

Department of Communication Studies
Degrees: Communication Studies; Multimedia Journalism and Mass Communication
Tenure and Promotion Guidelines

Preamble: These expectations for tenure and promotion are provided to help clarify how [Faculty Handbook](#) requirements for tenure and promotion are applied in a specific Augustana College Department or program. They are, however, only guidelines and they do not replace, amend, or override any information contained in the Faculty Handbook. In the event there is a conflict between these guidelines and the Faculty Handbook or College policy, the terms of the Faculty Handbook or the College policy shall govern.

These expectations extend across all levels of tenure-track faculty, with any differentiation noted within or at the end. For non-tenure-track colleagues, please see the section at the end.

Commitment to a Welcoming and Learning-Centered Student Experience

All faculty in the Department are expected to demonstrate a commitment to a welcoming and learning-centered student experience as laid out [here](#). These principles acknowledge the wide range of ways faculty contribute to Augustana's educational mission--through teaching, advising, research, creative work, and service--while affirming our shared commitment to cultivating an environment where all students can thrive.

Faculty are encouraged to interpret these principles broadly in ways consistent with their disciplines, pedagogical approaches, and professional identities. Candidates for tenure, promotion, and review should include examples of engagement with the following principles in their Case Making Statements and provide supporting evidence of their efforts to:

- Embrace difference: Engage thoughtfully with a range of ideas, perspectives, cultures, or communities through teaching, scholarship, or service.
- Foster a sense of belonging: Enable a welcoming space where every student can feel seen, valued, and supported.
- Address needs with intention: Ensure that students have opportunities and resources to succeed in learning, advising, and professional and scholarly mentorship.
- Focus on student-centered learning: Prioritize the needs of students in and beyond the classroom by utilizing evidence-based teaching, advising, and learning strategies.

Faculty can show examples of how they do this by:

- Implementing Universal Design for Learning (UDL) strategies for syllabus development, course policies, assignments, and in-class activities.
- Sharing examples of the discipline's breadth and depth of thought in course materials.
- Assessing how a teaching approach includes all students in the classroom.
- Identifying how course and/or advising strategies connect students with resources on campus to bolster their learning experiences and sense of belonging.
- Connecting research and/or service to Augustana's mission statement and/or Five Faith Commitments.
- Attending CELTS workshops and showing evidence of implementation strategies.

Expectations for Teaching

1. Classroom Effectiveness

Teaching effectiveness will be documented through a variety of means, including evidence presented by the instructor, standardized course evaluations, and structured classroom observations by peers or other trained observers. Evaluation components will center around:

- Content and knowledge of material: We expect that faculty will stay up to date on developments in their fields of expertise and demonstrate an ability to adapt if needed to teach a course outside their area of expertise.
- Instructional delivery: The manner in which the course content is presented, which includes articulate communication, effective interaction with students, organized and well-planned use of class time; inclusive, student-centered educational experiences for all students.
- Instructional design: The choices faculty make in terms of course content, classroom activities, assignments, and other forms of assessment. All courses should be designed around learning objectives clearly outlined on the syllabus and aligned with the program's overall learning outcomes.
- Course administration: The overall organization and management of the course, including timeliness, appropriate assignments, offering help to struggling students, timely feedback, and equitable grading.
- Course effectiveness: Evidence of learning and fulfillment of learning objectives.

All faculty candidates must be committed to improving and innovating their teaching and should be able to demonstrate that growth through implementation of feedback from teaching observations and/or student-completed IDEA forms and/or other assessment mechanisms administered by the instructor.

2. Pedagogical Development

All faculty candidates should show evidence of development in their teaching. They should expand the repertoire of their teaching and document that growth throughout a promotional period. Documentation includes being able to explain the origins of the guidance (for example, from short courses at our national conference, their own Scholarship on Teaching and Learning or an initial assessment they have done of their course, reading and research, participation in on-campus workshops and seminars, or off-campus teaching conferences), the action, and the outcomes.

3. New Course Development

Over time, Department candidates can show pedagogical development by creating new courses and, sometimes, teaching in areas outside of their specific expertise. International development/exchange initiatives and teaching abroad or “away” are additional (optional) forms of pedagogical or course development. Candidates of the Department will also be expected to modify existing courses as needed and engage in Department conversation about curricular direction.

We assess courses taught for the first time differently from existing courses, as the first time teaching a course involves levels of experimentation and adaptation. New courses are assessed based on demonstrated care in course design, the presence of structured opportunities for peer and student feedback through the term, and evidence of reflection on that feedback.

4. Shared Responsibilities to Students in Advising and Curricular Engagement

We expect candidates of the Department to participate in discussions and curriculum engagement to ensure majors meet departmental learning goals, which includes contributing to discussions about the Department's Senior Inquiry courses, participating in activities associated with Senior Inquiry courses as time permits (i.e., participating in interviews with seniors, attending SI presentations, etc.), and/or taking turns, as needed, teaching the Department's Senior Inquiry courses after earning tenure. Departmental candidates will also contribute to the College's General Education Curriculum. Faculty candidates should also serve as a resource to students who are engaged in research and/or look for opportunities to involve students in faculty research.

All tenure-track faculty are expected to advise a proportionate number of majors and minors in the Department. Junior faculty candidates will be assigned a few advisees in the Spring of their first year. By year three, they will have proportionate advising responsibilities to the rest of the department. At the time of tenure review, a sample of the candidate's advisees will be interviewed by the chair to gain advisee perspective. In the event the chair is up for review, a designated member of the Department will conduct the interviews. The Department expects advisors to:

- o Respond to student emails.
- o Be available to meet advisees during office hours or by appointment.
- o Provide a respectful space for advisees to ask questions, discuss interests and plans, and express concerns.
- o Understand and effectively communicate the curriculum, graduation requirements, and College policies and procedures.
- o Refer advisees to useful on-campus resources.
- o Demonstrate professionalism in communication and interactions.

Expectations for Service

1. Service to the Department

Shared service and collegiality are essential to the Department's ability to function and grow over time. The Department of Communication Studies expects faculty to:

- Contribute actively and reliably to the shared work of the Department, taking on an equitable share of the labor of planning and attending departmental events, curriculum development, assessment, and student recruitment and retention.
- Share the load regarding flexibility in curricular staffing to meet departmental and General Education needs.
- Regularly attend and actively and constructively participate in Department Meetings and curricular planning.
- Foster an atmosphere of civility and intellectual generosity and a willingness to consider constructive feedback and put energy toward not only identifying problems, but acting to solve them.
- Demonstrate a shared commitment to mentorship of junior colleagues, including being available to answer questions, talk about pedagogy, explain administrative workings of the College and Department, and talk about scholarship endeavors.

A repeated pattern of conduct that undermines the Department's shared work will be considered as part of a candidate's record.

2. Service to the College

The Department expects its candidates to be involved in campus committee work, committing to no more than one high-commitment committee or activity per year (such as Gen Ed, EPC, Faculty Council, ad hoc Departmental committee candidate, or External Department Review), complemented by no more than 1-2 smaller time-commitment committees. A service load that exceeds those caps must be approved by the Department chair. Faculty candidates in the first year will not take on committee work. Other forms of service might include task forces, overseeing or sponsoring student organizations, or being called upon to teach workshops and make presentations on communication skills at College-related functions.

Faculty members are expected to engage in the College's shared governance structures, by, for example, attending Rank, Division, and Full Faculty Meetings.

3. Service to the Public

We respect and encourage our faculty candidates' service to local, national, and international communities. Faculty candidates who use their expertise to serve the community are modeling the values of leadership and service that we expect of our students and contribute to the College's reputation as a valued member of the community. Nevertheless, the Department does not require such engagement on the part of our colleagues since our on-campus time commitments and level of connection to the community may vary as well as fit under other categories (like in professional expression).

Professional Activity

Scholarship/Professional Expression

In the Department of Communication Studies, we expect an active research program that shows consistent engagement and curiosity. In order to merit consideration for a positive promotional recommendation from the Department, a candidate's research program must show evidence of: (1) coherence and planning, (2) a reasonable level of engagement, and (3) a creditable end-product. Scholarship end-products in Communication Studies can take different forms. We organize these activities into tiers, ranked by value to the scholarly community, depth of original inquiry, extent of peer review, and/or level of competitiveness.

During any promotional period (e.g. time as assistant professor or associate professor), the Department expects tenure-track or tenured candidates for promotion to fulfill one of the following:

- At least one creditable outcome from Tier I.
- OR
- At least three total creditable outcomes from any of the Tiers.

In compliance with college-wide standards regarding Professional Expression, the Department expects that a candidate's portfolio will include scholarship/professional expression materials that have been reviewed or competitively selected by a relevant body. This guidance comes from the following passages of the 2026-2027 Faculty Handbook:

In describing the parameters for **pre-tenure and tenure evaluation**, the Faculty Handbook notes that "professional expression materials include, but are not limited to, publications,

presentations, performances, invited talks, grant proposals, compositions, creative expressions, evidence of consulting work, honors, and awards. Evaluation is based on evidence of: An ongoing and productive professional agenda; The significance, quality, and value of the expression as determined by peers, stakeholders, audiences, disciplines, and/or organizations”

In describing the parameters for **post-tenure promotion and evaluation**, the Faculty Handbook specifies that professional expression “is the making and sharing of knowledge, creative works, or artifacts whose significance is confirmed by review, appraisal, or selection by peers or stakeholders external to the College.” This section also affirms that “the scholarship of teaching and learning and community-engaged scholarship” are acceptable modes of professional expression).

Tier I: Rigorously Peer-Reviewed Original Inquiry or Creative Works

- Manuscripts accepted in peer-reviewed international, national, regional, or state journals
- Scholarly books, textbooks, and book chapters
- Media productions or projects for community groups, educational publishers, public exhibits, or professional distribution
- Publications in competitive proceedings volumes

Tier II: Competitive Original Inquiry or Review and Scholarly Dissemination of Knowledge

- Competitively-selected conference papers (international, national, regional, state)
- Editor of an Academic Journal or Member of the Editorial Board of an Academic Journal
- Articles or creative works published in digital magazines or news outlets
- Scholarly development for the classroom presented to a wider audience
- Awarded grants
- Published book reviews
- Established record of peer review of articles and/or conference papers for publication or presentation as a specialist in the field; peer review of a textbook as an expert in the field
- Collaborative independent research projects with students presented at a conference
- Competitively-selected roundtable/panel participation at conferences
- Invited lectures, teaching, consulting, and public speaking engagements that occur outside of the college that are based on expertise

**depending on their exact nature, some of these could also be considered service*

Candidates should use part of their case-making statement to explain how their work was reviewed, appraised, or selected by relevant peers or stakeholders.

Professional Development

We expect Department candidates to pursue training and development in a way that complements their research, teaching, and service to the College and Department. Some examples of professional development are when a faculty candidate:

- Belongs to, serves on a committee or board of, or holds an elective office in, a relevant professional organization, association, or interest group
- Attends, or serves as an organizer, presider, or discussant at, a professional meeting
- Prepares to teach in an area not in one's expertise, which requires researching and

synthesizing research in what amounts to an entirely new field, and immersion in a new area that is not necessarily purely consumptive

- Attends faculty-development and/or teaching-related conferences and/or engages in on-campus opportunities such as Teaching Observation Groups and the Center for Engaged Learning, Teaching and Scholarship (CELTS) workshops
- Learns new systems or technologies, as necessary for professional role
- Attends seminars or presentations put on by relevant organizations

Expectations Specific to Promotion to Full Professor

Per the Augustana Faculty Handbook (4.5): “Promotion to the rank of Professor must be earned. Candidates for promotion are expected to assume departmental and/or College leadership roles and to demonstrate significant, sustained achievement in all areas of faculty evaluation.” Additionally, “Professional Expression is the making and sharing of knowledge, creative works, or artifacts whose significance is confirmed by review, appraisal, or selection by peers or stakeholders external to the College. For promotion reviews, external peer review will inform this assessment. Professional Expression includes the scholarship of teaching and learning and community-engaged scholarship. (4.2.3.1)”

Expectations Specific to Non-Tenure Track (NTT) Faculty

Our Department recognizes the unique responsibilities managed by NTT faculty.

Expectations for Teaching

- Expectations for NTT teaching are the same as tenure track.

Expectations for Advising

- The Department does not require advising for NTT faculty unless part of their official responsibilities, which will be evaluated based on department-adopted standards.

Expectations for Service

- The Department does not require service for NTT faculty unless service is part of that faculty candidate’s official responsibilities. That might include some participation in the faculty search process; discussions of Department goals and evolution; and outreach efforts directed to students.

Expectations for Scholarship

- The Department does not require scholarship for NTT faculty.