

Rank and Tenure Standards in the Department of Communication Studies: (Revised Fall 2016)

A commitment to the Creighton Mission and Jesuit values is an expectation for all faculty in Communication Studies. However, this commitment will look different for each faculty member. It is up to the faculty member to describe how Jesuit values impact his/her teaching, scholarship, or service.

Teaching

Expectations for Tenure:

- Consistent ratings >4 using departmental guidelines for evaluating teaching effectiveness which take into account, but are not limited to, IDEA scores
- Show willingness to teach and develop a range of courses consistent with position for which the individual was hired
- Show commitment to continued development of teaching and learning (e.g. mentoring undergraduate research, workshop attendance, course level assessment)

Expectations for Associate:

- Consistent ratings >4 using departmental guidelines for evaluating teaching effectiveness which take into account, but are not limited to, IDEA scores
- Show willingness to teach and develop a range of courses consistent with position for which the individual was hired
- Show commitment to continued development of teaching and learning (e.g. mentoring undergraduate research, workshop attendance, course level assessment)

Expectations for Professor:

- Consistent ratings >4 using departmental guidelines for evaluating teaching effectiveness which take into account, but are not limited to, IDEA scores
- Show success in teaching and developing a range of courses consistent with position for which the individual was hired
- Show leadership in the development of teaching and learning (e.g. workshop leader/facilitator, formal mentoring of faculty colleagues, publishing pedagogical articles, course and program level assessment)
- Mentor undergraduate research or independent study projects.

Notes on Teaching:

- Effectiveness in teaching COM 101 should be considered separately from other courses taught.
- The chair will provide context for average COM 101 teaching scores.

Scholarship

Expectations for Tenure:

- 5 peer-reviewed scholarly articles published in regional, national, or international outlets
OR
Minimum of 3 peer-reviewed articles published in regional, national, or international outlets and at least 3 other similar scholarly publication types (e.g., book chapters, edited book, state journals, externally funded grants)
- Evidence of emerging research trajectory and contributions to the profession within clearly articulated (sub)disciplinary area (e.g., conference participation,

Expectations for Associate:

- 5 peer-reviewed scholarly articles published in regional, national, or international outlets
OR
Minimum of 3 peer-reviewed articles published in regional, national, or international outlets and at

least 3 other similar scholarly publication types (e.g., book chapters, edited book, state journals, externally funded grants)

- Evidence of consistent research trajectory and disciplinary contributions to the profession within clearly articulated (sub)disciplinary area

Expectations for Professor:

- 7 peer-reviewed reviewed articles published in regional, national, or international outlets

OR

Minimum of 5 peer-reviewed articles published in regional, national, or international outlets and at least 4 other similar scholarly publication types (e.g., book chapters, edited book, state journals, externally funded grants)

- Evidence of significant research trajectory and disciplinary contributions to the profession within clearly articulated (sub)disciplinary area

Notes on Scholarship:

- A candidate's commitment to scholarly trajectory and achievement may be demonstrated by any combination of books, texts, peer-reviewed monographs and articles, presentations, externally funded grants, documentaries, and other scholarly products. It is the candidate's responsibility in her/his case to "translate" how her or his work compares to the standards for peer-reviewed articles as a common basis for gauging productivity (using the Faculty Profile, etc.). Thus, it is feasible a candidate would make the case for a book counting as several peer-reviewed journal articles.

- Contributions to the profession may include any combination of:
 - peer-reviewed journal or section thereof
 - refereed journal, (c) Presenting papers at (inter)national or regional scholarly meetings and disciplinary conferences, (d) Presenting scholarly work by invitation from an academic audience, (e) Serving as a referee/reviewer for a disciplinary and/or related interdisciplinary journal or scholarly text, (f) Writing encyclopedia articles or entries that coincide with expertise on topics that coincide with expertise
 - moderator for or discussant or respondent to conference panels
 - bodies, communities, government agencies, and civic organizations in the form of community-based or "applied" social science research OR in the form of research written in a report for an academic body

(a) Editing a re
, (b) Serving as a m er

· Writing book
· Mentoring students
· Consulting work fo

- Funded research is not a criterion this department views as normative in their discipline.

Service

Expectations for Tenure:

- Have served on departmental committees
- Have served on College or University committee(s), to include Freshman Seminar advising
- Participate in local, regional, national, international or specialized professional organizations

Service Expectations for Associate:

- Have served on departmental committees, including limited leadership roles
- Have served on College or University committee(s), to include Freshman Seminar advising
- Participate in local, regional, national, international or specialized professional organizations

Service Expectations for Professor:

- Sustained record of leadership of departmental committees or initiatives
- Have taken leadership roles on College or University committees, programs, or centers
- Participate and provide some leadership in disciplinary organization(s) (local, regional, national, international and specialized)
- Provide service to the community drawing upon disciplinary expertise