DEPARTMENT OF COMMUNICATION STUDIES

FUNCTIONS AND CRITERIA STATEMENT
February, 2013

A. Functions

TEACHING: We consider teaching to be those activities that involve student contact and include teaching as well as teaching/teacher development. Unless otherwise assigned, all faculty members teach full loads. For the tenured and tenure-track faculty, the typical course load is 9 credits per semester. Those who do not maintain active scholarship (as defined by the four areas of scholarship discussed below) will be expected to teach 12 credits per semester. For full-time faculty holding college ranks, 12 credits is the typical load. Members of the graduate faculty are eligible to teach graduate level courses, serve on graduate advisory committees, and direct theses. When appropriate and with the permission of the department head and Graduate Dean, other faculty members may be asked to serve on a graduate committee. The department not only provides coursework to support our major, we offer service courses in two areas – basic communication and instruction in English as a Second Language (as needed, status of the faculty member who is ESOL and still in Communication for P&T is still unsure). Since the department offers a full range of courses, from service courses to graduate seminars, faculty members are expected to participate in all levels of our curriculum for which they are qualified. Student advising is also considered an important part of teaching.

SCHOLARSHIP: Scholarship encompasses activities that are peer reviewed and result in a public dissemination of information. It is important to note that the Communication Studies faculty value scholarship. Tenured and tenure-track faculty are expected to pursue ongoing programs of scholarship. Such activities are varied in scope as evidenced through Boyer’s four areas of scholarship as detailed below. The annual performance reports should reflect each year’s efforts.

SERVICE: Members of the faculty are expected to provide relevant service to their discipline (eg. professional associations), university, college, and department. This may include holding offices in professional associations, serving on editorial boards, and serving on university and professional association committees.

OUTREACH: Outreach is defined as engaging in activities for the community that are relevant to one’s discipline. This may include conducting workshops and advising groups outside the university, etc.

B. Criteria

TEACHING: Tenured and tenure-track faculty negotiate their percentage of effort for teaching. This percentage is then used when evaluating teaching in the Annual Performance Review and Appraisal as well as progress toward Tenure. During the fall and spring semester faculty members administer student evaluation forms which include
the required questions from the College of Arts and Sciences to each of their classes.
Student evaluation of teaching will count for no more than 25% of the faculty member’s
annual evaluation for teaching. This is NOT part of the allocation of effort, it is the
percentage allowed by the Department Head and the P&T committee when evaluating
teaching effectiveness. Other evidence of effectiveness includes graduate advising and
service on graduate committees, advising of undergraduate students, course development,
course improvement, curriculum development, professional development, and student
credit hours generated by the faculty member (taking into account that not all faculty are
able to teach the department’s large lecture courses). We also encourage self-reflection
on student evaluations and explanations of how student suggestions and/or concerns are
incorporated into course improvement and/or development.

**SCHOLARSHIP:** Tenured and tenure-track faculty negotiate their percentage of effort
for scholarship. This percentage is then used when evaluating scholarship in the Annual
Performance Review and Appraisal as well as progress toward Tenure. While we have
not developed a point-system or a list of preferred outlets for research, the attached
faculty evaluation standards shows which categories of output are valued. The
department does not necessarily value one area of research over another but expects the
faculty will conduct research that reflects the current concerns of their discipline. The
department recognizes the value of research whether it appears in traditional paper forms
or in electronic forms. Although the discipline of Communication has not traditionally
demanded the generation of external funding, the department recognizes the potential
importance of external funding to its research mission. All members are encouraged to
seek sources of external funding to support their research where possible.

Under the NMSU policy adopted in 2007, the definition of academic research is
broadened to cover the four types of scholarship. All types of scholarship should be
“public, susceptible to critical review and evaluation, and accessible for exchange and use
by other members of one’s scholarly community” (Shulman & Hutchings, p. 9).

The Scholarship of Discovery refers to the creation and presentation of new empirical
and theoretical knowledge of significance to the disciplines covered by the department
(see Braxton, Luckey and Helland, pp. 39-40). Some examples may include peer-
reviewed publications in scholarly journals, grant funding to support scholarly work, and
peer-reviewed books and book chapters.

The Department of Communication Studies values the Scholarship of Discovery as the
basis for all the other forms of scholarship. The Scholarships of Engagement, Teaching,
and Integration – which typically emerge out of a faculty member’s Scholarship of
Discovery – are also recognized and valued. Each faculty member is responsible for
articulating and demonstrating his or her expertise and effort in each of these forms of
scholarship, as well as providing compelling evidence of impact.

The Scholarship of Application/Engagement refers to professional expertise used to
benefit the institution, the people of New Mexico and the larger community. It is “the
application of disciplinary knowledge and skill to help address important societal and
institutional problems” (Braxton, Luckey, & Helland, p. 27). Examples may include program evaluation, service learning activities, and contract work with non-profit organizations. It is important to note that these should be peer-reviewed in some form for them to count as scholarship and not as service.

The Scholarship of Teaching includes published refereed articles on pedagogy, as well as other types of work where the faculty member has used his or her expertise to assess and enhance student learning, including presenting colloquia through the Teaching Academy. It could also include creating and implementing departmental and university assessment of programs such as assessment of COMM 265G and/or creating a course for departmental assessment and reporting findings back to the department. Again, some form of peer-review is expected for this to count as scholarship.

The Scholarship of Integration seeks to integrate isolated facts and ideas, overcoming the fragmentation of the academic disciplines; “to build bridges across the disciplines, and connect the campus to the larger world” (Boyer, p. 77). It may include interdisciplinary research, meta-analysis, and interpretative work. Evidence could include textbooks, scholarly popular books, integrative book reviews, and encyclopedia essays. It also could include organizing unique interdisciplinary conferences or developing a web-based scholarly forum. Also, some form of peer-review is expected here as well.

SERVICE: For tenured and tenure-track faculty a negotiated percentage of the annual evaluation is based on service. Service to one’s discipline, university, college, and department are considered an important part of a successful career.

OUTREACH: For tenured and tenure-track faculty a negotiated percentage of the annual evaluation is based on outreach. We consider service to the community that is based on our relevant disciplinary knowledge to be an important part of a faculty member’s contribution to our community.

The department follows university and college guidelines in preparing and evaluating cases for tenure and promotion. The following represents departmental expectations for tenure and promotion. This is explained further in the Promotion and Tenure Procedures document attached to this.

TENURE: To be recommended for tenure, the department expects the candidate to have demonstrated excellence in teaching, an active program of scholarship and/or creative activity, meaningful service, and/or outreach. The department also expects that the candidate would continue such work after tenure is granted.

Promotion to Associate Professor: The candidate must demonstrate continued, steady productivity in teaching, scholarship, service, and/or outreach. In general we prefer 1-2 refereed publications a year. We do consider efforts to garner outside funding as scholarship and evaluate them as we do articles, book chapters, etc. The candidate must also show evidence of intellectual and academic leadership within the department. This means that they should be on at least one departmental, college, or university committee.
This also means that the candidate has begun to establish a favorable reputation within his/her discipline and is providing steady service within the discipline such as reviewing for journals, serving at conferences, and/or leadership positions for communication associations. Evidence for quality of scholarship, teaching, and service will be determined by in-house reviews of the promotion materials, along with letters of evaluation from qualified professionals outside the university. The candidates must follow the guidelines set forth by the department, college, and university.

Promotion of College Assistant Professor to College Associate Professor: We look for all of the above qualities except for scholarship. We also refer to the university policies on promotion of College Track Faculty.

Promotion to Professor: The candidate must continue to demonstrate all of the qualities for tenure and promotion to Associate Professor. The candidate must also have a superior record of academic leadership. This should be demonstrated by a history of mentoring junior faculty, advising graduate students, and leading departmental committees. The candidate must also have established a favorable reputation at the national/international level within his/her discipline. Evidence for this will be determined by membership on the editorial boards of journals, in-house review of the promotion materials, and letters of evaluation from qualified professionals outside the university. Candidates, again, should follow the guidelines set forth by the department, college, and university.

Promotion of College Associate Professor to College Full Professor: We look for all of the above qualities except for scholarship. We also refer to the university policies on promotion of College Track Faculty.

Post-Tenure Review: The department will adhere to all university and college policies with regard to any post-tenure review.

ANNUAL REVIEW: Included in next section

COLLEGIALITY: We adhere to the College of Arts and Sciences 2008 policy on Collegiality (p. 5).
FACULTY EVALUATION STANDARDS

New Mexico State University is a Carnegie research intensive institution. Thus the Department of Communication Studies is committed to developing and maintaining a high quality program evidenced by excellence in teaching, active scholarship, meaningful service, and/or outreach. All tenured and tenure-track faculty are evaluated on these attributes. For the purposes of the Annual Appraisal, the Department Head will use the attached rubric and details listed below for of each of these elements.

1. Excellence in Teaching (allocation of effort will be determined annually):
   a. Indicated by student evaluations (will count for 25% of the evaluation of excellence in teaching)
   b. Ongoing development of new courses
   c. Course improvement (e.g. updating and improving syllabi, assignments, lecture material, course readings, and introduction and continued development of course teaching technology).
   d. Professional development activities (e.g. attending teaching workshops)
   e. Responding to student input (e.g. responding to course evaluation feedback)
   f. Student mentoring (e.g. thesis advising, graduate advising, undergraduate student theses, McNair programs, etc.)
   g. Other evidence (unsolicited letters, student credit hours, undergraduate advising, graduate committee membership, exit interview data, etc.)

2. Scholarship (allocation of effort will be determined annually):

   We acknowledge and encourage faculty to publish peer-reviewed scholarship under all four types of scholarship as defined by Boyer (1990) and discussed in the NMSU Policy Manual (5.90.1). These include:

   SCHOLARSHIP OF DISCOVERY
   SCHOLARSHIP OF INTEGRATION
   SCHOLARSHIP OF APPLICATION/ENGAGEMENT
   SCHOLARSHIP OF TEACHING

EXAMPLES OF SCHOLARSHIP:

NOTE: the examples given below may change based on each faculty member's differing interests. So, for example, a grant could be counted in any one category. We encourage faculty to choose the scholarship to which they feel a particular activity best belongs.

We would like to note that although all forms of scholarship are of value we place highest value on refereed publications including journal articles, book chapters, and books, as well as on funded research. Also, we value a piece of scholarship's impact and scope on the field as it promotes the department's reputation. Effort should be considered as well when evaluating scholarship as some types of
scholarship may require more time and effort than others. We do not distinguish between forms of scholarship and forms of dissemination of scholarship, we instead place value into the impact and scope of any peer-reviewed scholarship. Faculty are encouraged to include a narrative on impact, scope, and/or effort in their annual report. Further, we include invited publications (encyclopedia entries, book chapters, etc.) as considered to be peer-reviewed as one’s reputation is reviewed and considered acceptable before being requested to write these manuscripts. The burden of proof regarding peer review is on each faculty member as they must provide evidence for each of the following for peer review (unless it is a known peer-review journal like Communication Monographs):

- Publication in refereed journals
- Publication of scholarly books and book chapters, related to faculty member’s area of expertise (can include invited scholarship such as chapters, encyclopedia, or handbook publications)
- Grants (applications and funded projects)
- Literature reviews and meta-analyses
- Publication of workbooks, textbooks, and book chapters related to improving instruction and/or for instructional purposes.
- Competitively selected papers reporting research at regional, national, and international conventions. Invited papers are also considered.
- Publication of ancillary course materials such as workbooks, web pages, videos, etc.
- Manuscripts developed from departmental assessment and/or general assessment efforts that are meant for outside review and evaluation and dissemination.
- Invited book reviews
- Working papers or reports for nonacademic institutions or organizations.

3. Service (allocation to be negotiated annually):
   a. Service to regional, national, and international associations (e.g. elected office, journal editorship, journal reviewing, reviewing conference papers).
   b. Regular attendance and active participation in regional, national, and international communication conventions. Other than presenting papers, participation may include chairing panels, being a panel respondent.
   c. Developing recruiting and fundraising materials for the department. This may include, but is not limited to, pamphlets, newsletters, web page development, speeches, addresses, and interviews.
   d. Committee service to the university, college, and/or department.
   e. Media coverage that promotes the department, college, and/or university (e.g., media interviews, news reports, press releases).

4. Outreach (allocation to be negotiated annually):
   a. Consulting and or service to the community that is directly related to our work in the discipline. This could include activities like producing
persuasive materials for community non-profits, conducting research for schools, non-profits, etc.
5. Service to k-12 education.

C. Procedures for Annual Performance Review and Appraisal

Every Fall, at a time designated by the Department Head in accordance with College and Departmental P&T guidelines, each regular faculty member will submit an annual report documenting his or her activities for the calendar year. The Department Head will produce a written evaluation, which will be submitted to the College Dean.

Also, in the Fall, the Department Head will meet with each regular faculty member as part of the annual performance appraisal process and discuss goals and objectives for the year. One week after this meeting, the faculty member will submit his or her goals and objectives for the year. Also at this time the faculty member may submit a written response to the Department Head’s evaluation which the Department Head will transmit to the College Dean. Should faculty responsibilities change they are encouraged to consult with the Department Head and submit a revised Goals form.

The annual appraisal, although conducted by the Department Head, can reference issues related to P&T although the P&T Committee for the department will work independently from the department head. The P&T Committee and Department Head will also write memos regarding progress toward Promotion and Tenure for all tenure-track faculty each spring (which is outlined below).

DEPARTMENT OF COMMUNICATION PROMOTION AND TENURE PROCEDURES

This section of our policy document will address the NMSU Policy Manual, Promotion and Tenure document, section 5.90.5.4 (Common Elements to be included in the principle units’ promotion and tenure policy). We follow the numbers precisely as they are listed in the policy manual.

Further, the department follows university and college guidelines in preparing and evaluating cases for tenure and promotion.

TENURE: To be recommended for tenure, the department expects the candidate to have demonstrated excellence in teaching, an active program of scholarship and/or creative activity, meaningful service, and/or outreach. The department also expects that the candidate would continue such work after tenure is granted.

Promotion to Associate Professor: See above under “Criteria”
Promotion to Professor: See above under “Criteria”

Policies and Procedures which will be followed for Promotion and Tenure:
1. University policies regarding promotion and tenure supersede department and college policies.

2. Criteria for promotion and tenure are included in Section 5.90.4 of the Promotion and Tenure Policy Manual for the University.

3. A candidate may temporarily suspend their promotion and tenure time in accordance with Section 5.90.3.6.2.

4. All candidate records will be maintained in the Departmental office to ensure confidentiality. Only those on the committee will be permitted to see them unless the candidate gives permission for another individual to look at them. This permission must be communicated via email or in person to the Department Head. P&T Committee members can view the materials in the office but cannot take them out of the office. Confidentiality will be ensured by the committee through the P&T Chair. This person will remind members of the confidentiality of all discussions and will report the results of the discussions to the Department Head and Dean of the College. All written communication will be in envelopes to ensure confidentiality and hand carried to the College office.

5. Every three years the Functions and Criteria and Promotion and Tenure Procedures documents will be reviewed and updated as needed. If the department, university, and/or college, however, determines that a review is needed earlier then one will be completed. Should a faculty member start in the department under one document and this document should be changed, the faculty member can choose which policy they would prefer is used in their review for promotion and/or tenure. They will sign a form stating which policy should be used and it will be included in their materials.

6. Candidates are encouraged to request a mid-probationary review during their third year. They will submit their packet in January of this year and the P&T Committee and Department Head will separately give suggestions to the candidate regarding the format of the information given and any other guidance deemed appropriate by the Committee and/or Department head to aid in the candidate’s progress toward promotion and tenure. Also, candidates are encouraged to meet with the chair of the P&T Committee every year to discuss their goals for the year and receive mentoring from the P&T chair on the P&T process. NOTE: the P&T Committee will meet every year as detailed in the roles of the P&T Committee in the P&T Policy Manual (Section 5.90.5.3).

7. N.A. – refers to a college committee

8. The members of the department committee are chosen as follows:
The chair will be elected by the department faculty by secret written ballots which will be tallied by an outside member of the committee. The Department Head, as an evaluated Faculty Member, can participate in this vote. Alternatively, faculty can request that the Department Head appoint the chair. If they wish to do this, all faculty, excluding the Department Head, would vote and give report the result to the Department Head who would not be present during the voting. Associate professors will be members, as needed, of the P&T Committee for review of Assistant professors. Finally, if a College Faculty member is being evaluated the Department Head and the P&T chair will discuss potential College professors to serve and be part of the discussion on these candidates. The Department Head cannot serve on the P&T Committee.

9. Full professors can vote regarding Associates working toward Full. Associate and Full professors can vote on Assistant professors and College faculty, Associate, and Full professors can vote on College faculty.

10. We have no provisions for term limits as all eligible faculty serve on the committee.

11. N.A. -- refers to a college committee

12. In no case will a P&T Committee be comprised of fewer than three eligible members.

13. If the committee does not have enough members the Dean will appoint members to the committee. However, if the Department Head and/or the existing P&T committee members for the Department do not believe the appointed members are acceptable, they may appeal to the Dean for different individuals to be appointed to the committee.

14. The Dean, Department Head, or comparable administrator may meet with the P&T Committee but only to discuss procedural matters. They cannot voice an evaluation of any candidates to be discussed in the meeting.

15. The deliberations and voting of the P&T Committee will be conducted in a closed session only among committee members.

16. Voting must be in person. Absentia and proxy ballots are not permitted. All vote counts are recorded by the P&T Chair and all votes are made via secret written ballot. The committee may vote more than once regarding a candidate in a single meeting but votes cannot be changed after the meeting has concluded.

17. The Chair of the P&T Committee will submit a letter summarizing its recommendations and the numerical vote count on each candidate to the Department Head and College Dean (or comparable administrator). NOTE: voting
only occurs when the candidate is being considered for tenure and/or promotion, other years that the committee meets they will give a letter to the candidate addressing only “b” below. The recommendation for promotion and/or tenure must:

a. Reflect the majority view
b. Contain specific commendations, concerns, and recommendations addressing the department’s criteria in each of the areas required for promotion and tenure
c. Allow for dissenting opinions containing specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for promotion and tenure.

18. Each candidate will provided in writing: the P&T Committee’s recommendations and numerical vote, the Department Head’s letter, and/or the Dean’s or a comparable administrator’s letter. The Department Head is responsible for making sure the candidate receives this information.

19. The candidate may withdraw from further consideration in accordance with Section 5.90.5.6.

20. Candidates should follow the College guidelines for preparing their portfolio and materials (see Section 5.90.5.5). The Department Head is responsible for helping the candidate put his/her portfolio together.

21. Candidates review portfolios from previous candidates upon the approval of that individual. This will be in order for them to understand what is expected in a portfolio. Written permission (email is accepted) is needed to do this unless the individual who “owns” the portfolio has loaned it to the department for these purposes. Then the candidate only need ask the Department Head if they can view the materials.

22. Candidates may add materials to their portfolio up until their P&T Committee meets to discuss the material. If material is added once the portfolio has been made available to the Committee, the Candidate must inform the Chair of the Committee of the material that has been added so he/she can inform the other committee members. After the Departmental Committee has met, no new material may be added.

23. Documentation regarding each candidate will be kept in a locked office; the main office of the department.

24. If the evaluators believe they need more information before making their recommendation they can adjourn their meeting and the P&T Chair can request in writing that the Candidate provide the needed information. A date can be given to the candidate in terms of when the additional information is expected to be provided.
25. The Candidate "owns" the portfolio and as such knows all that is put in the portfolio. Although the candidate cannot take anything out once the Department Head, P&T Chair, and/or other comparable administrator places information in the portfolio (e.g., outside review letters), the Candidate will be notified by the Department Head when anything has been added and is encouraged to look at the new information and/or will receive a copy of it. Information that has been added after the files have been sent to the College for review will not be forwarded to the College.

26. The soliciting of external letters will be done as follows:
   a. We require at least three letters and all received letters will be included in the packet.
   b. The Candidate and Department Head discuss the individuals who would be good to ask and the Candidate creates a list of at least 6 individuals and gives their contact information and relevant professional information to the Department Head. The Candidate is encouraged to also talk about this list with their P&T Chair although this is not required. The P&T Committee will choose a name from the list provided from whom to request a letter. The Department Head then will solicit the letter requested from the P&T Committee and all other letters as well as CVs of reviewers, place them in the portfolio, and provide a letter regarding each reviewer’s qualifications.
   c. The reviewers will be provided with the Functions and Criteria statement (attached), 2-3 examples of the candidate’s scholarship (journals, etc.), information on the Boyer Model if applicable, instructions, and the candidate’s CV.
   d. Reviewers will be chosen based on their knowledge of the Candidate’s research area. For example, for an ethnographer other ethnographers will be chosen when possible. Also reviewers should be well known and respected in their field.
   e. Reviewers will be asked to:
      i. Review the information provided
      ii. Write a letter regarding their perception of the Candidate’s eligibility for Tenure and Promotion based on our Functions and Criteria statement
      iii. Return the review by a certain date
      iv. Provide their own CV with the letter
      v. Indicate their relationship between the Candidate and themselves, should there be one
   f. Reviewers will be informed that:
      i. The Candidate will have an opportunity to read the letter of assessment
      ii. Other parties can review the letters in the event of an EEOC or other investigation
27. Unsolicited letters are often included in the Promotion and Tenure materials or packet. These include thank you letters from students, organizations we have provided service too, and/or other faculty, staff, or administrators. These should be included in the portfolio.

28. Post-tenure Review – an annual review designed to identify strengths and weaknesses of the tenured faculty member in the areas of teaching and advising (or its equivalent), scholarship and creative activity, service, extension, outreach and other assigned areas may occur. The Performance Evaluation generally serves the above aim; however, if deemed necessary due to deficiencies, a more extensive review may be initiated. See Section 5.87 in the University Policy Manual.

29. Candidates will be informed by the Department Head before beginning the process that there is an appeals process as outlined in the University Policy Manual, Section 4.05.40 and 4.05.50.

30. The Department Head will be responsible for evaluating and responding to each Faculty Member’s Conflict of Interest Statement and this will be provided in the candidate’s portfolio when being considered for tenure and/or promotion.

31. The Department will review the Functions and Criteria and Promotion and Tenure Policies and Procedures every 3 years. The next review will be in 2016.

Approved by:

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