


**PROGRAM PERSONNEL STANDARDS**

**APPROVAL FORM**

**Discipline: Communication**

 4.28.15  
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RTP Committee Chair                      Date

 4/29/15  
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Provost                                              Date

# COMMUNICATION PROGRAM PERSONNEL STANDARDS

April, 2015

## INTRODUCTION

Communication, broadly defined, is an interdisciplinary field that focuses on the way 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 and 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 engagement, international perspectives, and community engagement. We work collaboratively with colleagues and students (both within and outside of our discipline) 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.<sup>1</sup> 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 (RTP) 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.

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<sup>1</sup>The term “faculty” used in this document refers to tenure-track/tenured members of the Communication program.

3. To assist the faculty member's Program Personnel Committee (PPC), the program chair, University RTP Committee(s), and other appropriate offices in reviewing the professional accomplishments of our program faculty.

Early tenure and promotion will be considered only in cases where the candidate demonstrates exceptional merit.

## **PROGRAM PERSONNEL COMMITTEE**

1. Composition: Each faculty member's Program Personnel Committee (PPC) shall be composed for individual faculty members under review, as follows:

- a. Three tenured faculty members shall hold the rank of Professor or Associate Professor.
- b. Due to the value CI's Communication program places upon interdisciplinarity, one member of the PPC shall be from outside the Communication program.
- c. Until such time as the Communication program has enough faculty, it may be necessary to invite more than one faculty member from outside of the Communication program.
- d. When considering cases of promotion, each the PPC members' academic rank must be higher than the faculty member under review.
- e. The program chair may serve as a member of the PPC, however, s/he is not a required member; this decision is that of the faculty member under review.

The PPC is then constituted by vote of the faculty member under review, his or her chair, and other members of the program faculty.

2. Responsibilities:

The PPC has the responsibility to carry out the tasks as indicated in the University RTP document and make a recommendation on retention, tenure, and/or promotion.

In the event that the program chair does not serve as a member of the PPC, s/he still has the responsibility to review all portfolios on schedule, to provide written comments on each of the three areas of professional activity, to write a general summary of the overall performance of the faculty member, and to make a recommendation on retention, tenure, and/or promotion.

## **FACULTY MEMBER**

The faculty member requesting retention, tenure, or promotion shall prepare all necessary documents (i.e., 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 portfolio is the functional equivalent of the Working Personnel Action File (WPAF). The faculty member also has the right to submit a written response to the PPC's and/or the chair's review(s) at any time during the review process.

## **TEACHING EXCELLENCE**

Teaching is a central concern at a student-oriented university like CI, and is vital to growing and maintaining a successful Communication program. Consequently, the Communication program is committed to promoting teaching excellence in its faculty. As with all of the components of RTP, defining what constitutes an effort to achieve teaching excellence is difficult; measuring teaching excellence is, by its nature, imprecise. That said, several elements demonstrate the work of a faculty member to achieve teaching excellence:

1. Use of appropriate methods, materials, and innovative pedagogy.
2. Assessment of student learning outcomes and instructional effectiveness.
3. Activities to improve teaching effectiveness.

When developing their portfolios, faculty are therefore required to use the following guidelines in order to build a case for their commitment to teaching excellence.

1. Methods, Materials, and Innovative Pedagogy: Evidence may include, but is not limited to:
  - a. Course 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 Communication field.
  - d. Courses with an experiential learning and/or community engagement pedagogy.
  - e. Courses that offer an international focus.
  - f. Courses that utilize technology to enhance course activities and materials.
  - g. Courses that directly involve students in faculty-mentored student research.
  - h. Materials that are appropriate for the topic and reflect current issues/scholarship in the field.
2. Outcomes and Instructional Effectiveness: Evidence shall include:
  - a. Peer reviews of teaching: written evaluations by tenured members of the faculty.

- b. Student evaluations of teaching (quantitative summaries).
- c. Written comments from student evaluations (qualitative summaries).

Additional evidence may also include, but is not limited to:

- d. Teaching and/or advising awards.
- e. Success of students in post-graduate endeavors.

3. Activities to Improve Teaching Effectiveness: Evidence may include, but is not limited to:

- 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, and/or 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. Continued development of the teaching narrative and/or teaching philosophy.
- e. Attendance at professional development events and workshops.
- f. Participation in the university mentoring program.
- g. Consultation with colleagues/participation in peer teaching development groups.
- h. Involvement with faculty development opportunities on campus.
- i. Development of grants designed to improve teaching effectiveness.
- j. Publication of pedagogical research.

## **SCHOLARLY ACTIVITY**

Communication scholarship is characterized by interdisciplinarity, both applied and theoretical research, as well as research conducted from either a humanistic, critical interpretative, or social scientific approach. The following criteria aim to clarify what constitutes scholarly research for the purposes of RTP. 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, and Associate to Full Professor). Ideally, these publications will be first-tier, as defined below. However, all publications will be considered in evaluating a faculty member for tenure and promotion, as evidence of scholarly activity will be evaluated within the context of scholarly outlets 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: books, monographs, and journal articles (whether in print or online).
- b. Peer reviewed and published by university or commercial presses: textbooks, casebooks, case studies, book chapters, anthologies, synthesizing essays and literature reviews.
- c. Invited and published by university or commercial presses: casebooks, book chapters, synthesizing essays and literature reviews, and significant encyclopedia articles.

#### Second Tier

- d. Peer-reviewed conference papers and conference proceedings.
- e. Invited presentations at scholarly conferences and other campuses.
- f. Brief encyclopedia entries.
- g. Book reviews published in scholarly journals.
- h. Grants, fellowships, scholarships, and grant reports related to scholarly research and activities.
- i. Research papers, posters, and presentations conducted in conjunction with students at off-campus venues.

j. Professional publications such as training manuals, newspaper articles, magazines articles, and trade journal articles.

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 RTP process the nature of their publications and how they fit into the above sources of evidence in their self-evaluation narrative.

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 shall not be co-authors with the candidate on scholarly work under review or in press.

## **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.

As with research and teaching, it is essential for faculty members under review 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. 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. Participation in the following is considered service activity:

1. Professional organizations at local/regional/national/international levels including elective or appointive positions.
2. Editorial boards of relevant academic journals.
3. Peer reviewer for scholarly journals, book proposals, book manuscripts, conference submissions, teaching materials, and so forth.

4. Academic program activities, work projects, task forces, governance or offices, committee or subcommittee activities.
5. Campus division activities, work projects, task forces, governance or offices, committees or subcommittee activities.
6. Academic Senate activities, work projects, task forces, governance or offices, committees or subcommittee activities.
7. University or CSU system-wide activities, work projects, task forces, governance or offices, committees or subcommittee activities.
8. Participation or advisory roles in student organizations.
9. Community (broadly defined) activities, work projects, task forces, governance or offices, committees or subcommittee activities, that are consistent with the faculty's area of professional expertise.

#### **SEVERABILITY**

The Communication program's Program Personnel Standards (PPS) 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.

#### **AMENDMENTS**

The Communication program's PPS 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 updated PPS to the university RTP committee and/or other committees for approval. The revised PPS will take effect after the approvals by the university RTP committee and by the Provost/VPAA.