

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.

The teaching track is intended to promote and credit contributions in the areas of teaching and service but with the strongest emphasis on teaching. Evaluation criteria in all areas include efforts to advance diversity, equity, and inclusion.

The promotion committee for those on a teaching track shall be:

A. *Teaching Assistant Professors.* All faculty holding the job title of Associate and Full professor on the tenure, clinical and teaching track

B. *Teaching Associate Professors.* All faculty holding the job title of Full professor on the tenure, clinical and teaching track. If no teaching faculty of appropriate rank are available to serve on the committee, the Head may ask for an appropriate teaching-track faculty from another department to consult and vote with the promotion committee

Norms and Standards for Promotion to Associate Teaching Professor.

Promotion to Associate Teaching Professor requires an evaluation of teaching and service. Scholarly contributions are not expected, though valued by the Department. Evaluation criteria in all areas include efforts to advance diversity, equity, and inclusion.

Teaching. The Department expects a strong teaching record. The promotion committee will evaluate such evidence as documentation of effectiveness in teaching scheduled courses; teaching observations by two peers; student course evaluations; evidence of innovation in course and curriculum development; and development of new courses that complement the Department's curriculum and vision. Other supportive evidence includes supervision and training of undergraduate and graduate students, as well as teaching awards. Peer observations should provide a description of the delivery setting, teaching style, and content, noting both strengths and potential targets of opportunity for improvement. Peer letters may also provide context for interpreting ratings or student comments about a course. It is important that some context is given for evaluation scores (average ratings for the course using university course evaluations).

Candidates should also demonstrate a record of broader contributions to pedagogy and/or education, or expert knowledge in a specific field such as: presentations at relevant conferences, participation in teaching workshops, publications in relevant journals, publication of textbooks in reputable presses or OERs, and/or applying for competitive internal or external grants to develop curriculum or pedagogy, or other relevant, demonstrable advances in a specific field.

Evidence of efforts related to diversity, equity and inclusion may include developing effective inclusive teaching strategies for the educational advancement of students from groups underrepresented in higher education; developing courses or curricular materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups; record of success advising students from groups underrepresented in the faculty member's discipline/profession; research mentorship of individuals from historically underrepresented groups; leadership or participation in faculty workshops and /or inclusive classroom sessions to promote equity and inclusion.

Service. We have lower service expectations for Teaching Assistant Professors than Teaching Associate Professors and Teaching Full Professors. However, some service is expected of all faculty. The promotion committee will evaluate such evidence as active contributions to service within the Department of Communication (e.g., participation on standing or ad-hoc departmental committees, conducting peer reviews of instructional staff, or other activities which contribute to the success of the department's mission). Other evidence of service may involve membership on departmental, university, and professional association committees related to diversity, equity and inclusion; membership in review committees related to funding and awards; participation and/or leadership in university pipeline and/or outreach activities; participation and/or leadership in efforts to increase participation of underrepresented students in undergraduate and graduate programs.

Norms and Standards for Promotion to Full Teaching Professor. Promotion to Full Teaching Professor requires an evaluation of teaching and service. Scholarly contributions are not expected, though valued by the Department. Evaluation criteria in all areas include efforts to advance diversity, equity, and inclusion.

Teaching. The Department expects a record of sustained, long-term teaching excellence. The promotion committee will evaluate such evidence as documentation of effectiveness in teaching scheduled courses; teaching observations by two or three peers; student course evaluations; evidence of innovation in course and curriculum development; and development of new courses that complement the Department's curriculum and vision. Other supportive evidence includes supervision and training of undergraduate and graduate students, as well as teaching awards. Peer observations should provide a description of the delivery setting, teaching style, and content, noting both strengths and potential targets of opportunity for improvement. Peer letters may also provide context for interpreting ratings or student comments about a course. It is important that some context is given for

evaluation scores (average ratings for the course using university course evaluations).

The promotion committee will also consider effective contributions in the area of teaching, informed by developments in the field or discipline. These may include training teachers/clinicians, teaching-related professional practice activities, mentoring instructors, and/or directing instruction-related programs. ; re

Candidates should also demonstrate a record of campus-wide and/or externally recognized contributions to pedagogy, education, or expert knowledge in a specified field such as, but not limited to: presentations at relevant conferences, participation in or development of teaching workshops, publications in relevant journals, publication of textbooks in reputable presses or OERs, and/or securing competitive internal or external grants to develop curriculum or advance pedagogy..

Evidence of efforts related to diversity, equity, and inclusion may include developing effective inclusive teaching strategies for the educational advancement of students from groups underrepresented in higher education; developing courses or curricular materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups; record of success advising students from groups underrepresented in the faculty member's discipline/profession; research mentorship of individuals from historically underrepresented groups; leadership or participation in faculty workshops and /or inclusive classroom sessions to promote equity and inclusion.

Service. Candidates are expected to demonstrate sustained contributions to and leadership in service within the Department of Communication (e.g., participation on standing or ad-hoc departmental committees, conducting peer reviews of instructional staff, or other activities which contribute to the success of the department's mission) and/or in the College of Liberal Arts and/or the University as well as to the profession (e.g., reviewer for peer-reviewed journals, contribution to open access materials). Other evidence of service may involve membership on departmental, university, and professional association committees related to diversity, equity and inclusion; membership in review committees related to funding and awards; participation and/or leadership in university pipeline and/or outreach activities; participation and/or leadership in efforts to increase participation of underrepresented students in undergraduate and graduate programs.