



UNIT STANDARDS REVIEW
SIGNATURE FORM

Department of: Communication Studies

Year: 2020

1) Department Chair:

[Signature]
Signature

3/2/20
Date

2) Dean:

[Signature]
Signature

3/16/20
Date

3) Chair, UM Unit Standards Committee:

[Signature]
Signature

10/3/20
Date

4) Provost and Vice President for Academic Affairs:

DocuSigned by:
Reed Humphrey
D3FE78AE0D42425...
Signature

10/5/2020
Date

1 **Department of Communication Studies**
2 **Unit Standards**

3 (For review in AY 2019-20)
4

5 **I. STATEMENT OF PURPOSE**
6

7 This document serves three purposes: (1) it fulfills the requirements of the Collective Bargaining
8 Agreement as the basis for faculty evaluation, (2) it establishes shared guidelines to direct and
9 interpret individual and departmental development, and (3) it defines our departmental
10 identity within the broader professional standards of the field of Communication Studies.
11

12 **II. PHILOSOPHY**

13 The department values a balanced program of teaching and learning, scholarship, and service
14 from each faculty member in order to fulfill the department's mission. We recognize that while
15 individual faculty members may differ from each other and across their own careers in what
16 constitutes an appropriate balance, there are baseline expectations for all faculty members. One
17 expectation is that each faculty member fulfills obligations to students by being an effective
18 teacher. An equally significant expectation is that each faculty member, appropriate to rank and
19 position, establishes and maintains a visible research agenda that furthers scholarly
20 understanding of human communication. Finally, each faculty member is expected to show a
21 commitment to essential service activities.
22

23 **III. CATEGORIES OF EVALUATION**
24

25 A. Teaching and Learning
26

27 1. Philosophy

28 The communication discipline finds its roots in the rhetorical training of the ancient Greeks, and
29 the National Communication Association was founded by teachers of speech communication.
30 Thus, teaching is an integral part of communication scholars' professional identity.
31

32 In the Department of Communication Studies, we promote effective teaching and learning by:

- 33 • valuing teaching in the promotion and tenure process;
- 34 • encouraging faculty members to develop a repertoire of courses that takes advantage of
35 scholarly expertise, and serves the needs of the department and university; and
- 36 • sustaining formal and informal discussions of pedagogy among faculty members at all
37 levels.
38

39 2. Evidence
40

41 a. All faculty members under review must provide evidence of:
42

- 43 1. Effective teaching and learning. Evidence includes, but is not limited to: course
44 materials, student feedback on teaching, student work, and peer observations of
45 teaching.

46 2. Effective student advising and mentoring. Evidence includes, but is not limited to:
 47 number of UG advisees/mentees, graduate advisor and committee member roles,
 48 oversight of student internships and research projects.
 49

50 b. The department encourages additional teaching and learning activities beyond the
 51 baseline evidence in Section 2a above. Evidence of such activities includes, but is not
 52 limited to:

- 53 1. significant course revision or development of new courses;
- 54 2. participation in professional development programs related to teaching;
- 55 3. formal teaching beyond one's assigned courses (e.g. extra course sections, guest
 56 lectures, teaching in the community);
- 57 4. student presentations or publications that result from one's instruction;
- 58 5. teaching that involves significant community engagement (e.g. service-learning);
- 59 6. activity that significantly advances international, cross-cultural, or global
 60 engagement;
- 61 7. publication of textbooks or other instructional materials;
- 62 8. publication of peer-reviewed scholarship of teaching and learning (may, at the
 63 faculty member's discretion, alternatively count as scholarship);
- 64 9. receipt of teaching awards;
- 65 10. teaching general education courses and writing courses.
 66

67 3. Evaluation

68 To be evaluated as *Normal*, the candidate must provide evidence of effective teaching
 69 and student advising and mentoring as described in Section III.A.2.a. The evidence must
 70 demonstrate that teaching is appropriately rigorous, up-to-date, and regularly evaluated
 71 above the mid-point on quantitative student evaluations. Teaching may be evaluated as
 72 *Less-Than-Normal* if there is evidence of a pattern of fundamental problems in the
 73 candidate's teaching, advising, or mentoring.
 74

75 To be evaluated as *Above Normal*, the candidate must fulfill the expectations for *Normal*
 76 teaching, AND provide evidence of additional teaching activities as described in Section
 77 III.A.2.b. A pattern of student evaluations that indicate above average teaching
 78 performance may also contribute to an *Above Normal* evaluation, but they are not
 79 sufficient for that rating.
 80

81 To be evaluated as *Outstanding*, the candidate must fulfill the expectations for *Above*
 82 *Normal* teaching, AND provide evidence of exceptional impact, prominence, and/or
 83 depth of involvement in one's additional teaching activities.
 84

85 The department recognizes that both qualitative variability within types of teaching
 86 activity and the amount of activity must be taken into account for Above Normal and
 87 Outstanding ratings. For example, local vs. national awards, short trainings vs. long-term
 88 professional development, and different kinds of formal teaching beyond one's workload
 89 must be weighed by the FEC and Chair to make those determinations.
 90

91 Faculty members who are released from teaching responsibilities during the evaluation
92 period only need to provide evidence of effective teaching commensurate with the
93 amount of teaching performed in order to be judged normal in the area of teaching.
94

95 B. Scholarship

96 97 1. Philosophy

98 We view scholarship broadly, as the active construction of knowledge in the field of
99 Communication Studies. In general, we see scholarship as fundamental to our identities as
100 professors of communication. Good scholarship is founded on research, and we recognize that
101 the vitality and reputation of the department depends upon the active research agendas of the
102 faculty. Although we recognize multiple modes and outlets for research within our field, we
103 place primary emphasis on publication of scholarly books, peer-reviewed journal articles, and
104 chapters in scholarly books. For the purposes of evaluation, prominent journals include those
105 published by the International Communication Association and the National Communication
106 Association and those that are recognized as important journals in the candidate's particular
107 area of study. Similarly, books and book chapters should generally be published by presses that
108 are recognized for scholarship in the candidate's particular area of study. Regardless of
109 publication venue, faculty publications will be evaluated on the basis of quality, visibility, and
110 impact.
111

112 2. Evidence

113 a. Essential evidence of scholarship includes:

- 114 1. publication of original scholarly work in the form of refereed journal articles, book
115 chapters, edited volumes, or books;
- 116 2. in cases involving tenure, written expert opinions on the quality of a candidate's
117 research.

118
119 b. The department has further agreed that additional evidence can be important to have
120 when documenting accomplishment in the area of research scholarship. These items may
121 include:

- 122 1. conference papers, both competitive and invited;
- 123 2. submission of grant proposals and/or receipt of grants;
- 124 3. evidence of incorporating community engagement into one's scholarship, such as by
125 conducting community-based research, partnering with community organizations in
126 one's research endeavors, or engaging other research-related activities that clearly
127 contribute to the public good;
- 128 4. dissemination of scholarly knowledge to a public audience (e.g., publication in *The*
129 *Conversation* or public lectures)
- 130 5. invited essays in scholarly publications;
- 131 6. book reviews in peer-reviewed journals or major association newsletters;
- 132 7. invited professional and public addresses and colloquia;
- 133 8. evidence of utilization of research by academic colleagues in and outside the field,
134 professional audiences, and various publics;
- 135 9. in cases involving promotion to the rank of Professor, written external opinions on
136 the quality of a candidate's research may be consulted at the request of the candidate for
137 promotion but are not required;

- 138 10. receipt of honors or awards related to research.
 139 11. publication of peer-reviewed scholarship of teaching and learning (may, at the
 140 faculty member's discretion, alternatively count as teaching);
 141 12. submission to journals of original scholarly work;
 142 13. editing an academic journal (may, at the faculty member's discretion, alternatively
 143 count as service).

144
 145 c. The department also recognizes that some of the above activities are more involved or
 146 indicative of accomplishment in scholarship than others in determining "above normal" and
 147 "outstanding" performance. Such items may include:

- 148 1. publication of original scholarly work in the form of refereed journal articles, book
 149 chapters, edited volumes, or books, particularly in quality, visibility, frequency, or
 150 impact;
 151 2. receipt and successful management of external grants;
 152 3. receipt of honors or awards related to research.

153

154

155

156 3. Evaluation

157 _____ To receive an evaluation of *normal*, the candidate must provide evidence of at least one
 158 research activity per year, as defined in Section III.B of this document, during the
 159 performance period. The evidence must demonstrate ongoing development of a
 160 research agenda on which they are the primary contributor, such as publications,
 161 conference presentations, grant preparation, manuscript submission, or significant data
 162 collection. Candidates should be aware that meeting the Normal standard annually may
 163 not be sufficient to achieve the specific promotion and tenure standards defined below
 164 in Section IV.

165

166 To receive an evaluation of *above normal*, the candidate must demonstrate publication of
 167 two or more articles/chapters in a prominent journal or edited volume, and/or presses
 168 (i.e. "essential evidence" as defined in section III.B.2.a) during the period under review.

169

170 To receive an evaluation of *outstanding*, the candidate must exceed the level of
 171 productivity for above normal (e.g., more than two articles/chapters or publication of a
 172 scholarly book), have garnered special recognition for research activity (e.g., awards or
 173 other acknowledgement of research quality or impact), or meet the expectations for
 174 "above normal" and have other examples of items outlined in section III.B.2
 175 demonstrating impact, prominence, and/or depth of involvement.

176

177 Scholarship performance will be considered *less-than-normal* when a faculty member
 178 fails to provide specific evidence to the FEC that s/he was directly involved in research
 179 activity during the evaluation period. However, an exception applies when a faculty
 180 member has, by agreement with the Department Chair, accepted significantly higher
 181 teaching and/or service responsibilities in exchange for reduced research during the
 182 evaluation period. In this case, the faculty member will be judged normal in the area of
 183 research if the level of research activity is consistent with the agreed upon reallocation of
 184 faculty time.

185
186
187

188 C. Service

189 1. Philosophy

190 Service is necessary to the maintenance and growth of our department, university, profession,
191 and community. Involvement in service activities also can enhance societal welfare by
192 facilitating integrated programs of scholarship that meld basic knowledge with practical
193 applications through community partnerships. Although service is not the primary
194 responsibility of the faculty role, it is required to create and sustain a vital academic
195 community, making it a necessary and essential activity for faculty at all levels.

196

197 Since service to the department is essential for ongoing program viability, all faculty members
198 are expected to provide department service. Other types of service are encouraged to the extent
199 that they contribute to a faculty member's career goals and aspirations or to the university's
200 local, national, or international partnerships and reputation. Faculty contributions to service
201 will be evaluated by quality, as well as quantity and frequency. Service quality can be
202 demonstrated by filling significant needs or clearly creating valuable outcomes for the
203 department, university, profession, or community.

204

205 2. Evidence

206 a. The department recognizes service at the departmental, university, disciplinary, and
207 community-levels. Faculty members are expected to develop a mix of service activities
208 appropriate to rank, competencies, and interests. The department has agreed that
209 various types of service activities at the departmental, university, or discipline-wide
210 level can be important to have as part of one's regular service activities.

211

212 b. At the *departmental level*, these activities may include, but are not limited to:

- 213 1. contributing to other activities that are essential to ongoing operation of the
214 department, such as creating newsletters, overseeing commencement ceremonies,
215 serving as a liaison between the department and other campus units or offices, and
216 organizing/overseeing special events;
- 217 2. contributing to intermittent departmental needs, such as serving on search
218 committees or specific task-oriented committees;
- 219 3. engaging in graduate program activities that are not related to teaching or
220 mentoring, such as the graduate admissions committee, temporary advising, and
221 program development;
- 222 4. engaging in activities related to undergraduate or graduate program development;
- 223 5. serving in a substantial administrative position in the department, such as
224 Department Chair or Director of Graduate Studies.

225

226 c. At the *university level*, these activities may include, but are not limited to:

- 227 1. serving on University committees or in the Faculty Senate;
- 228 2. demonstrated leadership in areas such as program development or curriculum
229 review and development,
- 230 3. leading faculty professional development seminars, including those on teaching
231 improvement and research;

- 232 4. serving as an official faculty advisor to a student organization;
 233 5. serving as a liaison to other units, offices, or programs within the MUS;
 234 6. service for the university's recognized bargaining agent;
 235 7. student recruitment and retention activities;
 236 8. nominations or receipt of honors or awards related to university service.
 237
- 238 d. At the *discipline-level*, these activities may include, but are not limited to:
 239 1. serving in leadership roles for professional associations (e.g., an association executive
 240 or officer, or officer of a division or interest group);
 241 2. serving on professional association committees;
 242 3. refereeing papers for presentation or publication, reviewing grant and contract
 243 proposals, moderating/ chairing convention panels;
 244 4. journal editorship;
 245 5. membership on academic journal editorial boards;
 246 6. presentation of continuing education activities related to professional expertise such
 247 as workshops and/or seminars for professionals, business, or government personnel;
 248 7. serving on professional boards;
 249 8. nominations or receipt of honors or awards related to professional activities.
 250
- 251 e. At the *community level*, these activities may include, but are not limited to:
 252 1. membership on community boards, commissions, or committees, especially those
 253 related to one's area of expertise;
 254 2. high quality contributions to projects or initiatives that support the public good;
 255 3. partnership with community agencies in providing service-learning opportunities for
 256 students;
 257 4. consulting and/or training in areas of professional competence (IPR should
 258 distinguish compensated from uncompensated activity);
 259 5. public presentations related to professional expertise (e.g., community panels,
 260 debates, talks, radio or television appearances, newspaper editorials, etc.);
 261 6. nominations or receipt of honors or awards related to community service activities,
 262 especially when directly related to faculty expertise.
 263
- 264 f. The department further recognizes that some of the above activities are more involved or
 265 indicative of accomplishment in service than others for determining "above normal" and
 266 "outstanding" performance. Such items may include but are not limited to:
 267 1. Serving in leadership roles for professional associations (e.g., association executive or
 268 officer, or officer of a division or interest group);
 269 2. Receiving awards for service accomplishments, especially when related to one's
 270 faculty role and expertise;
 271 3. Editing an academic journal (may, at the faculty member's discretion, alternatively
 272 count as scholarship)
 273 4. Making high-quality contributions to projects or initiatives that support the public
 274 good, such as grant applications, seminars, or service on public or community-
 275 organization advisory boards;
 276 5. High-level involvement or leadership on university committees, task forces, the UFA,
 277 or Faculty Senate.

278 6. Significant, unusual, or unexpected responsibilities that stem from one's service roles
 279 (e.g., attending to a crisis).

280

281 3. Evaluation

282

283 *Normal* service performance will be satisfied by consistent service activity at the
 284 department level and at least one service activity to the discipline, university, or
 285 community appropriate to rank.

286

287 Service performance will be considered *above normal* if the candidate provides evidence
 288 of multiple service activities on multiple levels (e.g., department and university levels).

289

290 To receive an evaluation of *Outstanding*, the candidate must provide evidence of
 291 exceptional performance in service activities (e.g. leadership roles, significant impact,
 292 awards/honors), and/or other examples from section III.C.2.f.

293

294 Service will be judged *less-than-normal* when a faculty member fails to provide specific
 295 evidence to the FEC that they participated in service activity during the evaluation
 296 period. However, an exception applies when a faculty member has, by agreement with
 297 the Department Chair, accepted significantly higher teaching and/or research
 298 responsibilities in exchange for reduced service during the evaluation period. In this
 299 case, the faculty member will be judged normal in the area of service if the level of
 300 service is consistent with the agreed upon reallocation of faculty time.

301

302

303 **IV. STANDARDS FOR PROMOTION AND TENURE**

304 The following standards for evaluation are to be interpreted in the context of the overall
 305 department philosophy articulated in Section II of this document: quality teaching is one
 306 expectation; research performance is an equally significant expectation; and a moderate level of
 307 service is expected of all faculty members. The rest of this section specifies the standards for the
 308 particular recommendation being made.

309

310 A. Promotion to Assistant Professor

311 Under no circumstances will a faculty member be promoted to the rank of Assistant Professor
 312 until the faculty member possesses the Ph.D. (in Communication Studies or closely related
 313 fields) or equivalent terminal degree (e.g., Ed.D. or J.D.).

314

315 B. Promotion to Associate Professor

316 1. Teaching: The FEC expects evidence of a regular pattern of effective teaching, with no
 317 continuing pattern of significant problems. (While the FEC recognizes that new faculty
 318 members may encounter some challenges early in their career, for promotion candidates need
 319 to demonstrate that any significant, initial problems with teaching have been addressed and
 320 rectified). Evidence should demonstrate that courses are appropriately rigorous, up-to-date, and
 321 regularly evaluated above the mid-point on quantitative student evaluations. In addition, the
 322 FEC will look for evidence of participation in graduate student mentoring, specifically
 323 advising/mentoring and committee participation. Beyond this essential evidence, other
 324 evidence of teaching effectiveness may further strengthen the case for promotion.

325

326 2. Scholarship: At the minimum, the candidate must demonstrate two things: a) that they are
327 the primary contributor to a program of research that addresses significant questions about
328 communication, and b) some success at publication in prominent scholarly journals or presses.
329 To be considered for promotion to Associate Professor, the candidate should have at least three
330 publications or equivalent, with demonstration of peer-review and lead or co-lead authorship.
331 The candidate must also demonstrate success in scholarship while in current rank. In
332 determining research productivity, the FEC may consider work that is in progress at the time of
333 evaluation as well as extenuating circumstances (e.g., family or medical issues). Additionally,
334 the FEC will consider the strength of the research agenda in terms of its potential for continued
335 growth, and the overall scholarly impact and dissemination of the agenda as measured by
336 honors, awards and utilization of research.

337

338 3. Service: Departmental service is required. The FEC also expects a moderate level of service to
339 broader constituencies, (i.e. the discipline, the university, or the community).

340

341 C. Award of Tenure

342 1. Teaching: The FEC will look for evidence of continued rigor in instruction and positive
343 feedback on student evaluations, as well as evidence of ongoing development of courses. The
344 FEC also will look for evidence of positive involvement in graduate mentoring. For the award
345 of tenure, a peer evaluation of teaching will also be used as evidence. The candidate shall ask
346 any tenured faculty member in the Department of Communication Studies to complete the
347 review prior to October 15th.

348

349 2. Scholarship: To be considered for tenure, the candidate should have at least four article-
350 length publications or equivalent, with demonstration of peer-review and lead or co-lead
351 authorship. The expectation for prominence and quality of these publications is the same as for
352 promotion to Associate Professor. The FEC will look for the potential for continued growth of
353 the research program, but in determining research productivity it will place greater emphasis
354 upon demonstrated success at publication and the establishment of research than it will upon
355 works in progress.

356

357 In weighing this evidence, the FEC will consult written assessments of the candidate's
358 scholarship from tenured faculty members with relevant expertise at other universities. The
359 candidate shall make a list of five potential reviewers available to the Department Chair before
360 the end of the previous Spring Semester. The Department Chair, in consultation with the FEC,
361 shall generate a list of additional potential reviewers. The potential reviewers shall not include
362 the candidate's graduate program advisors or committee members nor any of the candidate's
363 scholarly collaborators/co-authors. The Chair's list shall be shared with the candidate, and the
364 candidate may strike one or more of the names from the Chair's list. The Department Chair
365 shall then solicit three reviewers, including two from the candidate's list and one from the
366 Chairs' list by the end of June. In soliciting letters, the Chair will tell the external reviewers that
367 letters will be anonymized, that reviewers should write their letters in such a way as it will not
368 reveal their identity and that reviewers should submit both a signed and an unsigned copy of
369 their letter to the chair. After the Department Chair receives the letters, the names, addresses
370 and other potentially identifying materials will be removed to protect the anonymity of the

371 reviewers before the letters are placed in the faculty member's application materials by October
372 15.

373

374 3. Service: Candidates must demonstrate department service and some combination of service
375 beyond the department level. In particular, the FEC expects candidates to have established a
376 presence at the university level through service on university committees, participation in
377 faculty governance, or other University service that is requested of the department.

378

379 D. Promotion to Professor

380 1. Teaching: The FEC will look for evidence of continued rigor in instruction and positive
381 feedback on student evaluations, ongoing development of courses, and successful graduate
382 mentoring.

383

384 2. Scholarship: An individual's entire scholarly record will be evaluated for promotion to the
385 rank of Professor. The FEC will evaluate available evidence in terms of a) the successful
386 development of a nationally recognized program of research, attributable primarily to the
387 candidate; and b) significant publication success beyond the award of promotion to Associate
388 Professor. To be considered for promotion to Professor, the candidate should demonstrate
389 multiple publications after achieving tenure, with demonstration of peer-review and lead or co-
390 lead authorship on some of those publications. In determining research productivity, the FEC
391 will recognize that the quantity of post-tenure research may be affected by the initiation of new
392 programs of research and participation in additional teaching and service responsibilities;
393 however, no faculty member may be promoted to Professor on the basis of teaching and service
394 alone. The expectation for prominence and quality of these publications is the same as for
395 promotion to Associate Professor. For promotion to rank of Professor, the candidate may ask for
396 outside letters of support. If the candidate chooses to do so, the process will follow the same
397 conditions as laid out for letters in the process for tenure in Section IV.C.2.

398

399 3. Service: The FEC expects evidence of a sustained commitment to service at the department,
400 university and discipline levels.

401

402 V. SALARY DETERMINATION

403

404 1. Merit. As stipulated by Section 10.110.3.a of the Collective Bargaining Agreement, eligibility
405 for a merit award requires above normal performance in at least two of the three areas of
406 teaching and learning, scholarship, and service, or outstanding performance or special
407 recognition in at least one of these areas, and normal performance in the remaining areas of
408 assigned duties.

409

410 2. Normal Increment. To receive a normal increment, normal performance or above normal
411 performance in all areas of assigned duties is required. See Section 10.110.3.b in the CBA for
412 additional information.

413

414 3. Less-Than-Normal increment. Below normal performance in any area of assigned duties may
415 be grounds for recommending a less-than-normal increment during the evaluation period, as
416 specified in Section 10.110.3.c of the CBA. Failure to submit an IPR for evaluation by a faculty
417 member, when required (see CBA 10.210, 10.220), is grounds for a less-than-normal increment.

418
419 If a faculty member receives three recommendations for less-than-normal increments for three
420 successive years, tenure review will be initiated following the procedures outlined in Section
421 17.100 of the CBA.

422
423 **VI. EVALUATION OF TENURABLE, PARTIAL FTE APPOINTEES**

424
425 Tenurable faculty members whose permanent appointment is less than 1.0 are evaluated using
426 the same qualitative standards as other tenurable faculty but with the expectation that the
427 amount of evidence needed to support a favorable evaluation in any area will reflect the
428 proportion of FTE and other terms of employment. According to section 10.110.3.c of the CBA,
429 performance is to be evaluated consistent with workload assignment. For example, the amount
430 of teaching, research, and service activity expected of an individual with a tenurable .5 FTE
431 appointment would be one-half of that expected of individuals with full-time appointments,
432 unless the terms of employment are adjusted to specify otherwise. (Similarly, the evidence
433 submitted by an individual with a permanent .5 appointment might be weighted by a factor of 2
434 for the purpose of comparison to full time faculty.)

435
436 However, the same standards of quality apply to all tenurable faculty. An evaluation of normal
437 or above for any evaluation cycle requires evidence of rigorous and up-to-date courses that are
438 regularly evaluated above the mid-point on quantitative student evaluations, appropriate and
439 competent participation in student advising/mentoring, evidence of direct involvement in
440 research, and a level of service appropriate to the terms of employment.

441
442 Promotion and tenure similarly require evidence of a consistent pattern of effective teaching
443 (including advising/mentoring) and service to the department and other constituencies that is
444 appropriate to the proportion of FTE and terms of employment. With respect to research
445 expectations, for promotion to Associate Professor, a partial FTE appointee should be the
446 primary contributor to a program of research that addresses significant questions about
447 communication, should demonstrate some success at publication in prominent scholarly
448 journals and presses, with peer-review and lead or co-lead authorship on some of those
449 publications. For tenure, a partial FTE appointee should demonstrate success at publication in
450 prominent scholarly outlets and show the potential for continued growth of the research
451 program. For promotion to Full Professor, the candidate should demonstrate successful
452 development of a visible program of research, attributable primarily to the candidate, with
453 evidence of publication beyond the award of tenure.

454
455 **VII. EVALUATION OF NON-TENURABLE APPOINTEES**

456 Non-tenurable appointees shall be evaluated according to the standards in Section V: Salary
457 Determination. Evaluation is required only in those areas of performance stipulated by the
458 terms of his or her appointment. For example, nontenurable appointees may or may not be
459 required to perform advising, to engage in departmental or university service, or to participate
460 in scholarly activities. If the terms of employment are not explicit, non-tenurable faculty shall
461 only be evaluated on the basis of teaching performance.

462
463 However, a non-tenurable appointee may request evaluation in other areas if seeking a merit
464 increment or promotion. Contributions in areas that lie outside assigned duties are to be noted

465 in the FEC evaluation only for the purposes of providing special recognition or providing a case
 466 for merit or promotion; they are not a required element of the evaluation. Candidates receiving
 467 a less-than-normal increment two years in a row will be ineligible for reappointment.
 468

469 *Promotion for non-tenurable appointees* shall be based upon the standards set forth in
 470 University Policy 350, the CBA and this document. As such, promotion for adjunct, research or
 471 visiting instructors is based upon the entirety of the instructor's academic record since the last
 472 promotion, with particular emphasis on the nature of the academic appointment and duties.
 473 Promotion is based upon showing a "clear demonstration of professional growth and an
 474 increasingly valuable contribution to the University" (CBA 10.110). Evidence of such growth
 475 and contribution might include teaching evaluations, development of new curriculum, awards,
 476 research in the form of peer reviewed journal publications, book chapters and books, as well as
 477 service to the Department, the University and the community.
 478

479 Promotion for lecturers and adjuncts shall be based upon the procedures and categories
 480 described in UM Policy 350 (as revised 10/13/2017). Evaluation shall be based upon the nature
 481 of the lecturer's appointment, but may also include activities that go beyond the nature of the
 482 appointment (such as research for a teaching lecturer). Evidence of distinction might include
 483 teaching evaluations, development of new curriculum, awards, research in the form of peer
 484 reviewed journal publications, book chapters and books, as well as service to the Department,
 485 the University and the community.
 486

487 *Outstanding Performance Award for non-tenurable appointees* requires above-normal performance
 488 in those areas stipulated by the terms of his or her appointment. Evidence of above normal
 489 teaching may come from any of the areas of teaching effectiveness defined in Section III.A.2 of
 490 this document. In addition, evaluation of above normal performance can be bolstered by
 491 activities that go above and beyond the scope of the appointee's contracted duties, but should
 492 bring recognition to UM and should remain within the general categories of teaching and
 493 learning, scholarship, and service that are used to evaluate tenurable appointees. For example,
 494 research activities (journal articles, books, etc.) undertaken at UM while on a teaching
 495 appointment could be considered as additional evidence in support of above normal
 496 performance.
 497

498 **VIII. RETENTION/NON-RETENTION**

499 As per the CBA, a probationary appointee has no right to reappointment, and a probationary
 500 appointment shall automatically expire at the end of the specified term in the absence of a
 501 written reappointment signed by the President and/or Provost.
 502

503 The FEC may recommend non-reappointment of a probationary appointee if it determines that
 504 the appointee's performance in teaching, research, or service does not indicate the eventual
 505 accomplishment of requirements for continuous tenure. The procedures for cases of non-
 506 reappointment are established in the Collective Bargaining Agreement (CBA).
 507

508 **IV. EVALUATION PROCEDURES**

509 There are four components to faculty performance review within the department:

- 510 • Submission of Individual Performance Record(IPR) – including course evaluation
- 511 summaries

- 512 • Summary of written teaching evaluations by Student Evaluation Committee (SEC)
- 513 • Faculty Evaluation Committee (FEC) recommendation
- 514 • Department Chair's recommendation

515

516 A. Individual Performance Record

517 By October 15, each faculty member shall submit to the Faculty Evaluation Committee
 518 an Individual Performance Record (IPR) documenting evidence of performance in
 519 teaching, research and service. Examples of past IPRs should be made available to
 520 faculty members by the Chair. Faculty members should consult section 10.220 of the
 521 CBA to determine the length of the performance period that must be documented.
 522 Faculty members should consult Section III of this document as they prepare their IPR,
 523 but may include other material they deem relevant to their review. All supplementary
 524 material should be attached as exhibits at the end of the document. Upon request, a
 525 faculty member being evaluated shall be permitted to personally address the committee
 526 regarding their evaluation.

527

528

529 B. Summary of teaching evaluations by Student Evaluation Committee

530 By September 15, the Department's student representatives shall organize a Student Evaluation
 531 Committee consistent with Section 10.230 of the CBA. The SEC shall consist of between three
 532 and seven students who are majors or graduate students in the department, and one faculty
 533 observer (tenured or tenure-track) who has all rights of participation and access to information
 534 except voting. Final authority for selection of the SEC rests with the Department Chair.

535

536 By October 15, the SEC shall submit to the FEC a written summary of qualitative data regarding
 537 the teaching and advising of each faculty member under review. To prepare this summary, the
 538 committee shall review faculty members' course evaluations for all courses taught during the
 539 academic year, and may seek or receive additional evidence from students who have taken
 540 courses or been advisees of the faculty member.

541

542 According to Section 10.235 of the CBA, "The absence of Student Evaluation Committee
 543 participation shall not be regarded as a defect in the evaluation process. The sole intent of this
 544 section is to allow the evaluation process to proceed in the event the SEC has not exercised its
 545 role in the process within the specified deadlines. Units and faculty members may not exempt
 546 themselves from the requirement to have student evaluation committee participation in the
 547 evaluation process. This section pertains only to those instances where a Student Evaluation
 548 Committee has failed to act within the stipulated deadlines."

549

550 C. Faculty Evaluation Committee recommendation

551 The FEC shall consist of all tenured and tenure-track faculty members holding the rank of
 552 Associate Professor or Professor. Members of the FEC shall elect a chairperson from their ranks.
 553 One member of the SEC, appointed by the FEC Chair, will serve as observer on the FEC with
 554 full rights of participation but no right to vote.

555

556 Following the procedures outlined in Section 10.240 of the CBA, by November 15, the FEC shall
 557 submit to the Department Chair a written evaluation of the performance of each faculty

558 member under review. The evaluation shall adhere to the standards in Section III and IV of this
559 document, and must include a specific recommendation in the appropriate categories in Section
560 IV and/or V. The FEC shall rely upon the faculty member's IPR, the SEC evaluation, and
561 additional written or oral testimony from the faculty member. The FEC also may consider
562 relevant evidence from other sources, provided that the use of such evidence is incorporated
563 into the record and that the faculty member is afforded an opportunity to respond to this
564 evidence.
565

566 By November 15, the FEC also shall produce a written review of the Department Chair. The
567 FEC shall elect one member to conduct and prepare the review. Data and testimony may be
568 obtained from faculty members, office staff, students, and administrators. The written review
569 will be presented to the Chair, appended to the Chair's FEC recommendation, and submitted to
570 the Dean of the College of Humanities and Sciences.
571

572 All FEC recommendations will be determined by majority vote. A faculty member is required to
573 excuse themselves from the final deliberations and voting on their own recommendation
574 and/or deliberations involving a person with whom a conflict of interest exists as defined in
575 Section 10.310 in the CBA. A faculty member may appeal to the FEC for a reconsideration of the
576 recommendation. Recommendations of the FEC together with supporting documentation and
577 an appended summary of those who have been recommended by the FEC for promotion, salary
578 increase, or tenure, respectively, shall be forwarded to the Department Chair and the Dean of
579 the College of Humanities and Sciences by November 15.
580

581 D. Department Chairperson's Recommendation

582 By December 15, the Department Chair shall prepare a written recommendation for each
583 member of the Department who is under review regarding promotion, tenure status, salary
584 increment, and retention, in accordance with Section 10.250 of the CBA. In addition, the
585 Department Chair shall prepare a summary list of those recommended by him/her for
586 promotion, merit increase, or tenure. (The merit list will be ranked in order of priority for the
587 Dean of H&S unless the Department Chair gives reasons for not doing so.) The Chair's
588 recommendations shall be signed by the faculty member involved to attest that the faculty
589 member has read it. The recommendations and materials shall be forwarded to the Dean,
590 College of Humanities and Sciences by December 15.
591

592 E. Guarantee of Peer Review

593 These procedures are intended to guarantee peer review and consultation among faculty
594 members within the Department. Faculty members shall have the opportunity to discuss
595 advancement recommendations with the Department Chair. Each faculty member also shall
596 have the opportunity to review his or her evaluations from the SEC, FEC, and Department
597 Chair. The faculty member's signature on these forms indicates review of the evaluation; it does
598 not indicate endorsement.
599

600 F. Appeals Process

601 Within 10 days of receipt of a recommendation from the FEC or Chair, a candidate may submit
602 a written appeal regarding any aspect of the evaluation record or process in accordance with the
603 procedures described in Sections 10.250 and 10.270 of the CBA.
604

605 Approved by COMM faculty September 30, 2019