

1 **Department of Communications**
2 **Personnel Policies and Procedures**
3

4 **1.0 Recruitment of Faculty**

5 All recruitment of new faculty shall be conducted by a search committee, and all recruitments are
6 open recruitments. Each search shall be conducted according to the currently approved Departmental
7 Recruitment Processes and Procedures document and in compliance with the CSUF Office of
8 Diversity and Equity Program procedures for faculty recruitment and in full accordance with UPS
9 210.000 Appointment of Full-Time Faculty, UPS 210.100 University Policy Statement on
10 Affirmative Action, UPS 210.500 Procedures for Search Committees, Unit 3 MOU Article 12
11 Appointment, Title VII of the Civil Rights Act, and Executive Order 11246 of 1964 as amended by
12 EO 11375. All searches shall include pro-active outreach measures to generate a diverse pool of
13 applicants.

14
15 **2.0 Types of Appointments**

16 All faculty members are either (1) tenured, (2) probationary, or (3) temporary.
17

18 **3.0 Preparation of Developmental Narrative**

19 During the first year of employment in a tenure-track position, probationary faculty appointed
20 effective August 22, 2002 and thereafter shall write prospective development narratives, not to
21 exceed 500 words, for each of the following areas: teaching; scholarly and creative activities; and
22 service. These narratives, as stated in UPS 210.000, shall describe the faculty member's professional
23 goals, areas of interest, resources required and accomplishment (s)he expects to achieve in each of
24 the three areas evaluated in order to meet department standards for retention, tenure, and promotion.
25 These narratives will be reviewed by the department chair and the dean, each of whom will provide
26 written feedback prior to May 1.
27

28 These narratives shall be included with the self-assessment narratives in the faculty member's
29 Portfolio that is submitted for retention review during the second year in the tenure-track position.
30 The narratives are in addition to and separate from the retrospective self-assessment narratives that
31 are part of the Portfolio. The narratives may be revised in subsequent years to reflect changes and
32 professional growth that will normally occur during the probationary period.
33

34 As stated in UPS 2.10.000, the department chair will consult with the newly appointed probationary
35 faculty member and designate one or more tenured faculty members as mentor(s) before the end of
36 the first two weeks of the fall semester. The primary responsibility of the mentor(s) is to provide
37 guidance, advice, and support to the probationary faculty member during the preparation of the
38 Developmental Narrative. In the event that the chair serves as a mentor, at least one additional
39 mentor shall be designated. At any time thereafter, the probationary faculty member or mentor may
40 request the department chair to make a change of assignment.
41

42 For those faculty hired prior to August 17, 2001 and who have approved Development Plans,
43 progress toward retention, tenure and promotion will be measured against expectations stated in UPS
44 210.000 and the Department of Communications Personnel Policies and Procedures document.
45
46

1 **4.0 Portfolio**

2 The Portfolio is the basis for future retention, promotion, and tenure decisions. See UPS 210.000 for
3 more information. For retention and tenure, the time under review is all probationary years at CSUF
4 plus any years for which the candidate received credit for service at another institution. Associate
5 professors who are not probationary faculty (i.e., those with tenure) shall submit the most recent four
6 years of statistical data (SRI summaries and all raw forms) and information covering scholarly and
7 creative and service activities for all years since the last positive RTP action. Each faculty member
8 under review for a personnel action shall prepare a Developmental Narrative and Portfolio as
9 detailed in UPS 210.000. Probationary faculty hired prior to August 17, 2001, who have approved
10 Development Plans, will include the Development Plan in their Portfolio in lieu of a Developmental
11 Narrative.

12
13 **5.0 Preparation of The Portfolio**

14 It shall be the responsibility of each faculty member to prepare information and/or documentation for
15 his or her Portfolio based on the following areas of performance: (1) teaching performance that
16 advances student learning; (2) scholarly and creative activity that fosters peer/discipline learning;
17 and (3) professional, university, and community service that supports the advancement of the
18 learning community. It is the responsibility of each faculty member to make contributions in all three
19 of the above areas to become a contributing citizen in our community of learners. Retention, tenure,
20 and promotion (RTP) require that increasing levels of achievement be demonstrated in these three
21 areas.

22
23 We recognize that teaching is the most important activity of our faculty and therefore place teaching
24 as the most important criterion for retention, tenure, and promotion. We further recognize that
25 faculty involvement in scholarly/creative activities is also essential. Therefore scholarly/creative
26 activities shall be the second most important criterion for retention, tenure, and promotion.

27
28 **6.0 Performance Indicators**

29 The faculty of the Department of Communications is committed to providing students with the
30 highest caliber of professional education. The curriculum focuses on systematic information
31 gathering; careful reasoning and analysis; critical thinking; and clear, articulate, creative expression
32 of mediated communication in verbal and visual forms. The department insists upon a well-rounded
33 education for its students by including in its curriculum the study of communications history,
34 economics, law and policy; international communications; current and future communications
35 technologies; visual communications; behavioral and social communications processes; and textual
36 criticism and interpretation of mediated communications. The role of faculty can be described in
37 terms of the following endeavors:

- 38
39
- 40 • Representing knowledge through teaching.
 - 41 • Advancing knowledge through scholarly and creative endeavors.
 - 42 • Sharing and applying knowledge through professional, university, and community
43 service activities.

44 **6.1 Teaching**

45 Teaching effectiveness in the Department of Communications is gauged by the quality of
46 instructional content, processes, and outcomes. As reflected in the teaching indicators in the

1 Portfolio, candidates are judged on the quality of communication effectiveness, substance, and
2 meaningful feedback, as well as a positive disposition toward teaching and impartial treatment of
3 students. In seeking to meet these standards, faculty members are encouraged to consider the
4 following:

5
6 Effective communication in teaching means that course objectives and requirements are made
7 clear, materials are presented in an organized way, examples and illustrations are used, student
8 interactions are encouraged, and the breadth and depth of the course content is appropriate to the
9 level of each course.

10
11 Substantive teaching is based upon current knowledge, stimulation of thinking, and the
12 understanding of new ideas, relevant assignments, and high standards of student achievement.

13
14 Meaningful feedback in teaching is based upon specific criteria, allows for new learning, is
15 timely and addresses student questions as they occur inside and outside the classroom setting,
16 and uses effective and fair methods of assessment.

17
18 Positive disposition in teaching is reflected in support for and encouragement of students and a
19 clear interest in both the subject matter and teaching in general.

20
21 Impartiality in teaching relates to clearly defined, objective evaluation, and unbiased treatment of
22 students in the learning environment.

23 24 **6.1.1 Indicators of Teaching Performance**

25 1) Each faculty member shall assess his or her teaching goals and performance in no more
26 than 1000 words in the narrative section of the Teaching Performance component of the
27 Portfolio and explain to what degree his or her teaching has been consistent with the overall
28 teaching expectations of the department. Additionally, each faculty member is expected to
29 show evidence of an ongoing program to maintain and improve his or her teaching
30 effectiveness and maintain currency in the discipline.

31
32 2) Teaching assignments for each semester of the period covered by the review, including
33 course name, schedule number, and units for each course taught, and the number of new
34 preparations, if any shall be included. Characteristics of each class taught (size, level,
35 required or elective, experimental pedagogy, etc.) shall be listed. Units for assigned time also
36 shall be listed, along with a description of activity for which assigned time was granted.

37
38 3) A syllabus for the most recent section of each course taught during the period of review.

39
40 4) All original student opinion forms for all classes taught for academic credit during the
41 years under review shall be included. If such data are not available (e.g. due to service credit
42 being given for teaching at another college/university prior to appointment at CSUF), a letter
43 from the faculty member's previous supervisor attesting to their unavailability shall be
44 provided.

45
46 5) Statistical summaries of student opinion of teaching data for each individual class and the

1 overall summaries for each semester, intersession and summer session taught during the
2 period of review shall be included. If such data are not available (e.g. due to service credit
3 being given for teaching at another college/university prior to appointment at CSUF), a letter
4 from the faculty member's previous supervisor attesting to their unavailability shall be
5 provided.

6
7 6) Statistical summaries of grade distributions for all classes taught at CSUF for academic
8 credit during the period of review shall be included.

9
10 7) Statements relating to pedagogy, curricular relevance, measures of learning outcomes and
11 other formal means of assessment, validity of instruction or material, and other philosophical
12 or methodological considerations shall appear separately in the teaching narrative section of
13 the Portfolio. Documentation that is representative of the faculty member's teaching
14 activities shall be placed in the appendix. For each course taught, supporting materials should
15 include the course syllabus and representative handouts, exercises, course notes, or other
16 materials that indicate how the course was taught.

17
18 8) Advising assignments for each semester of the period covered by the review, for example,
19 the number of undergraduate majors, graduate independent studies, projects and theses shall
20 be included.

21
22 9) The Portfolio may include other evidence of teaching performance such as:

- 23
- 24 • contributions to curriculum development,
- 25 • coordination of concentrations or multi-section courses,
- 26 • unsolicited letters from students,
- 27 • descriptions of independent study projects,
- 28 • written reports of classroom visitations by chair or personnel committee members
29 and/or other university faculty (see UPS 210.000 for details),
- 30 • letters from faculty peer professionals,
- 31 • evidence of organizing and participating in seminars on teaching,
- 32 • research related to teaching communications disciplines,
- 33 • development of new programs or courses,
- 34 • development of new approaches to teaching standard courses,
- 35 • summaries of test scores, evaluations of student projects or papers or similar evidence
36 of student learning,
- 37 • summaries of written student comments and/or comments by others who have taken
38 the course,
- 39 • evidence pertaining to withdrawals, enrollment in follow-up courses, or other
40 evidence of student interest,
- 41 • evidence of student-faculty interaction, such as advising and counseling, which may
42 enhance student learning.
- 43

44 **6.1.2 Departmental Standards for Assessing Teaching Performance**

45 Based upon the total evidence reflected by student opinion ratings and the teaching
46 indicators, reviewers will rate the faculty member's overall teaching performance as

1 *excellent, above average, average, below average and poor.* Evidence will be weighted in
2 the following manner, with evaluators first assessing each of the following categories, then
3 determining an overall rating for teaching performance.
4

| | |
|--|-----|
| 5 Numerical student opinion ratings | 40% |
| 6 Student comments on opinion forms | 40% |
| 7 Other Indicators of Teaching Performance | 20% |

9 **6.1.2.1 Standards for Assessing Student Opinion Ratings**

10 Department-sanctioned student opinion forms have a five-point rating scale ranging from
11 A (4) to E (0). A copy of the evaluation form is included in Appendix A. A faculty
12 member's student ratings for each section will be determined by averaging the ratings of
13 all students on all items in that section. The measure for evaluating a faculty member's
14 overall student opinion ratings will be the arithmetic mean for all sections taught during
15 the period of evaluation. The scale for evaluating this measure shall be as follows:
16

| | |
|------------------|------------|
| 17 Excellent | 3.70 -4.00 |
| 18 Above Average | 3.25-3.69 |
| 19 Average | 2.75-3.24 |
| 20 Below Average | 2.00-2.74 |
| 21 Poor | 0.00-1.99 |

22
23 Generally, it is expected that a faculty member's overall student opinion ratings for the
24 review period will be no lower than *average* in order for her/him to receive a rating of
25 *average* or higher for her/his overall teaching performance. If a faculty member's overall
26 student opinion ratings fall below *average* and he/she presents other significant evidence
27 related to teaching performance (i.e., self-assessment of teaching goals and performance,
28 and evidence of teaching activities) that addresses the problems identified in the student
29 evaluation of instruction, an overall teaching rating of *average* may be given. This should
30 be particularly true in cases where a faculty member has shown steady improvement in
31 overall student opinion ratings over time.
32

33 **6.1.2.2 Standards for Assessing Student Comments**

34 The Department Personnel Committee shall assign a qualitative rating of *excellent, above*
35 *average, average or below average* to the student comments as a whole.
36

37 **6.1.2.3 Standards for Assessing Other Indicators of Teaching Performance**

38 Indicators of teaching performance outlined in section 6.1.1, paragraphs 2, 3, 7, 8, and 9
39 shall be given an overall rating of *excellent, above average, average, below average or*
40 *poor*.
41

42 **6.1.2.4 Overall Evaluation for Teaching Performance**

43 The committee will provide a qualitative evaluation of a faculty member's teaching
44 performance in terms of *excellent, above average, average, below average or poor*.
45

46 **6.1.3 Departmental Guidelines for Collecting Student Opinion Data**

1 The use of a department-approved student opinion rating form is mandatory for every
2 section of every course taught each semester, intersession, and summer session for the
3 time under review. The department shall consider the following points when approving
4 and using student opinion data.
5

6 1) Student opinion rating forms shall be appropriate for the course and designed for
7 computer scoring, on a 5-point scale as set forth in section 6.1.2.1.
8

9 2) Student anonymity shall be assured.
10

11 3) Student evaluations shall be made during the last three weeks of the semester.
12

13 4) Student opinion data shall be administered, gathered and processed by someone other
14 than the instructor and released to the instructor only after final grades have been
15 submitted.
16

17 **6.1.4 Grade Distribution Guidelines**

18 The department encourages the application of consistent grading practices among
19 members of its faculty. The department will consider normal practice grade-point
20 averages that fall within the following ranges:
21

- 22 • Undergraduate courses: 1.9-2.9
- 23 • Graduate courses: 2.9-3.5
24

25 Faculty members should identify and explain special circumstances that cause the
26 assignment of grades outside these ranges of normal practice. These guidelines recognize
27 three assumptions:
28

29 1) Graduate admission procedures will account for students in graduate courses earning
30 higher grades than students enrolled in undergraduate courses;
31

32 2) No single class can be assured to represent perfectly the abilities and motivation
33 levels of the general student population, but most classes will approximate those
34 characteristics among students enrolled in similar courses at similar levels;

35 3) Although the application of consistent grading practices will produce some variation
36 from class to class, such differences will be within fairly narrow limits except when
37 special identifiable circumstances cause a departure from normal practice (faculty
38 members should be able to explain).
39

40 **6.2 Scholarly and Creative Activities**

41 Advancement of knowledge in the field of communications is the basis of evaluating scholarship
42 and/or creative work in the Department of Communications. Whether a faculty member is
43 pursuing scholarship, creative work, or both, it is expected that the work will be subject to peer
44 or juried review and will demonstrate high standards of relevance, continuity, significance, and
45 productivity. A candidate is expected to describe how his or her work meets these criteria and

1 shall provide documentation of peer or juried review in the Portfolio. Faculty members may
2 combine scholarly and creative activities but normally at least some scholarly activity is
3 expected in a candidate's portfolio except in cases where the candidate's creative achievements
4 are highly recognized at a national level.

5
6 Relevance in scholarly and creative endeavors means that the work should be related to the
7 department's curriculum or the candidate's academic training, teaching area, professional
8 activities or service.

9
10 Continuity in scholarly and creative achievement is based upon the identification of an
11 intellectual focus and clear agenda for research or creative activity, as well as evidence of growth
12 and consistency of effort.

13
14 Significance shall be assessed on the basis of such things as a publication's quality, including its
15 review competitiveness, acceptance rate, and/or circulation; membership composition of the
16 sponsoring organization; attendance at or geographic scope of conferences, exhibits, or similar
17 venues.

18
19 Productivity in advancing knowledge will be assessed and weighted on the basis of scholarly and
20 creative activities that are presented or published in the forms specified in section 6.2.4 of this
21 document.

22 23 **6.2.1 Indicators of Scholarly and Creative Performance**

- 24
- 25 1) Self-assessment of scholarly and creative performance. Faculty members shall in no more
26 than 1000 words discuss their accomplishments and overall level of performance, and
27 demonstrate regular activities that result (or, in the case of second and third year
28 probationary faculty, are judged likely to result) in high quality peer-reviewed scholarly
29 publications, creative performances, or exhibits. Recognizing the value of collaboration,
30 work with multiple authors will be judged on the basis of the faculty member's
31 contribution to the work as documented in the Co-Authorship Disclosure form (Appendix
32 B).
 - 33
34 2) Documentation of scholarly and creative work. Documentation of all scholarly and
35 creative work is required and must include a copy of each work accepted for publication
36 for the period under review. For works presented in a medium other than print, the copy
37 may be in the form of photographs, audiotape, video tape, CD-ROM, computer disks, or
38 other appropriate media. The works must include a complete citation (publication and
39 publication date). In addition, the faculty member shall distinguish between scholarly and
40 creative work that was subject to peer-review or a jurying process from work that was not
41 subject to a peer review or a jurying process. In all cases, the basis for selection shall be
42 fully documented. Documentation shall include publication, publication date, and
43 acceptance rate, provided by the publisher, in the case of journal articles.

44
45 Scholarly and creative works, as well as successful grant proposals that have been subject
46 to peer-review or a jurying process and have been accepted for future publication or

1 production shall be documented. Documentation shall include letters of acceptance from
2 the appropriate publication or agency.

3
4 In addition, scholarly and creative works in progress, which are indicators of a continuing
5 research agenda, shall be documented. Documentation shall include grant proposals,
6 abstracts of papers presented at professional meeting, papers currently being reviewed for
7 publication, and copies of manuscripts in preparation. Works in progress, however, will
8 not contribute to the total points for scholarly and creative research. Care should be taken
9 to distinguish work in progress from that already completed.

10 **6.2.2 Indicators of Productivity in Scholarly Activities**

11
12 Faculty members shall demonstrate continuing, regular activities in high quality peer-
13 reviewed scholarly publications. Recognizing that there are many outlets for
14 communications scholarship, it is nonetheless recommended that faculty members
15 consult sources that provide information on journal quality, such as Cabell's Directory, or
16 other appropriate references. (See http://guides.library.fullerton.edu/scholarly_publishing/
17 for a more comprehensive listing.) Each faculty member is expected to describe the
18 reputation and importance in the field of a publication, document its approximate
19 acceptance rate, and in the case of publications for disciplines outside the department,
20 their relevance to the field of communications. Quantity does not substitute for quality.
21 Evaluators shall consider the importance of each achievement and the faculty member's
22 contribution in the case of co-authored or other collaborative work.

23
24 For tenure and/or promotion, faculty members must have a total of 2.5 points from at
25 least two different works as listed in any single indicator or combination of indicators 1
26 through 3 in this section or in Section 6.2.4 below (Indicators of Productivity and Quality
27 in Creative Activities). Tenure and/or promotion cannot occur if the faculty member has
28 works solely from indicators 4 through 8. Because of the creative nature of the content
29 and the ever-increasing variety of outlets for scholarly and creative activity, it is
30 recognized that evaluations may need to be explicated on a case-by-case basis. Work that
31 is published in separate venues but which is substantially the same (i.e., conference paper
32 that is subsequently published in a research journal) shall be counted in only one category
33 below.

34 **1. Refereed Journal Articles, Monographs or Competitively Refereed Exhibition 35 or Festival**

36 (Up to 2.00 points each, not to exceed 3.00 points total.) Normally, an accepted
37 refereed journal article, monograph or article in a law review published by an
38 American Bar Association accredited institution shall receive no more than 1.00
39 points. However, reviewers may assign a higher value for a work in a highly
40 respected publication (with the highest for those with an acceptance rate of below 20
41 percent) or an entry in a refereed exhibition or festival and documented importance in
42 the field that includes citations, reviews, and/or awards.

43 **2. Refereed or Reviewed Text and Scholarly Books**

44
45

(Up to 2.00 points each, not to exceed 3.00 points total.) Normally, an accepted text or scholarly book shall receive no more than 1.00 points. However, reviewers may assign a higher value for a work based upon it being a first-edition, particularly strong reputations of the reviewers and/or documented importance in the field that includes citations, reviews, and/or award.

3. Refereed Book Chapters, Curated Regional Exhibit or Festival

(Up to 1.00 point each, not to exceed 2.50 points total.) Normally, an accepted refereed book chapter shall receive no more than 0.50 points. However, reviewers may assign a higher value for a work in a highly respected publication, high reputation of the reviewers, and documented importance in the field that includes citations, reviews, and/or awards.

4. Invited (Non-Refereed) Journal Articles & Book Chapters

(Up to 1.00 point each, not to exceed 2.50 points total.) Normally, an article or chapter shall receive no more than 0.50 points. However, reviewers may assign a higher value for a work in a highly respected journal or book and documented importance in the field that includes citations, reviews, and/or awards.

5. Refereed Paper Presentations

(Up to 1.00 point each, not to exceed 2.50 points total.) Normally, an accepted conference paper shall receive no more than 0.50 points. However, reviewers may assign a higher value for a work in a highly respected conference (with the highest for those with an acceptance rate of below 20 percent) and documented importance in the field that includes citations, reviews, and/or awards.

6. Grants and Research Contracts

(Up to 1.00 point each, not to exceed 2.00 points total.) Normally, an accepted grant proposal shall receive no more than .50 points. However, reviewers may assign a higher value for being the principal investigator on an external grant with a monetary amount of \$100,000 or more and documented importance in the field.

7. Trade Publications, Commentaries, and Creative Writings

(Up to .50 point each, not to exceed 1.00 point total.) Normally, trade publications, commentaries and/or creative writings shall receive no more than .25 points for each work accepted. However, reviewers may assign a higher value for a refereed publication, the national/international reputation of the organization or outlet, and/or documented importance in the field that includes citations, reviews, and/or awards.

8. Invited Scholarly Presentations and Speaking Engagements

(Up to .50 point each, not to exceed 1.00 point total) Normally, invited scholarly presentations and speaking engagements shall receive no more than .25 points for each accepted presentation. However, reviewers may assign a higher value based on the national/international reputation of the organization and documented importance in the field.

6.2.3 Indicators of Creative Activities

A faculty member in Communications shall be credited for maintaining his or her professional credentials by developing a program of critical commentary on professional practices and/or continuing a program of work that represents the highest standards of performance in the field. In the same way that a music or fine arts professor, for example, is expected to perform or exhibit, an advertising, entertainment studies, journalism, public

1 relations, or photocommunications professor shall be rewarded for public practice. Each of
2 the following shall be pertinent if the activity is in any discipline encompassed by the
3 department: (1) creative work such as radio, television, and film productions, or newspaper
4 and magazine articles in the mass media; (2) photographic, graphic arts, or digital design
5 publication, presentation, or exhibition; (3) publication of commentaries and critical reviews
6 about the field and related subjects in popular media, including television and radio,
7 magazines, major newspapers, trade publications, and journalism reviews; (4) creative
8 writing, designing, or producing—including book scripts, documentary narratives, opinion
9 columns or editorials, investigative reports, news features or analyses, and advertising and
10 public relations campaigns; (5) creative work of a demanding nature in responsible positions
11 with the media, such as directing or editing special creative or production projects; and (6)
12 primary involvement in production of a program of work accepted for exhibition, electronic
13 publication, distribution, or acceptance by archives.

14 15 16 **6.2.4 Indicators of Productivity and Quality in Creative Activities**

17
18 Faculty members shall demonstrate continuing, regular activities in high quality venues.
19 Regardless of the quantity of creative indicators, the case made for quality remains the
20 primary concern. The lesser the quantity of work, the stronger is the need for evidence of
21 substance, coherence, high quality, and impact. Specific indicators of creative quality include
22 the reputation of the exhibiting space or publisher; the scope and impact of the venue
23 (national, regional, or local); the peer-review or competitive nature of the work; published
24 reviews of the work; reputation of the funding agencies; and related indicators. The following
25 paragraphs shall serve as a guide to evaluating creative activities. Specific criteria for
26 creative work may need to be explicated on a case-by-case basis due to the potential breadth
27 and variation of the many potential creative indicators.

28
29 Relevant creative activities are normally works in areas related to the department's
30 curriculum and the candidate's academic training and/or teaching area. It would be both
31 relevant and appropriate for a photography professor, for example, to pursue exhibition and
32 publication of their photographs, while such exhibitions would not likely be relevant for a
33 colleague whose training and teaching assignment is in law or history. Publication points will
34 be awarded based upon the juried or peer-reviewed contribution of the faculty member as
35 documented in the Portfolio. The publication points are measures of quality and are
36 guidelines for evaluators to use in assigning the productivity level of creative activities and
37 are not intended to be absolute.

38 39 **1. Solo Exhibitions and Monographs**

40 (Up to 2.00 points each, not to exceed 3.00 points total). Normally, accepted solo
41 exhibitions and monographs shall receive no more than 1.00 points. However,
42 reviewers may assign a higher value for a work in a highly respected venue with
43 national scope and importance. Works that appear in venues having regional
44 importance or impact will be rated lower than shall national exhibitions and local
45 performances shall usually be rated lower still.

1 **2. Retrospective Exhibition**

2 (Up to 2.00 points each, not to exceed 3.00 points total.) Normally, a retrospective
3 exhibition shall receive no more than 1.00 points. However, reviewers may assign a
4 higher value for a work in a highly respected venue with national scope and
5 importance. Works that appear in venues having regional importance or impact will
6 be rated lower than shall national exhibitions and local performances shall usually be
7 rated lower still.
8

9 **3. International or National Traveling Group Exhibitions**

10 Up to 2.00 points each, not to exceed 3.00 points total). Normally, accepted traveling
11 group exhibitions shall receive no more than 1.00 points. However, reviewers may
12 assign a higher value for a work in a highly respected venue with national scope and
13 importance. Works that appear in venues having regional importance or impact will
14 be rated lower than shall national exhibitions and local performance shall usually be
15 rated lower still.
16

17 **4. Refereed Multiple-Authored Text and Inclusion in Scholarly Books**(Up to 2.00

18 points each, not to exceed 3.00 points total.) Normally, accepted refereed multiple-
19 authored text and inclusion in scholarly books shall receive no more than 1.00 points.
20 However reviewers may assign a higher value for works in a highly respected
21 publication with national scope and importance. Works that appear in publications
22 having regional importance or impact shall be rated lower than national publications
23 and publications of local scope and importance shall usually be rated lower still.
24

25 **5. Refereed Group Exhibits**

26 (Up to 1.00 points each, not to exceed 2.50 points total.) Normally, accepted group
27 exhibitions shall receive no more than 1.00 points. However, reviewers may assign a
28 higher value for a work in a highly respected venue with national scope and
29 importance. Works that appear in venues having regional importance or impact will
30 be rated lower than shall national exhibitions and local performances shall usually be
31 rated lower still.
32

33 **6. Creative Work Such as Radio, Television, and Film Productions, Curatorial
34 Work or Newspaper and Magazine Articles in the Mass Media**

35 (Up to 1.00 point each, not to exceed 2.50 points total).
36

37 **7. Photographic, Graphic Arts, or Digital Design Publications, Presentations, or
38 Exhibition**

39 (Up to 1.00 point each, not to exceed 2.50 points total).
40

41 **8. Publication of Commentaries and Critical Reviews about the Field and Related
42 Subjects in Popular Media, including Television and Radio, Magazines, Major
43 Newspapers, Trade Publications, and Journalism Reviews**

44 (Up to 1.00 point each, not to exceed 2.50 points total).
45

46 **9. Creative Writing, Designing, or Producing—including Book Scripts,**

1 **Documentary Narratives, Opinion Columns or Editorials, Investigative Reports,**
2 **News Features or Analyses and Advertising and Public Relations Campaigns**
3 (Up to 2.00 points each, not to exceed 3.00 points total).
4

5 **10. Creative Work of a Demanding Nature in Responsible Positions with the Media,**
6 **such as Directing or Editing Special Creative or Production Projects**
7 (Up to 2.00 points each, not to exceed 3.00 points total).
8

9 **11. Primary involvement in Production of a Program of Work Accepted for**
10 **Exhibition, Electronic Publication Distribution, or Acceptance by Archives**
11 (Up to 2.00 points each, not to exceed 3.00 points total).
12

13 **6.2.5 Departmental Standards for Assessing Scholarly and Creative Activities**

14 Scholarly and creative achievement of a candidate will be assessed in the following manner.
15 Each indicator of scholarly and creative achievement (sections 6.2.2 and 6.2.3) will be rated
16 *excellent, above average, average, below average or poor* according to the following criteria:
17 relevance, continuity, and significance. Based upon the majority of the ratings, the
18 Department Personnel Committee will provide a qualitative assessment of a faculty
19 member's productivity and overall assessment level for scholarly and creative activities in
20 terms of *excellent, above average, average, below average or poor*. The overall assessment
21 level shall be the same as the assessment assigned to a preponderance of evaluated indicators.
22 If the level is not the same, the Committee shall provide written justification for the overall
23 assessment.
24

25 **6.2.5.1 Departmental Standards for Assessing Productivity in Scholarly and** 26 **Creative Activities**

27 Productivity in scholarly and creative achievement will be assessed on the basis of the
28 total number of points earned during the period under review plus any prior years at
29 another institution for which service credit was granted. The scale shall be as follows:
30

| | | |
|----|----------------|-------------|
| 31 | Excellent: | 3.70 - 4.00 |
| 32 | Above Average: | 3.25-3.69 |
| 33 | Average: | 2.75-3.24 |
| 34 | Below Average: | 2.00-2.74 |
| 35 | Poor: | 0.00-1.99 |

36
37 For each year under consideration (assuming a five-year tenure and promotion
38 process), productivity in scholarly and creative achievement will be assessed on the
39 basis of the total number of points earned during each year under review. The scale
40 shall be as follows:
41

| | | |
|----|----------------|----------|
| 42 | Excellent: | .75- .80 |
| 43 | Above Average: | .65- .74 |
| 44 | Average: | .55- .64 |
| 45 | Below Average: | .40- .54 |
| 46 | Poor: | .00- .39 |

1
2 **6.3 Professional, University, and Community Service Activities**

3 The Department of Communications curriculum is focused upon professional education. Faculty
4 members are expected to share their knowledge within local, state, national, and/or international
5 academic and professional arenas.

6
7 To maintain and improve the quality of the learning environment, the department, school,
8 university, community, and profession are highly dependent upon active participation by faculty
9 members in various organizational and governance tasks. Communications faculty members are
10 expected to take a continuous and active role in addressing the needs of the department, school,
11 university, community, and/or profession through the application of their expertise in the field of
12 communications.

13
14 All faculty members shall contribute to faculty governance and participate in academic and/or
15 professional activities. Contributions may include:

- 16
- 17 • serving as a member or leader of department, school, or university committees,
 - 18 • organizing conference sessions,
 - 19 • serving on organization boards or committees,
 - 20 • being a discussant of presented papers, and
 - 21 • participating in other related activities.

22 Faculty members may demonstrate further service contributions by engaging in such activities
23 as:

- 24
- 25 • serving on system-wide committees,
 - 26 • serving the faculty bargaining unit,
 - 27 • serving the community through application of knowledge in the discipline,
 - 28 • advising student organizations,
 - 29 • being interviewed by the media,
 - 30 • authoring publications pertinent to the university's objectives,
 - 31 • giving workshops to professionals, and
 - 32 • working in the field.

33 Faculty members are expected to demonstrate high standards of relevance, continuity,
34 significance, and productivity in their professional, university, and community service activities.
35 In seeking to meet these standards, faculty members are encouraged to consider the following.

36
37 Relevance in professional, university, and community service activities means that the work
38 should be related to the department's curriculum or the candidate's academic or professional
39 training or expertise.

40
41 Continuity in professional, university, and community service activities is based upon clear
42 identification of one or more professional interest areas in which evidence of continuous
43 involvement and growth can be shown and the demonstration of clear contributions to the
44 university and community during each regular semester a faculty member is employed.

45
46 Significance of professional, university, and community service activities within or on behalf of

1 an organization may be assessed on the basis of such things as that organization's size, stature
2 membership or its geographic scope. Significant contributions are indicated by the value of the
3 effort to the organization, institution or public for which it is performed and the degree to which
4 that effort enhances the overall learning environment. Significant contributions may involve
5 leadership, direction, program development, or other efforts clearly beyond normal attendance
6 and participation.

7
8 Productivity in professional, university, and community service activities may be assessed on the
9 basis of the indicators listed in section 6.3.1 of this document.

10 **6.3.1 Indicators of Professional, University, and Community Service** 11 **Activities**

- 12 1) Self-assessment of performance in professional, university, and community service
13 activities is required. Faculty members shall in no more than 1000 words discuss their
14 accomplishments and overall level of performance.
- 15 2) Documentation of professional and service activities is required. Documentation shall
16 include lists and evidence of all activities with an assessment of their relevance and
17 significance. Such assessment should include, when appropriate, peer and/or external
18 evaluation.
- 19 3) Creating and implementing programs, workshops, or activities that contribute significantly
20 to the interest of the department's professional or academic constituencies.
- 21 4) Speaking to public and community groups.
- 22 5) Making invited presentations as well as organizing meetings, seminars and conferences.
- 23 6) Serving as an officer, committee chair, or other administrative responsibility in
24 appropriate scholarly and professional organizations.
- 25 7) Being an active member in appropriate academic or professional organizations.
- 26 8) Receiving non-research grants, professional honors, or awards.
- 27 9) Consulting with public and private organizations.
- 28 10) Holding positions with academic or professional publications, organizations, and/or other
29 concerns.
- 30 11) Testifying before government committees or participating in regulatory proceedings.
- 31 12) Reviewing books and manuscripts for book proposals, professional journals, conferences,
32 or media reviews.

1 13) Service to the Department, School, and University through committee membership,
2 administrative assignments, workshop direction, or conference coordination.

3
4 14) Participation in grant writing, fund raising, or promotional activities.

5
6 15) Community service.

7
8 16) Participation in departmental activities such as presentations, reception for honoring
9 students and visitors, and attending graduation ceremonies.

10 11 **6.3.2 Departmental Standards for Assessing Professional, University, and Community** 12 **Service Activities**

13 A faculty member whose professional and service activities are judged to be excellent shall
14 have demonstrated extraordinary, continuous involvement with and significant contributions
15 to one or more relevant organizations, and will have demonstrated extraordinary, continuous,
16 and significant contributions on departmental, college, or university committees or other
17 decision-making groups, as well as significant service contributions within and beyond the
18 university community.

19
20 For professional university and community service activities to be judged satisfactory faculty
21 must demonstrate continuous and productive involvement appropriate to rank. As a professor
22 progresses in the profession, there is an assumption that there will be a greater involvement
23 in the life of the university, profession, and the community. Thus, an assistant professor need
24 only to show that service has been provided at the department and college levels with
25 perhaps initial involvement with disciplinary organizations. An associate professor
26 approaching promotion (and, if applicable, tenure) shall demonstrate significant contributions
27 to at least one organization beyond a local level and sustained participation in the activity of
28 departmental, college, or university committees, or decision-making groups, and significant
29 leadership of at least one committee annually as well as other service contributions within
30 and beyond the university community. Documentation of service shall include examples of a
31 committee's activities and accomplishments beyond a mere listing of membership.

32
33 In all cases, achievement in professional and service activity will be judged to be more
34 important than participation alone. The overall assessment level assigned to professional
35 activities should be the same as the assessment assigned to a preponderance of evaluated
36 indicators (as detailed in section 6.3.1 of this document).

37 38 **7.0 Personnel Actions and Criteria**

39 The Department of Communications shall evaluate faculty performance as excellent,
40 satisfactory, or unsatisfactory.

41 42 **7.1 Retention of Probationary Faculty**

43 The purpose of retention reviews is to determine if the faculty member's performance meets the
44 expectations for a tenure-track appointment at the candidate's rank and if he or she is making
45 satisfactory progress toward promotion and tenure. Candidates will be evaluated in the three
46 areas of teaching performance, scholarly and creative activity, and service. In particular,

1 problems in the areas of teaching or scholarly and creative activities should be identified in order
2 for the faculty member to develop a program of improvement. The faculty member is responsible
3 for developing such a program.
4

5 **7.2 Tenure and Promotion**

6 Tenure consideration emphasizes contributions over several years and patterns of teaching and
7 scholarly performance over time. The granting of tenure implies a long-term commitment on the
8 part of the university and is consequently the most critical decision made regarding a faculty
9 member. Such commitments shall be limited to persons who are judged most likely to remain as
10 assets to the department, college, and university and as productive teachers and scholars for the
11 rest of their careers. Therefore, a positive tenure decision requires that the probationary faculty
12 member has displayed accomplishments, growth, and future potential that meet the expectations
13 stated in UPS 210.000 and the Department Standards. Evaluations after promotion and tenure
14 will reflect the individual's continuing productivity.
15

16 **7.2.1 Tenure**

17 To be considered for tenure, candidates shall be judged to have average teaching (as
18 indicated in 6.1.2.1), scholarly and creative activities (as indicated in 6.2.5.1) and
19 professional, university, and community service (as indicated in 6.3.2). Faculty hired at the
20 associate professor or professor rank without tenure will be expected to meet the department
21 requirements for tenure within the time specified in UPS 210.000.
22

23 **7.2.2 Promotion to Associate Professor**

24 Promotion from assistant to associate professor is automatically granted with tenure.
25

26 **7.2.3 Promotion to Professor**

27 To be considered for promotion to professor, candidates shall be judged to have above
28 average performance in teaching (as indicated in 6.1.2.1), scholarly/creative activities (as
29 indicated in 6.2.5.1) and professional, university, and community service (as indicated in
30 6.3.2).
31

32 **7.3 Early Tenure and Promotion**

33 Consideration for early tenure and/or early promotion shall be based upon a time period deemed
34 of sufficient duration for all levels of review to make a reliable evaluation of a faculty member's
35 performance.
36

37 **7.3.1 Early Tenure**

38 To be considered for early tenure, candidates shall be judged to have excellent performance
39 in teaching (as indicated in 6.1.2.1), scholarly and creative activities (as indicated in 6.2.5.1),
40 and in professional, university, and community service (as indicated in 6.3.2).
41

42 **7.3.2 Early Promotion to Associate Professor**

43 To be considered for early promotion to associate professor, candidates shall be judged to
44 have excellent performance in teaching (as indicated in 6.1.2.1), scholarly and creative
45 activities (as indicated in 6.2.5.1), and in professional, university, and community service
46 activities (as indicated in 6.3.2).

1
2 **7.3.3 Early Promotion to Professor**

3 To be considered for early promotion to professor, candidates shall be judged to have
4 excellent performance in teaching (as indicated in 6.1.2.1), performance in scholarly/creative
5 activities (as indicated in 6.2.5.1) and professional, university, and community service (as
6 indicated in 6.3.2).
7

8 **8.0 Department Personnel Committee Election**
9

10 The Department Personnel Committee consists of three full-time tenured faculty members elected
11 annually by all full-time members of the faculty. Election of the personnel committee shall be by
12 secret ballot. Normally, the elections for the following year's committee take place at the last regular
13 faculty meeting in May. A fourth member to serve as an alternate in the absence of one of the three
14 other members is elected at the same time. The alternate will serve if a member of the committee is
15 deemed to be disqualified for service by the department chair due to illness, conflict of interest, or
16 other compelling reasons, or if a member is self-disqualified due to conflict of interest.
17

18 Appendix A is the department's Student Opinion Survey questionnaire.

19 Appendix B is the Co-Authorship Disclosure Form.
20

21 Approved by the Department of Communications faculty on March 19, 1999.

22 Revision approved by the faculty on February 7, 2003.

23 Revision approved by the faculty on November 5, 2004, with authorization for minor revision
24 needed. Final revised version submitted to the Faculty Personnel Committee on 5-7-05. Approved
25 by Vice President Ephraim Smith for implementation in the 2005-06 academic year.

26 Revision approved by the faculty on April 29, 2009.

27 Addition of grade distribution guidelines approved by faculty on February 24, 2010.
28

1
2
3
4
5
6
7
8
9

Appendix A

Department of Communications Student Opinion Survey Questionnaire

| | |
|---------------------|---|
| Class Climate | Communications |
| CSU, Fullerton | |
| Communications Dept | |
| Mark as shown: | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Please use a #2 pencil and COMPLETELY FILL IN THE BOX of your answer. |
| Correction: | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> Please completely erase or completely fill in the wrong answer AND PLACE AN 'X' IN THE BOX OF YOUR ANSWER. |

1. Student Opinion Questionnaire

| | Excellent | Good | Satisfactory | Poor | Unsatisfactory |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.1 Instructor presents materials in an organized manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Instructor communicates effectively and clearly explains material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Instructor stimulates and maintains interest in course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Instructor encourages questions and/or discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Instructor is accessible to students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 Instructor provides assignments, exams, and course activities that are relevant to the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7 Instructor demonstrates interest in students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.8 Instructor demonstrates interest in teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.9 Instructor treats students fairly and impartially. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.10 Overall, how do you rate this instructor? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.11 Overall, how do you rate this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.12 Overall, how do you rate how much you learned in this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PLEASE CONTINUE ON PAGE 2 - Do not write in the blank space below.

1
2

General Comments

Please provide your specific comments elaborating on your responses and other aspects of your instructor's teaching performance and/or course.

PLEASE PRINT YOUR NAME AND COURSE NUMBER IN THE SPACE PROVIDED TO THE LEFT OF THE COMMENTS AREA.

| 1 | 2 | 3 | 4 | 5 | Comments |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.1 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.2 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.3 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.4 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.5 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.8 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.9 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.10 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.11 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.12 |

1
2
3
4

Appendix B
University Co-Authorship Form
(Found at: <http://www.fullerton.edu/far/forms/farforms/RTPCoAuthorship.doc>)

| | Signature/Name | Creative Responsibility |
|--------------------|-----------------------|--------------------------------|
| Co-author 1 | _____ Type Name: | |
| | _____ Signature | |
| Co-author 2 | _____ Type Name: | |
| | _____ Signature | |
| Co-author 3 | _____ Type Name: | |
| | _____ Signature | |
| Co-author 4 | _____ Type Name: | |
| | _____ Signature | |

5