

**West Texas A&M University
Department of Communication
Standards of Faculty Evaluation**

**Programs: Communication Studies and Mass Communication
(Revised: April 10, 2017)**

The standards below are based upon a 3/3 teaching load for Department of Communication tenure and tenure-track faculty members, a 4/4 teaching load for non-tenure track faculty members, and a 5/5 teaching load for fixed term faculty members as recommended by our accrediting agency, the American Communication Association, as well as the 2014 University standards for tenure and promotion. Should either the faculty teaching load or the University standards for tenure and promotion change, the standards for the Department of Communication may be adjusted to reflect those changes.

Faculty members are evaluated in three categories each year: Instructional Responsibilities, Intellectual Contributions, Professional Service and Collegiality/Professionalism. The ratings for the first three categories are Outstanding (3.6 to 4 points), Excellent (3.0 to 3.5 points), Satisfactory/Excellent (2.5 to 2.9 points), Marginally Satisfactory (2.0 to 2.4 points), Unsatisfactory (1.0 to 1.9 points), Unacceptable (0 points) and Not Applicable. Additionally, a faculty member's professionalism and collegiality is reviewed by the Department head, following the approved form by the Faculty Senate.

Fixed Term faculty will be reviewed on an annual basis by the department head and respective dean. Such review will include requirements established in the initial letter of appointment and any additional requirements added during annual reviews. Promotion of Fixed Term faculty follows the procedures and timeline provided in the university Promotion and Tenure policy. Applicants for promotion in Fixed Term Faculty ranks will not be evaluated by the University Promotion and Tenure committee. The applicant's portfolio will be evaluated by the Department Promotion and Tenure Committee, the Dean, the Provost/VPAA and the President as noted in the Faculty Handbook

To be eligible for **promotion to the rank of Associate Professor**, a faculty member must be considered "Outstanding" or "Excellent" in the evaluation categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service. Faculty members with evaluations from all administrative levels lower than "Satisfactory/Excellent" in any category of evaluation during the last **two years** in the tenure track appointment shall not be considered eligible for promotion and/or tenure. A tenure track Assistant Professor may not apply for the award of tenure without simultaneous application for promotion.

To be eligible for **promotion to the rank of Professor**, a faculty member must have served a minimum of four years in rank of Associate Professor. The applicant must be considered "Outstanding" in at least one of the two evaluation categories of Instructional Responsibilities or Intellectual Contributions and "Excellent" in the other of

these two categories and in the category of Professional Service. Faculty members with evaluations from all administrative levels lower than “Excellent” in the appropriate categories of evaluations during the **three years** preceding their application for promotion shall not be considered eligible for promotion. Faculty members with evaluations from all administrative levels lower than “Satisfactory/Excellent” in any category of evaluation during the **last two years** in the tenure-track appointment shall not be considered for promotion and/or tenure.

To be eligible for promotion to the ranks of Associate and Senior Lecturer, Fixed Term faculty members must have served for either 3 or 5 years according to the length of the appointment established in their appointment letters. Promotion of candidates to the Associate or Senior ranks follows the procedures and timelines provided in University Rule 12.01.01 W1/AA with these exceptions:

- Documentation needs to be provided only in the area of specific focus or expertise as outlined in the appointment letter. Evidence of activity in other areas may be provided.

Faculty members are evaluated annually by their students, their peers, and by their department head. In determining a faculty member’s annual ratings and his/her application for tenure and promotion, a holistic approach is employed. While activity in each category is expected, it is the totality of a faculty member’s accomplishments that must be evaluated. **Collegiality is highly-valued and earnestly cultivated**; issues or concerns with a faculty member’s collegiality will be addressed and handled by the department head, in consultation with other faculty members and administrators. Faculty members and the department head will decide on the suggested weight for the three major areas of responsibility in an annual interview. Non-tenure track faculty and Fixed Term faculty will, in general, have a higher weight placed in the category of instructional responsibilities, but activity is expected in all three areas.

Please note that the bulleted items for each of the three categories evaluated are not all inclusive. Faculty members should use these criteria as a guide in planning their long term goals which means activity is needed in those areas over the three to five year time line of their probationary appointments. There is no expectation that a faculty member would accomplish ALL of the listed items in Intellectual Contributions in a single year but the faculty member would show a consistent level of activity over the probationary appointment period.

Instructional Responsibilities:

Faculty Rating	Standards
A rating of <i>Unacceptable</i> in the area of Teaching Effectiveness would be assigned to a faculty member who	<ul style="list-style-type: none"> • Does not administer or report course evaluations. • Does not maintain and develop student centered syllabi • Does not maintain office hours or make time available to meet with students • Does not participate in classroom assessments • Makes no effort to improve teaching • Does not participate in student advising • Fails to submit an annual professional summary

	<p>for evaluation</p> <ul style="list-style-type: none"> • Refuses to incorporate technology in teaching
<p>A rating of <i>Unsatisfactory</i> to would be assigned to a faculty member who</p>	<ul style="list-style-type: none"> • Has a rolling two year average (previous and current year of evaluation) course evaluations Instructor mean of 2.00 or lower (course evaluation scores count no more than 30 to 40 percent of assessment of instructional responsibilities) • Does not participate in classroom assessments • Does not participate in review of teaching by observing colleagues or inviting colleagues to observe classes • Does not generate course syllabi or provide timely response and feedback about student work • Does not participate in the on-going assessment of student learning
<p>To be considered for a rating of <i>Satisfactory/Excellent</i>, faculty members will document the following standards:</p>	<ul style="list-style-type: none"> • Rolling two-year average (previous and current year of evaluation) course evaluations Instructor Mean of 3.00 or better (course evaluation scores count no more than 30 to 40% of assessment of instructional responsibilities) • Participates in peer review of teaching by observing colleagues and inviting colleagues to observe classes Maintenance of accurate and detailed course syllabi, timely response to and return of graded student work, and adherence to common syllabi • Regularly available to students and communicates effectively with students both in and out of class • Advises students as assigned by program coordinator • Participates in on-going assessment of student learning • Innovation/Assurance of learning activities
<p>To be considered for the rating of <i>Excellent</i>, faculty members will document <i>Excellent/Satisfactory</i> plus:</p>	<ul style="list-style-type: none"> • Rolling two-year average course evaluations Instructor Mean of 3.20 or better (course evaluation scores count no more than 30 to 40% of assessment of instructional responsibilities) • Participates in peer review of teaching by observing colleagues and inviting colleagues to observe classes As adjusted for advising assignments • Innovation/Assurance of learning activities
<p>To be considered for a rating of <i>Outstanding</i>, faculty members will</p>	<ul style="list-style-type: none"> • Rolling two-year average course evaluations Instructor Mean of 3.40 or better (Course evaluation scores count no more than 30 to 40% of

document <i>Excellent/Satisfactory plus:</i>	assessment of instructional responsibilities) <ul style="list-style-type: none"> • Participates in peer review of teaching by observing colleagues and inviting colleagues to observe classes • Innovation/Assurance of learning activities As adjusted for advising responsibilities
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To document **Teaching Effectiveness**, faculty may include weblinks to the following as part of their annual professional summary provided through Sedona:

- A sample course syllabus
- A sample of graded student work
- A sample class activity
- A summary of students' comments from classroom assessments or from course evaluations
- Raw data from the course evaluations
- A list of teaching awards

Evidence of Innovation and Assurance of Learning can be in any of the following areas. It is recommended that the narrative provided by the faculty member as part of the Annual Review of Faculty Performance explains how they demonstrate **three** means of innovation and assurance of learning in the classroom:

- Service learning
- Sample syllabi
- Classroom innovation
- Use of technology in the classroom
- Development/revision of courses
- Honors/award/recognition for teaching
- Participation in pedagogical training
- Participation in technological training
- Participation in Faculty Development

Peer Evaluation Process:

- Peers in the Department of Communication are paired with one another and will observe each other's classes.
- Once observations have been made, the teamed pair should meet to discuss the observations. The purpose of the meeting will be to share teaching ideas noted from the observations. A tenured faculty member meeting with a tenure-track faculty member can also take this opportunity to provide suggestions for improving the T&P folder. The tenured faculty member would also write a letter of support for the tenure-track faculty member's T&P folder.
- Each person will write a letter about the peer evaluation experience and shared knowledge, explaining what he/she got out of the exercise. A copy of this letter should be sent to the department head for the faculty member's annual evaluation.

Intellectual Contributions

Instructors aspiring to become tenure-track faculty members must meet standards set forth for Assistant Professor. **(Please note that in this category, tenure and promotion standards are specified for each rank.)**

Faculty Rating	Standards
<p>A rating of <i>Unacceptable</i> would be assigned to a faculty member in the area of Intellectual Contributions who:</p>	<ul style="list-style-type: none"> • Does not maintain active membership in professional academic associations • Does not attend or make presentations at annual academic conferences • Has no ongoing research program • Makes no effort to keep informed about new research/developments in the discipline • Has no publication or presentation activity • Fails to submit an annual professional summary for evaluation
<p>A rating of <i>Unsatisfactory</i> would be assigned to a faculty member who</p>	<ul style="list-style-type: none"> • Is not engaged in sharing professional expertise in workshop settings at local, regional, or national venues • Has a limited research program • Has no publication or presentation activity for a 3 year period
<p>To be considered for a rating of <i>Satisfactory/Excellent</i>, <u>Assistant Professors</u> will document the following standards:</p>	<ul style="list-style-type: none"> • 1 presentation at state, regional, or national professional communication association conferences (for Communication Studies) • Involvement in a media industry related project produced by WTAMU as production director, designer, creative director, editor, producer, or technical director (for Mass Communication.) • Attend area/state/regional/national workshops, seminars or exhibitions in area of specialization. • 1 pedagogical publication either in peer reviewed journal or a publication developed specifically for a WTAMU course (for Communication Studies)
<p>To be considered for a rating of <i>Excellent</i>, <u>Assistant Professors</u> will document <i>Satisfactory/Excellent</i> plus:</p>	<ul style="list-style-type: none"> • Conduct a single workshop, seminar or short course annually in area of specialization at area/state/regional/national conference or similar venue. • A professional peer's adjudication of aforementioned production. (For Mass Communication) • Assist in student-mentoring in preparation for student productions, competitions, exhibits, competitions, pitches, festivals, etc. on the

	<p>area/state/regional/national level (for Mass Communication)</p> <ul style="list-style-type: none"> • 1 publication in a state, regional, national academic journal (or a trade journal for Mass Communication) • Collaborate with students in preparing scholarly papers for presentation or coaches students for forensic competition on the area/state/regional/national level. • As adjusted for activity in grant proposals. • As adjusted for serving as an instructor for a study abroad faculty led program which includes grant writing for a site visit.
<p>To be considered for a rating of <i>Outstanding</i>, <u>Assistant Professors</u> will document <i>Excellent</i> and <i>Satisfactory/Excellent</i> plus:</p>	<ul style="list-style-type: none"> • Participate in 2 panel presentations in area of specialization at area/state/regional/national conference or similar venue. • As adjusted for participation as an adjudicator of others' professional works. • As adjusted for activity in grant awards. • As adjusted for serving as an instructor for a study abroad faculty led program which includes grant writing for a site visit. • As adjusted for awards, honors and recognitions received for Scholarly/Creative Achievement
<p>Assistant Professors aspiring to become Associate Professors must meet standards set forth for Associate Professor.</p>	
<p>To be considered for a rating of <i>Satisfactory/Excellent</i>, <u>Associate Professors</u> will document the following standards:</p>	<ul style="list-style-type: none"> • Serve as a consultant for profit and non-profit organizations • Involvement in 2 annual mediated projects by WTAMU as director, writer, creative director, producer, editor, or technical director. One of these productions will be adjudicated by a professional peer. (For Mass Communication) • Conduct a single workshop, seminar or exhibit annually in area of specialization at area/state/regional/national conference or similar venue. • Host workshop on film screening or electronic media, public relations or advertising. (For Mass Communication)
<p>To be considered for a rating of <i>Excellent</i>, <u>Associate Professors</u> will document <i>Satisfactory/Excellent</i></p>	<ul style="list-style-type: none"> • Conduct two workshops, seminars or exhibitions annually in area of specialization at area/state/regional/national conference or similar venue. • Collaborate with students in preparing scholarly

<p>plus:</p>	<p>papers for presentation or coaches students for forensic competition on the area/state/regional/national level.</p> <ul style="list-style-type: none"> • As adjusted for serving as a reviewer for communication journals/publications • As adjusted for activity in grant proposals. • As adjusted for serving as an instructor for a study abroad faculty led program which includes grant writing for a site visit.
<p>To be considered for a rating of <i>Outstanding</i>, <u>Associate Professors</u> will document <i>Satisfactory/Excellent</i> and <i>Satisfactory</i> plus:</p>	<ul style="list-style-type: none"> • Serve as a panelist for 3 programs at state, regional, or national conferences • Publish 2 articles or book reviews in peer reviewed journals • As adjusted for activity in grant awards. • As adjusted for serving as an instructor for a study abroad faculty led program which includes grant writing for a site visit. • As adjusted for awards, honors and recognitions received for Scholarly/Creative Achievement.
<p>Associate Professors aspiring to become Professors must meet standards set forth for Professor.</p>	
<p>To be considered for a rating of <i>Satisfactory/Excellent</i>, <u>Professors</u> will document the following standards:</p>	<ul style="list-style-type: none"> • Conduct two workshops, seminars or exhibitions annually in area of specialization at area/state/regional/national conference or similar venue. • Involvement in 2 annual mediated products by WTAMU as director, creative director, producer, writer, editor, or technical director. One of these productions will be adjudicated by a professional peer (For Mass Communication)
<p>To be considered for a rating of <i>Excellent</i>, <u>Professors</u> will document <i>Satisfactory/Excellent</i> plus:</p>	<ul style="list-style-type: none"> • Conduct three workshops, seminars or exhibitions annually in area of specialization at area/state/regional/national conference or similar venue. • Collaborate with students in preparing scholarly papers for presentation or coaches students for forensic competition on the area/state/regional/national level. • As adjusted for participation as a reviewer for academic journals and academic conferences • As adjusted for activity in grant proposals. • As adjusted for serving as an instructor for a study abroad faculty led program which includes grant

	writing for a site visit.
To be considered for a rating of <i>Outstanding</i> , <u>Professors</u> will document <i>Excellent</i> and <i>Satisfactory/Excellent</i> plus:	<ul style="list-style-type: none"> • Conduct four or more workshops, seminars annually in area of specialization at area/state/regional/national conference or similar venue. • Publish 1 article in a peer reviewed journal • As adjusted for activity in grant awards. • As adjusted for serving as an instructor for a study abroad faculty led program which includes grant writing for a site visit. • As adjusted for awards, honors and recognitions received for Scholarly/Creative Achievement.

<p>To document <i>Intellectual Contributions</i>, faculty may include weblinks to the following as part of their annual professional summary provided through Sedona:</p> <ul style="list-style-type: none"> • A copy of a published article, book review • Materials prepared for a professional workshop • Notification letters for grant awards • Convention program listings for panel and paper presentations • A list of awards for Scholarly Achievement • A list of student research completed under faculty member's guidance
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Professional Service

Faculty Rating	Standard
A rating of <i>Unacceptable</i> would be assigned to faculty member in the area of Professional Service who	<ul style="list-style-type: none"> • Does not attend departmental meetings and functions • Holds no committee memberships at the departmental, college, or university level • Has no professional service activity in a professional association • Does not submit reports in a timely fashion as requested by the department chair
A rating of <i>Unsatisfactory</i> to <i>Marginally Satisfactory</i> would be assigned to a faculty member who	<ul style="list-style-type: none"> • Holds committee membership but does not attend meetings or fulfill committee responsibilities • Is not active in providing community workshops in area of expertise • Has limited professional service activity in a professional association • Refuses to serve as a mentor for students

<p>To be considered for a rating of <i>Satisfactory/Excellent</i>, faculty members will document the following standards:</p>	<ul style="list-style-type: none"> • Attend department meetings and functions regularly • Academic committee membership of any kind, at any level • OR organization sponsorship • Participate in on-going classroom assessment project • Participate in monitoring student internships, projects, studio management • Serve as a committee member or chair for a graduate level research project or thesis
<p>To be considered for a rating of <i>Excellent</i>, faculty members will document <i>Satisfactory/Excellent</i> plus</p>	<ul style="list-style-type: none"> • Active membership on a committee at any level that meets at least monthly or more frequently • And membership on a committee beyond the department level • OR committee chairmanship at any level • And demonstrated responsible advising as assigned • And service to on-campus activities in area of expertise (i.e. camps, outside university programs, etc) • Active in student recruitment • Actively serves in leadership role of professional communication associations
<p>To be considered for a rating of <i>Outstanding</i>, faculty members will document <i>Excellent</i> and <i>Satisfactory/Excellent</i> plus:</p>	<ul style="list-style-type: none"> • Multiple memberships on committees at any level • OR committee chairmanship beyond the department level • OR external organization board membership or elected office • OR program administration • OR active and consistent participation in student academic advising • And service to off-campus activities in area of expertise (i.e. speaking engagements, career day visits, competition/festival management etc.) • As adjusted for awards, honors and recognitions received for Professional Service.

To document **Professional Service**, faculty should include the following as part of their annual professional summary provided through Sedona:

- A list of committees and explanation of duties performed
- Explanation of advising duties (number of advisees, participation in NSO events)
- A list of master theses or research projects overseen
- A list of service awards

