

Tenure Track Assistant Professor Job Description and Expectations – COMMUNICATION

Tenure track assistant professors teach undergraduate and graduate level courses as assigned by the head of the department, conduct research in their area of expertise, advise students, participate in the intellectual life of the department, college and university and provide service to the department, college and university. They are expected to attend regular faculty meetings as scheduled and participate fully in the governance of the department.

Teaching. Faculty teach 2 courses a semester for a 2-2 annual course load. Course sizes vary and range from a minimum enrollment of 5 (graduate seminar), to 10 (upper-level undergraduate seminars), to 15 (100, 200, 300 level courses), to 22 (General Education Courses). These are minima set by the college; courses in the department presently enroll well above that. Faculty are assigned courses based on demand, expertise, preference, and with an eye on equity, diversity, inclusivity, and representation in how courses are rotated across faculty. Faculty teach courses in modalities that include on campus, online, and hybrid learning. Courses with higher enrollments receive TA support.

Research. Faculty conduct research and produce scholarship that takes the form of scholarly books and/or articles in refereed journals. Other typical forms of scholarship include book chapters for edited collections, book reviews, essays, articles in un-refereed journals, conference paper presentations, and publication in conference proceedings. Further evidence of scholarly activity may include grant submission and support, serving as a grant reviewer for other institutions, the receipt of fellowships or research awards, membership on editorial boards, reviewing book and article manuscripts, invitations to participate in scholarly meetings and/or lecture at other institutions, and citation in works by peers.

Service. Tenure-track assistant professors are mentored into committees and assigned service loads that do not hinder their progression toward tenure. Service proceeds at the level of the department, college, university, profession, and community. At the department, college, and university levels, typical service assignments include committee participation and particular administrative responsibilities. Other forms of service include advising student groups, participating in recruiting of students and faculty, orientation and retention of students, sponsorship of service events on campus, and other voluntary commitments to enhance our common academic goals. In the profession, typical evidence of excellence in service can include involvement in professional organizations. Volunteer service on a major public commission, task force, or board, and consulting activity for outside organizations and certification bodies can provide evidence of excellence in service. At the community level, service can include involvement in public boards or committees, serving as unpaid consultant or advisor to community groups, invited speaking engagements, and volunteer activities using professional expertise.

Tenured Associate Professor Job Description and Expectations – COMMUNICATION

Tenured associate professors teach undergraduate and graduate level courses as assigned by the head of the department; have established and continue to extend a record of significant scholarly or creative accomplishment; establish a record of service to the college and the university, as well as to the department, discipline and community through committee membership and such activities as curriculum development, teaching in the general curriculum, and the like. They are expected to attend regular faculty meetings as scheduled and are gradually mentored into leadership and department administration.

Teaching. Faculty teach 2 courses a semester for a 2-2 annual course load. Course sizes vary and range from a minimum enrollment of 5 (graduate seminar), to 10 (upper-level undergraduate seminars), to 15 (100, 200, 300 level courses), to 22 (General Education Courses). These are minima set by the college; courses in the department presently enroll well above that. Faculty are assigned courses based on demand, expertise, preference, and with an eye on equity, diversity, inclusivity, and representation in how courses are rotated across faculty. Faculty teach courses in modalities that include on campus, online, and hybrid learning. Courses with higher enrollments receive TA support.

Research. Faculty conduct research and produce scholarship that takes the form of scholarly books and/or articles in refereed journals. Other typical forms of scholarship include book chapters for edited collections, book reviews, essays, articles in un-refereed journals, conference paper presentations, and publication in conference proceedings. Further evidence of scholarly activity includes grant submission and support, serving as a grant reviewer for other institutions, the receipt of fellowships or research awards, membership on editorial boards, editorship of a journal, reviewing book and article manuscripts, invitations to participate in scholarly meetings and/or lecture at other institutions, citation in works by peers, and public engagement via op/eds and public lectures. Faculty at this rank are expected to engage in scholarship and mentorship, reflecting their growing international eminence in the field.

Service. At this level, faculty are expected to actively engage in and/or lead department committees, actively contribute to college and university wide service, and supervise graduate students. Service proceeds at the level of the department, college, university, profession, and community. At the department, college, and university levels, typical service assignments include committee participation and particular administrative responsibilities. Other forms of service include advising student groups, participating in recruiting of students and faculty, orientation and retention of students, sponsorship of service events on campus, and other voluntary commitments to enhance our common academic goals. In the profession, typical evidence of excellence in service can include involvement in professional organizations. Volunteer service on a major public commission, task force, or board, and consulting activity for outside organizations and certification bodies can provide evidence of excellence in service. At the community level, service can include involvement in public boards or committees, serving as unpaid consultant or advisor to community groups, invited speaking engagements, and volunteer activities using professional expertise.

Tenured Full Professor Job Description and Expectations – COMMUNICATION

Tenured full professors teach undergraduate and graduate level courses as assigned by the head of the department; have established and clearly continue to develop a widely acknowledged record of distinguished scholarly accomplishment; lead in wider service to the college, university, and department, discipline, and community. They are expected to attend regular faculty meetings as scheduled and lead in the governance of the department.

Teaching. Faculty teach 2 courses a semester for a 2-2 annual course load. Course sizes vary and range from a minimum enrollment of 5 (graduate seminar), to 10 (upper-level undergraduate seminars), to 15 (100, 200, 300 level courses), to 22 (General Education Courses). These are minima set by the college; courses in the department presently enroll well above that. Faculty are assigned courses based on demand, expertise, preference, and with an eye on equity, diversity, inclusivity, and representation in how courses are rotated across faculty. Faculty teach courses in modalities that include on campus, online, and hybrid learning. Courses with higher enrollments receive TA support.

Research. Faculty at this rank are expected to be leaders in their scholarly area, and actively serve as research mentors to faculty at the assistant and associate levels. They conduct research and produce scholarship that takes the form of scholarly books and/or articles in refereed journals. Other typical forms of scholarship include book chapters for edited collections, book reviews, essays, articles in un-refereed journals, conference paper presentations, and publication in conference proceedings. Further evidence of scholarly activity includes grant submission and support, serving as a grant reviewer for other institutions, the receipt of fellowships or research awards, membership on editorial boards, editorship of a journal, reviewing book and article manuscripts, invitations to participate in scholarly meetings and/or lecture at other institutions, citation in works by peers, and public engagement via op/eds and public lectures.

Service. Faculty at this rank engage in deeper service to the department through advancement of innovation in undergraduate and graduate programs, through chairing MA and PhDs committees, and through significant mentoring of junior and mid-career professors to the next level, and/or through engagement with wider university-level committees. They are expected to lead department committees, front line in college and university wide service, broker cross-disciplinary partnerships, supervise graduate students, and actively mentor faculty who show promise in and are interested in pursuing administrative roles. Service proceeds at the level of the department, college, university, profession, and community. At the department, college, and university levels, typical service assignments include committee participation and particular administrative responsibilities. Other forms of service include advising student groups, participating in recruiting of students and faculty, orientation and retention of students, sponsorship of service events on campus, and other voluntary commitments to enhance our common academic goals. In the profession, typical evidence of excellence in service can include involvement in professional organizations. Volunteer service on a major public commission, task force, or board, and consulting activity for outside organizations and certification bodies can provide evidence of excellence in service. At the community level, service can include involvement in public boards or committees, serving as unpaid consultant or advisor to community groups, invited speaking engagements, and volunteer activities using professional expertise.

Clinical Assistant Professor Job Description and Expectations – COMMUNICATION

Clinical assistant professors teach undergraduate and graduate level courses as assigned by the head of the department. They demonstrate considerable involvement in teaching and practice. Scholarly/research activities and service activities will be more variable and are governed by the interests and career directions pursued by the faculty member and the ways in which those activities complement the needs and resources of the department.

Teaching. Faculty teach 3 courses a semester for a 3-3 annual course load, unless otherwise grandfathered in or legacied. Course sizes vary and range from a minimum enrollment of 5 (graduate seminar), to 10 (upper-level undergraduate seminars), to 15 (100, 200, 300 level courses), to 22 (General Education Courses). These are minima set by the college; courses in the department presently enroll well above that. Faculty are assigned courses based on demand, expertise, preference, and with an eye on equity, diversity, inclusivity, and representation in how courses are rotated across faculty. Faculty teach courses in modalities that include on campus, online, and hybrid learning. Courses with higher enrollments receive TA support.

Service. Service proceeds at the level of the department, college, university, profession, and community. At the department, college, and university levels, typical service assignments include committee participation and particular administrative responsibilities. Other forms of service include advising student groups, participating in recruiting of students and faculty, orientation and retention of students, sponsorship of service events on campus, and other voluntary commitments to enhance our common academic goals. In the profession, typical evidence of excellence in service can include involvement in professional organizations. Volunteer service on a major public commission, task force, or board, and consulting activity for outside organizations and certification bodies can provide evidence of excellence in service. At the community level, service can include involvement in public boards or committees, serving as unpaid consultant or advisor to community groups, invited speaking engagements, and volunteer activities using professional expertise.

Clinical Associate Professor Job Description and Expectations – COMMUNICATION

Clinical Associate Professors teach undergraduate and graduate level courses as assigned by the head of the department and make effective contributions in the area of teaching, the development of courses and curricula, and (if applicable) the oversight of teaching assistants. Substantive contributions in service, community engagement, and scholarly/research activities are variable and related to their teaching emphases and career directions. They are expected to attend regular faculty meetings as scheduled and participate fully in the governance of the department.

Teaching. Faculty teach 3 courses a semester for a 3-3 annual course load, unless otherwise grandfathered in or legacied. Course sizes vary and range from a minimum enrollment of 5 (graduate seminar), to 10 (upper-level undergraduate seminars), to 15 (100, 200, 300 level courses), to 22 (General Education Courses). These are minima set by the college; courses in the department presently enroll well above that. Faculty are assigned courses based on demand, expertise, preference, and with an eye on equity, diversity, inclusivity, and representation in how courses are rotated across faculty. Faculty teach courses in modalities that include on campus, online, and hybrid learning. Courses with higher enrollments receive TA support.

Service. Service proceeds at the level of the department, college, university, profession, and community. At the department, college, and university levels, typical service assignments include committee participation and particular administrative responsibilities. Other forms of service include advising student groups, participating in recruiting of students and faculty, orientation and retention of students, sponsorship of service events on campus, and other voluntary commitments to enhance our common academic goals. In the profession, typical evidence of excellence in service can include involvement in professional organizations. Volunteer service on a major public commission, task force, or board, and consulting activity for outside organizations and certification bodies can provide evidence of excellence in service. At the community level, service can include involvement in public boards or committees, serving as unpaid consultant or advisor to community groups, invited speaking engagements, and volunteer activities using professional expertise.

Clinical Full Professor Job Description and Expectations – COMMUNICATION

Clinical full professors teach undergraduate and graduate level courses as assigned by the head of the department and render leading and innovative contributions in the area of teaching, the development of courses and curricula, and (if applicable) the oversight of teaching assistants. Notable contributions in service, community engagement, and/or scholarly activities are variable and related to their teaching and career directions. They are expected to attend regular faculty meetings as scheduled and participate fully in the governance of the department.

Teaching. Faculty teach 3 courses a semester for a 3-3 annual course load, unless otherwise grandfathered in or legacied. Course sizes vary and range from a minimum enrollment of 5 (graduate seminar), to 10 (upper-level undergraduate seminars), to 15 (100, 200, 300 level courses), to 22 (General Education Courses). These are minima set by the college; courses in the department presently enroll well above that. Faculty are assigned courses based on demand, expertise, preference, and with an eye on equity, diversity, inclusivity, and representation in how courses are rotated across faculty. Faculty teach courses in modalities that include on campus, online, and hybrid learning. Courses with higher enrollments receive TA support.

Service. Service proceeds at the level of the department, college, university, profession, and community. At the department, college, and university levels, typical service assignments include committee participation and particular administrative responsibilities. Other forms of service include advising student groups, participating in recruiting of students and faculty, orientation and retention of students, sponsorship of service events on campus, and other voluntary commitments to enhance our common academic goals. In the profession, typical evidence of excellence in service can include involvement in professional organizations. Volunteer service on a major public commission, task force, or board, and consulting activity for outside organizations and certification bodies can provide evidence of excellence in service. At the community level, service can include involvement in public boards or committees, serving as unpaid consultant or advisor to community groups, invited speaking engagements, and volunteer activities using professional expertise.

Lecturer Job Description and Expectations – COMMUNICATION

Lecturers teach undergraduate and graduate level courses as assigned by the head of the department and provide service to the department, college and/or university. They are expected to attend regular faculty meetings as scheduled and participate in the governance of the department. Lecturers may conduct research in their area of expertise, may advise students, and may participate in the intellectual life of the department, college and university.

Teaching. Lecturers teach 3 courses a semester for a 3-3 annual course load, unless otherwise negotiated or determined at the time they were hired. Course sizes vary and range from a minimum enrollment of 5 (graduate seminar), to 10 (upper-level undergraduate seminars), to 15 (100, 200, 300 level courses), to 22 (General Education Courses). These are minima set by the college; courses in the department presently enroll well above that. Faculty are assigned courses based on demand, expertise, preference, and with an eye on equity, diversity, inclusivity, and representation in how courses are rotated across faculty. Faculty teach courses in modalities that include on campus, online, and hybrid learning. Courses with higher enrollments receive TA support.

Service. Service proceeds at the level of the department, college, university, profession, and community. At the department, college, and university levels, typical service assignments include committee participation and particular administrative responsibilities. Other forms of service include advising student groups, participating in recruiting of students and faculty, orientation and retention of students, sponsorship of service events on campus, and other voluntary commitments to enhance our common academic goals. In the profession, typical evidence of excellence in service can include involvement in professional organizations. Volunteer service on a major public commission, task force, or board, and consulting activity for outside organizations and certification bodies can provide evidence of excellence in service. At the community level, service can include involvement in public boards or committees, serving as unpaid consultant or advisor to community groups, invited speaking engagements, and volunteer activities using professional expertise.

Senior Lecturer Job Description and Expectations – COMMUNICATION

Lecturers teach undergraduate and graduate level courses as assigned by the head of the department and provide service to the department, college and/or university. They are expected to attend regular faculty meetings as scheduled and participate in the governance of the department. Lecturers may conduct research in their area of expertise, may advise students, and may participate in the intellectual life of the department, college and university.

Teaching. Lecturers teach 3 courses a semester for a 3-3 annual course load, unless otherwise negotiated or determined at the time they were hired. Course sizes vary and range from a minimum enrollment of 5 (graduate seminar), to 10 (upper-level undergraduate seminars), to 15 (100, 200, 300 level courses), to 22 (General Education Courses). These are minima set by the college; courses in the department presently enroll well above that. Faculty are assigned courses based on demand, expertise, preference, and with an eye on equity, diversity, inclusivity, and representation in how courses are rotated across faculty. Faculty teach courses in modalities that include on campus, online, and hybrid learning. Courses with higher enrollments receive TA support.

Service. Service proceeds at the level of the department, college, university, profession, and community. At the department, college, and university levels, typical service assignments include committee participation and particular administrative responsibilities. Other forms of service include advising student groups, participating in recruiting of students and faculty, orientation and retention of students, sponsorship of service events on campus, and other voluntary commitments to enhance our common academic goals. In the profession, typical evidence of excellence in service can include involvement in professional organizations. Volunteer service on a major public commission, task force, or board, and consulting activity for outside organizations and certification bodies can provide evidence of excellence in service. At the community level, service can include involvement in public boards or committees, serving as unpaid consultant or advisor to community groups, invited speaking engagements, and volunteer activities using professional expertise.