

**Department of Communication
 Research Requirements for RTP**

The Department of Communication is committed to encouraging and helping faculty in the RTP process succeed in their scholarship. Below represents department criteria regarding standards for scholarship. We're aware that this is a living document and issues will certainly arise later that we did not think through. 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 in following of the criteria outlined below.

Type	Process/Outcome
Excellent – 3 Points	Excellent – 3 Points
<ul style="list-style-type: none"> • Original Scholarly Article • Original Scholarly Book • Original Scholarly Book Chapter • Original Scholarly Edited Book • Original Disciplinary Textbook • Original Book • Federal/International Grant Application • Design of technological innovation relevant to scholarship or teaching • Design of original research instrument to conduct scholarship 	<ul style="list-style-type: none"> • Competitively peer-reviewed, scholarly publication in international/national/regional journal (x1-3) • Competitively published scholarly book (x2-3) • Competitively published scholarly textbook (x1-3) • Competitively published scholarly edited book (x1-2) • Competitively published scholarly book chapter (x1-2) • Funded Federal/International Grant (x1-3) • Nationally/Internationally used technological innovation
Good – 2 Points	Good – 2 Points
<ul style="list-style-type: none"> • Non-Scholarly Article • Non-Scholarly Book Chapter • Original Poems, Story, Manuscript • Original Scholarly Conference Paper • Original Scholarly Presentation • Book Review • State/Local Grant • Original Performance/Art/Visual Media • Development of Instructional Technology • Production of ancillary materials for textbooks, online resources, etc. 	<ul style="list-style-type: none"> • Competitively published scholarly state journal article • Published book or book chapter • Presentation at international, national, or regional conference • Published newspaper article • Published magazine article • Published ancillary materials • Published book review • Funded state/local grant • Demonstrated implementation and use of instructional technology by others
Minimum Essential – 1 Point	Minimum Essential – 1 Point
<ul style="list-style-type: none"> • Development of Classroom Technology/Software/Webpages • Original/Revised/Innovative Syllabi • Brown bags Presentations • Research Findings for Departmental, College, University, Professional Development • Development of Innovative Pedagogy • Training Materials • Non-Original Performance/Art/Visual Media 	<ul style="list-style-type: none"> • Submission/Revised and Resubmission of original article, book chapter, conference paper, edited book, or book manuscript • Community Presentation of work related to discipline • Campus presentation of work related to discipline • Funded campus grant • Demonstrated use of classroom technology by student and evaluated by peers



- Each work of scholarship is worth a total number of points as long there is a “Process/Outcome” established. Thus, for each piece of scholarship, a candidate should add the appropriate “Type” value to the appropriate “Process/Outcome” value in order to receive credit for that work. A candidate cannot count scholarship in the “Type” column unless it is in one of the stages outlined in the “Process/Outcome” column. At the very least, candidates must demonstrate proof of submission of work before receiving any points for an individual work of scholarship.
- Movement from any of the boxes in the “Type” column can go straight across, up, or down to any box in the “Process/Outcome” column. (Example: The development of an original course content/syllabi that is worth 1 point in the “Type” column might be published in a competitive national journal (Communication Teacher) and be worth 3-9 points in the “Process/Outcome” column. Thus, the published course content/syllabi is worth up to 10 points).
- Each candidate is responsible for stating where they feel each piece of scholarship they wish to count for RTP fits in the above categories. Also, depending on level of work, multiple authors, etc., the candidate should request particular point values (indicated by the x1-3 in the Excellent “Process/Outcome” column) for each work of scholarship. The IUPC will evaluate the merits of the candidate’s work in accordance with the above chart and determine the actual point values.
- An average of 4-6 points per year is considered “Minimum Essential.” An average of 7-9 points per year is considered “Good.” An average of 10+ points per year is considered “Excellent.” Thus, according to Appendix J, a candidate can hold a rank of “Excellent” in one category (service or scholarship) and “Minimum Essential” in another category and receive retention/promotion/tenure.
- Evaluating committees should total a candidate’s points and divide by the number of years applied to the above criteria. In normal cases, a candidate going up for tenure and promotion to associate professor will have their total point value divided by 5 years. Candidates with service credit are encouraged to include scholarship that was counted toward the service credit they brought to the University. In the case a candidate exceeds the number of years stated for promotion to full professor (4 years), a maximum of 5 years will be divided into the candidate’s total points to achieve an average annual point value.
- Much of our scholarly work in Communication can be, and is, written for 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. This presents research findings in pragmatic ways for non-academics impacted by the research. A faculty member who studies popular culture (Hip Hop) can not only write for academic Communication journals, but can also convey conclusions of the research in magazines, newspapers, and online 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 their work for broad audiences that extend beyond academe.
- Original Poems, Stories, Manuscripts, Performances, Art, and Visual Media are essential aspects of the discipline of Communication, as their focus is on the performance and study of semiotics. In essence, these outlets are a study of how meaning is constructed and *understood* (*emphasis* added). Performance Studies, Oral Interpretation, and Visual Communication are prominent areas within our field. The construction of original works is often a first step of analysis and research before these works are then performed and analyzed using a variety of research methodologies.

DEPARTMENT OF COMMUNICATION
Standards for Service to the University, Profession, and Community

PREFACE

Faculty service to the university, profession, and/or community is important for shared governance, faculty development, recognition to HSU, and organizational functioning at the university—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.

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 profession, service to 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.

Some service activities require election and/or appointment, so evidence of desire to serve is important even if not elected/appointed. Copies of ballots with the candidate's name would be good evidence that she/he tried to serve. Likewise, copies of memos volunteering to serve and copies of memos indicating the candidate was not appointed would be good evidence that she/he tried to serve.

Since many opportunities for service are not known by members of the Personnel Committee faculty run the risk of creating the impression of doing little in the way of service when they actually are very active. Faculty members who will be considered for RTP are encouraged keep members of the Personnel Committee informed of their service activities on a regular basis.

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.

SERVICE STANDARDS FOR RTP

<p>Excellent: 3 Points per semester</p>	<p>Reliably serve on Department Executive Committee and Personnel Committee (if elected when qualified), observe the teaching of each junior faculty member at least once a year and write reports of those observations, and write collegial letters for faculty who are considered for tenure and promotion.</p> <p>AND</p> <p>one major department committee or multiple minor committees at any level (ie. Department, College, or University), <i>and</i> (3) at least one major College or University Committee or multiple minor committees at the College or University levels.</p> <p>OR</p> <p>Reliably serve as an officer on a state, regional, or national professional organization such as (but not limited to) the California Speech Communication Association, Western States Communication Association, or the National Communication Association.</p> <p>OR</p> <p>(1) Active involvement in an ongoing program to significantly improve the community through service activities. Special consideration is given to those activities for which the faculty member is uniquely suited by his/her professional training in the discipline, but other activities that do not require specialized training are also appropriate. (2) Active involvement in a series of programs designed to improve the community through service activities.</p> <p>OR</p> <p>A combination of the above activities that meet the spirit of the standards above.</p>
<p>Good: 2 Points per semester</p>	<p>Reliably serve on Department Executive Committee and Personnel Committee (if elected when qualified), observe the teaching of each junior faculty member at least once a year and write reports of those observations, and write collegial letters for faculty who are considered for tenure and promotion.</p> <p>.</p> <p>AND</p> <p>one or more minor committees at any level or major department committee, <i>and</i> nomination or application to one or more major College or University Committees.</p> <p>OR</p> <p>Reliably serve in an unofficial or unelected capacity to help the organization function effectively, <i>or</i> willingness to serve as an officer. Examples of such service include, but are not limited to, chairing or responding to convention panels, reviewing convention papers, serving on the editorial board for a journal, etc.</p>

	<p>OR</p> <p>Active involvement in one or more programs designed to improve the community through service activities.</p> <p>OR</p> <p>A combination of the above activities that meet the spirit of the standards above.</p>
<p>Minimum Essential: 1 Point per semester</p>	<p>Reliably serve on Department Executive Committee and Personnel Committee (if elected when qualified), observe the teaching of each junior faculty member at least once a year and write reports of those observations, and write collegial letters for faculty who are considered for tenure and promotion.</p> <p>AND</p> <p>one or more minor department committees.</p> <p>No service to the profession is required to be considered minimum essential.</p> <p>No service to the community is required to be considered minimum essential.</p>

- Each candidate is responsible for stating where they feel their service activities fit in the above categories. Also, depending on level of work, the candidate should request particular point values for their service activities. The IUPC will evaluate the merits of the candidate’s work in accordance with the above chart and determine the actual point values.
- In order to achieve the rank of “Minimum Essential” each candidate must demonstrate that they have met the specific requirements of the “Minimum Essential” category each semester a candidate is actively employed/teaching (discounts leaves and sabbaticals). Thus, an average of 2 points per year is considered “Minimum Essential” as long as the candidate meets the specific requirements of that category. An average of 3-6 points per year is considered evidence of “Good” performance in the category of service. An average of 7+ points per year is considered “Excellent.” Thus, according to Appendix J, a candidate can hold a rank of “Excellent” in one category (service or scholarship) and “Minimum Essential” in another category and receive retention/promotion/tenure.
- Evaluating committees should total a candidate’s points earned each semester for service, and divide by the number of years applied to the above criteria. In normal cases, a candidate going up for tenure and promotion to associate professor will have their total point value divided by 5 years. Candidates with service credit are encouraged to include service that was counted toward the service credit they brought to the University. In the case a candidate exceeds the number of years stated for promotion to full professor (4 years), a maximum of 5 years will be divided into the candidate’s total points to achieve an average annual point value.

Definitions:

Service to the University

Major Committee= Committee that meets regularly/often and requires substantial effort to achieve results important to the operation of the department, college, or university. Examples include: Curriculum committees at all levels, Personnel Committees at College or University level, Academic Senate, Instructionally Related Activities Committee, Department Chair, College or University Budget Committee, WASC Committee, etc.

Minor Committee = Although important, a committee that does not meet often nor require the effort required of major committees. Examples include: Department Library Liaison, Department Resource Committee, etc.

A faculty member thinks her/his service on a minor committee raises to the level of major committee work has the responsibility to document that to the Personnel Committee.

Service to the Profession

Officer = Holding an elected or appointed position with duties that require significant effort. Officer positions include, but are not limited to, interest group chairs as well as Executive Committee position.

Unofficial/unelected capacity = Providing service that is helpful but not necessarily essential to the functioning of an organization. Examples include, but are not limited to, committee and subcommittee memberships, chairing convention programs, and responding to convention programs.

A faculty member thinks her/his service in an unofficial or unelected capacity raises to the level equivalent to that of an officer has the responsibility to document that to the Personnel Committee.

Service to the Community

Community = The HSU Community, the local geographic community, the state of California, the nation, or the world.

Ongoing program = Activities that the faculty member engages in over a relatively long period of time. Examples include, but are not limited to, service on a Board of Directors, long-term mediation, etc.

Series of programs = Multiple “one-time” activities that, when considered in total, are roughly equivalent to an ongoing program. The items in the series may all be related to the others or may be unrelated to each other. Examples include, but are not limited to, service as a consultant, group facilitator, etc.

Active Involvement = Participation that requires substantial effort to accomplish the goals of the program. The involvement may be as the leader of the program or as a key member of the program. The faculty member being considered for RTP has the responsibility to indicate the amount of effort expended. To be considered as “Service” the involvement must be in an unpaid capacity.

A faculty member who thinks her/his service at the “Good” level raises to the “Excellent” level has the responsibility to document that to the Personnel Committee.