

Standards for Retention, Tenure, and Promotion and for Post-Tenure Review in the Communication Studies Department

Approved by Provost September 2008

Requirements for retention, tenure, and promotion are set out in a series of policies adopted by the Academic Senate and approved by the President. As required by University Policy on Retention, Tenure and Promotion (Revised Academic Senate Policy F06-241), the following criteria are to be employed at all levels of decision-making in respect to retention, tenure, and promotion for faculty in the Communication Studies Department.

The total workload for faculty at the University is framed as 15 weighted teaching units (WTUs) per semester. Until 2006-07, 12 of these WTUS for Communication Studies faculty, typically 3 classes (since most Communication Studies classes carry 4 WTUs), were dedicated to teaching, academic advising and culminating project supervision, with the remaining 3 WTUs dedicated to professional achievement and growth and contributions to campus and community. The normative teaching load among our tenured and tenure-track faculty is an average of 10 WTUs per semester over the course of an academic year (i.e., a 2:3 or 3:2 course load), or two thirds of the total workload, with a corresponding increase in the faculty workload in other areas (i.e., professional achievement and growth, contributions to campus and community).

The criteria for retention, tenure, and promotion are divided into three areas, including: (a) Teaching effectiveness; (b) professional achievement and growth; and (c) contributions to campus and community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria. Excellence in teaching is required. To merit tenure and/or promotion, all candidates must meet the standard of excellence normally expected of faculty and required by the University

Teaching Effectiveness

A faculty member should maintain a scholarly level of instruction, show commitment to high academic and pedagogic standards, be effective in instructing and advising students, guide and motivate students, and apply evaluative standards fairly and appropriately with respect to all students. All tenured and tenure-track faculty in the department serve as assigned academic advisors to students pursuing the B.A. in Communication Studies; some faculty members also serve on supervisory committees for students completing the culminating project requirement for the M.A. degree.

All probationary faculty members must conduct assessments of their teaching effectiveness. Such assessments must be based on evidence obtained systematically from students and colleagues (i.e., TEEFs and peer observations). Additional evidence from the candidate regarding teaching effectiveness may be provided in a variety of ways:

- A scholarly level of instruction may be demonstrated by evidence such as continuing

study, attendance at professional conferences and workshops, currency of course material and pedagogical methods, and course and curriculum development, whether disciplinary or interdisciplinary.

- Commitment to high academic standards may be demonstrated by evidence such as written course requirements, evaluation procedures, and student performance.
- Commitment to high pedagogic standards may be demonstrated by evidence such as continued critical examination of one's teaching behavior, participation in instructional development seminars and workshops, innovations in teaching techniques, and currency in instructional theory and research.
- Effectiveness in instructing students may be demonstrated by evidence such as anonymous student-generated Teaching Effectiveness Evaluation Forms (TEEFs), signed letters, and peer observations by department colleagues.
- Effectiveness in advising may be demonstrated by evidence such as descriptions of the nature and extent of advising activities, student letters and interviews, and descriptions of thesis and creative work projects, or other special project advising.
- Effectiveness in guiding and motivating students may be demonstrated by evidence such as student ratings, comments, and letters; examples of feedback given to students; and examples of willingness to confer with students.

The Communication Studies department, in making its evaluation of teaching effectiveness, will indicate the quantitative and/or qualitative bases on which that judgment was made. A list of all courses taught, and those courses evaluated, will be included. A representative sample of TEEF data used to evaluate teaching effectiveness shall be included for promotion review; however, candidates for tenure should include all TEEF data (i.e., quantitative and qualitative) in the WPAF. Data that have been summarized statistically (e.g., overall mean ratings) should be accompanied by the more detailed data (e.g., means over a certain period of time, course means, etc.) on which they were based. In general, the department expects TEEF scores to be below 2.0 on the department TEEF form, but the department considers other information when making its evaluations (e.g., type of course, student qualitative comments, etc.).

Each year, every candidate for a personnel action will have at least one classroom visitation and formative evaluation by a tenured faculty member, to be arranged by the RTP committee. The observer will discuss that observation with the faculty member, and provide a written summary of the observation, which must be placed in the faculty member's WPAF. Candidates for personnel action also will have at least one classroom visitation and formative evaluation per year by the Department Chair, and the Chair will provide a written summary of

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his/her observation, which must be placed in the faculty member's WPAF.

Professional Achievement and Growth

Professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including creative works such as directing, producing, or writing plays or other public performances, curricular and/or programmatic innovations, research and publications, clinics and workshops, oral and/or written presentations to professional societies, development of new areas of expertise, unpublished manuscripts, or similar work in progress.

The department recognizes that Communication Studies faculty members are apt to present varied profiles in this category. While significant curricular and/or programmatic innovations are highly valued, the general expectation is that candidates for tenure and promotion to the rank of Associate Professor will have begun to distinguish themselves professionally through creative work or scholarly publication in their specific disciplines. Candidates for promotion to the rank of Professor are expected to have produced work that evinces growth in creative and/or research activity, and that receives positive evaluation in its appropriate academic field. The department will evaluate the quality, quantity, and contribution of the candidate's Professional Achievement and Growth.

Creative Work. Creative works, such as literary or dramatic works or performances shall be submitted to the department RTP committee in whatever form or forms typically are employed for evaluation in the relevant field. Such forms may include presenting the creative work itself, a reproduction or replica of the work, or a description of the work, together with whatever critical reviews may be available. If such reviews are not available, and if the department RTP committee determines that such evaluations are desirable, it may obtain such evaluations after reaching agreement with the candidate about the selection of appropriate referees.

Research and Publication. Scholarly publications may include the following: single authored or co-authored published books, or manuscripts accepted for publication (text or trade); competitively-selected articles published in peer-reviewed scholarly journals; invited or competitively-selected contributions to scholarly books, anthologies, textbooks, bibliographies or on-line publications; book reviews; articles in newsletters, or proceedings, etc. Descriptions of publications, presentations to professional societies, research projects or unpublished manuscripts, or copies of said works must be included in the WPAF. Scholarly evaluations of published works also should be included in the WPAF. If such evaluations are not available, and if the department RTP committee determines that such evaluations are desirable, it may obtain such evaluations after reaching agreement with the candidate about the selection of appropriate referees.

Curricular Innovation. Curricular and/or programmatic innovations in the discipline, across disciplines, or for the benefit of General Education may qualify as professional achievement and growth. Such activities may include the development of original academic programs, new courses or course content, disciplinary and/or pedagogical approaches, applications of technology, etc. Development of new areas of instructional expertise also may be considered in this category. Research in the discipline, across disciplines, or for the benefit of general education may result in significant curricular developments. Such results should become part of the evidence supporting a candidate's retention, tenure, and promotion. Scholarly evaluations of curricular and/or programmatic innovations also should be included in the WPAF. If such evaluations are not available, and if the department RTP committee determines that such evaluations are desirable, it may obtain such evaluations after reaching agreement with the candidate about the selection of appropriate referees.

Contributions to Campus and Community

Contributions to Campus. These may include, but are not limited to, the following: administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (e.g., General Education advising, Liberal Studies advising, Special Major advising, etc.), program development, sponsorship of student organizations, and direction of non-instructional activities and projects. All tenured and tenure-track faculty in Communication Studies are expected to serve on at least one standing committee in the department each year (i.e., Curriculum/Advising, RTP, and/or Graduate Advisory Committee). All tenured and tenure-track faculty are encouraged to serve on search committees for new tenure-track faculty and occasionally to serve on ad hoc committees within the department, or equivalent.

Prior to tenure, or to promotion at any level, faculty are expected to provide additional service to the department (e.g., chair a departmental standing committee, serve as the Departmental Advising Coordinator, serve as the Director of the Basic Course; or serve on a college, interdepartmental, Academic Senate, or university-wide committee).

Probationary faculty shall provide evidence supporting their contributions to the department and campus, which may include descriptions of the nature and extent of work accomplished, committee documents, letters from students and/or colleagues, project reports, etc. There are many service responsibilities in the department. Associate Professors and Professors are expected to increase their service contributions in the department and elsewhere on campus.

Contributions to Community. Probationary faculty may serve the University using their professional expertise to provide service at the community or city, state, or national levels. Such service must involve participation at a level that makes a contribution to community activities or

projects, and that enhances relations between the University and the community. Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied. Probationary faculty shall provide evidence supporting their contributions to community, which may include descriptions of the nature and extent of work accomplished, committee documents, letters from colleagues, project reports, etc.

Participation in professional societies or other professional activities includes offices held in professional societies, committee activities, membership on editorial boards for scholarly journals or professional associations, serving as Editor of a scholarly journal, refereeing papers or manuscripts that have been submitted to professional societies or publications, and services provided as a consultant. Emphasis should be placed on those activities in which the academic expertise of the faculty member is directly applied.

Post-Tenure Review Guidelines

Requirements for post-tenure review are set out in Article 15 of the Collective Bargaining Agreement of the California Faculty Association and in Academic Senate Policy #S00-122. Evaluation of tenured faculty takes place every five years. The Office of Faculty Affairs & Professional Development informs the department and its tenured faculty members of relevant review timelines and procedures.

The faculty member being reviewed provides a self-statement that includes information on Teaching Effectiveness, Professional Achievement and Growth, and Contributions to Campus and Community during the review period, along with a current curriculum vita. Evaluation of teaching effectiveness must include quantitative and qualitative TEEF data for a minimum of two classes annually during the five-year period of the review. The department RTP committee and Department Chair then provide separate evaluations of the candidate.