

**Tenure and Promotion Guidelines
Richard Stockton College of New Jersey
Communication Studies Program**

Introduction

The faculty of the Communication Studies Program supports the Standards of the College and School of Arts and Humanities and intends for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Communications Studies Program. Candidates for reappointment, reappointment with tenure, and promotion, need to refer to both the College and the Communication Studies Program standards.

The Communication Program will use the following as a guide to inform candidates of the expectations for tenure and promotion and to evaluate candidates' files for such events. The Communication faculty holds the position that the professional judgment of its Program Review Committee members reflects the most qualified professional opinion given through the evaluation process about the appropriateness or the quality of the candidate's scholarship.

Generally, the successful candidate for reappointment, tenure and promotion will have provided the Program Review Committee evidence of excellence in teaching, scholarship or artistic work, and service to the College and community.

6.1 TEACHING

6.1.1. In conformity with the requirements outlined in 6.1.1 and 6.1.2 of the College Guidelines, the program requires a candidate for tenure and/or promotion to submit a teaching portfolio comprised of at least a statement of pedagogy, but also including such things as observations of teaching, a teaching journal, an explanation of assignments, etc. Candidates should articulate what educational goals they wish to set and what methodology is being employed to meet these goals. Specifically, an assessment of how well the goals have been met is an important component of evaluating teaching and student learning. Thus, candidates should provide some samples or evidence of assessment of teaching and learning

6.1.2. The candidate will also use the results from the IDEA instrument to demonstrate effective teaching.

6.2 SCHOLARSHIP

6.2.1. In accordance with 6.2 of the College Guidelines, the Communication Program believes that scholarship and/or creative endeavor are the essence of effective teaching and these are the obligation of all members of the faculty. Candidates for reappointment, tenure and/or promotion should develop and submit a clearly defined scholarship/artistic agenda to the program and provide evidence of progress in meeting the goals of this plan. The agenda should provide evidence of his/her plans for shaping his/her scholarly and artistic career and his/her plans to continue to produce scholarship/artistic work after receiving tenure and promotion.

6.2.2. Candidates must demonstrate their active participation in the scholarship and artistry of their chosen field by developing original research projects and bringing them to successful conclusion (peer-evaluated work, and publication). Generally, a plan to publish at least two scholarly articles in peer-reviewed journals or have two creative works receive peer-reviewed recognition in the arenas of festivals, awards, or broadcast by the time of the tenure application is considered a reasonable mark by which to judge a successful scholarly agenda. The program also considers a completed grant application valuable scholarship, though an unsuccessful application is not of equal value to a successful one or to a publication.

6.2.2.1 Examples of Scholarship

- Publications in peer-reviewed journals and/or book chapters and/or the publication of a scholarly book is expected for tenure and promotion
- A book publication must be an original study in the chosen field. It may be considered for tenure if it is a complete manuscript, fully revised or edited as required, and accompanied by positive evaluations from peer reviews and the acceptance letter with a clearly defined publication date from the editor and/or the board of trustees of a reputable publisher.
- The publication of a peer-reviewed chapter in edited collections or volumes.
- For creative work, first-line authorship of a widely disseminated production and juried review of the production
- Video, art, creative writing, or performance works must be peer-reviewed and recognized in the form of awards, showings in festivals, museum installments, or broadcast venues
- Professional scholarly papers presented at international, national, regional or professional meetings or conferences
- Evidence of recognition in his or her field
- Editorship of a journal

6.2.2.2. Evaluation of Scholarly Achievement

- Books published by reputable firms and articles in refereed journals or reviewed by recognized scholars are more significant than those that are not subjected to such rigorous examination
- For published articles or art works, first-line authorship/creative ownership will be more heavily weighted
- Reputation of the publication, award, or showing venue will be an important consideration in the evaluation process

6.3 SERVICE

6.3.1. Service to students, college, discipline, and community is essential for the development and growth of academe. Hence, significant service at the program, school, and college-wide levels is mandatory for tenure and promotion. Therefore, candidates should engage in service to their

department and school, serve on college committees and task forces, demonstrate service to their discipline and profession, and engage in community service.

6.3.2. Participating in professional and community service, allows candidates to share their knowledge/expertise with others to help create a bridge between academia and the outside world (e.g., serving on non-profit boards, being part of professional associations, consulting, community service projects, etc). Due to constraints such as limited resources of time, money, and effort, the Communication Program urges candidates to link their research and teaching efforts with service endeavors. This shows a “flow” or consistency—a linkage between candidates’ teaching, research, and service—a practice that is highly valued at the administration level. Efforts to combine individuals’ research, teaching, and service endeavors illustrate continuity and focus; it also reiterates the importance of area to one the other.

6.3.3. Also, recognizing that our disciplines tend to lend us to “above average” service loads (especially at the college-level –e.g., managing SSTV and WLFR), these types of activities will be weighed appropriately when setting and evaluating candidates’ requirement for scholarship and teaching. Candidates engaging in this type of service should supply evidence of efforts sustained in the administration of these venues and document their efforts.

6.3.4. Candidates for tenure and promotion are expected to have engaged in service at the program, divisional and/or college-wide level. Professional and/or community service related to one’s field may also be used as evidence of service.