement, and norms for appointment, retention, and advancement, which govern how the candidate's application for promotion will be evaluated.

Role of the Department for Promotion to Professor (for Tenured and Non-Tenure-Track Faculty)

When a tenured faculty member at the Associate Professor rank has informed the Department Chair of their intention to seek promotion to Professor, the Department Chair shall convene a Promotion and Tenure Committee. The Promotion and Tenure Committee shall include all tenured faculty in the department holding the rank of Professor.

When a non-tenure-track faculty member at the Associate Professor rank has informed the Department Chair of their intention to seek promotion to Professor, the Department Chair shall convene a Promotion and Tenure Committee including all faculty in the department holding the rank of Professor.

The Department Chair is responsible for helping each candidate assemble a dossier for the promotion decision, as described in the College of Arts and Sciences' *Rank and Tenure Procedures and Criteria: College Level* document. As part of this procedure, the Department Chair will solicit letters from at least three external evaluators, in accordance with the College of Arts and Sciences' guidelines. After receiving the candidates' list of six possible external evaluators, the Department Chair will compile a list of additional possible external evaluators in consultation with the faculty who serve on the Promotion and Tenure Committee. Evaluators will come from these lists, with at least one from the list provided by the candidate, if possible. After receiving the candidate's list of at least six students or alumni who have recently taken a class with the candidate, the Department Chair will compile a list of additional students who have taken a class with the candidate in consultation with the faculty who serve on the Promotion and Tenure Committee. The Department Chair will solicit two student evaluations from these lists, with at least one coming from the list provided by the candidate.

Decision-Making Process for Tenure-Track, Non-Tenure-Track, and Tenured Faculty

Once the dossier is assembled, the Department Chair will convene a meeting of the department's Promotion and Tenure Committee to consider and vote on the candidate's dossier. The Department Chair will select a senior faculty mentor to chair the meeting. Members of the Promotion and Tenure Committee may vote only if they are present at this meeting in person or via synchronous virtual participation. The Department Chair attends the meeting but does not vote. The vote is conducted by secret ballot. The Department Chair will count the ballots, which will be checked by two colleagues, and declare the results. After the meeting, a senior member of the Promotion and Tenure Committee will write a letter summarizing the recommendation of the committee to be inserted in the dossier. The letter will clearly state the recommendation and will provide the numerical vote and the rationale for supporting and dissenting votes, with attention paid to the scale and scope of positive versus negative votes. This letter will be circulated to members of the Promotion and Tenure Committee for approval. Once the Promotion and Tenure Committee approves the letter by a majority vote, the Department Chair will include the letter in the candidate's dossier. The Department Chair will separately write a letter evaluating the

candidate's application. The Department chair will also complete the evaluation form available on the website of the Office of the Provost.

In circumstances where the Department Chair is the candidate, an appointed replacement in the department who holds the rank the candidate is seeking (Associate or Professor) will manage the process.

Mentoring

The department strives to provide an environment where faculty can succeed at SLU. To that end, one of the most important duties of the Department Chair is to function as a mentor for each new faculty member, helping to ensure that new faculty members are aware of the department's and university's expectations. The department encourages informal mentoring relationships among colleagues as well.

Midpoint and Third-Year Review Procedures

In the spring semester of a faculty member's third year, the department will conduct a review of the faculty member's progress toward promotion and tenure for tenure-track faculty and promotion for non-tenure-track faculty. For the midpoint/third-year review, the Department Chair will convene a Promotion and Tenure Committee composed of all tenured faculty in the department for the review of tenure-track faculty and a committee composed of all faculty at higher ranks than that held by the faculty member for the review of non-tenure-track faculty.

Sometime in the calendar year prior to the midpoint/third-year review meeting, if possible at least three faculty members (tenured faculty members for midpoint reviews and all faculty at higher ranks than that held by the faculty member for third-year reviews) will visit the candidate's classes to observe their teaching, making arrangements with the candidate for appropriate days to visit. The faculty members will take notes and verbally share their impressions of the candidate's teaching when the Promotion and Tenure Committee meets. These visits must be completed prior to the meeting of the committee to discuss the candidate's dossier. This dossier must be submitted to the Department Chair by January 15. The dossier will follow a format similar to the promotion and tenure dossier. Section 3 of the College of Arts and Sciences' *Rank and Tenure Procedures and Criteria: College Level* document provides guidelines regarding the contents of the dossier.

The department's Promotion and Tenure Committee will review the dossier and meet to discuss their evaluation of the candidate's record prior to February 15. Based upon this discussion, the Department Chair will prepare a report that includes both a general evaluation of the candidate's record to date and specific suggestions for the candidate moving forward. This report should be created within two weeks of the meeting and be circulated to members of the committee for comment prior to being finalized. Once approved by a majority vote of the committee, the Department Chair will share and discuss the report with the candidate. The Department Chair will submit this report to the Office of the Dean. Midpoint and third-year review reports are included in the candidate's dossier for tenure and/or promotion.

Emeritus/a Status

As indicated in university policies regarding emeritus/a status, the request for emeritus/a status is normally initiated by the retiring tenured faculty member. The faculty member should submit this request, a letter outlining a rationale for granting emeritus/a status, and a current CV to the Department Chair by September 1 of the school year they plan to retire.

The Department Chair will convene a meeting of the department's full-time faculty. The record of the retiring faculty member will be reviewed, and the faculty will vote on a recommendation for emeritus/a status. The vote is conducted by secret ballot. The Department Chair will count the ballots, which will be checked by two colleagues, and declare the results. A majority vote of the department's full-time faculty will be sufficient to recommend the candidate be awarded emeritus/a status. The Department Chair, in consultation with faculty members who have extensive experience with the candidate, will write a letter detailing the results of this vote and summarizing the faculty member's work and contributions to the department, college, and university. This letter, along with the faculty member's request and current CV, will be forwarded to the Office of the Dean by October 1.

II. CRITERIA

In its teaching, research, and service, the Department of Communication encompasses a broad range of the discipline, including advertising, communication studies, culture and media studies, journalism, media production, public relations, and rhetorical studies. Our evaluative criteria address the breadth and diversity of the department.

Criteria for Promotion to Associate Professor

To be promoted to the rank of Associate Professor and granted tenure, a faculty member must show proficiency in each of the following areas.

For non-tenure-track faculty, the criteria applied to evaluate quality for promotion to the rank of Associate Professor are modified from that for tenure-track positions in order to fit the candidate's job responsibilities.

Teaching

A faculty member must demonstrate effective teaching. The department recognizes that effective teaching encompasses a wide variety of conceptual approaches, methods, styles, and formats and that pedagogical responsibilities are varied. Therefore, evidence of effective teaching may take a variety of forms. Among the ways effective teaching may be documented in the teaching portfolio are:

- student course evaluations (both quantitative and qualitative);
- evidence of course revision, innovation, and/or experimentation;
- development of new courses and cooperation in meeting the curricular needs of the department;

- letters from colleagues who have observed the faculty member's class or taught with the faculty member;
- letters from students and/or former students;
- thoroughness and clarity of teaching materials (syllabi, exams, handouts, etc.);
- development and implementation of strategies to support access, belonging, diversity, equity, inclusion, and justice;
- teaching awards (College, Student Government Association, etc.);
- critical acclaim for work with students in co-curricular activities, as judged by peers and as demonstrated by receipt of awards and recognition (e.g., student awards in advertising competitions, publication awards in state and national competitions, or coaching or advising awards);
- mentoring through the supervision of student projects, such as independent studies, theses, and applied projects.

Advising

The candidate should demonstrate effective undergraduate and graduate student advising and mentoring consistent with the standards of the College of Arts and Sciences and work with graduate students as appropriate.

Effective advising may be demonstrated through:

- serving as a faculty mentor for an appropriate number of students (as assigned by the Department Chair in alignment with department needs)
- being available to students
- guiding students reliably through the Communication curriculum
- providing professional guidance
- hosting mentoring events
- supporting students with and at conferences

Scholarship, Research, and Creative Works

Communication is a large and diverse field that includes inquiry by humanists, social scientists, and critical and cultural studies scholars. The department reflects this diversity in our faculty. Scholars in the department may do traditional research and/or engage in creative activity, both of which will satisfy the departmental expectations of scholarship for tenure and promotion. The outlets for this scholarship may vary, depending upon the subfield in the discipline. The criteria for tenure and promotion that appear below reflect this diversity.

In general, the candidate should demonstrate the development of an independent, coherent, and sustained program of scholarship with the promise of future contributions, through refereed publications or creative work, and positive external reviews of their scholarship.

For candidates who produce creative work, the work should be clearly relevant to their academic appointment and align with the conditions and expectations under which the candidate was hired. The creative work should be grounded in relevant scholarly or creative principles and contribute

new knowledge, insights, or ideas whose value is affirmed by external evaluators. To be considered for tenure and promotion purposes, the creative work should also be published, exhibited, screened, or aired in an appropriate outlet, as described below.

In scholarly work, the department considers work that is reviewed and refereed to be most persuasive, as evidenced by positive assessments from the faculty member's professional peers:

- For traditional research, this includes work such as scholarly, peer-reviewed books by reputable presses, peer-reviewed articles published in scholarly and professional journals, edited books whose proposals have undergone peer review, and/or book chapters that undergo peer review. Although the significance of particular journals varies across domains within the field, the quality of journal articles can be evaluated by the reputation of the journal, the acceptance rate of the journal, and/or the theoretical contributions or useful applications of the research in its respective field. The quality of books can be evaluated by the quality of the press, the peer-review process, positive external book reviews after publication, and book awards. The quality of the outlet and the influence of the work can also be used to judge the quality of peer-reviewed book chapters.
- For creative work, this includes work such as short films and videos, podcast series, community-engaged media projects, multimedia projects, or interactive/new media projects that has been accepted in juried shows and exhibitions, won awards in significant regional, national, and international competitions, or that has received positive critical review. While creative work is often produced collaboratively, the faculty member should serve in a key creative role. Examples of key creative roles include producing, screenwriting, directing, cinematography, editing, sound design, and production design. The quality of creative work can be measured by the reputation of exhibitors, scholarly and critical reviews, grants, awards, fellowships, and residencies relating to the work. Creative work is often screened in more than one venue, and thus is evaluated separately by different sets of reviewers or judges. The additional screenings can be indicative of the quality and reach of the work.

Although not weighted as strongly as peer-reviewed work, other forms of work also contribute to a record of good scholarship. These include book chapters in collections published by reputable university or professional presses, encyclopedia entries, publications related to teaching, popular press publications that have undergone editorial review (such as magazine, newspaper, or web-based articles), conference proceedings, and successful submission, awarding, and implementation of grant proposals.

While quality counts more than quantity in evaluating a candidate's research record, the normal expectation for candidates publishing traditional research is five peer-reviewed publications, or the equivalent, in addition to two other pieces of scholarly work produced during the probationary period. The fewer the peer-reviewed pieces, the higher the quality must be to merit tenure. Though there is variation in books and articles, the department will consider a book the equivalent of three to five articles, depending on the quality of the work and the prestige of the outlet, as judged by the standards of the discipline.

For candidates who produce creative work, the normal expectation is at least three completed and distributed pieces of creative work or the equivalent by the end of the probationary period. Due to the various forms that creative work can take, some particularly complex and/or lengthy projects will have additional weight. In these cases, a creative work will be considered the equivalent of at least two standard creative works, depending on the quality of the work and the reputation and selectivity of the venues in which it is exhibited. Examples may include feature-length fiction or documentary projects (defined by Sundance Film Festival as a film 50 minutes or more in length) or multiyear radio, podcast, television, or web series.

For candidates who produce a combination of traditional scholarship and creative work (with the creative work clearly relevant to their academic appointment), a completed and distributed piece of creative work would be the equivalent of roughly two peer-reviewed publications.

For non-tenure-track faculty who maintain active research agendas, the publication and/or creative work expectations for promotion will be proportionate to the units assigned to research in their workload.

While the department acknowledges competitively selected convention papers and panel presentations, book reviews, participation in professional association meetings and seminars, and scholarship and creative work in progress as important for the tenure process, it recognizes that none of them alone, without a scholarly record as described above, is sufficient for granting tenure.

For all co-authored work, the candidate should indicate their roles and responsibilities in the work's creation. The Promotion and Tenure Committee, if they feel it is necessary, can contact co-authors to clarify the candidate's contributions.

Service

Service includes activities on behalf of the department, college, university, discipline, and/or community. At the department, college, or university level, service may be demonstrated by a variety of activities, including membership or leadership roles in the committees of these academic units, by participation in activities such as lectures or panel discussions, and by advising of student organizations.

A faculty member should also be participating in the activities of professional associations in communication and/or related areas. Service to the discipline includes activities such as reviewing articles, books, conference submissions, and/or grant submissions, chairing or responding to sessions at professional meetings and conventions, and serving in leadership roles in professional organizations.

Profession-related community service (e.g., workshops, service on the board of a relevant organization, etc.), if present, also serves as evidence of effective service.

The department recognizes that the labor associated with faculty service (both physical and emotional labor) helps to create an environment that supports and nurtures the growth of students, colleagues, programs, community organizations, and the overall university.

Administration

For faculty holding departmental coordinator roles, the department will maintain a document that outlines the responsibilities as well as the criteria for evaluating performance in the roles. Since the work associated with a coordinator role occupies a percentage of a faculty member's assigned workload, a candidate's dossier should document their accomplishments in the coordinator role.

Criteria for Promotion to Professor

To be promoted to the rank of Professor, a tenured faculty member must give evidence of continued progress and development in the areas of teaching, advising, scholarship, and service.

For non-tenure-track faculty, the criteria applied to evaluate quality for promotion to the rank of Professor are modified from that from tenured faculty in order to fit the candidate's job responsibilities.

Teaching

Promotion to Professor requires evidence of expertise and continued commitment to teaching. Candidates are expected to build upon their expertise in teaching by keeping abreast of developments in their field and incorporating them into their teaching. Developing new courses and advancing and strengthening curriculum are also encouraged. The evidence used to demonstrate effective teaching will be similar to that described above for promotion to Associate Professor.

Advising

There should be continued evidence of effective student advising and mentoring (as described above).

Scholarship, Research, and Creative Works

Tenured faculty members are expected to maintain active research agendas. For promotion to Professor, the quality and significance of contribution to the discipline will carry particular weight. There should be evidence of growth in research or creative work that merits recognition among scholars in the discipline. The department expects that its professors would have achieved a national or international recognition of note in one or more communication specialties.

Evidence of effective and sustained research and/or creative activity must be presented. Candidates publishing traditional research should, at minimum, publish the equivalent of five to seven pieces of scholarly work after their promotion to Associate Professor before seeking promotion to Professor. Candidates producing creative work should, at minimum, produce the equivalent of three to four completed and distributed pieces of creative work after their promotion to Associate Professor before seeking promotion to Professor. Evidence for the

quality of this work can be demonstrated through the selectivity, impact, or reputation of the outlet and/or influence demonstrated through the evaluation of external reviewers or citations of the work.

Service

There should be evidence of increased level and quality of service activities in the department, college, university, and/or community affairs. Further, candidates also should be actively involved in service to the discipline.

Administration

For faculty holding departmental coordinator roles, the department will maintain a document that outlines the responsibilities as well as the criteria for evaluating performance in the roles. Since the work associated with a coordinator role occupies a percentage of a faculty member's assigned workload, a candidate's dossier should document their accomplishments in the coordinator role.

Criteria for Emeritus/a Status

To be eligible for emeritus/a status, a faculty member must have worked at the university for at least ten years. In extraordinary circumstances, faculty members with a shorter period of service may be considered for emeritus/a status. Faculty members granted emeritus/a status must have distinguished themselves through excellence in research or creative work, teaching, and mentoring and plan to remain professionally active after retirement.