

Department of Communication
Evaluative Criteria and Performance Standards

February 27, 2018

The following evaluative criteria and performance standards serve as the basis of the annual assessment of activity and achievement of faculty. The Department of Communication evaluative criteria and performance standards are in keeping with the University Handbook (Faculty Appointment, Promotion, and Tenure Policies) and the relevant guidelines of the College of Arts and Sciences.

General expectations:

Department faculty interactions with colleagues and students should adhere to the highest ethical and professional standards. Faculty are expected to contribute to the life of the department and success of students by consistently participating in professional development as defined by their departmental role, modeling the professional ideals of their respective disciplines, and conducting themselves in departmental business with integrity and civility. The following criteria and standards represent the department's general expectations of all faculty in the domains of teaching, scholarship, and service. These expectations reflect the fact that annual review of Regular Faculty is progressive and the review of Temporary Faculty is term-based. (Note: Appendix A explicates and provides guidance about appropriate means of documenting achievement in each domain of faculty work and for all levels of faculty.)

Teaching Activity

Teaching is a primary responsibility of faculty and a required part of every faculty member's annual review. In accordance with the College of Arts and Sciences RPT guidelines, Regular and Temporary faculty are expected to demonstrate command of their subject matter and an ability to create and maintain instructional environments conducive to student learning. Regular Faculty are further expected to demonstrate consistent attention to enhancing teaching effectiveness by maintaining awareness of relevant developments in their fields and in relevant pedagogical practices as well as participation in professional development. Therefore in order to achieve a successful annual review in this domain, faculty should be able to (1) provide significant evidence which documents scholarly teaching effectiveness (2) demonstrate meeting all instructional expectations, including timely administrative work of teaching and integration of mission based activity in this domain, where pursued and (3) provide thorough documentation of successful performance of any duties for which the faculty member has been granted reassigned time from teaching. Regular Faculty are expected to demonstrate consistent

Scholarly Activity

Scholarly activity is required of tenured and tenure-track faculty. The Department of Communication is committed to scholarship as evidenced through research and creative activity. Tenured and Tenure-Track faculty are expected to engage in research/scholarship/creative activity that may include original work focused on discovery and integration; research/scholarship/creative activity focused on teaching and learning; research/scholarship/creative activity that applies methods and theories of their discipline to address substantial problems; and mission based scholarly activity which

engages the broader community through information sharing. In order to achieve a successful annual review in this domain Tenured and Tenure-Track faculty should be able to (1) provide significant documentation of appropriate progression of successful scholarship and (2) demonstrate a cohesive research agenda which supports the development of expertise and depth in an area of inquiry.

Service Activity

Service must be acknowledged as significant work and reviewed and recognized as part of annual review. The Department of Communication values the service of our faculty and expects Regular Faculty to serve the department, college, and/or university as appropriate to their rank and role in the Department. The department considers service activity to include committee membership, contributions to shared governance, work that enriches the educational environment of the University, contributing expertise to broader groups of professionals outside the University through discipline-specific communities, or the overall profession of higher education, and/or any activities in which the faculty member offers discipline-related expertise to any external agency, company, or non-profit organization. In order to achieve a successful annual review in this domain, faculty will provide documentation of effective service to department, college, university, community and/or profession, including the integration of mission based activities.

Department of Communication Criteria for Retention, Promotion, and Tenure

Retention

Lecturer. Lecturers in the Department are responsible solely for teaching and their annual will consist of an assessment of their achievement in teaching as documented in accordance with the expectations of that domain.

Instructor. Instructors in the Department are responsible for teaching and service, where assigned. Instructors are eligible for retention when they provide documented evidence of success in teaching and service, if assigned, in accordance with the general expectations of Regular Faculty.

Assistant Professor. Assistant Professors are responsible for teaching, research/scholarship/creative activity, and service. Probationary faculty are eligible for retention when they provide documented evidence of success in teaching, scholarship, and service in accordance with the general expectations of Regular Faculty. The following provides general guideposts for progression at impact years. (Appendix A further addresses documentation of achievement in each domain during the probationary period.)

- Year 1: Successful completion of new faculty orientation; adequate course syllabus development; consistent meeting of departmental and university deadlines; responsive to feedback from colleague and student evaluations, cohesive research agenda including conference presentations, and service at the department level.
- Year 3: Impactful achievement in teaching, including mission based pedagogy as practiced; evidence of progress in publication of peer-reviewed research/scholarship/creative work, and leadership in at least one area of departmental service and/or college level service.

Year 6: Faculty seeking tenure and promotion to Associate Professor are expected to have met the criteria for Associate Professor outlined below.

Promotion

Senior Instructor. To be promoted to Senior Instructor, faculty must document evidence of progressive achievement in teaching effectiveness, consistent commitment to professional development, and active substantive service to the department, college, and/or university. Additionally Senior Instructors will have documented integration of mission based activity where pursued.

Associate Professor. To be awarded tenure and promoted to Associate Professor faculty must document evidence of progressive achievement in teaching effectiveness, including contributions to curricular development and design; a record of research, scholarship, or creative activity which has earned professional recognition at the national or regional level with at least four peer-reviewed articles, or the equivalent (in print or in press at the time of submission of the Evaluation File); and evidence of consistent and substantive contribution in service to the department, college, university, community, and/or discipline including the integration of mission based activities.

Professor. To be promoted to the rank of Professor, faculty must document evidence produced since their last promotion of

Consistent, highly effective teaching with a commitment to mission based activity; a record of substantial accomplishment in research, scholarship, or creativity which has led to professional recognition at the national level; and of active, substantive service to some combination of the University, the community and/or the profession; or,

Documented evidence of excellence in one domain of faculty work, while also demonstrating substantial and/or sustained performance in the other domains (UHB 305.12.4.5.1-2).

In either case, documentation of mission-based activity may be used as evidence of appropriate achievement in each of the three domains.