1.0 Recruitment of Faculty
All recruitment of new faculty shall be conducted by a search committee, and all recruitments are open recruitments. Each search shall be conducted according to the currently approved Departmental Recruitment Processes and Procedures document and in compliance with the CSUF Office of Diversity and Equity Program procedures for faculty recruitment and in full accordance with UPS 210.000 Appointment of Full-Time Faculty, UPS 210.100 University Policy Statement on Affirmative Action, UPS 210.500 Procedures for Search Committees, Unit 3 MOU Article 12 Appointment, Title VII of the Civil Rights Act, and Executive Order 11246 of 1964 as amended by EO 11375. All searches shall include pro-active outreach measures to generate a diverse pool of applicants.

2.0 Types of Appointments
All faculty members are either (1) tenured, (2) probationary, or (3) temporary.

3.0 Preparation of Developmental Narrative
During the first year of employment in a tenure-track position, probationary faculty appointed effective August 22, 2002 and thereafter shall write prospective development narratives, not to exceed 500 words, for each of the following areas: teaching; scholarly and creative activities; and service. These narratives, as stated in UPS 210.000, shall describe the faculty member’s professional goals, areas of interest, resources required and accomplishment (s)he expects to achieve in each of the three areas evaluated in order to meet department standards for retention, tenure, and promotion. These narratives will be reviewed by the department chair and the dean, each of whom will provide written feedback prior to May 1.

These narratives shall be included with the self-assessment narratives in the faculty member’s Portfolio that is submitted for retention review during the second year in the tenure-track position. The narratives are in addition to and separate from the retrospective self-assessment narratives that are part of the Portfolio. The narratives may be revised in subsequent years to reflect changes and professional growth that will normally occur during the probationary period.

As stated in UPS 2.10.000, the department chair will consult with the newly appointed probationary faculty member and designate one or more tenured faculty members as mentor(s) before the end of the first two weeks of the fall semester. The primary responsibility of the mentor(s) is to provide guidance, advice, and support to the probationary faculty member during the preparation of the Developmental Narrative. In the event that the chair serves as a mentor, at least one additional mentor shall be designated. At any time thereafter, the probationary faculty member or mentor may request the department chair to make a change of assignment.

For those faculty hired prior to August 17, 2001 and who have approved Development Plans, progress toward retention, tenure and promotion will be measured against expectations stated in UPS 210.000 and the Department of Communications Personnel Policies and Procedures document.
4.0 Portfolio
The Portfolio is the basis for future retention, promotion, and tenure decisions. See UPS 210.000 for more information. For retention and tenure, the time under review is all probationary years at CSUF plus any years for which the candidate received credit for service at another institution. Associate professors who are not probationary faculty (i.e., those with tenure) shall submit the most recent four years of statistical data (SRI summaries and all raw forms) and information covering scholarly and creative and service activities for all years since the last positive RTP action. Each faculty member under review for a personnel action shall prepare a Developmental Narrative and Portfolio as detailed in UPS 210.000. Probationary faculty hired prior to August 17, 2001, who have approved Development Plans, will include the Development Plan in their Portfolio in lieu of a Developmental Narrative.

5.0 Preparation of The Portfolio
It shall be the responsibility of each faculty member to prepare information and/or documentation for his or her Portfolio based on the following areas of performance: (1) teaching performance that advances student learning; (2) scholarly and creative activity that fosters peer/discipline learning; and (3) professional, university, and community service that supports the advancement of the learning community. It is the responsibility of each faculty member to make contributions in all three of the above areas to become a contributing citizen in our community of learners. Retention, tenure, and promotion (RTP) require that increasing levels of achievement be demonstrated in these three areas.

We recognize that teaching is the most important activity of our faculty and therefore place teaching as the most important criterion for retention, tenure, and promotion. We further recognize that faculty involvement in scholarly/creative activities is also essential. Therefore scholarly/creative activities shall be the second most important criterion for retention, tenure, and promotion.

6.0 Performance Indicators
The faculty of the Department of Communications is committed to providing students with the highest caliber of professional education. The curriculum focuses on systematic information gathering; careful reasoning and analysis; critical thinking; and clear, articulate, creative expression of mediated communication in verbal and visual forms. The department insists upon a well-rounded education for its students by including in its curriculum the study of communications history, economics, law and policy; international communications; current and future communications technologies; visual communications; behavioral and social communications processes; and textual criticism and interpretation of mediated communications. The role of faculty can be described in terms of the following endeavors:

- Representing knowledge through teaching.
- Advancing knowledge through scholarly and creative endeavors.
- Sharing and applying knowledge through professional, university, and community service activities.

6.1 Teaching
Teaching effectiveness in the Department of Communications is gauged by the quality of instructional content, processes, and outcomes. As reflected in the teaching indicators in the
Portfolio, candidates are judged on the quality of communication effectiveness, substance, and meaningful feedback, as well as a positive disposition toward teaching and impartial treatment of students. In seeking to meet these standards, faculty members are encouraged to consider the following:

**Effective communication** in teaching means that course objectives and requirements are made clear, materials are presented in an organized way, examples and illustrations are used, student interactions are encouraged, and the breadth and depth of the course content is appropriate to the level of each course.

**Substantive teaching** is based upon current knowledge, stimulation of thinking, and the understanding of new ideas, relevant assignments, and high standards of student achievement.

**Meaningful feedback** in teaching is based upon specific criteria, allows for new learning, is timely and addresses student questions as they occur inside and outside the classroom setting, and uses effective and fair methods of assessment.

**Positive disposition** in teaching is reflected in support for and encouragement of students and a clear interest in both the subject matter and teaching in general.

**Impartiality** in teaching relates to clearly defined, objective evaluation, and unbiased treatment of students in the learning environment.

### 6.1.1 Indicators of Teaching Performance

1) Each faculty member shall assess his or her teaching goals and performance in no more than 1000 words in the narrative section of the Teaching Performance component of the Portfolio and explain to what degree his or her teaching has been consistent with the overall teaching expectations of the department. Additionally, each faculty member is expected to show evidence of an ongoing program to maintain and improve his or her teaching effectiveness and maintain currency in the discipline.

2) Teaching assignments for each semester of the period covered by the review, including course name, schedule number, and units for each course taught, and the number of new preparations, if any shall be included. Characteristics of each class taught (size, level, required or elective, experimental pedagogy, etc.) shall be listed. Units for assigned time also shall be listed, along with a description of activity for which assigned time was granted.

3) A syllabus for the most recent section of each course taught during the period of review.

4) All original student opinion forms for all classes taught for academic credit during the years under review shall be included. If such data are not available (e.g. due to service credit being given for teaching at another college/university prior to appointment at CSUF), a letter from the faculty member’s previous supervisor attesting to their unavailability shall be provided.

5) Statistical summaries of student opinion of teaching data for each individual class and the
overall summaries for each semester, intersession and summer session taught during the period of review shall be included. If such data are not available (e.g. due to service credit being given for teaching at another college/university prior to appointment at CSUF), a letter from the faculty member’s previous supervisor attesting to their unavailability shall be provided.

6) Statistical summaries of grade distributions for all classes taught at CSUF for academic credit during the period of review shall be included.

7) Statements relating to pedagogy, curricular relevance, measures of learning outcomes and other formal means of assessment, validity of instruction or material, and other philosophical or methodological considerations shall appear separately in the teaching narrative section of the Portfolio. Documentation that is representative of the faculty member’s teaching activities shall be placed in the appendix. For each course taught, supporting materials should include the course syllabus and representative handouts, exercises, course notes, or other materials that indicate how the course was taught.

8) Advising assignments for each semester of the period covered by the review, for example, the number of undergraduate majors, graduate independent studies, projects and theses shall be included.

9) The Portfolio may include other evidence of teaching performance such as:

- contributions to curriculum development,
- coordination of concentrations or multi-section courses,
- unsolicited letters from students,
- descriptions of independent study projects,
- written reports of classroom visitations by chair or personnel committee members and/or other university faculty (see UPS 210.000 for details),
- letters from faculty peer professionals,
- evidence of organizing and participating in seminars on teaching,
- research related to teaching communications disciplines,
- development of new programs or courses,
- development of new approaches to teaching standard courses,
- summaries of test scores, evaluations of student projects or papers or similar evidence of student learning,
- summaries of written student comments and/or comments by others who have taken the course,
- evidence pertaining to withdrawals, enrollment in follow-up courses, or other evidence of student interest,
- evidence of student-faculty interaction, such as advising and counseling, which may enhance student learning.

6.1.2 Departmental Standards for Assessing Teaching Performance
Based upon the total evidence reflected by student opinion ratings and the teaching indicators, reviewers will rate the faculty member’s overall teaching performance as
excellent, satisfactory or unsatisfactory. Evidence will be weighted in the following manner, with evaluators first assessing each of the following categories, then determining an overall rating for teaching performance.

- Numerical student opinion ratings: 40%
- Student comments on opinion forms: 40%
- Other Indicators of Teaching Performance: 20%

### 6.1.2.1 Standards for Assessing Student Opinion Ratings

Department-sanctioned student opinion forms have a five-point rating scale ranging from A (4) to E (0). A copy of the evaluation form is included in Appendix A. A faculty member’s student ratings for each section will be determined by averaging the ratings of all students on all items in that section. The measure for evaluating a faculty member’s overall student opinion ratings will be the arithmetic mean for all sections taught during the period of evaluation. The scale for evaluating this measure shall be as follows:

- **Excellent**: 3.70 and above
- **Satisfactory**: 3.0 to 3.69
- **Unsatisfactory**: Below 3.0

Generally, it is expected that a faculty member’s overall student opinion ratings for the review period will be no lower than satisfactory in order for her/him to receive a rating of satisfactory or higher for her/his overall teaching performance. If a faculty member’s overall student opinion ratings fall below satisfactory and he/she presents other significant evidence related to teaching performance (i.e., self-assessment of teaching goals and performance, and evidence of teaching activities) that addresses the problems identified in the student evaluation of instruction, an overall teaching rating of satisfactory may be given. This should be particularly true in cases where a faculty member has shown steady improvement in overall student opinion ratings over time.

### 6.1.2.2 Standards for Assessing Student Comments

The Department Personnel Committee shall assign a qualitative rating of excellent, satisfactory or unsatisfactory to the student comments as a whole.

### 6.1.2.3 Standards for Assessing Other Indicators of Teaching Performance

Indicators of teaching performance outlined in section 6.1.1, paragraphs 2, 3, 7, 8, and 9 shall be given an overall rating of excellent, satisfactory or unsatisfactory.

### 6.1.2.4 Overall Evaluation for Teaching Performance

The committee will provide a qualitative evaluation of a faculty member’s teaching performance in terms of excellent, satisfactory or unsatisfactory.

### 6.1.3 Departmental Guidelines for Collecting Student Opinion Data

The use of a department-approved student opinion rating form is mandatory for every section of every course taught each semester, intersession, and summer session for the time under review. The department shall consider the following points when approving and using
student opinion data.

1) Student opinion rating forms shall be appropriate for the course and designed for computer scoring, on a 5-point scale as set forth in section 6.1.2.1.

2) Student anonymity shall be assured.

3) Student evaluations shall be made during the last three weeks of the semester.

4) Student opinion data shall be administered, gathered and processed by someone other than the instructor and released to the instructor only after final grades have been submitted.

6.2 Scholarly and Creative Activities

Advancement of knowledge in the field of communications is the basis of evaluating scholarship and/or creative work in the Department of Communications. Whether a faculty member is pursuing scholarship, creative work, or both, it is expected that the work will be subject to peer or juried review and will demonstrate high standards of relevance, continuity, significance, and productivity. A candidate is expected to describe how his or her work meets these criteria and shall provide documentation of peer or juried review in the Portfolio. Faculty members may combine scholarly and creative activities but normally at least some scholarly activity is expected in a candidate’s portfolio except in cases where the candidate’s creative achievements are highly recognized at a national level.

Relevance in scholarly and creative endeavors means that the work should be related to the department’s curriculum or the candidate’s academic training, teaching area, professional activities or service.

Continuity in scholarly and creative achievement is based upon the identification of an intellectual focus and clear agenda for research or creative activity, as well as evidence of growth and consistency of effort.

Significance shall be assessed on the basis of such things as a publication’s quality, including its review competitiveness, acceptance rate, and/or circulation; membership composition of the sponsoring organization; attendance at or geographic scope of conferences, exhibits, or similar venues.

Productivity in advancing knowledge will be assessed and weighted on the basis of scholarly and creative activities that are presented or published in the forms specified in section 6.2.4 of this document.

6.2.1 Indicators of Scholarly and Creative Performance

1) Self-assessment of scholarly and creative performance. Faculty members shall in no more than 1000 words discuss their accomplishments and overall level of performance, and
demonstrate regular activities that result (or, in the case of second and third year probationary faculty, are judged likely to result) in high quality peer-reviewed scholarly publications, creative performances, or exhibits. Recognizing the value of collaboration, work with multiple authors will be judged on the basis of the faculty member’s contribution to the work as documented in the Co-Authorship Disclosure form (Appendix B).

2) **Documentation of scholarly and creative work.** Documentation of all scholarly and creative work is required and must include a copy of each work accepted for publication for the period under review. For works presented in a medium other than print, the copy may be in the form of photographs, audiotape, video tape, CD-ROM, computer disks, or other appropriate media. The works must include a complete citation (publication and publication date). In addition, the faculty member shall distinguish between scholarly and creative work that was subject to peer-review or a jurying process from work that was not subject to a peer review or a jurying process. In all cases, the basis for selection shall be fully documented. Documentation shall include publication, publication date, and acceptance rate, provided by the publisher, in the case of journal articles.

Scholarly and creative works, as well as successful grant proposals that have been subject to peer-review or a jurying process and have been accepted for future publication or production shall be documented. Documentation shall include letters of acceptance from the appropriate publication or agency.

In addition, scholarly and creative works in progress, which are indicators of a continuing research agenda, shall be documented. Documentation shall include grant proposals, abstracts of papers presented at professional meeting, papers currently being reviewed for publication, and copies of manuscripts in preparation. Works in progress, however, will not contribute to the total points for scholarly and creative research. Care should be taken to distinguish work in progress from that already completed.

**6.2.2 Indicators of Productivity in Scholarly Activities**

Faculty members shall demonstrate continuing, regular activities in high quality peer-reviewed scholarly publications. Recognizing that there are many outlets for communications scholarship, it is nonetheless recommended that faculty members consult sources that provide information on journal quality such as *The Iowa Guide to Scholarly Journals in Mass Communication and Related Fields* (available online at http://iowaguide.uiowa.edu/), Cabell’s Directory, or other appropriate references. (See http://guides.library.fullerton.edu/scholarly_publishing/ for a more comprehensive listing.) Each faculty member is expected to describe the reputation and importance in the field of a publication, document its approximate acceptance rate, and in the case of publications for disciplines outside the department, their relevance to the field of communications. Quantity does not substitute for quality. Evaluators shall consider the importance of each achievement and the faculty member’s contribution in the case of co-authored or other collaborative work.
For tenure and/or promotion, faculty members must have a total of 2.5 points from at least two different works as listed in any single indicator or combination of indicators 1 through 3 in this section or in Section 6.2.4 below (Indicators of Productivity and Quality in Creative Activities). Tenure and/or promotion cannot occur if the faculty member has works solely from indicators 4 through 8. Because of the creative nature of the content and the ever-increasing variety of outlets for scholarly and creative activity, it is recognized that evaluations may need to be explicated on a case-by-case basis. Work that is published in separate venues but which is substantially the same (i.e., conference paper that is subsequently published in a research journal) shall be counted in only one category below.

1. **Refereed Journal Articles and Monographs**
   (Up to 2.00 points each, not to exceed 3.00 points total.) Normally, an accepted refereed journal article* or monograph shall receive no more than 1.00 points. However, reviewers may assign a higher value for a work in a highly respected publication (with the highest for those with an acceptance rate of below 20 percent) and documented importance in the field that includes citations, reviews, and/or awards.

2. **Refereed or Reviewed Text and Scholarly Books**
   (Up to 2.00 points each, not to exceed 3.00 points total.) Normally, an accepted text or scholarly book shall receive no more than 1.00 points. However, reviewers may assign a higher value for a work based upon it being a first-edition, particularly strong reputations of the reviewers and/or documented importance in the field that includes citations, reviews, and/or award.

3. **Refereed Book Chapters**
   (Up to 1.00 point each, not to exceed 2.50 points total.) Normally, an accepted refereed book chapter shall receive no more than 0.50 points. However, reviewers may assign a higher value for a work in a highly respected publication, high reputation of the reviewers, and documented importance in the field that includes citations, reviews, and/or awards.

4. **Invited (Non-Refereed) Journal Articles & Book Chapters**
   (Up to 1.00 point each, not to exceed 2.50 points total.) Normally, an article or chapter shall receive no more than 0.50 points. However, reviewers may assign a higher value for a work in a highly respected journal or book and documented importance in the field that includes citations, reviews, and/or awards.

5. **Refereed Paper Presentations**
   (Up to 1.00 point each, not to exceed 2.50 points total.) Normally, an accepted conference paper shall receive no more than 0.50 points. However, reviewers may assign a higher value for a work in a highly respected conference (with the highest for those with an acceptance rate of below 20 percent) and documented importance in the field that includes citations, reviews, and/or awards.

6. **Grants and Research Contracts**
   (Up to 1.00 point each, not to exceed 2.00 points total.) Normally, an accepted grant proposal shall receive no more than .50 points. However, reviewers may assign a

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* For the purposes of this document, the Department shall recognize a law review article published by an American Bar Association accredited institution as equivalent to a peer-review research journal article.
higher value for being the principal investigator on an external grant with a monetary amount of $100,000 or more and documented importance in the field.

7. **Trade Publications, Commentaries, and Creative Writings**
   (Up to .50 point each, not to exceed 1.00 point total.) Normally, trade publications, commentaries and/or creative writings shall receive no more than .25 points for each work accepted. However, reviewers may assign a higher value for a refereed publication, the national/international reputation of the organization or outlet, and/or documented importance in the field that includes citations, reviews, and/or awards.

8. **Invited Scholarly Presentations and Speaking Engagements**
   (Up to .50 point each, not to exceed 1.00 point total) Normally, invited scholarly presentations and speaking engagements shall receive no more than .25 points for each accepted presentation. However, reviewers may assign a higher value based on the national/international reputation of the organization and documented importance in the field.

**6.2.3 Indicators of Creative Activities**

A faculty member in Communications shall be credited for maintaining his or her professional credentials by developing a program of critical commentary on professional practices and/or continuing a program of work that represents the highest standards of performance in the field. In the same way that a music or fine arts professor, for example, is expected to perform or exhibit, an advertising, entertainment studies, journalism, public relations, or photocommunications professor shall be rewarded for public practice. Each of the following shall be pertinent if the activity is in any discipline encompassed by the department: (1) creative work such as radio, television, and film productions, or newspaper and magazine articles in the mass media; (2) photographic, graphic arts, or digital design publication, presentation, or exhibition; (3) publication of commentaries and critical reviews about the field and related subjects in popular media, including television and radio, magazines, major newspapers, trade publications, and journalism reviews; (4) creative writing, designing, or producing—including book scripts, documentary narratives, opinion columns or editorials, investigative reports, news features or analyses, and advertising and public relations campaigns; (5) creative work of a demanding nature in responsible positions with the media, such as directing or editing special creative or production projects; and (6) primary involvement in production of a program of work accepted for exhibition, electronic publication, distribution, or acceptance by archives.

**6.2.4 Indicators of Productivity and Quality in Creative Activities**

Faculty members shall demonstrate continuing, regular activities in high quality venues. Regardless of the quantity of creative indicators, the case made for quality remains the primary concern. The lesser the quantity of work, the stronger is the need for evidence of substance, coherence, high quality, and impact. Specific indicators of creative quality include the reputation of the exhibiting space or publisher; the scope and impact of the venue (national, regional, or local); the peer-review or competitive nature of the work; published reviews of the work; reputation of the funding agencies; and related indicators. The following paragraphs shall serve as a guide to evaluating creative activities. Specific criteria for
creative work may need to be explicated on a case-by-case basis due to the potential breadth and variation of the many potential creative indicators.

Relevant creative activities are normally works in areas related to the department’s curriculum and the candidate’s academic training and/or teaching area. It would be both relevant and appropriate for a photography professor, for example, to pursue exhibition and publication of their photographs, while such exhibitions would not likely be relevant for a colleague whose training and teaching assignment is in law or history. Publication points will be awarded based upon the juried or peer-reviewed contribution of the faculty member as documented in the Portfolio. The publication points are measures of quality and are guidelines for evaluators to use in assigning the productivity level of creative activities and are not intended to be absolute.

1. **Solo Exhibitions and Monographs**
   (Up to 2.00 points each, not to exceed 3.00 points total.) Normally, accepted solo exhibitions and monographs shall receive no more than 1.00 points. However, reviewers may assign a higher value for a work in a highly respected venue with national scope and importance. Works that appear in venues having regional importance or impact will be rated lower than shall national exhibitions and local performances shall usually be rated lower still.

2. **Refereed Multiple-Author Text and Inclusion in Scholarly Books**
   (Up to 2.00 points each, not to exceed 3.00 points total.) Normally, accepted refereed multiple-authored text and inclusion in scholarly books shall receive no more than 1.00 points. However reviewers may assign a higher value for works in a highly respected publication with national scope and importance. Works that appear in publications having regional importance or impact shall be rated lower than national publications and publications of local scope and importance shall usually be rated lower still.

3. **Refereed Group Exhibits**
   (Up to 1.00 points each, not to exceed 2.50 points total.) Normally, accepted group exhibitions shall receive no more than 1.00 points. However, reviewers may assign a higher value for a work in a highly respected venue with national scope and importance. Works that appear in venues having regional importance or impact will be rated lower than shall national exhibitions and local performances shall usually be rated lower still.

6.2.5 **Departmental Standards for Assessing Scholarly and Creative Activities**
Scholarly and creative achievement of a candidate will be assessed in the following manner. Each indicator of scholarly and creative achievement (sections 6.2.2 and 6.2.3) will be rated excellent, satisfactory, or unsatisfactory, according to the following criteria: relevance, continuity, and significance. Based upon the majority of the ratings, the Department Personnel Committee will provide a qualitative assessment of a faculty member’s productivity and overall assessment level for scholarly and creative activities in terms of excellent, satisfactory, or unsatisfactory. The overall assessment level shall be the same as the assessment assigned to a preponderance of evaluated indicators. If the level is not the same, the Committee shall provide written justification for the overall assessment.
6.2.5.1 Departmental Standards for Assessing Productivity in Scholarly and Creative Activities

Productivity in scholarly and creative achievement will be assessed on the basis of the total number of points earned during the period under review plus any prior years at another institution for which service credit was granted. The scale shall be as follows:

- Excellent: 3.50 and Above
- Satisfactory: 2.50 – 3.49
- Unsatisfactory: Below 2.50

6.3 Professional, University, and Community Service Activities

The Department of Communications curriculum is focused upon professional education. Faculty members are expected to share their knowledge within local, state, national, and/or international academic and professional arenas.

To maintain and improve the quality of the learning environment, the department, school, university, community, and profession are highly dependent upon active participation by faculty members in various organizational and governance tasks. Communications faculty members are expected to take a continuous and active role in addressing the needs of the department, school, university, community, and/or profession through the application of their expertise in the field of communications.

All faculty members shall contribute to faculty governance and participate in academic and/or professional activities. Contributions may include:

- serving as a member or leader of department, school, or university committees,
- organizing conference sessions,
- serving on organization boards or committees,
- being a discussant of presented papers, and
- participating in other related activities.

Faculty members may demonstrate further service contributions by engaging in such activities as:

- serving on system-wide committees,
- serving the faculty bargaining unit,
- serving the community through application of knowledge in the discipline,
- advising student organizations,
- being interviewed by the media,
- authoring publications pertinent to the university’s objectives,
- giving workshops to professionals, and
- working in the field.

Faculty members are expected to demonstrate high standards of relevance, continuity, significance, and productivity in their professional, university, and community service activities.
In seeking to meet these standards, faculty members are encouraged to consider the following.

Relevance in professional, university, and community service activities means that the work should be related to the department’s curriculum or the candidate’s academic or professional training or expertise.

Continuity in professional, university, and community service activities is based upon clear identification of one or more professional interest areas in which evidence of continuous involvement and growth can be shown and the demonstration of clear contributions to the university and community during each regular semester a faculty member is employed.

Significance of professional, university, and community service activities within or on behalf of an organization may be assessed on the basis of such things as that organization’s size, stature membership or its geographic scope. Significant contributions are indicated by the value of the effort to the organization, institution or public for which it is performed and the degree to which that effort enhances the overall learning environment. Significant contributions may involve leadership, direction, program development, or other efforts clearly beyond normal attendance and participation.

Productivity in professional, university, and community service activities may be assessed on the basis of the indicators listed in section 6.3.1 of this document.

6.3.1 Indicators of Professional, University, and Community Service Activities

1) Self-assessment of performance in professional, university, and community service activities is required. Faculty members shall in no more than 1000 words discuss their accomplishments and overall level of performance.

2) Documentation of professional and service activities is required. Documentation shall include lists and evidence of all activities with an assessment of their relevance and significance. Such assessment should include, when appropriate, peer and/or external evaluation.

3) Creating and implementing programs, workshops, or activities that contribute significantly to the interest of the department’s professional or academic constituencies.

4) Speaking to public and community groups.

5) Making invited presentations as well as organizing meetings, seminars and conferences.

6) Serving as an officer, committee chair, or other administrative responsibility in appropriate scholarly and professional organizations.

7) Being an active member in appropriate academic or professional organizations.
8) Receiving non-research grants, professional honors, or awards.

9) Consulting with public and private organizations.

10) Holding positions with academic or professional publications, organizations, and/or other concerns.

11) Testifying before government committees or participating in regulatory proceedings.

12) Reviewing books and manuscripts for book proposals, professional journals, conferences, or media reviews.

13) Service to the Department, School, and University through committee membership, administrative assignments, workshop direction, or conference coordination.

14) Participation in grant writing, fund raising, or promotional activities.

15) Community service.

16) Participation in departmental activities such as presentations, reception for honoring students and visitors, and attending graduation ceremonies.

6.3.2 Departmental Standards for Assessing Professional, University, and Community Service Activities

A faculty member whose professional and service activities are judged to be excellent shall have demonstrated extraordinary, continuous involvement with and significant contributions to one or more relevant organizations, and will have demonstrated extraordinary, continuous, and significant contributions on departmental, college, or university committees or other decision-making groups, as well as significant service contributions within and beyond the university community.

For professional university and community service activities to be judged satisfactory faculty must demonstrate continuous and productive involvement appropriate to rank. As a professor progresses in the profession, there is an assumption that there will be a greater involvement in the life of the university, profession, and the community. Thus, an assistant professor need only to show that service has been provided at the department and college levels with perhaps initial involvement with disciplinary organizations. An associate professor approaching promotion (and, if applicable, tenure) shall demonstrate significant contributions to at least one organization beyond a local level and sustained participation in the activity of departmental, college, or university committees, or decision-making groups, and significant leadership of at least one committee annually as well as other service contributions within and beyond the university community. Documentation of service shall include examples of a committee’s activities and accomplishments beyond a mere listing of membership.

In all cases, achievement in professional and service activity will be judged to be more important than participation alone. The overall assessment level assigned to professional
activities should be the same as the assessment assigned to a preponderance of evaluated indicators (as detailed in section 6.3.1 of this document).

7.0 Personnel Actions and Criteria
The Department of Communications shall evaluate faculty performance as excellent, satisfactory, or unsatisfactory.

7.1 Retention of Probationary Faculty
The purpose of retention reviews is to determine if the faculty member’s performance meets the expectations for a tenure-track appointment at the candidate’s rank and if he or she is making satisfactory progress toward promotion and tenure. Candidates will be evaluated in the three areas of teaching performance, scholarly and creative activity, and service. In particular, problems in the areas of teaching or scholarly and creative activities should be identified in order for the faculty member to develop a program of improvement. The faculty member is responsible for developing such a program.

7.2 Tenure and Promotion
Tenure consideration emphasizes contributions over several years and patterns of teaching and scholarly performance over time. The granting of tenure implies a long-term commitment on the part of the university and is consequently the most critical decision made regarding a faculty member. Such commitments shall be limited to persons who are judged most likely to remain as assets to the department, college, and university and as productive teachers and scholars for the rest of their careers. Therefore, a positive tenure decision requires that the probationary faculty member has displayed accomplishments, growth, and future potential that meet the expectations stated in UPS 210.000 and the Department Standards. Evaluations after promotion and tenure will reflect the individual’s continuing productivity.

7.2.1 Tenure
To be considered for tenure, candidates shall be judged to have satisfactory teaching (as indicated in 6.1.2), scholarly and creative activities (as indicated in 6.2.5.1) and professional, university, and community service (as indicated in 6.3.2). Faculty hired at the associate professor or professor rank without tenure will be expected to meet the department requirements for tenure within the time specified in UPS 210.000.

7.2.2 Promotion to Associate Professor
Promotion from assistant to associate professor is automatically granted with tenure.

7.2.3 Promotion to Professor
To be considered for promotion to professor, candidates shall be judged to have satisfactory performance in teaching (as indicated in 6.1.2), scholarly/creative activities (as indicated in 6.2.5.1) and professional, university, and community service (as indicated in 6.3.2).

7.3 Early Tenure and Promotion
Consideration for early tenure and/or early promotion shall be based upon a time period deemed of sufficient duration for all levels of review to make a reliable evaluation of a faculty member’s performance.
7.3.1 Early Tenure
To be considered for early tenure, candidates shall be judged to have excellent performance in teaching (as indicated in 6.1.2) and scholarly and creative activities (as indicated in 6.2.5.1) as well as satisfactory performance in professional, university, and community service (as indicated in 6.3.2).

7.3.2 Early Promotion to Associate Professor
To be considered for early promotion to associate professor, candidates shall be judged to have excellent performance in teaching (as indicated in 6.1.2) and scholarly and creative activities (as indicated in 6.2.5.1) as well as satisfactory performance in professional, university, and community service activities (as indicated in 6.3.2).

7.3.3 Early Promotion to Professor
To be considered for early promotion to professor, candidates shall be judged to have excellent performance in teaching (as indicated in 6.1.2), performance in scholarly/creative activities (as indicated in 6.2.5.1) and professional, university, and community service (as indicated in 6.3.2).

8.0 Department Personnel Committee Election
The Department Personnel Committee consists of three full-time tenured faculty members elected annually by all full-time members of the faculty. Election of the personnel committee shall be by secret ballot. Normally, the elections for the following year’s committee take place at the last regular faculty meeting in May. A fourth member to serve as an alternate in the absence of one of the three other members is elected at the same time. The alternate will serve if a member of the committee is deemed to be disqualified for service by the department chair due to illness, conflict of interest, or other compelling reasons, or if a member is self-disqualified due to conflict of interest.

Appendix A is the department’s Student Opinion Survey questionnaire.
Appendix B is the Co-Authorship Disclosure Form.

Approved by the Department of Communications faculty on March 19, 1999.
Revision approved by the faculty on February 7, 2003.
Revision approved by the faculty on November 5, 2004, with authorization for minor revisions, if needed. Final revised version submitted to the Faculty Personnel Committee on 5-7-05. Approved by Vice President Ephraim Smith for implementation in the 2005-06 academic year.