

Black Hills State University
Handbook for Tenure & Promotion Application
Office of Academic Affairs
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I. General Information

A. Introduction

The BOR/COHE agreement outlines the rights and responsibilities of academic faculty relative to the Promotion and Tenure process. In addition, the BOR/COHE agreement indicates that (1) the institution may stipulate the format, which would include length, (2) that the immediate supervisor or any other administrator who reviews the file may supplement the faculty member's materials with information from other sources and (3) that they may base their recommendation on that information as long as it is included in the file. (BOR/COHE 12.5 and 13.3)

To enhance the promotion and tenure process, Black Hills State University provides the following guidelines to compose the promotion and tenure documentation to not exceed 35 pages in length. This handbook is designed to provide practices and guidelines in the preparation of the Professional Staff Evaluation (PSE) document that is submitted for Promotion and Tenure at Black Hills State University. Beginning in 2009-10, all tenured or tenure track faculty applying for promotion or tenure will use the format guidelines.

B. Preparation of Materials/Use of Handbook

This Promotion and Tenure Handbook should be given to all faculty members, especially newly hired faculty. New faculty members should also receive a copy of the Departmental Standards Document. The Department Head must review the document with each new appointee to clarify the appointee's responsibility for documenting accomplishments for promotion and tenure consideration.

1. When completing the PSE document, maintain the format, including tables and narrative as indicated. All pages should be typed using a 12-point font, New Times Roman font style and margins of '1-1/2.' Whenever appropriate, candidates are encouraged to use bullets and list items rather than write long narratives or descriptions.

2. The application for Promotion and Tenure should be no more than 35 pages in length, and includes Part A of the PSE document, a Personal Statement which describes the candidate's rationale for consideration for Promotion and Tenure, the tabular summary of courses taught during the evaluation period (See Appendix A of this document), and the tabular summary of teaching evaluations during the evaluation period (See Appendix B of this document). Part B of the PSE document is not included in the 35 page limit, because it is supplied by the department head, supervisor, and/or dean.

3. Supporting and supplemental materials are to be made available upon request only and are not to be submitted with Part A of the application.

4. The original copy of the application materials (without supporting materials) that is sent to the Office of Academic Affairs is ultimately placed in the official files held by Academic Affairs. Letters from the College and University Promotion and Tenure committees and other external sources are confidential and

are noted as such in each personnel file. Letters from the College Dean and Department Chair are kept in the personnel file.

5. Note that the guidelines and sample documents included in this packet are representative of a faculty-unit member evaluation.

II. The Professional Staff Evaluation (PSE)

A. Organization of the PSE Application Checklist

____ Letter from Dean documenting granting prior years of credited service (if applicable)

____ Personal Statement

____ Professional Staff Evaluation (Part A)

____ Summary of Courses Taught During the Evaluation Period (Appendix A)

____ Summary of Teaching Evaluations for Courses Taught During the Evaluation Period (Appendix B)

____ Professional Staff Evaluation (Part B) (provided by department head and/or Dean)

____ Supplemental Materials (available upon request ONLY)

B. Personal Statement:

The candidate must provide a personal statement of teaching, scholarship/creative activity, and service philosophy, methods, strengths, goals and other materials in a manner that will present colleagues with a context for interpreting other evaluative information. The candidate should set the context and describe succinctly why s/he should be promoted and/or tenured. This statement should highlight the link of performance to departmental standards and objectives (refer to Unit Standards Document).

C. Details of the Professional Staff Evaluation (Part A):

Black Hills State University

PROFESSIONAL STAFF EVALUATION FORM (PSE)

1. Evaluation for

a. Annual Review

b. Promotion

c. Tenure

d. Promotion & Tenure

2. Covering the calendar year: (*i.e., current year*)

PART A *(To be completed by Faculty Unit Member)*

3. Background information:

Name:

Department:

Date:

Academic Rank: _____ and date granted:

Additional academic or professional education:

List Academic Degrees in reverse chronological order, *i.e. Degree Year University*

List the workshops attended or coursework completed during this evaluation period.

Professional experience: *(This is your professional work history)*

4. Expectations, consistent with institutional policies and subject to the concurrence of the dean and vice president, for faculty unit member performance with respect to teaching and academic advising, research, scholarship and creative activity, and service during the evaluation period as per comment of department head pursuant to Section 11.1(4). Consult the College or Departmental Standards Document for expectations for rank in each of the three areas.

DESCRIBE the expectations relative to the relevant rank or tenure you are applying for and then EXPLAIN how they were met.

5. Describe your major assigned responsibilities during the evaluation period. *SUMMMARIZE the major responsibilities.*

6. Describe your major performance objectives during the evaluation period.

Lift (cut and paste) your performance objectives for this application from #10 of your previous PSEs. This is a list, not narrative or outcomes. Save the narrative for sections 7, 8, & 9. Organize your objectives and the outcomes of the objectives according to major assigned roles:

Teaching:

Scholarly/Creative Activities:

Service:

7. a. List your significant contributions to TEACHING. *Consult your College or Department Standards Document for examples.*

Teaching:

Using the Summary of Courses Taught (Appendix A), list all credit courses taught at Black Hills State University during the evaluation period. Include laboratory sections and independent study courses, if any. If course is team-taught, indicate the percentage of the course for which you were responsible. Using the Summary of Individual Teaching Evaluations (Appendix B), include the SOS data and summary comments from your department head or dean for the evaluation period. This document should be included at the end of Part A. Items to include in this section include:

Examples of course improvements

Development of new courses

Development of new teaching techniques

Integration of service-learning

Participation in professional development activities related to teaching and learning

Professional consultation related to teaching and learning

Scholarship of Teaching & Learning presentations or publications

Undergraduate Advising/Graduate Supervision

Current Undergraduate Advisees

Previous Undergraduate Advisees-Year

#Current Graduate Advisees

Previous graduate Advisees-Year

#Current Graduate Committee Memberships

#Graduate Committee Memberships During Evaluation Period

Additional items to be included in this section include:

Participation in advising workshops

Descriptions of mentoring activities, such as: Undergraduate research, Supervising internships, Directing Honors theses

8. List your significant contributions to SCHOLARSHIP/CREATIVE ACTIVITIES. Use headings and categories to group entries. Chronologically list items from most current to least current.

PUBLISHED WORKS

Refereed Journal Articles: Author(s) in order as they appear on the article, Year(s), Title, Journal, Volume, pp.

Books: Author(s) in order as they appear on book, Year(s), Title, Publisher.

Patents and Intellectual Property:

Textbooks: Author(s) in order as they appear on book, Year(s), Title, Publisher.

Refereed Chapters in Books: Author(s) in order as they appear on the chapter, Year(s), Title of Chapter, In: Title of book (editor(s)), Publisher, pp.

Refereed Proceedings/Transactions: Author(s) in order as they appear on the article, Year(s), Title, In: Title of Proceedings, (editor(s)), Publisher, pp.

Abstracts: Author(s) in order as they appear on the abstract, Year(s), Title of Abstract, Publication, Volume, pp.

Non-Refereed Journal Articles/Chapters/Proceedings/Transactions: Author(s) in order as they appear on the article, Year(s), Title, In: Title of Proceedings, (editor(s)), Publisher, pp.

Other (e.g. lab texts, book reviews, technical reports, in-house reports): Author(s) in order as they appear, Year(s), Title, Publisher, pp.

Manuscripts Accepted for Publication (in press): Author(s) in order as they will appear, Title, Publisher (for books) or Journal name (for research articles), Refereed or Non-Refereed.

PERFORMANCES, EXHIBITS, PRODUCTIONS (Visual/Performing Arts: Indicate if performances, exhibits, or productions were on or off campus, and indicate whether state, regional, national, or international. Where appropriate, indicate if performance, exhibit, or production was invited or non-invited.

Juried Activities (Performances/Exhibits/Productions, Compositions/Arrangements, Productions, Technical Directions, Production Design, et.al.) Date, Title, Location

Clinics/Adjudications/Workshops: Date, Title, Location

Non-Juried Activities (Performances/Exhibits/Productions, Compositions/Arrangements, Productions, Technical Directions, Production Design, et.al.): Date, Title, Location

CONTRACTS & GRANTS:

Externally-Funded Projects as PI (Years), Title of proposal, CoPIs if any, Agency, Amount

Externally Funded Projects as CoPI (Years) Title of proposal, CoPIs if any, Agency, Amount.

Externally-Funded Pending Projects as PI (Years) Title of proposal, CoPIs if any, Agency, Amount.

Externally-Funded Pending Projects as CoPI (Years) Title of proposal, CoPIs if any, Agency, Amount.

Internally-Funded Awards

PAPERS PRESENTED/SYMPOSIA/INVITED LECTURES/PROFESSIONAL MEETINGS/WORKSHOPS

Name, Date, Role if any (e.g. chair, organizer), Title or Workshop or Presentation, University or Organization, Location (indicate if refereed)

OTHER ACTIVITIES/ACCOMPLISHMENTS-PUBLICATIONS/SCHOLARLY RECORD

MATERIALS, PROPOSALS OR SUBMISSIONS IN PROGRESS

8. List your significant contributions in service.

a. List your significant contributions to the University.

University Committee, (years)

College Committee, (years)

Department Committee, (years)

b. List your significant contributions to your discipline or profession. (Clearly differentiate editorial positions (e.g. journal editor/associate editor) from manuscript and grant review).

Memberships in professional societies

Office in professional societies

Review/editorial boards

Grant review panels

Grant referring

Manuscript referring

Other Activities and accomplishments, such as special service to the state/community related to professional expertise, consultations related to professional expertise and expert testimony.

c. List your significant contributions to the community-at-large.

9. Proposed major performance objectives for the next evaluation period.

List objectives for next one year evaluation period. (*Use present tense*)

Teaching/Advising

- 1.
- 2.
- 3.
- 4.
- 5.

Scholarship/Creative Activities

- 6.
- 7.
- 8.

Service

- 9.
- 10.

C. Supplemental Materials

Candidates should not forward supplemental materials unless specifically requested by department heads, deans, departmental or college committees or the university committee. Faculty members should list what supplemental materials are available for review in the PSE document. Examples of supplemental materials may include:

- Copies of publications including journal articles, books, book chapters, manuals, etc.;
- Works of art, including photos, videos, DVDs and CDs;
- Course syllabi and instructional materials;
- Copies of funded grants;
- Verifications of creative performances/exhibits;
- Patents and copyrights.

III. Sample PSE

PROFESSIONAL STAFF EVALUATION DOCUMENT

1. Evaluation for: Buzz Yellow Jacket

- a. Annual Review
- b. Promotion X
- c. Tenure
- d. Promotion and Tenure

2. Covering the calendar year: August 2003 to October 2009

PART A

TO BE COMPLETED BY FACULTY UNIT MEMBER

3. Background information

Name: Buzz Yellow Jacket

Department: Communication Studies & Theatre

Date: October, 2009

Academic rank: Assistant Professor and date granted: August 15, 2003

Degrees in reverse chronological order:

Ph.D. Communication Studies, 2003 University of Kansas

M.A. Speech Communication, 1999 University of Iowa

B.S. Speech Communication, 1997 University of Iowa

Additional academic or professional education:

2009

- International Communication Association Conference; London, England; June 29-July 3.
- Summer Institute on Teaching and Learning; BHSU; June 12 -14.
- Central States Communication Association Convention; Minneapolis MN; April 10-14.

- Speech Communication Association of South Dakota Convention; Yankton SD; March 2- 5.
- Winter Faculty Development Seminar; BHSU; January 17.

2008

- National Communication Association Convention; Chicago IL; November 16-29
- Fall Faculty Development Seminar; BHSU; August 2008.
- Summer Institute on Teaching and Learning; BHSU; June 2008.

2007

- Central States Communication Association Convention; Chicago, IL; November 13-16.
- International Communication Association Conference; Miami FL; September 27- 30.
- Fall Faculty Development Seminar; BHSU; August 19-21.
- Speech Communication Association of South Dakota Convention, Mitchell SD; May 5-8
- National Communication Association Convention; Boston MA; March 19-21.

2006

- Collaborative Learning in Higher Education Teaching Conference, Bloomington IN; December 10-14.
- Fall Faculty Development Seminar, BHSU; August 18-19.
- Speech Communication Association of South Dakota Convention, Pierre SD; April 4-7
- National Communication Association Convention; San Antonio TX; February 14-18.

2005

- Bush Faculty Development Seminar, BHSU; November 15-17.
- Basic Course Directors Conference, Cleveland OH; September 9-13.
- Central States Communication Association Convention, Oklahoma City OK; August 11-14.
- Speech Communication Association of South Dakota Convention, Sioux Falls SD; May 7-11.
- Midwest Consortium for Service-Learning in Higher Education, Kearney NE; April 2-5.
- National Communication Association Convention, San Diego, CA; February 3-6.

2004

- Bush Faculty Development Seminar, BHSU; October 19.
- Speech Communication Association of South Dakota Convention, Watertown SD; September 23-25.
- National Communication Association Convention, Chicago IL; March 17-20.

2003

- Bush Faculty Development Seminar, BHSU; August 27 -28.

Professional experience:

- 2003- present Assistant Professor, Communication Studies & Theatre; BHSU
- 2002-2003 Graduate Fellow, Communication Studies; University of Kansas
- 1999-2002 Graduate Teaching Assistant, University of Kansas
- 1997-1999 Graduate Teaching Assistant, University of Iowa

4. Expectations, consistent with institutional policies and subject to the concurrence of the dean and vice president, for faculty unit member performance with respect to teaching and academic advising, research, scholarship and creative activity, and service during the evaluation period as per comment of department head pursuant to Section 11.1(4).

Relative to the University Standards Document, as well as the Department of Communication Studies & Theatre Standards Document, the following expectations are appropriate for a faculty member with the rank of Assistant Professor:

Teaching: Teach classes as assigned which support several departmental options and other courses that support general education or act as service courses for other colleges; establish appropriate content, syllabus and evaluation methods for each class taught; conduct sufficient research and advanced preparation to be able to provide students with a meaningful and appropriate learning experience; evaluate student performances and written work in a timely manner and provide grades to the students; provide students with a suitable, comfortable, safe learning environment and atmosphere; challenge students to learn the subject matter to the best of their abilities; establish and maintain regular office hours; guide, supervise and evaluate undergraduate special problems projects and internships.

Advising: Advise assigned students in such a way that their educational plans will be clarified and enhanced; provide advisees with accurate information and guidance so that they can satisfactorily complete all degree requirements; provide all advisees with appropriate academic and developmental guidance in order to maximize their educational opportunities.

Scholarship: Conduct appropriate research relevant to the teaching of classes; when possible, participate in programs at state, regional, and national levels in appropriate organizations; present position papers or results of research at conventions or meetings of state, regional, and national professional organizations; to share knowledge and expertise with colleagues in appropriate formats, traveling to various meetings and conferences; submit research papers and manuscripts to scholarly journals and professional publications for consideration for publication; author books, textbooks, manuals, and chapters in books for publication.

Service: Serve on various committees as assigned and appointed within the Department of Communication Studies & Theatre, the College of Liberal Arts, and the University; provide assistance and expertise in judging local, regional and state high school speech contests as requested; provide assistance in developing programs for various clubs and organizations as requested; conduct appropriate recruitment of undergraduate students; satisfactorily complete appropriate tasks and assignments as an active member and an officer in various state, regional and national organizations, effectively represent the Department of Communication Studies & Theatre and the University to the members of those organizations.

I have substantially exceeded expectations with regard to teaching/advising, scholarly activity and service, consistent with standards for Promotion to Associate Professor. During the evaluation period, I have demonstrated my ability to be an excellent classroom instructor. I have created four new classes for the undergraduate curriculum in Speech Communication and all of these courses have been well-received. I am advising an average undergraduate load of 25 students. I have published 11 referred journal articles, one textbook and two lab manuals during the evaluation period. I have also had 14 presentations at international, national, regional and state conferences. Finally, my service to the department, college and university includes nine different committees as well as service on two advisory boards for organizations within the community.

5. Describe your major assigned responsibilities during the evaluation period.

During the evaluation period, my major assigned duties have been in the area of teaching (approximately 80% of my workload). I have taught the equivalent of 12 units or 12 credit hours of courses each semester during the evaluation period. I have also been assigned to serve as Coordinator of the Speech Communication 101 courses and as a result am responsible for the assessment report for this area. As I have become more familiar with the advising requirements at BHSU, I have been assigned an increasing number of undergraduate advisees and have been sought out as a reference for these students. Scholarship and Creative Activity account for approximately 10% of my workload. Service accounts for approximately 10% of my workload.

Teaching and Advising:

- Teach assigned courses (see Summary of Courses Taught during Evaluation Period).
- Present the Scholarship of Teaching and Learning projects at professional conferences to advance academic and professional education.
- Write letters of recommendation and/or reference for students seeking employment, practicum experiences, internships, scholarships and/or awards.
- Advise undergraduate students.

Scholarship:

- Develop and conduct research and scholarly activity that will benefit the people of South Dakota, the region, and the profession.
- Submit manuscripts for publication.
- Submit proposals for panels/presentations at state, regional, national and international professional conferences and conventions.
- Develop programs/courses or units of instruction that involve undergraduate students in research and scholarly activity.

Service:

- Serve on department, college, university and professional committees.
- Provide service to the people of South Dakota.
- Provide service to the profession on state, regional, national and international levels.

6. Describe your major performance objectives during the current evaluation period.

Teaching/Advising:

- Teach courses as assigned and become familiar with the teaching philosophy of the department.
- Shadow Coordinator of SPCM 101 to prepare for role as Coordinator of SPCM 101.
- Became familiar with Speech Communication curriculum.
- Observe faculty members in the department.
- Measure student performance, including the preparation, administration, grading and evaluation of tests, papers, designs, and reporting grades.
- Select and procure books, videos and other materials for classroom and laboratory use.
- Evaluate library and audio visual holdings and recommendations for books or visuals to be ordered.
- Prepare up-to-date course materials, administer standardized evaluations, and develop additional evaluation materials for students.
- Integrate Transforming Lives initiatives into classroom; develop students into individuals who are (1) globally informed; (2) internationally competitive; (3) communication-able; (4) change-able; and (5) socially responsible citizens.

- Develop SMART classroom skills and integrate available technologies into course materials.
- Address thematic concerns of student evaluations and make appropriate revisions in courses.
- Familiarize myself with BHSU advising responsibilities and attend advising workshops.
- Support recruitment and retention efforts of the university and the department.

Research and Scholarly Activity:

- Attend and present at the Speech Communication Association of South Dakota Convention.
- Attend and present at the National Communication Association Convention.
- Attend and present at the Central States Communication Association.
- Submit at least two articles for consideration for publication each academic year, with a goal of having one article published per academic year.
- Seek funding to support my research program.
- Present research findings at two professional meetings; state, regional, national, or international, each academic year.
- Publish one textbook on public speaking. Also publish student manual and teaching manual to compliment the textbook.

Service:

- Serve on department, college, and university committees as assigned.
- Participate in recruitment and retention efforts.
- Represent the program areas, department, college, and university in the state and nationally.

7. a. List your significant contributions to teaching activities over the past six years.

My teaching responsibilities at BHSU include teaching courses in the Speech Communication and Speech Education curricula. I serve as the Coordinator of Speech Communication, and teach undergraduate courses for the general education curriculum as well as upper division courses for the Communication Studies & Theatre majors.

Over the past six years, I have developed several new courses at the undergraduate level and become familiar with requirements of the State of South Dakota for teacher endorsement and certification in Speech Education (K-12). I have integrated service-learning units in a number of courses, the most recent of which is Intercultural Communication, which fulfills the department's globalization requirement for Communication Studies & Theatre majors.

One of my primary goals as an educator is to create an environment that encourages students to perform at their highest level. I believe in a positive and supportive classroom experience for every student. I also believe that students must be challenged and have expectations that require them to work hard and commit to being engaged in the learning process. I expect a great deal from my students and they, in turn, can expect a great deal from me as a teacher. A fundamental goal for me is to improve my teaching by constantly revising and updating all materials and active learning techniques used in the classroom.

My research informs my teaching, as many of the courses I teach in Speech Communication draw from my research experiences. I have incorporated a number of research assignments and units in several courses that have been well-received by the students. In addition, some of this undergraduate research has been published as a scholarship of teaching and learning project in the Teaching Speech journal. My work as Coordinator of the Fundamentals of Speech course has been based on research conducted on the basic communication course. The benefits can be found in the SPCM 101 course.

Just as my research informs my teaching; my teaching finds its way into my research program. Over the last five years, I have presented and published work based on questions of pedagogy, best practices and innovative teaching methods.

In addition, I developed a service-learning component in the Intercultural Communication Course (SPCM 460) and the Communication Theory Course (SPCM 416). I developed new materials (DVD, lecture, PowerPoint) for “Great Speeches” lecture in SPCM 101. I also, revised and developed new materials (DVD, lecture, PowerPoint) for an intercultural lecture in SPCM 101. I updated all video/DVD materials used in the Interpersonal Communication course (SPCM 201) and coordinated with other instructors who teach the SPCM 201 course to standardize course and develop consistent evaluation techniques between multiple instructors. I also designed a new course to be offered at BHSU, SPCM 317 Communication Theory for students majoring in Speech Communications and modified two assignments for Impromptu Speaking and Criticism in SPCM 215 Public Speaking.

To integrate technology into teaching and learning, I included new links to be used for examples from websites, such as YouTube. Finally, I participated in Desire2Learn workshop to convert online courses (SPCM 101 and SPCM 460) to the new platform. Likewise, I developed a new Family Communication Course (SPCM 430) for online delivery.

As importantly, I developed a new assignment in Small Group Communication (SPCM 434) consisting of a research project, which upon completion was presented to the Communication Studies & Theatre department meeting. Student teams then presented their research at the Black Hills State University Undergraduate Research Symposium.

During the past six years, my teaching responsibilities included:

- Measurement of student performance, including the preparation, administration, grading and evaluation of tests, papers, designs, and reporting grades.

- Coordination, supervision, and evaluation of undergraduate student research and design beyond regular course assignments.
- Experiments in new teaching methods.
- Selection and procurement of books, videos and other materials for classroom and laboratory use.
- Periodic evaluation of library and audio visual holdings and recommendations for books or visuals to be ordered.
- Prepared up-to-date course materials, administered standardized evaluations, developed additional evaluation materials for students, and regularly revise course content based on student evaluations.

(See Summary of Courses Taught During Evaluation Period Table and Summary of Course Evaluations for Evaluation Period Table).

b. List your significant contributions to academic advisement over the past six years.

- Advising and counseling of students, relative to academic career and graduate school plans.
- Participated in advising workshops sponsored by the College of Liberal Arts, which focused on the requirements for graduation. Topics included requirements to meet the various regental, university, and college requirements as well as which courses meet various requirements.
- Writing letters of reference and recommendation for students. (approximately 9-12 letters and phone contacts per academic year, including references for job placement, graduate programs, internship placement, etc.)
- Advised four undergraduate research projects that were submitted for publication. Two of these submissions were published.
- Supervised two students who completed internships, (Summer 2007 and 2008).

Academic Advising:

- 27 Undergraduate Advisees, 2009
- 24 Undergraduate Advisees, 2008
- 21 Undergraduate Advisees, 2007
- 15 Undergraduate Advisees, 2006
- 14 Undergraduate Advisees, 2005
- 8 Undergraduate Advisees, 2004

8. List your significant contributions in research, scholarship or creative activity during the past six years.

My scholarship focuses on the pedagogy involved in communication instruction. Specifically, I have studied the varying effects of instructional methods, communication behavior, language choice and perceptions of instructor on variables such as student motivation, student satisfaction, and student grades. In addition, much research has gone into studying best practices for working with teacher education students, developing the basic communication course, and service-learning adaptations. Consequently, I have developed collaborative scholarship of teaching and learning projects with faculty in the Communication Studies & Theatre Department and the College of Education and Behavioral Sciences at Black Hills State University.

In addition, I have continued to work with colleagues across the country. I believe in the value of individual and joint research efforts and have successfully participated in both types of endeavors.

I have secured an average of two refereed publications each year during the evaluation period. These publications have been in the nationally recognized, top-tiered journals in the communication discipline. I would like to point out that the rejection rate in these professional journals is between 90-94% (according to the National Communication Association). I have been a chair, panelist, or presenter (all refereed) at two-three state, regional, national or international conferences each year.

In addition, I have published one textbook and the supporting laboratory and teacher's manual during the period.

PUBLICATIONS:

Refereed Journal Articles

Yellow Jacket, B. (2008). *The use of internet sites in teaching the interpersonal communication course*. Speech Study Monographs, 44, 114-123.

Yellow Jacket, B. (2008). *Service-learning and the communication curriculum*. Communication Education and Studies, 38, 228-251.

Yellow Jacket, B. & Rabbit, J. (2007). *Strategies for surviving the basic course*. Speech Communication Journal, 31, 338-359.

Yellow Jacket, B. and Wolf, N. (2006). *The use of video and the presentation of communication concepts*. Journal of Practical Communication, 33, 47-70.

Yellow Jacket, B. & Coyote, U. (2006). *A meta-analysis of the basic communication course*. Annual Journal of Speech, 82, 96-120.

Colleague, B.F. & Yellow Jacket, B. (2005). *Instructor credibility and status*. Communication Education and Studies, 32, 187-209.

Husker, J.D. & Yellow Jacket, B. (2005). *Language use, gender and status in the basic speech course*. MidWest Journal of Communication, 61, 314-328.

Yellow Jacket, B. (2005). *Statistics without tears in an undergraduate communication research course*. The Speech Communication Teacher, 88, 14-35.

Yellow Jacket, B. (2004). *Communication Apprehension and gender in the basic communication course*. Communication BiAnnual, 39, 237-259.

Yellow Jacket, B. & Husker, J.D. (2004). *Powerful and powerful language as a predictor for teacher credibility*. Communication Education and Studies, 30, 150-175.

Yellow Jacket, B. (2003). *Communication apprehension, student motivation and success in public speaking*. Quarterly Journal of Communication, 70, 345-368.

Books and Manuals

Yellow Jacket, B. (2007). Public speaking: The student handbook. Yellow Jacket Publications: Spearfish, SD

Yellow Jacket, B. (2007). Public speaking. Monton Publishing Co: Goldwater CO.

Yellow Jacket, B. (2007). Public speaking teacher's manual. Monton Publishing Co: Goldwater CO.

PRESENTATIONS:

Referred Presentations

Yellow Jacket, B. (2008) Presenter, Improving student participation through listening activities. Speech Communication Association of South Dakota; Yankton, SD; September.

Yellow Jacket, B. (2008) Chair, Student participation in communication courses. International Communication Association; London England; June.

Yellow Jacket, B. (2008). Presenter, Student perceptions of instructor credibility and language use. Central States Communication Association; Minneapolis, MN; April.

Yellow Jacket, B. (2007). Panelist, Balancing administrative and instructional roles in the basic course. National Communication Association; Chicago, IL; November.

Yellow Jacket, B. (2006). Presenter, Research and speech preparation: Making the link for speakers. Speech Communication Association of South Dakota; Mitchell, SD; September.

Yellow Jacket, B. (2006). Presenter, Service-Learning and course adaptation. National Communication Association; Boston, MA; November.

Colleague, J.R. & Yellow Jacket, B. (2006). Chair, Communication instruction and video. International Communication Association Conference; Miami, FL; June.

Yellow Jacket, B. & Colleague, J.R. (2005). Presenter, Communication apprehension and the beginning speaker. Speech Communication Association of South Dakota; Pierre, SD; September.

Yellow Jacket, B. (2005). Panelist, GTAs and communication apprehension in the basic course. National Communication Association; San Antonio, TX; November.

Yellow Jacket, B. (2004). Panelist, The first-time basic course director: support group strategies. National Communication Association; San Diego, CA; November.

Yellow Jacket, B. (2004). Panelist, On-line delivery and the basic communication course. National Communication Association; San Diego, CA; November.

Yellow Jacket, B. (2004). Panelist, Rubrics and the basic course: One size does not fit all. Basic Course Directors Conference; Cleveland, OH; February.

Yellow Jacket, B. (2004). Presenter, What's up in the basic course: An analysis of the course and its content. Central States Communication Association; Oklahoma City, OK; April.

Yellow Jacket, B. (2003). How to get them talking in a speech class. Speech Communication Association of South Dakota; Watertown, SD; September.

GRANTS:

- Grant Request to National Communication Association to fund a Undergraduate Research Seminar at the 2009 National Convention, November 2009. (Status of application is pending).
- Instructional Improvement Award, Office of Academic Affairs, \$1,250 to present at the Collaboration for the Advancement of College Teaching and Learning; Bloomington, MN; November, 2008.

9. List your significant contributions in service during the past six years:

My role at Black Hills State University extends well beyond the classroom, as I have been active in various areas across the campus and within state and regional professional organizations. I am currently an active member of numerous committees at the department, college, university and professional levels, and this involvement demonstrates my commitment to service.

My involvement in service activities across the campus has given me the opportunity to not only serve in various capacities, but have enriched me intellectually and professionally. I have developed a rich knowledge-base of the workings and contributions of other departments and colleges at Black Hills State University. I have made it a priority in my work to enhance the visibility of the department of Communication Studies & Theatre as well as my profession.

I am active in four professional organizations and I present scholarly work at national, regional and state meetings on a regular basis. I work as an editor and reviewer for two journals, including the Basic Communication Course Annual and one of the field's premiere scholarly journals, Communication Education. I am currently assisting with the planning of the regional convention of the Central States Communication Association and I also serve as Secretary/Treasurer of the state association for our discipline.

In all of my committee assignment, I attempt to provide a resource as a member who can help keep committee work on task, develop positive working relationships and establish good will among members.

a. List your significant contributions to the university during the past six years.

Regental System:

- University Representative to Humanities Council
- University Representative for Common Course Numbering of Speech Communication Courses

University:

- University Curriculum Committee (2007, 2008, 2009)
- General Education Committee (2007, 2008, 2009)
- College of Liberal Arts on Faculty Senate (2004, 2005, 2006)
- Traffic Appeals Committee (2003, 2004, 2005)
- Work with Office of Disability Services (as needed)

College:

- Dean's Advisory Council (2005-present)
- Departmental Representative for College Curriculum Committee (2006 - present)
- Undergraduate Curriculum Committee (2004 - present)
- Standards Document Review Committee (2006 - present)
- Search Committee Member (2005)
- Preview Day, New Student Registration Representative (2003 - present)

b. List your significant contributions to your discipline or profession during the past six years.

Professional Organization Memberships:

- International Communication Association (2004 - present)
- National Communication Association (2003-present)
- Central States Communication Association (2003-present)
- Speech Communication Association of South Dakota (2003-present)

Executive Board Positions:

- Secretary-Treasurer, Speech Communication Association of South Dakota (2007-present)
- Conference Planning Assistant, Central States Communication Association (2008)

Professional Service-Reviewing and Editing:

- Member of Editorial Board for Basic Communication Course Annual (2006-present)
- Reviewer of manuscripts for BCCA (2006-present)
- Member of Editorial Board for Communication Education (CE) (2007-present)
- Reviewer of manuscripts for CE.(2007-present)
- Reviewer of textbooks. (2005-present)
- Hired by Prentice-Hall to review chapters in proposed public speaking book (2007-present)

c. List your significant contributions to the community-at-large during the past six years.

- Service to the South Dakota High School Activities Association in judging oral interpretation contests at the local, district, divisional, and state levels. (2004 - present)
- Service to the South Dakota Arts Council in serving as a judge for the statewide Poetry-Out-Loud contest. (2006)
- Service to Spearfish Veterans of Foreign Wars in judging the Regional VFW Voice of Democracy Speech Contest. (2006-present)
- Member of Friends of Spearfish Public Library. (2004-present)

10. Describe your major performance objectives for the next evaluation period.

Teaching & Advising:

- Teach assigned courses, making changes, updating, and modifying content based, in part, on student feedback.
- Integrate new technologies into course materials and instructional pedagogies.
- Convert one upper division course to on-line delivery.
- Integrate service-learning component into Family Communication course.
- Attend university sponsored workshops on advising

Scholarly & Creative Activity:

- Submit two articles to peer-reviewed journals.

- Present research findings at the Central States Communication Association Convention.
- Submit proposal for panel presentation to National Communication Association.
- Seek out internal and external funding sources to support research endeavors.

Service/Outreach:

- Serve on department, college, and university committees as assigned.
- Participate in recruitment and retention activities.
- Represent the department, college, and university at the local, state, and national levels.
- Continue to serve in designated roles in professional organizations at the state and regional level.
- Continue to serve on editorial review boards and review manuscripts as directed.
- Continue to support community organizations.

IV. APPENDICES

Appendix A

Tabular Summary of Courses Taught During Evaluation Period

Year and Term

Semester Course # Title (credits)

Example

Spring 2008

ABC 101 Introduction to so and so (3)

ABC 300 Advanced so and so (3)

ABC 301L Advanced so and so Lab (1) (3 sections)

ABC 491 Internship (3)

Fall 2007

ABC 101 Introduction to so and so (3)

ABC 201 Intermediate so and so (3)

ABC 400 Research Methods so and so (3)

ABC 415 Senior Capstone (3)

Summer 2007

ABC 101 Introduction to so and so (3)

Appendix B

Tabular Summary of Teaching Evaluations for Courses Taught During Evaluation Period

Format from IDEA Instrument Example

Semester Course	Progress on Relevant Objectives		Teacher Overall rating		Course Overall rating		Summary Score		Number of Evaluators/Enrolled
Spring 2008	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj	
ABC 101	4.5	4.3	4.7	4.5	4.5	4.1	4.6	4.3	26/27
ABC 300	4.5	4.5	4.6	4.6	4.6	4.3	4.6	4.5	45/50
ABC 201	4.2	4.0	4.5	4.3	4.1	3.8	4.3	4.0	27/30