

POLICIES AND PROCEDURES
SCHOOL OF COMMUNICATION & JOURNALISM
COLLEGE OF LIBERAL ARTS
AUBURN UNIVERSITY

Approved
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STATUTE OF LIMITATIONS

The policies, procedures, and standards of this manual are binding as of the date of its approval (April 27, 2015). Employees hired under a previous version of the manual have three years during which time they may be evaluated under previous policies and procedures or choose to opt in to the new policies and procedures. After three years from the date of this manual's approval, all employees will be evaluated under its criteria.

ARTICLE I: MISSION STATEMENT

The School of Communication and Journalism is committed to sustaining an engaged and challenging educational environment that fosters steady growth and advancement through intellectual, creative and professional proficiencies in a wide range of communication systems and methods, such as oral, print, and digital among others.

Our mission is both academic and professional. It embraces and encourages: 1) steadfast productivity within scholarly research agendas and creative pursuits; 2) professional affiliations and activities; 3) commitment to excellence in classroom instruction and teaching; 4) dedicated service at all levels of the university environment; and 5) the design and implementation of meaningful civic engagement and outreach projects in the community.

Our identity and foundation are framed by the core values of integrity, innovation, diversity, merit and accountability.

ARTICLE II: ADMINISTRATION

The School of Communication and Journalism uses a Director to serve as the chief executive officer. The director is elected by a majority of the School's full-time faculty in accordance with the following guidelines.

1. Only faculty members who have served as Associate Directors will be eligible for consideration.
2. Eligible faculty members who wish to be considered should express their interest in writing to the Executive Council by Feb. 1.
3. The Executive Council will bring the candidates before the faculty for a vote no later than February 15. Only full-time faculty may vote.
4. The results of the election will be forwarded to the Dean for action no later than February 21.
5. According to the Auburn University Faculty Handbook, 2.3.2 Selection of Deans and School Heads/Directors Auburn University adheres to the "Joint Statement on Government of Colleges and Universities" adopted by the American Council on Education, the Association of Governing Boards of Universities and Colleges, and the American Association of University Professors regarding the selection of School heads/Directors: "The Director or head of a School, who serves as the chief representative of the School within an institution, should be selected by School election or by appointment following consultation with members of the School and of related Schools; appointments should normally be in conformity with the School members' judgment. The Director or School head should not have tenure in office; tenure as a faculty member is a matter of separate right. The Director or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the School Director or head has a special obligation to build a School strong in scholarship and teaching capacity."
6. Upon approval by the Dean, the new Director will assume the office on Aug. 15.
7. The Director is elected to serve one five-year term.
 - a. The re-election of the Director for another five-year term will follow the election guidelines as stated above.
 - b. The School will provide the Director's program with a soft-funded instructor position to mitigate the Director's absence from the program if the budget allows.
8. Any member of the School's full-time faculty may call a meeting and make a motion to take a vote of "no confidence."
 - a. The School faculty may express their displeasure with a Director's performance at any time during the Director's term.

- b. Complaints about the Director will be taken to the Executive Council.
 - c. If a two-thirds majority of full-time faculty vote in favor of the motion, the results will be sent to the Dean for action.
 - d. In that case, there will be a special election to elect a new Director.
 - e. In the mean time, an Interim Director will be chosen from eligible faculty.
 - f. The Interim Director will serve for a maximum of 30 days, during which time the School will follow the election guidelines as stated above.
9. If no eligible School faculty members express interest in serving as Director, then the School's Executive Council may consider alternatives, such as an external search, and will consult with the Dean to resolve the matter.

Once elected, the Director has a wide range of responsibilities in the areas of governance and leadership, instruction, faculty affairs, student affairs, external communication, budget and resource management, office management, and other contingent matters. The following list closely follows the College of Liberal Arts School Director evaluation criteria. The Director, in conjunction with the School's Executive Council, shall be responsible for:

1. Coordinating and maintaining the balance of the School's research, instructional, outreach and service programs.
2. Formulating a vision and long-range plans for the School.
3. Enhancing the image and reputation of the School.
4. Fostering diversity and a collaborative environment.
5. Scheduling courses, managing enrollments, and guiding curriculum development. Recruiting faculty and fostering their professional development.
6. Conducting annual reviews of faculty and staff and making recommendations for merit increases.
7. Organizing and implementing policies and procedures for the promotion and tenure recommendations of faculty members.
8. Allocating faculty responsibilities, including committee assignments, administrative appointments, advising, and teaching responsibilities.
9. Facilitating teaching, research, and outreach activities.
10. Overseeing admission, recruitment, and advising of undergraduate and graduate students.
11. Supervise and coordinate all external communication, marketing and Web/social media advertising to attract top-quality undergraduate and graduate students.
12. Hearing and acting on student complaints.
13. Facilitating relationships with students, faculty, staff, other administrators, university councils and committees, alumni, professional organizations, and other appropriate groups.
14. Collaborate with the five associate program directors and the basic course director to best meet the needs of School's faculty, students and alumni.
15. Maintaining and supervising liaisons with related offices, such as the Office of Admissions and Records, Office of Alumni Affairs, Office of Development, the Graduate School, and Library.
16. Communicating policies and expectations of the higher administration to the School.
17. Advocating the needs of the School to the deans, provost, and others in the central administration as needed.
18. Managing all School resources, including personnel (faculty and staff), operating funds, gift accounts, office space, support equipment, and instructional equipment.
19. Supervising professional staff, coordinating their efforts, and fostering their development.
20. Coordinating the accreditation and assessment reports for the School and its programs.
21. Maintaining records of School activities and reporting these upon request.
22. Carrying out teaching, research, service, outreach responsibilities, or other special projects.

In addition to the position of Director, the administrative structure of the School includes the following Associate Directors:

1. Associate Director for Communication

2. Associate Director for the Graduate Program
3. Associate Director for Journalism
4. Associate Director for Media Studies
5. Associate Director for Public Relations

The Associate Directors serve as an advisory council to the Director in all matters related to the administration of the School.

Associate Director Job Description

The Associate Director serves as an administrative contact point for each of the four undergraduate academic programs and the graduate program in the School. Only a tenured faculty member may serve as an associate director. The Director appoints Associate Directors with the advice and consent of the individual program faculty. The Associate Directors will serve one three-year term. A faculty member may serve only serve two consecutive terms. The re-election of an Associate Director for a second three-year term will follow the election guidelines as stated above. At least three years must pass before an individual may be considered for another term as an Associate Director. Associate Directors receive a one-course reduction per semester.

The program faculty and the Director will review the Associate Director's performance annually. The performance evaluation is due to the School Director by January 31 each year and will be incorporated into the Associate Director's annual review.

The Director can remove an Associate Director should the individual fail to perform the stated responsibilities at the level expected by the program faculty. At that point the Director will appoint an Interim Associate Director to serve a maximum of 30 days during which time the program faculty will elect a new Associate Director.

Responsibilities of Associate Director include:

1. Schedule program courses and submit the schedule to the Director in a timely manner.
2. Review and respond to applicants to the major.
3. Recommend and submit curriculum changes identified by program faculty when needed.
4. Meet with prospective students and their parents.
5. Advise students with special course scheduling and career counseling needs.
6. Supervise adjunct faculty.
7. Alumni relations/ development/outreach.
8. Supervise advisory council (if applicable).
9. Help coordinate accreditation and assessment reports.
10. Oversee and manage the program's portion of the School's website and all program-related social media sites.
11. Miscellaneous administrative tasks as requested by School Director.

Basic Course Director Job Description

The Associate Director for the Graduate Program is assisted by a Basic Course Director. The Basic Course Director typically oversees GTA teaching assignments and responsibilities and assists COMM 1000 instructors. Refer to the Graduate Program policy manual for more information:

http://www.cla.auburn.edu/cmjn/assets/File/Graduate%20Faculty%20Policy%20Manual%207_18_14.pdf

ARTICLE III: COMMITTEES

All of the School's committees will adhere to the following guidelines:

1. Each standing committee is expected to meet a minimum of once per semester, excluding the summer terms.
2. Any member of a committee may call a meeting.
3. The committee chairs must announce these meetings and publish agendas in advance.
4. Two-thirds of the members of the committee must be in attendance for a quorum to be established.
5. All committee chairs should seek consensus whenever possible.
6. Whenever consensus is not possible, votes should be taken.
7. The most recent edition of Robert's Rules of Order shall be the parliamentary authority for all matters of procedure not specified under these policies.
8. Minutes will be filed with the Director after the meeting.
9. All standing committees may report to the Executive Council.
10. All committees that deal with confidential materials will follow proper University guidelines.

Standing Committees

1. *Executive Council:* The Director serves as chair of this committee. The members include the tenured members of the faculty plus one member of the untenured faculty to be elected annually by the untenured faculty. Responsibilities include advising the Director on administrative decisions, setting departmental goals and priorities, reviewing and approving the School's budget and the allocation of resources, and assisting in other matters as requested by the Director or the chair of a standing committee.
2. *Promotion and Tenure Committee:* The Director serves as the chair of this committee. Members are the tenured members of the faculty. Responsibilities include following the Promotion and Tenure procedures as described in the Faculty Handbook and the School of Communication and Journalism Policies and Procedures Manual and may include other matters as requested by the chair.
3. *Assessment, Accreditation, and Program Review Committee:* The committee chair is appointed by the Director. The members include one tenure-track representative from each undergraduate program and the Associate Director of Graduate Studies. Responsibilities include gathering assessment data for reports to SACS, ACEJMC, and the university's academic program review.
4. *Curriculum Committee:* The committee chair is appointed by the Director. The members include one representative from each program (elected by the program faculty), and the Associate Director for Graduate Studies. Responsibilities include reviewing curriculum proposals to ensure high academic standards and maintaining programmatic consistency. The School advisor serves on the committee as an ad-hoc member with no voting rights.
5. *Diversity Committee:* The committee chair is appointed by the Director. The members include one faculty member from each of the undergraduate programs and a graduate student representative elected by the graduate students. Responsibilities include ensuring diversity issues are at the forefront of the department's initiatives in all areas.
6. *Graduate Committee:* The committee chair is the Associate Director of Graduate Studies. The members include the department's graduate faculty. Responsibilities include admission/screening of prospective students, recommending graduate course/program changes, deletions and additions to the Curriculum Committee, review and selection of Graduate Program awards, and acting in other capacities as needed to coordinate and promote the graduate program as directed by the Executive Committee or the Graduate School.

7. *Peer Evaluation Committee:* The chair is appointed by the Director. Members include one tenured faculty member from each undergraduate program and the Associate Director of Graduate Studies. Responsibilities include annual peer reviews including classroom observations and written evaluations of individual faculty. The committee may utilize other non-committee tenured faculty members to assist in the peer reviews.
8. *Basic Course Committee:* The committee chair is the Basic Course Director. The membership of this committee includes one tenured faculty member, one basic course instructor, one first-year graduate teaching assistant, and one second-year graduate teaching assistant. Responsibilities include selecting course materials, standardizing classroom concepts and practices, and creating assessment opportunities.
9. *Research and Creative Development Committee:* The committee chair is appointed by the Director. The membership includes the Associate Director of each program, the Associate Director of Graduate Studies, and a graduate student representative (elected by the graduate students). Committee responsibilities include planning and directing department colloquia, planning and directing other initiatives and activities that promote research and creative work, disseminating knowledge and expertise throughout the department, and coordinating data collection among faculty and graduate teaching assistants in order to minimize redundancy and facilitate ease in collection. This committee will nominate faculty in the School for College and University-wide research, teaching, and service awards.
10. *Faculty Evaluation Committee:* The committee chair is appointed by the Director. Its members are chosen on a rotating basis among the School's tenured faculty members. The committee consists of three tenured faculty members. Two members of this committee must be full professors, who serve two-year terms, and one is an associate professor, who serves a one-year term. The School Director will consult with the FEC in those cases where a faculty member does not meet School standards in one or more areas of faculty activity – teaching, research, service, and where applicable, administration and outreach. FEC recommendations are advisory to the School Director.
11. *Search Committees:* The committee chairs are appointed by the Director. The committee chair must be tenured and from the program conducting the search. The members of the committee are chosen by the chair and the Director and include two tenured or tenure-track faculty members from the program conducting the search and one tenured or tenure-track faculty member from another program. Any untenured faculty members must have completed a minimum of three years as tenure-track faculty at the university. Responsibilities include seeking applicants for all vacant faculty positions, recommending to the Director those applicants to be invited for interviews, coordinating and scheduling activities of visiting applicants, and assisting in preparation of required human resources forms and documents.
12. *Ad-Hoc Committees:* As the need arises, the Executive Committee may establish ad-hoc committees to undertake special charges that do not fall within the purview of the School's standing committees. These ad-hoc committees and task forces shall observe the same operational procedures as specified for standing committees. Ad-hoc committees expire automatically one year after the date of their formation. The Executive Committee may vote on year-by-year extensions to the ad-hoc committee. The committee chairs are appointed by the Director.

ARTICLE IV: SCHOOL WORKLOAD POLICY

The initial workload assignment for tenure-track faculty is negotiated upon hire. Workloads are distributed across all areas of responsibility: teaching, research and creative works, scholarly outreach, and service. Occasionally, administrative duties may be included as a percentage of the faculty members' workload if it is part of their duties, such as Director or Associate Director. Workload assignments may be adjusted yearly during annual reviews with the Director to reflect changes in faculty members' assignments for the upcoming year.

Types of Faculty Positions

Tenure-Track Faculty (TTF) must meet the minimum requirements established during the annual review.

1. The annual teaching assignment for research active TTF is five courses equaling 62.5% per year.
 - a. In some cases the TTF may be considered on a highly productive research track.
 - b. A highly productive research track is one in which the researcher regularly publishes, not just submits, the number of articles that meet or exceeds the requisite number for her or his discipline.
 - c. The annual teaching assignment for a highly productive research TTF is 4 courses (or the equivalent) equaling 50% per year.
 - d. Dean's office permission is required for the status of highly productive research.
2. Consistent with university policy, all research active TTF are assigned a minimum 25% research/creative/scholarly outreach workload for promotion and tenure purposes.
3. Research productivity is considered over a three-year period.
 - a. In situations where a tenured associate professor or full professor fails to fulfill a 25% requirement for scholarly activity, the Director will provide a memorandum of understanding (MOU) to ensure that a tenured faculty member has a 100% workload, including an increased teaching load and a minimum of 10% research, in order to stay current in the field for teaching purposes.
 - b. During that three-year period, if he/she becomes productive, then the teaching load will be reduced accordingly.
 - c. If the TTF is on an increased teaching load as a result of a lack of research productivity, she or he may not be considered for promotion.

Lecturers and Senior Lecturers must meet the minimum requirements established during the annual review:

1. The annual teaching assignment for Lecturers and Senior Lecturers is eight classes equaling 95% per year.
 - a. Beyond teaching in the classroom or online, the teaching load includes holding regular office hours, mentoring and advising students, keeping current in the field, attendance of departmental meetings, participating in departmental life and the engagement of students.
 - b. Lecturers and Senior Lecturers are assigned a minimum 5% service requirement.
2. The service requirement includes service to the School as a committee member or committee chairperson.
 - a. Other activities may also meet the service requirement but must be with the approval of the School Director.
3. Any exceptions require approval by the Dean.

Workload Adjustments for Leaves

Faculty on professional development leave will be evaluated based on the purpose of the leave.

1. If a faculty member is on a research leave that person will be evaluated as a temporary 100% research.
2. In the case of a part-time leave, evaluation metrics must add up to 100%.
3. The time not covered by the leave will be evaluated using the faculty member's regular appointment

ARTICLE V: FACULTY ANNUAL REVIEW PROCEDURES

The Director conducts mandatory performance evaluations of all faculty members annually.

All tenured, tenure-track faculty, lecturers and full-time instructors must submit an Annual Report every calendar year to the Director by January 15 detailing work in the areas of teaching, research, and service, including outreach and administration if applicable. See Article VI for instructions on preparing the Annual Report.

For tenure-track faculty, this process is designed to encourage continued good performance in the classroom and to ensure they are making satisfactory progress toward promotion and tenure requirements.

For tenured faculty, this process is designed to encourage sustained productivity.

For lecturers and full-time instructors, this process is designed to encourage sustained productivity in teaching and service.

Faculty Annual Review (FAR) Meeting

The Director will meet individually with each full-time member of the faculty to evaluate her or his performance by March 15 of each year. The FAR meeting will include:

1. Discussion of the faculty member's Annual Report, highlighting its strengths and/or weaknesses.
2. A review of student and peer teaching evaluations.
3. The Director's independent observations of the individual's performance.
4. The development of a plan for the next calendar year emphasizing new and continuing goals.
5. A reevaluation of the faculty member's assignments in each area of evaluation for the coming calendar year.

FAR Evaluation

The Director will provide the faculty member with a written report that reflects the Faculty Annual Review meeting by March 31. The report will classify the faculty member's performance in each area of evaluation as specified in Article VII.

ARTICLE VI: ANNUAL REPORTS FOR FACULTY ANNUAL REVIEWS

Each faculty member is required to file an annual report with the School Director by January 15 of each year. The report should summarize the faculty member's work for the previous calendar year. The Director will provide teaching evaluations for each of the classes taught. The faculty member should include the following information in the report.

Teaching Assignment

The faculty member should provide a summary of her or his assigned teaching load, including:

1. A break down of courses taught each semester and the enrollment in each course, designating and courses that are new preparations.
2. A list of any courses supervised and the number of GTAs supervised.
3. Any directed studies, honors projects, or honors theses supervised.
4. A peer review by an associate or full professor.
5. Teaching publications and pedagogical presentations.
6. A summary of any graduate committees chaired and served.
7. A list of any teaching awards, citations, and grants.
8. Participation in professional development activities related to pedagogy (e.g., Biggio Center, CLA technology seminars, professional conferences, etc.).

Research Assignment

The faculty member should provide a list of her or his research or creative works, including:

1. Complete citations for all books in print or published. Designate whether a book was reported as in print the previous year.
2. Complete citations for all papers published or accepted for publication, including acceptance rate. Designate whether published papers were listed as accepted the previous year.

3. Complete citations of all conference papers, professional or panel presentations. Designate whether papers or presentations are invited or selected competitively.
4. If any of the works are coauthored, provide a detailed explanation of the degree of contribution by the faculty member.
5. A list of any works under review or in progress.
6. A list of any external or campus grants awarded.
7. A list of any external or campus grant applications submitted.
8. A list of any campus grants awarded.
9. A list of any research awards or citations.

Creative Work Assignment

The faculty member should provide a list of her or his creative works including:

1. Citations of juried and invited exhibitions.
2. Include the number of submissions and the acceptance rate.
3. If the creative work is coauthored provide a detailed explanation of the degree of contribution of the faculty member
4. Citations of visiting-artist lectures, artist residencies, papers or lectures presented at conferences, curatorial projects, refereed publications, and consultancies.
5. A list of works under review or in progress.
6. A list of any external or campus grants awarded.
7. A list of any external or campus grant applications submitted.
8. A list of any campus grants awarded.
9. A list of any creative work awards/citations.

Service

The faculty member should provide a list of her or his service including:

1. A list of all School, College, and University committees on which she or he has served.
2. A list of any discipline-relevant association offices which she or he has held.
3. A list of any discipline-relevant association committees on which she or he has served.
4. A list any discipline-relevant community service efforts and involvement.
5. A list any discipline-relevant presentations or workshops conducted.

Outreach Scholarship (if applicable)

The faculty member should provide a list of her or his outreach scholarship including:

1. A full description of outreach program.
2. A list of individual activities that contributed to the program.
3. Evidence of program contributions and effects.
4. Complete citations of all outreach presentations, designating if the presentations were competitive and/or invited.
5. Complete citations for all outreach works published or accepted for publication (designate whether published papers were listed as accepted the previous year and include acceptance rates).

Administration (if applicable)

The faculty member should provide a list of her or his administrative duties including:

1. A full description of administrative duties.

2. A list of any curriculum or program development.
3. Evidence of program contributions, changes and/or updates (such as efforts to retain and recruit students, work with advisory councils, organization of events for program majors, etc.)

ARTICLE VII: FACULTY ANNUAL REVIEW EVALUATION GUIDELINES

The Director evaluates all faculty members annually in the areas of teaching, research, and service, as well as outreach and administration if applicable, in accordance with their percentages and assigned duties. Faculty Annual Reviews (FAR), as per university policy, have no bearing on tenure and promotion decisions.

At the beginning of each calendar year, the faculty member and Director will establish tentative workload percentages. Teaching loads will be determined in accordance with individual program and enrollment needs as well as funding. If a faculty member does not foresee an extensive research program or service component, the faculty member may select a load with a higher number of courses so that teaching will be weighted more heavily. Percentage assignments are determined on a yearly basis and may be changed based on the faculty member’s projected activities.

The following is a typical assignment of percentages that represents expectations for full-time tenure-track faculty. Assignments may vary for individual faculty and may be revised at the request of the Director or faculty member.

<i>Area of Responsibility</i>	<i>Percentage</i>
Instruction	62.5% (five courses per year)
Research & Creative Work	25%
Service	12.5%
Outreach Scholarship	0 to 10% (if applicable)
Administration	0 to 25% (if applicable)

The percentage assignments for research and creative work and service and outreach are School baselines and may vary significantly. For example, faculty who engage in substantial outreach activities may be better served with a higher percentage for outreach and lower percentage for research/creative activity.

After the conclusion of the review the Director will rate each faculty member on each area of responsibility on the following scale:

- Exemplary = 4
- Exceeds expectations = 3 to 3.99
- Meets expectations = 2 to 2.99
- Marginal = 1 to 1.99
- Unacceptable = 0 to .99

Area of Responsibility: Teaching

Essential expectations for instruction include class preparation, meetings, grading, holding office hours, academic advising, course revisions, and contributing to other School teaching responsibilities, such as participating in theses and directed studies. Percentage for instruction for the year is typically allocated according to the following:

<i>Percentage</i>	<i>Courses</i>
95%	8
65%	5
50%	4

Factors that contribute to a faculty member's overall evaluation for instruction by the Director include:

1. Peer evaluation by an associate or full professor
2. Teaching evaluations
3. Courses and curricula developed
4. Teaching materials of courses evaluated
5. Teaching publications and pedagogical presentations
6. Graduate committees chaired and served
7. Receipt of teaching effectiveness grants and awards
8. Participation in professional development activities related to pedagogy (e.g., Biggio Center, CLA technology seminars, professional conferences, etc.)

In general, the following are the standard expectations for full-time faculty. Expectations will be negotiated and adjusted according to differing assignments.

Exemplary = 4

The individual is evaluated as being exceptional in at least five of the eight areas listed above.

Exceeds expectations = 3 to 3.99

The individual has surpassed or exceeded expectations in at least five of the eight areas listed above.

Meets expectations = 2 to 2.99

The individual is evaluated as being acceptable, average or meets expectations in five of the eight areas listed above.

Marginal: = 1 to 1.99

The individual is evaluated as being below average, poor or marginal in five of the eight areas listed above.

Unacceptable = 0 to .99

The individual is evaluated as being unsatisfactory or unacceptable in five of the eight areas listed above.

Area of Responsibility: Research/Creative Work

Performance evaluation of research and creative work is specific to each faculty member's academic field. Goals will be set during the annual review to establish standards of progress for long-term projects in subsequent annual reviews. Research and creative work should draw on the individual's area(s) of academic expertise. Such activities may include, but are not limited to, scholarly publications, books, nontraditional research befitting of academics, multimedia development and/or publication, publications that are journalistic or historical in nature, and other creative activities appropriate to an individual's academic field. Faculty members may emphasize some research or creative work over others. It is incumbent on the faculty member to present clear arguments regarding the academic value of activities in the year-end report.

Evaluation will be based on three tracks:

1. Research
2. Creative Work
3. Professional Publications

Research Track

The research track focuses on traditional scholarly research. Generally, two competitive convention papers or professional presentations will be considered equivalent to one research article, a research grant equivalent to one

research article, and a book chapter equivalent to one research article. The performance evaluation for research will take into account articles and other works that are under review or revision and resubmission. It is incumbent on faculty members to detail these activities in the year-end report. Conference papers alone will not lead to an exemplary or exceeding expectations rating.

The following factors dealing with the nature and quality of each publication will be considered in the overall research evaluation:

1. The quality and acceptance rate of the journal or the press in which the work appears.
2. Whether the article or book is the result of new research or the reworking of already published material.
3. Whether the paper is read or presentation given at a regional, national or international conference.
4. In the case of joint authorship, the individual faculty member's contribution will be taken into account.
5. Methodological demands and constraints, context, and parameters of the research.
6. Whether the research has received an award or recognition for its contribution.

In general, the following are the standard expectations for full-time research faculty. Expectations will be negotiated and adjusted according to differing research assignments.

Exemplary = 4

The individual is evaluated as making exceptional contributions to research using the factors listed above.

Exceeds expectations = 3 to 3.99

The individual has surpassed or exceeded expectations by making significant contributions to research.

Meets expectations = 2 to 2.99

The individual is evaluated as being acceptable, average or meets expectations in his/her contributions to research.

Marginal = 1 to 1.99

The individual is evaluated as being below average, poor or marginal in his/her contributions to research. The individual cannot provide demonstrable results from any scholarly activity or there is little evidence of work in progress.

Unacceptable = 0 to .99

The individual is evaluated as being unsatisfactory or unacceptable in his/her contributions to research. The individual has no scholarly activities or evidence of work in progress.

Creative Track

An evaluation of creative works focuses primarily on newly produced works, works-in-progress, and works exhibited. The evaluation may also take into account other factors, including invited lectures or presentations, honors, awards, grants, commissions, freelance activities, published reviews, collections and acquisitions, residencies, and gallery affiliations. It is the responsibility of the faculty member to specify goals and address how progress is being made toward achieving goals within a long-term project.

The following factors dealing with the nature and quality of creative activities will be considered in the overall evaluation:

1. The type and scope of a faculty member's creative work.
2. The number of exhibitions and the caliber of the exhibition venue.
3. The selection criteria employed (e.g., juried, invited, etc.).
4. The length of time it typically takes to complete the project in question.
5. Production costs.
6. Distribution costs involved in submitting works to festivals, competitions, exhibitions, etc.

7. Fund raising, given the significant amount of time raising the necessary money to produce and distribute a creative work can take.
8. Whether the creative work has received an award or recognition for its contribution.

In general, the following are standard expectations for full-time faculty focusing on creative activities. Expectations will be negotiated and adjusted according to differing assignments.

Exemplary = 4

The individual is evaluated as making exceptional contributions to his/her creative work using the criteria listed above.

Exceeds expectations = 3 to 3.99

The individual has surpassed or exceeded expectations by making significant contributions to his/her creative work using the criteria listed above.

Meets expectations = 2 to 2.99

The individual is evaluated as being acceptable, average or meets expectations to his/her creative work using the criteria listed above.

Marginal = 1 to 1.99

The individual is evaluated as being below average, poor or marginal in his/her creative work using the criteria listed above. The individual shows little progress toward producing exhibition-quality work.

Unacceptable = 0 to .99

The individual is evaluated as being unsatisfactory or unacceptable in his/her contributions to creative work. There is no evidence of work in progress.

Professional Publication Track

An evaluation of the professional publication track takes into account the nature and quality of the published works. Submission of a portfolio of published material outside of standard research journals should be made at the time of the annual review. Individual faculty members should also provide details to reflect the overall value of the professional publication. It is the responsibility of the faculty member to provide information reflecting the value of the professional publication.

Examples of professional publications include professional journals such as *American Journalism Review*, *Columbia Journalism Review*, and *Editor and Publisher*, newspapers contributions ranging from editorial columns published in major dailies to in-depth feature/news series or articles in major state or regional newspapers, multimedia distributions, magazines such as *Alabama Heritage*, *Time*, and *Sports Illustrated*, and books related to professional publications.

The following factors dealing with the nature and quality of professional publications will be considered in the overall evaluation:

1. The type and scope of a faculty member's work.
2. The number and caliber of professional publications.
3. The selection criteria employed (acceptance rates, editorial feedback, etc.).
4. The length of time and amount of research required to complete a project.
5. The extent to which a publication advances knowledge or contributes to the public discourse.
6. The nature of the publication outlet (national, regional, state, local), including its audience.
7. Whether a publication has received an award and/or recognition for its contribution.

In general, the following are standard expectations for full-time faculty focusing on professional publications. Expectations will be negotiated and adjusted according to differing assignments.

Exemplary = 4

The individual is evaluated as making exceptional contributions to professional publications.

Exceeds expectations = 3 to 3.99

The individual has surpassed or exceeded expectations by making significant contributions to professional publications.

Meets expectations = 2 to 2.99

The individual is evaluated as being acceptable, average or meets expectations by having an acceptable degree of publishing activity in professional outlets.

Marginal = 1 to 1.99

The individual is evaluated as being below average, poor or marginal contributions to professional publications. The individual shows little progress toward producing such work.

Unacceptable = 0 to .99

The individual is evaluated as being unsatisfactory or unacceptable in his/her contributions to professional publications. There is no evidence of work in progress.

Area of Responsibility: Service

Service includes the activities that contribute administratively to the School, College, and University, as well as contributions to professional and academic organizations in the faculty member's discipline. Such activities include:

1. Participating in School, College, and University governance.
2. Participating in committee work at the University, College, and School level.
3. Assisting in the recruitment of new faculty.
4. Developing and assisting in the implementation of new academic programs.
5. Service to the candidate's profession, such as offices held and committee assignments performed for professional associations and learned societies.
6. Journal editorships and editorial board memberships.
7. Refereeing of manuscripts and conference papers.
8. Any professional presentations or workshops conducted.

In general, the following are standard service based expectations for full-time faculty, lecturers and full-time instructors.

Exemplary = 4

The individual is evaluated as making exceptional contributions to service as demonstrated by quality and effort invested.

Exceeds expectations = 3 to 3.99

The individual has surpassed or exceeded expectations by making significant contributions to service as demonstrated by quality and effort invested.

Meets expectations = 2 to 2.99

The individual is evaluated as being acceptable, average or meets expectations to service as demonstrated by quality and effort invested.

Marginal = 1 to 1.99

The individual is evaluated as being below average, poor or marginal to service as demonstrated by quality and effort invested.

Unacceptable = 0 to .99

The individual is evaluated as being unsatisfactory or unacceptable in his/her contributions to service as demonstrated by quality and effort invested.

Area of Responsibility: Outreach Scholarship

Outreach scholarship applies academic expertise to the direct benefit of external audiences in support of School, College, and University missions. This includes authoring articles, book chapters, reports or other publications reflecting one's outreach experience, and the development of curricula informed by outreach activities.

Faculty members must coordinate their outreach activities in concert with their approved teaching and research assignments as well as with School goals and objectives. Outreach will be performed as a percentage of one's academic assignment. Faculty participation in outreach will be assessed on the basis of the approved School assignment.

Outreach is not expected of all faculty members. Participation in this function varies by discipline and academic fields, and may fluctuate based upon the needs and opportunities for a particular expertise.

The commitment of faculty time to outreach is a decision to be made by the faculty member with the approval of the School and College. Approval carries a commitment to assess and appropriately weigh outreach contributions in salary.

A faculty endeavor may be regarded as outreach scholarship if all the following conditions are met:

1. There is a substantive link with significant human needs and societal problems, issues, or concerns.
2. There is a direct application of knowledge to significant human needs and societal problems, issues or concerns.
3. There is utilization of the faculty member's academic and professional expertise.
4. The ultimate purpose is for the public or common good.
5. New knowledge is generated for the discipline and/or the audience or clientele.
6. There is a clear link/relationship between the program/activities and an appropriate academic unit's mission.

Demands for quality in outreach are the same as in teaching and research/creative work. However, outreach activities are different in nature from other activities and must be evaluated accordingly. The following factors dealing with the nature and quality of outreach will be considered in the overall evaluation.

Exemplary = 4

The individual is evaluated as making exceptional contributions to outreach scholarship.

Exceeds expectations = 3 to 3.99

The individual has surpassed or exceeded expectations by making significant contributions to outreach scholarship.

Meets expectations = 2 to 2.99

The individual is evaluated as being acceptable, average or meets expectations to outreach scholarship.

Marginal = 1 to 1.99

The individual is evaluated as being below average, poor or marginal to outreach scholarship.

Unacceptable = 0 to .99

The individual is evaluated as being unsatisfactory or unacceptable in his/her contributions to outreach.

ARTICLE VIII: TENURE AND PROMOTION

Promotion and Tenure Review

Candidates for promotion and tenure should carefully read the Promotion and Tenure policies found in the AU Faculty Handbook before applying. Should a candidate feel that she or he meets the requirements for tenure and promotion she or he should consult the timeline for the submission of materials, which is established each year by the Office of the Provost.

Regarding tenure, the AU Faculty Handbook states:

“Auburn University nurtures and defends the concept of academic tenure, which assures each faculty member the freedom, without jeopardy at the department, college or school, or University level, to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions and guarantees faculty members the right to support, without jeopardy, any colleague whose academic freedom is threatened. Tenure establishes an environment in which truth can be sought and expressed in one’s teaching, research/creative work, outreach work, and service. In addition to demonstrating quality in the areas of (1) teaching, (2) research/creative work, (3) outreach, and (4) service, as described above under Promotion Criteria Considerations (Section 3.6.1) and, where applicable, in approved departmental guidelines, the candidate for tenure must demonstrate that he or she contributes as a productive and collegial member of the academic unit in all relevant areas. Are the candidate’s professional abilities and relationships with colleagues compatible with the departmental mission and with its long-term goals? Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that a departmental group must often perform and to participate with some measure of reason and knowledge in discussions germane to departmental policies and programs? Does the candidate maintain high standards of professional integrity? Concerns respecting a candidate’s collegiality should be shared with the candidate as soon as they arise; they should certainly be addressed in the annual review and the third-year review. For tenure, the candidate must demonstrate that he or she contributes as a productive and collegial member of the academic unit in all relevant areas.”

(http://www.auburn.edu/academic/provost/facultyHandbook/chapter%203-personnel_policies.html#promotionandtenure, accessed 10/16/2014).

Regarding promotion, the AU Faculty Handbook states:

“Promotion is based on merit. A candidate for promotion should have acceptable achievements in the areas of (1) teaching and/or outreach and (2) research/creative work. He or she is further expected to demonstrate over a sustained period distinctive achievement in one of these areas or achievement in both areas comparable to that of successful candidates in the discipline in the past five years. In addition, he or she is expected to have contributed service to the University. Candidates covered by provost-approved departmental promotion and tenure guidelines will be evaluated accordingly. For candidates not covered by provost-approved departmental promotion and tenure guidelines, the criteria for teaching, research/creative work, and outreach described below shall be considered by the faculty in the evaluation of a candidate's performance and achievement. The candidate's employment conditions and academic assignments shall determine which criteria are most emphasized, and standards for promotion are based on the weights of each performance area as described in the letter of offer and subsequent annual evaluations. Credit shall also be given for contributions above and beyond specifically assigned duties.”

(http://www.auburn.edu/academic/provost/facultyHandbook/chapter%203-personnel_policies.html#promotionandtenure, accessed 10/16/2014)

Equal Employment Opportunity

Decisions on appointment, reappointment, promotion and tenure are made without regard to race, color, religion, sex, sexual orientation, national origin, or age.

Guidelines for Tenure and Promotion to Associate Professor

The School of Communication and Journalism follows the general university guidelines for promotion to associate professor and tenure as outlined in the Faculty Handbook Section 3.6. In addition, the candidate should demonstrate achievements in the areas of research or creative work, teaching, service and outreach if applicable. Although faculty members are not required to perform outreach, it may count toward tenure and promotion to associate professor. The candidate is also expected to work in a collegial manner with other faculty to advance the research, creative work, teaching, and service missions of the School. Because the School is home to a wide-range of disciplines, the candidate must provide a description of the appropriate context in which her or his research or creative work is to be evaluated.

Discipline and Peer Standards for Measuring Significance of Research and Creative Works

Research and creative works will be considered according to the following criteria:

1. It is the candidate's responsibility to clearly and fully demonstrate the significance of her or his work in her or his field of research to the Committee.
2. The scope of a publication or an exhibition influences how the work will be judged. National and international publications or exhibitions are considered more significant than regional or state publications or exhibitions.
3. The acceptance rate of a publication or venue status of an exhibition, such as the reputation of the venue (festival, exhibition, publication etc.), acceptance standards, audience, reviews, awards, collections, acquisitions, competitions, gallery affiliations et al., influence how the work will be judged.
4. The citations and recognitions of works, such as awards or reviews, influence how the work will be judged. Recognitions and awards will be judged in a similar manner to the scope of the work.
5. The applicant's contribution to a work or exhibition will impact how the work will be judged. If the work is not solo-authored or created, then percentage of contribution will be considered. For creative works, the length of time and labor involved, as well as the production and distribution costs will be considered.
6. Juried or peer-reviewed works will weigh more significantly than invited works. However, invited works may suggest an established reputation in a particular field.
 - a. Should the candidate include journals in other academic fields or interdisciplinary journals, it is the candidate's responsibility to demonstrate their relevance to the candidate's field of expertise.
 - b. Should the candidate include articles from non-refereed journals, the candidate should include a justification of the review process, such as a board of peer editors, a special issue editor, etc.
 - c. Should the candidate include book chapters, invited or peer reviewed, the chapter must be original and previously unpublished (in whole or in part) research that makes a significant contribution to the body of knowledge in the candidate's field of expertise.
7. The extent and scope to which a candidate's work has achieved a reputation will be considered.
8. Grants, fellowships, research contracts provide indications of peer interest in the candidate's research. The prestige of the granting agency, degree of competition and scarcity/availability of grants may also be considerations.
9. Should an applicant include a book the reputation of the publishing house, type of audience, quality of reviews, and awards, as well as whether the book is the result of new research or the reworking of already published material. Vanity press and/or self-published books are not considered toward promotion.
10. Textbooks will only be considered in extraordinary circumstances in which the text makes a significant and impactful contribution to a body of knowledge. In no cases will textbooks supplant the requirements for scholarly books, articles, or creative works to be considered toward tenure or promotion.

Academic Research

A candidate for tenure and promotion to associate professor should demonstrate an emerging regional or national reputation in her or his field of research by means of a sustained record of publication. In this area the candidate will be judged by two standards.

The first standard for tenure and promotion to associate professor is research production, either A) refereed

articles or B) academic books.

A) Refereed articles should meet the following criteria:

1. The candidate should have published a minimum number of refereed articles in her or his field of research as indicated in this manual.
 - a. If the candidate's area is qualitative in nature, she or he should either have published a minimum of five to seven journal articles.
 - b. If the candidate's area is quantitative in nature, she or he should either have published a minimum of 10 to 12 peer-reviewed articles.
2. The articles should be published in regional, national, and internationally recognized academic journals.
3. The acceptance rate for the journals should not exceed 20%. In the case of a higher acceptance rate, it is incumbent on the candidate to justify its inclusion.
4. In the case of an article that has been accepted for publication, but not yet been published, the candidate should demonstrate that the manuscript is in the publication schedule of the press. A letter of intent does not fulfill the requirement.

B) Academic books should meet the following criteria:

1. The candidate should publish at least one academic book.
2. The book must be published by a reputable university or academic commercial press. Vanity press or self-published books will not be considered.
3. In the case of a book that has been accepted for publication, but not yet been published, it is incumbent on the candidate to provide clear evidence from the editor that the book was accepted for publication and is scheduled for a specific publication date. A contract does not fill the requirement.

Should the candidate's field of research have other established measures of academic success it is incumbent on the candidate to fully explain those requirements and justify her or his work in light of those criteria. Additionally the external review letters will play a significant role in determining if the candidate has met the standards of her or his field of research.

The second standard in research for tenure and promotion to associate professor is the candidate's scholarly record beyond such publications, including other externally reviewed scholarly published or presented works for consideration, such as book chapters in edited volumes, edited volumes or books, book reviews, essays, encyclopedia entries, presentations of research papers at scholarly conferences, and/or invited lectures. All of these professional activities strengthen an application, but do not replace the central criteria of refereed journal articles or books. External awards, grants, fellowships, and other research accomplishments also strengthen an application, but do not replace the central criteria for refereed articles or books. Publications that are extraneous to the candidate's scholarly field and inconsistent with the candidate's assignment will not be counted toward qualifications for professor.

In addition to articles and books, a candidate's scholarly record should offer other externally reviewed scholarly published or presented works for consideration, including book chapters in edited volumes, book reviews, essays, encyclopedia entries, presentations of research papers at scholarly conferences, and invited lectures. All of these professional activities strengthen an application, but do not replace the central criteria of refereed journal articles or books. In the case of non-scholarly publications, such as essays in professional or popular outlets, the burden falls on the candidate to demonstrate the essay's scholarly significance. External awards, grants, fellowships, and other research accomplishments also strengthen an application but do not replace the central criteria for refereed articles or books.

Creative Work

A candidate for tenure and promotion to associate professor should demonstrate an emerging national reputation in her or his given field by means of a sustained record of high-quality juried exhibitions. Awards, grants, commissions, reviews, catalogue reproductions, and articles and books addressing the candidate's work, may also be considered evidence of an emerging national reputation. Invited exhibitions are a mark of distinction and should be weighted as such. The expected number of exhibitions will vary greatly depending on the candidate's medium, the scale and complexity of her or his work or design, as well as costs involved in production, distribution, and exhibition. Nevertheless, as very general guidelines, an artist might be expected to have exhibited four to five works in juried, respected, national or international venues; a designer might be expected to

exhibit eight to 10 projects in juried, respected, national or international venues. While collaborative creative work count towards promotion and tenure, single-authored work should be given considerably greater weight.

In addition to works and designs, a candidate's creative record may include other invited or juried activities, including visiting-artist lectures, artist residencies, papers or lectures presented at conferences, curatorial projects, refereed publications, and consultancies. All such professional activities strengthen a candidate's case, but do not replace the standard or juried exhibitions at the national or international level. In the case of commercially commissioned work, the burden falls on the candidate to demonstrate the piece's creative significance by juried publication or exhibition at a juried design competition.

Teaching

A candidate for tenure and promotion to associate professor must submit documentation of teaching effectiveness that establishes a solid record of teaching. Such materials may include course syllabi, description of new courses offered, peer- and self-assessment, student evaluations, the use of scholarship or creative work in courses, grade distributions, teaching awards, graduate student committee membership, teaching publications, and any other relevant material.

Service

A candidate for tenure and promotion to associate professor is expected to establish a solid record of service to the University and discipline including participating in School, College and University governance and committee work; assisting in the recruitment of new faculty; and developing and assisting in the implementation of new academic programs. The candidate should highlight contributions to University life, including service to the candidate's profession, such as offices held and committee assignments performed for professional associations and learned societies, service on exhibition juries, grant panels, and editorships, and the refereeing of manuscripts.

Outreach (if applicable)

If part of a candidate's workload, a candidate for tenure and promotion to associate professor is expected to demonstrate how research conducted has directly benefitted external audiences in support of School, College, and University missions. While outreach may be sponsored by a unit other than the faculty member's School, both the faculty member and the sponsoring unit must recognize the activity as outreach. The candidate should explain how the application of her or his professional expertise worked to elucidate and alleviate societal problems, issues, and concerns. Outreach should demonstrate the professional development of the faculty member, the expected public benefits of the outreach activities, and the mission of the School and/or other supporting units. The Director should request any material necessary from the candidate to facilitate faculty assessment of the type, quality, and effectiveness of the candidate's involvement in extension activities and evaluation of any resulting publications. Demands for quality in outreach are the same as in teaching and research/creative work; however, outreach activities are different in nature from other activities and must be evaluated accordingly. Please refer to <http://www.auburn.edu/outreach> for resources concerning faculty participation in Outreach Scholarship.

Collegiality

A candidate for tenure and promotion to associate professor is expected to be a good citizen of the School, College, and University. The candidate should contribute as a productive and collegial member of the School in all relevant areas. The candidate's professional abilities and relationships with colleagues should be compatible with the School's mission and long-term goals. The candidate should exhibit an ability and willingness to engage in shared academic and administrative tasks that faculty must often perform and participate with some measure of reason and knowledge in discussions germane to School policies and programs. The candidate should maintain high standards of professional integrity. Concerns respecting a candidate's collegiality should be shared with the candidate as soon as they arise. Should concerns arise they will be addressed in the Faculty Annual Review and the yearly tenure and promotion review.

Guidelines for Promotion to Full Professor

The School of Communication and Journalism follows the general university guidelines for promotion to professor as outlined in the Faculty Handbook Section 3.3.4. In addition, the candidate should demonstrate achievements in the areas of research or creative work, teaching, service and outreach if applicable, beyond the standards for promotion to associate professor. Although faculty members are not required to perform outreach, it may count towards promotion to professor. The candidate is also expected to work in a collegial manner with other faculty to advance the research, creative work, teaching, and service missions of the School beyond the standards for promotion to associate professor. Because the School is home to a wide-range of disciplines, the candidate must provide a description of the appropriate context in which her or his research or creative work is to be evaluated. In all cases, the candidate has the burden of proving that her or his record of accomplishment is worthy of promotion to full professor. Except in extraordinary cases, a candidate should not pursue promotion to full professor until at least four academic years have passed since attaining associate professor.

Regarding promotion to professor the AU Faculty Handbook states:

“Professor is a rank requiring professional peer recognition of the individual as an authority in his or her field of specialization. A candidate must be recognized by associates as a capable teacher, scholar or artist, or outreach specialist. It is therefore expected that peers within and outside the University will attest to the candidate’s high professional standing. A candidate should hold the appropriate terminal degree (usually a doctorate) or the equivalent. Normally, a candidate must serve at least four complete years on full-time appointment at the associate professor level before he or she may be nominated for promotion to professor. Only in exceptional and well-documented cases in which a faculty member has met requirements for promotion to professor in a shorter time should he or she be recommended for early promotion by the department head/chair, with majority support of the faculty members who hold rank superior to that of the candidate. A candidate for professor should have demonstrated significant involvement in the teaching, research/creative work, or outreach functions of the University. He or she should also have participated in professional life and have been actively involved in departmental, college or school, and University affairs. For this rank it is essential that the candidate should have demonstrated a marked degree of scholarship appropriate to his or her assignment through work, typically publication or creative endeavor, subjected to peer review. By means of such activity, a candidate for the University’s highest academic rank should have a respected national reputation.”

(http://www.auburn.edu/academic/provost/facultyHandbook/chapter%203-personnel_policies.html#academicranks, accessed 10/16/2014)

Discipline and Peer Standards for Measuring Significance of Research and Creative Works

Promotion to the rank of professor is based primarily on the attainment of high professional standing as demonstrated by national or international recognition in the candidate’s academic or creative field, as determined by peers within the candidate’s discipline. The successful candidate for promotion must demonstrate regular, consistent, and sustained original scholarship or creative production, and an outstanding body of works, scholarly or creative, beyond those required for promotion to associate professor. A promotion to full professor cannot be achieved through conference presentations, guest lectures, textbooks or administrative service alone. Although faculty are expected to maintain an excellent record of teaching and service to the School, College, University, and discipline, the rank of professor cannot be attained through excellence in service, outreach, or teaching. Academic research and creative works will be judged by the same discipline and peer standards for measuring significance of research and creative works used in promotion to associate professor. In the case of promotion to professor the following additional standards will be applied.

1. It is the candidate’s responsibility to clearly and fully demonstrate the significance of her or his work in her or his field of research to the Committee.
2. It is expected that the candidate’s work will be subject to peer or juried review at national and international levels, and will demonstrate high standards of relevance, continuity, accomplishment, and significance.

3. There should be an identification of intellectual focus, a clear research or creative agenda, and evidence of growth and consistency of effort in that area.
4. There should be a significant increase in productivity from the associate professor level, with an emphasis on both quality and quantity, and consistent output during the time period being assessed.
5. The effort associated with the research or creative works will be considered as part of the work's overall merit (i.e., complex studies, time-consuming techniques, collection of large amounts of data, etc.)
6. The research should reflect the advancement of knowledge or art and the actual or potential influence of the research or creative output in the candidate's field during the period assessed.

Academic Research

A candidate for promotion to professor should demonstrate a national or international reputation in her or his given field by means of a sustained record of publication. Sole authorship is expected, as it is evidence that the candidate is engaged in independent research that makes significant contributions to the body of knowledge in the candidate's area of expertise. In the case of collaborative research, a majority of the publications must be first-authored. First authorship is evidence that the candidate is the driving force in the collaborative work. The candidate must specify the level of contribution of each author. Should the candidate's field of research have other established measures of academic success it is incumbent on the candidate to fully explain those requirements and justify her or his work in light of those criteria. Additionally the external review letters will play a significant role in determining if the candidate has met the standards of her or his field of research.

The first standard for promotion to professor is research production, either A) refereed articles or B) academic books.

A) Refereed articles should meet the following criteria:

1. The candidate should have published two-thirds or greater the number of articles required for promotion to associate professor in her or his field of research as indicated in this manual.
 - a. If the candidate's area of is qualitative in nature, she or he should either have published a minimum of three to five journal articles.
 - b. If the candidate's area is quantitative in nature, she or he should either have published a minimum of six to eight peer-reviewed articles.
2. The articles should be published in national and international academic journals.
3. The acceptance rate for the journals should not exceed 20%. In the case of a higher acceptance rate it is incumbent on the candidate to justify its inclusion.
4. In the case of an article that has been accepted for publication, but not yet been published, the candidate should demonstrate that the manuscript is in the publication schedule of the press. A letter of intent does not fulfill the requirement.

B) Academic books should meet the following criteria:

1. The candidate should publish at least one academic book.
2. The book must be published by a reputable university or academic commercial press. Vanity press or self-published books will not be considered.
3. In the case of a book that has been accepted for publication, but not yet been published, it is incumbent on the candidate to provide clear evidence from the editor that the book was accepted for publication and is scheduled for a specific publication date. A contract does not fill the requirement.

The second standard in research for promotion to professor is the candidate's scholarly record beyond such publications, including other externally reviewed scholarly published or presented works for consideration, such as book chapters in edited volumes, edited volumes or books, book reviews, essays, encyclopedia entries, presentations of research papers at scholarly conferences, and/or invited lectures. All of these professional activities strengthen an application, but do not replace the central criteria of refereed journal articles or books. External awards, grants, fellowships, and other research accomplishments also strengthen an application, but do not replace the central criteria for refereed articles or books. Publications that are extraneous to the candidate's scholarly field and inconsistent with the candidate's assignment will not be counted toward qualifications for professor.

Creative Work

A candidate for promotion to professor should demonstrate a national reputation in her or his given field by means of a sustained record of high-quality juried exhibitions beyond the standards required for promotion to associate professor. The expected number of exhibitions will vary depending on the candidate's medium, the scale and complexity of her or his work or design, as well as costs involved in production, distribution, and exhibition. In general terms, an artist may be expected to have exhibited four to five works and a designer eight to ten projects all in juried, respected national or international venues.

In addition to works and designs, a candidate's creative record may include other invited or juried activities, including visiting-artist lectures, artist residencies, papers or lectures presented at conferences, curatorial projects, refereed publications, and consultancies. Awards, grants, commissions, reviews, catalogue reproductions, and articles and books addressing the candidate's work, may also be considered evidence of an emerging national reputation. Invited exhibitions are a mark of distinction and should be weighted as such.

In addition to works and designs, a candidate's creative record may include other invited or juried activities, including visiting-artist lectures, artist residencies, papers or lectures presented at conferences, curatorial projects, refereed publications, and consultancies. In the case of commercially commissioned work, the burden falls on the candidate to demonstrate the piece's creative significance by juried publication or exhibition at a juried design competition. All such professional activities strengthen a candidate's case, but do not replace the standard or juried exhibitions at the national or international level. In the case of commercially commissioned work, the burden falls on the candidate to demonstrate the piece's creative significance by juried publication or exhibition at a juried design competition. While collaborative creative work count towards promotion and tenure, single-authored work should be given considerably greater weight.

Teaching

A candidate for promotion to professor must submit documentation that establishes a solid record of teaching beyond the standards for promotion to associate professor. Such materials may include course syllabi, description of new courses offered, peer- and self-assessment, student evaluations, the use of scholarship or creative work in courses, grade distributions, teaching awards, graduate student committee membership, teaching publications, and any other relevant material. While candidates for full professor are expected to be excellent teachers, promotion cannot be achieved through excellent teaching alone.

Service

A candidate for promotion to professor is expected to maintain a solid record of service to the University and discipline including participating in School, College and University governance and committee work; assisting in the recruitment of new faculty; and developing and assisting in the implementation of new academic programs. The candidate should detail particularly distinctive contributions to University life, including service to the School, College, and University through governance and committee work, assisting the School with the recruitment of new faculty, service to the candidate's profession, such as offices held and committee assignments performed for professional associations and learned societies, service on exhibition juries, grant panels, and editorships, and the refereeing of manuscripts. Excellent service is expected of candidates for full professor, but the rank cannot be achieved through excellent service alone.

Outreach (if applicable)

If part of a candidate's workload, a candidate for promotion to professor is expected to demonstrate how research conducted has directly and distinctively benefitted external audiences in support of School, College, and University missions. While outreach may be sponsored by a unit other than the faculty member's School, both the faculty member and the sponsoring unit must recognize the activity as outreach. The candidate should explain how the application of her or his professional expertise worked to elucidate and alleviate societal problems, issues, and concerns. Outreach should demonstrate the professional development of the faculty member, the expected public benefits of the outreach activities, and the mission of the School and/or other supporting units. The Director should request any material necessary from the candidate to facilitate faculty assessment of the type, quality, and effectiveness of the candidate's involvement in extension activities and evaluation of any resulting publications. Demands for quality in outreach are the same as in teaching and research/creative work; however,

outreach activities are different in nature from other activities and must be evaluated accordingly. Please refer to <http://www.auburn.edu/outreach> for resources concerning faculty participation in Outreach Scholarship.

Collegiality

A candidate for and promotion to professor is expected to be an exemplary citizen of the School, College, and University. The candidate should contribute as a productive and collegial member of the School in all relevant areas beyond those expected for promotion to associate professor. The candidate's professional abilities and relationships with colleagues should be compatible with the School's mission and long-term goals. The candidate should exhibit a willingness to engage in shared academic and administrative tasks that faculty must often perform and participate with some measure of reason and knowledge in discussions germane to School policies and programs. The candidate should maintain high standards of professional integrity. Concerns respecting a candidate's collegiality should be shared with the candidate as soon as they arise. Should concerns arise they will be addressed in the Faculty Annual Review and the yearly tenure and promotion review.

Guidelines for Promotion to Senior Lecturer

The School of Communication and Journalism follows the general university guidelines for promotion to Senior Lecturer. In addition the candidate should demonstrate significant achievements in the areas of teaching and service. The candidate is also expected to work in a collegial manner with other faculty to advance the teaching and service missions of the School.

A Lecturer may apply for promotion to Senior Lecturer after a minimum of five years of consecutive employment by the School. The initiation process for promotion can begin with a Lecturer or the Director. Both the candidate and the Director must supply detailed information regarding both the candidate's teaching and service to evaluate the candidate's potential and achievement, which will then be made available first to full-time faculty members for a vote. In addition to the vote, the Director will write a letter for or against the candidate's promotion. Full-time faculty members may also contribute letters supporting or opposing the candidate's promotion. Once all the materials have been collected, they will be made available to the candidate. The candidate may then choose whether or not to continue the promotion process. Should the candidate choose to continue, all of the information will be sent to the Dean for final approval. It is important to note that the candidate does have the option to appeal the Dean's decision should it be found unsatisfactory.

For more information detailing the process described above, please see http://www.auburn.edu/academic/provost/pdf/Lecturer_Promotion_guidelines_final.pdf.

Annual Tenure Review Guidelines

All non-tenured, tenure-track faculty will be reviewed by the Tenure and Promotion Committee each year relative to progression toward tenured status and that the assessment of that progress be reported to the non-tenured, tenure-track faculty member annually. The mandated third-year review described below will serve this purpose for non-tenured, tenure-track faculty in their third year. In implementing the annual tenure review, the School will follow these procedures:

1. The faculty member is required to prepare a dossier using the Tenure and Promotion guidelines established by the AU Faculty Handbook and amended by the School and College with three exceptions:
 - a. No outside review letters will be requested.
 - b. Candidates are asked to include the first page of all published articles as well as letters of acceptance for articles in press.
 - c. Candidates should also include a discussion of works in progress and include evidence of progress.
2. The candidate should turn in one copy of the completed dossier to the Director by Feb. 15.
3. The Tenure and Promotion Committee will meet no later than March 15 of the same semester to review the dossier and provide feedback to the Director as to the candidate's progression toward tenure

requirements, emphasizing issues of concern and recognitions of accomplishments in the areas of academic research, creative works, teaching, service, collegiality, and outreach, if applicable.

4. After the dossier has been reviewed, the Director will share the tenured committee's feedback.
 - a. The Director will prepare a summary letter of the discussion for the candidate.
 - b. This communication should be a part of the written evaluation provided for in the annual review process and will include any issues raised by the tenured faculty.

Third-Year Review

All non-tenured, tenure-track faculty will undergo a comprehensive review by the Tenure and Promotion Committee during the spring semester of the faculty member's third academic year. In implementing the third-year review, the School will follow these procedures:

1. The faculty member is required to prepare a dossier using the Tenure and Promotion guidelines established by the AU Faculty Handbook and amended by the School and College with three exceptions:
 - a. No outside review letters will be requested.
 - b. Candidates are asked to include the first page of all published articles as well as letters of acceptance for articles in press.
 - c. Candidates should also include a discussion of works in progress and include evidence of progress.
2. The candidate should turn in one copy of the completed dossier to the Director by Feb. 15.
3. The Tenure and Promotion Committee will meet no later than March 15 of the same semester to review the dossier and provide feedback to the Director as to the candidate's progression toward tenure requirements, emphasizing issues of concern and recognitions of accomplishments in the areas of academic research, creative works, teaching, service, collegiality, and outreach, if applicable.
4. After the dossier has been reviewed, the Director will share the tenured committee's feedback.
 - a. The Director will prepare a summary letter of the discussion for the candidate.
 - b. This communication should be a part of the written evaluation provided for in the annual review process and will include any issues raised by the tenured faculty.
5. Should the Committee determine that the faculty member is making unsatisfactory progress the candidate will receive a letter of termination effective at the end of spring semester the following academic year.
6. After the Third Year Review, the Director will repeat this process annually prior to tenure and promotion.

Post-Tenure Review

The Post-Tenure Review process is triggered if a tenured faculty member fails to meet her or his job expectations. The Post-Tenure Review is not an instrument for determining if a previously tenured faculty member would achieve tenure under current standards but rather an indication of repeated failures to meet her or his minimum job requirements. Should a tenured faculty member receive an overall "unacceptable" evaluation on the Faculty Performance Review twice within a six-year time frame she or he will undergo a post-tenure review. Such determinations are made solely on the assessments of the faculty member's work as determined by Faculty Performance Review reports annually. Should the faculty member fail to meet those requirements the Director will notify both the Dean and the Provost by May 15 of the year in which the faculty member receives the second "unacceptable" evaluation. At such time, the Director will follow University guidelines for preparing the Post-Tenure Review packet.

ARTICLE IX: MENTORING POLICY

The School of Communication and Journalism is committed to developing faculty to be productive members of the School, College, and University. To that end the School provides junior faculty with senior faculty mentors, and encourages senior faculty members to seek mentoring from more experienced faculty members. The resulting relationship should enhance faculty recruiting and retention by facilitating collegiality, productivity, and professional growth for both parties.

Upon hiring and/or arrival, all new faculty members will be assigned a mentor for her or his first year. The Executive Council will determine and assign the mentor who is expected to help the protégé navigate the first year of employment. This establishment in no way precludes the protégé from seeking information from other faculty members at any time, nor are the two required to maintain the relationship beyond the first year. After promotion to associate and/or full professor all faculty members are encouraged to seek out mentors who are more experienced. For instance, instructors and lecturers should seek out senior lecturers or associate or full professors, assistant professors should seek out associate or full professors, associate professors should seek out full professors, and full professors should seek out longer-tenured full professors or administrators.

The responsibilities of the mentor and the protégé are:

1. Mentors and protégés are expected to positively contribute to the mentoring process.
2. Mentors and protégés, are expected to both seek and provide support as a component of School citizenship.
3. Mentors and protégés are expected to demonstrate the requisite collegiality that is a shared value among School members.
4. Mentors are expected to socialize protégés into the culture and expectations of the School, College, and University.
5. Faculty members are not required to mentor as a requirement for her or his annual review, but are encouraged strongly to demonstrate School citizenship by responding positively to protégés' requests for guidance.

ARTICLE X: PROFESSIONAL DEVELOPMENT AND TRAVEL

The School has limited funds available for professional development for faculty such as travel to academic conferences, professional meetings, and School business opportunities. These travel funds will be used to facilitate faculty development, enhance research productivity, and strengthen the reputation of the School at the regional, national, and international levels. Faculty members who receive these travel funds are expected to translate their experiences into published scholarship, instructional innovation, technological advances, presentational opportunities, and other beneficial outcomes. Priority will be given to untenured tenure-track faculty, then tenured tenure-track faculty, then non-tenure track faculty and graduate teaching assistance. As a general rule, only full-time faculty members engaged in the teaching and research work of the School are eligible for faculty development support. If availability exceeds demand, the Director will consult with the Executive Council on how funds should be distributed for a given year.

If funds are available for faculty development the Director will set aside funds to support the sort of travel articulated above. Applications for professional development and travel should include the following:

1. Applicants should inform the Director by September 15 by submitting a Request for Authorization for Travel (RAT) or a Request for Authority for International Travel (RAIT) must a minimum of 30 days prior to the date travel begins, and should include the following:
 - a. The submitted RAT or RAIT must include all anticipated costs of travel.
 - b. Applicants should demonstrate how her or his professional development will result in research, creative work, or teaching improvements that provide immediate and tangible benefits to the School such as a conference papers, panel presentations, juried shows/exhibitions, pedagogical training, or travel to professional meetings for faculty who hold major leadership positions in respected regional, national, or international academic organizations.
 - c. If the professional development is for research or professional development that does not demonstrate an immediate and tangible benefit to the School as outlined above, the applicant will attach an additional statement to the RAT or RAIT articulating the expected benefit to the School and the applicant's research, creative, or pedagogical agenda.
2. An accepted RAT or RAIT requires the signature of both the Dean and the Provost for the applicant to be eligible for reimbursement.
3. The applicant should present itemized receipts to the School within 14 days following travel in order for the applicant to be reimbursed.

4. In addition to these School procedures, all travelers are required to adhere to established University travel and reimbursement policies.

Except in extraordinary circumstances, reimbursement for professional development may not exceed the amount set by the College, which the Director will announce at the beginning of each academic year. If a faculty member has exhausted her or his travel account in a given year and has an extraordinary professional opportunity to present or engage in significant research or training requiring travel, any remaining travel funds may be disbursed according to the following priorities:

1. Professional development for untenured faculty to present peer-reviewed work at national or international meetings.
2. Professional development for untenured faculty to present work at regional or national meetings.
3. Professional development for tenured faculty to present peer-reviewed work at national meetings.
4. Professional development for tenured faculty to present work at regional or national meetings.
5. Professional development for those invited to receive national or regional awards, for those representing the School or institution at events of national significance, or other special circumstances.

ARTICLE XI: SCHOOL PROFESSIONAL IMPROVEMENT LEAVE POLICY

The School offers professional improvement leave for its faculty to encourage academic research, creative works, and professional experiences to enable faculty to increase their effectiveness in teaching and research by keeping their skill sets up-to-date and improving their contributions to the University. The School Professional Improvement Leave (SPIL) consists of one semester paid leave at full salary as coordinated with the School Director. The SPIL must be taken during the faculty member's two-course semester. The school offers up to two leaves every year, contingent upon the availability of funding.

Eligibility

Faculty members are eligible to apply for SPIL under the following conditions:

1. The applicant must be a tenured faculty member with at least three years of continuous employment at the University with a minimum the rank of associate professor.
2. The applicant must have an overall rating of "satisfactory" or "meets expectations" on her or his annual reviews for the previous three years prior to application.
3. Two faculty members from the same program may not be awarded leave in the same semester.
4. Once a faculty member has been awarded leave under this program, she or he will be ineligible for another SPIL for a period of four years.
5. A faculty member serving as School Director is ineligible for the SPIL program.
6. A faculty member who has declared her or his intention to retire within three years is ineligible.
7. A faculty member may take a University or College PIL immediately preceding or following a School PIL.

Conditions

Faculty members awarded SPIL must adhere to the following conditions:

1. The faculty member should engage in no teaching or any other service work activities including administrative duties not related to her or his project during the semester of the leave.
2. The faculty member should provide to the School a concise written report of accomplishments or activities during the SPIL within 30 days of its conclusion.
 - a. This report should include information regarding the activities undertaken during the SPIL, the results accomplished during the SPIL as they relate to the School, College and University, and a summary of the research or creative work produced or expected to be produced as a result of the SPIL.
 - b. Any leave deemed by the committee to be unproductive will result in the loss of eligibility for that faculty member from future participation in the program.

3. The faculty member should serve as a member of the Auburn faculty for one year after the award. If this condition is not met the faculty member is responsible for reimbursing Auburn University for the paid leave time, including benefit costs.

Application Process

The faculty member must submit an application for a SPIL to the School Director. The deadline for applications for a fall semester leave is October 31 and for spring leave is March 30. Faculty may apply for a paid summer leave in the amount that is the equivalent of the cost to hire adjuncts to cover two courses. The summer stipend will be paid as a Z-job and taxes and benefits will be deducted from the amount. Faculty members will be notified within 30 days if their applications were approved and the future semester in which the leave will be granted. Applicants should include the following:

Curriculum Vita

Each applicant should include an abbreviated curriculum vita that will not exceed two pages. It should include the following information:

1. A brief summary of the applicant's education and employment history.
2. A list of publications or other scholarly or creative resources most relevant to the project.
3. A list of any other major awards or stipends the applicant has received.
4. If space remains the applicant should include the additional publications or creative efforts, awards for research or teaching, and relevant university or external service.

Project Description For A Research/Creative Work Leave

Applicants seeking leave for research or creative work should provide a project description that details how the leave will contribute to the applicant's professional growth. Applicants should keep in mind that her or his proposal will be reviewed by other faculty members who may not be specialists in the applicant's discipline and therefore should avoid overly technical language. The project description must not exceed three double-spaced pages, and should include the following:

1. An introduction providing an overview of the project with a statement of the objectives of the proposed work and an indication as to how the project will make a significant contribution to the applicant's discipline.
2. A background section providing a brief review of the work that has been done in the area of the project leaving no doubt about the importance of the project and its contribution to the relevant area of endeavor.
 - a. Applicants should note any previous work that has been done related to the proposed project.
 - b. Applicants should also demonstrate how the project fits her or his long-range research and creative works agenda.
3. A methodology section providing a detailed description of the methods used, including analytic or creative techniques, and the relevant data or resources used.
4. A project schedule outlining the various phases of the project and a bulleted list of expected project outcomes and anticipated completion dates.

Project Description For A Professional Work Experience Leave

Applicants seeking leave for professional work experience should provide a project description that details how the leave will increase the applicant's skill set in a given field. Applicants should keep in mind that her or his proposal will be reviewed by other faculty members who may not be specialists in the applicant's discipline and therefore should avoid overly technical language. The project description must not exceed three double-spaced pages, and should include the following:

1. A statement of the purpose and nature of the professional work experience project.
2. An explanation for the application for the professional work experience at this particular time.
3. An explanation of how this experience will help improve the faculty member's professional development and how it will enhance one's professional qualifications.

4. An explanation of how the experience will help innovative the faculty member's teaching and research methods.
5. A description of the importance of the work to the mission of the University.
6. A letter from the faculty member's supervisor at the company, agency, or organization indicating its intent to cooperate in providing her or him with a full-time work experience.

Selection Criteria

The applications will be reviewed by a committee consisting of the Associate Directors from each of the programs in the school. After reviewing the applications for research and creative leave or professional work experience leave the committee will submit its recommendations to the Director. The committee will use the following criteria in evaluating applications:

1. If the project is well conceived and clearly articulated.
2. If the applicant demonstrates the significance of the proposed project to her or his discipline.
3. If the project is an extension of the applicant's research or teaching agenda.
4. If the project is consistent with the School's mission.
5. If the applicant will be able to complete or advance her or his work on the proposed project or work experience.

ARTICLE XII: TEACHING POLICIES

All faculty members are expected to contribute to the School's mission to sustain an engaging and challenging classroom environment. To that end, faculty members are expected to adhere to the following procedures:

Teaching Responsibilities

Faculty members and graduate teaching assistants are on appointment from August 16 through May 15 of each academic year and should be available to perform duties required by School, College, and University policies during that time period:

1. University regulations state that all faculty members including graduate teaching assistants must be available to their students throughout the official semester, beginning the first week of classes until commencement.
2. Faculty members are expected to meet every class period and/or schedule assignments for students to work on during the assigned class period.
3. Faculty members should inform the Director in advance of any absences from the university campus including the dates of departure and return.
4. For official absences from the University such as convention or research travel, faculty members are expected to cover her or his classes in an appropriate way such as rescheduling the classes, giving outside assignments, or having a colleague meet the classes.
5. During the first week of classes, faculty members must provide a complete syllabus to students.
 - a. Syllabi must comply with the College syllabus guidelines.
 - b. Faculty members must submit syllabi of the courses they will teach to the administrative associate within 14 days of the beginning of each semester.

Grades and Grading

Regarding grades and grading faculty members are expected to follow the School, College, and University guidelines, including:

1. Faculty members are expected to exercise fair grading practices, including protecting against grade inflation.

2. In compliance with the privacy clauses of the Buckley Amendment, faculty members are prohibited from posting physical copies of final grades or allowing administrative staff to release them.
3. In compliance with University regulations, faculty members are not authorized to change a previously reported final grade except through the proper procedure. Grades of incomplete (IN) are not considered final grades and faculty members may change them by completing the appropriate change-of-grade form.

Student Absences

Regarding student absences faculty members are expected to follow the School, College, and University guidelines, including:

1. Faculty members will recognize and honor official University excuses and make allowances for student absences caused by illness or personal emergencies resulting in missed participation assignments or examinations.
2. It is the student's responsibility to initiate all requests to make up missed work immediately upon return to class and according to the procedures outlined in the current University course bulletin.
3. In multi-section courses that use the same texts, faculty members and graduate teaching assistants must require their students to use all materials required by the program's Associate Director.

ARTICLE XIII: SUMMER TEACHING ASSIGNMENTS

Summer teaching serves multiple needs for the students, faculty, and School. It allows students the opportunity to complete their degrees in a timely manner. For faculty, it provides resources to fund professional development, research leave, cover costs for association memberships, and supplements income through summer pay and one-time salary supplements. For the School, it provides resources to update facilities such as equipment and labs, hire part-time faculty, provide honorariums and travel reimbursements for guest speakers, provide budgetary support for faculty and student events on campus, pay association membership dues for the School, and provide resources for recruiting new faculty members such as advertisements, on campus interview expenses, and travel and moving reimbursements. Because the funds generated by summer teaching provide a bulk of the discretionary budget for the School, faculty members are encouraged to consider ways in which summer teaching assignments may be optimized to the benefit of the faculty member, the School, and her or his colleagues. To that end, the School should adhere to the following conditions:

1. All summer courses must meet the Provost's minimum class size by the first day of class in order to be offered.
 - a. Some programs teach lab and skills-based courses that are capped due to accreditation standards that need to be offered in the summer to allow students to graduate in a timely manner.
 - b. While budget concerns are a significant variable in the summer equation, the Director should take into consideration the needs of the students when developing the summer schedule.
2. Each program should try to optimize enrollment by offering high-demand and distance learning courses.
3. Tenured and tenure-track faculty will be limited to a maximum of two courses per summer.
4. Each faculty member who wishes to teach in the summer will be assigned one course each before others are assigned two courses.
5. When assigning faculty members to summer courses, Associate Directors will use the following order of preference:
 - a. Full-time instructors, lecturers, and senior lecturers
 - b. Assistant professors
 - c. Associate professors
 - d. Full professors
6. Faculty are paid a summer salary rate of 11.1 percent of their annual salary for each summer course taught, unless the annual salary exceeds \$67,750. A faculty member's summer salary for each course will be capped at \$7,500 if his/her annual salary is in excess of \$67,500.
7. Exceptions to these guidelines must be made in conjunction with the Director and the Associate Director for the program.

Summer teaching assignments vary from summer to summer depending on the School's enrollment needs,

budget, and resources. Because of the fluctuations in those variables, the School is unable to guarantee summer teaching assignments for all faculty. Faculty members interested in summer compensation are strongly encouraged to pursue competitive and non-competitive research grants in lieu of summer teaching.

APPENDIX

STRATEGIC DIVERSITY PLAN

The School's diversity statement reads: The School of Communication & Journalism recognizes the importance of both reflecting and teaching diversity. Our policy is intended to be inclusive of all underrepresented groups whatever their race, religion, national origin, gender, age, ability or sexual orientation. The School strongly believes in the value of diversity as expressed in the Auburn University Strategic Diversity Plan:

“Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population. Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University's land grant mission of providing students with a superior education in service to the needs of Alabama, the nation and the world.” (<https://cws.auburn.edu/diversity/files/diversityplanfinal.pdf>)

The School adopts the following plan in order to strengthen its efforts to recruit, support, and retain diverse students, faculty, and staff, and to embrace diversity throughout its curricula. The School's Diversity Committee, with the support of the Director, will be responsible for the oversight of the plan, execution of its goals and strategies, and assessment of measures. The School's plan is intended to be inclusive of all underrepresented groups whatever their race, religion, national origin, gender, age, ability, or sexual orientation.

Goal 1: Increase enrollment of students from underrepresented groups at both the undergraduate and graduate level.

Strategy 1: Establish and maintain scholarships designated for students from underrepresented groups.
Measure: Evaluate the number of scholarships available and new funding opportunities.

Strategy 2: Recruit promising students from underrepresented groups in high schools.
Measure: Track the enrollment of participants from The School's outreach efforts.

Strategy 3: Recruit promising undergraduate students from underrepresented groups for graduate school.
Measure: Track the recruitment of students from Historically Black Colleges and other institutions with high percentage populations from underrepresented groups.

Strategy 4: Gain feedback from graduating and past students from underrepresented groups.
Measure: Compile a report of student responses.

Goal 2: Recruit and retain faculty and staff from underrepresented groups.

Strategy 1: Advertise broadly when searching for new faculty and staff.
Measure: Document recruitment efforts.

Strategy 2: Ensure that search committees are diverse.
Measure: Track the demographics of those serving on search committees.

Strategy 3: Actively seek diversity in hiring.
Measure: Document outcomes of searches.

Strategy 4: Get experienced faculty to mentor new faculty.
Measure: Get feedback on the mentoring relationship during annual review.

Goal 3: Embrace and encourage diversity throughout its curricula.

Strategy 1: Encourage statements of diversity and inclusiveness on all course syllabi.

Measure: Review course syllabi for inclusion of School's diversity statement.

Strategy 2: Regularly teach and create courses within the School that promote diversity and cultural awareness.

Measure: Review course offerings.

Strategy 3: Encourage students and faculty to participate in study abroad programs.

Measure: Track study abroad opportunities and numbers of those who participate.

Strategy 4: Encourage students to minor in other areas of academic interest that encourage cultural awareness and diversity.

Measure: Document the minors of the School's majors.

POLICIES PERTAINING TO THE WORKPLACE

As an equal opportunity and affirmative action employer, the University does not discriminate against or permit harassment of employees on the basis of race, color, sex, religion, national origin, age, disability, veteran status, sexual orientation, or genetic information. The Office of Affirmative Action/Equal Employment Opportunity has overall responsibility for the management of the University's equal opportunity and nondiscrimination policies. The University also has the policy of providing a drug-free workplace environment. It is important that all University employees familiarize themselves with Auburn's complete official policies on these issues, which can be found at:

http://www.auburn.edu/academic/provost/policies_workplace.html

The Americans with Disabilities Act (ADA) Accommodations Policy

<https://sites.auburn.edu/admin/universitypolicies/Policies/ADAAccommodationsPolicy.pdf>

Affirmative Action Policy on the Employment of Individuals with Disabilities

<https://sites.auburn.edu/admin/universitypolicies/Policies/AffirmativeActionPolicyontheEmploymentofIndividualswithDisabilities.pdf>

Affirmative Action Policy on Employment of Veterans

<https://sites.auburn.edu/admin/universitypolicies/Policies/AffirmativeActionPolicyontheEmploymentofVeterans.pdf>

Equal Employment Opportunity Policy

<https://sites.auburn.edu/admin/universitypolicies/Policies/EqualEmploymentOpportunityPolicy.pdf>

Policy Regarding Prohibited Harassment of Employees

<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyRegardingProhibitedHarassmentofEmployees.pdf>

Policy Regarding Prohibited Harassment of Students

<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyRegardingtheProhibitedHarassmentofStudents.pdf>

Drug-Free Campus and Workplace Policy

<https://sites.auburn.edu/admin/universitypolicies/Policies/ADrugFreeCampusandWorkPlacePolicy.pdf>

Intimate Relations Policy

<https://sites.auburn.edu/admin/universitypolicies/Policies/IntimateRelationsPolicy.pdf>