

Statement of Evidence for Hiring, Promotion and Tenure of Special-Title Series Faculty
Department of Communication
University of Kentucky

I. Appointment of special-title faculty to the rank of assistant professor

The special title faculty member should have a combination of substantial professional experience in communication and a record of teaching experience at the university level. Although a master's degree in an appropriate field is normally the minimum academic credential needed for appointment in the special-title series, a PhD in communication or related fields is required for a special title faculty member in the Department of Communication. Once work has begun at UK, the special title faculty member is expected to be a dedicated and successful teacher, to perform service functions at all levels of the University, to develop and maintain ties to the professional community, and to carry out a program of research activity.

II. Distribution of Effort

The distribution of effort for this position will be assigned by the Department Chair considering the faculty member's agreed upon responsibilities and will fall within these ranges:

Instruction/Advising:	60-80%
Service:	10-20%
Research and/or creative activity:	10-20%

Evaluation of this faculty member's performance will be commensurate with his or her approved distribution of effort agreement and will be based on the specific teaching assignments, service, and research activities undertaken. Consistent with Department rules and University of Kentucky Administrative Regulations, the Chair will conduct reviews of this faculty member's performance.

III. Teaching and advising expectations

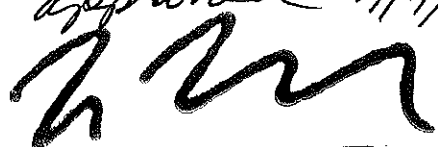
The traditional expectations of a special-title faculty member involve 12 hours of direct student contact (e.g., four, 3-credit courses) per semester. Specific special-title assignments may reduce this traditional expectation. It is expected that most special-title faculty members will teach at least three courses per semester. Teaching will be evaluated by a combination of the following factors that will be based on individual circumstances:

Student evaluations of teaching

Fixed-response and narrative comments indicating whether students believe they are learning the communication skills that are associated with each course will be considered when evaluating the faculty's work.

Mentoring

A faculty mentor will work most closely with the new assistant professor and will offer advice on improving the learning experience of students and helping the new faculty member to feel

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comfortable in their new academic role. The mentor will provide feedback on teaching to the Department Chair.

The quality of the syllabi and course organization

The faculty's mentor shall be available to discuss the planning of courses, including the writing of syllabi, written assignments, exercises, and other materials. How well the course is organized will be considered when evaluating the quality of the teaching.

Other evidence of teaching competence

A teaching portfolio that contains material for each unique course taught during the review period must be submitted. For each course, the portfolio should include at least the following:

1. One representative course syllabus
2. One sample of representative instructional materials not to exceed four (4) pages

The portfolio also should include a "Narrative of Instructional Philosophy and Practice." This narrative provides the context necessary for understanding and interpreting the candidate's instructional goals, materials, and accomplishments.

This narrative, as further evidenced by submitted materials, shall address the following:

- a. The overarching goals of the candidate's instructional practices.
 - b. Teaching methodologies and their links to student assessment and learning outcomes.
 - c. Student course evaluations
 - d. Grade distributions
 - e. Reflection on course evolution in response to feedback, professional development activities, and/or experimentation with instructional methodologies or assessments.
- Teaching awards
 - Student awards (when applicable)
 - Placement of students in careers related to the subjects taught

Advising

Special-title faculty members are not expected to carry a significant advising load. The College of Communication & Information has professional advisors who carry out the advising activity for most academic units in the college. With that being said, there is an expectation that special-title faculty offer career advice/counseling to students.

IV. Service expectations

Special-title faculty members must contribute significantly to the operation of the Department, College, and University through service on standing and ad-hoc committees and other activities. They must also develop and maintain ties with industry professionals and student groups. The faculty member is expected to be active in professional associations related to areas of interest. When appropriate, the faculty member should seek leadership positions within such organizations.

The faculty member may be expected to help with the preparation of the Department self-study and other materials as part of strategic review demonstrating student engagement in the communication professions.

Service activities will be evaluated by a combination of the following factors that will be based on individual circumstances:

- Service on Department, College and University standing and ad-hoc committees
- Attendance at professional meetings
- Participation in professional associations
- Leadership positions held in professional associations
- Other evidence of a commitment to service

V. Research activity

This special-title faculty member must undertake research activities. Such work should result in one or more of the following: An increase in the visibility and stature of the faculty member and the Department; a contribution to knowledge in the field that benefits working professionals and/or academics; improvement in the methods used to teach the subjects that are part of the faculty member's area of expertise.

Examples of research are listed below in order of priority:

- Publications in peer-reviewed journals or other peer-reviewed venues
- Scholarly Books
- Book Chapters
- Textbooks
- Textbook chapters
- Monographs
- Papers presented at conferences
- Publications in regional or nationally distributed periodicals related to the profession

The research activities will be reviewed by appropriate Department faculty members, the faculty's mentor, and faculty members at other universities and professionals in the field.

Generally, a publication that goes through some review or competitive process will be considered more valuable than a work that does not undergo such review. A publication that results in national distribution will count more than work that is distributed locally or regionally.

Compared to faculty in the regular title-series, the special-title faculty member carries reduced expectations (<20% DOE) for scholarly productivity commensurate with the faculty member's increased DOE dedicated to teaching and service endeavors. Nonetheless, sustained, engaged research activity is expected and valued in this rank. For an assistant professor candidate seeking promotion with an average of 20% DOE dedicated to research/scholarly endeavor, a minimum commensurate level of scholarly publication activity would typically be 5-6 publications over the

course of the pre-tenure probationary period. But, expectations are proportionate to the DOE. The same standards for quality apply here as described in the Department's evidence standards for promotion and tenure from Regular-title Assistant Professor to Associate Professor: Approximately half of these publications should be lead-authored. Similarly, about half of these publications should be published in outlets with significant disciplinary regard. The Department of Communication maintains a list that provides guidance on publication outlets held in high regard.

Special-title series candidates are encouraged may contribute peer-reviewed work to non-academic sectors in addition to pursuing academic publishing. Non-academic publishing is not to be a substitute for developing a sustained research agenda and pursuing scholarly publications in the field. The faculty member should provide all relevant materials that will help the Personnel committee understand the context and importance of their contributions to the field and professional practice and the package will be evaluated holistically.

VI. Criteria for promotion to associate professor with tenure

In addition to the standards outlined sections I-V above, a candidate for appointment as associate professor with tenure will be evaluated by a combination of the following factors:

- Strong teaching evaluations by students
- Continual teaching improvement in response to feedback by the faculty's mentor and colleagues within the Department
- Development of new courses or revision of existing courses as appropriate
- Involvement with professional groups at the local, state, and national level as appropriate
- Involvement in student communication organizations
- A record of active engagement in service to the University and professional groups
- Successful development of ties to the profession
- A regional reputation among academic or professional audiences (external review letters)
- A significant record of research, commensurate with the individual's DOE, that develops steadily over the years prior to the tenure and promotion decision. This applies to faculty with any portion of their DOE dedicated to research/scholarly activity.

General criteria for promotion to full professor

In addition to the standards outlined in Sections I-VI above, a candidate for appointment as full professor with tenure will be evaluated by a combination of the following factors:

- Continued growth, performance and development in all areas required for promotion to professor
- Significant record of research activity, commensurate with the individual's DOE, that develops steadily over the years prior to the promotion decision
- A national reputation among academic or professional audiences (external review letters)
- Evidence of the impact of the teaching and/or mentoring/advising activities as appropriate
- Evidence of the impact of the research and/or creative activity as appropriate
- Service on graduate committees as appropriate, in the event that this special-title faculty member seeks and is granted graduate faculty status

IV. Amending the letter of employment or job description

If a special-title faculty member finds that his or her teaching, service, or research interests have changed after the time of appointment and are no longer accurately outlined in the letter of employment or job description, he or she may request that an amendment be added to one or both of those documents to better reflect current interests. The changes will be drafted by the faculty member and will then be reviewed by the Chair and the Department's Personnel Committee.

An assistant professor may also request a change in the distribution of effort (DOE) any time prior to the end of the fourth year. The Department's Personnel Committee and Chair must approve such a change.