

OPERATING PAPER

SCHOOL OF COMMUNICATION STUDIES COLLEGE OF LIBERAL ARTS

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SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
CARBONDALE, IL 62901

OPERATING PAPER OF THE SCHOOL OF COMMUNICATION STUDIES
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Part I. INTRODUCTION AND MISSION STATEMENT

The School of Communication Studies is an academic unit within the College of Liberal Arts of Southern Illinois University at Carbondale, engaged in teaching, research/creative activity, and service.

The School of Communication Studies is dedicated to the study of human communication in order to increase knowledge and promote understanding, improve performance skills, and promote appreciation of the centrality and complexity of communication in society and culture. The study of human communication emphasizes the social construction of meaning through verbal and nonverbal processes.

Part II. ORGANIZATION

Section A. Membership

1. Voting Members
 - a. All persons appointed to the School at or above 50% and holding the rank of non-tenure track faculty (NTT) (see 1c), continuing A/P, Assistant Professor, Associate Professor, and professor shall be voting members of the faculty, except that a person enrolled in a degree program in the School shall not be a voting member of the faculty.
 - b. The graduate student representative elected by the Student Communication Organization (SCO).
 - c. NTT are not eligible to vote on graduate faculty (tenured and tenure-track) hires, and issues related solely to graduate education.
 - d. Faculty eligible to vote on Tenure and Promotion are determined by rank, as detailed below (Section V).
2. Non-Voting Members
 - a. Faculty on visiting appointments.
 - b. NTT or tenure-track faculty on less than 50% appointment to the School.
 - c. Teaching, administrative, and technical assistants.

Section B. Powers and Duties of the Faculty

1. Faculty jurisdiction. The faculty of the School of Communication Studies has original jurisdiction in all educational and School matters except as authority is assigned by the Chancellor to a higher body within the University.

2. Faculty responsibilities. The faculty is responsible for implementation and on-going review of all academic programs of the School of Communication Studies; for implementation and review of all internal degree requirements; and for review and evaluation of all faculty for purposes of tenure, promotion, and ongoing teaching effectiveness, research/creative activity, and service.
3. Faculty workload. A workload equivalency of twenty-four (24) credit hours (100%) (assuming a 9-month appointment) shall apply to all full-time faculty members. Workload for all full-time tenured and tenure-track faculty members shall typically consist of direct teaching (50%), indirect teaching (10%-20%), research/creative activity (20%-30%), and service (10%). The workload for full-time non-tenure track faculty members shall consist of 100% teaching. Workload will be averaged to form a composite for a three-year period (current year plus preceding two years).

The Director has the flexibility to adjust the percentage of workload components of faculty members based on special assignments such as Coordinator of Graduate Studies, Coordinator of Undergraduate Studies, Introductory Course Coordinator, PRSSA Advisor, and Internship Coordinator. The Director may be guided by input from the entire faculty in making such adjustments.

Workload is defined as follows:

- a. Direct teaching. Direct teaching, including but not limited to classroom instruction in the regular academic year, courses with assigned credit hours and practicums, and all other class teaching formats (including face-to-face and virtual, such as distance education) that bring faculty and students into direct instructional relationships.
 - b. Indirect teaching. Indirect teaching includes, but is not limited to, instructional assignments and assigned contact hours, such as research reports, theses and/or dissertation supervision; serving as readers on research reports, theses and dissertations; special problems supervision; faculty supervised independent study and theatrical production work; supervision of undergraduate research papers (such as REACH and McNair Scholars research projects, honors theses and other similar projects by undergraduate students); new course development; undergraduate and graduate academic advising/mentoring; supervision of internships; and any other assigned contact hours. Indirect teaching assignments are made by the Director in consultation with the faculty member. For research-active faculty, a typical indirect teaching assignment is 10% of annual workload.
 - c. Research and creative activity, including but not limited to publication in its many forms, performances, presentations at academic and professional conferences, exhibits community engagement, and sponsored research.
 - d. Service, including but not limited to committee work and consultative and/or organized activities, not only inside but also outside the University.
4. Faculty meetings. The members of the faculty, together with the SCO student representative, shall meet regularly as needed to hear reports from the Director and the various committees,

to discuss the activities of the School, and to resolve issues confronting the School. The Director shall call for and conduct these meetings and shall be responsible for preparing and distributing the record of actions and discussions which occur. If necessary, one third of the voting members of the faculty may call a faculty meeting with one week advance notice of the agenda. While consensus shall be the preferred method of decision-making at these meetings, a majority of those present and voting shall be required to resolve any contested issue.

5. Proxy voting. On advance agenda items, any voting member of the faculty may give their written rationale and proxy to the meeting's chair if they cannot be present for a School meeting where a vote will be taken. The existence of all such proxies must be announced by the meeting's chair at the beginning of the meeting.
6. Extension of vote. A vote to extend the voting period on a motion must be approved by a majority of the present and voting faculty.
7. Secret ballots. Any voting member of the faculty may request a secret ballot on any matter requiring a vote by the faculty. Such requests must be honored by the meeting's chair.
8. A majority of the voting membership of the School shall constitute a quorum.

Section C. Academic Qualifications of New Faculty to be Recruited and the Search Process

The faculty bears the responsibility for determining the academic qualifications of potential faculty members. Candidates should hold academic degrees appropriate to the position to be filled and should be considered for their potential contribution to the School's mission and their teaching, research/creative activity, and service.

Section D. Faculty and Administrative Structure

The administrator and official faculty representative from the School shall be the Director who is accountable to the college and university for the administration of activities and degree programs in the School. The Director shall appoint a faculty steering committee to implement School policies and to facilitate faculty and student participation in the determination of policy. This steering committee shall include a Coordinator of Graduate Studies, a Coordinator of Undergraduate Studies, Introductory Course Coordinator, and an Assistant Director of the School, who shall perform such duties as determined by the Director.

Section E. Student Representation and Responsibilities

Students. All persons admitted to graduate programs in the School shall be members of the Student Communication Organization. This organization shall elect a President who will have the following responsibilities: to attend faculty meetings as a voting member, to conduct regular meetings of the SCO, and to advise the Director and faculty as a representative of student interests.

All other students (both undergraduate and graduate) majoring or participating in the School's programs are encouraged to provide input to the Director, the faculty, and the SCO about matters of concern to them. The School further encourages students to consider methods of organization which

may facilitate their ability to communicate with the faculty and other students. The School is receptive to proposals for recognition of and participation from such student organizations.

Part III. ADMINISTRATION

Section A. Director

1. Role. As chief academic officer of the School, the Director, guided by faculty input, has the responsibility and authority to lead the School to the highest level of academic excellence.
 - a. The Director is responsible for assigning faculty duties; all fiscal matters; and the structure and organization of all School programs.
 - b. The Director takes all actions they deem needed to assure performance of the School's responsibility.
 - c. The Director appoints the Assistant Director, Coordinator of Undergraduate Studies, Coordinator of Graduate Studies, and Introductory Course Coordinator, makes appointments to the Planning and Development Committee, the Undergraduate Committee, and the Graduate Committee, and makes other appointments for the necessary and proper administration of the School.
2. As chief academic, fiscal, and administrative officer of the School, the Director is accountable to the Dean of the College of Liberal Arts.
 - a. The Director assures adequate communication of developments within the School by keeping faculty informed of policy and personnel changes through announcements at meetings, or written memoranda.
 - b. The Director handles relations with other university agencies and with agencies outside the university directly, or through a designated member of the School faculty.
3. Nomination, Selection, and Appointment. The responsibility for approving the selection of a Director rests with the Dean of the College of Liberal Arts after consideration of nomination/s made by the School faculty. The Director serves for a five-year term. There are no term limits.
 - a. All tenured faculty members of Associate and Professor rank will be considered eligible candidates. The faculty may nominate a candidate from outside the School who is of Associate Professor or professor rank.
 - b. All voting faculty members may participate in the nomination of a candidate for Director.
 - c. Voting will be by secret ballot. A majority is required to forward the School's recommendation to the Dean for consideration.
4. To ensure that the Director enjoys the confidence of the School, the voting members of the School shall be polled in the third year of the five-year term, conducted by the Assistant

Director and reported to the Dean of the College of Liberal Arts. A review and vote of confidence outside this regular interval may be called on the written request of a majority of the faculty of the School. One third of the voting members of the faculty may call a faculty meeting, without the Director, to discuss and vote upon conducting a review of the performance of the School Director. A majority of the voting faculty will be required to initiate the review. The results of the review will be submitted to the Dean of the College of Liberal Arts.

Section B. Assistant Director

The Director shall appoint an Assistant Director who shall serve as Director of the Planning and Development Committee and assume other duties as assigned by the Director. The Assistant Director shall conduct the polling of the faculty to review the Director in the third year of each five-year term of Directorship. In the event that the Director must step down or take a leave of absence, the Assistant Director shall assume the role of Interim Director.

Section C. Coordinator of Undergraduate Studies

The Director shall appoint a Coordinator of Undergraduate Studies who shall serve as chair of the Undergraduate Committee and assume other duties as assigned by the Director. The Coordinator of Undergraduate Studies shall:

1. Coordinate undergraduate assessments for the School, including updating assessment plans and creating annual assessment reports for the School.
2. Review and coordinate changes to undergraduate curriculum.
3. Serve as primary contact for undergraduate and prospective undergraduate students seeking information about majors and minors in the School.
4. Represent the School's undergraduate curriculum and concerns at university and college level committees and ad hoc groups concerning undergraduate education.
5. Coordinate undergraduate awards and scholarships provided by the School.

Section D. Coordinator of Graduate Studies

The Director shall appoint a Director of Graduate Studies who shall serve as the chair of the Graduate Committee and assume other duties as assigned by the Director. The Coordinator of Graduate Studies is the general academic advisor for graduate students and is responsible for the supervision of admissions and processing of such students. The Coordinator of Graduate Studies shall:

1. Handle relations with other university agencies and with agencies outside the university directly, as those relations relate to matters of graduate education.
2. Promote the School's graduate programs to internal and external audiences.

3. Maintain administrative oversight of graduate student progress towards degree completion and growth of the graduate program, including annual assessment.
4. Facilitate graduate student professional development.
5. Other duties that arise related to the School's graduate programs.

Section E. Introductory Course Coordinator

The Director shall appoint an Introductory Course Coordinator who shall supervise instructional and policy matters related to the introductory course program and shall assume other duties as assigned by the Director.

Section F. Interim Director

The Assistant Director shall be the first option for an Interim Director should the need arise. In a case where the Assistant Director is unable or unwilling to assume the duties of Director, the School Director shall have the authority to designate a faculty member to "act as Director" to perform duties of the office during brief absences of the Director. Longer absences of a Director or periods during which an external search for a permanent Director is proceeding may necessitate appointment of an Interim Director other than the Assistant Director. To the extent possible, such appointment should follow School procedures for selection of a permanent Director. At minimum, the School should make a recommendation to the Dean for appointment of an Interim Director following approval by a majority of the voting faculty of the School. Interim appointments shall be made for a term not to exceed twelve months. An extension beyond twelve months must be approved by a majority of the voting faculty of the School and by the Dean.

In the event that an Interim Director other than the Assistant Director must be appointed between May 16 and August 16, the appointment shall be made by the Dean in consultation with available School faculty. Such an appointment must be retroactively approved by faculty at the beginning of the next academic year. Non-approval by faculty would trigger a new search for an interim or permanent Director who would begin service at the beginning of the following Spring semester.

Part IV. COMMITTEES

Committee Structure. Every tenure-track/tenured faculty member of the School shall be expected to serve on at least one of the following standing committees of the School: Graduate Committee, Undergraduate Committee, and Planning and Development Committee. All committee assignments are made by the Director with the exceptions of the Personnel Committee and the Promotion and Tenure Committee, as described below. From time to time the Director may constitute special committees and make appointments to these committees from among the faculty.

Section A. The Planning and Development Committee

The Planning and Development Committee shall make recommendations to the faculty and School Director concerning recruitment, publicity, research, and support, especially as they contribute to the long-range improvement of School programs, as well as other matters relevant to its charge. The committee should be composed of at least two faculty, one non-voting graduate student elected by

the SCO, and one non-voting undergraduate student, appointed by the Assistant Director after consultation with the School Director. The committee shall be chaired by the Assistant Director.

Section B. The Undergraduate Committee

The Undergraduate Committee shall make recommendations to the faculty and the School Director concerning undergraduate curricula and requirements, co-curricular activities and programs, as well as other matters relevant to its charge. The committee should be composed of at least two faculty, one non-voting graduate student elected by the SCO, and two non-voting undergraduate students appointed by the Coordinator of Undergraduate Studies after consultation with the School Director. The committee shall be chaired by the Coordinator of Undergraduate Studies.

Section C. The Graduate Committee

The Graduate Committee shall make recommendations to the faculty and the School Director concerning policy and procedures for graduate student appointments, graduate admissions and examinations, graduate curricula and requirements, as well as other matters relevant to its charge. The Committee should be composed of at least two graduate faculty appointed by the Director of the School, two non-voting graduate students elected by the SCO, and one graduate faculty member from the School of Theater and Dance when needed. Meetings to review files of potential or current graduate students will be held without the presence of the SCO representatives. The Committee shall be chaired by the Coordinator of Graduate Studies.

Graduate faculty committee members will serve one-year terms. All graduate faculty should have equal opportunity to serve on the Graduate Committee. Graduate student members are elected for one-year terms. They may be elected for no more than two consecutive terms.

Section D. The Personnel Committee

The Personnel Committee shall make recommendations to the Director concerning faculty appointments, merit evaluations, as well as other matters relevant to its charge; and shall, after consulting with the faculty, make recommendations to the Dean concerning the selection of a new Director. The composition of the committee should reflect as nearly as possible the relative proportions of tenured and tenure-track, and continuing A/P, members of the School. The Director will determine these proportions at the beginning of each year and will supervise an election of committee members. Tenured faculty will elect the tenured committee members. Tenure-track and continuing A/P will elect the tenure-track and continuing A/P members. The Director may appoint additional faculty members to the committee to assist with specific recruitment decisions and will appoint at least one non-voting graduate student. The graduate student member of the Personnel Committee and the continuing A/P shall not participate in the merit review process.

During the summer term, including breaks prior to or following, the Personnel Committee shall be comprised as follows: all faculty, including the Director, are invited to participate in meetings and voting and to help in such things as preparing for and conducting campus visits by candidates for faculty positions. The graduate student representative may continue to serve or a special summer representative may be selected.

1. The search process. The personnel committee initiates the process of search committee selection, either through opening up the opportunity for volunteering or through specific

selection of faculty based on area of focus. A member of the personnel committee shall serve as the chair of the search committee. The graduate student member of personnel committee shall serve on any search committee. If this graduate student is unavailable, then SCO may recommend another graduate student representative.

The search committee narrows the candidate pool to a short list to present to the faculty along with candidate materials like CVs, cover letters, etc. Faculty have a brief window to provide feedback on the nature and number of candidates on the short list. The search committee then finalizes the short list.

- a. On campus interviews. The search committee chair shall plan the candidate itinerary. The search committee members are expected to participate along with other interested faculty and students. After interviews are complete, the voting members of the School shall meet to discuss each candidate. A final ranking of the candidates is determined by secret ballot vote of all the voting members. Refer to II.A.1. The School Director then makes a recommendation to the Dean based on this final ranking.
- b. Virtual interviews. The search committee develops interview questions to which the voting members provide feedback. The finalized list becomes the interview questions to be asked. After interviews are complete, the voting members of the School shall meet to discuss each candidate. A final ranking of the candidates is determined by secret ballot vote of all the voting members. Refer to II.A.1. The School Director then makes a recommendation to the Dean based on this final ranking.

Section E. The Promotion and Tenure Committee

The Promotion and Tenure Committee composed of tenured faculty at the appropriate academic rank (see Section F, 4 & 5) and the Director will meet as necessary to address matters of tenure and promotion of faculty members and to discuss the dossiers of candidates for promotions in rank and/or tenure. Committee members will elect a member to serve as chair. Persons who are candidates for promotion and/or tenure will be excused from the meeting during the time when their dossiers are being considered. After the meeting each committee member will be responsible for making a separate recommendation to the Director concerning promotion and/or tenure.

Part V. PROCEDURES FOR EVALUATION OF FACULTY FOR PROMOTION AND TENURE IN THE SCHOOL OF COMMUNICATION STUDIES

In order to comply with University policies and College policies designed to protect the interests of faculty seeking promotion and tenure, the following steps will be taken when developing and evaluating promotion and tenure dossiers:

Section A. Third-Year Review at the Assistant Professor Level

In the second semester of the third year of employment at the rank of Assistant Professor, the candidate will prepare a partial dossier including evidence of research and creative activity, teaching, and service. Evidence supporting each area will include 1-2 page statements from the candidate about these areas and their past, current, and intended future efforts. The third-year dossier can also include an opening statement of 1-2 pages highlighting challenges and successes in their overall work. The third-year dossier need not include any reviews or recommendations from colleagues and other professionals. A Third-Year Review committee will be formed by one tenured member of the

Personnel Committee who will serve as chair and two other tenured faculty in the School, at least one of which should be working in an area related to the candidates. The Committee will vote on the third-year dossier, and the chair will summarize the committee's evaluation to the Director. The School Director will review the third-year dossier as well as the committee's response and provide a report to the candidate and the Dean of the College assessing their progress towards tenure and promotion, including any recommendations and requirements for the final application for promotion and/or tenure. Upon receiving the report, the candidate will have ten (10) business days to provide an optional response to the report that will be included in the candidate's personnel file.

Section B. Dossier Referees

When notifying the Director of his or her intent to seek promotion and/or tenure, the candidate should provide a list of persons who can provide an evaluation of his or her professional achievements. The list should include five persons who can comment on each of the following areas: teaching, research/creative activity and service. None of the five persons chosen to evaluate research should be on the faculty at SIUC. The Director may provide advice to the candidate concerning the names of persons to serve as references; however, the candidate is under no obligation to follow this advice.

Upon receiving the list of evaluators, the Director will prepare and forward letters requesting evaluations. These letters will include a current curriculum vitae and other materials which the candidate may deem useful in helping the evaluators comment on the quality of his or her work. The letters will indicate to the referees whether the candidate has waived the right to see the letters of evaluation. The candidate will include a written statement in the dossier indicating whether they have waived the right to see letters of evaluation. Anticipating decline or failure to review, a completed dossier should have three letters of evaluation in each of the following areas: teaching, research/creative activity, and service.

The candidate should be encouraged by the Director to seek additional recommendations to support the application. These may be solicited from any persons familiar with the candidate's professional work.

Section C. School Review of and Vote on Dossier

After an initial version of the dossier has been assembled, the Director will notify tenured faculty that it is ready. A Promotion and Tenure Committee consisting of all tenured faculty, including the Director, will be convened to discuss the dossier. All tenured faculty who regularly teach in the School are expected to read each dossier and attend this meeting. The committee will discuss the merits of each dossier, but no vote will be taken. The meeting will serve to inform committee members of the views held by others and the reasons for these views. Candidates for promotion and tenure can attend this meeting but will be excused from the meeting while their dossiers are discussed.

The committee will elect a chair to moderate the meeting. Normally, the committee chair will be someone other than the School Director. All faculty having reservations concerning a candidate's promotion and/or tenure should voice these concerns at this meeting. Deliberations of this committee shall be confidential; only the Director may discuss and/or summarize the meeting with the candidate. After a thorough discussion of each application for promotion and/or tenure at the Associate level, the committee will move to discuss applications at the Full Professor level. Faculty

who do not hold rank as Full Professor will be excused from the meeting prior to discussion of applications at the Full Professor level. Only faculty at the Full Professor level will vote on applications for promotion to Full Professor.

Within three working days after the meeting of the Promotion and Tenure Committee, each member of the committee will submit a vote on each application to the School Director. Votes will be either positive or negative and will be accompanied by a confidential explanation for the vote. The School Director will tally the votes and will present the results in his or her letter of recommendation. The explanations of the votes will become the property of the Director. Candidates will not have access to them. However, candidates may request that the Director provide a summary of the reasons given by faculty for their votes. In the event that the School Director is a candidate for promotion, the elected committee chair shall, for the Director's candidacy, fulfill the duties normally assigned to the Director.

The Director will consider the dossier and the vote of the Promotion and Tenure Committee members in preparing their recommendation. The Director can cite specific reasons given by faculty for their votes in making their recommendation. However, names of faculty should not be mentioned. The Director (or Chair in the case of voting on the Director's application) does not vote in this process as they offer their own independent recommendation alongside the committee vote and rationale in their letter of recommendation.

Section D. Candidate Review of Dossier

In compliance with the Collective Bargaining Agreement, the candidate will be given ten (10) business days to review the final contents of the dossier, including the recommendation of the Director, prior to its transmission to the Dean's Office. The candidate will have a final opportunity to withdraw the dossier at this time and terminate the promotion/tenure process. Candidates will be free to provide a written response to negative evaluations and remove any of the materials in the dossier except for charts prepared by the Director in which ratings for the candidate's research/creative activity are assigned, the recommendation of the Director, and the nine to fifteen evaluation letters commenting on research, teaching and service (should not be visible to candidate if they waived their right to see these).

Section E. Criteria for Tenure and Promotion

Given the School's diversity of approaches to the study of human communication, a variety of research activities culminate in performances, presentations, and publications. The School also recognizes that research contributes to teaching and service, and that teaching and service can be part of research. These research and creative activity products give evidence of efforts to discover, elaborate upon, and evaluate the goals, methods, principles, procedures, and values that characterize successful and unsuccessful human communication. For the purposes of review and evaluation, the School uses the distinctions of Research and Creative Activity, Teaching, and Service while recognizing and encouraging their balance and overlap.

1. Research and Creative Activity

The School recognizes that the discipline of Communication Studies has numerous and far-reaching applications. For this reason, research and creative activity can be appropriately

reported and presented in various scholarly venues in addition to those sponsored by professional Communication Studies organizations.

In some cases, Communication Studies research and creative activity can be verified through replication procedures common throughout the physical and social sciences. In other cases, Communication Studies research and creative activity can be validated through coherence with the findings of others in the discipline (i.e., through agreement with, creative expansion upon, or reasoned divergence from, others' findings). In all cases, peer evaluation by qualified persons within and outside the University is the basis for assessment.

Peer evaluation of *performative research* may include written critical observations and reviews from qualified reviewers, solicited by the Director in consultation with the candidate. ("Performance" and "Performer" are used inclusively to designate all non-publication aspects of performance studies and other areas; e.g., actor, director, designer, etc.) Materials to review may also include excerpts from audio or video tapes of production critique sessions; information on performances at local, state, regional, national, and international professional meetings occasioned by competitive selection processes or by invitations made in recognition of expertise or excellence; and casebooks containing concept sketches and statements, interpretive analyses, and documentation of research sources.

Peer evaluation of *presented research* may include written critical observations and reviews from qualified reviewers, solicited by the Director in consultation with the presenter (candidate). The evidence for the quality of presentations at conferences, conventions, and symposia is acceptance on the basis of competitive evaluation or invitation on the basis of recognized (by the organizers of the event) expertise or excellence.

Peer evaluation of *published research* (in print and non-print media) may include written critical observations and reviews from qualified reviewers, solicited by the Director in consultation with the author (candidate). The evidence for the quality of published research is acceptance for publication on the basis of peer review of unsolicited manuscripts, or competitive evaluation, or invitation on the basis of recognized (by the editors) expertise or excellence.

Peer evaluation of *community engaged* and *consultation* research and creative activity may include written critical observations and reviews from qualified reviewers, solicited by the Director in consultation with the candidate. The evidence of the quality community engaged or consultation research and creative activity includes but is not limited to products produced as a result of the engagement or consultation, feedback from involved community or organization members, and subsequent community- or organization-made activities or products as a result of the engagement or consultation.

In addition to peer evaluation, overall assessment of published and presented research and creative activity can include considerations of competitive selection, number of presentations, translations of work, citation/download data, amount of content in a given project, invitations to present work, prestige of venue, and related concerns.

Examples of Communication Studies research and creative activity include but are not limited to:

- Book publications
- Article publications
- Book chapters
- Manuscripts in press with documentation of their forthcoming publication
- Mainstage performance productions (i.e. multiple presentation runs of performance projects)
- New media productions (including podcasts, public video lectures, blogs, vlogs, etc.)
- Speaking/performance engagements (including keynote addresses, invited presentations, residencies, workshops, consultations, etc.)
- Touring solo performance and presentational work
- Conference presentations and participation
- Professional consulting based on expertise and research
- Community engaged research and creative activity.

Promotion and Tenure Expectations for Research and Creative Activity:

- a. For promotion of Non-Tenure-Track Faculty.
In instances where research and creative activity is part of an NTT contract, non-tenure-track faculty should follow the promotion process outlined in Article 17 of the SIU Non-Tenure Track Faculty Association Collective Bargaining Agreement.
- b. For promotion from Assistant to Associate Professor.
A successful candidate for promotion from Assistant to Associate Professor will demonstrate consistent practice, presentation and publication of research and/or creative activity. The general expectation for work sufficient to warrant promotion and tenure is work equivalent to one peer reviewed article in a national level journal per year of work as Assistant Professor under their current contract. There is no precise formula in the discipline for what other portion or combination of research and creative activity products equals this expectation. Such determinations should be made by the open and transparent process of peer evaluation, annual review by the Director, and third-year review, as outlined above. In addition to this expectation, the candidate should demonstrate evidence of sustained and productive engagement in research and/or creative activity, indicating continued future growth in the creation of research and/or creative activity products at the rank of Associate Professor.
- c. For promotion from Associate to Full Professor
A successful candidate for promotion from Associate to Full Professor will demonstrate continued engagement and growth in their research and creative activity efforts. There will be evidence of work equivalent to the production of a book-length project, either as author, co-author, or managing editor. There is no precise formula in the discipline for what other portion or combination of research and creative activity products equals this expectation. Such determinations should be made by the open and transparent process of peer evaluation and annual review by the Director, as outlined above. In addition to this expectation, the candidate should demonstrate evidence of sustained and productive engagement in research and/or

creative activity, indicating continued future growth in the creation of research and/or creative activity products at the rank of Full Professor.

2. Teaching

The School of Communication Studies prides itself on an ethos of high quality, relevant, and engaged teaching, both direct and indirect. As such, the School emphasizes the importance of pedagogical development and innovation, along with a commitment to creating equitable and accessible classrooms and pedagogical environments (both virtual and physical).

For all faculty members and A/P staff who have teaching duties, direct instruction includes regular engagement with students in a virtual or physical classroom setting that is intended to lead to credit hour production.

Indirect instruction may include any of the following: undergraduate and graduate advising and mentoring, course and curricula design, assessment development, textbook and instructional material authorship, and comparable activities.

Evidence of direct and indirect instruction may include a diversity of courses taught, tangible course materials, reports from peer and director evaluations, summarized student evaluations, teaching awards, course and/or teaching portfolios, certified online course development, and comparable indicators.

As recommended by the SIU System Diversity Advisory Council, candidates wishing to highlight Accessibility, Diversity, Equity, Inclusion, and Belonging in their dossiers may focus on aspects of teaching that might include (but are not limited to):

- curriculum that engages a global, multicultural, intersectional, and rapidly changing world
- promoting equitable access to classroom resources and opportunities
- social and cultural classroom inclusion of students who are members of diverse and underrepresented populations
- advising and mentoring practices (such as working with students on summer or long-term projects, internships, fellowship and scholarship applications, research and publications, career advising, etc.) responsive to the needs of students from diverse, underrepresented, and underserved populations
- participation in faculty and professional development activities that lead to greater understanding of and work toward equity-minded teaching practices
- successful advising of students from groups underrepresented in the discipline
- evaluation and enhancement of programs, curricula, and teaching strategies designed to enhance participation of students from diverse and underrepresented groups

Promotion and Tenure Expectations for Teaching

a. For promotion of Non-Tenure-Track Faculty

Non-tenure-track faculty should follow the promotion process outlined in Article 17 of the SIU Non-Tenure Track Faculty Association Collective Bargaining Agreement.

- b. For promotion from Assistant to Associate Professor
A successful candidate for promotion from Assistant to Associate Professor should demonstrate enthusiasm for and knowledge of the disciplinary field in which the candidate was hired, along with a concern for students' intellectual and professional development, with long-term promise of continued growth. The dossier should include detailed, specific, and strong positive evidence of teaching effectiveness within the range of courses that the faculty member has taught, and of the establishment of a teaching style indicative of an effective university teacher. The candidate should expect to provide a record of ongoing teaching observations and evaluations from both peer faculty and students. A reasonable amount of indirect teaching should also be demonstrated by such things as graduate co-advising, some participation in pedagogy-oriented professional development, and participation in curricular development.
- c. For promotion from Associate to Full Professor
Associate Professors wishing to be considered for promotion to Full Professor should expect to demonstrate continued growth in teaching methods and style, indicated by, among other things, diversity of courses taught, curricular development and innovative teaching practices, outstanding teaching, and teaching activities outside of the School. The candidate should include evidence of having enriched student experiences in a variety of ways. The candidate should expect to provide a record of ongoing teaching observations and evaluations from both peer faculty and students. A reasonable amount of indirect teaching should also be demonstrated by such things as graduate advising, participation in curricular development (such as Quality Matters certified online course development), pedagogy-oriented professional development, and other demonstrated evidence of growth in the area(s) of teaching. The dossier should certify that the candidate is truly a fine teacher who has established a cumulative record of teaching effectiveness.

3. Service

- a. Discipline. Tenured and tenure track faculty should be recognized for service to the discipline in the form of organizational leadership, publication service for manuscript review and editorial expertise, textbook evaluation, special meetings or endeavors outside of a formal organization, and similar contributions. While all disciplinary service is valued and worthy of note, those positions held as a result of elections or a formal vetting procedure should be highlighted.
- b. University. Tenured and tenure track faculty should participate in university level shared governance and operation. Those positions held as a result of elections or a formal vetting procedure should be highlighted.
- c. School. Service within the School is necessary for all ranks of faculty. In addition to committee appointments and titled administrative roles, services including advising

student programs and RSOs, coordinating and assisting with co-curricular activities, and similar contributions are valued and encouraged.

- d. **Community.** Community engagement and outreach is vital service to the university; it is also a site of considerable research, creative activity, and public education. The School recognizes and encourages with acknowledgement and reward all forms of community service where expertise in the field of human communication is deployed.
- e. **Promotion and Tenure Expectations.** Whatever the rank or promotion, service is valued in the School as part of the overall mission of the discipline of Communication Studies. Candidates will demonstrate sustained and significant service in whatever arena best fits with, contributes to, and does not hamper their research and creative activity work and teaching. There is no precise formula in the discipline equating and measuring one kind of service against another. Significance of service will be determined by peer review and annual reviews as outlined above.

Part VI. GRIEVANCE PROCEDURES

Section A. Faculty and Administrative/Professional Staff Grievance Procedure

Grievances shall be handled under the provisions of the various union contracts entered into by the University with the faculty, Administrative/Professional Staff, and Civil Service employees. Specific grievance procedures not specified by the aforementioned contracts are reserved to the School as specified below. No School procedure shall be taken to supersede procedures provided for by union contract or higher administrative body.

Section B. Faculty Grievance Procedure for the School of Communication Studies

The university has adopted a set of procedures for handling faculty grievances including those involving disputes with the School Director. The objective of these procedures is to resolve disputes within the university at the lowest level possible. The School will be responsible for enforcing these policies at the unit level. The following steps should be taken by faculty seeking to initiate a grievance at the School level:

1. Prior to initiating a formal grievance, a faculty member should meet informally with persons with whom there is a dispute and seek to resolve the problem. If the dispute is with the Director, a meeting should be held with the Director. This meeting may include additional advisors or observers if this is agreed upon by all parties.
2. If the dispute cannot be resolved through informal negotiation, then a formal grievance should be made to the Director. A grievance should be made within 42 calendar days following the action or actions which are disputed. There must be extenuating circumstances if a grievance is made more than 90 calendar days following the disputed action(s).
3. If the dispute is with another faculty member, then the Director should seek to mediate it. Mediation could include appointment of a committee of faculty to hear the complaint and make a recommendation to the Director. Committees should meet and make their recommendation to the Director within 7 calendar days from the time of their appointment.

The Director should complete mediation and make a final decision on the dispute within 14 calendar days from receipt of the grievance.

4. If the dispute is with the Director, the Director should seek to resolve the dispute and render a decision within 14 calendar days. The Director can consult with School faculty and can appoint a committee to make a recommendation; however, this committee should not seek to adjudicate the facts of the dispute.
5. If the aggrieved faculty member is not satisfied with a decision of the Director or if the Director fails to make a decision within the time limits given above, then the faculty member has the right to file a grievance with the Dean of the College of Liberal Arts. Prior to filing this grievance, the faculty member should consult the University Grievance Policy, the procedure outlined in the College of Liberal Arts Operating Paper.

Section C. Student Misconduct Policy

The University has developed policies on academic misconduct which are described in the Undergraduate Catalog and the Student Conduct Code. The purpose of this policy statement is to describe the procedure which this School will follow in order to comply with the University policies.

1. If an instructor has evidence of academic misconduct by a student, they should move quickly to notify the student of his or her intent to penalize the student for the alleged misconduct. It is possible for the student to request a meeting with the instructor to discuss the alleged misconduct and the penalty. If the alleged misconduct is serious (e.g., involving plagiarism or cheating on an examination), then the instructor or the student may request that the Director be present at the meeting. A student should be notified of penalties imposed for academic misconduct within 30 calendar days of the time when the alleged misconduct took place.
2. If the student wishes to appeal the decision of the instructor concerning the alleged misconduct or the penalty imposed, they can make a written appeal to the Director. This appeal should describe the nature of the alleged misconduct and give reasons for making the appeal.
3. Upon receiving a formal appeal from a student, the Director can independently make a decision concerning the alleged misconduct. It is also possible to appoint a faculty committee to consider the appeal made by the student. This committee should make a recommendation to the Director within 7 calendar days. The Director will make a decision on the appeal within 14 calendar days.
4. All decisions made by the Director concerning academic misconduct can be appealed to the College Dean. In making this appeal, a student should consult the University policy on academic misconduct and the College Operating Paper to determine the procedures to be followed.

Section D. Graduate Student Grievance Procedures and Policy

The Graduate Council's most current Graduate Student Grievance Policy constitutes this School's graduate student grievance procedures. Specific grievance procedures not specified by the

aforementioned policy are reserved to the School as specified below. No School procedure shall be taken to supersede procedures provided for by union contract or higher administrative body.

The Graduate School has developed procedures for bringing an academic grievance against a faculty member. This policy is described in detail in the Graduate Catalog. Any student who seeks to bring a grievance should be familiar with this procedure. The School will take the following steps to implement this policy at the School level:

1. If a student cannot resolve an academic dispute with a faculty member, it should be brought to the attention of the Director within 30 calendar days of the time when the disputed action or actions took place.
2. Upon being notified of a dispute, the Director will act to resolve it. The following actions are possible:
 - a. A joint meeting or separate meetings involving the concerned parties in which a resolution of the conflict is considered.
 - b. Appointment of a three-person panel to consider the dispute and make a recommendation to the Director.
 - c. The Director can simply make a decision with no additional information.
3. The decision of the Director should be given in writing to the student within 14 calendar days of the time that the formal grievance is made. The decision of the Director will be final in so far as the School is concerned.
4. If the decision of the Director is not satisfactory to the student, it can be appealed to the Dean of the Graduate School following procedures outlined in the Graduate Catalog.

Section E. Undergraduate Student Grievance Procedure and Policy

The most current College of Liberal Arts Grievance Policy constitutes the School's undergraduate grievance procedures. Specific grievance procedures not specified by the aforementioned policy are reserved to the School as specified below. No School procedure shall be taken to supersede procedures provided for by union contract or higher administrative body.

1. Purpose: To provide a simple and fair procedure to resolve grievances that occur between undergraduate students and faculty and/or the School Communication Studies
2. Types of Grievances: Most disputes between faculty and students involve grading. In such disputes, it is necessary for students to be able to demonstrate why they should have received a grade other than the one which was assigned by the faculty member. A grievance should be brought only when specific evidence can be given that a faculty member has assigned a grade in an unfair or arbitrary manner.

Other disputes related to academic matters could involve the conduct of a class. For example, students should be able to expect that an instructor will adhere to his or her syllabus in

structuring a course, and that significant deviations from the syllabus should be announced in class.

In regard to its policy on sexual harassment, the School of Communication Studies is "committed to creating and maintaining a community in which students, faculty, and staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation" (SIUC Employees Handbook, c. 1996, p. 138). The School adheres to university policies on sexual harassment as approved by the Board of Trustees.

Finally, disputes may involve charges of professional misconduct. The university has established guidelines and procedures for treating such issues as the following: Academic Freedom; Disciplinary Action and Termination for Cause; Code of Ethics for Faculty; and Grievance Procedures for Administrative/Professional Staff.

3. It will be necessary for the Director to exercise considerable discretion in handling any charge or complaint. Before a formal grievance is filed an informal discussion between concerned parties should occur. As in the case of disputes other than those involving sexual harassment, the Director should first seek to mediate the problem. If this is unsuccessful, the concerned parties should follow the appropriate grievance procedure specified by University policies.
4. Procedure for Handling Student Grievances:
 - a. The student is advised to meet informally with the faculty member in an attempt to resolve a problem. Upon the request of the student, the School Director will attend this meeting and assist in resolving the problem. The faculty member may request that the student submit the complaint in writing.
 - b. If this initial meeting fails to resolve the conflict, and the conflict involves CMST 101, CMST 201, or CMST 301i, the student can ask to meet with the appropriate course coordinator; for other courses the student can ask to meet with the School Director to lodge a formal complaint. This complaint should be made in writing and should describe the problem and give specific reasons for lodging the complaint.
 - c. Upon receiving a formal complaint, the Director will initially make an effort to mediate the conflict by contacting the faculty member and the student. The Director may appoint a faculty committee within the School to assist in determining the action to be taken.
 - d. If professional misconduct has occurred, the Director will determine a penalty which can include: a) formal reprimand; b) reduced consideration for a merit salary increase; or c) referral to the College Dean. If the Director deems it useful, a faculty committee may be appointed to assess the misconduct and recommend a penalty.
 - e. If a faculty member disputes a complaint involving professional misconduct, the Director must assess whether the charges are of sufficient weight and substance to merit further consideration. If the charges are deemed substantial, then the grievance should be forwarded to the College Dean for assessment. In general, it will not be advisable for the Director to appoint a faculty committee to adjudicate complaints

involving professional misconduct which are disputed by a faculty member; however, a committee can be formed to offer advice to the Director.

- f. In all cases where disputes cannot be resolved at the School level, it is the prerogative of the Director to render a decision. If this decision is rejected by either party in the dispute, it can be appealed. This appeal will be to the College Dean and will follow procedures outlined in the Operating Paper of the College of Liberal Arts.
5. Committees Appointed to Advise on Grievances: Committees appointed to offer advice on disputes will serve at the discretion of the Director. Except in the case of charges of professional misconduct, such committees will include at least one student member. Committees will consist of an odd number of members. If a vote is taken when making recommendations, this vote will be reported to the Director together with reasons for the vote.
6. Time: It is important that grievances be reported and dealt with in a timely manner. Grievances should be made known to the School Director within 30 calendar days of the time when the disputed action or actions occurred. Untimely reports of grievances may constitute a basis for rejection by the Director. If the Director appoints a committee to consider a grievance, it should advise the Director of its recommendations within seven calendar days. The Director should render a decision on a grievance within 14 calendar days following the formal lodging of a complaint. When the Director rules against a party in a dispute, the Director should inform that party of his or her right to make an appeal.

Part VII. FACULTY MERIT

Section A. Faculty Merit Evaluation Procedures

1. Early in the spring term, the Director will request all faculty members to submit an updated curriculum vita. On the curriculum vita the faculty member should highlight all items on which there was activity during the preceding calendar year. Faculty members may append to the highlighted curriculum vita a one-page memo including additional information or explanations pertaining to merit.
2. The highlighted vitas, and additional memos, will be given to the Personnel Committee for evaluation. Individual committee members will recommend one of four overall merit evaluations for each faculty member: High, Middle, Low, No. (See Section B, "Criteria for Evaluation.")
3. A faculty member's merit rating for the current and previous two years shall be averaged to form a composite rating which represents a three-year period. For faculty with fewer than three years of merit ratings, the rating shall be from the average of two ratings if available, or one year if the rating reflects only the first year of service.
4. The Director will determine merit recommendations guided by the current evaluations of the Personnel Committee and with reference to the prior two years of ratings as specified in item 3. above. Faculty members may request individual appointments with the Director to discuss their merit evaluations.

5. The Director will recommend merit distributions to the Dean.
6. Should three years pass without merit pay or other recognition as part of the CBA or administrative allocations, the School may elect by majority vote of voting members to suspend the merit evaluation procedure until such rewards are reinstated. Upon reinstatement, the merit evaluation procedure shall begin again as outlined above, considering the three previous years of work to establish a merit score.

Section B. Criteria for Evaluation

"Merit" should be assigned for effort and achievement beyond the normal expectations of a faculty position. For **NTT** faculty members, "normal expectations" are designated by annual contracts or reviews and usually include teaching only. For **Assistant Professors**, "normal expectations" include positively reviewed teaching, service at the School level, participation on graduate advisement committees, and research and creative activity productivity. For **Associate Professors**, "normal expectations" include positively reviewed teaching, service at the School and college/university levels, graduate advisement, active affiliation with professional organizations, and research and creative activity productivity. For **Full Professors**, "normal expectations" include positively reviewed teaching, service at the School and college/university levels, graduate advisement, leadership in professional organizations, and research and creative activity productivity.

Section C. Merit Advisory Statement

The Director shall maintain a file of guidelines for personnel evaluations and examples of past merit documents which shall be made available to faculty for reference in preparation for and evaluation of merit.

Part VIII. AMENDMENT OF OPERATING PAPER AND REVIEW PROCESS

This operating paper is in effect after School approval by a two-thirds majority of bargaining unit members and approval by the Dean of the College of Liberal Arts and the Chancellor or designee. Amendments to this operating paper may be proposed by any voting member of the faculty. Circulation of the proposed amendment shall occur no later than one week prior to the meeting where a vote will be taken. This operating paper may be amended by a two-thirds majority of the voting faculty as defined in Section II.A.1. Voting Members.