

DEPARTMENT OF COMMUNICATION STUDIES

Departmental Expectations for Faculty Retention, Tenure, and Promotion

The following articulates the mission of the Department of Communication Studies as it relates to defining standards for the successful retention, tenure, and promotion of its faculty. We recognize that academic personnel must be evaluated in accordance with requirements detailed in University and College Retention, Tenure, and Promotion documents. Thus, we augment those requirements by identifying specific departmental expectations for faculty success.

Mission Statement

The **mission** of the Department of Communication Studies is to provide students with a solid liberal arts education in communication arts and sciences with specialized training in communication skills and practices at the baccalaureate and graduate levels. The Department of Communication Studies maintains a tradition of liberal education which traces the world's heritage of humanistic tradition in its multicultural diversity. Moreover, the Communication Studies curriculum focuses on issues of ethics, creative thought, historical and scientific inquiry, critical thinking, understanding communication phenomena, aesthetic expression, and the development of excellent human communication

The **faculty** of the Department of Communication Studies is committed to creating a civil and collegial environment that fosters instructional excellence, scholarly contributions, and service responsibilities. This Department has a long history of providing meaningful service in college and university governance. It also is recognized nationwide for the research contributions of its faculty and is recognized campus-wide for its faculty's high quality instruction (Faculty and Teaching Associates receive some of the highest student evaluations at CSULB every semester). The Department embraces the **teacher-scholar** model for its faculty. Effective teacher-scholars balance teaching, research, and service responsibilities, but recognize that quality instruction is their first priority, followed by scholarship and service.

Responsibilities

1. The Candidate is responsible for the well organized collection and timely presentation of appropriate evidence of teaching, scholarly, and service accomplishments relative to University, College, and Department evaluation criteria. The Candidate is encouraged to seek guidance from the Department Chair and colleagues about the RTP process and the application of criteria and standards.

2. The Department will make available to the Candidate in writing its mission, departmental expectations, and RTP evaluation criteria and standards. The Department RTP committee consists of five elected tenured Department faculty.

Department Expectations

The Department of Communication Studies follows University and College policies in distinguishing between **Essential Criteria** and **Enhancing Criteria**. Essential Criteria describe the nature and level of performance expected of all faculty; Enhancing Criteria establish standards by which the Candidate may qualify and be evaluated in aspects that exceed Essential Criteria.

Two points are important to note. First, both University and College RTP documents list criteria that are general and inclusive by design and necessity. Consequently, this Departmental RTP document provides expectations specific to Communication Studies. It is not designed to substitute for but rather to supplement University and College criteria. Second, a Candidate who meets the Essential Criteria for instruction, service, and scholarship at the Department level shall be recommended for tenure and/or promotion by the Department RTP Committee. A Candidate who does not meet the Essential Criteria in one or more of the above categories may be recommended for tenure and/or promotion based on fulfilling specific Departmental Enhancing Criteria listed in this document.

1. Instruction and Instructionally Related Activities

a. Essential Criteria

- (1) Faculty are expected to receive student evaluation scores on item #8 --- “overall evaluation of instructor”—that are at or above College norms. Other items should be consistent with scores on item #8. Faculty with student evaluation scores below College norms will be asked by the RTP committee to provide a written explanation for those marks during the formal evaluation process.
- (2) Faculty are expected to have class GPAs that are consistent with University norms for lower division, upper division, and graduate courses. Faculty with class GPAs outside of these norms will be asked to provide a written explanation for those marks during the formal evaluation process.
- (3) For retention, promotion, and tenure decisions, the Department RTP committee will evaluate the Candidate’s course syllabi, assignments, materials, and examinations for the degree to which they reflect the standard course outline on file in the department office, challenge and develop students’ academic skill, promote

effective or innovative teaching methods, incorporate new research in the field, and provide detailed, clear instructions to students.

- (4) The Department Chair or designee, in consultation with the Candidate, will be responsible for a minimum of one scheduled in-class visitation of a non-tenured faculty member per semester. Oral feedback and a written response from that visit will be given to the instructor, and the written evaluation will be placed in the faculty member's RTP file.
- (5) One full professor member of the RTP committee will be responsible for a minimum of one scheduled in-class visitation of a tenured associate professor per academic year. Oral feedback and a written response from that visit will be given to the instructor, and the written evaluation will be placed in the faculty member's RTP file.

b. **Enhancing Criteria:** The Department of Communication Studies believes that there are many ways to enhance teaching effectiveness and accomplishments (see University and College RTP documents). However, the following activities require extraordinary time and work commitments by faculty; consequently, they should be given extra consideration in RTP decisions: (1) assigned time activities, (2) faculty-student collaborative activities, and (3) teaching innovations and curricular development.

- (1) Assigned Time Activities: Faculty who receive 3 or more units of "release time" from instruction for various departmental responsibilities will be evaluated on the performance of those duties. Materials submitted by the faculty member, along with student and peer reviews, will be used by the RTP committee to assess the faculty member's effectiveness in the following roles:
 - (a) Department Undergraduate Advisor
 - (b) Department Graduate Advisor
 - (c) Director of Forensics
 - (d) Coordinator of Teaching Associates
- (2) Faculty-Student Collaborative Activities:
 - (a) Supervising Master's Theses
 - (b) Directing Collaborative research with students
 - (c) Directing students in creative presentations outside of class
- (3) Teaching Innovations and Curricular Development

2. **Professional Service:** The department defers to University and College RTP documents for evaluating faculty in both essential and enhancing criteria areas.
- a. **University RTP Document** (Policy Statement #96-12, July 12, 1996):
- (1) Essential Criteria: All Faculty are expected to participate actively in the collegial processes of faculty governance, as well as in appropriate professional organizations and/or activities.
 - (2) Enhancing Criteria: faculty may enhance their service achievements with active involvement on committees at all levels of the University and the University system, with emphasis upon the departmental and school levels for assistant and associate professors. Whatever the level of service within the University, the quality of that service is the primary consideration. Authorship of documents, reports and other materials pertinent to the University, college, or department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions.
 - (3) In addition to campus governance activities, faculty members may participate in community service to professional organizations and in professionally-related activities (e.g., local, state, national, and/or international levels) through such discipline-oriented activities as committees; workshops; speeches; media interviews, articles, and/or editorials; performances; and/or displays. Service to the community may also include consultant-ships to public schools, local government, and community service organizations. Service contributions based on consultancies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University and particularly to the candidate's department or program. Meaningful service must be clearly related to the academic expertise of the faculty member. The Department must make clear to the Candidate what types of service, whether paid or unpaid are consistent with the mission of the Department and its instructional program.
- (b) **College of Liberal Arts RTP Document** (February 25, 1997 Draft): There are three types of service: to the community, to professional and academic organizations, and to the university. Service to the community is the application of knowledge of the discipline to local, regional, state, national, and international communities. This includes serving in an advisory capacity and presentation to nonacademic organizations. Professional and academic service to organizations includes organizing sessions at conferences, serving on boards and committees, serving as a

discussant of presented papers, and serving on panels to review programs at other universities. University service is the contribution to faculty governance at the Department, College, and University levels.

- (1) Essential Criteria: All faculty are expected to participate regularly in faculty governance at the Department level, and in professional or academic organizations.
- (2) Enhancing Criteria: Department RTP Committees shall evaluate the quality and significance of the service to the community, professional and academic organizations, and faculty governance. For community service, the evaluation shall explain the nature of the service in the context of the discipline and the missions of the University and Department, relating the service to the academic expertise of the Candidate.

3. **Scholarly and Creative Activities**: The Department of Communication Studies believes that faculty must be committed to an active program of research and research-related activities.

a. **Essential Criteria**

- (1) The quality of a faculty member's research or creative activities is determined by **peer review** (see College RTP document for a definition of this term).
- (2) The department expects that faculty will successfully meet scholarly and creative activities requirements with an average of one competitively selected regional, national, or international convention paper presentation per year, and an average of one peer-reviewed article per year in a discipline or discipline-related publication outlet from the time of probationary status through tenure, and then tenure to promotion to full professor. Faculty who do not meet this requirement will be asked by the RTP committee during the formal evaluation process to provide a written explanation of scholarly accomplishments. A Candidate who meets Essential Criteria in scholarly and creative activities has fulfilled the necessary requirements for tenure and/or promotion in this area: a Candidate who does not meet Essential Criteria may be recommended for tenure and/or promotion based on fulfilling specific Departmental Enhancing Criteria listed below.

b. **Enhancing Criteria**

- (1) The Department defers to University and College RTP documents for a list of research and research-related activities that qualifies as enhancing criteria.
 - (a) University RTP Document (Policy Statement #96-12, July 12, 1996): Faculty may enhance their scholarly and creative achievement with substantial records of peer-reviewed professional activities and products. Such activities and products may include books, articles in professional journals, scholarly presentations, software and electronically published documents, and artistic exhibits and performances, especially if these receive favorable notice or reviews from professional peers. Faculty may also enhance their scholarly and creative achievement with editorial assignments with recognized professional publications, including journals, newsletters, or electronic media. Other achievements of this nature are appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, as are other adjudication assignments calling for professional expertise. Applied research or professional activity may use theory and knowledge of one or more disciplines to address practical problems of importance to the discipline and to society; such applied professional activity may include research on instructional processes and outcomes. Additional activities may be judged to enhance faculty scholarly and creative achievement so long as these are peer-reviewed, are disseminated to appropriate professional audiences, are appropriate to the mission of the department and college, and make significant contributions to the discipline or the interdisciplinary studies.
 - (b) College of Liberal Arts RTP Document (February 25, 1997 Draft): Enhancing criteria include a combination of a substantial record of peer-reviewed publications and professional recognition of the quality of the publications. The following are examples of evidence of professional recognition for the impact of scholarly and creative accomplishments: journal publications such as non-refereed, invited papers, comments and replies, book reviews; also, the number of citations to the Candidate's publications, as evidenced in the Social Science Citation Index, the Science Citation Index, and the Humanities and Arts Citation Index; appointments to editorial positions with recognized journals; invitations to present papers; extramural letters from recognized

leaders in the discipline that evaluate the scholarly contributions of the candidate; selection to review personnel cases for faculty at other universities; appointments to selection panels for contracts or grants; and referee assignments. The Department RTP Committee shall evaluate the importance of the recognition (e.g., status of journal, organization, discipline leader, university).

- (2) However, the Department also recognizes that some activities should be given extra consideration in RTP decisions. The following are not inclusive but examples of such activities:
 - (a) Instructional textbooks (in print or electronic formats)
 - (b) Scholarly-based publications and/or invited chapter in scholarly-based publications.
 - (c) Performances at discipline-related conventions or in other public settings
 - (d) Single-authored publications
 - (e) Lead-authored and lead essay publications
 - (f) Journal editorships and associate editorships
 - (g) Invited panels or presentations at discipline or discipline-related conventions
 - (h) Research that supports instruction or instructionally-related activities
 - (i) External funding awards, grants, and contracts
 - (j) University press books and/or chapters in university press books
 - (k) Discipline-related professional consulting

Amendments to this document may be ratified by a 2/3 vote of the department faculty. Department standards go into effect at the beginning of the 1997-1998 academic year for all faculty. According to the Office of Academic Affairs, however, current faculty who have been governed by previous University, College, and Department RTP policies will not be harmed during this transition to new University, College, and Department RTP standards.