Faculty Performance Expectations

COMMUNICATION: **Revised 10/26/16**

Minimum Promotion and Tenure Performance Requirements

Professional faculty members will be measured against the expectations listed under teaching and service (see section 5.224 and 5.226). Professorial faculty members will be measured against the expectations listed under teaching, scholarship and service (see sections 5.224-5.226).

All faculty members should be making progress toward performing at the preferred level in each of the areas applicable to their appointment. The acceptable level describes the minimum performance expected for continued employment. Note: unacceptable performance is defined as below an acceptable level and may require a plan for correction (see 5.370).

The preferred level describes the average or typical performance level for a faculty member making good progress toward final promotion. The exceptional level would characterize and recognize faculty who demonstrated significant achievements, well beyond the preferred level.

All faculty members must have the educational background required and have completed the required years in rank prior to the effective date of promotion or the required years of service prior to the date of awarding of tenure or a three-year extendable appointment (see section 5.223).

In addition, the faculty member's performance portfolio must be reviewed and demonstrate that there are sufficient contributions in each of the areas appropriate to the faculty member's appointment. Faculty must meet or exceed the acceptable performance level in each area applicable to their appointment. The number of areas required to exceed the acceptable level gradually increases (see table below) until all areas must be at the preferred level for final promotion (Senior Instructor 2 or Full Professor). Note: exceptional performance is not expected, nor required for promotion to any rank, however faculty members may elect to replace preferred performance in two areas with acceptable performance in one area and exceptional performance in the other.

	Min Acceptable	Min Preferred	Min Exceptional
SR Instructor 1 (3 year extendable appt.)	1	1	
SR Instructor 2	1	2 — OR —	1
Associate	2	1	
Tenure	1 2	2 — OR —	1
Professor	1	3 — OR — 1	1

In reviewing the characteristics at each level, no faculty member will exactly fit the description in any one column. The evaluation goal is to identify the column that best describes an individual faculty member's performance in this area.

Teaching Performance Levels			
	Acceptable	**Preferred**	**Exceptional**
Student Evaluations	● Rate instructor's teaching effectiveness "very good" or higher (see section 5.260)	● Rate instructor's teaching effectiveness at or near "outstanding" (see section 5.260)	● Rate the instructor's teaching effectiveness well into the "outstanding" category (see section 5.260)
Classroom Instruction	● Evidence of a commitment to improve instruction, such as: o Professional development activities that impacted instruction o Work with colleagues that impacted instruction o Self evaluation that demonstrates understanding of the characteristics of an effective teacher and a strong commitment to improvement of effectiveness through specific goals and objectives that arise from that understanding o Demonstration of progress toward those goals and objectives. ● Evidence of effective practices, such as o Reflection and self-improvement o Engaging teaching methods o Providing meaningful classroom experiences	● Evidence of a commitment to improve instruction and implement practices and progress toward improvement of teaching (see acceptable column) ● Beyond evidence of effective practices (see acceptable column), also shares successful and/or innovative practices with colleagues and/or the campus or broader community in presentations and/or professional workshops	● Recognized by colleagues as a highly skilled and knowledgeable instructor ● Models excellent teaching ● Demonstrates attention and responsiveness to student needs ● Evidence of a commitment to improve instruction and implement practices and progress toward improvement of teaching (see acceptable column) ● Beyond evidence of effective practices (see acceptable column), also shares successful and/or innovative practices with colleagues and/or the campus or broader community in presentations and/or professional workshops.
Curricular Development	● Participates in curricular revisions by making meaningful recommendations for curricular changes that reflect student and market demands. ● Integrates courses into departmental programs, such as o Effectively prepares students for subsequent courses o Effectively builds on students prior learning o Effectively addresses dept'l learning outcomes	● Beyond integrating courses into departmental programs (see acceptable column), also is an effective partner in curricular and program design and delivery	● See Preferred column

Mentoring		● Actively involved in some student mentoring activities ● Involved in some mentoring of colleagues	● Significant student mentoring activities (either in quantity or quality of work with students) ● Mentors colleagues to develop their instructional abilities (assessment, curricular design, effective delivery, etc.) both within and outside the department
Departmental Needs	● Cooperates with program faculty in meeting departmental loading needs	● See acceptable column	● See acceptable column

[Department Expectations take the form of added bullets (solid circles) under any or all of the headings above as well as added bullets (open circles) under any or all of the existing bullets above.]

Service Performance Levels			
	Acceptable	**Preferred**	**Exceptional**
Departmental Service	● Active participant in dept'l work: o Advising students in dept'l programs; writing letters of recommendation; assisting at preview days, registration and orientation activities; and other advising related activities o Effective contributor on his/her fair share of dept'l committees o Effectively carrying out his/her fair share of individual dept'l tasks	● See acceptable column	● See acceptable column
University/Professional Service	● Some activity beyond department or program (e.g. serve on active University committee most years under review). Active service in professional organization or capacity may substitute for a University committee.	● University service on active committees (at least one committee every year under review, more if committee(s) is not very active). Active service in professional organization or capacity may substitute for a University committee. ● Effective partner in accomplishing assignments	● See preferred column
Leadership		● Some documentable accomplishment in a leadership role at the departmental, institutional or professional level during period under review (department chair, program coordinator, faculty program director, chair active committee, lead taskforce, significant individual task, etc.)	● Recognized as a faculty leader on campus ● Served in multiple leadership roles ● Significant accomplishments at the institutional level as a faculty leader (either multiple committees or taskforces, as a program director, as a department chair, or other significant leadership responsibilities resulting in multiple documentable achievements that furthered the institutional mission)

[Department Expectations take the form of added bullets (solid circles) under any or all of the headings above as well as added bullets (open circles) under any or all of the existing bullets above.]

Scholarship Performance Levels			
	Acceptable	**Preferred**	**Exceptional**
Originality	● Each cited scholarly or creative item submitted for consideration includes some original content from this faculty member.	● Each cited scholarly or creative item submitted for consideration includes some original content from this faculty member, and at least one lists the faculty member as lead or sole author.	● The quantity and/or quality of scholarly items submitted for consideration are well above average, with significant original content from this faculty member, and most citing the faculty member as lead or sole author.
Meaningfulness **Promotion to Associate Professor**	**Conference Participation** ● Presentation of at least one scholarly, peer-reviewed research paper at a regional, national or international meetings/conference in the candidate's primary field.	**Conference Participation** ● Presentation of at least two scholarly, peer-reviewed research papers at regional, national or international meetings/ conferences in the candidate's primary field.	**Conference Participation** ● Presentation of at least three scholarly, peer-reviewed research papers at regional, national or international meetings/conferences in the candidate's primary field.
	AND **At least one instance of the following:** ● Publication of a peer-reviewed article in a regional, national, or international scholarly journal. ● Public screening of a film or video work to a juried film festival, academic association, university-sponsored group, or at public or private museums, libraries, and other cultural institutions. ● Broadcast or distribution of film or video work by a widely available television outlet (see explanatory notes) ● One or more invited external presentations such as conference papers, workshops or public discussions of creative work(s).	**AND** **At least two instances of the following:** ● Publication of a peer-reviewed article in a regional, national, or international scholarly journal. ● Public screening of a film or video work to a juried film festival, academic association, university-sponsored group, or public or private museums, libraries, and other cultural institutions. ● Broadcast or distribution of film or video work by a widely available television outlet (see explanatory notes). ● One or more invited external presentations such as conference papers, workshop presentations, or public discussions of creative work(s).	**AND** **At least three instances of the following:** ● Publication of a peer-reviewed article in a regional, national, or international scholarly journals. ● Public screening of a film or video work to a juried film festival, academic association, university-sponsored group, or public or private museums, libraries, and other cultural institutions. ● Broadcast or distribution of film or video work by a widely available television outlet (see explanatory notes). ● One or more invited external presentations such as conference papers, workshop presentation, or public discussions of creative work(s).

		• Publication of one or more textbooks in the primary field of teaching or research, including open-source textbooks. • Holding office and/or reviewing of papers for a professional association. • Review of textbooks or articles for scholarly publications in the primary field of research. • Publication in professional monographs, working papers and/or other non-peer-reviewed venues. • Publication of a chapter in a textbook, scholarly volume, or edited collection published by a university or other press recognized as a significant scholarly press. • Scholarly editing.	• Publication of one or more textbooks in the primary field of teaching or research, including open-source textbooks. • Holding office and/or reviewing of papers for a professional association. • Review of textbooks or articles for scholarly publications in the primary field of research. • Publication in professional monographs, working papers and/or other non-peer-reviewed venues. • Publication of a chapter in a textbook, scholarly volume, or edited collection published by a university or other press recognized as a significant scholarly press. • Scholarly editing.
Meaningfulness **Promotion To Full Professor**	**Conference Participation** • Attendance at a minimum of two regional, national or international meeting/conferences in the candidate's primary field ,and presentation of at least two scholarly, peer-reviewed research papers at regional, national or international meeting/conferences.	**Conference Participation** • Regular attendance at regional, national or international meeting/conferences in the candidate's primary field (three or more years out of the five under review) and presentation of at least three scholarly, peer-reviewed research papers at a regional, national or international meeting/conference.	**Conference Participation** • Regular attendance at regional, national or international meeting/conferences in the candidate's primary field (three or more years out of the five under review) and presentation of at least three scholarly, peer-reviewed research papers at a regional, national or international meeting/ conference.

	AND **At least one of the following:** ● Publication of at least two peer-reviewed articles in regional, national, or international scholarly journals. ● Publication of a book relevant to the candidate's field of study. ● Two or more public screenings of a film or video work to a film festival, academic association, university-sponsored group, or public or private museums, libraries, and other cultural institutions. ● Broadcast or distribution of film or video work by a widely available television outlet (see explanatory notes). ● Two or more invited external presentations such as conference papers, workshop presentations, or public discussions of creative work(s).	**AND** **At least one of the following:** ● Publication of at least three peer-reviewed articles in national or international scholarly journals or two peer-reviewed articles and one book chapter in an edited collection. ● Publication of a book relevant to the candidate's field of study. ● Publication of one or more textbooks in the primary field of teaching or research, including open-source textbooks. ● Two or more public screenings of a film or video work to a film festival, academic association, university-sponsored group, or public or private museums, libraries, and other cultural institutions. ● Broadcast or distribution of film or video work by a widely available television outlet (see explanatory notes). ● Two or more external presentations such as conference papers, workshop presentations, or public discussions of creative work(s).	**AND** **At least one of the following:** ● Publication of at least three peer-reviewed articles in national or international scholarly journals or two peer-reviewed articles and one book chapter in an edited collection. ● Publication of a book relevant to the candidate's field of study. ● Publication of one or more textbooks in the primary field of teaching or research, including open-source textbooks. ● Two or more public screenings of a film or video work to a film festival, academic association, university-sponsored group, or public or private museums, libraries, and other cultural institutions. ● Broadcast or distribution of film or video work by a widely available television outlet (see explanatory notes). ● Two or more external presentations such as conference papers, workshop presentations, or public discussions of creative work(s).

Other activity for consideration	● Written grant proposals and other fundraising activities. ● Reviews and written essays. ● Awards. ● Publication in a discipline-specific blog or other publicly available online platform related to the candidate's discipline. ● Engagement in editorial/curatorial activities (online, print, or video). ● Achievement of professional distinction through being featured or mentioned in discipline relevant interviews, essays, articles, and other indices of public recognition (public events, screenings).	● Written grant proposals and other fundraising activities. ● Reviews and written essays. ● Awards. ● Publication in a discipline-specific blog or other publicly available online platform related to the candidate's discipline. ● Engagement in editorial/curatorial activities (online, print or video) . ● Achievement of professional distinction through being featured or mentioned in discipline relevant interviews, essays, articles, and other indices of public recognition (public events, screenings).	● Written grant proposals and other fundraising activities. ● Reviews and written essays. ● Awards. ● Publication in a discipline-specific blog or other publicly available online platform related to the candidate's discipline. ● Engagement in editorial/ curatorial activities (online, print or video) ● Achievement of professional distinction through being featured or mentioned in discipline relevant interviews, essays, articles, and other indices of public recognition (public events, screenings).
Review	**Review** ● External peer review for publications; juried or curated review for acceptance/exhibit/ dissemination in venues deemed significant by artistic/intellectual communities relevant to genre and affiliation. ● The review process for creative work such as film and video entails acceptance at a venue or by a distribution outlet. Additional forms of review, though less common, include invited talks and presentations, festival awards, and published interviews, reviews, or citations in scholarly, professional, or popular publications. Multiple exhibitions or publications of a creative work may also act as a barometer of the quality of that work. These forms of review should	**Review** ● External peer review for publications; juried or curated review for acceptance/exhibit/ dissemination in venues deemed significant by artistic/intellectual communities relevant to genre and affiliation. ● The review process for creative work such as film and video entails acceptance at a venue or by a distribution outlet. Additional forms of review, though less common, include invited talks and presentations, festival awards, and published interviews, reviews, or citations in scholarly, professional, or popular publications. Multiple exhibitions or publications of a creative work may also act as a barometer of the quality of that work. These forms of review	**Review** ● External peer review for publications; juried or curated review for acceptance/exhibit/ dissemination in venues deemed significant by artistic/ intellectual communities relevant to genre and affiliation. ● The review process for creative work such as film and video is the process of acceptance at a venue or by a distribution outlet. Additional forms of review, though less common, include invited talks and presentations, festival awards, and published. ● Interviews, reviews, or citations in scholarly, professional, or popular publications. Multiple showings of a creative work may also act as a barometer of the quality of that work. These

	be considered above and beyond the expected norm.	should be considered above and beyond the expected norm.	forms of review should be considered above and beyond the expected norm.
Dissemination	**Dissemination** ● Regional, national and/or international	**Dissemination** ● Some regional dissemination is acceptable, but additional visibility nationally and/or internationally is required.	**Dissemination** ● Predominantly national or international

Explanatory Notes

The following items are not intended to be comprehensive, but representative to guide Communication program faculty in evaluating potential venue for publication and creative practice:

- Submitted items may emerge from research-based scholarly activities (such as academic publications, presentations or grant applications), or from creative activities (such as writing, photography, journalism, artistic production, online content production, or contributions to motion picture projects including film, television and video). Assessable roles on motion picture projects may include writer, editor, director, cinematographer, producer, or other essential credited roles.
- For faculty who include creative production in their application, examples of venues may include: at public or private museums, libraries, and other cultural institutions; broadcast or distribution of film or video work by regional commercial or public television outlets (including streaming services geared toward regional audiences), such as SOPTV, or local network affiliate television stations; exhibition or collection of visual creative work in curated, peer-reviewed or juried contexts including local or regional galleries, museums and institutional collections; staging a one-person show devoted to creative work in image, video or other media production in an independently curated context such as a gallery, museum or institutional collection; undertaking significant enterprise journalistic writing projects, published in regional or national outlets, and achieving regional or national visibility for fulfilling public needs for information.
- Widely available television outlets may include regional, national and international broadcast channels or networks, plus professional streaming services such as Netflix or Amazon Prime.
- The determination of multi-state versus national is based on the breadth of the audience reached. In some cases, multiple regional activities may result in a national reach; in others digital distribution may be based on analytics or attendance/audience size and breadth
- For research production, examples of regional or multi-state venues (or the equivalent thereof) include: presentations at regional conferences such as Western States Communication Association (WSCA), Northwest Communication Association (NWCA); or presentation at state level for state agencies; presentations at national conferences such as National Communication Association (NCA), Association for Education in Journalism and Mass Communication (AEJMC), VisComm; or presentation at international conferences, such as International Communication Association (ICA) or International Association for Media and Communication Research (IAMCR).
- External recognition for creative or academic accomplishments may include: reviews and written essays; awards; substantial publication in blogs related to the candidate's discipline; invited participation in editorial/curatorial activities, film festivals, artist talks, or workshops; mention in discipline-specific interviews, essays, articles; participating in a curated or invited speech or public panel on a significant topic related to the field, and which raises the visibility of the scholar or the institution; other indices of public recognition such as public events, screenings, or exhibitions.

Communication Program Values

1. We practice excellence in communication behavior, emphasizing honesty, authentic dialogue, careful listening, collaborative problem solving, and inclusive decision-making.

2. We practice a “can do” attitude, are open to feedback, and aim to do our best through continuous improvement, realizing that mistakes may occur.

3. We recognize our interconnectedness; we share responsibility and value working together; we are a community.

4. We develop a climate of:
• caring
• creativity
• engagement
• respect
• trust
• personal accountability

Communication Program Meeting Procedures and Behaviors

As members of the Communication Department we aim to:

1. Meet regularly and communicate routinely. If ample reason for meeting does not emerge, then the meeting will be cancelled 24 hours ahead of time.

2. Begin and end our meetings on time. We will survey the group if we wish to extend the discussion.

3. Accept the decisions of others if we miss a meeting.

4. Distribute (by the chair) an agenda at least a day before each meeting, so that each member has the opportunity to modify the agenda; any revised agenda will be distributed no later than early on the day of the meeting.

5. Follow the agenda set for the meeting.

6. Minimize time spent on announcements by electronically mailing what we can in advance and by minimizing discussion of announced items on agenda.

7. Carefully assign actions and responsibilities.

8. Summarize the substance and intent of each action item before proceeding to the next item.

9. Document and distribute meeting outcomes (e.g., minutes), attending to the possibility of public consumption.

10. Follow the lead of the Chair who will direct the conversation of the meeting (unless he/she delegates this role) by:

A. Supervise the meeting by directing the flow of the discussion, by recognizing those members who wish to speak and ensuring that they are given an opportunity to speak.

B. Organizing the discussion – if needed – by writing comments on the board, or reiterating the key points being discussed for the group.

C. Making certain that all faculty members are heard.

D. Making certain that each issue is discussed as fully as needed.

11. Act as responsible department members by:

A. Asking to be acknowledged to speak, and speaking in the order selected by the chair (facilitator), so that each department member may be heard in a timely and organized fashion.

B. Avoiding interrupting others and jumping into the conversation when another faculty member has the floor; careful to self- monitor both verbal and nonverbal communication.

C. Keeping the conversation on topic, on time, and making sure that everyone is heard; every effort is made to promote even (equitable?) participation by group members.

12. Provide time, at the end of each meeting, for department members to ask for a check-in, during which each member is given the opportunity to express his/her thoughts and/or feeling about the meeting.

13. To the extent possible, we need to “keep current” with each other.

14. The actions of the department are made by cooperative collaboration. We value varying perspectives and encourage serious debate, which ends – in so far as possible – with consensus.

15. Participation is a right and responsibility.

16. Preparation for meetings is expected.

17. Regardless of years of experience, all voices are encouraged and valued.

18. We work for consensus. In its absence, we test for decision-making readiness and either table an issue or resort to voting.

19. When action must be taken, we strive for all present to view the department’s action as “ours,” even though it might not be everyone’s preference.

20. We speak with a united voice outside the department knowing that this requires sensitivity to those points where values are in play rather than simply preferences.

21. We attend to people's feelings as well as their thoughts, making sure task-oriented processes don't unproductively block out the affective dimension.

22. We avoid hasty moves or premature decisions/voting.

23. We apply and occasionally discuss the concepts and techniques we know about small, talk-oriented groups (e.g., antecedents to group think); we step back and look at how we're functioning as a decision-making body.

24. We invite laughter and creativity.

25. We are accountable to these guidelines.