


**Department of
Communication Studies**

**Faculty Evaluation
Guidelines**
Effective August 1, 2023

Approvals:

Department Chair/Date

 03-08-2023

Dean/Date



03-08-2023

Provost/Date



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I. DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the [Faculty Employment Handbook](#). As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

II. Teaching & Pedagogy

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded

and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course, degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;

Clear linkages between content, relevance, application, and practice;

- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices ([High-Impact Practices](#) as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

III. Research, Scholarship, & Creative Work

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes one or more of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;
- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

IV. Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution's foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive.

At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a collection of the following factors:

- **Time Commitment.** Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope.** The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.

Outcome & Impact. Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.

- **Role.** Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force.** Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic).** CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of "Invisible Service." Due to a need for service across the institution, a faculty member's entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with a faculty member's overall/future career trajectory and passions. If we are to understand and value our colleagues' work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

AREAS OF PERFORMANCE

(as stated in the Faculty Employment Handbook)

MSU Denver faculty are reviewed on their performance in three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation.

CRITERIA

Each performance area has criteria that provide the basis for evaluation:

- a. **Teaching:** Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- b. **Scholarly Activities:** Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.
- c. **Service:** Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.
- d. **Other Duties:** Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Coordinators, will be reviewed on those activities.

COLLEGE OF LETTERS, ARTS, AND SCIENCES

General Standards of Performance for Faculty

University policies are in the Faculty Employment Handbook, the catalog and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
3. Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1 through May 30th, excluding when the campus is closed.
4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present - either by a substitute or by class assignment.
5. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
6. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

CANDIDATES FOR TENURE AND PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

Faculty will submit a Portfolio for review.

COMM RATING SCALE

The following rating scale will be applied to tenure track faculty portfolios:

Progressing Toward Tenure:

Faculty member has shown progress in the areas of teaching, scholarly activity, service, and other duties as specified in the “Expectations for Tenure and Promotion from Assistant to Associate Professor” section of this document.

Not Progressing Toward Tenure:

Faculty member is not progressing in at least 1 of the areas of teaching, scholarly activity, or service as specified in the “Expectations for Tenure and Promotion from Assistant to Associate Professor” section of this document.

**EXPECTATIONS FOR TENURE AND PROMOTIONM FROM ASSISTANT
PROFESSOR TO ASSOCIATE PROFESSOR
2020-2021 (Updated 11/11/2019)**

Candidates for tenure are evaluated by the guidelines in place at the time of their hiring. Optionally, they may choose to update the guideline year to a later set of COMM guidelines. In COMM we value teaching as the core of our mission. Scholarship that adds to our teaching and contributes to our discipline is expected. We value collaboration and meaningful service in our department, and profession. We look for integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for tenure are expected – at a minimum – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
<p>T.1 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design and use of multiple pedagogies</p> <p>T.2 Integrate scholarly activities and knowledge into teaching</p> <p>T.3 Include activities and/or assignments that provide a practical application of course material</p> <p>T.4 Update and modify courses to ensure currency</p> <p>T.5 Actively participate in department and school assessment activities and implement changes as determined by department faculty</p> <p>T.6 Earn student ratings of instruction that consistently rate teaching as good or better as defined by the SRI instrument. (Not lower than 4.0 on the current instrument).</p> <p>T.7 Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising</p>	<p>SA.1 Develop a record of excellence in scholarship that shows consistent, ongoing and substantive activity/development throughout probationary period.</p> <p>SA.2 Complete at least two scholarly outcomes (no expectation for first- or sole-authorship) evaluated by the department faculty as appropriate and sufficient, in any combination from the following.</p> <p>SA.2.1 A disciplinary, pedagogical or creative scholarly work accepted in an academic peer-reviewed publication</p> <p>SA.2.2 A communication-focused, peer-reviewed scholarly book published by academic press.</p> <p>SA.2.3 A peer-reviewed textbook that is peer reviewed and published by academic press and available for audience outside of the institution</p> <p>SA.2.4 Book chapter related to communication phenomenon published by academic press.</p> <p>SA.2.5 Presentations at regional, national or international professional academic meetings. Two to four evaluated by COMM faculty.</p> <p>SA.2.6 Equivalent as evaluated by department faculty (for example encyclopedia entries, online journal or conference proceedings)</p>	<p>S.1 Engage in continuous (as evaluated by faculty) service activities in department and college/university</p> <p style="text-align: center;">AND</p> <p>S.2 Use disciplinary or professional expertise to make a significant contribution to:</p> <p>S.2.1 one's professional organization</p> <p style="text-align: center;">OR</p> <p>S.2.2 the community outside of the college</p>

PROMOTION

Candidates for promotion will be evaluated and meet the performance expectations in the areas of teaching, scholarly activities, and service defined in the Faculty Employment Handbook. Promotion can only be granted based on a comprehensive evaluation based on performance already demonstrated. Following faculty submission of a Promotion Portfolio, reviews shall be conducted by the following:

1. The Department/Peer Review Committee
2. The Department Chair
3. The School Review Committee
4. The School Dean.
5. The Faculty Senate Retention, Tenure, and Promotion Committee
6. The Provost.

Faculty applying for promotion may use their tenure Portfolio – or, where relevant, their Post-Tenure Review Portfolio – if both reviews occur in the same academic year and if time in rank warrants it. Failure to recommend promotion shall not preclude a faculty member’s application for promotion from proceeding to the next level of the review process. There is no appeal for a denial of promotion. A faculty member who is denied promotion may apply for promotion in any subsequent year.

Candidates for promotion must have met the following minimum time-in-rank to be eligible for promotion to a higher rank, regardless of discipline:

- A. *Assistant Professor*: no requirement
- B. *Associate Professor*: minimum of six years total in rank as Assistant Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at Metro State; the six-year minimum may be relaxed for faculty seeking the award of early tenure and simultaneous appointment to the rank of Associate Professor.
- C. *Professor*: a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at Metro State. For promotion to Professor, there is an expectation for a record of significant accomplishment in all three areas.
- D. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank.

PORTFOLIOS FOR PROMOTION

Promotion to Associate Professor

Faculty seeking promotion to Associate Professor without application for tenure shall include the same documentation items as delineated below for Portfolios for promotion to Professor.

Promotion to Professor

Portfolio shall include the following:

1. Cover Sheet

2. Narrative Statement – 3-8 pages in length– presenting a reflective self-assessment to highlight accomplishments and indicate plans for the future. This statement should present one’s best case to disciplinary colleagues and to colleagues across the University community.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the areas of performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions. When possible, listings should include World Wide Web citations.
4. Student Ratings of instruction since last major review –awarding of tenure, post tenure review, or promotion to Associate Professor, whichever came most recently
5. All Letters of Review from the previous tenure/promotion review, all Letters of Review from post-tenure reviews, and any responses to the above from the faculty member.
6. Reassigned time reports and evaluations, when relevant, since most recent major review
7. Additional materials to document the work the faculty member has done (as many as nine items or as few as four items). At least two must be from the Teaching category and one each from the Scholarly Activities and Service categories.
8. Any level of review may request relevant and official information not present in the faculty Portfolio to assist the evaluation process. Only Provost-approved requests constitute official and relevant information. Any additional Provost-approved materials must be addressed in the Letters of Review and supporting documents included as an appendix thereto.

NOTE: For promotion to Professor, there is an expectation of significant accomplishment in all three areas of performance.

COMM RATING SCALE

The following rating scale will be applied to tenured faculty portfolios:

- | | |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meets Standards: | Faculty member meets the expectations for promotion or PTR as identified in this document. |
| Does Not Meet Standards: | Faculty member does not meet the expectations in at least 1 of the areas of teaching, scholarly activity, or service as specified in the “Expectations for Promotion or PTR”. |

DEPARTMENT EXPECTATIONS FOR PROMOTION TO PROFESSOR
2020-2021 (Updated 11/11/2019)

Tenured faculty going up for promotion will be evaluated by the guidelines in place their last major review. In COMM we value teaching as the core of our mission, scholarship that strives for high standards and contributes to our discipline, and service that supports our university and discipline. We expect that there is integration between discipline/ course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Handbook for Professional Personnel, candidates for promotion are expected – at a minimum – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
<p>T.1 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design using multiple pedagogies</p> <p>T.2 Integrate scholarly activities and knowledge into teaching</p> <p>T.3 Include activities and/or assignments that provide a practical application of course material</p> <p>T.4 Update and modify courses to ensure currency</p> <p>T.5 Actively participate in department and school assessment activities and implement changes as determined by department faculty</p> <p>T.6 Earn student ratings of instruction that consistently rate teaching as good or better as defined by the SRI instrument. (Not lower than 4.0 on the current instrument).</p> <p>T.7 Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising</p> <p>T.8 Lead significant curriculum revision or innovation</p> <p>T.9 Teach a variety of courses</p>	<p>SA.1 Maintain a record of excellence in scholarship that shows consistent and substantive activity throughout academic career with a minimum of four scholarly activities in the previous five-year period. These expectations are dependent on adequate funding.</p> <p>SA.2 Demonstrate a significant contribution to the discipline.</p> <p>SA.3 Accomplish scholarly activities evaluated by the department faculty as appropriate and sufficient for promotion. There is no expectation that activities be sole- or first-authored.</p> <p>SA.3.1 Multiple peer-reviewed presentations of scholarly or creative works accepted for presentation at professional academic meetings</p> <p>SA.3.2 Disciplinary, pedagogical or creative works accepted in a peer-reviewed academic publication.</p> <p>SA.3.3 Publication of an invited or refereed book chapter in area of expertise</p> <p>SA.3.4 Publication of a peer-reviewed book or textbook in area of expertise by a reputable academic publishing house.</p> <p>SA.3.5 Disciplinary or creative work accepted for publication in the popular press</p> <p>SA.3.6 Equivalent as determined by department faculty</p>	<p>S.1 Engage in continuous service activities in department</p> <p style="text-align: center;">AND</p> <p>S.2 Use disciplinary or professional expertise to make a significant contribution to:</p> <p style="padding-left: 40px;">S.2.1 The university</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">S.2.2 one's professional organization</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">S.2.3 the community outside of the college</p> <p style="text-align: center;">AND</p> <p>S.3 Serve in a leadership role in the university, community or professional organization</p> <p style="text-align: center;">AND</p> <p>S.4 Mentor new faculty</p>

POST-TENURE REVIEW

Post-tenure review is a comprehensive evaluation of the performance of tenured faculty, conducted on a five-year cycle. Where appropriate, faculty may submit a Portfolio for promotion in lieu of a Post Tenure Review if both reviews occur in the same academic year and if time in rank warrants it. Following faculty submission of a Portfolio for Post-Tenure Review, reviews shall be conducted by the following:

1. The Department/Peer Review Committee
2. The Department Chair
In the case of a Department Chair being evaluated for Post-Tenure Review, Portfolios go directly from the Department/Peer Review Committee to the School Dean for review.
3. The College Dean.
4. The University-level Post-Tenure Review Committee reviews a Portfolio only in the event that any level of review recommends that a faculty member needs improvement.
5. The Provost

It is the responsibility of the faculty member to submit Post-Tenure Review Portfolio according to the appropriate five-year cycle, following the deadlines outlined in the Procedural Calendar.

PORTFOLIOS FOR POST-TENURE REVIEW

Post-Tenure Review Portfolio shall include the following:

1. Cover Sheet
2. Narrative Statement – 1-3 pages in length – presenting a reflective self-assessment, to highlight accomplishments and indicate plans for the future. This statement should present one’s best case to disciplinary colleagues and to colleagues across the College community.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the Areas of Performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions. When possible, listings should include World Wide Web citations.
4. All Student Ratings of Instruction since the last comprehensive evaluation.
5. Letters of Review from the most recent comprehensive evaluation, e.g., tenure, promotion, or post tenure review
6. Reassigned Time Reports and Evaluations since the last comprehensive evaluation.
7. No additional materials for review beyond what is required in Department Guidelines
8. No additional peer observations beyond what is required in Department Guidelines
9. Any level of review may request relevant and official information not present in the faculty Portfolio to assist the evaluation process. Only Provost-approved requests constitute official and relevant information. Any additional Provost-approved materials must be addressed in the Letters of Review and supporting documents included as an appendix thereto.

EXPECTATIONS FOR SUCCESSFUL POST-TENURE REVIEW
2020-2021 (Updates 11/11/2019)

In COMM we value teaching as the core of our mission, scholarship that strives for high standards and contributes to our discipline, and service that supports our university and discipline. We expect that there is integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, a successful post-tenure review addresses each of the following areas since the tenured faculty member's most recent comprehensive evaluation, e.g., tenure, promotion, or post tenure review.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
<p>T.1 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design effectively using multiple pedagogies</p> <p>T.2 Integrate scholarly activities and knowledge into teaching</p> <p>T.3 Include activities and/or assignments that provide a practical application of course material</p> <p>T.4 Update and modify courses to ensure currency</p> <p>T.5 Actively participate in department and school assessment activities and implement changes as determined by department faculty</p> <p>T.6 Earn student ratings of instruction that consistently rate teaching as good or better as defined by the SRI instrument. (Not lower than 4.0 on the current instrument).</p> <p>T.7 Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising</p>	<p>SA.1 Maintain a record of scholarship that shows consistent activity and development since the last evaluation.</p> <p>SA.2 Accomplish a minimum of one of the following peer-reviewed scholarly activities related to the discipline:</p> <p style="padding-left: 20px;">SA.2.1 Peer-reviewed presentation of scholarly or creative work accepted for presentation at regional or national professional academic meetings</p> <p style="padding-left: 20px;">SA.2.2 Disciplinary, pedagogical or creative work accepted in a peer-reviewed academic journal</p> <p style="padding-left: 20px;">SA.2.3 Publication of an invited or refereed book chapter in area of expertise</p> <p style="padding-left: 20px;">SA.2.4 Publication of a peer-reviewed book or textbook in area of expertise by a reputable academic publishing house</p> <p style="padding-left: 20px;">SA.2.5 Equivalent as determined by department faculty</p>	<p>S.1 Engage in continuous service activities in department</p> <p style="text-align: center;">AND</p> <p>S.2 Use disciplinary or professional expertise to make a contribution in one of these areas:</p> <p style="padding-left: 20px;">S.2.1 One's professional organization</p> <p style="padding-left: 20px;">S.2.2 The college or university</p> <p style="padding-left: 20px;">S.2.3 The community</p>

EXPECTATIONS FOR NOMINATION TO EMERITUS PROFESSOR
2020-2021 (Updated 11/11/2019)

In keeping with the Faculty Employment Handbook, Communication Studies faculty will be eligible to be nominated by their COMM colleagues to be conferred the status of Emeritus Professor. At a minimum, faculty must have completed ten years or more of full-time service at the University, equivalent to their highest professional rank. Candidates will be expected to have, at a minimum, the following criteria

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
<p>T.1 Having maintained a excellence in the classroom as demonstrated through course delivery, content and design effectively using multiple pedagogies</p> <p>T.2 Consistent integration of scholarly activities and increased knowledge into teaching</p> <p>T.3 Demonstrated leadership in instruction for Department faculty by providing guidance and direction for curricula</p> <p>T.4 Evidence of long-standing disciplinary expertise either through creation of new courses or significant revision of existing courses.</p> <p>T.5 Teaching a variety of courses, demonstrating breadth of proficiency in instruction.</p> <p>T.6 Provided contributions to Department culture of assessment.</p> <p>T.7 Demonstrate teaching that is meritorious, in keeping with Emeritus status. Portfolio evidence might include one or more of the following: SRI ratings <i>usually</i> above 4.5 on the current instrument, since the candidate's most recent prior promotion; teaching awards; exemplary peer observation; video evidence of impactful teaching practices; or student testimonials.</p> <p>T.8 Contributed a significant history of student advising that was thorough and precise and contributed to student achievement.</p>	<p>SA.1 Maintained a record of excellence scholarship that showed consistent and substantive activity</p> <p>SA.2 Demonstrated continuing development in scholarship toward the conclusion of academic career in scholarly activities.</p> <p>SA.3 Evidence of a significant contribution to the discipline during career.</p> <p>SA.4 Engaged as appropriate in various scholarly activities, which may have included:</p> <p>SA.5.1 Multiple peer-reviewed presentations of scholarly or creative works accepted for presentation at regional or national professional academic meetings</p> <p>SA.5.2 Disciplinary, pedagogical or creative works accepted in a peer-reviewed academic journal</p> <p>SA.5.3 Publication in various venues, e.g., book, book chapter, textbook, or pedagogical or creative work, evaluated by department faculty as appropriate for consideration.</p> <p>SA.5.4 Equivalent as determined by department faculty.</p>	<p>S.1 Engage in continuous service activities in department</p> <p style="text-align: center;">AND</p> <p>S.2 Use disciplinary or professional expertise to make a contribution in one of these areas:</p> <p style="padding-left: 40px;">S.2.1 One's professional organization</p> <p style="padding-left: 40px;">S.2.2 The college or university</p> <p style="padding-left: 40px;">S.2.3 The community</p> <p>S.3 Provided consistent leadership in service to the Department which resulted in its substantial expansion and advancement.</p>

CATEGORY II AND CATEGORY III FACULTY

Category II Faculty will submit a Portfolio for review.

COMM RATING SCALE

The following rating scale is applied:

- | | |
|----------------------------|--------------------------------------------------|
| Meets Expectations: | Faculty member demonstrates quality performance. |
| Needs Improvement: | Faculty member is not meeting expectations |

EXPECTATIONS FOR CATEGORY II (FULL-TIME) FACULTY

2020-2021 (Updated 11/11/2019)

In COMM, we value teaching as the core of our mission; scholarship that strives for high standards and contributes to our discipline; and service that supports our university and profession. We expect that Category II faculty focus on teaching and maintain currency in the discipline. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Category II faculty are expected – at a minimum – to meet the following criteria:

TEACHING

- T.1.** Follows the approved standard syllabus in teaching assigned courses.
- T.2.** Maintains a consistently high-quality classroom environment as demonstrated through course delivery, content and design and use of multiple pedagogies
- T.3.** Includes activities and/or assignments that provide a practical application of course material
- T.4.** Updates and enriches course with current pedagogical practices.
- T.5.** Contributes to departmental commitment to developing a culture of assessment.
- T.6.** Earns student ratings of instruction that are consistently rate teaching as good or better as defined by the SRI instrument (Not lower than 4.0 on the current instrument). When SRI numbers fall more than 10% below departmental average, faculty member responds with adjustments in pedagogy.
- T.7.** Demonstrates teaching competence through a departmental teaching assessment that may include review of syllabus, materials, pedagogy, and/or observation of teaching.
- T.8.** Works closely with coordinator and support staff to ensure quality course delivery (i.e. response to emails, grade entry, deadlines, use of equipment, schedule, assessment activities).

SCHOLARSHIP AND/OR SERVICE

If scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.

PROMOTION TO SENIOR LECTURER (CATEGORY II) EXPECTATIONS 2020-2021 (Updated 11/11/2019)

In keeping with the guidelines in the Faculty Employment Handbook, a Lecturer in a Category II position may be promoted to Senior Lecturer based upon the faculty member's performance during Lecturer status and upon consideration of the following criteria:

TEACHING

- T.1.** Teaching history in COMM of a total of at least six years at the Lecturer level (at least three of which must have been consecutive and at least one of which must have been within 18 months of the Senior Lecturer appointment) of performance in the COMM department;
- T.2.** Having maintained during the Lecturer period a consistently high-quality classroom environment as demonstrated through course delivery, content, and design of and use of multiple pedagogies.
- T.3.** Evidence during Lecturer period of improvement of teaching through enrichment of courses by employing innovative pedagogical practices, as documented by appropriate Departmental evaluation practices.
- T.4.** Evidence of having updated courses with current curricular subject matter in the communication discipline.
- T.5.** Engaged in the Department's commitment to developing a culture of assessment.
- T.6.** Demonstrate teaching that is meritorious, in keeping with Senior Lecturer status. Portfolio evidence might include one or more of the following: SRI ratings *usually* above 4.5 on the current instrument, since the candidate's most previous prior promotion; teaching awards; exemplary peer observation; video evidence of impactful teaching practices; or student testimonials.
- T.7.** Demonstrated teaching proficiency through a departmental teaching assessment that may include review of syllabus, materials, pedagogy, and/or observation of teaching.
- T.8.** Works closely with Department faculty and staff to ensure quality course delivery including enhanced communication, use of equipment, assessment activities, and other markers of teaching quality.
- T.9.** As per the Faculty Employment Handbook guidelines for Senior Lecturer (III.A.2.a.(4).(d).(ii), "A reduced teaching load may be offered for other performance expectations and support..." such as service.

SCHOLARSHIP AND/OR SERVICE

If scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.

EXPECTATIONS FOR CATEGORY III (AFFILIATE) FACULTY

In COMM, we value teaching as the core of our mission; scholarship that strives for high standards and contributes to our discipline; and service that supports our university and profession. We expect that Category III faculty focus on teaching and maintain currency in the discipline. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Category III faculty are expected – at a minimum – to meet the following criteria:

TEACHING

- Adheres to the approved standard syllabus in teaching the course.
- Maintains a consistently high-quality classroom environment as demonstrated through course delivery, content and design and use of multiple pedagogies
- Includes activities and/or assignments that provide a practical application of course material
- Updates and enriches course with current pedagogical practices.
- Contributes to departmental assessment activities and implement changes as determined by department faculty
- Earns student ratings of instruction that are consistently near the department average for courses of the same level, delivery mode or comparable content.
- When SRI numbers fall more than 10% below departmental average, faculty member responds with adjustments in pedagogy.
- Applies development feedback to the classroom from an annual peer observation
- Works closely with coordinator and support staff to ensure quality course delivery (i.e. response to emails, grade entry, deadlines, use of equipment, schedule, assessment activities)