Bylaws for the Department of Communication
Portland State University
(Latest Official Amendment and Ratification: 8/01/2019)

Preamble

The members of the Department of Communication at Portland State University pledge to approach their primary tasks – including scholarship, teaching, and service to the department, discipline, university, and community – with excellence and passion according to policies and procedures that are transparent, democratic, and just. We, the faculty, do hereby subscribe to this document as a constitutional statement of our faculty organization and its various functions and responsibilities.

This document adopts the following abbreviations: (1) "department" for "department of Communication;" (2) "chair" for "department chairperson;" (3) "PSU" for "Portland State University;" (4) "CBA" for "Collective Bargaining Agreement;" (5) "CLAS" for "College of Liberal Arts and Sciences; (6) "P&T" for "Pay, Promotion, and Tenure;" (7) "PTR" for "Post- Tenure Review;" (8) "AAUP" for "American Association of University Professors;" and (9) "PSUFA" for "Portland State University Faculty Association."

Article I – Name

The name of our program is "Department of Communication."

Article II – Purpose

Article II.A. – Unit Mission Statement/Goals and Objectives

The department adopts PSU's mission and values (https://www.pdx.edu/portland-state-university-mission).

Article II.B. – Authority of Unit/Department as a Whole

See PSU's Faculty Governance Guide, Article III.2: "Faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process." See also PSU's faculty constitution, Article III, Faculty Powers and Authority.

Article II.C. – Authority of University Policies and College Bylaws Supersedes that of the Unit/Department

The department's bylaws are superseded by the authority of PSU's policies and CBAs. An accurate understanding of the department's bylaws are dependent on an accurate understanding of at least the following documents, which are posted on the department's webpage along with its bylaws, as well as on the website of PSU's Office of Academic

Affairs (https://www.pdx.edu/academic-affairs/home): (1) PSU Department Chair Handbook; (2) AAUP Collective Bargaining Agreement; (3) PSUFA CBA (4) Faculty Governance Guide; (5) PSU Faculty Constitution; and (6) the PSU Promotion and Tenure Guidelines.

Article III – Members

Article III.A. – Academic Ranks

The department has the following ranks as defined in PSU's Promotion and Tenure policies, Section III: Emeritus, Professor, Associate Professor, Assistant Professor, Senior Instructor II, Senior Instructor I, Instructor, Adjunct Assistant Professor, and Adjunct Instructor.

Article III.B. – Member Rights and Responsibilities

Article III.B.1. – Supplemental Letters of Offer

The department is accountable for honoring faculty rights laid out in faculty members' supplemental letters of offer, and faculty members are accountable for honoring their responsibilities laid out in such letters as well as in these Bylaws, the AAUP CBA, and other University policies.

Article III.B.2. – Adhering to a Code of Conduct

All faculty are expected to adhere to PSU's Faculty Code of Conduct (https://www.pdx.edu/dos/psu-faculty-code-conduct).

Article III.B.3. – Participating on Committees

All tenure-related and non-tenure-track faculty, including those on probationary period (see Article 18 of the AAUP CBA), who have an appointment in the department equal to or greater than .50 FTE, are expected to contribute to department committee work.

Article III.B.4. – Individual Personal Development Accounts

Individual Professional Development Accounts (IPDA), as outlined in the AAUP CBA

(Article 19):

Faculty members and academic professionals may use funds in their IPDA for activities that support the job-related professional development of the member. The use of IPDA funds is subject to the pre-approval of the department chair and to all applicable University policies and procedures regarding the appropriate use and documentation of University expenditures. Examples of such use from the CBA include, but are not limited to, travel for the presentation of scholarly work, conference fees and travel, professional organization fees, professional licensure or certification requirements, acquisition of specialized equipment (such as laboratory or art supplies), tuition and/or fees, subscriptions and books, submission fees, and relevant training and continuing education

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opportunities. In addition to these expenses, the department allows faculty to use funds in IPDAs to support justified research projects (e.g., archival research, collaboration with research partners, data collection, etc.) and to pay for software, research materials, or fees in direct support of research/professional development. Note that IPDAs cannot be used to pay for computers, other hardware, or personnel costs.

Full-time faculty members on sabbatical shall have their IPDA accounts funded at 1.0 FTE.

Article III.B.5. – Work-Life Balance

The department is committed to creating and sustaining a working and learning environment supportive of its faculty, researchers, administrators, staff, and students in their pursuit of productive and fulfilling professional and personal lives. Part of this mission includes creating and sustaining a balanced work-life culture, which understands, respects, and supports employees' life-concerns that may arise over the course of their professional careers, including child care, elder care, social and community responsibilities, and transitions to retirement. All employees will work to uncover and reduce unconscious biases (racial, gender, etc.) and make it clear that

work-life policies should be used by all, and not considered as only used by certain groups of staff (e.g., women on maternity leave).

Article IV – Officers/Chairs/Directors/or Equivalent

Article IV.A. Number of, Titles of, and Reporting Structure

All faculty, staff, and students in the department ultimately report to the chair, who can be consulted at any time, especially if there are concerns (e.g., ethical, moral, personal) about reporting to others. All staff members normally report to the department's lead staff member, who in turn normally reports to the chair. All department committee members normally report to their respective committee chairs, who in turn normally report to the chair. All graduate students normally report to either their advisor (temporary or permanent) or the graduate director, who normally reports to the chair.

Article IV.B. Responsibilities

Article IV.B.1. Responsibilities of Department Chairperson

Unless otherwise specified in these bylaws, the department accepts the roles and responsibilities of the chair as detailed in the PSU Department Chair Handbook.

As stated in the PSU Department Chair Handbook: "Chairs are administratively responsible for the management of their departments or programs. They oversee their unit's budget; provide directions to faculty and staff and evaluate their performances; and ensure that their unit adheres to university, college, and department rules and regulations. The chair provides leadership to the faculty, staff, and students in the department to help

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them reach their potential for excellence in teaching and learning, research, and service. University leadership is inherently different than leadership at other types of institutions. Chairs cannot order faculty or students to do things, but must lead by building consensus and trust through collaborative decision-making. Administering the department should be a chair's highest priority."

Also stated in the PSU Department Chair Handbook are a list of seven of the chair's roles and responsibilities:

1. Personnel Management: The chair directs the recruitment and hiring of new faculty members and recommends appointments to the dean. The chair recommends to the

dean all personnel changes, including salary, tenure, promotion, and rank. The chair should be aware of all categories of employment, employee unions, policies, and resources for personnel management.

2. Curricular: The chair recommends course and curricular proposals developed within the department for approval by the dean and other appropriate officers and committees.

3. Enrollment Management: The chair is responsible for planning and evaluating courses, monitoring enrollment, and making course adjustments to meet department goals. The chair is responsible for determining teaching assignments and the arrangement of teaching schedules. The chair should be aware of various Registrar processes including records/grading and degree audit.

4. Academic Program Review & Accreditation: The chair is responsible for department participation in academic program review and meeting accreditation requirements in collaboration with the dean.

5. Student Success: The chair oversees department student advising. The chair should be aware of resources contributing towards student success including the Office of the Dean of Student Life, Disability Resource Center, and scholarships and awards.

6. Shared Governance: The chair should be aware of the PSU governance structure and guides such as the PSU Board of Trustees, Faculty Senate, Faculty Constitution, and Faculty Governance Guide.

7. Budget & Finance: The chair develops budget requests in consultation with the dean, and is responsible for managing the department budget including personnel/staffing, services and supplies, and foundation accounts.

The chair will strive to create an inclusive culture that benefits everyone regardless of gender, race, age, orientation, or career status.

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Article IV.B.2. Responsibilities of Department Graduate Director

The Department Graduate Director is responsible for: (1) creating an inclusive and respectful environment that promotes graduate students' academic achievement and overall success; (2) presiding over graduate-faculty meetings, including developing meeting agendas (in collaboration with graduate faculty) and keeping and distributing meeting minutes; (3) presiding over graduate-student recruitment and admission; (4) monitoring, documenting, and evaluating graduate-student achievement; (5) ensuring

that the department complies with PSU requirements regarding graduate matters; and (6) assisting the chair in determining job assignments for graduate assistants.

Article IV.C. Eligibility for Office

Article IV.C.1. Eligibility for Office of Department Chairperson

Only tenured faculty members with a 1.0 FTE appointment in the department are eligible for a full three-year term as chair.

Article IV.C.2. Eligibility for Office of the Graduate Director

Only tenure-related faculty members with a 1.0 FTE appointment in the department are eligible to be elected for a full term as graduate director.

Article IV.D. Officer Selection and Timeline

Article IV.D.1. Officer Selection and Timeline for Department Chairperson

Election of the chair shall be completed by April 15 of the current chair's third year in office and otherwise upon the occurrence of a vacancy in the office of chair. The following procedures will be followed in the election of the chair:

1. A selection committee consisting of two tenure-related faculty members, one of whom must be tenured, shall be elected by the voting-eligible faculty (see Article VI.E) by March 1st of the year ending the current chair's three-year term. In the case of an early vacancy in the office of chair, a selection committee will be elected at the next general faculty meeting. The selection committee will immediately call for nominations and organize the election.

2. The name of any eligible faculty member, including the current chair, may be placed in nomination by a written statement from any member of the voting-eligible faculty (see Article VI.E), provided that such written statement is endorsed by the nominee and is received by the selection committee prior to March 15, or within ten business days of the call for nominations in the case of an early vacancy.

3. The candidate slate must be announced no later than April 1, or within one week after the deadline for placing names in nomination in the case of an early vacancy.

4. The election for department chair will be conducted by majority vote of the voting-eligible faculty (see Article VI.E) in a secret-ballot procedure at the next general faculty meeting following announcement of the candidate slate. If no candidate receives a majority, a second election will be held, at the same meeting, between the two candidates receiving the greatest number of votes in the first election. In the case of a tie between the two finalists, faculty will discuss and then re-vote. In the case of another tie, a winner will be decided by the flip of a coin.

5. The selection committee shall immediately forward the name of the faculty's choice to the CLAS dean, provost, and president for approval.

Article IV.D.2. Officer Selection and Timeline for Graduate Director

Election of the graduate director shall be completed by April 15 of the current graduate director's second year in office and otherwise upon the occurrence of a vacancy in the office of the graduate director. If both department chair and graduate director are being elected in the same year, the department will elect the department chair before electing the graduate director. The following procedures will be followed in the election of the graduate director:

1. The name of any eligible faculty member, including the current graduate director, may be placed in nomination by a written statement from any member of the voting-eligible faculty (see Article VI.E), provided that such written statement is endorsed by the nominee and is received by the department chair prior to March 15, or within ten business days of the call for nominations.

2. The chair must announce the candidate slate no later than April 1, or within ten business days after the deadline for placing names in nomination in the case of an early vacancy.

3. The election for graduate director will be conducted by majority vote of the voting-eligible faculty (see Article VI.E) in a secret-ballot procedure at the next meeting of the department faculty following announcement of the candidate slate. If no candidate receives a majority, a second election will be held, at the same meeting, between the two candidates receiving the greatest number of votes in the first election. In the case of a tie between the two finalists, faculty will discuss and then re-vote. In the case of another tie, a winner will be decided by the flip of a coin.

Article IV.E. Officers' Terms of Service

Article IV.E.1. Length and Limitations of Term for Chairperson

The chair shall be elected by voting-eligible faculty (see Article VI.E) to serve a term of three years and may be re-elected for succeeding three-year terms (consistent with the Faculty Governance Guide, Article III, section 4, as appropriate).

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Article IV.E.2. Length and Limitations of Term for Graduate Director

The graduate director shall be elected by voting-eligible (see Article VI.E), tenure-related faculty to serve a term of two years and may be re-elected for succeeding two-year terms (consistent with the Faculty Governance Guide, Article III, section 4, as appropriate).

Article IV.E.3. Procedure for Electing Interim/Replacement Department Chairperson

In instances in which an acting chair, prior to the completion of their current term, is expected to be absent (or otherwise unable to perform their duties) for a period of more than three months (e.g., more than 12 weeks, or more than one full academic quarter) but less than one full year, the faculty may elect an interim chair to serve during the current chair's absence according to the following procedure:

1. Ten business days prior to the next general faculty meeting, names of any eligible faculty member may be placed in nomination by a written statement from any member of the voting-eligible faculty (see Article VI.E), provided that such written statement is endorsed by the nominee and is received by the current chair (if possible; if not possible, then by the graduate director) ten business days prior to the next general faculty meeting. The current chair (or, if not possible, the graduate director) will distribute the candidate slate to the general faculty one week prior to the next general faculty meeting.

2. The election for interim department chair will be conducted by majority vote of the voting-eligible faculty (see Article VI.E) in a secret-ballot at the next general faculty meeting. If no candidate receives a majority, a second election will be held, at the same meeting, between the two candidates receiving the greatest number of votes in the first election.

3. The current chair (if possible; if not possible, then the graduate director) shall immediately forward the name of the faculty's choice to the CLAS dean, provost, and president for approval.

4. The interim chair will step down, and immediately be replaced by the former chair upon their return, unless that return extends beyond their normal three-year term. In this case, the faculty will follow procedures outlined in Article IV.D.1. (above).

In instances in which the chair is expected to be absent for a period of more than one full year, the faculty may elect a new chair to permanently replace the current one, according to the procedures outlined in Article IV.D.1. (above).

In instances in which an acting chair is – prior to the completion of their current term – expected to be absent (or otherwise unable to perform their duties) for a period of less than three months (e.g., less than 12 weeks, or less than one full academic quarter), they may appoint an interim chair to preside during the absence.

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Article IV.E.4. Procedure for electing interim or replacement graduate director

In instances in which an acting graduate director, prior to the completion of their current term, is expected to be absent (or otherwise unable to perform their duties) for a period of more than three months (e.g., more than 12 weeks, or more than one full academic quarter) but less than one full year, the faculty may elect an interim graduate director to serve during the current graduate director's absence according to the following procedure:

1. Ten business days prior to the next general faculty meeting, names of any eligible faculty member may be placed in nomination by a written statement from any member of the voting-eligible faculty (see Article VI.E), provided that such written statement is endorsed by the nominee and is received by the chair ten business days prior to the next general faculty meeting. The chair will distribute the candidate slate to the general faculty one week prior to the next general faculty meeting.

2. The election for interim graduate director will be conducted by majority vote of the voting-eligible faculty (see Article VI.E) in a secret-ballot. If no candidate receives a majority, a second election will be held, at the same meeting, between the two candidates receiving the greatest number of votes in the first election.

3. The interim graduate director will step down, and immediately be replaced by, the former graduate director upon their return, unless that return extends beyond their normal two-year term. In this case, the faculty will follow procedures outlined in Article IV.D.2. (above).

In instances in which the graduate director is expected to be absent for a period

of more than one full year, the faculty may elect a new graduate director to permanently replace the current one, according to the procedures outlined in Article IV.D.2. (above).

In instances in which an acting graduate director is – prior to the completion of their current term – expected to be absent (or otherwise unable to perform their duties) for a period of less than three months (e.g., less than 12 weeks, or less than one full academic quarter), the chair may appoint an interim graduate director to preside during the absence.

Article IV.F. Procedures for Performance Review/Evaluation of Department Chairperson

As outlined in the PSU Department Chair Handbook: "In the early spring of each year, all university administrators are evaluated based on their job performance, including department chairs and program directors. This review includes a self-evaluation and an evaluation written by the dean and/or his/her designee. Annual reviews become part of the chair or director's personnel file. Policies and procedures vary by unit. Contact your dean's office for

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policies and procedures specific to your college/school."

Article IV.G. Procedures for Performance Review/Evaluation of Graduate Director

The chair will provide the graduate director, by the end of the Spring Quarter, annual, constructive (positive and negative), written feedback on their job performance. The chair's evaluation will be informed by confidential feedback from graduate faculty and graduate students, all of whom will be given an opportunity to comment.

Article IV.H. Reasons for, and Process of, Removal of Department Chairperson from Office

Any undergraduate student, graduate student, faculty member, staff member, or other department stakeholder (e.g., emeritus faculty member, student's parent, alumni) who is

concerned about, or displeased with, the performance of the chair (e.g., regarding malfeasance) is strongly encouraged (but not mandated) to, as a first recourse, make an appointment with the chair and personally voice their concerns/displeasure. The chair is obligated to somehow address these concerns (e.g., officially raising and discussing them at the next general faculty meeting). While speaking to the chair is initially suggested, department stakeholders may also make an appointment to voice their concerns with a CLAS associate dean (if available) or the CLAS dean. As outlined in the PSU Department Chair Handbook: "If a chair is not properly fulfilling his or her responsibilities, the dean's office may conduct an evaluation of the chair's performance at any time. If this evaluation finds serious problems in the chair's performance, the dean may request permission from the Provost to remove the chair. The dean may, in consultation with the provost's office and the president, appoint an interim chair until the problems are resolved."

Procedures for removing the chair from office (especially due to malfeasance) prior to the completion of their term of service are as follows:

1. Recall proceedings can be instituted upon a formal request of a simple majority of the voting-eligible faculty (see Article VI.E). This request must be addressed to the chair, made in writing, include a rationale for the recall, and include signatures of the participating voting-eligible faculty members.

2. The recall request will become the first agenda item of the next formal faculty meeting with the following proviso: The recall request needs to be distributed to the voting-eligible faculty ten working days prior to the next formal faculty meeting.

3. At the appointed faculty meeting, the chair will address the recall request, including a self- defense if necessary. After the chair's address, there will be discussion. After discussion, faculty members will have a chance to either add themselves to, or remove themselves from, the list of faculty members who initiated the recall proceedings. If a simple majority of faculty members continue to support the recall, a recall-recommendation vote will be made during this faculty meeting.

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4. A recall recommendation will be effective upon an affirmative vote of two thirds of the voting-eligible faculty (see Article VI.E). A positive vote for recall will be forwarded to the CLAS dean for action by the chair along with the initial recall recommendation letter and the faculty-meeting minutes pertaining to the recall.

5. In making their decision whether or not to remove the chair, the dean will at least consult the recall recommendation. As outlined in the PSU Department Chair Handbook: "...the dean's office may conduct an evaluation of the chair's performance at any time. If this evaluation finds serious problems in the chair's performance, the dean may request permission from the Provost to remove the chair. The dean may, in consultation with the provost's office and the president, appoint an interim chair until the problems are resolved."

If the dean receives permission from the Provost and acts to remove the chair, the faculty shall elect a new chair according to procedures outlined in Article IV.D.1. (above).

Article IV.I. Reasons for, and Process of, Removal of the Graduate Director from Office

Any graduate student, faculty member, staff member, or other department stakeholder (e.g., undergraduate student, emeritus faculty member, student's parent, alumni) who is concerned about, or displeased with, the performance of the graduate director (e.g., regarding malfeasance) is strongly encouraged (but not mandated) to, as a first recourse, make an appointment with the graduate director and personally voice their concerns/displeasure. The graduate director is obligated to report these concerns to the chair and somehow address these concerns. As a second or alternative recourse (e.g., if stakeholders feel that speaking with the graduate director poses a conflict of interest), such stakeholders are strongly encouraged to make an appointment with the chair and voice their concerns/displeasure about the graduate director. In this case, that chair is obligated to report the concerns to the graduate director (maintaining stakeholder confidentiality if requested), and the graduate director is then obligated to somehow address these concerns. One element of addressing stakeholder concerns can involve officially raising and discussing them at the next graduate- faculty meeting.

While speaking to the graduate director or the chair is initially suggested, department stakeholders may also make an appointment to voice their concerns to a/the CLAS associate dean or, if not available, the CLAS dean (e.g., if stakeholders feel that speaking with the chair poses a conflict of interest).

Procedures for removing the graduate director from office (especially due to malfeasance) prior to the completion of their term of service are as follows:

1. Recall proceedings can be instituted upon a formal request of a simple majority of the voting-eligible (see Article VI.E), tenure-related faculty.

2. A recall recommendation will be effective upon an affirmative vote of two thirds of the

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voting-eligible (see Article VI.E), tenure-related faculty.

3. The voting-eligible (see Article VI.E), tenure-related faculty shall elect a new graduate director according to procedures outlined in article IV.D.2. (above).

4. The chair will inform the CLAS dean of the recall procedure and replacement if the concerns were raised with the CLAS dean.

Article V – Evaluation of Members' Performance

The department will comply with the Collective Bargaining Agreements between PSU and both AAUP and PSUFA, and with PSU policies in regard to all reviews of all faculty (e.g., Article V of PSU's Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases). Faculty members are expected to familiarize themselves with this document.

Article V.1. Standards of Performance Applicable to Full-Time Faculty

All tenure-track faculty are expected to meet standards for all areas of their responsibility, including scholarship, teaching, and service. All non-tenure-track faculty are expected to meet standards for all areas of their responsibility, including teaching and service. Tenure- track faculty are also expected to meet standards applicable to an individual faculty member's chosen area of scholarly specialization. For tenure-track faculty, P&T and merit-increase decisions are made based on evaluations of scholarship (40%), teaching (40%), and service (20%). For non-tenure-track faculty, P&T and merit-increase decisions are made based on evaluations of teaching (90%) and service (10%). The evaluative standards of scholarship, teaching, and service are defined below.

Article V.1.1. Standards of Performance Regarding Scholarship

For tenure-track faculty, evaluation of scholarship is based largely (but not exclusively) on publication (printed or electronic), including primarily: (1) scholarly articles in peer-reviewed journals; (2) authored and edited scholarly books; (3) chapters in scholarly books; and (4) articles in proceedings (e.g., published conference proceedings) and non- refereed journals. On the one hand, the department accepts that faculty members' 'portfolios' of publications will consist of different mixes of the aforementioned contributions, and that team-based research often has the consequence of rotating

authorship position. Furthermore, the department accepts that a 'type' of publication (e.g., journal article vs. book chapter) does not necessarily correlate with the 'quality' or 'significance' or 'impact' of that publication. With these caveats: (1) authored books tend to weigh more heavily than single publications and edited books; (2) peer-reviewed publications tend to weigh more heavily than non-peer-reviewed publications; (3) journal publications tend to weigh more heavily than book chapters and conference proceedings; (4) single (or first or 'lead') authorship tends to weigh more heavily than non-first/lead authorship; and (5) publication in markedly high impact journals/outlets tend to weigh more heavily than publication in markedly low impact journals/outlets. Secondarily, scholarly achievement is based on: (1) External grants and contracts awarded; (2)

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External grants and contracts submitted but not awarded; (3) Academic conference papers competitively accepted for presentation; (4) Non-competitively selected academic conference papers presented; and (5) invited talks. Higher-than-average evaluations of secondary evidence of scholarly achievement does not compensate for lower-than- average evaluations of primary evidence.

In addition to the quality of a faculty member's publications, one metric used to determine if they are making satisfactory progress in terms of scholarship is 'number of publications.' While the department recognizes that a faculty member's number of publications may ebb and flow on a year-by-year basis (i.e., given the nature of research, the publication industry, etc.), one general, decontextualized expectation is that faculty will produce a minimum of one publication per year (subject to elaboration by candidates' supplemental letters).

Article V.1.2. Expectations Regarding Teaching

Faculty are expected to offer and hold a minimum of 1.5 hours of office hours per course per week. Course office-hour schedules should be documented on syllabi and the department website, and students should be alerted if office-hour schedules change. Normally, office hours should be conducted in person in faculty (or other departmental) offices during normal business hours (e.g., 8am-5pm). For fully online courses, office hours should be offered via telephone or some other remote medium (e.g., Skype). Faculty are encouraged to hold office hours at least twice per week to accommodate the fact that all students may not be able to meet on the same day at the same time.

Faculty are expected to maximize their utilization of class time. Faculty are expected to start class on time. Given that it can take time to start classroom equipment (e.g., computers, projection units), etc., faculty are encouraged to arrive to class slightly early to ensure an on-time start. Faculty are also expected to engage in pedagogy up to the official end of class time. Faculty should not engage in pedagogy beyond the official time limits of class.

At base, all faculty are required to teach their contractually obligated number of course credits (recognizing that there are exceptions, e.g., for grant-related 'buy outs,' committee-related course releases, etc.), to hold office hours (see above), to revise and update their courses annually as needed, to teach both departmental core/required and topics courses, to teach courses to their maximum capacity of students (as set by scheduling), and to teach both lower and upper division courses (and, in the case of tenure-track faculty, to teach graduate courses). Simply fulfilling these obligations does not constitute a positive teaching evaluation for purposes of P&T and merit increases. Evaluation of teaching effectiveness is based on criteria such as: (1) evaluation of syllabi and course materials, including rigor, currency, course learning objectives, readings, assignments, rubrics, etc.; (2) students' quantitative evaluation scores; (3) students' qualitative evaluation comments (Note: If these are used, all comments for each class must be submitted, in full, as reported by students, as opposed to only submitting a portion of the comments); (4) faculty attending workshops geared toward improving

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university-level pedagogy; (5) faculty mentoring undergraduate students (which can be measured/evaluated in terms of documentable research projects, community-engagement projects, conference papers, publications, etc.); (6) in the case of tenure-track faculty, effectively mentoring graduate students (which can be measured/evaluated in terms of chairing theses, serving as non-chair members of graduate students' theses, grading comprehensive examinations, etc.); (7) advising undergraduate students majoring in Communication (which can be measured/evaluated in terms of numbers of hours spent advising beyond normal office hours); (8) chairing undergraduate honors-program theses; (9) developing and/or implementing innovative pedagogical techniques (which can be documentable if they are to be measured/evaluated); (10) expanding one's portfolio of courses taught; (11) teaching a proportionately heavy load of departmental core/required courses; and (12) teaching extremely large courses, such as those enrolling more than 75 students (without receiving a course buyout). Evaluation of syllabi and course materials, students' quantitative evaluation scores, and students' qualitative evaluation comments weigh

more heavily than other criteria. Because students' quantitative evaluation scores can be biased by students' 'expected grade,' which can inappropriately incentivize faculty to inflate grades, review committees will frequently evaluate courses' overall grade distributions.

Faculty are required to conduct student evaluations for every course taught. Given that high student-response rates (>80%) lead to higher reliability and validity of student evaluation scores, evaluations should be conducted during (vs. outside of) class time (except in cases where this is not possible, such as fully online courses), and faculty are encouraged to conduct evaluations during times, and in a manner, that maximizes student participation (e.g., in the middle of a class, versus the beginning or ending, and on a day when student attendance is high). Faculty are discouraged from spending entire course periods conducting student evaluations, which frequently take less than 30 minutes. Faculty members may not offer extra credit for student participation in course evaluations, may not be in rooms during evaluations, and may not handle evaluations (if in paper form) after the evaluation process begins (e.g., a student can be selected to collect and return evaluations to the department). A failure to conduct student evaluations should be reported immediately to the chair in writing (with an account, if present) and can reflect negatively on teaching evaluations for purposes of P&T and merit increases.

Article V.1.3. Standards of Performance Regarding Service

Service involves that to the department, discipline, university, and community (See immediately below for definitions). Evaluation of service achievement is based primarily on that to the department, discipline, and university, and secondarily on that to the community. Examples of service to the department include: (1) attending and collegially participating in regular faculty meetings and governance; (2) competently and collegially completing departmental committee work, both in volume and variety; and (3) attending, and occasionally presenting at, the department's monthly colloquium. Examples of service to the discipline include: (1) peer-reviewing scholarly books, journals, and book chapters; (2) serving on editorial boards of scholarly books and journals; (3) serving on academic/disciplinary conference committees or in official administrative roles of

disciplinary associations and conferences (e.g., secretary, information office, vice chair, chair); and (4) reviewing external grant proposals. Examples of service to the university include: (1) attending annual graduation/commencement ceremonies; (2) attending and collegially participating in meetings associated with university governance; (3)

competently and collegially completing university committee work, both in volume and variety (e.g., ad hoc committees, faculty senate, etc.); and (4) fund/friend raising for the university. Examples of service to the community include: (1) not-for-profit scholarly presentations to community members and/or organizations; and (2) not-for-profit provision of scholarly services (e.g., research, data collection and/or analysis, evaluation, grant writing) to community members and/or organizations.

Article V.2. Guidelines for the Evaluation of Tenure-Track Faculty

Tenure-track faculty are evaluated: (1) after the end of their first year of service; (2) in their third year of service; (3) after their fourth and fifth years of service; and (4) in their sixth year of service (i.e., the final tenure decision).

Article V.2.1. Reviews After the End of the First, Fourth and Fifth Years of Service

The department chair is solely responsible for these reviews. By September 15th after the end of their first, fourth and fifth years of service), faculty are required to submit, to the chair:

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1. Current CV (Note that the CV should follow the format provided in Appendix I of PSU's P&T Guidelines, and should be updated at each stage of the review process)

2. All student quantitative evaluations for the period under review as follows. Faculty should submit a table in which each row includes information for: (1) term (e.g., Fall 2019); (2) course title (e.g., COMM 316); (3) number of students; (4) average quantitative student-evaluation score (e.g., 3.9); and (5) student-evaluation response rate (e.g., 82%). Each row should include a separate term.

(3) a short (e.g., 1-3 single-spaced pages maximum) self-evaluation narrative of their achievements in scholarship, teaching, and service since their last review or date of appointment, whichever is more recent. Self-evaluation narratives should be written understanding that evaluations are made based on the faculty member's achievements since their last review or date of appointment, whichever is more recent.

The chair will produce a 1-3-page evaluation by December. Copies of this report will be given to the faculty member and dean.

Article V.2.2. Review in the Third Year of Service

Tenure-track faculty will undergo a third-year review of their performance as per university policy. The timing of the third-year-review process (e.g., committee formation, submission of materials, etc.) is determined by CLAS's personnel deadlines calendar.

Materials are due by February 15th in the Winter term of the third year. Requisite materials and procedures are outlined in the Dean's office's Third-Year Review Checklist. In addition to PSU requirements, minimum department requirements for positive third-year reviews are specified in faculty members' supplemental letters of offer. Evaluation of faculty records for the purpose of promotion, tenure, and retention shall be conducted first by the P&T committee and then the department chair who, while relying partly on the P&T committee's evaluation, conducts their own independent evaluation. Before conducting their evaluation, the chair will meet with the P&T committee to discuss their evaluation. Upon the completion of the third-year review, the faculty member reviewed will be given an assessment of progress toward tenure as perceived from all appropriate administrative levels.

Faculty members are required to submit the following materials (preferably electronically):

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1. Current CV (Note that the CV should follow the format provided in Appendix I of PSU's Policies and Procedures, and should be updated at each stage of the review process)

2. Statement of teaching philosophy and a justification of how the faculty member's pedagogy accords with this philosophy (maximum of three single-spaced pages).

3. Copies of all syllabi of courses taught during the period under review.

4. Copies of all publications since time of hire.

5. All student quantitative evaluations for the period under review as follows. Faculty should submit a table in which each row includes information for: (1) term (e.g., Fall 2019); (2) course title (e.g., COMM 316); (3) number of students; (4) average quantitative student-evaluation score (e.g., 3.9); and (5) student-evaluation response rate (e.g., 82%). Each row should include a separate term.

6. A self-evaluation narrative that: (1) situates the faculty member's scholarship, and its importance, disciplinarily, theoretically, and methodologically; (2) summarizes the faculty member's accomplishments in scholarship, teaching, and service since the time of hire,

specifically addressing how faculty have met expectations; (3) justifies satisfaction of requirements in the faculty member's supplemental letter of offer (if relevant); and (4) overviews the direction of, and plans for, the faculty member's future research (especially over the next 3 years). These narratives are typically approximately 5-7 pages long, single-spaced.

Article V.2.3. Review in the Sixth Year of Service for Promotion and/or Tenure of Tenure-Track Faculty

Regarding the promotion and tenure of tenure-related faculty, the department uses PSU's Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit

Increases. The timing of this review is determined by CLAS's personnel deadlines calendar. Requisite materials and procedures are outlined in the Dean's Office Promotion and Tenure Checklist. Additional requirements may be specified in the faculty members' supplemental tenure letters. Evaluation of faculty records for the purpose of promotion, tenure, and retention shall be conducted first by the department P&T committee and then the department chair who, while relying partly on the P&T committee's evaluation, conducts an independent evaluation.

Faculty members are required to submit the following materials (preferably electronically):

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1. Current CV (Note that the CV should follow the format provided in Appendix I of PSU's P&T Guidelines, and should be updated at each state of the review process)

2. Statement of teaching philosophy and a justification of how the faculty member's pedagogy accords with this philosophy (maximum of three single-spaced pages)

3. Copies of all syllabi of courses taught since time of hire.

4. Copies of all publications (including both those prior to hire and since time of hire).

5. All student quantitative evaluations since time of hire (and, if faculty choose, all qualitative evaluations, but these are not required). Faculty should submit a table in which each row includes information for: (1) term (e.g., Fall 2019); (2) course title (e.g., COMM 316); (3) number of students; (4) average quantitative student-evaluation score

(e.g., 3.9); and (5) student-evaluation response rate (e.g., 82%). Each row should include a separate term.

6. A self-evaluation narrative that: (1) situates the faculty member's scholarship, and its importance, disciplinarily, theoretically, and methodologically; (2) summarizes the faculty member's accomplishments in scholarship, teaching, and service since the time of hire, specifically addressing how faculty have met expectations; (3) justifies satisfaction of requirements in the faculty member's supplemental letter of offer (if relevant); and (4) overviews the direction of, and plans for, the faculty member's future research over the next 5 years. These narratives are typically approximately 5-7 pages long, single-spaced.

Article V.2.4. Review for Promotion to Professor

Regarding the promotion and tenure of tenure-track faculty, the department uses PSU's Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases. The timing of this review is determined by CLAS's personnel deadlines calendar. Requisite materials and procedures are outlined in the Dean's Office Promotion and Tenure Checklist. Additional requirements for positive tenure decisions may be specified in faculty members' supplemental letters of offer.

As stated in PSUs P&T Guidelines: "A faculty member will normally not be considered for promotion to Professor until the fourth year in rank as an Associate Professor. Exceptions will be made only in extraordinary cases. Consideration for the promotion immediately upon eligibility should occur only on the basis of extraordinary achievement. Length of time in rank is not a sufficient reason for promotion."

In the department of Communication, the standard of 'extraordinary achievement' is required for faculty who elect to be evaluated in their fourth or fifth year in rank as an Associate Professor. 'Extraordinary achievement' is assessed by reference to the department's 'ordinary' standards outlined in section V.1. Faculty who elect to be evaluated in or beyond their sixth year in rank as an Associate Professor are no longer held to the standard of 'extraordinary achievement.'

In the department of Communication, scholarly productivity is more important in the review for promotion to Professor than in any other review.

Evaluation of faculty records for the purpose of promotion to Professor shall be conducted first by the P&T committee and then the department chair who, while relying partly on the P&T committee's evaluation, conducts an independent evaluation. Before

conducting their evaluation, the chair will meet with the P&T committee to discuss their evaluation.

Faculty members are required to submit the following materials (preferably electronically):

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1. Current CV (Note that the CV should follow the format provided in Appendix I of PSU's Policies and Procedures, and should be updated at each state of the review process)

2. Statement of teaching philosophy and a justification of how the faculty member's pedagogy accords with this philosophy (maximum of three single-spaced pages)

3. Copies of all syllabi of courses taught since time of hire.

4. Copies of all publications (including both those prior to hire and since time of hire).

5. All student quantitative evaluations since time of hire (and, if faculty choose, all qualitative evaluations, but these are not required). Faculty should submit a table in which each row includes information for: (1) term (e.g., Fall 2019); (2) course title (e.g., COMM 316); (3) number of students; (4) average quantitative student-evaluation score (e.g., 3.9); and (5) student-evaluation response rate (e.g., 82%). Each row should include a separate term.

6. A self-evaluation narrative that: (1) situates the faculty member's scholarship, and its importance, disciplinarily, theoretically, and methodologically; (2) summarizes the faculty member's accomplishments in scholarship, teaching, and service since the tenure

review, specifically addressing how faculty have met expectations; (3) justifies satisfaction of requirements in the faculty member's supplemental letter of offer (if relevant); and (4) overviews the direction of, and plans for, the faculty member's future research over the next 5 years. These narratives are typically approximately 5-7 pages long, single-spaced.

Article V.3. Guidelines for Post-Tenure Faculty Review

AAUP-represented, tenured-related faculty members, tenured department chairs/unit heads, and program directors in the department must undergo Post-Tenure Review (PTR) every five years after the award of tenure. Regarding post-tenure review (e.g., goals, guidelines and eligibility, funding, cycle and timelines, review procedures, role of

the chair, role of the dean, goals and procedures of the professional development plan, etc.), the department abides by PSU's Procedures for Post-Tenure Review. For more information, see OAA's website regarding Post-Tenure Review (https://www.pdx.edu/academic-affairs/promotion-tenure- and-post-tenure-resources).

For department-specific guidelines regarding post-tenure review, see Appendix A.

Article V.4. Guidelines for the Evaluation of Adjunct Faculty

'Adjunct' faculty are those researchers and instructional faculty members who are hired on less than half-time appointments (.49 FTE or below, or 22 credits per academic year). The department adheres to the PSUFA Collective Bargaining Agreement. In the Department of Communication, adjunct faculty may not participate in extra-instructional activities, nor do they have department voting rights (see below, Article VI.E).

The department abides by the policies and procedures for the professional evaluation of adjunct faculty members described in the PSUFA Collective Bargaining Agreement. The following provides department specification:

Article V.4.A. The Review Committee:

The review committee will be the department's P&T committee. If the adjunct faculty member teaches a supervised, multi-section course, then the relevant course supervisor will also serve on the committee.

Article V.4.B. Eligibility for Review:

An Adjunct faculty member who has been employed as an Adjunct by PSU for 3 years or 20 credits, whichever occurs first, will be offered a professional evaluation by their Chair (At this time, the faculty member may also request an evaluation). Evaluations will be offered and completed during the term immediately following the one in which the faculty member has completed the requirements. Once offered, the faculty member may choose whether or not to have an evaluation at that time. There will be no repercussions for adjunct faculty members who elect not to have evaluations. Subsequent to a

successful evaluation, further evaluations may be conducted every four years if initiated by the chair.

Article V.4.C. Materials Used in the Review:

An adjunct faculty member being reviewed will submit the following materials:

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1. Current CV or resume

2. Statement of teaching philosophy (three single-spaced pages maximum) 3. All syllabi of courses taught during the period under review.

4. All student evaluations for the period under review as follows. Faculty should submit a table in which each row includes information for: (1) term (e.g., Fall 2019); (2) course title (e.g., COMM 316); (3) number of students; (4) average quantitative student-evaluation score (e.g., 3.9); and (5) student-evaluation response rate (e.g., 82%). Each row should include a separate term.

5. In addition to the materials listed above, the adjunct faculty member must provide at least two items from the following list. The faculty member may choose which of these to provide and is encouraged to discuss this selection with their supervisor and/or the chair: (1) Classroom observation by a peer of the faculty member's choice; (2) Letter of support by a peer of the faculty member's choice; (3) Examples of special assignments, projects, or research; and (4) Description of how the faculty member is staying current in their field.

Article V.4.D. Review Schedule and Procedure:

All adjunct faculty members eligible to be reviewed will be so notified in writing (by email) by the chair sufficiently in advance, as determined by the OAA/CLAS calendar. A faculty member being reviewed under these guidelines will submit all applicable materials to the review committee not later than the official date set by CLAS, and specified in the written notice from the chair. The review committee will review the material submitted by the faculty member being reviewed and provide a written evaluation report to the chair, with a copy to the adjunct faculty member, by the date set in the OAA/CLAS calendar.

Article V.4.E. Evaluation Criteria and Report:

Evaluation will be tied to the duties specified in the adjunct faculty member's position description. For all adjunct instructional faculty, the committee will consider quality and currency of instruction and instructional materials, classroom learning environment, effectiveness of pedagogical methods, maintenance of regular office hours, and student success. When applicable, evaluation will also consider effective teamwork within the course and/or section, contributions at course-prep meetings, and coordination of

pedagogy with section-chosen methods. The Evaluation Report should identify specific areas of strength and areas needing improvement, suggest possible steps to aid the faculty member in making improvement, and should indicate and justify whether or not the faculty member should be eligible for a two-year contract.

Article V.4.F. Appointment, Re-Appointment, and Assignment of Rights:

Adjunct faculty members who hold advanced degrees or have comparable experience (see below) in the discipline in which they teach (but do not hold terminal degrees in their field) will be hired at a minimum academic rank of Adjunct Instructor. Adjunct faculty members who hold terminal degrees or have comparable experience (see below) in the discipline in which they teach will be hired at the minimum rank of Adjunct Assistant Professor. Comparable experience will be determined by the following criteria: (1) professional papers that the candidate has authored, co-authored, or edited, especially peer-reviewed academic work; (2) experiential knowledge gleaned from on-the-job application, attested by a resume and documentation; and/or (3) prior teaching experience at an academic rank of "Professor."

If a successful performance evaluation, as described in the PSUFA 2015-2020 CBA (Article 7, Section 7), was done before the faculty member is eligible to advance in rank, the chair will consider those materials in their determination of advancement in rank consistent with Department guidelines.

At the time of this writing, Communication does not include Adjunct Research Faculty. Should an Adjunct Research Faculty be added to our unit, we will adhere to University guidelines.

All one and two year appointments will be based on the academic judgment of the chair, taking into account enrollment issues, shift in FT teaching loads, whether the adjunct faculty member has been disciplined in accordance with Article 16 (Progressive Sanctions), and pedagogical or curricular changes. If, due to such changes, a faculty member is not offered re-appointment, the chair and the faculty member shall discuss, at the member's option, whether other teaching opportunities exist in the Department for

them based on what they are qualified to teach. The department's intent to re-appoint or not to re-appoint adjunct faculty for the following academic year will be communicated at least one term prior to the end of the faculty member's appointment or as soon as reasonably possible

Article V.5. Guidelines for the Evaluation of Instructional Non-Tenure Track Faculty in Continuous Employment

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The criteria by which requests for re-rank will be judged include: (1) the relevance to the candidate's academic focus; (2) the depth of knowledge demonstrated and/or gained through the experience; (3) the quality of pedagogic skill demonstrated by the applicant; and (4) the chair's professional judgment.

V.5.0. Introduction:

The following describes the process through which eligible non-tenure-track (NTT), instructional faculty may be considered for continuous employment. It covers NTTF hired after September 16, 2016.

For NTT instructional faculty hired prior to this date, see also the Implementation Plan, University NTTF Evaluation Procedures, AAUP CBA, Letter of Agreement (LOA) #12, pages 81-82.

As noted in the AAUP collective bargaining agreement, Article 18, "Non-tenure track faculty" are faculty members who are not on tenure-track appointments, but whose appointments are at least .50 FTE annualized. All evaluation and promotion processes will initially be conducted by the department's P&T committee.

The University NTTF Evaluation Procedures take priority, and additions or modifications within your departmental guidelines may not contradict those approved by the Faculty Senate. Updates to these NTTF Evaluation guidelines must be approved by the dean and submitted to the Office of Academic Affairs for review and final approval.

V.5.1. Non-tenure Track Instructional Positions – Continuous Appointment-Related Evaluations:

This section describes the process through which eligible non-tenure track (NTT) instructional faculty may be considered for continuous appointment, and are evaluated. This document covers NTTF hired after September 16, 2016. For NTT instructional faculty hired prior to this date, see also the Implementation Plan. Refer to University

P&T Guidelines, Non-Tenure Track Instructional Positions – Continuous Appointment-Related Evaluations.

V.5.1.A. Departmental Authority and Responsibility:

1. The responsibility for evaluating and documenting an individual faculty member's performance rests primarily with the department. The department P&T Committee (with the addition of a NTTF member appointed by the Department Chair) and Department Chair are responsible for reviewing NTT instructional faculty. Procedures for each type of review are detailed in the below related sections.
2. The department process is subordinate to PSU's Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases. The committees and evaluation process must follow the PSU guidelines for evaluating NTT faculty.
3. At least one member of the review committee must be a NTT instructional faculty member. In the event a second NTTF is not available, the department will add a NTT instructional faculty member from another unit in the school or college, or

another school or college if necessary.

4. Should a NTTF hold an annual contract with more than one unit, the chairs of all relevant units and the NTTF will mutually decide which unit is responsible for the NTTF's evaluations. If a mutual decision cannot be reached, the dean or designee, or the Provost or designee, in the case of multiple colleges, will make the decision.

Refer to University P&T Guidelines, Non-Tenure Track Instructional Positions-Continuous Appointment Related Evaluations, Section A and AAUP CBA, Article 18, Sect. 6, (pgs. 26-27) for a description of the approval process following the development of departmental procedures.

V.5.1.B. Initial Appointment:

NTT faculty members are, even in a first year of employment, an essential and integrated part of the department's staff. Initial appointments are not the responsibility of a sole administrator. Where possible, a committee of at least three (3) shall seek qualified applicants and forward a recommendation to the Department Chair.

V.5.1.C. Type of Appointment:

1. Probationary Appointments
   NTTF instructional faculty members with a probationary appointment will be employed on annual contracts during the first six (6) years of employment as NTTF members. Annual contracts during the probationary period will automatically renew, unless timely notice is provided as detailed in the PSU-AAUP 2015-2019 CBA, Article 18, Section 2. NTTF instructional faculty members are to be evaluated annually during years 1 through 5 of the probationary period. Terms of probationary appointments are detailed in the PSU-AAUP 2015-2019 CBA, Article 18, Section 2.

2. Continuous Appointments
   A continuous appointment is provided to a NTTF member who has completed the necessary probationary period in a continuous appointment-eligible position. Terms of continuous appointment are detailed in the PSU-AAUP 2015-2019 CBA, Article 18, Section 2.

3. Fixed-term Appointments
   Circumstances occasionally warrant the hiring of non-tenure track instructional faculty on a fixed-term appointment for a specific and limited period of time. A fixed- term appointment is appropriate for visiting faculty, to fill a temporary vacancy (such as a vacancy caused by another employee being on leave or pending a search for a vacant position), when a program is newly established or expanded, when the specific funding for the position is time limited, or for a specific assignment or to fill a

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discrete need that is not expected to be ongoing. Terms of fixed-term appointments are detailed in PSU-AAUP 2015-2019 CBA, Article 18, Section 3.

V.5.1.D. Faculty Offer and Position Descriptions:

The University will provide template letters of offer for non-tenure track instructional appointments. The template letter of offer will include a position description. Taken together, a letter of offer and position description for non-tenure track instructional appointments will include the following information: whether the appointment is eligible for continuous appointment or fixed-term, appointment start date, appointment end date (for fixed-term appointments only), the reason warranting the fixed-term appointment (for fixed-term appointments only), FTE, annual salary rate, actual salary, teaching assignment (including, where possible, the list of courses to be taught and the location

of those courses if not on the downtown University campus), whether the appointment is renewable, and any expectations for research and scholarly work, university service, professional service, or other responsibilities. Faculty shall have an opportunity to review the letter of offer and position description and will affirm their acceptance of the offer of employment by signing and returning to the Department a copy of both the letter of offer and the position description.

The Communication Department will complete letters of offer and position descriptions at least 30 days prior to the start of work for the initial term of employment of any non-tenure track instructional faculty member so that employment documents are forwarded to the Office of Human Resources according to the published payroll deadline schedule.

Note: 1.00 Full-Time Equivalency (FTE) will include no more than 36 course credits of assigned teaching per academic year. Assigned University/community/professional service and scholarly work shall not exceed ten percent (10%) of an instructional NTTF member's workload without a reduction in instructional load.

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V.5.1.E. Annual Review:

NTTF instructional faculty members are to be evaluated annually through a developmental review process during years one through five of the probationary period. The review should document and evaluate faculty contributions, and provide developmental feedback and guidance in preparation for the Milestone Review for Continuous Appointment. This review should be consistent with the faculty member's letter of appointment.

Criteria for evaluation include: (1) quality of instruction, primarily evidenced by favorable quantitative summaries of students' evaluations (Note that student-response rates will also be evaluated, with the expectation that such rates are high); (2) the effective use of appropriate course materials; (3) occasional refinement (e.g., updating and/or improvement) of syllabi and course materials; (4) implementation of curricular innovations; (5) ongoing self-improvement regarding disciplinary pedagogy; (6) willingness to teach large-size courses; and (7) keeping current with changes in the

discipline as they apply to candidates' empirical and methodological foci. With consideration that NTTF faculty are usually very limited by contract in the time granted to participate in additional activities, other service to the department will be considered, within the 10% parameter indicated in the PSU-AAUP CBA (e.g., attending and

participating in faculty meetings, undergraduate advising, serving on department committees, etc.).

Annual Review Submission Materials submitted by the faculty member should, at a minimum, include the following (in a single portfolio):

1. An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and that highlights activities and achievements;
2. Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
3. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range), or appropriate assessments of teaching since the last review;
4. Syllabi and/or other pedagogical materials from the review period

Annual Review Submission Materials submitted by the faculty member may include, but are not limited to:

1. Peer evaluation of teaching and curricular innovation;
2. Description of professional development activities intended to advance job performance;
3. A reflective analysis of student and/or peer evaluations of teaching;
4. Evidence of scholarly activities, beyond the classroom, as defined by the discipline;
5. Evidence of ability to work effectively with individuals from and topics related to diverse populations, and
6. Evidence of service activities related to unit mission

The candidate submits their materials (as detailed above) to the department P&T Committee Chair. The evaluation will be conducted by the department's P&T Committee and will be made available to the member in writing. The member is entitled to meet with

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reviewers prior to the review and to respond to the review by submitting a statement or comments, that should be attached to the review. Members are entitled to reasonable

notice of the evaluation and may request a review if one has not been provided within the time period provided for by the guidelines.

V.5.1.F. Timing for Continuous Employment Consideration and Appointment:

In year six (6) of the probationary period, NTT instructional faculty members are to be evaluated for continuous appointment through a Milestone Review. Prior to the end of the final academic year of the probationary period, a NTT instructional faculty member is to be awarded a continuous appointment or provided twelve (12) months' notice of termination of employment.

V.5.1.G. Milestone Review for Continuous Employment:

Milestone reviews provide a way to honor and reward a sustained record of commitment and achievement. A milestone review that looks both backward and forward is appropriate when considering the award of continuous appointment. When the review is clear and consistent, it supports academic freedom and contributes to academic quality.

The candidate submits their materials (as detailed below) to the department P&T Committee Chair. The P&T Committee will write an evaluation with their recommendation for continuous appointment and submit it to the Department Chair. The Department Chair reviews the materials and recommendation and writes a letter of evaluation with their recommendation for continuous appointment. The Department Chair shares the evaluations and recommendations with the candidate in writing. The member is entitled to meet with reviewers prior to the review and to respond to the review by submitting a statement or comments, that should be attached to the review. The Department Chair will send all review materials and evaluations to the CLAS Dean's Office. Members are entitled to reasonable notice of the evaluation and may request a review if one has not been provided within the time period provided for by the guidelines.

A significant factor in determining an NTT instructional faculty member's performance is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's contractual responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student

performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching. Teaching scholars often study pedagogical methods that improve student learning.

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The Milestone Review of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum). In addition, the Milestone Review should take into account any documentation of student mentoring, academic advising, thesis advising, and dissertation advising. The Review Committee shall take into account any variations in the letters of appointment during the probationary period.

The Milestone Review Materials submitted by the faculty member should, at minimum, include the following:

1. A curriculum self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement;
2. Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
3. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation or median and interquartile range), or appropriate assessments of teaching since the last review; and
4. Representative syllabi and/or other pedagogical materials from the six-year review period.

The Milestone Review Materials submitted by the faculty member may include, but are not limited to:

1. Peer evaluation of teaching and curricular innovation;
2. Description of professional development activities intended to advance job performance;
3. A reflective analysis of student and/or peer evaluations of teaching;
4. Evidence of ability to work effectively with individuals from and topics related to diverse populations;

5. Evidence of service activities related to unit mission; and

6. The annual self-appraisals prepared by the faculty member.

The following additional items may be included in the evaluation of teaching and curricular accomplishments, to the extent consistent with a faculty member's letter

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of appointment:

1. Contributions to courses or curriculum development;
2. Materials developed for use in courses;
3. Results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning;
4. Results of assessments of student learning;
5. Accessibility to students;
6. Ability to relate to a wide variety of students for purposes of advising;
7. Mentoring and guiding students toward the achievement of curricular goals;
8. Results of supervision of student research or other creative activities including theses and field advising;
9. Results of supervision of service learning experiences in the community;
10. Contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students;
11. Contributions to the development and delivery of collaborative, interdisciplinary University Studies, and inter-institutional educational programs;
12. Teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning;
13. Grant proposals and grants for the development of curriculum or teaching methods and techniques;
14. Professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise; and
15. Honors and awards for teaching.

V.5.1.H. Procedures for Milestone Review

V.5.1.I. Evaluation Following Continuous Appointment

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The Communication Department follows all procedures set forth in the University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section H.

Non-tenure track instructional faculty on a continuous appointment are to be evaluated after three years of continuous appointment and then after every three years following the last evaluation or promotion.

The candidate submits their materials (as detailed below) to the department P&T Committee Chair. The evaluation will be conducted by the department's P&T Committee and will be made available to the member in writing. The member is entitled to meet with reviewers prior to the review and to respond to the review by submitting a statement or comments, that should be attached to the review. Members are entitled to reasonable notice of the evaluation and may request a review if one has not been provided within the time period provided for by the guidelines.

Materials submitted by a faculty member for evaluation following continuous appointment should, at minimum, include the following:

1. A cumulative self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement;
2. Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
3. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation or median and interquartile range), or appropriate assessments of teaching since the last review; and
4. Representative syllabi and/or other pedagogical materials from the six-year review period.

Materials submitted by a faculty member for evaluation following continuous appointment may include, but are not limited to:

1. Peer evaluation of teaching and curricular innovation;
2. Description of professional development activities intended to advance job performance;
3. A reflective analysis of student and/or peer evaluations of teaching;

4. Evidence of ability to work effectively with individuals from and topics related to diverse populations;
5. Evidence of service activities related to unit mission; and

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6. The annual self-appraisals prepared by the faculty member.

The following additional items may be included in the evaluation of teaching and curricular accomplishments, to the extent consistent with a faculty member's letter of appointment:

1. Contributions to courses or curriculum development;
2. Materials developed for use in courses;
3. Results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning;
4. Results of assessments of student learning;
5. Accessibility to students;
6. Ability to relate to a wide variety of students for purposes of advising;
7. Mentoring and guiding students toward the achievement of curricular goals;
8. Results of supervision of student research or other creative activities including theses and field advising;
9. Results of supervision of service learning experiences in the community;
10. Contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students;
11. Contributions to the development and delivery of collaborative, interdisciplinary University Studies, and inter-institutional educational programs;
12. Teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning;
13. Grant proposals and grants for the development of curriculum or teaching methods and techniques;
14. Professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise; and
15. Honors and awards for teaching.

In the event of an unsatisfactory evaluation, the faculty member and department chair will meet to discuss the deficiencies identified in the review. Following the meeting, the

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chair will develop a remediation plan to address the deficiencies. If the faculty member disagrees with the remediation plan, the faculty member may appeal to the dean or the dean's designee, who shall review the plan and make the final decision regarding the contents of the plan. The remediation plan is to be developed before the end of the academic year in which the unsatisfactory evaluation occurred. If the chair and faculty member identify resources that would assist with the remediation plan, a request for access to such resources will be made to and considered by the Dean. Resource unavailability could result in modification or extension of the remediation plan.

Progress on the remediation plan is to be assessed and communicated on a regular basis during the subsequent academic year. At a minimum, the chair and the faculty member will meet near the beginning of the fall term to review the remediation plan and near the end of the fall term to review the faculty member's progress on the remediation plan. Prior to the end of fall term, the chair is to provide the faculty member with a written assessment of progress on the remediation plan, including identification of any issues that have not yet been successfully remediated.

At any point in the process, the chair can determine that the remediation plan has been successfully completed, at which time the chair shall notify the faculty member and conclude the remediation process.

Around the end of the winter term of the academic year following the unsatisfactory evaluation, the chair is to notify the faculty member whether the remediation plan has been successfully completed. If the plan has not been successfully completed, the chair may either extend the plan for an additional academic term or provide the faculty member with notice of termination. A remediation plan may be extended by the chair for up to three academic terms. A notice of termination provided under this section shall be provided to the member, Dean, Provost, and the Association and shall be effective no sooner than the end of the subsequent academic term.

Article V.6. Eligibility Guidelines for Promotion Beyond Instructor

For a description of ranks, and for information related to rank promotion, see Portland State University's 2018 Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases.

V.6.1. Guidelines for Promotion to Senior Instruction I

To be eligible for promotion to the rank of Senior Instructor I, the individual must possess at least a Master's degree in Communication (Note: Degrees in closely allied disciplines, such as Sociology or Applied Linguistics, may be considered) and have the

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V.5.2. Conditions Under Which Continuous Employment May be Terminated

A continuous appointment can be terminated only under the circumstances listed in the AAUP CBA, Article 18, Section 2e.

equivalent of at least three full years (1.00 FTE) of college-level experience teaching Communication-related courses, including the equivalent of at least three years full-time service (continuous or discontinuous) at PSU.

Criteria for promotion include: (1) quality of instruction, primarily evidenced by favorable quantitative summaries of students' evaluations (Note that student-response rates will also be evaluated, with the expectation that such rates are high); (2) the effective use of appropriate course materials; (3) occasional refinement (e.g., updating and/or improvement) of syllabi and course materials; (4) implementation of curricular innovations; (5) ongoing self-improvement regarding disciplinary pedagogy; (6) willingness to teach large-size courses; and (7) keeping current with changes in the discipline as they apply to candidates' empirical and methodological foci. With consideration that NTTF faculty are usually very limited by contract in the time granted to participate in additional activities, other service to the department will be considered, within the 10% parameter indicated in the PSU-AAUP CBA (e.g., attending and participating in faculty meetings, undergraduate advising, serving on department committees, etc.). Length of time in rank is not a sufficient reason for promotion.

Candidates for promotion to Senior Instructor I will present relevant documentation in a single portfolio. Review Submission Materials submitted by the faculty member should, at a minimum, include the following:

1. Syllabi and/or other pedagogical materials from the review period

2. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range), or appropriate assessments of teaching since the last review

3. Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost

4. An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and that highlights activities and achievements

Review Submission Materials submitted by the faculty member may include, but are not limited to:

1. Peer evaluation of teaching and curricular innovation;

2. Description of professional development activities intended to advance job performance;

3. A reflective analysis of student and/or peer evaluations of teaching;

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4. Evidence of scholarly activities, beyond the classroom, as defined by the discipline;

5. Evidence of ability to work effectively with individuals from and topics related to diverse populations, and

6. Evidence of service activities related to unit mission

The review will be conducted by the department's P&T Committee and will be made available to the member in writing. The member is entitled to meet with reviewers prior to the review and to respond to the review by submitting a statement or comments, that should be attached to the review. Members are entitled to reasonable notice of the evaluation and may request a review if one has not been provided within the time period provided for by the guidelines.

For faculty members hired prior to September 16, 2014, the timelines for promotion to Senior Instructor I shall not apply.

V.6.2. Guidelines for Promotion to Senior Instruction II

To be eligible for promotion to the rank of Senior Instructor II, the individual must possess at least a Master's degree in Communication (Note: Degrees in closely allied disciplines, such as Sociology or Applied Linguistics, may be considered) and have the equivalent of at least three full years as Senior Instructor I (1.00 FTE) of college-level

experience teaching Communication-related courses, including the equivalent of at least three years full-time service (continuous or discontinuous) at PSU.

Criteria for promotion include: (1) quality of instruction, primarily evidenced by favorable quantitative summaries of students' evaluations (Note that student-response rates will also be evaluated, with the expectation that such rates are high); (2) the effective use of appropriate course materials; (3) occasional refinement (e.g., updating and/or improvement) of syllabi and course materials; (4) implementation of curricular innovations; (5) ongoing self-improvement regarding disciplinary pedagogy; (6) willingness to teach large size courses; (7) keeping current with changes in the discipline as they apply to candidates' empirical and methodological foci; and (8) demonstration of a 'beginning leadership' role in the department (e.g., chairing one or two committees). With consideration that NTTF faculty are usually very limited by contract in the time granted to participate in additional activities, other service to the department will be considered, within the 10% parameter indicated in the PSU-AAUP CBA (e.g., attending and participating in faculty meetings, undergraduate advising, serving on department committees, etc.). Length of time in rank is not a sufficient reason for promotion.

Candidates for promotion to Senior Instructor II will present relevant documentation in a single portfolio. Review Submission Materials submitted by the faculty member should, at a minimum, include the following (in a single portfolio):

1. Syllabi and/or other pedagogical materials from the review period

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2. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range), or appropriate assessments of teaching since the last review

3. Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost

4. An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and that highlights activities and achievements

Review Submission Materials submitted by the faculty member may include, but are not limited to:

1. Peer evaluation of teaching and curricular innovation;

2. Description of professional development activities intended to advance job performance;

3. A reflective analysis of student and/or peer evaluations of teaching;

4. Evidence of scholarly activities, beyond the classroom, as defined by the discipline;

5. Evidence of ability to work effectively with individuals from and topics related to diverse populations, and

6. Evidence of service activities related to unit mission

The evaluation of the aforementioned criteria for promotion will be relative to those for a Senior Instructor I (e.g., Senior Instructor II's must demonstrate continued improvement over the course of their extended years of experience), and candidates should take care to make this case in their self-review. The eighth criterion is new relative to Senior Instructor I.

The review will be conducted by the department's P&T Committee and will be made available to the member in writing. The member is entitled to meet with reviewers prior to the review and to respond to the review by submitting a statement or comments, that should be attached to the review. Members are entitled to reasonable notice of the evaluation and may request a review if one has not been provided within the time period provided for by the guidelines.

For faculty members hired prior to September 16, 2014, the timelines for promotion to Senior Instructor I shall not apply.

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V.6.3. Guidelines for Promotion to Assistant Professor

Promotion to Assistant Professor is only available to those NTTF hired prior to 9/16/14.

To be eligible for promotion to the rank of Assistant Professor, the individual must possess at a terminal degree (usually a Ph.D.) in Communication (Note: Degrees in closely allied disciplines, such as Sociology or Applied Linguistics, may be considered)

and have the equivalent of at least six full years (1.00 FTE) of college-level experience teaching Communication-related courses, including the equivalent of at least three years full-time service (continuous or discontinuous) as Senior Instructor at PSU.

Criteria for promotion include: (1) quality of instruction, primarily evidenced by favorable quantitative summaries of students' evaluations (Note that student-response rates will also be evaluated, with the expectation that such rates are high); (2) the effective use of appropriate course materials; (3) occasional refinement (e.g., updating and/or improvement) of syllabi and course materials; (4) implementation of curricular innovations; (5) ongoing self-improvement regarding disciplinary pedagogy; (6) willingness to teach large size courses; (7) keeping current with changes in the discipline as they apply to candidates' empirical and methodological foci, including formal engagement with the discipline as a profession in order to improve disciplinary pedagogy, service skills, or research impact (e.g., attending disciplinary conferences, including attending skills-improvement workshops and presenting research; e.g., publishing research; e.g., securing external funding); and (8) demonstration of an 'established leadership' role in the department (e.g., chairing multiple and/or time-intensive committees). With consideration that NTTF faculty are usually very limited by contract in the time granted to participate in additional activities, other service to the department will be considered, within the 10% parameter indicated in the PSU-AAUP CBA (e.g., attending and participating in faculty meetings, undergraduate advising, serving on department committees, etc.). Length of time in rank is not a sufficient reason for promotion.

Candidates for promotion to Assistant Professor will present relevant documentation in a single portfolio. Review Submission Materials submitted by the faculty member should, at a minimum, include the following:

1. Syllabi and/or other pedagogical materials from the review period

2. Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range), or appropriate assessments of teaching since the last review

3. Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost

4. An annual self-appraisal that reflects the areas of work as described in the NTT

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instructional faculty member's job description and that highlights activities and achievements

Review Submission Materials submitted by the faculty member may include, but are not limited to:

1. Peer evaluation of teaching and curricular innovation;

2. Description of professional development activities intended to advance job performance;

3. A reflective analysis of student and/or peer evaluations of teaching;

4. Evidence of scholarly activities, beyond the classroom, as defined by the discipline;

5. Evidence of ability to work effectively with individuals from and topics related to diverse populations, and

6. Evidence of service activities related to unit mission

The evaluation of the aforementioned criteria for promotion will be relative to those for a Senior Instructor II (e.g., Assistant Professors must demonstrate continued improvement over the course of their extended years of experience), and candidates should take care to make this case in their self-review.

The review will be conducted by the department's P&T Committee and will be made available to the member in writing. The member is entitled to meet with reviewers prior to the review and to respond to the review by submitting a statement or comments, that should be attached to the review. Members are entitled to reasonable notice of the evaluation and may request a review if one has not been provided within the time period provided for by the guidelines.

For faculty members hired prior to September 16, 2014, the timelines for promotion to Senior Instructor II shall not apply.

A Senior Instructor I who has opted for promotion to Assistant Professor retains the right to be considered for promotion to Senior Instructor II (if they so request) if their application for promotion to Assistant Professor is unsuccessful. They should be considered for promotion to Senior Instructor II in the same cycle, with the same promotion packet, and by the same P&T committee. Should their application for Senior

Instructor II be unsuccessful, they should retain the ability to apply for promotion to Assistant Professor and/or Senior Instructor II in future cycles.

NTTF assistant professors have the opportunity to promote to associate and full professorship (see P&T descriptions and Appendix IV in P&T Guidelines).

Article V.7. P&T Evaluation Procedures

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The promotion timelines will follow those set by the College and OAA.

NTTF faculty will submit materials to the P&T committee.The P&T committee will review submitted materials and draft a written report. The report should identify how the person is fulfilling the conditions of the contract, identify specific areas of strengths and areas needing improvement and may suggest possible steps to aid the faculty member in making improvements. In all cases, the report will be tied to the duties specified in the faculty member's position description (see above). The P&T committee will submit their report to the chair and NTTF faculty member. Within one week of the meeting, the NTTF faculty member may choose to respond in writing to the P&T committee's report and submit this to the chair. The chair will meet with the faculty member to discuss the P&T committee's report and the faculty member's reply, if any. In this meeting, the chair should identify specific areas of strengths and areas for needed improvement, as well as specifically identify steps to be taken to assist the faculty member in pursuing career support. The chair will write a cover letter to accompany the committee's report. A copy of the cover letter and report will be distributed to the dean and the faculty member. A copy will also be placed into the faculty member's personnel file.

At the time of this writing, Communication does not include Academic Professionals. Should an Academic Professional be added to this unit, we will adhere to the University guidelines.

Article V.8. Merit increases

Article V.8.A. Eligibility

To be eligible for a merit pay increase, a faculty member must hold .50 or greater for the current year (based on the preceding year if on leave).

Article V.8.A. Procedure

For any given merit-increase, the university, provost, and/or CLAS dean may provide specific rules and/or procedures to be followed and, in this case, the department will follow such rules/procedures. However, if merit-increase rules/procedures are left to the discretion of the department, and if the chair is separately reviewed (e.g., by the CLAS dean) for their merit increase (i.e., if the chair is not eligible to participate in the merit pool being distributed), then the following procedure will apply:

Merit-increase recommendations will ultimately be made by the chair to the CLAS dean for approval. Merit increases for the chair will be determined by the CLAS dean according to rules/procedures set out by the CLAS dean.

Faculty members are required to submit the following materials to the chair (preferably electronically):

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6. A self-evaluation narrative that: (1) situates the faculty member's scholarship, and its importance, disciplinarily, theoretically, and methodologically; and (2) summarizes the faculty member's accomplishments in scholarship, teaching, and service since their last evaluation. These narratives are typically approximately 5 pages long, single-spaced.

Prior to submitting merit-increase recommendations to the CLAS dean for approval, the chair will provide each faculty member with a brief, written disclosure of their merit recommendation and its rationale. Faculty can either consent to, or contest, the chair's recommendation. For details regarding the contestation (i.e., dispute resolution) process, see PSU's 2018 P&T guidelines, Article VI.

Article V.9. Guidelines for Receipt of Rank of Emeritus/Emerita Professor

All tenured faculty, in the year before their retirement becomes effective, are eligible to be considered for promotion to Emeritus/Emerita Professor. The lifelong professional contributions of the individual – with full recognition that any career manifests peaks and valleys of accomplishments – will be used when considering individuals for this promotion (see below for types of contributions emphasized).

To be considered, faculty members are required to submit the following materials to the department's P&T committee (preferably electronically):

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1. Current CV (Note that the CV should follow the format provided in Appendix I of PSU's Policies and Procedures, and should be updated at each state of the review process)

2. Statement of teaching philosophy and a justification of how the faculty member's pedagogy accords with this philosophy (maximum of three single-spaced pages)

3. Copies of all syllabi of courses taught since time of hire.

4. Copies of all publications (including both those prior to hire and since time of hire).

5. All student quantitative evaluations for the period under review as follows. Faculty should submit a table in which each row includes information for: (1) term (e.g., Fall 2019); (2) course title (e.g., COMM 316); (3) number of students; (4) average quantitative student-evaluation score (e.g., 3.9); and (5) student-evaluation response rate (e.g., 82%). Each row should include a separate term.

1. Current CV (Note that the CV should follow the format provided in Appendix I of PSU's Policies and Procedures).

2. Statement of teaching philosophy and a justification of how the faculty member's pedagogy accords with this philosophy (maximum of three single-spaced pages)

3. Copies of all syllabi of courses taught since time of hire.

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4. Copies of all publications (including both those prior to hire and since time of hire).

5. All student quantitative evaluations for the period under review as follows. Faculty should submit a table in which each row includes information for: (1) term (e.g., Fall 2019); (2) course title (e.g., COMM 316); (3) number of students; (4) average quantitative student- evaluation score (e.g., 3.9); and (5) student-evaluation response rate (e.g., 82%). Each row should include a separate term.

6. A self-evaluation narrative that: (1) situates the faculty member's scholarship, and its importance, disciplinarily, theoretically, and methodologically; (2) summarizes the faculty member's accomplishments in scholarship, teaching, and service over the course of their career; (3) overviews the direction of, and plans for, the faculty member's future scholarship, teaching, and service over the next 5 years (if relevant). These narratives are typically approximately 5-7 pages long, single-spaced.

Criteria for promotion to Emeritus/Emerita Professor are, in order of importance: (1) significant contributions to knowledge as a result of the candidate's scholarship; (2) excellence in undergraduate teaching/supervision, as well as in graduate teaching/supervision if relevant; and (3) excellence in service to the department, discipline, university, and community. All three elements (scholarship, teaching, and service) must be present, but those of teaching and service cannot replace or outweigh that of scholarship. Length of time in rank is not a sufficient reason for promotion.

Candidates' applications will be reviewed by the department's P&T committee, which will make a written recommendation (maximum of five single-spaced pages) to the chair, who will then provide his/her own independent written recommendation (maximum of five single- spaced pages). Both recommendations for/against promotion to Emeritus/Emerita Professor will be distributed to the entire voting-eligible faculty (see Article VI.E) – excepting the candidate being considered – at least one week prior to a vote. Approval is made by a two- thirds majority confidential vote of the voting-eligible faculty.

The faculty's recommendation for promotion to Emeritus/a must then proceed to the Dept. Chair, Dean, and Provost, with final approval granted by the President.

Article VI – Meetings

In all meetings, every voting-eligible faculty (see Article VI.E) shall have a free and equal voice in deliberations and conclusions. *Robert's Rules of Order, Revised*, shall govern the procedure of all meetings unless: (1) special regulations apply; or (2) faculty agree to alternative procedures (as determined and agreed upon by a majority vote of all eligible meeting participants).

Article VI.A. Presiding Officer(s)

The presiding officer during regular general faculty meetings is the chair. The presiding officer during regular graduate-faculty meetings is the department graduate director. The

presiding officer during other meetings is the committee chair.

Article VI.B. Frequency of Meetings

Meetings of the graduate faculty (which is comprised of all tenure-related faculty who have an appointment in the department equal to or greater than .50 FTE) and the general faculty (which is comprised of all tenure-related faculty and non-tenure-track

faculty who have an appointment in the department equal to or greater than .50 FTE) will be held at least once per academic quarter in Fall, Winter, and Spring, but historically have been held once per month during each quarter. Historically, graduate-faculty meetings of one hour immediately precede, and are held on the same day as, general faculty meetings of two hours (i.e., constituting a single block of three hours for both meetings combined).

Article VI.C. Attendance Expectations, Accessibility, and Necessary Accommodations

All tenure-related and non-tenure-track faculty, including those on probationary period (see Article 18 of the PSU-AAUP CBA), who have an appointment in the department equal to or greater than .50 FTE are expected to attend all regular general faculty meetings. Additionally, all tenure-related faculty with an appointment in the department equal to or greater than .50 FTE are allowed and expected to attend all regular graduate-faculty meetings. Under normal circumstances, faculty must attend meetings in person; however, under special circumstances (e.g., illness, research-related travel, etc.), faculty may attend meetings remotely (e.g., phone, Skype). No one else may attend faculty meetings without permission from the chair or a majority vote of all normally allowable voting-eligible attendees (see Article VI.E). Historically, the chair allows the department's full-time staff member to attend general faculty meetings. The chair is expected to allow higher-level university officials – such as deans in CLAS, the provost, and the president – to attend faculty meetings as they see fit.

Article VI.D. The Creation, Revision, and Distribution of Agenda and Minutes

At least one week prior to meetings, the presiding member is responsible for soliciting feedback on agenda items from all faculty eligible to attend. In the spirit of collegiality and inclusiveness, the presiding member should attempt to include other members' feedback into the final agenda; if feedback is excluded for whatever reason (e.g., not enough time to cover all items), the presiding member must announce this at the beginning of the meeting, during the distribution of the agenda, with an explanation, which will be recorded in the minutes. The presiding member is responsible for creating and distributing the agenda at the beginning of meetings.

The meeting's presider is responsible for ensuring that minutes are taken. Historically, in general faculty meetings, the chair grants the lead-staff person permission to attend the meeting for the primary purpose of taking minutes. The presider must distribute completed minutes to all members at least three days prior to the next meeting for the purpose of soliciting member feedback/corrections. The minutes, along with member

feedback, will be discussed immediately prior to the vote to approve the minutes. The incorporation of member feedback into the minutes can be voted on if necessary, requiring a simple majority of the

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voting-eligible faculty (see Article VI.E).

Article VI.E. Voting Methodology and Quorum

All tenure-related and continuously appointed non-tenure-track faculty (see Article 18 of the PSU-AAUP CBA) who have an appointment in the department equal to or greater than .5 FTE are allowed to vote during general faculty meetings (these are 'voting-eligible faculty'). Only tenure-related faculty with an appointment in the department equal to or greater than .5 FTE are allowed to vote on graduate-level matters (e.g., graduate student acceptance, graduate curricula, etc.), which are addressed in separate graduate-faculty meetings.

Voting cannot take place unless there is a quorum, which consists of a simple majority of the voting-eligible faculty. Except as otherwise stated, department decisions are reached by a simple majority vote.

Faculty will initially attempt to resolve matters by consensus. Failing consensus, voting shall be open/public with a show of hands unless at least one faculty member requests confidential voting, in which case it will be conducted by secret ballot. Ballots' results will be collected, tabulated, and publicly presented to meeting members by the meeting's presider. Members have the right to debate motions prior to voting on them. Thus, in cases where motions are discussed during a meeting prior to a vote during the same meeting, members must be present (face-to-face or virtually) in order to vote. Proxy voting is not allowed.

Article VI.F. Special Meetings

In addition to regular graduate-faculty meetings, regular general faculty meetings, and agreed-upon committee-related meetings, special meetings may be called by a petition of a majority of the voting-eligible faculty (see Article VI.E) of the relevant meeting group (e.g., of graduate-faculty for special graduate-faculty meetings) to the normal meeting presider of that group (The normal meeting presider can themselves secure such a petition).

Article VII – Committees

Article VII.A. Standing Committees

The department's standing committees are: (1) Pay, promotion, and tenure (P&T) committee; (2) Scheduling and curriculum committee; and (3) Student and Alumni Relations Committee (SARRC).

All tenure-related and non-tenure-track faculty, including those on probationary period (see Article 18 of the PSU-AAUP CBA), who have an appointment in the department equal to or greater than .50 FTE are expected to contribute to the department through committee work. Unless approved by the chair, only tenure-related and non-tenure-track faculty, including those on probationary period (see Article 18 of the PSU-AAUP CBA), who have an appointment in the department equal to or greater than .50 FTE are allowed to serve on standing committees.

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Article VII.A.1. Pay, Promotion, and Tenure (P&T) committee

The primary purpose/scope of the P&T committee is to oversee evaluation, promotion, and tenure cases of all tenure-related faculty.The chair can also ask the P&T committee to oversee evaluation of non-tenure-track and adjunct faculty). The P&T committee is responsible for at least thoroughly reviewing all materials and making formal P&T recommendations to the chair.

Article VII.A.1.a. P&T Committee Membership

The department chair is not eligible to serve on the P&T committee.

The P&T committee will include three tenured faculty members and one non-tenure-track faculty member, the latter only participating if the P&T case pertains to non-tenure-track or adjunct faculty members (Tenure-track faculty are not eligible). In the event the department has only one non-tenure-track instructional faculty who is being reviewed, the department will add a non-tenure-track instructional faculty member from another unit in the school or college, or another school or college if necessary. If at all possible, at least one of the tenured faculty members will be a professor; if not possible, and if the case involves a professor, then the department will solicit the membership of a professor from another department. Upon formation, department members of the P&T committee will internally elect a chair. As much as possible, all four members will be drawn from the department; if this is not possible, the chair of the P&T committee, in collaboration with the chair, shall solicit additional necessary and relevant faculty members from other departments at PSU, working to ensure that these 'outside'

members are qualified to assess the P&T case (e.g., that they meet the above requirements and recommendations regarding rank, and that they are drawn from a discipline cognate to Communication, such as Sociology, Psychology, or Applied Linguistics).

When officially requested by a faculty member being reviewed for tenure or promotion, the relevant department P&T committee will include one additional faculty representative from a mutually-agreed-upon second department or program, consistent with PSU Policies and Procedures, Section V.2. This outside member will be selected by the department's P&T committee with the concurrence of the department chair.

Article VII.A.1.b. P&T Committee Term of Service

P&T committee members serve for at least one year, and may serve multiple and consecutive terms.

Article VII.A.1.c. P&T Committee Election Process

The P&T committee shall be elected by voting-eligible faculty (see Article VI.E) at

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the first regular meeting of the general faculty meeting in Spring term. The chair shall develop a ballot list of eligible, department members and distribute to the general faculty one week prior to the general faculty meeting. Faculty will initially attempt to elect members by consensus; if that fails, in a private ballot, each faculty member will vote for four eligible members, and the four members who receive the greatest number of votes will form the committee. If elected, faculty can abstain or recuse themselves from serving for reasons that must be approved and documented by the chair; if approved, the member with the second greatest number of votes will serve instead. If a vacancy occurs in the committee, a replacement eligible committee member will be elected by a majority vote of the general faculty.

Article VII.A.1.d. P&T Committee Procedural Operations

The P&T Committee must assure that no rules or considerations be undertaken that in any way discriminate on the basis of age, color, disability, marital status, national origin, race, religion, or creed, sex or gender, gender identity or gender expression, sexual orientation, veteran status, or any other basis in law. Although P&T Committee members must agree to keep confidential the P&T materials as well as their P&T discussions, deliberations, rationales, decisions, etc., the P&T Committee's final

recommendation letter and the chair's letter will, after conclusion of the evaluation process, be shared with the candidate.

While respecting administrative processes and entailing issues of confidentiality, the chair of the P&T Committee is responsible for providing faculty with an update on the committee's workings, progress, and/or findings at each general faculty meeting for the duration of the committee's existence. These reports will be documented in faculty minutes.

Article VII.A.2. Scheduling and Curriculum committee

Note that any curriculum decision made must be one that meets the approval of the Dean and Faculty Senate.

The Scheduling and Curriculum committee has two main purposes. First,

the committee manages undergraduate and graduate course scheduling. While the committee shall work collaboratively with faculty to develop department course scheduling (e.g., nature and level of courses taught, days, times, etc.), the committee must also consider the needs of the department as a whole, including the needs (e.g., learning, graduation, financial, access needs) of undergraduate and graduate students. In cases of scheduling differences between the committee and other faculty, the committee will confer with the chair and then make final scheduling decisions.

Second, the Scheduling and Curriculum committee manages curriculum reform/revision/addition. All major curricular changes must be: (1) discussed during at least one full-faculty meeting; (2) proposed to voting-eligible faculty (see Article VI.E) at least one week prior to a subsequent general faculty meeting; and (3) voted on during that

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meeting. The vote needs a majority to pass.

With approval of the full faculty, and when sufficient number of faculty exist to staff all standing committees, the Scheduling and Curriculum Committee may be broken into two separate committees – one focusing on Scheduling and the other focusing on Curriculum.

Article VII.A.2.a. Scheduling and Curriculum Committee Membership

Excepting the department chair, the Scheduling and Curriculum committee will minimally include two tenure-related faculty members and one non-tenure-track faculty member. Upon formation, members will internally elect a committee chair. Due to the workload of this committee, it is highly recommended, but not mandated, that members not be in their first year of hire. Department staff members may also serve as ex-officio members of the Scheduling and Curriculum committee (e.g., to coordinate scheduling and curricular changes).

Article VII.A.2.b. Scheduling and Curriculum Committee Term of Service

Scheduling and Curriculum committee members serve for at least one year, and may serve multiple and consecutive terms.

Article VII.A.2.c. Scheduling and Curriculum Committee Election Process

The Scheduling and Curriculum committee shall be elected by voting-eligible faculty (see Article VI.E) at the first regular meeting of the general faculty meeting in Spring term. The chair shall develop a ballot list of eligible members and distribute to the general faculty one week prior to the general faculty meeting. Faculty will initially attempt to elect members by consensus; if that fails, in a private ballot, each faculty member will vote for three eligible members, and the three members who receive the greatest number of votes will form the committee. If elected, faculty can abstain or recuse themselves from serving for reasons that must be approved and documented by the chair; if approved, the member with the second greatest number of votes will serve instead. If a vacancy occurs in the committee, a replacement eligible committee member will be elected by a majority vote of the general faculty.

Article VII.A.2.d. Scheduling and Curriculum Committee Procedural Operations

While respecting administrative processes and entailing issues of confidentiality, the chair of the Scheduling and Curriculum Committee is responsible for providing faculty with an update on the committee's workings, progress, and/or findings at each general faculty meeting for the duration of the committee's existence. These reports will be documented in faculty minutes.

Article VII.A.3. Student and Alumni Relations and Retention Committee (SARRC)

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The Student and Alumni Relations and Retention Committee (SARRC) will advise and make recommendations to the faculty on actions to strengthen the department's

relationship with current students and alumni. Major responsibilities of the student and alumni relations committee include: (1) awarding department honors and scholarships to students; (2) supervising department and disciplinary honors programs and societies; (3) administering an annual exit survey for graduating students; and (4) facilitating outreach to current students and alumni (e.g. coordinating a ceremony for graduating students, publishing newsletters about department activities, coordinating department colloquia, and acknowledging department donors).

Article VII.A.3.a. Student and Alumni Relations and Retention Committee Membership

The Student and Alumni Relations Committee will minimally consist of two members, including one tenure-related faculty member and one other faculty member (tenure-related or non-tenure-track); the chair may additionally serve on this committee. Upon formation, members will internally elect a committee chair who is not the department chair. When possible, the committee will include non-voting members representing current students and alumni; these members will not participate in committee activities that involve confidential information (e.g., scholarship reviews).

Article VII.A.3.b. Student and Alumni Relations and Retention Committee Term of Service

Student and Alumni Relations Committee members serve for at least one year, and may serve multiple and consecutive terms.

Article VII.A.3.c. Student and Alumni Relations and Retention Committee Election Process

The Student and Alumni Relations Committee shall be elected by voting-eligible faculty (see Article VI.E) at the first regular meeting of the general faculty meeting in Spring term. The chair shall develop a ballot list of eligible members and distribute to the general faculty one week prior to the general faculty meeting. Faculty will initially attempt to elect members by consensus; if that fails, in a private ballot, each faculty member will vote for two eligible members, and the two members who receive the greatest number of votes will form the committee. If elected, faculty can abstain or recuse themselves from serving for reasons that must be approved and documented by the chair; if approved, the member with the second greatest number of votes will serve instead. If a vacancy occurs in the committee, a replacement eligible committee member will be elected by a majority vote of the general faculty.

Article VII.A.3.d. Student and Alumni Relations and Retention Committee Procedural Operations

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While respecting administrative processes and entailing issues of confidentiality, the chair of the Student and Alumni Relations Committee is responsible for providing faculty with an update on the committee's workings, progress, and/or findings at each general faculty meeting for the duration of the committee's existence. These reports will be documented in faculty minutes.

Article VII.B. Special and/or Ad-Hoc Committees

Article VII.B.1. Faculty-Search Committee

All procedures must align with OGDI and HR process requirements.

A faculty-search committee is formed whenever the department needs to fill a vacant, full-time faculty position that is equal to, or greater than, one year in contractual length, including joint appointments.

Article VII.B.1.a. Faculty-Search Committee Membership

The faculty-search committee will minimally consist of three tenure-related faculty members. Upon formation, members will internally elect a chair. The department chair may not be on the search committee.

Article VII.B.1.b. Faculty-Search Process

While following the rules and procedures for hiring as outlined in the PSU Department Chair Handbook, at least the following processes will be observed:

1. All voting-eligible faculty (see Article VI.E) shall collaboratively discuss and draft a single job/position announcement. If this process takes place during a Summer term when any voting-eligible faculty member is not on contract, then such discussion will also take place via remote methods that promote inclusion of all perspectives, such as phone, email, Skype, etc. Faculty will initially attempt to do this by consensus. When consensus cannot be reached, faculty will collaboratively generate two job/position announcements, which will be voted on by the faculty; the job description receiving the majority of votes will be put forward. If faculty cannot agree on a job announcement, or if consensus fails, or if voting does not result in a majority winner, the chair will make the decision; note that, according to the PSU Department Chair Handbook, "The chair

directs the recruitment and hiring of new faculty members and recommends appointments to the Dean."

2. The job/position announcement will be formally advertised through at least the following sources: (1) the Chronicle of Higher Education; (2) the National Communication Association; (3) the International Communication Association. Additionally, the faculty-search committee will advertise to the graduate directors of historically black colleges and Hispanic-servicing colleges with Ph.D. programs in Communication.

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3. At least the faculty-search committee is responsible for reviewing all candidates at all stages of the application and review process, including at least: (a) an initial review of all candidates for whether or not they meet minimum standards according to the job/position announcement, and a reduction of the applicant pool to such members; (b) a further reduction of the pool of qualified applicants to a much smaller pool of the most-highly-qualified applicants that can be remotely interviewed (e.g., via Skype video technology) across several days; (c) a further reduction of video- interviewed applicants to a short-list of approximately 5 of the most-highly-qualified applicants; and (d) a further reduction of candidates invited for on-campus interviews to a final list of candidates (This last stage may not apply to the hiring of limited-term positions). Initially, faculty should work to develop these lists by consensus; if that is not possible, faculty should resort to majority voting. Other voting-eligible faculty (see Article VI.E) are welcome to vote during any of the aforementioned stages if, and only if, they diligently participate in the entire stage (e.g., reviewing all applications/interviews thoroughly and participating in related discussions). Once a stage has been completed and a reduced list of applicants has been generated and agreed to (by consensus or vote), applicants cannot be added without approval of the faculty-search committee.

Article VII.B.1.c. Faculty-Search Committee Term of Service

Faculty-Search Committee members serve for the duration of the search.

Article VII.B.1.d. Faculty-Search Committee Election Process

The Faculty-Search Committee members shall be elected by voting-eligible faculty (see Article VI.E) at the first regular meeting of the general faculty meeting in Spring term or at the first general faculty meeting following announcement that a hire has been approved. The chair shall develop a ballot list of eligible members and distribute to the general faculty one week prior to the general faculty meeting. Faculty will initially

attempt to elect members by consensus; if that fails, in a private ballot, each faculty member will vote for two eligible members, and the two members who receive the greatest number of votes will form the committee. If a vacancy occurs in the committee, a replacement eligible committee member will be elected by a majority vote of the general faculty. All search committee members must have received training by OGDI before beginning search-related work.

Article VII.B.1.e. Faculty-Search Committee Procedural Operations

While respecting administrative processes and entailing issues of confidentiality, the chair of the Faculty-Search Committee is responsible for providing faculty with an update on the committee's workings, progress, and/or findings at each general faculty meeting for the duration of the committee's existence. These reports will be documented in faculty minutes.

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Article VII.B.2. Other Special and/or Ad-Hoc Committees

The department can form other special and/or ad-hoc committees, for example to critically examine and/or reassess issues, formulate solutions to problems, etc.

Article VII.B.2.a. Other Special and/or Ad-Hoc Committee Membership

Other Special and/or Ad-Hoc Committees will minimally consist of at least two voting-eligible faculty (see Article VI.E), whose rank and status should be appropriate to the ad-hoc matter being pursued. Upon formation, members will internally elect a chair.

Article VII.B.2.b. Other Special and/or Ad-Hoc Committee Term of Service

Other Special and/or Ad-Hoc Committee members serve for the duration of the ad- hoc matter being pursued.

Article VII.B.2.c. Other Special and/or Ad-Hoc Committee Election Process

Other Special and/or Ad-Hoc Committee members shall be elected by voting-eligible faculty (see Article VI.E) during regular general faculty meetings. Faculty will initially attempt to elect members by consensus; if that fails, in a private ballot, each faculty member will vote for at least two eligible members, and the two members who receive the greatest number of votes will form the committee. If a vacancy occurs in the

committee, a replacement eligible committee member will be elected by a majority vote of the general faculty.

Article VII.B.2.d. Other Special and/or Ad-Hoc Committee Procedural Operations

While respecting administrative processes and entailing issues of confidentiality, the chair of any Special and/or Ad-Hoc Committee is responsible for providing faculty with an update on the committee's workings, progress, and/or findings at each regular general faculty meeting for the duration of the committee's existence. These reports will be documented in faculty minutes.

Article VIII – Ratification, Distribution, and Amendment of Bylaws

Article VIII.A. – Distribution of Bylaws

All governance documents for the department shall be posted on its website (https://www.pdx.edu/communication/home).

Article VIII.B. – Amendments and Changes to Department Bylaws and Department Employment Conditions

Amendment of these bylaws must first be agreed upon by the department, the Dean's office,

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and then by OAA. The department abides by the procedures in OAA's document: Proposing Revisions to Departmental Governance Documents. At the departmental level, amendments to these bylaws are made with a two-thirds vote of the voting-eligible faculty (see Article VI.E), provided that amendments are set forth in written notice at least ten working days prior to the meeting.

Modification of policies and procedures require notification to and approval by OAA. Notice of intent to modify a policy or procedure must be provided prior to adoption. Changes to bylaws and all other governance documents do not become effective until approved by OAA.