

**CRITERIA FOR TENURE/PROMOTION AND EARLY TENURE/PROMOTION
COMMUNICATIONS DEPARTMENT
California State University, Dominguez Hills**

The Faculty Handbook of California State University, Dominguez Hills (Section D, page 8), under the heading of "Policies and Procedures Affecting Appointment, Re-Appointment, Tenure, and Promotion," lays the foundation for this document through its insistence on maintaining the highest quality standards possible for the institution. It reads:

"Since the caliber of a University faculty is the single most important index to the overall quality of the institution, policies and procedures affecting the initial selection of faculty, as well as re-appointment, tenure, and promotion, inevitably exert a central and long-lasting influence. Only if concern for excellence is emphasized in each phase of faculty selection and evaluation can there be any reasonable expectation of achieving and maintaining a general regard for excellence throughout the institution."

It goes on to state that:

"Each campus shall develop campus-wide procedures whereby only members of the faculty who are tenured, and such department chairmen and academic administrators as the campus procedures shall provide, may participate at any level of consideration in the deliberations or vote on recommendations relating to appointment, retention, tenure, or promotion of faculty. The procedure shall provide that those making such recommendations should consider information from other faculty members and any other source, including, but not limited to students."

A faculty member being considered for tenure and/or promotion shall be evaluated for accomplishments in the area of Teaching, Scholarship, and Service. While the Handbook provides examples of accomplishments and activities that may qualify a pre-tenure faculty member for tenure and promotion, it is left to the department to develop the discipline-specific criteria.

In Communications, an individual may be appointed to a tenure-track position based on:

A. Completion of a terminal degree in an appropriate discipline and either experience or promise of high quality performance in the areas of teaching, scholarship, and service or

B. Completion of a master's degree in a relevant discipline and a record of outstanding professional experience in the field, along with experience in or promise of high quality performance in teaching, scholarship, and service.

Pre-tenure (or probationary) faculty who are appointed in Communications based on the qualifications in category "A" above must meet or exceed the following standards for tenure and promotion to Associate Professor:

Teaching

- Successful teaching experience at CSUDH for a sufficiently long period of time for faculty colleagues to judge the quality and consistency of the individual's instruction (normally a six-year period of time is considered sufficient time),
- Consistently positive teaching evaluations from students (normally 80% or more of the students rating the instructor in the top two rating categories and positive narratives)
- Positive peer evaluations from at least two tenured faculty qualified to judge teaching in the individual's field of expertise,
- Demonstration of positive learning outcomes from students in the individual's classes,
- Demonstration of currency in the discipline (e.g. participation in system-wide disciplinary faculty meetings).

Scholarship

- Presentation of research or creative activities, as appropriate for the individual's assignment, at professional conferences, seminars, symposia, or colloquia, (normally one per year)
- Publication of articles in refereed journals in the field of expertise, (minimally, one every other year)
- Publication of book chapters or book-length manuscripts on topics relevant to individual's discipline, (typically 4 book chapters or one book)
- Successful writing of grant proposals that lead to a deeper or better understanding of questions of interest in the discipline or which help students learn this content more effectively, (as appropriate)
- Activity within the profession that leads to a product (e.g. documentary, newspaper articles/columns - varies by size, reputation, and quality of the work)

Service

- Positive contributions to the department, college, and university through regular service on committees, councils, work groups at progressively more important levels,
- Participation in extracurricular activities in support of student learning or research,
- Assumption of leadership roles in local, state, regional, and/or national organizations in the discipline or higher education in general,
- Service as department chair or coordinator of a program.

Except in unusual cases, where an individual has distinguished himself or herself nationally or internationally, as an exemplar of professional achievement (e.g. Diane Sawyer, Charmayne Hunter-Gault, Connie Chung), individuals who are appointed by fulfilling the qualifications under category "B" above must meet or exceed the following standards for tenure and promotion to Associate Professor:

Teaching

Same as those specified for individuals who qualify for appointment under category "A."

Scholarship

In the area of scholarship, the standards are similar to those for an individual who qualifies for appointment under category "A." However, the primary measure of progress in this area will be completion of a doctorate degree by the end of the 5th year of service. Individuals in category "B" will also be expected to engage in professional and scholarly activities.

Service

Same as those specified for individuals who qualify for appointment under category "A."

These criteria for tenure and promotion are to be reviewed by the appointee and the department Retention, Tenure, and Promotion Committee during the first semester of the appointment. Any special considerations are to be negotiated at that time.

Consideration for early tenure and promotion will normally be granted only for those who were appointed under Category "A." A faculty member may be considered for early tenure and promotion after four (4) full years of service, if he/she can demonstrate unusually meritorious performance in teaching and either scholarship or service.

Unusually meritorious in the area of teaching requires not only consistently high teaching evaluations from student and faculty peers, but also leadership in activities that strengthen teaching and learning (e.g. development of new assessment tools, development of unique curriculum, development of on-line or multi-media course(s), recipient of federal grant for strengthening critical thinking in the major).

Unusually meritorious in the area of scholarship requires: 1) the publication of a book or refereed journal article that introduces a new paradigm or has a major impact on the field, 2) a nationally acclaimed feature story, feature film, documentary, or 3) wins a national or international award for excellence. This achievement must be in addition to a consistent record of scholarly activity.

Unusually meritorious in the area of service requires substantial contributions that have an impact beyond the campus, in addition to regular and consistent service on campus.

10/4/04

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
DEPARTMENT OF COMMUNICATIONS

DEPARTMENTAL STANDARDS FOR THE EVALUATION OF FACULTY
FOR RETENTION, TENURE AND PROMOTION (10/90)

Introduction:

This document, which spells out policies and procedures for retention, tenure and promotion within the Communications Department, has been prepared in response to PM 90-05 requiring each department to furnish a "Departmental Definition of Scholarship and Creative Activity." These standards and procedural guidelines supplement the official University RTP personnel policy. This document, therefore, remains consistent with all applicable RTP criteria for Unit 3 Faculty agreed to between the California Faculty Association (CFA) and the CSU Board of Trustees, and with the guidelines stipulated in the CSU Dominguez Hills Faculty Handbook. In addition, the criteria within this document conforms to guidelines set forth in Standards #9 and #10 by the Accrediting Council on Education in Journalism and Mass Communication.

It is understood that this statement of standards is limited to those RTP concerns over which the Department of Communications can exercise its own discretion. Furthermore, we believe it is axiomatic that scholars in a particular field or activity are best competent to judge the work of their colleagues.

I. Evaluation of Tenure-Track Faculty

A. Evidence of Teaching Performance (and Advising)

With teaching effectiveness being the principal criterion for retention and tenure, it is expected that faculty members strengthen their teaching skills throughout their probationary period. Since teaching effectiveness cannot be taken for granted at any rank, evaluation for promotion to any level should place emphasis on the teacher's current efforts.

In order to assess teaching effectiveness, the department will:

- 1.) Take notice of the faculty member's own assessment of teaching effectiveness;*
- 2.) Review the statistical summaries and written comments made by students on the Perceived Teacher Effectiveness (PTE) forms for those courses chosen by the faculty member for inclusion in the personnel action file;*
- 3.) Review copies of course syllabi, sample assignments, examinations, handouts, writing assignments, and grading criteria; and*
- 4.) Take notice of other pertinent matters directly related to teaching duties that will help illuminate the quality of the faculty member's teaching.*

- a. *Since retention of students is of high priority within the CSU system, the department will also assess the candidate's effectiveness in advising/mentoring of students. Faculty are expected to provide students with sound academic advisement. Accordingly, the candidate is responsible for counseling students properly on course-related matters and for keeping regular office hours in order to assist students with their academic needs.*
- b. *Faculty members are also encouraged to retain unsolicited letters from students, descriptions of independent study projects, written reports of classroom visitations by chair or personnel committee members and/or other university faculty, letters from faculty peer professionals, evidence of organizing and participating in effective teaching seminars, research related to teaching communications disciplines, development of new programs or courses, and development of new approaches to teaching standard courses.*
- c. *Evaluations of student projects, papers, videos or similar evidence of student learning may be submitted for review.*

B. Evidence of Scholarship or Creative Activity

The Department believes that scholarly and creative activity serves a variety of beneficial purposes including, but not limited to, the following: (1) to improve and update the instructor's expertise in teaching; (2) to strengthen and broaden the candidate's research and publication credentials; (3) to enhance the University's reputation; and (4) to provide students with ready access to the instructor's own scholarly works and findings.

- 1.) *Publications: authoring books; editing books; writing chapters in books; writing articles appearing in refereed and non-refereed journals; a record of continuing publication in significant newspapers or periodicals with regional and national distribution; writing scholarly reviews; writing book reviews for recognized publications; manuscript evaluations; original teaching or testing material adopted for professional use by other professionals outside the department; inventing and designing computer software which has been adopted for professional use; being on the editorial board of scholarly or professional journals; editing of scholarly or professional publications; juried photo exhibits and/or published photos; tapes or films accepted for festivals, displays, or for purchase by archives; and scripts, radio, television or film productions accepted for regional or national exhibition or electronic distribution.*
- 2.) *Presentations at Professional Conferences: presenting papers at professional associations; presenting papers as an invited expert in the faculty member's field; participating as an invited member on a panel discussion; critiquing a paper at a professional conference; and attendance at profession conferences. Presumably, an invited presentation extended from a respected and recognized interest group tends to suggest that the invitee is recognized for making a unique contribution.*

- 3.) *Current Research:* evidenced by fellowships and grants received to pursue professionally-related study; taking part in seminars and summer institutes; doing sabbatical-related research; preparing research proposals; significant consulting, paid or unpaid, in fields closely related to the teaching discipline; and pursuing post-doctoral study.
- 4.) *Memberships and Activities in Professional Organizations:* participating in the activities of professional organizations beyond simply membership -- such as holding elective office and/or committee memberships and making presentations.
- 5.) *Other Professional Contributions:* continuing formal and informal training; visiting professor and lectureships; seminars and workshop presentations; invitations to lecture at other campuses; receipt of special awards, prizes, honors; and becoming the recipient of important credentials or licenses.

It is the department's view that the area of research and scholarship is meant to encourage professional accomplishment and growth as a teacher. It also serves as some indication of the candidate's interest in advancing the discipline.

C. Evidence of Effective Functioning Within the Institution and Within the Community

The faculty member is expected to participate conscientiously, cooperatively, and productively in the collective efforts and functioning of the department, the school and the university as a whole. There may be some overlap between scholarship/creative activity and service to the department, the school, the university, and the community at-large. Included in the areas of service are the following:

- 1.) *Membership and offices held on department, school and university-wide committees;*
- 2.) *Organizing and engaging in significant activities which enhance the educational climate and/or student life (i.e., chairing panel discussions; planning and/or chairing colloquia and workshops);*
- 3.) *Participating in student activities as sponsor or advisor;*
- 4.) *Taking part in campus outreach efforts and activities which cast favorable attention to the faculty member and to the university;*
- 5.) *Delivering speeches or using other means of communication which convey information to community groups about the faculty member's profession, about the department, and about the university; and*
- 6.) *Specifically, at the departmental level, when called upon the faculty member is expected to carry out a fair share of functions. Examples: special course/option coordinator, guest lecturer for department colleagues, and developing new courses and revising old ones.*

II. Evaluation of Temporary Faculty

A department committee reviews all current applications on file, giving careful consideration to all qualified applicants, and bases hiring recommendations on the following kinds of considerations:

Academic preparation, degrees earned, teaching experience, area of specialization, letters of recommendation, peer and student teaching evaluations submitted by the applicant, professional experience, and any other relevant evidence of teaching of which the department committee is cognizant.

In assessing the temporary faculty member's performance, the greater weight is placed on teaching effectiveness. While evidence of research, professional experience and scholarly activity are fine indications of professional promise, the temporary faculty member is hired principally to teach specific courses.

III. Postscript

A. A Set of Flexible Standards

The foregoing standards need to be interpreted liberally -- they are not intended to be either exhaustive nor to be fixed in stone. They are not meant to be treated as rigid quantitative criteria. Therefore, in any overall assessment of an individual's teaching, scholarship and service, prudent judgment must be exercised by departmental reviewers in making flexible use of the guidelines.

B. The Candidate's Responsibility

While the department is an advocate of the rights and interests of its faculty, it is primarily the candidate's responsibility to identify and organize the documentation for the individual's RTP file. In the department's view, clarity of presentation and appropriateness of organization have greater significance than mere quantity of material.

C. Fairness of the Evaluation Process

As stated within this document, scholars in a particular field of activity are primarily competent to judge the quality of the work of their colleagues. This principle suggests that at levels of review beyond the department, evaluative deliberations be made with careful consideration of peer judgement arrived at within the department, in a manner that is consistent with academic freedom and standards of fairness.

Policy and Procedures for Annual Conference to Review Scholarship and Creative Activity

A faculty member may request an annual conference with the dean and department chair to review his/her scholarship and creative activity. The request is to be made in writing. Such a conference will be arranged by the department chair within ten (10) working days of the time the request is received by the chair.

A written record of the conference shall be made by the chair. Copies of this record shall be provided to the dean and to the faculty member who requested the conference.