

**Retention, Tenure, and Promotion Criteria:  
Communication Studies Department  
May 2019**

Approved by the Provost on May 20, 2019 and effective Fall 2019

Requirements for retention, tenure, and promotion are set out in a series of policies adopted by the Academic Senate and approved by the President. In line with those policies, 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. Communication Studies faculty are expected to teach at least 9 WTUs per semester or 18 WTUs over the course of the academic year. The remaining WTUs per term shall be dedicated to professional achievement and growth (3 WTUs) and contributions to campus and community (3 WTUs).

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.

**Teaching Effectiveness**

A faculty member is expected to 1.) maintain a high level of scholarly instruction; 2.) demonstrate high academic standards and 3.) high pedagogical standards; 4.) and be available and effective in 5.) instructing and 6.) advising students, guiding and motivating students, and applying evaluative standards fairly and appropriately with respect to all students. All tenured and tenure-track faculty in the department are expected to serve as 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.

As a part of their teaching assignment, all faculty members are expected to: 1) teach appropriate courses for their disciplinary expertise and department need as determined by the Curriculum and Hiring Committees and the Department Chair in consultation with the faculty members; 2) develop curriculum for existing or new courses in their areas of expertise; and, 3) maintain an appropriately rigorous level of instruction in their classes. Satisfactory review of these areas of teaching effectiveness is expected for retention, and a trend of continued and, where possible, increasing effectiveness and growth in teaching is expected for tenure and for promotion from Assistant Professor to Associate Professor. Faculty members who are seeking promotion from Associate Professor to Full Professor are expected to demonstrate continued dedication to their teaching by documenting professional development activities in teaching, developing new curriculum for the department or field, demonstrating innovation in curriculum or teaching practice, and/or providing other documentation of activities that signify continued growth in teaching effectiveness during the review period.

All faculty members will have assessments of their teaching effectiveness in each class that they teach. Such assessments must be based on evidence systematically obtained from students through the Student Evaluation of Teaching Effectiveness (SETE) process. Probationary faculty members will further have at least one peer observation of classroom instruction per year;

during the observation, we utilize a standard reporting form that includes class structure and goals, content, pedagogy, and communication. If substantive problems are documented in the first observation or become apparent via patterns noted in SETE comments and scores (e.g., lack of helpful or timely feedback to students; evidence of disrespecting students). Tenured faculty members should have at least one peer observation of classroom instruction during their time of review (typically once every 5 years but more often if there is evidence from patterns in SETE comments and scores of a need to do so). Additional evidence from the candidate regarding teaching effectiveness may be provided in a variety of ways:

1. A scholarly level of instruction may be demonstrated by evidence of continuing study, attendance at professional conferences and workshops, currency of course material and pedagogical methods, and course and curriculum development, whether disciplinary or interdisciplinary.
2. Commitment to high academic standards may be demonstrated by evidence such as written course requirements, student engagement with primary scholarship, grading procedures, assessment of student learning outcomes, and attention to program learning outcomes.
3. 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.
4. Effectiveness in instructing students may be demonstrated by evidence such as anonymous student-generated SETEs, signed letters, and peer observations by department colleagues.
5. 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.
6. 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.

In making its evaluation of teaching effectiveness, the Communication Studies department takes a holistic approach to assessing teaching effectiveness, and considers all of the following: SETE scores, syllabi, pedagogical innovations, peer evaluations, and other course materials as indicators of teaching effectiveness. With respect to SETE scores, faculty should include all SETE data in their WPAFs for promotion or tenure review. The department generally considers SETE scores better than 2 an indicator of effective teaching and scores worse than 2 (i.e., above 2.0) to indicate a need for improvement. However, we recognize that a course initially being prepared and taught by a faculty member may garner less satisfactory scores, and that newly onboarded faculty may have less satisfactory scores initially and may gradually improve as their course content is developed and improved. We also recognize that some courses and subjects in the department may generally receive better evaluation scores than other courses or subjects. The RTP committee letter will document those courses or subjects where relevant.

Each year, every probationary faculty member will have at least one classroom observation and evaluation by a tenured faculty member, to be arranged by the RTP committee, and other faculty up for tenure and/or promotion will have at least one classroom visitation

during their period of review. 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 e-WPAF. Candidates for personnel action also will have at least one formative evaluation by the Department Chair, and the Chair will provide a written summary of their observation, which must be placed in the faculty member's e-WPAF.

### **Professional Achievement and Growth**

Professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including creative works, research and publications, and curricular innovation. The department may emphasize one category as more important than another within the framework of the department's needs, the faculty's expertise, and service to the students, and this emphasis shall be considered in the evaluations.

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 retention will make clear progress toward distinguishing themselves professionally in the field with a clear creative and/or scholarly research program. Faculty members who are candidates for tenure and promotion to the rank of Associate Professor will have begun to distinguish themselves professionally through creative work and/or scholarly publication in their specific disciplines. Candidates for promotion to the rank of Full Professor are expected to have produced work that has a recognized national and/or international impact on the appropriate academic field as evidenced by the venues in which the work is performed, published, or presented, and also by the external evaluation of leaders in the appropriate academic field.

The department will evaluate the quality, quantity, and contribution of the candidate's Professional Achievement and Growth. As part of its evaluation for tenure and promotion, the department TP committee shall solicit 3-5 external reviews from appropriate experts in the discipline to evaluate the scholarship of candidates for tenure and promotion to Associate Professor and to Full Professor. Following the recommendations and templates provided by the Faculty Affairs unit, both the candidate and the TP committee will generate a list of possible and appropriate external reviewers. From that list, the TP committee chair will solicit the external reviews by utilizing the recommended format for request provided by the Faculty Affairs office. All completed external review letters shall be included in the e-WPAF before its closing.

### **Creative Work**

Through documentation provided by the candidate, the RTP Committee expects to see a pattern of activities extending over time that reveals an engaged and committed academic working at a level appropriate to a university professor. 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 possible, the department RTP committee should solicit external reviews from National Review boards in the discipline for a candidate's work. The National Review Board of the National Communication

Association provides certified professional reviewers upon request from departments for evaluation purposes. Such reviewers comment on the quality of creative work in relationship to disciplinary scholarly and aesthetic standards and the work's scholarly contribution to the discipline.

## **Research and Publication**

Scholarly publications may include the following: published peer-reviewed books and peer-reviewed book manuscripts accepted for publication; competitively selected articles published in peer-reviewed scholarly journals; invited or competitively selected contributions to scholarly books and anthologies; published textbooks; and book reviews in scholarly journals.

Peer-reviewed journal articles, books, and/or book chapters are expected. However, non-peer reviewed publications that position the faculty member as a topical expert within Communication Studies and allied disciplines are also valued, but may not entirely take the place of traditional refereed scholarly journal publications, book publications, or chapters in scholarly books.

Descriptions of publications, presentations to professional societies, research projects or unpublished manuscripts, or copies of said works must be included in the e-WPAF. Scholarly evaluations of published works invited by the department also must be included in the e-WPAF.

## **Contributions to Campus and Community**

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These may include, but are not limited to, the following: administrative assignments (other than the primary assignment), faculty governance, committee work, special advising assignments, 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, H RTP, Graduate Advisory, or Assessment). All tenured faculty are encouraged to serve on hiring committees for new tenure-track faculty and occasionally to serve on ad hoc committees within the department, or the equivalent.

Prior to tenure and promotion to Associate Professor, faculty are expected to provide some leadership in departmental service (e.g., chair a standing departmental committee, serve as the Advising Coordinator, the Graduate Coordinator, or the Basic Course Director), and/or to provide some meaningful service to the college and/or university. The department expects that candidates for promotion to Full Professor will increase their level of service and leadership in the department as well as across the college and/or university. Once promoted, Professors should continue a strong service presence in the department and on the university campus.

For personnel action of tenure, promotion to Associate Professor or Full Professor, faculty shall provide evidence supporting their contributions to the department and campus, which may include descriptions of the nature, extent, and impact of the work accomplished, via committee documents, letters from students and/or colleagues, project reports, and so on. There are many service responsibilities in the department.

## **Contributions to Community**

In addition to the expected campus-level service, faculty may serve the community using their professional expertise in local, professional, national, and/or international communities.

Service to local, national, and/or international communities should 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. Faculty will provide evidence supporting their contributions to community, which may include descriptions of the nature, extent, and the impact of work accomplished, committee documents, letters from colleagues, project reports, and so on.

Service to professional communities can include participation in professional societies or other professional activities, including but not limited to offices held in professional organizations, committee activities, membership on editorial boards for scholarly journals 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.