

The teaching track is intended to promote and credit contributions in the areas of teaching and service but with the strongest emphasis on teaching. Evaluation criteria in all areas include efforts to advance diversity, equity, and inclusion.

The promotion committee for those on a teaching track shall be:

A. *Teaching Assistant Professors.* All faculty holding the job title of Associate and Full professor on the tenure, clinical and teaching track

B. *Teaching Associate Professors.* All faculty holding the job title of Full professor on the tenure, clinical and teaching track. If no teaching faculty of appropriate rank are available to serve on the committee, the Head may ask for an appropriate teaching-track faculty from another department to consult and vote with the promotion committee

Norms and Standards for Promotion to Associate Teaching Professor.

Promotion to Associate Teaching Professor requires an evaluation of teaching and service. Scholarly contributions are not expected, though valued by the Department. Evaluation criteria in all areas include efforts to advance diversity, equity, and inclusion.

Teaching. The Department expects a strong teaching record. The promotion committee will evaluate such evidence as documentation of effectiveness in teaching scheduled courses; teaching observations by two peers; student course evaluations; evidence of innovation in course and curriculum development; and development of new courses that complement the Department's curriculum and vision. Other supportive evidence includes supervision and training of undergraduate and graduate students, as well as teaching awards. Peer observations should provide a description of the delivery setting, teaching style, and content, noting both strengths and potential targets of opportunity for improvement. Peer letters may also provide context for interpreting ratings or student comments about a course. It is important that some context is given for evaluation scores (average ratings for the course using university course evaluations).

Candidates should also demonstrate a record of broader contributions to pedagogy and/or education, or expert knowledge in a specific field such as: presentations at relevant conferences, participation in teaching workshops, publications in relevant journals, publication of textbooks in reputable presses or OERs, and/or applying for competitive internal or external grants to develop curriculum or pedagogy, or other relevant, demonstrable advances in a specific field.

Evidence of efforts related to diversity, equity and inclusion may include developing effective inclusive teaching strategies for the educational advancement of students from groups underrepresented in higher education; developing courses or curricular materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups; record of success advising students from groups underrepresented in the faculty member's discipline/profession; research mentorship of individuals from historically underrepresented groups; leadership or participation in faculty workshops and /or inclusive classroom sessions to promote equity and inclusion.

Service. We have lower service expectations for Teaching Assistant Professors than Teaching Associate Professors and Teaching Full Professors. However, some service is expected of all faculty. The promotion committee will evaluate such evidence as active contributions to service within the Department of Communication (e.g., participation on standing or ad-hoc departmental committees, conducting peer reviews of instructional staff, or other activities which contribute to the success of the department's mission). Other evidence of service may involve membership on departmental, university, and professional association committees related to diversity, equity and inclusion; membership in review committees related to funding and awards; participation and/or leadership in university pipeline and/or outreach activities; participation and/or leadership in efforts to increase participation of underrepresented students in undergraduate and graduate programs.

Norms and Standards for Promotion to Full Teaching Professor. Promotion to Full Teaching Professor requires an evaluation of teaching and service. Scholarly contributions are not expected, though valued by the Department. Evaluation criteria in all areas include efforts to advance diversity, equity, and inclusion.

Teaching. The Department expects a record of sustained, long-term teaching excellence. The promotion committee will evaluate such evidence as documentation of effectiveness in teaching scheduled courses; teaching observations by two or three peers; student course evaluations; evidence of innovation in course and curriculum development; and development of new courses that complement the Department's curriculum and vision. Other supportive evidence includes supervision and training of undergraduate and graduate students, as well as teaching awards. Peer observations should provide a description of the delivery setting, teaching style, and content, noting both strengths and potential targets of opportunity for improvement. Peer letters may also provide context for interpreting ratings or student comments about a course. It is important that some context is given for

evaluation scores (average ratings for the course using university course evaluations).

The promotion committee will also consider effective contributions in the area of teaching, informed by developments in the field or discipline. These may include training teachers/clinicians, teaching-related professional practice activities, mentoring instructors, and/or directing instruction-related programs. ; re

Candidates should also demonstrate a record of campus-wide and/or externally recognized contributions to pedagogy, education, or expert knowledge in a specified field such as, but not limited to: presentations at relevant conferences, participation in or development of teaching workshops, publications in relevant journals, publication of textbooks in reputable presses or OERs, and/or securing competitive internal or external grants to develop curriculum or advance pedagogy..

Evidence of efforts related to diversity, equity, and inclusion may include developing effective inclusive teaching strategies for the educational advancement of students from groups underrepresented in higher education; developing courses or curricular materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups; record of success advising students from groups underrepresented in the faculty member's discipline/profession; research mentorship of individuals from historically underrepresented groups; leadership or participation in faculty workshops and /or inclusive classroom sessions to promote equity and inclusion.

Service. Candidates are expected to demonstrate sustained contributions to and leadership in service within the Department of Communication (e.g., participation on standing or ad-hoc departmental committees, conducting peer reviews of instructional staff, or other activities which contribute to the success of the department's mission) and/or in the College of Liberal Arts and/or the University as well as to the profession (e.g., reviewer for peer-reviewed journals, contribution to open access materials). Other evidence of service may involve membership on departmental, university, and professional association committees related to diversity, equity and inclusion; membership in review committees related to funding and awards; participation and/or leadership in university pipeline and/or outreach activities; participation and/or leadership in efforts to increase participation of underrepresented students in undergraduate and graduate programs.