

2001

# Communication: Appointment, Promotion, and Tenure Documentation

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***DEPARTMENT OF COMMUNICATION***

***DEPARTMENT PERSONNEL POLICIES***

***and***

***PROCEDURES MANUAL***

***Updated: February 2000***

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## INTRODUCTION

This personnel manual was developed in response to a set of 1984-85 goals set for the department by Vice President for Academic Affairs Robert Marcus. One of these goals was to "refine personnel procedures and criteria." The process began with a revision of the department's Constitution, which specified the membership functions, and general procedures of the Department of Communication Personnel Committee. After the department faculty approved the Constitution on October 14, 1984, the Personnel Committee turned its attention to developing working drafts of evidence, criteria, and procedures to be used when reviewing department members for personnel actions.

The first working draft dealt with Teaching Effectiveness and the second with Service to the University, Scholarship, and Professional Growth. The department faculty at special meetings held for this purpose reviewed both drafts. Through a process of open discussion and consensus building, both statements were modified to satisfy the objections and special circumstances of all department faculties.

The chairperson of the Personnel Committee then prepared a draft of the present manual, focusing on integration of all the materials developed and approved up to that time. Special attention was given to reducing redundancy and providing overall organization. This draft was reviewed, modified, and approved by department faculty at a special meeting on January 14, 1985.

All personnel policies and procedures described in this manual became effective as of January 14, 1985 and will be used for all personnel actions commencing with the 1985-86 academic year.

**SECTIONS OF DEPARTMENT OF COMMUNICATION CONSTITUTION**  
**PERTAINING TO THE PERSONNEL COMMITTEE**

**Article II. Standing Committee**

**Section A. Personnel Committee**

1. Function

- a. The Personnel Committee shall receive, review and act upon all applications, nominations for initial appointment, promotion, continuing appointment, renewal of appointment, and salary adjustment for Communication Department faculty members; and shall inform the department of the recommendations forwarded to the department chairperson, along with the rationale for such recommendations.
- b. The Personnel Committee will prepare, distribute and periodically update the “Departmental Personnel Policies and Procedures Manual.”
- c. The Personnel Committee will review and evaluate credentials of members of other departments who apply to teach or are teaching communication courses.
- d. On an annual basis, the Personnel Committee shall develop and distribute to all departmental faculty an evaluation form designed to assess the chairperson’s performance and to assess “the state of the department.”
- e. Upon invitation of the individual faculty member desiring personnel action, the Personnel Committee will assist in the preparation of his/her credentials and supporting documentation to accompany the request for personnel action.

2. Committee Membership

- a. The Personnel Committee shall consist of three full-time faculty members who hold a continuing appointment in the department. In addition, there shall be one alternative member who shall also be a full-time faculty member who holds a continuing appointment in the department.
- b. Members of the committee shall be elected by secret ballot by the department as a whole for staggered two-year terms.
- c. Newly elected members of the committee shall join the committee at the beginning of the academic year.

- d. Alternate faculty representatives to the committee shall participate in committee actions when (1) a regular member cannot attend or fulfill his committee duties or (2) a regular member comes under consideration by the committee for promotion, continuing appointment, reappointment, or salary adjustment.
- e. Should a vacancy arise on the Personnel Committee, elections shall be promptly conducted to elect a replacement.

### 3. Personnel Actions

The term "personnel actions" shall include the actions of initial appointments, reappointment, continuing appointments, promotions and salary adjustments.

- a. The Personnel Committee shall meet at an appropriate time each year to receive and consider requests for promotion by departmental faculty members. Committee recommendations shall be forwarded within three days of committee action to the department chairperson for review and action.
- b. The Personnel Committee shall meet at an appropriate time each year to make, receive, review, and act upon applications for continuing appointment, reappointment and/or salary adjustment for faculty members. Committee recommendations shall be forwarded within three working days of committee action to the department chairperson for review and action.
- c. Initial Appointment Actions (Search Committees). The Personnel Committee shall conduct searches to fill all half-time or greater positions in the department, and shall be consulted by the department chairperson concerning less than half-time positions.

# **CONSTITUTIONAL BY-LAWS**

## **Article I**

### **GENERAL RULES FOR STANDING COMMITTEES OF THE DEPARTMENT**

- A. Meetings: The Committee or any of its sub-committees shall meet
1. on call of its chairperson
  2. when two-thirds of the committee members so petition their chairperson, or
  3. upon request of the Chairperson of the Department.
- B. Terms of Offices: Elected terms of office shall be for two years, except as indicated otherwise in this Constitution or By-Laws. Approximately half of the membership of the committee shall be elected annually.
- A committee member may succeed him/herself.
- C. Subcommittee: The chairperson of each committee shall appoint such subcommittees as the parent committee designates.
- D. Committee Reports: All committees shall keep records of their proceedings and operations, and give a report at department meetings. Committee chairpersons shall seek to place upon the agenda for department meetings such recommendations as the committee shall make, provided that such recommendations and supporting documentation shall have been distributed to the voting members of the department at least five working days prior to the meeting at which the vote is to be taken.
- E. Committee Meetings: Meetings of all committees, other than the Personnel Committee, shall be open to any department member except when the committee, by majority vote of its members, declares itself to be in “closed session”.
- F. Vacancies: If a member of a standing committee with elected members becomes incapable or ineligible to serve for any reason, the chairperson of the committee shall announce the vacancy to the department chairperson who shall, within thirty days, hold a special election to fill the vacancy. If a vacancy occurs in an elected committee chair, the remaining members of the committee shall decide on a new chairperson from among themselves.

## Article IV

### PERSONNEL COMMITTEE

- A. The Personnel Committee shall implement the provisions of Article II, Sec. A. Personnel Committee) of the departmental Constitution according to procedures described in the "Departmental Personnel Policies and Procedures Manual."
- B. The Personnel Committee shall elect one faculty member as committee chairperson and may elect a recording secretary from among its own members; both shall function as voting members of the committee.
- C. Official personnel actions of the committee shall require a minimum of four votes, and all other actions shall be decided by a majority vote.
- D. A faculty member of the committee under consideration by the committee shall be replaced by the appropriate alternate for the period of that consideration. When the committee chairperson is under consideration, the committee shall select a temporary chairperson.
- E. The Personnel Committee shall record and prepare minutes of the Personnel Committee proceedings. The minutes shall consist of committee actions and recommendations with supporting statements, and dissenting views (if any) with supporting statements. The minutes will be kept in the permanent files of the committee and will be passed on to the committee chairperson each year. The minutes will be included as part of the committee's report to the department faculty as a whole.
- F. The committee chairperson shall notify faculty members of the date, time, and place of committee meetings in which personnel actions are to be considered. A faculty member then may (1) submit his/her own credentials and documentation (2) request an interview with the Personnel Committee and/or (3) request that the Personnel Committee assist him/her in the preparation and presentation of credentials and supporting documentation to accompany the request for personnel action.
- G. Personnel Committee recommendations shall be forwarded to the department chairperson.
- H. An "unofficial" personnel file for each faculty member of the Department of Communication is maintained in the departmental office. Each faculty member is encouraged to periodically review and update that file to ensure its completeness and currency.



- I. When the Personnel Committee is conducting a search the department chairperson shall have the option to add one additional member of the committee. The additional member shall be in the same area of academic specialization as the position to be filled.
- J. Specific procedures and guidelines for all personnel actions are to be found in the "Departmental Personnel Policies and Procedures Manual."

Weighting Factors

Weighting factors for each area of performance (teaching effectiveness, scholarship and professional growth, service to the college and university) are to be determined by each faculty member in consultation with the department chair and subject to approval of the Dean, the School of Arts and Performance, and the Vice President for Academic Affairs. Weighting factors in each area must fall within the following ranges:

Teaching Effectiveness:	Range from 5.0 (minimum) to 6.0 (maximum)
Scholarship and Professional Growth	Range from 2.0 (minimum) to 4.0 (maximum)
Service to College and University	Range from 1.0 (minimum) to 2.0 (maximum)

**MINIMUM CRITERION LEVELS TO BE USED  
IN PERSONNEL ACTIONS**

In keeping with the long-standing administration approved Faculty Senate Policy on faculty workload, the Department of Communication believes that effective teaching requires the continued intellectual development of every faculty member as demonstrated by productive scholarship and other measurable professional growth activities. While this expectation exists for every member of the Department, it is recognized that the level of performance expectation should be different for each academic rank. Personnel decisions for appointment renewal, continuing appointment, and promotion will take these different levels of expectation into consideration. Specifically the levels of expectation are as follows:

## 1. Promotion

- a. Assistant Professor: The faculty member must present evidence of a record of participation in scholarly and professional activities, a record of professional growth activity, and clear evidence of future scholarly promise.

Teaching Effectiveness: Minimum Composite Score of 20.0 – 24.0 (very good), with no rating less than 3.0 (good) in any one area.

Scholarship and Professional Growth Minimum Composite Score of 6.0 – 12.0 (good), with no rating less than 3.0 (good) in any one area.

Service to College and University: Minimum Score of 2.0 – 4.0 (adequate)

- b. Associate Professor: The faculty member must present evidence of a record of considerable and sustained scholarly and professional activity and a record of ongoing professional growth activity.

Teaching Effectiveness: Minimum Composite Score of 20.0 – 24.0 (very good), with no rating less than 3.0 (good) in any one area.

Scholarship and Professional Growth Minimum Composite Score of 8.0 – 16.0 (very good), with no rating less than 3.0 in one area.

Service to College and University: Minimum Score of 3.0 – 6.0 (good)

- c. Professor: The faculty member must present a record of extensive and sustained scholarly and professional activity, evidence of extensive contributions to the profession and discipline, and a record of extensive professional growth activity.

Teaching Effectiveness: Minimum Composite Score of 20.0 – 24.0 (very good), with no rating less than 4.0 (very good) in any one area.

Scholarship and Professional Growth                      Minimum Composite Score of 8.0 – 16.0 (very good), with no rating less than 3.0 (good) in any one area.

[Minimum Composite Score of 18.0 – 16.0 (very good) for Scholarship and Professional Growth must be offset by Minimum Score of 5.0 – 10.0 (exceptional) for Service to College and University for promotion to Professor]

Service to the College and University:                      Minimum Score of 4 – 8 (very good)

[Minimum Score of 4.0 – 8.0 (very good) for Service to College and University must be offset by a Minimum Composite Score of 35.0 – 30.0 (exceptional) for promotion to Professor]

2. Appointment Renewal:    The minimum criterion levels for Renewal are those expected for appointment to or promotion to the academic rank (assistant professor) held at the time of the appointment renewal review.

3. Continuing Appointment:    The minimum criterion levels for Continuing Appointment (tenure) are those expected for promotion to Associate Professor. The granting of a continuing appointment will normally be concomitant with promotion to that rank (unless promotion was awarded earlier).

4. Discretionary Salary Increase.

a. Teaching Effectiveness -                      Minimum Composite Score of 20.0 – 24.0 (very good) with no rating less than 3.0 (good) in any one area.

b. Scholarship and Professional Growth -                      Minimum Composite Score of 8.0 – 16.0 (very good), good) with no rating less than 3.0 (good) in any one area.

c. Service to College and University                      Minimum Score of 3.0 – 6.0 (good)

## **MINIMUM CRITERION LEVELS, EVIDENCE, AND CRITERIA FOR ASSESSING TEACHING EFFECTIVENESS**

The Department of Communication has consistently made a strong commitment to excellence in teaching. While we adhere to this goal, we at the same time recognize the difficulty in developing reliable and valid measures of something so complex as the teaching-learning process. This difficulty is compounded by the diversity of department instructional programs: communication and rhetorical theory, applied skills in interpersonal and public communication, breadth component courses with a liberal arts focus, and professional programs in broadcasting, journalism, and public relations. Each of these curricular strands would seem to call for somewhat different instructional philosophies, emphases, strategies, and techniques.

With these constraints in mind, the Department of Communication faculty attempted to define the tangible evidence needed to evaluate teaching effectiveness, along with criteria to assess the quality of the evidence. Even as we did this, we recognized that some forms of evidence and some criteria would be more relevant to assessing the teaching effectiveness of some of our departmental faculty than others. In brief, all evidence and criteria cannot be applied equally to all faculty because of marked variations in teaching-learning contexts across programs. Therefore, instructional dossiers for faculty teaching in different curricular strands can be expected to vary, as determined by the instructional mission and priorities of the program.

Drawing on relevant sections of the "Department of Communication Constitution and By-Laws" and the "Report of the Task Force on Evaluation of Teaching Effectiveness," the department developed a list of acceptable evidence and evaluation criteria that was sufficiently broad to encompass the special tasks of faculty in all curricular areas.

Evidence and criteria are presented in the same format as the recommended "Worksheet for Peer Review of Teaching Based on Dossier Materials." Each of the five evaluation areas has been assigned a weight, based on the department's perceptions of the importance of the evaluative area to our instructional mission and priorities. Each 5% equals a weight of "one," so by multiplying each rating by the appropriate weight, a score can be derived for each of the five evaluative areas.

The department has agreed to include the four global IAS items as part of each dossier, but has added two additional items relating to performance standards and grading practices in the belief that it is probably these two variables that systematically influence students' evaluations of teaching effectiveness. The two additional items (referred to hereafter as "IAS global items #5 and #6") are:

- #5 Compared to other courses I have taken at Brockport, this instructor's expectations for student performance are:
- (1) Very much higher
  - (2) Somewhat higher
  - (3) About the same
  - (4) Somewhat lower
  - (5) Very much lower
- #6 Compared to other courses I have taken at Brockport, how hard is it to get an "A" on assignments and exams in this course?
- (1) Very much harder
  - (2) Somewhat harder
  - (3) About the same
  - (4) Somewhat easier
  - (5) Very much easier

### **INSTRUCTIONAL DOSSIER**

1. All departmental faculty members will have a complete copy of this document.
2. Each faculty member will be responsible for keeping a current instructional dossier of materials, preferably organized around the five evaluative areas on the Peer Review Worksheet. Each faculty member shall determine what is appropriate for the dossier, and may include additional relevant evidence not listed under "Suggested Evidence."
  - a. A statement of teaching philosophy.
  - b. A description of how courses were selected for review and reasons why the selected courses are perceived as being representative of his or her full range of teaching responsibilities.
  - c. Descriptions of any efforts made to improve the effectiveness of teaching, and the results of these efforts. Efforts can include course revisions, new methods, or any related activities.
3. Some suggestions for compiling dossier materials:
  - a. Student evaluations of any kind should preferably be undertaken by a peer.
  - b. Submit raw data along with faculty member's summary of peer and student evaluation results.

- c. As a matter of routine, make photocopies of such items as completed performance feedback forms, graded exams or papers, etc. Remove students' names, and select examples of "A" through "E" work.
  - d. Keep copies of old syllabi to provide evidence of subsequent course revisions.
  - e. Materials should be submitted for representative courses taught during the year.
  - f. Materials presented should represent the full range of your teaching responsibilities, i.e., required courses, majors-only courses, general education courses, performance courses, content-centered lecture courses, etc. There is some evidence that the students we serve have clear preferences for certain types of courses, which could produce a "halo-effect" on course evaluations. For example, an elective performance course in one's major is likely to be evaluated more positively than a required communication skills or breadth component course. In your summary statement, indicate why you think that the courses you submitted for evaluation are representative of the whole.
  - g. Students who comment favorably upon a faculty member's teaching should be encouraged to put the comments in writing in a letter addressed to the department chair.
4. Faculty should provide evidence of their effectiveness as an advisor to students. Such evidence might include for each semester, but is not limited to:
- a. Numbers of assigned major and general advisees, numbers of students advised for whom the faculty member is not the assigned advisor, numbers of graduate students advised, and numbers of BCEP, CLAM, and similar program students for which the faculty member is the sponsor or advisor.
  - b. Published schedule of regular office hours.
  - c. Additional office hours scheduled for major reservation and general course registration advisement.
  - d. Personal notes and comments from students, and letters or memoranda from other College offices, reflecting upon the faculty member's service and effectiveness as a student advisor.

**EVIDENCE AND CRITERIA FOR ASSESSING SCHOLARSHIP  
AND PROFESSIONAL GROWTH**

Each faculty member requesting any personnel action, except DSI, must submit a dossier containing the evidences of scholarly-professional activity and professional growth as listed in the worksheet that follows. Any additional documentation that will facilitate the peer reviewers' answers to the criteria questions should also be included. Both the faculty member and the Personnel Committee may solicit external professional evaluations of work submitted for review.

**EVIDENCE AND CRITERIA FOR ASSESSING  
SERVICE TO THE UNIVERSITY**

The Communication Department views participative decision making as vital not only for effective decisions, but also to model communication principles. In this respect, member, prior to applying for renewal, continuing appointment, DSI, or promotion, should accept responsibilities of departmental governance and perform them effectively. Acceptance of increased responsibilities should precede the attainment of higher rank.

Governance involves activities which are of internal service to the university, or service to the community in a professional capacity and/or of service to the profession at large. It is the individuals' performance in these activities which is of significance.

All members of the department are expected to participate in the routine governance activities of the department and/or college and to conduct themselves in such a way as to contribute to the general welfare of the department as a whole.

Each faculty member requesting any personnel action, except DSI, must submit a dossier containing evidence of service to the university as listed on the peer review worksheet that follows.

**DEPARTMENT OF COMMUNICATION**  
**WORKSHEET FOR PEER REVIEW OF TEACHING**  
**BASED ON DOSSIER MATERIALS**

Instructor's Name \_\_\_\_\_ Date \_\_\_\_\_

List of Courses Involved \_\_\_\_\_

- KEY:** 1 = Weak  
 2 = Adequate  
 3 = Good  
 4 = Very Good  
 5 = Exceptional

(Peer Rating: 1 – 5  
 \_\_\_\_\_)

1. **HOW KNOWLEDGEABLE IS THIS FACULTY MEMBER  
 IN SUBJECTS TAUGHT?**

Suggested Evidence	Criteria
Teaching Materials	Has the instructor kept in thoughtful contact with developments in the field?
Copies of Lectures	
Record of Attendance at Regional	Is the faculty member sought as a resource and National Meetings in the content area by students and peers?
Record of Colloquia or Lectures Given, Consultations and Invitations Related to Teaching	
Publications Related to Teaching, including Print, Audio, and Visual Teaching Aids	
Record of Additional Education and Retraining	

Comments:



2. WHAT IS THE QUALITY OF MATERIALS USED IN TEACHING?

Suggested Evidence	Criteria
Instructor's Statement of Course Objectives	Is the instructor using the best materials available in the specialty which are also appropriate to the students being taught?
Course Outlines and Syllabi	
Bibliographies and Reading Lists	Are materials and course content adequate and appropriate to the course objectives?
Tests Used	
Study Guides	Is the coverage of course content appropriately thorough?
Descriptions of Non-Print Materials	Are the materials and course content clearly organized to enhance comprehension by students?
Handouts	
Assignments	
Comments:	

3. WHAT KIND OF TASKS WERE SET BY THE TEACHER FOR THE STUDENTS (OR DID THE TEACHER SUCCEED IN GETTING STUDENTS TO SET FOR THEMSELVES), AND HOW DID THE STUDENTS PERFORM?

Suggested Evidence	Criteria
IAS Global Items 5 & 6	Are student tasks consistent with the course's expected contributions to the department's curriculum?
Statement of Evaluation Criteria	
Copies of Graded Exams	Was adequate corrective feedback provided?
Examples of Teacher's Feedback to Students on their Graded Work, including Papers, Oral Presentations and Media Projects	Are examinations appropriate to stated course objectives?
Statement of Instructor's Teaching Philosophy	Were performance expectations appropriate for the level of the the course?
Grade Distributions	How clear were evaluative criteria?

Comments:

4. TO WHAT EXTENT HAS THIS FACULTY MEMBER ASSUMED RESPONSIBILITIES TO THE DEPARTMENT’S OR COLLEGE’S TEACHING MISSION?

Suggested Evidence	Criteria
Record of Service on Department or College Curriculum Committee, Honors Programs, Advising Board of Teaching Support Service, Special Committees Dealing with Teaching or Advisement Issues	Does this faculty member share expertise with colleagues to improve instruction in the department?  Has the instructor demonstrated a willingness to direct efforts toward the instructional needs of the department and college?
Evidence of Design of New Courses and Programs or Revisions of Existing Ones (Pre and Post Syllabi for Revisions)	Does the faculty member accept responsibility for instructing an appropriate number of students?
Statement of What Activities the Faculty Member had engaged in to Improve Teaching	Has the faculty member explored alternative teaching methods, made changes to increase the potential for student learning?
List of Independent Studies, Directed studies, and Thesis	Has the faculty member been sufficiently accessible outside of class for students needing help with class work?
List of Office Hours and Summary/ Estimate of Contacts with Advisees and Students	Does the faculty member make valuable contributions in the area of student advisement?
Number of general and Major Advisees	Has the faculty member developed off-campus contacts that support departmental instructional programs?

Comments:

5. HOW HAVE OTHERS EVALUATED THE FACULTY MEMBER'S TEACHING EFFECTIVENESS?

Suggested Evidence	Criteria
Original Results Sheets for IAS six global Items, including description of data-collection procedures, and a summary of results	Do the courses presented for review accurately represent the faculty member's full range of teaching responsibilities?
Peer Observations (optional)	Has the faculty member sought feedback about teaching quality?
Letters from or interviews with advisees and other students, solicited or conducted by a peer (optional)	Are the IAS items selected for inclusion in the dossier appropriate for this instructor's teaching responsibilities?
Outside review of teaching materials (optional)	Were peer observations sufficient in number and in objectivity?
	Do letters and interviews come from a representative sample of the faculty member's students and advisees?
	Are outside reviewers competent in the specialization and unbiased?

Comments:

Sum of Ratings (5-25) \_\_\_\_\_

Composite Teaching Effectiveness Score  
(Sum of Ratings divided by 5, multiplied by weighting factor) \_\_\_\_\_

**WORKSHEET FOR PEER REVIEW OF PROFESSIONAL  
AND SCHOLARLY ABILITY AND PROFESSIONAL GROWTH**

Faculty Member's Name \_\_\_\_\_ Date \_\_\_\_\_

Nature of Personnel Action Requested \_\_\_\_\_

KEY: 1 = Weak  
2 = Adequate  
3 = Good  
4 = Very Good  
5 = Exceptional

Peer Review (1 – 5)  
\_\_\_\_\_

**I PROFESSIONAL AND SCHOLARLY ABILITY**

Suggested Evidence	Criteria
<b>A. PUBLICATIONS</b>	
Books	Does the work appear in a refereed publication?
Books/journals edited	Does the work appear in a recognized professional consumer publications, journal?
Contributions to newsletters, newspapers and trade and reviews, opinions	
Review of books, articles, performance, etc.	Was the work solicited by the publisher based on the author's reputation?
Publication of non-print materials including audio-tapes, videotapes, computer programs, etc.	Are evaluations of work from recognized professional sources?
Published evaluations of the above performances and publications or other solicited extenal professional evaluations.	Evidence of creativity?
Letters from experts	What was the audience for public performance? (size, place, characteristics).
Invitations to review books	
Submitted manuscripts in press or pending	

B. PAPERS, ADDRESSES, CONVENTION PARTICIPATIONS, OUTSIDE PROFESSIONAL ACTIVITY

Suggested Evidence	Criteria
Convention papers presented	Was the paper competitively selected?
Public speeches and other addresses	Was the selection of the speaker, chair, based on professional reputation?
Service as chair or critic of a convention program as shown in published program of the convention	Was faculty member sought for professional advice on basis of professional reputation/expertise?
Outside professional activity (including production, planning, advising, etc.)	
Submitted convention papers for competitive review	

C. RESEARCH ACTIVITIES

Suggested Evidence	Criteria
Grants pending	Are the grants awarded competitively?
Grants received	What are the evaluations of the completed research?
Grant research completed	
Other work in progress, including manuscripts for publication or convention papers for competitive review	What is the quality of work in progress (external evaluation and/or peer review)?

D. WORKSHOPS, SEMINARS, COLLOQUIA, ETC.

Suggested Evidence	Criteria
Programs or workshops, seminars, colloquia, etc. conducted or participated in	Were the leaders and/or participants selected either competitively or on the basis of professional reputation?

## 2. PROFESSIONAL GROWTH ACTIVITIES

Suggested Evidence	Criteria
Membership and activity in local, regional, and/or national professional associations and organizations	Are memberships maintained in appropriate professional organizations?
Attendance at professional meetings	Have professional meetings been attended?
Records of contacts with colleagues in profession and discipline	Is there evidence of activity beyond membership and attendance?
Reading of professional literature	Is service by election or appointment to scholarly positions such as editor, producer?
Enrollment in programs, courses, workshops, seminars, etc.	Is there evidence of accepting increasing professional responsibilities?
Acceptance of increasing professional responsibilities. Service by election, invitation or appointment to professional positions/organizations	

Comments:

Composite Teaching Effectiveness Score  
(Sum of Ratings divided by 5, multiplied  
by weighting factor)

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**DEPARTMENT OF COMMUNICATION WORKSHEET**  
**FOR PEER REVIEW OF SERVICE TO THE UNIVERSITY**

Faculty Member's Name \_\_\_\_\_ Date \_\_\_\_\_

Nature of Personnel Action Requested \_\_\_\_\_

- Key: 1 = Weak  
 2 = Adequate  
 3 = Good  
 4 = Very Good  
 5 = Exceptional

Peer Rating (1 – 5)  
 \_\_\_\_\_

Suggested Evidence	Criteria
Documentation of invitation, election, appointment, volunteering for service to the university, the community, and professional organizations, including extra-departmental teaching, advisement and related services.	Reputation abilities, interests, expertise and knowledge relevant to the service work.
Record of offices, titles, and other areas of service to the college, community, and professional organizations.	Extent of responsibility and participation.
Mission statements, programs, agendas of service activities.	
Products or reports resulting from the service effort	Extent of impact of service work.
Documentation of recognition and appreciation for participation and service (such as letters, meeting minutes, certificates diary of participation, etc.)	The quantity and quality of the contribution made by the faculty member.

Comments:



## **REVIEW PROCEDURES FOR PERSONNEL ACTIONS**

- 1 All faculty members who wish to be reviewed for renewal, continuing appointment, or promotion, must submit dossiers documenting their performance in the evaluative areas of Teaching, Service to the University, and Scholarship and Professional Growth.

Faculty members who wish to apply for DSI must submit an instructional dossier plus documentation for any other area for which they wish to be reviewed.

2. The first level of review shall be the departmental Personnel Committee.
3. Dossier materials that are submitted will be reviewed by the departmental Personnel Committee, as follows:
  - a. The faculty member under review shall submit dossiers to the chairperson of the Personnel Committee on or before the published date for the kind of review to be undertaken (i.e., appointment renewal, continuing appointment, promotion, or DSI).
  - b. Members of the Personnel Committee shall independently review all dossiers submitted, and complete the Peer Review Worksheets.
  - c. The Personnel Committee shall then meet and attempt to arrive at consensual ratings for the three areas of Teaching, Scholarship and Service through open discussion. The substance of these discussions shall be kept strictly confidential by all Committee members.
  - d. If a consensus cannot be obtained, the mean rating for each evaluative area shall be the Personnel Committee's rating.
  - e. A summary statement which provides reasons for ratings in each evaluative areas shall be prepared for each dossier submitted.
  - f. This summary statement, along with all dossier materials, shall be transmitted to the department chairperson along with the Personnel Committee's recommendation on the personnel action under consideration.
  - g. A copy of this summary shall be given to the faculty member under review.

## GRIEVANCE PROCEDURES

### A. Definition of a Grievance

1. A grievance is a formal complaint by a member of the department.
2. It must arise out of an act or omission of action by anyone or any group of persons as a result of which the complainant feels aggrieved.
3. It must concern a matter which is in the power of the department to remedy.
4. It must state the nature of the complaint and the relief sought.
5. Grievances covered by the contract between the state, university and the collective bargaining agent shall be pursued following the procedures in that contract.

B. Prior to following the formal grievance procedure described below there is an option to employ mediation by a neutral third party to resolve problems or disputes between two or more faculty members. This person should be mutually agreed upon by the faculty members involved in the dispute before the individual is asked to mediate the dispute. The mediation option can be suggested by any party directly involved in the dispute or by a neutral third party. Before mediation can proceed, all parties to the dispute must consent to mediation. If attempts at mediation are successful, formal grievance procedures will not be pursued. However, if any party involved in the dispute wishes to move on to the formal departmental grievance procedures during the mediation process, the dispute shall then move through the formal departmental grievance procedures. A decision to proceed with the formal grievance procedure must be made no later than five working days following the recommendation of the mediation.

C. The First Stage: The involved parties shall discuss the grievance with the department chairperson and/or a neutral third person acceptable to all parties in an attempt to resolve the complaint. The neutral third person shall be agreed upon by the faculty members involved in the dispute.

D. The Second Stage: If no acceptable solution is reached within two weeks at the first stage, the complaint(s) may request a review by a specially constituted Departmental Grievance Committee. This committee shall be constituted as follows: each party to the grievance shall select one member of the committee and these persons shall select an additional member of the committee who shall serve as committee chairperson. The chairperson shall keep written records of the committee's deliberations. The grievance committee may hold hearings on the grievance, and shall hold hearings if requested by the complainant(s). Hearings shall be governed by the principles of due process; parties to the complaint may be assisted by a representative or representatives

of their choice. The Grievance Committee shall report its findings, recommendations, and rationale to the department chairperson within six weeks of the filing of the original complaint, with copies to all parties having a direct interest.

- E. The Third Stage: The Grievance Committee shall then report to the department as a whole under either of these two conditions:
1. When a formal vote of censure against a Department of Communication staff member is proposed by the Grievance Committee.
  2. When any other formal action is being sought from the department by the Grievance Committee.
- F. The Fourth Stage: If after eight weeks from original complaint no acceptable solution is reached at the third stage, the complainant may seek redress by means of other channels provided by the college and university.

#### **PROCEDURES FOR REVISING THIS PERSONNEL MANUAL**

1. Any department faculty member who wishes to suggest a revision of this manual, shall submit the suggestion in writing to the department chairperson, who will put the suggestion on the agenda for consideration at the next scheduled department meeting.
2. A majority vote of department faculty will be required for approval of any revision.
3. The revision shall become effective upon approval by the department faculty, unless, by majority vote, the faculty decides to postpone implementation of the revision until the next succeeding academic year.
4. Other revisions, required by changes in college policy, or other actions of the college administration, will be made by the Personnel Committee and reported to departmental faculty.