PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Communication

_____ 4/19/10
RTP Committee Co-Chair   Date

_____ 4/20/10
RTP Committee Co-Chair   Date

_____ Provost   Date
5/3/10

INTRODUCTION

Communication, broadly defined, is an interdisciplinary field that focuses on the way that meaning is jointly constructed between two or more participants. Scholars in our field hold different theoretical commitments and construct knowledge through different research methods. We share roots with rhetorical, humanistic scholars who recognize the unique aspects of each interaction; we also share roots with social scientists who seek to make broader generalizations about human communicative behavior. Even though we have different sub-disciplines, we hold in common a belief that communication is central to the human condition.

The Communication program at CI focuses on the pillars of the university mission: interdisciplinarity, multicultural and international perspectives, and community engagement. We work collaboratively with colleagues (in our own and other disciplines) and students to learn how communication principles can be applied in different contexts. Our discipline demands a reflectiveness that causes us to evaluate our own communicative practices in whichever contexts we find ourselves. Therefore, we recognize communication pedagogy as an important area of research.

The educational quality of the Communication Program depends on the quality of its faculty.[1] Communication Faculty support a quality program and the University through their efforts in teaching, research, and service. A dedicated Communication faculty promotes the academic caliber and reputation of the program and the University. This document seeks to set clear and attainable standards for its faculty to maintain a high quality program and guide faculty through the Retention, Tenure, and Promotion Process. It relates the general principles, guidelines, and criteria for three purposes:

> 1. To establish the personnel performance standards to maintain a high quality faculty and program;
>
> 2. To guide individual faculty members to pursue a successful career that includes retention, tenure, and promotion through the academic ranks;
>
> 3. To assist the Communication Program Personnel Committee, the program chair, university Retention, Tenure, and Promotion Committee(s), and other appropriate offices in reviewing the professional accomplishments of our Program Faculty.

The "portfolio" is the functional equivalent of the Working Personnel Action File (WPAF).

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[1] The term "faculty" used in this document means tenure-track or tenured members of the Communication Program.

THE PROGRAM PERSONNEL COMMITTEE

1. Composition: The Communication Program Personnel Committee (CPPC) shall be composed of three tenured members. Until such time as the Communication Program has enough faculty, it may be necessary to constitute more than one PPC. This may require inviting eligible faculty from outside the Communication Program. Separate PPCs—involving different faculty combinations—may be created by a majority vote of the program from eligible University.

      a. Members of the CPPC shall be tenured faculty holding the rank of Associate Professor or Professor;

      b. Members of the CPPC shall be elected annually by simple majority of the full-time tenure-track members of the Communication Faculty at the initial faculty meeting in the fall semester;

      c. If the Communication Program has fewer than three tenured members, a list of tenured faculty from across the university shall be generated by the full-time tenure-track members, who will then vote by simple majority for as many members as necessary to constitute the three-person CPPC;

      d. When considering cases of promotion, the committee members' academic ranks must be higher than the faculty member under review;

      e. The Program Chair may serve as a member of the CPPC. In the event that the Chair does not serve as a member he or she has the responsibility to review all portfolios on schedule, to provide written comments on each of the three areas of professional activity, and write a general summary of the overall performance of a faculty member and to make a recommendation on retention, tenure, and/or promotion.

2. Responsibilities: The CPPC has the responsibility to:

      a. Review all portfolios on schedule;

      b. To provide written comments on each of the three areas of professional activity, and;

      c. Write a general summary of the overall performance of a faculty member.

      d. Make a recommendation on retention, tenure, and/or promotion.

THE FACULTY MEMBER

The faculty member requesting retention, tenure, or promotion shall prepare all necessary documents (the portfolio) in accordance with the published schedule, according to the format requirements and standards specified in the university RTP Policy (SP 08-12). The faculty member has the right to submit a written response to the CPPC's and/or the chair's review(s) during the review process.

TEACHING EXCELLENCE

Teaching is a central concern at a student-oriented University and is vital to growing and maintaining a successful Communication Program. The program is committed to promoting teaching excellence in its faculty. As with all of the components of Retention, Tenure, and Promotion, defining what constitutes an effort to achieve teaching excellence is difficult; measuring teaching excellence is, by its nature, imprecise. Several elements demonstrate the work of a faculty member to achieve teaching excellence:

1. The use of appropriate instructional methods and materials;

2. Assessment of student learning outcomes and instructional effectiveness;

3. Activities to improve teaching effectiveness.

When developing their teaching portfolios faculty are encouraged to use the following guidelines to build a case for their commitment to teaching excellence.

1. Methods, Materials and Innovative Pedagogy: Evidence of methods, materials and innovative pedagogy may include, but is not limited to, the following:

a. Course materials, including but not limited to, syllabi, assignments, projects, and other supplementary materials that make clear learning outcomes, course requirements, class schedules, assignments and grading policies;

b. The use of teaching methods that are appropriate to the course content and objectives;

c. Interdisciplinary courses, team teaching, and/or other innovative teaching methods that speak to the interdisciplinary nature of the field of Communication;

d. Courses with an experiential learning and community engagement pedagogy;

e. Courses that directly involve students in faculty-mentored student research;

f. The use of materials that are appropriate for the topic and reflect current issues/scholarship in the field;

2. Outcomes and Instructional Effectiveness: Evidence of outcomes and instructional effectiveness shall include the following:

  a. Peer Review of Teaching: Written evaluations by a tenured member of the faculty;

  b. Student evaluations of teaching (quantitative summaries);

  c. Written comments from student evaluations.

Evidence may also include, but is not limited to:

  d. Teaching and/or advising awards, success of students in post-graduate endeavors, or other recognition/communication from students.

3. Activities to Improve Teaching Effectiveness: Evidence of activities to improve teaching effectiveness may include, but is not limited to, the following:

  a. Participation in curriculum development and assessment of student learning as demonstrated by the creation of new courses and/or the significant revision of existing courses, curricula, or Programs;

  b. Development or utilization of assessment tools; syllabi developed; materials presented to the Curriculum Committee;

  c. Courses developed that further the programmatic interests of the Communication Program, University mission and/or University Centers;

  d. Courses that contain a service-learning, student-centered, and/or international focus;

  e. When appropriate, courses that utilize technology to enhance the effectiveness of course activities and materials.

  f. Demonstrated efforts to improve teaching such as:

    1) Continued development of the teaching narrative or articulation of teaching philosophy;

    2) Attendance at professional development events and workshops;

    3) Consultation with colleagues/ participation in peer teaching development groups;

    4) Involvement with the Faculty Development Office;

    5) Development of grants designed to improve teaching effectiveness;

    6) Publication of Communication Pedagogy Research.

SCHOLARLY ACTIVITY

Communication scholarship is characterized by interdisciplinarity, both applied and theoretical research, and research conducted from either a humanistic, critical interpretative perspective or a social scientific approach. The following criteria aim to clarify what constitutes scholarly research for the purposes of promotion and tenure. Such criteria and sources are not all-inclusive and may not have equal application to all disciplines within the field of communication.

1. Criteria: At its core scholarly activity creates new knowledge based on original investigation that adds knowledge of significance to one's field; synthesizes, criticizes, or theorizes in original ways; clarifies extant knowledge; communicates unique connections between existing knowledge and practical applications; and stimulates the intellectual development of one's colleagues in the field.

2. Research publications: A faculty member should achieve three scholarly publications within each level of review (Assistant to Associate, or Associate to Full Professor). Ideally, these publications will be first-tier, as defined below in 3. Sources of evidence. Achieving three publications does not, in itself, serve as evidence of scholarly excellence; having fewer than three publications does not necessarily serve as evidence of a lack of scholarly achievement. In evaluating a faculty member for tenure and promotion, the publications offered by the candidate as evidence of scholarly activity will be evaluated within the context of the constellation of evaluative concerns listed below.

3. Sources of evidence: In evaluating evidence of scholarly activity, faculty should strive to balance their scholarly work within the categories below, which represent a rough hierarchy. More weight will be given to first-tier achievements. The PPC will, among other things, consider the degree to which the faculty member has disseminated his or her research to the broad scholarly community through the following means:

First Tier

a. Peer reviewed and published by university or commercial presses: Journal articles (whether in print or online), books, and monographs;

b. Peer reviewed and published by university or commercial presses: Textbooks, anthologies, synthesizing essays and literature reviews, book chapters, case books, and case studies.

Second Tier

c. Invited and published by university or commercial presses: synthesizing essays and literature reviews, book chapters, casebooks, significant encyclopedia articles, and case studies;

d. Conference papers, conference proceedings, presentations at scholarly conferences, invited presentations on other campuses;

e. Book reviews published in scholarly journals, brief encyclopedia entries, fully documented assistance to external agencies or enterprises directly related to one's field, invited presentations away from the university;

f. Grants, fellowships, and/or scholarships that are related to scholarly research and activities;

g. Grant reports related to professional research activities;

h. Research presentations, papers, and posters conducted in conjunction with students at off-campus venues;

i. Research presentations, papers, and posters presented within the community;

j. Professional Publications such as training manuals, newspaper articles, magazines, trade journal articles;

k. Self published research is not considered research unless its scholarly impact is well documented (e.g., evidence of its citation in the peer-reviewed scholarly literature, inclusion in library collections, reviews in scholarly journals).

4. Collaborative & interdisciplinary scholarship: Collaborative and interdisciplinary work is highly valued—given the nature of the Communication discipline—but it is not required for the RTP process.

5. Responsibility of Candidate: When presenting evidence of scholarly research it is the responsibility of the candidate to communicate to the program committee and others in the Retention, Tenure, and Promotion Process the nature of their publications and how they fit into the above sources of evidence in their self-evaluation narrative. Candidates should also take care to present evidence of the impact of their research (for example, nature of research, number and/or scope (international) of libraries that have purchased a book for their collection, number of libraries that subscribe to a journal in which they have published, number of citations of an article, book, or other scholarly work).

6. External Letter(s) of Support: The candidate may solicit up to three reviewers from outside of the University with expertise in the Communication discipline to assess the impact and significance of their scholarly work on the field of Communication. Chosen reviewers may not be co-authors with the candidate on scholarly work under review or in print.

SERVICE

Faculty service activities include services performed for the Program, the Division of Academic Affairs, the Academic Senate, campus divisions, the Division of Student Affairs, student organizations, the university, the CSU system, professional organizations at local/regional/national/international levels, and the community.

The quality of a faculty member's service should demonstrate leadership or participation roles, the degree of initiation or consistency of commitment to a task or tasks, different levels and a variety of ranges of services, positive feedback from colleagues and others, and tangible products or concrete accomplishments.

It is not necessary to participate in all of these forms of service. Rather, as with research and teaching, it is essential to demonstrate a consistent effort in being of service to the Program, students, the University, the profession, and /or the community through a combination of service activities. Participation in the following is considered service activity.

1. Service in professional organizations at local/regional/national/international levels including elective or appointive positions, service on editorial boards, and so forth;

2. Service as a peer reviewer for scholarly journals, book proposals, book manuscripts, conference submissions, teaching materials and so forth;

3. Academic program activities, work projects, governance or offices, committee or subcommittee activities;

4. Campus division activities, work projects, task forces, governance or offices, committees or subcommittee activities;

5. Academic Senate activities, work projects, governance or offices, committees or subcommittee activities;

6. University or CSU system-wide activities, work projects, task forces, governance or offices, committees or subcommittee activities;

7. Participation or advisory roles in student organizations;

8. Community (broadly defined) initiatives/organizations, work projects, task forces, offices, committees or subcommittee activities, that are consistent with the faculty's area of professional expertise.

SEVERABILITY

Communication Program Personnel Standards are guided by RTP and other university policies. Where any discrepancy occurs between this and other university policies, university policies will be observed. If such a discrepancy occurs, all other policies contained herein will remain in force.

AMENDMENT

The Communication Personnel Standards shall be reviewed and updated at intervals not greater than five years in response to any related changes of the division/university RTP procedures. Such changes will take place in a scheduled meeting of the Communication Faculty. Changes in this document will occur by a simple majority vote of program faculty present at a scheduled meeting. The Chair shall then submit the up-dated CPPC to the university RTP committee and/or other committees for approval. The revised CPPS will take effect after the approvals by the university RTP committee and by the Provost/VPAA.