

Foreword

This *Handbook* represents a continuing effort to codify a set of policies and guidelines that have evolved over time in the College. Our hope is that making these materials conveniently accessible will further contribute to an atmosphere of openness, trust and partnership which should guide all of our efforts in the College. The policies have evolved as a result of continuing debate and discussion about how most effectively to support the faculty in their quest for excellence in teaching, research, and service.

The policies are not designed to be limiting. Rather, they are designed to ensure that each person is treated equitably in the application of the policies, is fully aware of the spirit and intent of the College, and has the opportunity to comment on the goals, directions, and priorities for the College as embodied in these statements.

We welcome suggestions for change and modification.

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C&IS FACULTY HANDBOOK

CONTENTS

I. Faculty Governance	
A. Standing Committees	
1. Graduate Studies Committee	4
2. Human Resource Committee	6
3. Undergraduate Curriculum Committee	7
4. Computing and Information Technology Committee	9
5. Committee on Faculty	10
6. Tenure and Promotion Committee	11
II. Tenure and Promotion	
A. Principles, Processes, and Procedures	12
III. Teaching Loads and Teaching Responsibilities	
A. Teaching Load Assignments	29
B. Minimum Course Syllabus Requirements	31
IV. Named Professorships, Research Professorships, and Endowed Chairs	
A. Reviewing Named Professorships and Endowed Chairs	36
V. Diversity Plan	

FACULTY GOVERNANCE

Preamble

The College of Communication and Information Sciences of The University of Alabama believes that a well-ordered and functioning college requires the active participation of its faculty in all decision making. To that end, the College has established one council and five committees to promote faculty governance. They are the Graduate Council, the Human Resource Committee, the Undergraduate Curriculum Committee, the Computing and Information Technology Committee, the Committee on Faculty, and the Tenure and Promotion Committee.

Graduate Studies Committee

Approved: September 2007

Principles

The mission of the CIS Graduate Studies Committee is to provide faculty oversight, planning, support, and guidance for the CIS doctoral programs and for the CIS Office for Graduate Studies, which manages that program and supervises all of the College's graduate programs.

Duties

The functions of the Graduate Studies Committee of the CIS Graduate Faculty include:

1. *Policy Formulation for CIS Graduate Education.* Typically, a subcommittee of the Graduate Studies Committee prepares a report on a policy matter, complete with recommendations for the Graduate Faculty. Following review, revision, and approval of this report from the full Graduate Studies Committee, the Associate Dean for Graduate Studies or his/her designee presents this policy proposal to the Graduate Faculty for action.
2. *Planning.* The Graduate Studies Committee facilitates the planning functions of the Graduate Faculty, including developing promotional strategy, program priorities, curriculum revisions, and the like.
3. *Review of Doctoral Students.* The Graduate Studies Committee meets periodically with the Associate Dean for Graduate Studies to review the progress of each CIS doctoral student. Appropriate actions are recommended when problems are revealed.
4. *Assignment of Doctoral Assistantships.* Following the review of doctoral students, the Graduate Studies Committee ranks applicants who will receive graduate assistantships and helps determine specific assistantship assignments.

5. *Judicial Review.* When a problem requiring judicial action occurs (e.g., plagiarism), the Graduate Studies Committee advises the Associate Dean for Graduate Studies on appropriate action.
6. *Review of Admissions.* The CIS Doctoral Admissions Committee serves at the pleasure of the Graduate Studies Committee, which approves the overall recommendations of the Admissions Committee.
7. *Serving as a Sounding Board for Graduate Faculty.* Because the Graduate Studies Committee is composed of the Chairs/Directors and Graduate Coordinators of each of the academic units within the College of Communication and Information Sciences, committee members bring issues from their faculty constituents to the Associate Dean and the full Graduate Studies Committee for policy consideration.

Membership

The CIS Graduate Studies Committee is composed of all of the Chairs/Directors and all of the Graduate Coordinators of the College's five academic units. The Associate Dean for Graduate Studies chairs the Committee, and the Staff Assistant of the Office for Graduate Studies provides staff support.

Human Resource Committee

Approved: December 2006

Principles and Duties

The College of Communication and Information Sciences Human Resource Committee (HRC) is designed to promote the social life and wellbeing of the College's faculty, staff, and students. It will inventory programs and social activities that are designed to make the College an inclusive and welcoming environment for all and advise the College when improvements or new initiatives are in order.

The HRC will identify and communicate "best practices" within and outside the College that encourage access, inclusion, and respect for all groups and individuals. Those practices may occur within the curriculum, through special programs like the Minority Journalism Workshop and the Tuscaloosa Debate League, in recruitment activities for new faculty, students, and staff, in student activities, or in enrichment programs such as colloquia, lectures, and training and development activities. The HRC will meet as often as the Committee determines but at least two times a semester.

The Committee Chair will make an annual written report to the faculty and the dean.

Membership

As an advisory council to the Dean and the College, the HRC will be comprised of five faculty members from the academic departments and the School of Library and Information Sciences, one professional staff member from the Center for Public Television and Radio, and one member of the support staff. The College's affirmative action officer will be a member ex-officio. The seven regular members will elect a chair.

Terms for each faculty representative shall be two years. The Department of Advertising and Public Relations, the Department of Journalism, and the School of Library and Information Studies shall make their membership decisions for academic years that begin with an odd number and the Department of Communication Studies and the Department of Telecommunication and Film shall make their decisions for academic years that begin with an even number. Members may be re-appointed.

Undergraduate Curriculum Committee

Approved: May 2007

Principles

A well-integrated and articulated curriculum is a prime responsibility of the faculty. Historically, academic units in the College of Communication and Information Sciences have maintained autonomy in the management of course content and curriculum. The Undergraduate Curriculum Committee does not displace these departmental prerogatives but serves as an additional source of information and coordination when called upon by the Dean. It may also provide advice to academic units when requested by a department or school. All recommendations to the Dean shall be made available to the affected department or school.

The Undergraduate Curriculum Committee of the College of Communication and Information Sciences serves as an advisory body to the Dean on matters of course offerings and curriculum content. The committee recognizes its obligation to be responsive to student needs, administrative efficiency, and faculty flexibility. It also recognizes the need to render advice in a timely manner. It is not the purpose of the Committee to review course inventory forms or other curricular documents automatically.

The primary responsibility of the Curriculum Committee is to receive and make recommendations to the Dean and to the College faculty with respect to the MC-designated courses. The committee shall forward a written report of its deliberations and any recorded vote to the Dean and the academic units.

Duties

1. The Undergraduate Curriculum Committee provides advice to the Dean upon request regarding course offerings and curricular issues.

2. The Undergraduate Curriculum Committee provides advice to departments or schools at their request. This includes, but is not limited to, developing an understanding of other departmental offerings or coordinating cross-listed courses.
3. The Undergraduate Curriculum Committee is responsible for making recommendations and providing oversight to the Dean and the faculty for the core MC-designated courses.

Membership

The Undergraduate Curriculum Committee shall be comprised of one member from each of the academic units – Advertising and Public Relations, Communication Studies, Journalism, Library and Information Studies, and Telecommunication and Film. Representatives shall serve staggered three-year terms and academic units may either appoint or elect a representative to the Committee based on departmental desire and custom. Additionally, the Student Honor Council shall appoint two student representatives who will be non-voting. The Mass Communication Coordinator, usually the Assistant/Associate Dean for Undergraduate Studies, shall serve as ex-officio member in an advising capacity.

Charge

The Undergraduate Curriculum Committee shall report to the faculty at the end of each academic year.

Computing and Information Technology Committee
Approved: December 2006

Duties

The Computing and Information Technology Committee of the College of Communication and Information Sciences shall make recommendations to the Dean for the use and application of information technologies and with respect to resource allocations in the College. These resources shall include any allocations provided centrally and any proceeds from the student technology fee assessed by the College. The purview of the Committee shall include classrooms, laboratories, and editing facilities that serve the students of the College. The Committee shall meet at least once each semester and at the call of any of its members or the Dean. The Committee Chair shall provide the Dean with a report of the Committee's recommendations, complete with any recorded votes.

Membership

The Committee shall include an elected representative from each of the academic departments and the School of Library and Information Studies, one representative from the Center for Public Television and Radio, the Reading Room Librarian, and two students, one undergraduate and one graduate appointed by their deans. All managers of area technology and the Director of Financial Affairs shall serve as resource members of the committee. The committee's facilitator shall be the College's Director of Area Technology, and the committee's Chair shall be elected annually from among the faculty representatives. Elected representatives shall serve for one year and may succeed themselves at the pleasure of the academic unit.

Committee on Faculty
Approved: December 2006

Principles

The purpose of the Committee on Faculty is to facilitate the flow of information between the administration and faculty of the College of Communication and Information Sciences. This process involves the Dean's sharing information about administrative issues and actions and the Committee's bringing matters of faculty concern to the attention of the administration.

The Committee on Faculty represents the faculty in the initial stages of the College's policy-making process. It is not the responsibility of the Committee on Faculty to establish policy; rather, the committee is charged with ensuring adequate representation of faculty views in the development of policy. Full faculty governance requires participation of the faculty as a whole.

Duties

The Committee on Faculty shall meet at least one a semester, with the first meeting scheduled in September of each year. The Dean or any member of the committee can call additional meetings. The chair of the committee shall keep a record of the minutes of each meeting.

Membership

Each academic unit of the College of Communication and Information Sciences shall elect a representative to the Committee on Faculty for a one-year term. No faculty representative shall serve more than three consecutive terms. The chair shall be elected by majority vote of the committee. The chair shall serve a term of one year only.

Tenure and Promotion Committee

Approved: December 2008

Principles and Duties

The College Tenure and Promotion Committee is responsible for evaluating a candidate's record for tenure and/or promotion and for making a specific recommendation to the Dean. Refer to the "Tenure and Promotion Principles, Processes, and Procedures."

Membership

Each department or school will be represented by a tenured faculty member with full graduate faculty status to serve a three-year term. Terms will be staggered such that no more than $\frac{3}{5}$ of the members will be new members in any given year. Members will be either appointed by the department chair or school director or elected by departmental and school faculties. All tenured faculty committee members will participate in decisions concerning tenure and promotion to Associate Professor. Committee members are required to hold the rank of Professor to participate in decisions concerning promotion to Professor. Departments or schools being represented by an associate professor may select an alternate professor to represent their academic unit in deliberations regarding promotion to professor. The position of Committee Chair will alternate annually among the five academic units of the College. The Chair must have been a member of the committee for one year before serving as Chair.

The committee shall be formed and a Chair named by March 1.

TENURE AND PROMOTION PRINCIPLES, PROCESSES, AND PROCEDURES

Approved: December 2008

Principles

The promotion and tenure policies of the College of Communication and Information Sciences should result in collegial personnel actions that contribute to the professional development of faculty members and the academic advancement of the department, College, and University.

An equitable and widely understood promotion and tenure system should help ensure that considerations of academic quality will be the basis for academic personnel decisions.

The tenure system is based on the understanding that tenure is a privilege bestowed by The University of Alabama in keeping with its commitment to outstanding achievement. Tenure is the keystone for academic freedom, safeguarding the right of free expression and inquiry that may involve risks or unpopular scholarship or teaching. Balancing this is the understanding that tenure and academic freedom are bound to an implicit social contract that recognizes that its maintenance ultimately provides social utility.

Tenure represents a fundamental judgment of an individual's actual and potential contributions to the professional life of the College of Communication and Information Sciences of The University of Alabama. The responsibility for faculty personnel actions involves the application of academic and professional judgment, in a framework of shared authority between faculty and administrative bodies.

Faculty members have a primary responsibility in providing the evaluations of merit which typically determine the academic personnel decision-making process, including appointment, promotion, and tenure.

Independent experts outside the university are essential in tenure and promotion deliberations. These peer authorities must be selected judiciously in order to avoid prejudice and to add significantly to the process. Once the counsel of these outside experts is received, it is to be utilized fully and with integrity.

The review process for tenure and promotion is concerned with the academic and professional merits of particular candidates, judged in reference to faculty doing similar work at peer institutions. Tenure and promotion standards will reflect advancements in the competitive position of the College in attracting the highest quality faculty.

Although the tenure and promotion process is geared to evaluating individual performance, the changing needs and priorities of the institution may also affect the decision

to grant tenure. Fairness to the individual and the long-range interests of the institution require directing primary attention to University, College, and department needs and priorities at the time of appointment and careful intermediate and longer-range academic personnel planning.

A formal statement of criteria for tenure and promotion is necessary but not sufficient for personnel processes. The wide variety of academic and professional fields within the College makes the development of highly detailed criteria unproductive. Rather, general and broad guidelines will permit the exercise of skilled professional and academic judgment in their interpretation and application.

For promotion and tenure procedures to function smoothly, they must be open—within considerations of individual privacy—collegial and equitable. The general processes and criteria must also be well-known, requiring regular review and discussion by faculty and administrators.

The principal thrust of the promotion and tenure process is the need to evaluate fairly and completely the achievements of each candidate. All evaluations should detail the strengths as well as any weaknesses of a candidate.

From the date of appointment, the departmental chair or school director is responsible for working with the candidate to assemble the tenure and/or promotion dossier. An independent departmental faculty evaluation and a recommendation prepared by the department chair or school director must be part of the dossier. The recommendation by the chair or director shall report the faculty vote and evaluation, including any dissenting opinions.

The College Tenure and Promotion Committee is responsible for evaluating the candidate's record and making a specific recommendation to the Dean.

The procedures for granting or denying tenure and promotion assume that the professional expertise and competence of the faculty have presumption. Thus, when the findings of executive administrators differ from the departmental committee or the College Tenure and Promotion Committee, a responsibility follows to reconvene the appropriate faculty committee. In this way, administrators and faculty can sustain open, vigorous, and responsible communication, further insuring that the standards of excellence, quality, and fairness are maintained.

The rights of the candidate for tenure and/or promotion will be respected throughout, including the right of response to a negative evaluation at each stage. Ultimately any faculty member with a grievance regarding a personnel action has a right to appeal. The guidelines

on mediation and grievance contained in *The University of Alabama Faculty Handbook* will govern the appeal.

Processes

Introduction. All personnel guidelines involving full-time faculty members—tenure track and contract—must comply with the rules and spirit of *The University of Alabama Faculty Handbook*. The articulation and explication of principles, processes, and procedures in this document are intended only to clarify, amplify, and make more specific the guidelines of the *The University of Alabama Faculty Handbook*.

All tenure-track faculty members of the College of Communication and Information Sciences are expected to develop and maintain a strong record of teaching and scholarship appropriate to the discipline and area of specialization. Additionally, professional service to the Department, College, University, profession, and citizens of Alabama is an expected component of faculty activity.

Decisions regarding faculty retention, tenure, and promotion are the lifeblood of the College and warrant the utmost care on the part of all of parties involved in decision-making. While all personnel actions are crucial, tenure is the most important, because it involves establishing a lasting relationship between the faculty member and the University. On initial appointment, tenure shall not be offered as part of the employment agreement without the express concurrence of the tenured faculty of the appropriate department, the chair or school director, the Dean of the College, and the Provost. The issue of rank at time of appointment shall also call for the expressed concurrence of the departmental faculty.

Further, any reduction in time from the customary probationary period of six years or customary time in rank must be stipulated in the original letter of appointment. In the event that circumstances may warrant early consideration, apart from the letter of appointment, the department chair or school director must obtain the Dean's counsel before proceeding. The Dean's opinion will not go to the merits of the case but to the general readiness of the candidate for consideration. The standards for tenure and promotion remain the same for early consideration, but the College and the University will expect clear and convincing evidence that the candidate has satisfied those standards.

Procedures. An important part of each personnel action is a letter of appointment from the Dean to each new faculty member. This appointment letter shall delineate the terms of the appointment, any unusual assignments or expectations for the faculty member, and any exceptional criteria that shall be brought to bear in subsequent personnel actions. Any personnel evaluation in which the faculty member is involved will take into account specific

terms of the initial letter of employment, as well as any later modifications to that letter as may be stipulated in writing.

At the time of initial appointment, a file will be started and maintained on each faculty member. A copy of the appointment letter will be a part of each personnel file. The departmental chair or school director will ask the faculty member to submit for this file evidence of teaching activity and effectiveness (e.g., course syllabi, assignments, grading criteria, letters, teaching evaluations), research and creative activity (e.g., reprints of publications, copies of convention papers, reviews of productions, exhibition histories, copies of creative work), and service (e.g., work on University committees, activities associated with the professions, positions in professional associations).

Personnel actions. A five-member College Tenure and Promotion Committee will be composed of tenured full professors with full graduate faculty status. Members will be elected by departmental and school faculties and will serve staggered, three-year terms. (In the absence of an eligible full professor in an academic unit, said department or school shall elect an associate professor with full graduate faculty status.) The position of Committee Chair will alternate annually among the five academic units of the College. The Chair must have been a member of the Committee for one year before serving as Chair. The Tenure and Promotion Committee may direct questions for clarification of the candidate's status or dossier to the departmental chair or school director.

The College Tenure and Promotion Committee will not conduct retention reviews of probationary faculty. Rather, the academic unit and the Dean will conduct such reviews. The same applies to contract faculty.

By March 1, the Tenure and Promotion Committee will be formed and a Chair named. The Chair's first duty is to inform the faculty that any member wishing to apply for tenure and/or promotion must notify the Tenure and Promotion Committee Chair and the departmental chair or school director in writing by March 31. External evaluators will be identified and research/creative materials with curriculum vitae will be forwarded by July 1. The departmental chair will assist the candidate in preparing a dossier to be completed by October 1. Candidates are encouraged to seek advice and counsel of other faculty members in preparation of the dossier.

The candidate's dossier should include:

1. A *curriculum vitae* that must contain
 - a list of degrees received (with dates awarded);
 - a list of all professional appointments;

- a complete publication record, with the names of the co-authors listed in the order in which they appear in the publication, beginning and ending page numbers for articles, total number of pages for books, and a clear designation of the faculty member's role if it is co-authored. Faculty engaged in creative or performance activities will provide similar evidence of productions with co-artists or producers listed where relevant.
 - Works that are under submission, accepted, or in press should be clearly labeled and appropriate documentation (e.g., letters of acceptance from the journal editor) should be provided. Publications and other evidence of research or creativity should be listed according to the kind of entry (e.g., books, technical reports, chapters, articles, television or radio programs, CD-ROM, collections, exhibits, screenings, etc.). Whether an entry has been refereed or juried should be noted.
 - a list of all advising and related student service, administrative and committee service, professional public service, and service to regional and national professional associations;
 - other evidence of professional merit or recognition, such as letters evaluating the importance of the candidate's contributions to the profession.
2. A copy of faculty annual reports for all candidates as well as all departmental annual reviews for retention for candidates still in the probationary period. Faculty who have been at a different institution for years to be credited toward tenure and/or promotion may file annual reports submitted to that institution and/or evaluations or may omit such reports with explanation.
 3. A comprehensive teaching record, complete with syllabi, student course evaluations, and peer evaluations of teaching.

External review is required for tenure and promotion. External evaluators must be identified and research/creative materials with curriculum vitae must be forwarded to them by July 1. The departmental chair or school director will determine and solicit letters from appropriate evaluators. The candidate must have an opportunity to see the list of potential evaluators. The candidate can provide commentary on any evaluator and should immediately alert the chair or director to inappropriate evaluators along with rationales for their exclusion.

The exclusion or inclusion of a disputed potential evaluator will then be determined by the tenured faculty within the department or school.

At least four written evaluations of the candidate's scholarly program must be obtained from experts in the candidate's area of research or creative activity. All evaluators are expected to be independent. (For example, thesis and dissertation advisers are not normally viewed as independent.) Moreover, it is expected that the letter from department chair or school director will inquire of external evaluators whether they know the candidate personally and, if so, how they are acquainted with the candidate (see attached model letter). In addition to stipulating any affiliation with the candidate, the evaluator should be asked to include a brief (one-page) biography with the evaluation letter.

All evaluators are expected to be independent. (For example, thesis and dissertation advisers are not normally viewed as independent.) Moreover, it is expected that the letter from the Tenure and Promotion Committee Chair will inquire of external evaluators whether they know the candidate personally and, if so, how they are acquainted with the candidate (see attached model letter). In addition to stipulating any affiliation with the candidate, the evaluator should be asked to include a brief (one-page) resume with the evaluation letter.

Candidates may choose to have their external reviews conducted confidentially, meaning the candidate will see only those portions of a reviewer's report that are cited by committees, the Chair, and/or the Dean as relevant to their considerations. Or candidates may elect to have external reviews done anonymously, meaning they may see the full report of an external evaluator but with the evaluator's identity concealed. Candidates are encouraged to consult with their Chair, Dean, and/or colleagues to determine which method they prefer. Evaluators will be informed as to whether the procedure is confidential or anonymous, and, of course, must be informed that confidentiality or anonymity may not be possible in a subsequent grievance proceeding.

Any dossier for tenure or promotion should provide material that reveals a clear indication of the candidate's strengths in the three areas on which all tenure and promotion cases are based:

1. *Teaching ability and effectiveness*—evidence of the ability to convey subject matter to students as well as to inspire and empower students to learn; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain high academic standards, and to have a positive impact on students; as well as evidence of effectiveness in counseling, advising, and providing service to students.
2. *Research and/or creative accomplishment*—competence to carry out research and/or creative work of high quality and scholarly significance, usually

demonstrated through peer-reviewed publication, cultural production, creative work, or presentation of scholarly papers; evidence of a thorough understanding of the field; maintenance of consistent levels of academic performance; recognized reputation in the candidate's field; and continued professional growth through research and/or creative production.

3. *Service to the University, the profession, and the public*—evidence of outreach, including participation in departmental, College, and University affairs; competence in extending specialized knowledge to the public and the profession; and active contributions to professional associations.

Explication of criteria: Teaching. The College of Communication and Information Sciences places a high priority on excellence in teaching. The dossier should provide ample information so that the academic unit and the College Tenure and Promotion Committee as well as subsequent evaluators can assess the candidate's teaching competencies. The dossier should include both student and peer evaluations and describe the faculty member's principal areas of teaching; for example, his or her willingness to teach courses addressing critical departmental needs, and, where appropriate, contributions to the mass communication curriculum and the balance between undergraduate and graduate teaching. Any special circumstances concerning the faculty member's teaching assignment(s) should be considered.

The teaching section of each candidate's dossier should contain the following information:

1. A chart summarizing the candidate's instructional activities. All courses taught during at least each of the last three years of service (where applicable) must be provided for all candidates being considered for promotion. Candidates for tenure should include a list of all courses taught during the probationary period. The chart should list courses by academic year, course number, title, enrollment, and summary scores from student course evaluations. The summary scores can provide arithmetic means for each course evaluation and provide comparative data for all departmental teaching. The candidate should also provide a summary of grade distribution by course and section. Any team-taught courses should be identified.
2. Originals of Course/Instructor Survey Evaluations. Candidates who have taught at other institutions may submit evaluations from those courses.
3. Students' written comments for the last three years, provided separately in a clearly labeled folder.
4. A list of the names of students supervised for theses and dissertations, giving the dates degrees were awarded for any who have completed their studies. Information on

supervising committees in progress, graduate directed study, and undergraduate honors projects should also be provided.

5. A peer evaluation report prepared by the candidate's department or school, which should be a broad evaluation of the candidate's strengths and weaknesses as a teacher. This report should cover such elements as presentation, course content, and student outcomes.
6. A teaching portfolio should be included for review at the college level, although it does not need to accompany the dossier beyond the Dean's office. The following items are examples of materials appropriate for a portfolio: syllabi, handouts, problem sets, written materials developed for courses, media productions, computer-assisted instructional aids, examinations, testimonials by former students, etc. Any textbooks written by the author should be included in this portfolio, along with any available evidence of the adoption, use, and evaluation of the textbook. It should be noted that whereas textbooks will typically be counted as part of a candidate's teaching record, reviews that document any unique scholarly contributions of the textbook can be included as evidence of scholarship.
7. Letters from graduate students who have taken graduate courses offered by the candidate. The College Tenure and Promotion Committee should solicit this information in conjunction with the external review process, and effort should be made to protect the confidentiality of the sources. The College's Graduate Dean and candidate will determine whether any student should not be solicited.
8. Evidence of recognition of teaching (e.g., teaching awards).

Research. The College of Communication and Information Sciences expects candidates for tenure and promotion to have developed an active, ongoing program of scholarly research and/or creative activity. Normally, the awarding of tenure and promotion to Associate Professor requires clear evidence of the potential for a distinguished reputation in a candidate's area of expertise, while promotion to Professor requires clear evidence of having achieved a distinguished reputation for excellence.

The research section of the candidate's dossier should contain the following:

1. An overview of the candidate's scholarly program prepared by the candidate.
2. A copy of publications (e.g., books, articles, proceedings) or creative projects (e.g., media productions, printing and binding for book arts, CD-ROMs) that are included on the candidate's curriculum vitae. Representative convention and conference papers should also be included.
3. A candidate statement about the journals and outlets in which the scholarship or creative work is presented (peer-reviewed books and articles in the journals of scholarly

associations and interest groups, as well as screenings, exhibits, reviews, collections of creative productions).

4. Of considerable value to the College Tenure and Promotion Committee and other decision-makers is evidence of the impact of the candidate's research or creative activity. This includes traditional published reviews, copies of citations, formal citation analyses, and the like. If referee or jury reports for a publication or proposal or creative work are included in the file, all such reports for that publication or proposal or creative work should be supplied, not just those that are judged to be favorable.
5. Reviews from outside evaluators, complete with a copy of the transmittal letter to each evaluator and a brief resume from the evaluator. The external review may concentrate on a smaller set of publications that are considered to be the most significant. The candidate should select approximately five publications or productions from among the candidate's scholarship or creative activity, and only these need accompany the transmittal letter to each evaluator. The evaluation by these independent experts should focus on the quality of the candidate's scholarship or creative activity. A review that clearly identifies the key accomplishments of a candidate is a more useful evaluation than one that offers general statements about the candidate's promise, intellectual abilities, or chosen field of research.
6. A list of grant proposals submitted by and grants or contracts received by the candidate. For grants received, the sponsors, effective dates, and amount of the award should be indicated. A copy of research reports submitted to the sponsoring agency should be included in the dossier.
7. Indication of service in writing reviews for journals, membership on editorial boards, journal editorships, or the like.
8. For material that is reported as "accepted for publication" or "in press," there must be clear evidence from editors or publishers as to publication date.
9. Evidence of any honors or evidence of merit or recognition associated with scholarship.
10. Evidence of invitations to speak at other universities, at professional society meetings, and in other venues.

Service. A positive service record is expected to be a part of any case for promotion or tenure. The absence of responsible academic citizenship on the candidate's part detracts from the case for promotion or tenure. It should be noted that the College makes an effort to protect junior faculty from heavy committee assignments during their pre-tenure, probationary years. We do expect, however, solid evidence that junior faculty are willing to participate collegially in department, College, University, and professional projects and that

they expect to assume more significant involvement in service activities following their initial successful personnel action.

The service section of the candidate's dossier should contain the following:

1. A list of all institutional committee assignments, identified by the level at which the committee functions (e.g., department, College, University, system).
2. Offices held and other activities for professional associations. The level of the candidate's involvement and its significance should be noted (e.g., elected officer of a division of a national communication association).
3. A list of workshops presented, talks given, or other activities that would qualify as public service to the local community, state, or nation, complete with dates and place of the activity.
4. Evidence of any service to communication industries or professions.
5. A list of consulting activities, complete with identification of the client, nature of the consultancy, and whether remuneration was received.
6. Evidence of the receipt of any special service recognition or awards.
7. In cases in which administrative or other service activities are an assigned part of the candidate's professional duties, evidence of the quality and quantity of the candidate's activities in this regard should be provided. This should include evaluations of the quality of the service by the candidate's supervisor.

Schedule. The Dean's office is responsible for annually producing and distributing a schedule of deadlines for all parties involved in personnel actions. That schedule should be made available so that all internal and external evaluations can proceed in a timely manner.

The basic schedule for tenure and promotion is as follows:

1. The College Tenure and Promotion Committee will be formed and a chair named on or before March 1.
2. The Tenure and Promotion Committee Chair shall notify the faculty that any wishing to be considered for tenure and/or promotion should notify the department chair or school director and the College Tenure and Promotion Committee Chair by March 31.
3. External evaluators will be selected and materials forwarded by July 1.
4. A candidate's dossier will be available for review by October 1.
5. The departmental report will be forwarded to the College Tenure and Promotion Committee by November 15.
6. The College Tenure and Promotion Committee will make its recommendation to the Dean by January 15.
7. The Dean will forward a recommendation to the Provost by February 1.

Duties. The duties of each party involved in tenure or promotion decisions are as follows:

Candidate:

1. The candidate is responsible for regularly submitting materials for the official file, which is maintained in the department or school office. These materials include all student evaluations of teaching, which the candidate will file routinely with assistance from the department chair or school director.
2. The candidate shares responsibility with the department chair or director for ensuring that the initial dossier contains all appropriate material.
3. The candidate is responsible for providing the department chair or school director with a list of from six to eight external reviewers and to note any inappropriate reviewers.
4. The candidate is responsible for being familiar with the principles, processes, and procedures for tenure and promotion.

Department and School Committees

1. Committees of all appropriate faculty members by tenure status and rank shall be convened by department chairs or school director by October 1 for the purpose of considering the dossiers of candidates for tenure and/or promotion.
2. Each committee shall elect a chair and shall report in writing its deliberations, including recorded vote and where appropriate any minority report(s), to the department chair or school director by November 1.

Chair or Director:

1. The department chair or school director is responsible for regularly advising each candidate about the principles, processes, and procedures for tenure and promotion.
2. The chair or school director is responsible for communicating with each candidate the results of annual reviews for retention, regularly counseling the candidate in career development, and generally helping the candidate prepare for orderly personnel actions.
3. The chair or school director will work with the candidate to obtain peer evaluations of teaching effectiveness at regular intervals during a candidate's probationary service.
4. The chair or school director is responsible for obtaining external reviews of each candidate's scholarship or creative activity and for making them available in a timely way to the departmental or school committee for its deliberation.
5. If, and it is not required, letters are to be solicited from current and/or former graduate students that have taken graduate courses taught by the candidate, soliciting these

- letters is the chair's or school director's responsibility. The strictest standards of confidentiality should be maintained with these materials. Candidates, in concert with the College's Graduate Dean, may exclude, for cause, graduate students believed by the candidate to have an unwarranted bias. These materials must be made available to the departmental or school committee for its deliberations.
6. The chair or school director is responsible for advising the candidate on preparation of the dossier for tenure and promotion.
 7. The department chair or school director is responsible for convening the Departmental or School Committee, receiving and forwarding its vote and report(s), including any minority report(s), regarding the candidate's qualifications for tenure and promotion.
 8. The chair or school director is responsible for making an independent recommendation for tenure and promotion after a thorough review of the dossier and after reviewing the Department Committee's report. The chair's or school director's recommendation should address the candidate's appointment letter and how well he or she has fulfilled the criteria for tenure or promotion.
 9. The chair or school director is to forward the dossier and recommendations to the Tenure and Promotion Committee by November 15

College Tenure and Promotion Committee:

A five-member College Tenure and Promotion Committee will be composed of one tenured faculty member with full graduate faculty status from each department or school. Members will be either appointed by the department chair or school director or elected by departmental and school faculties and will serve staggered, three-year terms such that no more than 3/5 of the members will be new members in any given year. The position of Committee Chair will alternate annually among the five academic units of the College. The chair must have been a member of the committee for at least one year before serving as chair, and will assume his/her duties on March 1. The College Tenure and Promotion Committee will not conduct retention reviews of probationary faculty. Rather, the academic unit and the dean will conduct such reviews. The same applies to contract faculty.

1. The Committee is responsible for monitoring the tenure and promotion process beginning with notification of the faculty and concluding with the transmittal of its recommendation to the dean.

2. The committee chair's first duty is to inform the faculty in writing that any member wishing to apply for tenure and/or promotion must notify the tenure and promotion committee chair and the departmental chair or school director in writing by March 31.
3. The Committee is responsible for carefully reviewing the dossier of each candidate for tenure or promotion, engaging in thorough deliberations about the strengths and weaknesses of each candidate, voting on each candidate's personnel action, preparing a written evaluation on each personnel action, and conveying its recommendation to the dean by January 15.
4. The Committee's written evaluation must include a substantive discussion of the candidate's performance in meeting the criteria for tenure or promotion set forth in the *Faculty Handbook* and in this document.
5. The Committee is responsible for presenting to each candidate a copy of its written evaluation, purged of all attributions to a particular external reviewer or former student, but including the full report of evaluators, sans names of evaluators, if the candidate elects to proceed by anonymous reviews. The Committee should also provide a copy of its evaluation to the department chair or school director.
6. The Chair of the College Tenure and Promotion Committee should be available for discussion of the Committee's actions with the candidate and/or the candidate's chair or director, should either party so desire.

Dean:

1. The Dean shall review the dossier and the written evaluations and recommendations from the chair or director and the College Tenure and Promotion Committee.
2. The Dean shall issue an independent written evaluation that includes a substantive discussion of the candidate's performance as well as material contained in the other written evaluations.
3. The Dean must submit a written evaluation to the Provost by February 1, together with a "Tenure Recommendation Summary" and a "Promotion Recommendation Summary" for each candidate.

Rights of the candidate. The rights of the candidate for tenure and promotion should be respected at all times in these critical personnel actions. Those rights include:

1. The faculty member has a right to receive copies of the written recommendations and to supply explanatory or rebuttal material that becomes part of the dossier at each subsequent stages of the evaluation process.
2. In a confidential proceeding, the candidate does not have the right to read the letters from external evaluators, but any information derived from those peer

reviews that is incorporated into the written evaluation is to be made available to the candidate after the identification of the author is removed. If the candidate elects to proceed with an anonymous set of evaluations, the candidate may obtain the letters, again with the names of authors removed.

3. Except in the case of a mandatory tenure decision, a candidate for tenure or promotion has the right to withdraw the application at any stage of the process.

APPENDIX I
Proposed August 2003
External Review Solicitation for
Promotion to Tenure/Associate Professor

Dear Dr. Brown:

Thank you for agreeing to review Pat Smith's research record. Dr. Smith is being considered for (tenure and) promotion to the rank of Associate Professor. Enclosed are a current vita and copies of Dr. Smith's recent papers.

Please provide a candid appraisal of Dr. Smith's research record. Specifically, we would like you to answer the following questions:

Does the research record reflected in Dr. Smith's vita represent a meaningful contribution to the literature of the field?

Is this research record indicative of a developing scholar who is likely to have a positive impact on his/her field of study?

What are the major strengths and weaknesses evident in the research papers that you have been sent?

Please note that we are not soliciting an opinion about whether Dr. Smith should be (tenured and/or) promoted. This decision necessarily involves consideration of the teaching and service performance as well as the research record. You should also know that your response will be confidential; however, information derived from your review that is incorporated in the written evaluation will be available to Dr. Smith after your identification has been removed. OR – You should also know that your response will be anonymous; meaning that Dr. Smith may obtain a copy of the letter with the letterhead and your name removed.

Thank you for your assistance in this evaluation. It is an important element of our promotion (and tenure) review process. We will need to receive your response no later than (October 15). It will not be necessary to return the enclosed materials.

Sincerely,

Bob Jones
Department Head

APPENDIX I Continued
Proposed August 2003
External Review Solicitation for
Promotion to Full Professor

Dear Dr. Brown:

Thank you for agreeing to review Pat Smith's research record. Dr. Smith is being considered for promotion to the rank of Professor. Enclosed are current vita and copies of several of Dr. Smith's recent papers.

Please provide a candid appraisal of Dr. Smith's research record. Specifically, we would like you to answer the following questions:

Does the research record reflected in Dr. Smith's vita represent a meaningful contribution to the literature of the field?

Is this research record indicative of a scholar who has had and will continue to have a positive impact on his or her field of study?

What are the major strengths and weaknesses evident in the research papers that you have been sent?

Please note that we are not soliciting an opinion about whether Dr. Smith should be promoted. This decision necessarily involves consideration of the teaching and service performance as well as the research record. You should also know that your response will be confidential; however, information derived from your review that is incorporated in the written evaluation will be available to Dr. Smith after your identification has been removed. OR – You should also know that your response will be anonymous; meaning that Dr. Smith may obtain a copy of the letter with the letterhead and your name removed.

Thank you for your assistance in this evaluation. It is an important element of our promotion review process. We will need to receive your response no later than (October 15). It will not be necessary to return the enclosed materials.

Sincerely,

Bob Jones
Department Head

APPENDIX II

Calendar of Tenure and Promotion Procedures

- March 1 -** College Tenure and Promotion Committee formed and chair named.
- March 31 –** Tenure and Promotion Committee Chair informs faculty that persons wishing to apply for tenure and promotion must notify the Committee chair and department chair/school director in writing by April 15th.
- April 15 –** Candidate sends letter of intention to apply for tenure and promotion to College Tenure and Promotion Committee Chair and department chair/school director.
- May 1 –** Candidate provides chair or director a list of six to eight external evaluators, research/creative materials, and curriculum vitae.
- May 10 -** Chair or director provides candidate's list and his/her list of additional external evaluators, research/creative materials, and curriculum vitae to College Tenure and Promotion Committee.
- July 1 –** College Tenure and Promotion Committee Chair sends information to external evaluators.
- September 1 -**Department/School elects tenure/promotion committee.
- October 1 –** Chair/director sends dossier to the department/school committee.
- November 1 -** Department/school committee sends recommendation and dossier to chair/director.
- November 15 -**Chair/director sends recommendation and dossier to College Tenure and Promotion Committee.
- January 15 –** College Tenure and Promotion Committee sends recommendation and dossier to Dean.

February 1 – Dean sends summary report with attachments to Provost.

March 15 – April 15 – Provost sends approved tenure notification to candidate. Dean sends promotion notification to candidate.

May 15 – Provost sends denied tenure notification to candidate.

POLICY ON TEACHING LOAD ASSIGNMENTS

The University of Alabama Faculty Handbook

(<http://facultysenate.ua.edu/handbook/chapter-3.html#vi>) defines a full-time workload as ". . . twelve hours of undergraduate teaching per semester combined with the other duties required by good academic citizenship." *The Handbook* further provides, "Negotiations between the chairperson and the faculty member can result in replacing part of the teaching component . . . by time assigned to research or other activities which contribute to the mission of the University." *The Handbook* also provides and encourages Colleges to develop more explicit statements of policy.

In the College of Communication and Information Sciences it is the responsibility of department chair/director to make teaching load assignments. The general guidelines are as follows.

1. New faculty members in tenure track positions are assigned half-time to teaching and half-time to research. Their teaching load is normally six hours per semester and they are expected to engage in a continuing program of productive research and high quality teaching. If it becomes clear that the research program is unproductive the department chair/director may assign a higher load.
2. Other faculty who satisfy the *Handbook* requirement of "a continuing record of responsible academic citizenship" and have a continuing and consistent record of productive research are also normally assigned half-time to teaching and half-time to research. Productive research is defined as publications subject to peer review. Faculty who do not meet the citizenship requirement or productive research standard may be assigned higher teaching loads. The exceptions to this are: (1) appointments which specific teaching loads, and (2) reductions in teaching loads granted because of exceptional service.
3. Under exceptional circumstances part of the normal teaching load may be replaced by assignments approved by the Dean. When a faculty member's teaching load is reduced on the basis of exceptional circumstances, a letter is sent to the faculty member with a copy to the Dean outlining the specific activities and indicating the period of time for which the teaching reduction applies.
4. The department chair/director may negotiate with a faculty member to rearrange teaching assignments within a given academic year or a given

calendar year (fall/spring or spring/fall) so long as the total teaching is not below the normal load for the affected spring and fall semesters (i.e. , twelve hours). Such rearrangements must be reported to the Dean.

MINIMUM COURSE SYLLABUS REQUIREMENTS AND STANDARDIZED FORMAT

Proposed August 2003

GUIDELINES FOR DEVELOPING A COURSE SYLLABUS

I. FACULTY HANDBOOK REQUIREMENTS

(<http://facultysenate.ua.edu/handbook/chapter-3.html#vi>)

- A. Accurate Course Descriptions and Syllabi
Faculty members are expected to provide the departmental chairperson with accurate syllabi for the courses they teach. The chairperson is responsible for maintaining a file of current course syllabi and for ensuring that the official course descriptions published in University catalogs give an adequate description of the material to be covered.
- B. Notice of policies and Requirements
Faculty members are required to give their students written notice at the start of each course of relevant policies and requirements. Items to be covered include:
1. course syllabus
 2. attendance policy;
 3. the approximate number of major tests and assignments;
 4. grading policy;
 5. the policy for make-up tests;
 6. required texts.
- C. Assignments and Tests
Faculty members are required to give an appropriate number of assignments and periodic tests in order to assess the progress of their students. Students must be given timely information about the results and must have an opportunity to discuss the results with their instructor.
- D. Class Records
Faculty members are expected to maintain adequate grade records for all registered students. Faculty members may use any system they choose for

keeping such records since no official grade book exists. The University expects each faculty member to leave all grade records with the department chairperson or Dean at the end of employment at the University.

E. Final Examinations and Evaluations

It is the responsibility of each faculty member to conduct a final evaluation for each student in each undergraduate course for which the faculty member is responsible. Each faculty member must inform the class in writing at the beginning of each semester as to the nature and schedule of major evaluations, **including the final evaluation**. It is the chairperson's responsibility to ensure that proper evaluations are conducted.

Any new courses will be assumed to require a final evaluation unless a petition for a variance is included as part of the course proposal.

II. COMMONLY AGREED UPON ELEMENTS IN A GOOD COURSE SYLLABUS

- A. Course number, title, and number of credit hours.
- B. Catalog course description, including all prerequisites.
- C. University core designation, if appropriate.
- D. Course goals and specific educational objectives for each major instructional unit.
- E. Required text(s) and/or readings.
- F. Descriptions of required clinical experiences and assignments, if appropriate.
- G. Description of assignments and due dates.
- H. Number and nature of examinations, including policy for make-up tests.
- I. Grading procedure for tests and assignments.
- J. Procedures for determining final grades.
- K. Attendance policy.
- L. Policy on academic misconduct.
- M. Course bibliography, if appropriate.
- N. Course outline describing schedule of topics, dates, and related information and resources.

III. COLLEGE OF COMMUNICATION AND INFORMATION SCIENCES

ADDITIONS

- A. **CULTURAL DIVERSITY**
Multicultural issues are mentioned in several ACEJMC standards, including Standard 3--Curriculum, and Standard 12--Minorities and Women. These standards strongly suggest that we cover diversity issues in appropriate ways depending on the subject matter (examples: gender-neutral language in reporting and editing classes, contributions of women and minorities in history and current events classes.) Individual instructors may approach the requirement in a number of ways, for example, readings, lecture content, student projects, written assignments, guest lectures. Diversity material should not only include content concerning the contributions of minorities to communication fields, but it should also address contemporary diversity issues in the context of how minorities are affected by prevailing norms and practices. Faculty should address questions concerning diversity as they arise in normal classroom discussion.
- B. **COURSE PREREQUISITES**
If your course has grade and course prerequisites, the following should be stated in your course syllabus:
If you have not satisfactorily completed all course and grade prerequisites, you may be administratively disenrolled on or before the first day of class.
- C. **ATTENDANCE POLICY**
The College of Communication and Information Sciences Attendance Policy must be spelled out in the syllabus as well:
Students who do not attend the first two meetings of a Tuesday-Thursday course or the first three meetings of a Monday-Wednesday-Friday course may be administratively disenrolled.
- D. **GPA REQUIREMENT**
The 2.0 GPA upper division requirement must be stated in the upper division of syllabi:
The College of Communication and Information Sciences requires that all students enrolled in upper division courses (300/400 level) have a 2.0 GPA overall. Students who do not have the 2.0 GPA may be administratively disenrolled on or before the first day of classes.
- E. **GRADE REQUIREMENT**
A grade requirement notice is also in order:

Students must earn a “C” or better in all required and elective courses in the major. A “C” or better is required in all external courses required by the major whether they serve as a prerequisite to a major course or are simply required by the major. This means a “C” of any kind.

F. CODE OF ACADEMIC CONDUCT

The Code of Academic Conduct and Academic Misconduct Disciplinary Policy must be contained in all course syllabi.

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

G. DISABILITY ACCOMMODATION STATEMENT

According to the Office of Disability Services, the purpose of the syllabus statement is to promote early dialogue between the student and instructor about any needed accommodations as they relate to the specific course or requirement. It is the student’s responsibility to disclose his/her status as a disabled student by delivering to the faculty member the accommodation request letter prepared by the Office of Disability Services, however, faculty can help students feel comfortable coming forward by inviting discussion of accommodations. Faculty can also help assure that students with disabilities are aware of the services of the Office of Disability Services and the need to register with that office to establish their eligibility for accommodation.

Below is one suggestion of wording for such a statement:

Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

H. CLASSROOM DECORUM STATEMENT

According to the Office of Student Judicial Affairs, the purpose of the syllabus statement is to create an expectation of behavior that the University and the professor deem acceptable. The statement should also help to prevent student behavior that is disruptive to the teaching/learning environment. By fulfilling this expectation, students can enjoy their own rights, while also respecting their classmates’ rights and furthering the University’s goals.

Below is one suggestion of wording for such a statement:

The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct.

Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation harassment, hazing, possession of controlled substances, possession of alcoholic beverages...(instructors may also include any behavior considered to be particularly disruptive or annoying such as cell phones, beepers, reading the newspaper etc.).

POLICY FOR REVIEWING NAMED PROFESSORSHIPS AND ENDOWED CHAIRS

Approved: November 2006

Most faculty holding named professorships and endowed chairs in the College of Communication and Information Sciences are subject to five-year reviews in accordance with the criteria and procedures of Appendix M of the UA Faculty Handbook. To implement the reviews, the department chair/director will ask the faculty member to prepare a dossier containing all pertinent information relating to the professorship or chair and to the review. The dossier should be complete and on file in the departmental office by February 1. The department chair/director will invite all faculty to review the materials and to write a confidential letter addressed to the department chair/director commenting on reappointment to the professorship or chair. In consultation with the Dean and the faculty member holding the professorship or chair, the department chair/director may also invite individuals outside the University to review the dossier and comment.

All comments and letters relating to the professorship or Chair will be due March 1. The department chair/director will summarize the contents of the letters, avoiding the identification of the person originating the comment and share the summary with the faculty member holding the professorship or endowed chair. The faculty member is then free to comment or submit a rebuttal which is due March 15.

In those instances where the memorandum of agreement establishing the professorship or endowed chair calls for a review by a committee, then the committee will have access to the summary of the comments and rebuttal and will consider this information before making a recommendation to the department chair/director by April 1.