

## **Department of Integrated Strategic Communication**

### **Statement of Evidence: Scholarship or Creative Activity for Appointment, Reappointment, or Promotion to Full Professor for Special Title Faculty**

**October 4, 2021**

#### **Introduction**

The Department of Integrated Strategic Communication assesses special title faculty scholarly productivity based upon informed judgment of the totality of work to date. As part of this process, the following guidelines reflect research expectations for appointment, reappointment, or promotion to full professor, special title. It should be noted that these guidelines build upon those for promotion from Assistant to Associate, and that the expectations for appointment, reappointment, or promotion from Associate to Full exceed those for promotion from Assistant to Associate.

These criteria should be viewed as a general guide versus a rigid checklist. The Department recognizes and affirms that an individual's scholarly and creative agenda and discipline reflect unique characteristics, and these factors may necessitate different—but equally appropriate—patterns of productivity. It is incumbent upon the candidate to make a compelling case for the strength of the scholarly and creative record in all cases, but particularly in those that differ from the standards outlined in this document. This case should be made in the candidate's scholarship statement. Furthermore, while these guidelines describe the baseline level of accomplishment, the simple attainment of this level of productivity does not guarantee promotion.

Scholarship component (Scholarship of Teaching; Scholarship of application; Scholarship of Discovery; Scholarship of Integration)

- Per AR II.4: “The special title series is appropriate when the University requires the services of professionally competent faculty employees to meet instructional and service responsibilities in selected areas or positions in which assignments do not necessarily include research or creative work.”
- Special title faculty members in the Department of Integrated Strategic Communication do have scholarly and creative activity as part of their Distribution of Effort agreement, but their scholarship often takes the form of applied creative work, curriculum development, or other activities beyond traditional refereed academic research.

- The Scholarships of Application, Teaching, Discovery and Integration are all essential for research universities to answer the call for creating new knowledge across the academic and professional spectrum;
- Curriculum development, applied creative work, and original research all inform and advance the faculty member's knowledge of an area within the discipline and should, directly or indirectly, contribute to the faculty's ability to instruct in the classroom.
- A sub-standard record of scholarship and creative activity cannot be overcome by outstanding teaching. As ARII.2:201 notes: "Excellence in teaching, advising and other instructional activities, research or other creative activity, and in professional, University and public service is expected."
- In accordance with AR II-1.0-1, appointment, reappointment, or promotion to full professor implies that, in the opinion of colleagues, the candidate's scholarship is excellent and has earned a high level of professional recognition. Where appropriate, this recognition should be on a national or international level in the field of assignment. It is further emphasized that this rank is in recognition of attainment rather than length of service.

### **Established scholarly and creative program**

The Department expects that a candidate seeking appointment, reappointment, or promotion to full professor demonstrate a sustained record of scholarship and a national or international reputation. This scholarship should reflect one or more areas that are socially, professionally, or pedagogically significant and problem-driven.

### **Quantity of scholarly and creative output**

The Department expects that candidates for appointment, reappointment, or promotion to full professor demonstrate a sustained, substantial, and significant record of scholarship and creative activity that has led to national and/or international recognition. Quantity of output may vary by discipline, industry application, and/or approach, but the general expectation for candidates seeking appointment, reappointment, or promotion to full professor should exceed the expectations for promotion from assistant professor to associate professor. This expectation acknowledges that the relationship between the quantity and quality of scholarship is imminently

interrelated; therefore, candidates should address this relationship specifically in their statement of scholarly philosophy and dossier documentation. Consequently, achieving a set number of outputs, in itself, will not ensure appointment, reappointment, or promotion.

### **Quality of scholarly and creative output**

Quality judgments are partially dependent upon the (a) venue of dissemination, (b) authorial contribution, and (c) impact of the work. For example, conference proceedings are often perceived as less rigorous than journal articles, for a variety of reasons (e.g., journals typically have a longer history of publication, a more stable editorial board, and more comparative data for ranking); however, this perception varies by discipline and by individual venue. Similarly, local exhibitions or presentations of creative work, or work done for a local client, would typically be perceived as less prestigious than work presented on a national level or done for a national or international client.

The relative importance of single- versus multiple-authorship varies among disciplines. In a mentoring role, experienced scholars sometimes grant first or second author position to junior faculty and/or graduate students; however, candidates seeking appointment, reappointment, or promotion to full professor are also expected to demonstrate lead roles in an established program of scholarship. Within the scholarship statement, the candidate should provide a compelling case for authorship choices made.

#### ***Indicators of scholarship quality include:***

- Venue of dissemination
- Rigor of the publishing outlet (if applicable)
- Authorship (see above; based on order and/or level of contribution)
- Collaborative nature
- Impact (e.g., evidence based on awards, reviews, citations, expert evaluations, dissemination to, and adoption by, appropriate practitioners, etc.)

In each individual case the evaluation is based upon the contents of the dossier in total and how well the case for promotion and/or tenure is made in the candidate's scholarship statement.

Publications in peer-reviewed outlets that apply a revise-and-resubmit process (e.g., journals, select conference proceedings) are highly valued and help to build and maintain a national and/or international reputation. The following can serve as a general guideline for indicators of quality. Evaluating research always entails an element of judgment; allowing for differences among various subject areas, methodological approaches, and interdisciplinarity. An ordinal scale (not to be followed rigidly) would be as follows for each of the following types of publication:

#### *Articles*

- Single-authored, first authored, and equally authored (when publicly acknowledged) articles in peer-reviewed journals, taking into account the ranking of those journals and the nature of the subject matter;
- Secondary author of a multi-authored work peer-reviewed journals, taking into account the ranking of those journals and the nature of the subject matter.
- Single-authored or first (primary or equally) authored papers in refereed conference proceedings.

#### *Chapters*

- Single-authored, first authored, and equally authored (when publicly acknowledged) chapter in an edited book published by a quality press that follows a review process;
- Secondary author of a chapter in an edited book published by a quality press that follows a review process.
- Single-authored, first authored, and equally authored (when publicly acknowledged) chapter in an edited textbook or professional book.
- Secondary author of a chapter in an edited textbook or professional book.

#### *Books and Monographs*

For special title faculty members, textbooks and books for professional audiences are appropriate types of scholarly production. Other books and monographs are valuable but not required for appointment, reappointment, or promotion from Associate to Full Professor. As with all scholarly endeavors, it is incumbent upon the candidate to make the case in the scholarship statement for the venue, authorial contribution, quality, and impact of the book(s) in the research. In this context, the following ranking is a guide for books:

- Single-authored, first authored, and equally authored (when publicly acknowledged) textbooks, professionally-directed books or scholarly monographs published by a quality

press (e.g., university, scholarly-scientific, or major commercial) that have undergone one or more rounds of peer-review and a revision process;

- Secondary author of a multiple-authored textbook, professionally-directed book or scholarly monograph published in a high-quality press that have undergone one or more rounds of peer-review and a revision process;
- First (primary) editor of an edited book published by a high-quality press.
- Secondary editor of an edited book published by a high-quality press.

***Other***

- Single-authored, first authored, and equally authored (when publicly acknowledged) top-tier conference proceedings that follow a revise-and-resubmit process;
- Conference presentations and posters may be either contributions to service, or products of research; as the latter they are best viewed as stepping-stones to publications, which are the main evidence considered in the review.
- Due consideration will be given for preparation of “white papers” and reports that disseminate findings from international, national, and state-level research studies
- Due consideration will be given for the use of electronic media (e.g., websites and blogs) for enhancing dissemination of research-based, professional knowledge and improving policy and practice.

**Grants and Contracts**

While grant awards are not required for appointment, reappointment, or promotion to full professor, submissions of applications—especially awarded applications—for external funding serve as evidence of a socially, professionally, or pedagogically significant and problem-driven program of scholarship that is coherent and focused.

**Department of Integrated Strategic Communication**  
**Statement of Evidence: Instruction and Student Relations for Appointment,**  
**Reappointment, or Promotion to Full Professor for Special Title Faculty**

**Instruction and Student Relations**

Faculty in the Department of Integrated Strategic Communication are tasked with teaching and with creating a learning environment that transmits, transforms, and extends knowledge (AR 2:2-1). All faculty members seeking appointment, reappointment, or promotion to full professor are therefore expected to demonstrate instructional competency in the topics of the courses they teach, and the ability to guide students through the process of learning the appropriate content. Instruction and student relations include formal classroom instruction, advising, practicum/internship supervision, and mentoring. Evaluation of Instruction and Student Relations will be proportional to a faculty's distribution of effort; for most special title faculty members, this will be the largest component of their evaluation.

**Documentation**

Teaching effectiveness and demonstrating competence and growth are the responsibility of the faculty. Per the Administrative Regulation 3:10, Appendix I, faculty should create a teaching portfolio that includes evidence for reviewing, evaluating, and improving teaching and advising. Evidence for these may be documented through the faculty's teaching statement or statement of teaching philosophy, quantitative and qualitative student evaluations, list of courses taught for each semester under review, and course syllabi. Additional student evaluations of teaching quality and value of teaching may be collected, and documentation may also include evidence of pedagogical innovations, evidence of academic rigor of courses, procedures admired or adopted through peer reviewed literature on teaching and instruction, special teaching awards and recognition, peer review, contributions to course development, and professional development activities. Other noteworthy contributions include teaching beyond regular duties, collaborative efforts, interdisciplinary instructional activities, and assisting in student advising.

Faculty may submit additional evidence that supports their ability to teach and to create a learning environment. See Administrative Regulation 3:10, Appendix I, for a list of items that may serve as additional evidence.

### **Development and quality of teaching program**

- Evidence that students perceive courses developed or co-developed by the faculty member to be quality courses as indicated by the course evaluations and other supporting evidence;
- Evidence that students perceive the instructor provided quality teaching as indicated by the course evaluations and other supporting evidence;
- Development or application of pedagogical methods and materials that demonstrate an impact on learning outcomes;
- Evidence of student or alumni endorsements of faculty member's teaching or impact. This might include personal correspondence to professors or postings on social media sites.
- Evidence that the faculty's scholarship informs their teaching;
- Engagement in opportunities to further course curriculum and course assessment.

### **Development and quality of advising program**

- Evidence that the faculty member has demonstrated professional standards of advising.

### **Additional contributions to the teaching program**

- Evidence of participation in professional development in the areas of teaching and/or advising;
- Awards and other forms of official recognition that acknowledge the teaching and/or advising;
- Contributions to major curriculum changes, course development, and other instructional programs.

## **Department of Integrated Strategic Communication**

### **Statement of Evidence: Service for Appointment, Reappointment, or Promotion to Full Professor for Special Title Faculty**

#### **Service**

Faculty service is considered those professional activities in which the faculty member exercises academic leadership that contributes to the discipline, the life of the Department, the College, the University and the local community. The Department expects that senior faculty carry a heavier service workload than junior faculty and also demonstrates leadership within those service roles. Service activities should be evaluated with the assigned distribution of effort for service in mind.

#### **Service activities may include:**

- University service: Membership and leadership on official committees at the Department, College and/or University levels. This includes mentorship of junior faculty and may also include leading and serving on graduate student committees.
- Service to the profession: Membership and participation in local, state, national, and/or international professional organizations or other appropriate professional associations of relevance to the faculty member's field of study. Participation denotes performing editorial, peer review, organizational, and committee responsibilities.
- Public service: Consistent with the College of Communication and Information Strategic Plan, faculty may participate in outreach, engagement, and public service aimed at improving the quality of life of Kentuckians. Public service activities may include community efforts in schools or other educationally relevant organizations.

#### **Documentation**

The service statement shall address the outcomes and impact of the faculty's service activities and its relation to that faculty member's expertise.