

**Criteria and Standards for Retention, Tenure and Promotion
Department of Communication, Humboldt State University**

The Department of Communication is committed to encouraging and helping faculty in the RTP process succeed in their teaching, scholarly/creative activities, and service. This document represents department criteria regarding standards for all three areas of the retention, tenure, and promotion (RTP) process. We are aware that this is a living document and issues may arise that we did not anticipate. We are also aware that this document serves as a guideline, and exceptions that were not anticipated may arise. If this occurs, the RTP candidate and the IUPC should indicate any changes and modifications to the criteria as outlined below.

The tenured and probationary faculty members of the Department of communication approved the following activities as applicable to Communication faculty for Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Revised August 2014).
<http://www2.humboldt.edu/aavp/sites/default/files/facultyhandbook/AppendixJ.pdf>

Appendix J of the Faculty Handbook requires periodic evaluation of candidates for retention, tenure and promotion in three areas of performance. According to Appendix J, Section IX.2:

Candidates shall be evaluated in the areas of teaching/librarian/counseling effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching/librarian/counseling effectiveness. A record of teaching/ librarian/ counseling excellence, combined with an “Acceptable” level of performance in the two non-teaching/librarian/counseling areas, as defined in the department/unit criteria and standards, shall be taken as a strong justification for RTP.

With the understanding that all candidates must be considered “excellent” in teaching effectiveness to progress, Appendix J, Section X.2.c presents the table below to help guide departments and candidates in determining whether a candidate’s progress to date is acceptable or unacceptable for retention, tenure and promotion.

<i>Scholarly/Creative Activity</i>	<i>Service</i>	<i>Outcome</i>
<i>Good</i>	<i>Good</i>	<i>Acceptable</i>
<i>Excellent</i>	<i>Minimum Essential</i>	<i>Acceptable</i>
<i>Minimal Essential</i>	<i>Excellent</i>	<i>Acceptable</i>
<i>Good</i>	<i>Minimum Essential</i>	<i>Unacceptable</i>
<i>Minimum Essential</i>	<i>Good</i>	<i>Unacceptable</i>

Further, Appendix J, section X.2.c.1 specifies that:

Each department/unit, in its criteria and standards, shall clearly define the level of performance required for each of the evaluative terms: Minimum Essential, Good, and Excellent.

A. Teaching Effectiveness

Appendix J, section IX.B.1.a.4 section states:

Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.

We recognize that student advising and mentoring should be evaluated as part of teaching effectiveness as per Appendix J, section IX.B.1.a.6:

Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students.

All tenure-track members of the Communication Faculty (unless they are on an approved, extended leave such as a sabbatical) should write collegial letters that include descriptions of, and reflections on, their observations of the Communication faculty candidate. For purposes of evaluating activities for teaching effectiveness in collegial letters and the overall RTP process, the following activities are examples of the types to be evaluated:

1. **Direct Instruction:**
 - a. Observations of the candidate's in-class teaching including, but are not limited to: class lecture, discussion, in-class learning activities, and presentation of material;
 - b. Observation of the candidate in other teaching environments, such as workshops, co-teaching or guest lectures; and
 - c. Review of course syllabi and/or assignments and the candidate's use of a learning management system to organize and convey class material.
2. **Academic Advising, Supervising and Mentoring of Students:** This may include academic advising and career mentoring of students; supervising student-assistants; and/or providing additional observation, evaluation and/or support outside of the normal classroom environment as indicated in student letters or collegial observation.
3. **Development of Teaching Materials and Curriculum:** This may include developing teaching materials such as course outlines, study-guides, instructional manuals, case studies and simulations and/or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or making contributions to the achievement of departmental curriculum goals.
4. **Professional Development Activities in Teaching:** This may include reviewing literature and research in teaching subject areas; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars relevant to teaching subject areas; and/or conducting research related to teaching; or other activities related to teaching, but not published or disseminated as scholarly work.

To reach a level of “excellent” in teaching effectiveness, a candidate for tenure and promotion must meet all the conditions listed under “essential” (listed below) every semester in residence at HSU and those years for which service credit may have been earned. Candidates should have an established a *pattern* of accomplishment from the list of “indicators of excellence.” In other words, there is no expectation that a candidate should complete the entire list of “indicators of excellence” in any given review period, but demonstrate a majority of these milestones and behaviors over any given review period.

Candidates for RTP must document these activities (when applicable) as part of their WPAF. In the PDS portion of the WPAF, a candidate must also provide critical reflection on his or her pedagogy and on student and faculty evaluation of his or her teaching. Candidates should discuss pedagogical challenges, success and modifications on a course by course basis, not offering by offering. For example, if COMM 309b is taught several times during the review period, the candidate should reflect on that class as a whole, not every section, or every semester it was taught. If there are patterns of negative comments on student evaluations, then the candidate should discuss how the class may be modified to improve the students’ experience.

While recognizing that student letters and evaluations are deemed additional to other materials, they are nevertheless significant in a teaching institution and therefore any pattern of unfavorable comments and/or lower scores on student evaluations must be specifically reflected on and combined with a plan for improvement where relevant.

Essential activities include ALL of the following:

- Communicating course objectives, policies and grading criteria in all classes;
- Utilizing course design, materials and practices that indicate responsible fulfillment of classroom duties and currency in the field and evidence of student success in achieving goals set for the course by the University and the Program;
- Availability of a minimum of four hours a week for office hours and student consultation;
- Providing advising to assigned advisees that promotes their success in the major and time-to-graduation;
- Demonstrating evidence of teaching excellence in the classroom based on observation by colleagues;
- Anonymous Student evaluations and written comments that are predominantly positive, indicating that students are challenged, graded clearly and fairly, and treated with respect, sensitivity, and professionalism; when this is not the case, the Personnel Committee and Candidate should contextualize and explain.
- Participating in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved.

Indicators of excellence in teaching:

- Evidence of a rigorous, thoughtful and dynamic approach to the teaching/learning process and holistic student welfare;
- Efforts to improve and adapt teaching with innovative methods such as developing original content or use of active learning strategies such as case studies or simulations;
- Participating in activities designed to enhance the candidate’s teaching effectiveness and advising, such as the Institute for Student Success;
- Engaging in ongoing mentoring of students above required advising duties;
- Developing and implementing new/innovative courses;

- Conducting workshops or seminars that enhance teaching within the department, college or profession;
- Receiving a student group, College, University or discipline-based teaching/faculty award;
- Effectively supervising students in original research projects.
- A pattern of positive student evaluative letters.

B. Scholarly/ Creative Activities

The scholarly and creative activities within the Department of Communication can be, and are, written/produced for academic and non-academic audiences in a variety of formats (magazine/newspaper articles, book chapters, manuscripts). Some examples include: A faculty member who studies the communication of nurses may write for academic journals in nursing and communication, as well as trade publications for nursing. A faculty member who studies popular culture can not only write for academic communication journals, but can also convey conclusions of the research in magazines, newspapers, and online or video production outlets. A faculty member who studies environmental communication can not only write for environmental and communication academic journals, but can also publish conclusions in magazines, newspapers, newsletters, online sources regarding findings from the research. These are only a few examples, as the Department of Communication recognizes the unique research foci of faculty, and encourages faculty to publish and present their work for broad audiences that extend beyond academe. This multi-audience approach presents research findings in pragmatic ways for non-academics impacted by the research.

No matter what the format and audience, scholarship and creative activities must be disseminated for some form of peer review.

Given the range of scholarly/creative activities, and the inherent value of diverse activities, the Department of Communication has grouped such activities into categories I and II. As guiding principles and assumptions for work in both categories, we:

- Value scholarship that is peer-reviewed.
- Welcome work that may be disseminated across a range of fields and or audiences and will treat these fields as holding equal weight.
- Recognize that scholarship comes in many forms and may employ disparate methodologies and therefore value collaborative research and co-authored publications as a useful, and often necessary, part of inter-disciplinary research.
- Embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching and community engagement) and the activities associated with those dimensions as outlined in Appendix J, Section IX.B.2.a-e.

Examples of activities typically considered as evidence of an ongoing research program have been grouped into categories 1 and 2 below. However, these lists should not be considered exhaustive and Appendix J, Section IX.B.5 does provide that a candidate being evaluated may submit a similar activity for evaluation that is not included in five dimensions of scholarship (listed in Appendix J, Section IX.B.2). A candidate may, therefore, make the case in his or her WPAF that an activity not listed at all or that is currently listed as category 2, should count as a contribution to scholarship or in a higher category for purposes of evaluation. The candidate may also make a case for giving more weight to a specific achievement (such as publication in a tier 1 journal).

Category 1

- Publishing in a peer- reviewed publication, such as a journal article or a scholarly book chapter.
- Publishing or having accepted for publication a scholarly endeavor, such as a book manuscript.
- Publishing or having accepted for publication an endeavor in the scholarship of teaching such as publication of a textbook.
- Presenting original work at external international, national or regional conferences, workshops, and forums where peer review and dissemination are an integral part of the process (for example, when papers are circulated in advance).
- Receiving an externally funded grant in support of original research.
- Shaping core curriculum or designing new courses in a process that involves peer review and dissemination.
- Curating a scholarly conference at which original research is presented at a national or international level.

Category 2

- Publishing a book review, review essay, encyclopedia entry, and/or scholarly web-based commentary in relevant area.
- Publishing a non-scholarly book, book review, book chapter, article, or other creative work.
- Participating in academic conferences, workshops and forums, for example by giving an informal talk or acting as a discussant on a panel.
- Acting as a scholarly resource in non-academic contexts, for example for government, the press, or in non-peer reviewed publications.
- Presentation/performance of original creative work.
- Production of ancillary materials for textbooks, online resources.
- Receiving funded internal grants (except travel grants).
- Curating a scholarly conference at which original research is presented at local or regional level.

Notes:

1) Additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from **Assistant to Associate Professor**

Excellent	At least THREE distinct activities* from Category 1, during the period under review, AND
	A total of FIVE distinct activities* from Category 2 during the period under review
Good	At least TWO distinct activities* from Category 1, during the period under review, AND
	A total of FOUR distinct activities* from Category 2 during the period under review
Minimum Essential	At least ONE activity from Category 1 during the period under review, AND
	A total of FOUR distinct activities* from Category 2 during the period under review

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from **Associate to Professor**

Excellent	At least FOUR distinct activities* from Category 1 during the period under review, AND
	A total of FOUR distinct activities* from Category 2
Good	At least THREE distinct activities* from Category 1 during period under review AND
	A total of THREE distinct activities* from Category 2 whichever is shorter
Minimum Essential	At least TWO distinct activities* from Category 1, during period under review AND
	A total of THREE distinct activities* from Category 2

* “Distinct activity” means a separate activity and *not* that a candidate must demonstrate achievement of three different types of activities, e.g., publication of a peer reviewed article, submitting a book manuscript for publication and receiving an externally funded grant. We mean that she or he must complete three activities of the types listed in Category 1. For example, each peer-reviewed article counts as one distinct activity.

C. Service

Faculty service to the university, profession, and/or community is important as it offers the opportunity to contribute to shared governance, faculty development, the organizational functioning at the university, and the community at large. While the amount of service may vary from one person to another for a variety of reasons, service is considered a professional responsibility of all faculty. Some service requires more time and effort than others, so the work on a single service activity may involve more than the work of a much longer list of service activities, and that difference should be considered when evaluating candidates for RTP. A strong and consistent pattern of service over time is preferable.

The Department of Communication recognizes that time and effort required for service can change from semester to semester, and from year to year. The level of service may change from year to year depending on factors such as new course preparation; changes in class size; scholarly activity; service to the university, profession, or the community, etc. Service should be considered in relation to other professional factors, and the general trend over time is the important consideration. It is the responsibility of the candidate to describe the workload for service activities so the IUPC can make the appropriate evaluation.

The faculty of the Department of Communication recognizes that it is impossible to anticipate and list all the possible ways anyone can perform service. The standards in the following chart should serve as guidelines for interpreting service but are not meant to restrict anyone's service only to what is listed.

Activities to Assess

Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the university, students, community members, and discipline-related professionals.

The candidate should list activities and level of accomplishment necessary to meet departmental criteria for service. Candidates for promotion must demonstrate leadership in one or more of the areas of assessment (Teaching, Scholarly Activities, and Service). Thus, candidates for promotion should explain how their pattern of service demonstrates leadership as appropriate.

Essential Service

Regularly participates in department committees and meetings

Participates in the department's advising responsibilities as assigned (excludes first-year faculty)

Demonstrates a pattern of service activities, which may include but is not limited to:

- a. Advising duties considerably above the normally expected level (35-40 students)
- b. Service on college or university committees
- c. Service in a special capacity for the department
- d. Service/participation in local, regional, state, or national or related communication organizations and/or events.

Breadth

Service activities include both departmental and non-departmental activities that

contribute directly to department, university, community and profession. Activities that demonstrate breadth outside of the department may include, but are not limited to:

- a. Service on active college or university committees (typically requiring at least 10 hours per semester).
- b. Service on Masters Committees for students outside of the department.
- c. Service on active committees of a professional organization.
- d. Consulting services offered to the campus or community.
- e. Service on boards or task forces of professional or governmental organizations in the community, region, state, or nation.
- f. Reviewing or refereeing work in communication or related disciplines, including journal articles, textbooks, grant proposals, and the like.

Leadership

Service activities include leadership roles in either departmental or non-departmental activities that contribute directly to department, university, community and profession. Activities that demonstrate leadership may include, but are not limited to:

- a. Chairing a department.
- b. Chairing an active committee at the department, college, or university level.
- c. Chairing or leading a service activity in the community.
- d. Leading political/social change at the state, national or international level.
- e. Chairing a committee or holding office in a regional, state, or national organization.
- f. Coordinating curriculum developments across departments that have a demonstrably significant impact on the academic program.
- g. Organizing community-outreach events in communication or relevant specialty.
- h. Organizing conferences or related professional activities.

For promotion to **Associate Professor**, service will be evaluated as follows:

Minimum Essential - Minimum Essential performance in this category includes all activity listed in Essential Service during every year of the review period.

Good - Good performance in this category includes satisfaction of the criteria for "Minimum Essential" and the pattern of service activities should include at least 3 activities which show breadth *or* leadership during the review period.

Excellent - Excellence in service requires satisfaction of the criteria for "Minimum Essential" and the pattern of service activities needs to include at least 4 activities, at least 2 of which reflect breadth *and* at least 1 of which that reflect leadership during the review period.

For promotion to **Professor**, service will be evaluated as follows:

Minimum Essential - Minimum Essential performance in this category includes all activity listed in Essential Service during every year of the review period, and the pattern of service activities should include at least 1 activity which shows breadth *or* leadership during the review period.

Good - Good performance in this category includes satisfaction of the criteria for "Minimum Essential" and the pattern of service activities should include at least 4 activities which show breadth *or* leadership during the review period.

Excellent - Excellence in service requires satisfaction of the criteria for "Minimum Essential" and the pattern of service activities needs to include at least 5 activities, at least 2 of which that reflect breadth *and* at least 2 of which that reflect leadership during the review period.

We, the tenure-line faculty of the Department of Communication, approve this document.

Dr. Michael Bruner

Date

Dr. Josh Frye

Date

Dr. Laura K. Hahn

Date

Dr. Armeda Reitzel

Date

Dr. Maxwell Schnurer

Date