

**MEMORANDUM OF FACULTY GOVERNANCE
DEPARTMENT OF COMMUNICATION
UNIVERSITY OF MASSACHUSETTS, AMHERST**

September 2009

Articles:

1. The Department of Communication will be presided over by a Chair recognized by the faculty though appointed by the Dean of the College;

2. Personnel Committee: Governance will be rooted, first, in a department-wide Personnel Committee consisting of 5 members, elected at-large from the Communication department faculty, simultaneously, via email ballot. *All* full-time faculty (tenure system and lecturers) will vote on *all* members of the Personnel Committee. In the event of a tie, there will be a run-off election;

a. The following process will be used to determine **eligibility** for election to the Personnel Committee:

- If a faculty member is on leave of any sort for the year or for the semester (sabbatical, parental, medical), she/he can be excluded.
- If a faculty member is herself/himself the subject of a major personnel action (tenure, promotion to Professor), she/he can decide whether or not to stand for Personnel Committee election. In keeping with UMass policies and procedures, if she/he were to serve she/he would recuse herself/himself from deliberations and votes on her/his own case.
- If a faculty member is pre-tenure, she/he can decide whether or not to stand for Personnel Committee election.
- If a faculty member is non-tenure stream, she/he can decide whether or not to stand for Personnel Committee election.
- All other full-time faculty members must make themselves eligible for election.

b. Before the election, the following pertinent data will be circulated:

- A list of faculty members who have served on the Personnel Committee in the last five years. This information is offered with the goal of spreading representation on the Personnel Committee as widely as possible over time among eligible faculty members.
- A list of faculty members who wish to be elected to the Personnel Committee.
- A list of faculty members who would NOT like to be elected, given for instance, service on the College-level Personnel Committee or in some other uncompensated major administrative post.

- c. Unless multiple simultaneous faculty leaves or other circumstances preclude this, any individual faculty member's term on the Personnel Committee will be limited to two consecutive years.

3. Representation: Areas of interest exist within and between members of the faculty, such as those that correspond to the 5 subject areas of the undergraduate curriculum (Interpersonal Communication and Culture; Rhetoric and Performance Studies; Film Studies; Media, Technology and Society; and Media and Popular Culture Studies). The Chair will consider representation across these areas and groups of interest whenever possible in appointing departmental committees. This does not pertain to Personnel Committee since that committee is elected by the faculty and not appointed by the Chair;

4. An Executive Committee, composed of the Chair of the Department, the Associate Chair, the Undergraduate Program Director, the Graduate Program Director, the Chief Undergraduate Advisor, the Chair of the Personnel Committee, and the Office Manager will meet regularly to advise the Department Chair in matters of administration;

5. Personnel Actions: Annual faculty review, merit evaluations, reappointment review, mini-tenure review, tenure review, promotion review, periodic multi-year review, and salary anomaly review will be conducted by the elected Personnel Committee. The Personnel Committee will also determine departmental nominations for the CSBS Teaching Award, Conti Fellowship, College and University Outreach Awards, and others as they may arise. (Some awards are also open to self-nominations.) The Department recommends that the Personnel Committee use the collectively authored point scale and procedures for merit evaluation detailed in Appendix 1, Faculty Merit Evaluation, Distribution and Notification. Salary anomaly recommendations will be determined by the Personnel Committee for the Department of Communication faculty at large and will be communicated to the Chair who submits to the Dean. Given that (1) the personnel committee is elected by the full faculty to represent the Department in personnel-related matters; (2) there are principles guiding personnel election to help ensure broad representation (see Item 2); and (3) faculty input into major personnel actions is solicited as part of routine procedures, all personnel actions will be reviewed and certified by vote of the Personnel Committee rather than by the faculty at large;

- a. The following process will be used to determine **off-campus external reviewers** for tenure and promotion personnel actions, including promotions to full professor:

- **Identifying Reviewers**

The Chair and the candidate are advised to discuss reviewers as early as possible, ideally in late spring of the academic year prior to the personnel action. Summer administrators may not stand in for the Chair in establishing a reviewer list and soliciting reviewers.

The candidate suggests reviewers, and the Chair may seek recommendations from the DPC, though it is the Chair's responsibility to finalize the list.

The Chair must inform the candidate of prospective reviewers' names. The candidate may object to but cannot veto any given reviewer, nor can the candidate insist that a particular reviewer be solicited.

External reviewers are typically but not exclusively chosen from leading universities. Occasionally top reviewers are housed at other types of institutions such as colleges or non-academic institutions. Emeritus faculty and independent scholars might occasionally be ideal reviewers but most members of the review group should be active scholars in university appointments.

Ideal reviewers are typically at the rank of Full Professor, although occasionally an accomplished Associate Professor can serve in the case of tenure review and appointment to Associate Professor.

Ideal reviewers are also nationally or internationally known for their expertise in the area(s) of study directly related to the candidate's scholarship. Including reviewers from institutions outside the U.S. is strongly encouraged.

Reviewers should be at "arm's length" to the candidate, i.e., those who are not directly or currently involved with the candidate (for example as a co-author, mentor, or an otherwise close associate) and have not been involved for at least 1 year.

Lastly, in accordance with Section 6.4c of the Academic Personnel Policy (Trustee Policy T76-081, aka the "Red Book"), the Department Chair has the final authority to select and solicit external reviewers.

- **Size and Constitution of the Reviewer Group**

Eight to ten reviewers are typically needed for tenure and promotion cases.

Two pools of possible reviewers are generated: one by the candidate, and one by the Chair. When there is overlap in the pools, a prospective reviewer should be counted as from the Chair's list.

Although the solicited external reviewers shall include scholars and professionals from among those suggested by the faculty member (if he/she wishes to do so), and the list is not limited to those the faculty member suggests, the Chair has the authority to develop a list that is equal or close to equal representation from the

candidate's and the Chair's lists (for example, if 8 reviewers are selected, 4 can come from the candidate's list and 4 from the Chair's). Any imbalance should favor the Chair's list.

6. Admissions: Undergraduate and graduate students will be admitted to the Communication Department, not to tracks identified with any areas or groups of interest. The Graduate Admissions committee is encouraged to pursue a diverse group of graduate students that represents as well as possible the range of scholarly interests among the faculty;

7. Curriculum: The undergraduate area groups (Interpersonal Communication and Culture; Rhetoric and Performance Studies; Film Studies; Media, Technology and Society; and Media and Popular Culture Studies) may consult with the Undergraduate Studies Committee, Undergraduate Program Director, Associate Chair (where applicable), and Chair of the Department with respect to undergraduate curriculum development, and with the Graduate Studies Committee, Graduate Program Director and Chair of the Department with respect to graduate curriculum development (new courses, emphases, teaching assignments etc.). Undergraduate and graduate students in Communication will meet their respective set of requirements, with any proposal to revise program requirements generated through and agreed to by the Graduate Studies and Undergraduate Studies Committees, discussed in person at one or more faculty meetings, and then subject to a vote conducted by the chair through email. Two thirds of all full-time (tenure stream and non-tenure stream) faculty must vote in favor to change undergraduate program requirements and two-thirds of all full-time (tenure stream and non-tenure stream) faculty with graduate status must vote in favor to change graduate program requirements;

8. Instruction: Although the final authority in the assignment of teaching is the department chair, it is desired that Communication faculty will rotate, expertise permitting, through required undergraduate and graduate course instruction. In general, faculty members should expect to teach graduate classes no more frequently than once every three semesters;

9. Service Obligations: Communication faculty will rotate through major service obligations including principal committees, Graduate Program Director and Undergraduate Program Director. In making such appointments the Chair may consult with the Personnel Committee regarding both the equitable division of labor and respectful representation of areas. The present practice is to offer the Undergraduate Program Director, Graduate Program Director, and Associate Chair 1 course release per semester to perform these major administrative roles. The Graduate Program Director is asked to coordinate the 1-credit Instructional and Professional Development Program as part of her/his assignment;

10. Hiring

a. Planning and prioritizing. Any faculty member will have the opportunity to make a hiring case for a new tenure-stream colleague in every hiring cycle, with a one-page description submitted to the Department Chair describing the ways in which the proposed position reflects some or all of the following considerations: strategic planning, departmental identity and

intersections with current faculty; composition of the faculty including recent hires and anticipated departures; diversity; curricular demands and considerations; graduate training; campus priorities; field or market developments; and compelling ideas and prospects. If a general hiring solicitation is made from the Dean, the Chair will draft a hiring plan with input from the faculty. If the Dean requires the Department Chair to rank, select or prioritize cases for hiring, the Chair will provide a priority rationale using the same list of considerations directly above and will discuss the recommendation with the faculty.

b. Comprising and charging search committees. Search committees will be assembled by the Chair with the goal of ensuring that the necessary expertise exists on the committee as well as attending to committee diversity. The search committee will include one graduate student with full voting responsibilities. The search committee is charged with reviewing all applications and deciding upon a short list of finalists (typically 3 but sometimes 4) for on-campus interviews. The finalists will be informed of the search committee composition and the full voting status of all its members during the on-campus visit.

c. Reviewing, recommending, and ratifying. For tenure-track searches, all full-time Department of Communication faculty (both tenure system and non-tenure system) will have password-protected access to the application materials of the finalists, and are encouraged to review those application materials. At the close of the on-campus interview visits, feedback regarding finalists will be solicited in two ways. A written feedback form asking about strengths and weaknesses of each finalist, as well as the basis on which those assessments are being made (e.g., read materials, met over a meal, attended job talk) will be distributed to all faculty members and graduate students. Second, as early as possible after the last finalist's departure, the faculty will provide verbal feedback and engage in deliberative discussion in an in-person meeting with the search committee present. The verbal feedback should include reports from the members of the committees who have had formal meetings with the finalists (typically Undergraduate and Graduate Studies, the Search Committee). This will be followed by the search committee's own deliberation (which will consider the larger deliberation discussion and written feedback) and announcement—as soon as possible after the deliberation meeting—of the top choice and the second choice for the proposed hire.

Within 24 hours of the announcement of this information, a ratification vote will be conducted by email among all full-time Department of Communication faculty (both tenure system and non-tenure system) by the Chair. The vote in favor of or opposed to the top choice and second choice will be tallied independently within the same email ballot. The vote must reflect a quorum of the full-time faculty, and the operational definition of a quorum must be made clear by the Chair when issuing the vote (for instance, a simple majority). In order for the recommendation to move forward, a majority of those voting must vote in favor. If less than a majority votes in favor, the search committee must put forward a different choice and a new vote must be conducted until a majority agrees with the recommendation. The final hiring recommendations to the Dean will come, as required, from the memos written by the search committee and the Chair, with the faculty ratification recommendation outcome reported. In keeping with Trustees' procedures, the Personnel Committee, will also conduct and ratify the tenure review for new appointments with tenure.

d. For special hiring opportunities in which prospective new hires arise outside of the department's hiring plans (for example, partner hires), the Personnel Committee will act as a proxy for a Search Committee and will review and issue a recommendation to the faculty regarding whether to pursue the hire. The process outlined in 10c will then be followed.

11. Meetings: The Department of Communication faculty will meet at least three times per semester for the purpose of conducting departmental business. At such meetings, a voting quorum will be constituted by two thirds of the standing members of the full-time Department faculty. Where a quorum cannot be established, a full-faculty vote will be conducted by email. In some instances, an item may be submitted to a full faculty e-mail vote even if a quorum is present, for items that faculty judge to have wide significance and consequence;

12. Annual budget report: At the final faculty meeting each Spring, the Chair will report broadly on the departmental budget for the year to come, including discretionary account balances, anticipated programmatic revenues and expenditures, significant changes (if any) in TA and part-time instructional resources, fund-raising campaigns, expected consequences of University and College budget cuts or new revenues, etc.

13. Governance amendments: Amendments to any clause within this memorandum of governance can be introduced by any faculty member by requesting that the Chair add an agenda item to an upcoming faculty meeting. All faculty members must be informed of the proposed amendment prior to the meeting in which the amendment will be discussed. A change to the memorandum of governance will require a two-thirds or greater vote among the full faculty (including all full-time tenure-system and non-tenure system), conducted by email in order to include those on leave as well as those both present at and absent from the faculty meeting in which the amendment discussion occurred. Any change to governance that is passed can be deferred for a maximum of one year by a unanimous vote of the faculty, otherwise it is effective immediately.

14. Conflict with contract clause: If the articles in this Governance Document were to conflict in any way with the parameters of the MSP contract, the MSP contract would prevail as a governing authority. Similarly, in a conflict with Trustee or University policy, Trustee or University policies would prevail.

Article 4 amended May 2, 2012

Article 15 added May 2, 2012

Articles 13 and 16 amended, January 30, 2013

All articles except 1 and 12 amended November 25, 2013

Article 14 added November 25, 2013

Article 10 amended May 12, 2015

Article 5 amended September 28, 2015

Article 7 amended May 3, 2016

Articles 2, 5, 8, 10, and 14 amended February 23, 2016

Appendix 1: Faculty Merit Evaluation, Distribution and Notification

What is merit?

The Red Book (Section 5.2) states that faculty members must meet the following basic requirements:

- a) Performance of assigned teaching duties and other instructional activities including counseling and appropriate evaluation of student work;
- b) Scholarly, creative and professional activity adequate, as a minimum, for continuing updating of course content and other instructional and professional activities so as to reflect current professional duties in the faculty member's field;
- c) Participation in the operation and governance of the department, college or school, campus or University to the extent normally expected of all faculty members;
- d) Participation in extension work, continuing education, and other outreach service when such service is usually expected of all faculty members in the unit in which the faculty member holds an appointment.

Merit scoring for Tenured and Tenure-track Faculty

The following guidelines are for scoring faculty performances relative to Red Book expectations. They do not define the comparative point value of potential items in a faculty member's Annual Faculty Review (AFR) (e.g. the value of a peer-reviewed article appearing in *Journal A* or *Journal B*, or the value of high enrollment/low contact vs. low enrollment/high contact undergraduate teaching). Content judgments are left to elected members of the Personnel Committee from year to year.

The Personnel Committee's responses to Annual Faculty Review documents (i.e. the paragraph from the Committee that will appear on each faculty member's review) refer as concretely as possible to strengths, weaknesses (if any) and, especially for untenured, tenure-track faculty, recommendations toward reappointment, tenure and promotion;

Articles, book chapters and creative work will be awarded greatest merit in the year of publication, although submission is meritorious and work-in-progress should be reported on the AFR;

In the case of books and similarly long-term research and creative projects, merit may be awarded in multiple years, e.g. when a contract is issued, a manuscript accepted, the book published, and even in later years when re-

views appear;

At their discretion, faculty members may wish to provide the Personnel Committee with published articles, book chapters, and books reported in the AFR. Such materials will be kept in the department archives and may be displayed in collections of faculty work.

Contract parameters: All subsequent items under “Merit Scoring” are conditioned by current contract parameters. Thus, the proviso “Current contract permitting” is implied in each item.

Pool A & B recommendations to the Dean: In accordance with Article 26 of the Collective Bargaining Agreement, contract merit monies are divided between “Pool A” distributed by the Personnel Committee, and “Pool B” distributed by the Dean of the College. The two merit pools shall be distributed to bargaining unit members in accordance with Article 11 or Section 20.3 to recognize meritorious performance: Pool A for each department-level unit shall equal 50% of the campus’s average FTE merit amount multiplied by the total number of eligible bargaining-unit FTEs in that department-level unit as of the snapshot date. Pool B for each college-level unit shall equal 50% of the campus’s average FTE merit amount multiplied by the total number of eligible bargaining-unit FTEs in that college-level unit as of the snapshot date. The Dean of the College typically seeks the Personnel Committee and the Chair’s input on Pool B. Consistent with University regulation, any Chair’s recommendations to the Dean of Pool B monies must consider recommendations (for overall merit in research, teaching and service, and for distinction in each category) from the Personnel Committee.

Pool A

Merit

Scoring for Tenure System Faculty: For a faculty member’s performance to be deemed "meritorious," it must exceed the minimum standards as outlined by the Red Book and reported on the Annual Faculty Review. For equitable evaluation, the Personnel Committee will score faculty on a scale from 0-3 in each of the primary categories of Research/Creative Activity, Teaching, and Service/Outreach, for a potential total score from 0 to 9. For each category, we propose the following point scheme:

- | | |
|---|---|
| 0 | Fails to meet basic requirements |
| 1 | Meets basic requirements |
| 2 | Exceeds basic requirements: strong performance |
| 3 | Exceeds basic requirements: exceptional performance |

Teaching evaluations: To be considered for merit in teaching, instructors at all faculty ranks must conduct and submit teaching evaluations for all courses.

Negative scores: No negative merit scores will be considered.

Distinction: A faculty member may be eligible for one additional point to recognize distinction during the year evaluated, or for an unusual accomplishment, for a possible maximum score of

10. Distinctive accomplishments may include, for example, winning a teaching, research or outreach award, publishing a book, receiving a large grant, leadership in the field, or making a distinctive service contribution.

Annual faculty review for years including sabbatical: Merit evaluation for the period in which a faculty member is on sabbatical leave will be conducted as follows: The Personnel Committee will evaluate that faculty member (on the 0-3 point scale) only in the category or categories (teaching, research/creative activity, service/outreach) relevant to the approved sabbatical proposal. If the sabbatical was relevant to fewer than all three categories, the Personnel Committee will give an overall numerical evaluation that is the average of their assessment(s) on the relevant category/ies. That average score should then be adjusted, if necessary, to make it comparable to summative scores over all three categories.

Merit disbursement for faculty no longer in the bargaining unit: In the event that a faculty member for whom a merit percentage has been calculated (per MSP guidelines) is no longer employed in the unit when merit pay is disbursed, her/his merit allocation will be returned to the pool and merit distributions to all others in the unit will be recalibrated accordingly. This process for disbursement includes retired faculty, who may have been employed during the period under consideration for merit, since merit awards are paid on the effective date of the increase, which is almost always defined as the first pay period in January. So even though faculty retired after the period under consideration, the increase took effect afterward, and thus do not qualify for merit.

Merit Scoring for Contract Faculty

According to current MSP contract guidelines, all faculty, including Contract faculty (i.e., non-tenure system faculty) must complete the AFR and should be considered for merit. Furthermore, the salaries of contract faculty are included in the calculation of the merit pool, a further justification for their consideration for merit. However, since many contract faculty are not full-time employees, for those individuals, the Personnel Committee will pro-rate merit scores based on the terms of their contracts (1/4 time, 1/2 time, or 3/4 time status). The goal is to recognize all meritorious contributions to the department as well as to avoid the expectation that contract faculty work beyond the limits of their contract (i.e., faculty hired to teach should not be expected at merit time to have also performed departmental service). **Therefore:**

In years where the MSP contract includes contract faculty in Merit Pool calculations:

Merit for contract faculty will be based on the area(s) in which the individual was hired to contribute (e.g., just teaching, not research or service);

Within each area, the individual will be judged for merit on the same 0 to 3 basis as tenure-system faculty members;

If the individual has been hired for just one of the three areas, the Personnel Committee will multiply the merit score for that area by 3 in order to allow for full merit consideration for the individual within the single area (e.g., a merit score of 2/3 for teaching would be multiplied by 3 for a total score of 6);

If the individual is a full-time employee, no additional calculations are necessary;

If the individual is not a full-time employee, the merit score will be pro-rated based on their quarter, half, or three-quarter time appointment according to the FTE during the period of performance under review (e.g., a merit score of 6 would be prorated by .5 for an individual at half-time status for a final merit score of 3).

In the event that the contract faculty member for whom a merit percentage has been calculated (per MSP guidelines) is no longer employed in the unit when merit pay is disbursed, her/his merit allocation will be returned to the pool and merit distributions to all others in the unit will be recalibrated accordingly.

Personnel Committee Procedures for Determining Merit Scores

Each member of the Personnel Committee will review each faculty member's AFR and award separate scores from 0-3 for teaching, research and service (or as noted above for contract faculty, in the areas of their assigned responsibility). For efficiency, each committee member's completed array of scores (for all colleagues except members of the Committee themselves) will be sent to the Committee Chair to be compiled in spreadsheet form (not summarized). The spreadsheet, representing draft scores in teaching, research and service for all colleagues, will be distributed to all committee members at the first meeting convened to determine merit scores. At that meeting (and additional ones, if necessary), members will review the spreadsheet together and will return to individual AFRs if and as needed, leading with discussion of major discrepancies among members' proposed scores. Once discrepancies are resolved, the average score in teaching, research and service for each faculty member will be calculated and their sum (plus a point for distinction, if any) recorded as their raw merit score. Then, their score will be expressed as a percentage of all merit points awarded to all faculty. For example, if a total of 160 points are awarded to Communication faculty and Professor Jones receives a personal total of 9 points, her percentage is 5.6 (9/160).

Merit calculations for members of the Personnel Committee will follow the same guidelines, but will not be included in the spreadsheet and will be discussed by the remaining members of the Personnel Committee for each committee member in their absence.

Reporting Merit to Faculty

Colleagues need to be informed of the outcome of annual merit review overseen by the Personnel Committee, though the rank order of merit awards need not be reported. Nor is it recommended (by the Dean's office) that departments translate merit scores into dollar amounts unless we know the actual contract parameters for merit. If, then, we are filing merit scores

(“mythical merit”) to be figured into actual awards at a later date—when merit parameters are contracted and merit money is available—we need alternate reporting standards.

Therefore:

Individual merit outcomes will be communicated by the Chair of the Personnel Committee in confidential paper memos to faculty;

Merit scores will be acknowledged as a percentage of overall merit points awarded to all faculty in the peer group (e.g. Communication faculty) in a given merit year;

Pending contract parameters (and the inclusion of contract faculty), a faculty member’s memo will acknowledge that their score was weighted by full-time or part-time status;

The potential dollar value of merit awards will be illustrated in relation to current or (if unavailable) most recent contract parameters. For example, if the most recent contracted Pool A monies for Communication faculty were \$16,000 (but actual parameters for the current year are unavailable), for illustrative purposes only Professor Jones’ 5.6% (from the example above) would have a dollar value of \$896.

In years where there is no contract provision for merit, memos will acknowledge that scores will be filed and annual scores averaged as soon as merit funds are restored.

Preparing Pools A and B Recommendations

In preparation for delivering a memo to the Dean recommending Pools A and B merit awards, members of the Personnel Committee will consider exceptional overall performance (in teaching, research and service) and/or exceptional performance in any single category. Pools A and B Merit Recommendations should be made, first, for Outstanding Years in Research, Teaching and Service. Next, recommendations should be made for separate awards in Research (e.g. book publication and grant activity), Teaching (e.g. course development and innovation) and Service (e.g. for exceptional service in a role beyond what is typically expected of a faculty colleague). For each person recommended for overall recognition the memo should include a brief narrative (~150 words) to justify the recommendation.

Personnel Committee Autonomy in Defining Terms for Merit Evaluation and Scoring

In conjunction with the merit scoring mechanisms agreed to above and in respect of University rules guarding the autonomy of the elected Personnel Committee, each elected Committee reserves the opportunity to propose to the faculty at large new and amended governance articles related to merit scoring and reporting. Such proposals will be circulated and reviewed in time for voting at the last faculty meeting of a given academic year.

*Approved, September 2009
Appendix 1 amended February 23, 2016*

Appendix 2: Policy on Faculty Absence from Class Due to Academic Travel

Faculty should make every effort not to cancel classes where they have control of their travel. This is especially important for graduate seminars, which typically meet once a week.

If a faculty member must be absent for a single class, several options are possible:

1. Faculty can arrange for a guest instructor (preferably recruited from among departmental colleagues);
2. Faculty can re-schedule the class with consent of the students (this would make most sense in graduate seminars);
3. Faculty can propose alternate assignments to make use of course time.

In each case, faculty should note adjustments on the syllabus (if they are known in advance) or otherwise inform students in writing (on paper or online) about the change, and should let the Chair and department staff know in advance of both their absence and their coverage arrangements.

If faculty expect to miss more than 1 session, or if they anticipate frequent travel (more than 1 trip requiring the cancellation of 1 or more classes), they need to consult the Chair well in advance. In rare instances, they may be asked to contribute to paid coverage, where their travel is related to grant- or internally-funded projects (e.g. through PMYR proposals);

Faculty may use assigned TAs or RAs to cover sessions in their absence only if TAs/RAs are qualified, agreeable, and prepared in advance. (New TAs, for example, probably aren't prepared to lecture to a class of 300 undergraduates.)

Faculty may not plan vacation time that affects their campus or on-line course schedule or other academic commitments during the semester. Thus, the expectation is that faculty be available and attend department meetings and that personal activities should not interfere with academic commitments.

Faculty members whose academic travel schedules cannot accommodate the guidelines above may want to consider buying themselves out of courses, or, in rare instances (and at the Chair's discretion), reconfiguring their course assignments to accommodate travel (e.g. changing a 1-1 load to 2-0 to free up a given semester).

Approved, March 15, 2010

Appendix 2 amended February 23, 2016

Appendix 3: Description of Duties for Service Positions in the Communication Department

Undergraduate Program Director and UG Studies:

The Undergraduate Program Director oversees the undergraduate major and overall program in Communication. The UPD convenes the Undergraduate Studies Committee to advise and support these activities.

The UPD's duties include coordinating with administrators both within the department and across campus; responsibility for curriculum and major requirements; undergraduate scheduling and course rotation; promotion and administration of undergraduate scholarships and awards; regular undergraduate program assessment; support for the advising program; and policymaking. The UPD works closely with the Chief Undergraduate Advisor, particularly in the areas of communications with students, and attention to the quality of the overall undergraduate student experience in Communication. The role involves routine responsiveness to students, faculty, staff, and administrators on questions and problems as they arise, as well as attention to the big picture and programmatic plans and initiatives to improve the undergraduate program.

Coordination

- Regular check-ins (at least once a week) with the Undergraduate Secretary regarding scheduling and enrollments. Regular meetings with CUA often at UG Studies meetings can be as needed. Run regular (weekly or bi-weekly) meetings with UG Studies Committee.
- Meet with staff from relevant units on campus about Communication student interests and needs, as requested by them or needed by us. E.g. International Programs Office, CMass, Career Services, Undeclared Advising, RAP
- Consult with the Honors Program Director about policies and implementation of Honors instruction and Departmental Honors in particular in Communication
- Serve on College-level undergraduate studies committee, as called for.

Scheduling

- In Sept, work with the scheduling team on the scheduling process (Chair and/or Associate Chair leads scheduling, joined by UPD, scheduling officer, and GPD). Consult closely on planning meetings by Undergraduate program subject areas – encourage these meetings, and then look over the proposed 2-year plan by subject area and any other substantive areas, such as production courses. Look at distributions of courses and their enrollments from previous years in order to estimate needed numbers across levels, types of requirements, IE's, etc.

- Work with Undergraduate Secretary and Chair/Associate Chair in an ongoing way about schedules for upcoming semesters, given inevitable changes in staffing and curriculum, room availability, etc.
- Oversee IE development, implementation, and scheduling as IE Coordinator
- Coordinate the Residential Academic Program for the department; meet with Kathy Weilerstein (early in the spring) about the fall course, and coordinate with GPD to identify a TO for the RAP section of one of the COMM intro courses (118, 121, 122, 125, or 140) for Residential Academic (RAP).

Communications

- Meet with prospective students if the UPD is requested.
- Support the CUA on an overall communications strategy to keep majors feeling connected to the department and aware of events and important announcements.
- Keep the Undergraduate part of the Department webpage current—course offerings, policy shifts, adding information, etc.
- Develop the Undergraduate section of the Department webpage as needed. E.g. Careers pages currently require development.
- Update all written information about the major--requirements, curricular foci, application form, overview of the major, FAQ's, etc.—ideally for two target audiences: current majors and prospective majors (both on and off-campus).
- Update copy for the Guide to Undergraduate Programs. This request usually goes directly to the Undergraduate Secretary, so coordinate with him or her.
- Update the “Courses” page on the Department website to make sure it has PDF's of course descriptions for the coming semester, including summer.
- Update copy in the SPIRE Course Bulletin—can be done on an on-going basis—this is where many student look for the course descriptions (as opposed to the webpage or printouts of it). Note that the SPIRE Course Bulletin limits the volume and types of information they let us put in, so course descriptions will need to be short. This particularly affects new experimental courses, which frequently lack course descriptions unless we make a special effort to put them in as soon as we know we are offering them. A lack of description often leads to under-enrollment.

Curriculum & Requirements

- Meet with instructors who have problems with students and/or are seeking guidance of any kind regarding their courses.
- Meet with students who bring complaints or concerns to the department regarding classes.
- Shepherd ‘experimental’ courses (‘-97a’) through the process of becoming permanent course numbers as needed. Note that only permanent courses can have pre-requisites, so encouraging greater pre-requisites and “laddering” in the new curriculum is related to this effort. Also, oversee permanent course review process (via faculty senate) and IE approvals.
- Work with Chair on our Undergraduate offerings through CPE (Continuing & Professional Education). Distribute the “best practices for maximizing online evaluations” to instructors. Assess the success of our move into online instruction through examination of evaluations in a holistic way.
- Implement online evaluations using Google Forms for classes taught fully online in Fall & Spring through the department (not through CPE). The Undergraduate Secretary distributes the evaluations via email course lists directly to students. Consult with Debbie Madigan on the desired format for the resulting evaluation data.
- Assess the curriculum, and revise if necessary through Faculty Senate application.
- Advise on applications for curricular initiatives such as certificates.
- Troubleshoot SPIRE issues in coordination with Undergraduate Secretary and Registrar’s office.
- Review applications for Independent Studies during Drop & Add each semester.

Scholarships & Awards

- Administer the James Lynch Scholarship – a Communication scholarship for juniors in the Spring. Coordinate with Debbie Madigan – the winner usually needs to be identified by early April.
- Administer the Elaine Nord Internship Scholarship – a Communication scholarship for interning students. Coordinate with Debbie Madigan – the winner usually needs to be identified by early May.
- Promote university-wide and SBS scholarships to COMM majors to encourage more applications from our major (each semester). Generate nominees from our department for scholarships such as 21st Century Leaders Award, William Field Scholarship, etc.

- Develop COMM-specific awards to be potentially funded by alumni in the future. If funded, promote and administer these awards.

Undergraduate Program Assessment

- Respond to campus-wide calls for assessment and evaluation of our undergraduate program. Forms of data for these exercises include: our own COMM Majors Survey, OIR data, SRTI's, feedback from the professional advising team who interface regularly with students, and feedback from peer advisors both in their capacity as advisor and as students.
- Oversee the design, implementation, and interpretation of an annual COMM Majors Survey, administered online.
- Bring periodic assessment questions – regarding the curriculum as a whole or more specific matters – to UG Studies for deliberation.

Policymaking

- Develop “best practices” documents or written policies as the need arises on questions related to undergraduate requirements, undergraduate instruction, and scheduling practices.

Chief Undergraduate Advisor:

The Chief Undergraduate Advisor directs the Department of Communication's undergraduate advising program. The CUA serves on the Undergraduate Studies Committee and the Executive Committee and works closely with the Undergraduate Program Director to develop and implement initiatives related to the undergraduate program. The CUA oversees the peer advising program, which includes teaching the 2-semester *Peer Advising and Leadership Seminar*, conducting summer pre-service training, and supervising the PAs. The CUA also trains and supervises the Department's professional advisors and provides training and support to faculty advisors. She or he communicates with majors and prospective majors about advising issues and opportunities related to the Communication major, and ensures that information sessions are held regularly on such topics as internships, study abroad, and registration. The CUA provides direct advising to students whose needs exceed the faculty or professional advisors' knowledge or authority and communicates with families of students and prospective students as needed. This position involves outreach and ongoing collaboration with a wide range of campus departments involved with undergraduate education, advising, and student life.

Advising program development and oversight:

- Coordinate:
 - Peer advising program

- Faculty and professional advising
- Summer and winter NSO advising
- Study abroad, domestic exchange, and transfer advising
- Prospective student advising

- Collaborate/consult with campus departments:
 - Career Services/Internship Office
 - Registrar
 - International Programs Office and Domestic Exchange
 - SBS Advising Office
 - New Student Orientation Program (NSO)
 - University Undergraduate Advising Network
 - Undeclared Undergraduate Advising Office
 - Admissions Office
 - Dean of Students Office
 - Residence Life/RAP
 - Athletic Department
 - Disability Services
 - CMASS
 - Stonewall Center
 - Ombuds Office
 - Center for Counseling and Psychological Health

- Train and support faculty and professional advisors:
 - Design and provide in-depth orientation and ongoing training for new professional advisors
 - Revise and update Comm Department Online Advising Center website as needed
 - Develop faculty mentoring program and match students and faculty by interests, when possible
 - Consult with faculty on mentoring and teaching issues
 - Meet weekly with professional advising team to discuss advising issues and program initiatives
 - Oversee graduation clearances and troubleshoot as needed

- Train and supervise peer advisors (PAs)
 - PA recruitment and selection (spring)
 - Summer online training and supervision of early contact with advisees
 - 3-day intensive pre-service training
 - Daily supervision and follow-up
 - Supervise and support development of PA service projects
 - Hold annual PA reunion to forge meaningful connections between current peer advisors and PA alums

Communication within/about undergraduate program:

- Coordinate and co-create (with grad TA) the *Comm Connection*

- Edit and administer Comm Undergraduate Advising Blog
- Revise departmental website advising pages as needed
- Send blast emails regarding advising to majors, prospective majors, and faculty members
- Oversee updating of NSO orientation packets for first year and transfer students
- Correspond with newly admitted students and parents

Departmental Admissions:

- Evaluate all applications to the major
- Meet with on-campus prospective majors who have questions about the major and/or admissions requirements
- Meet with high school students and their families to discuss Communication at UMass
- Meet with students who are denied admission
- Update application and other admissions materials as needed (in collaboration with UPD)

Group Advising and Information Sessions (some shared with professional advisors):

- New Comm major orientation sessions
- Prospective major information sessions
- Prospective peer advisor information sessions (spring)
- Pre-registration workshops (fall, spring)
- Internship workshops (fall, spring)
- Study abroad/domestic exchange workshop (fall)
- Comm 101 visits (2-3 class sessions)
- RAP Program classroom visits (fall, spring)
- Spring transfer student orientation and follow-up
- Career development/professionalism workshop (spring)

Direct Advising:

- Hold advising appointments (along with drop-ins and email advising) with students during the academic and summer year, particularly:
 - Students on probation
 - Student with credit alerts
 - Students struggling with other academic and/or personal challenges
 - Students with questions/issues that exceed faculty or professional advisors' knowledge or authority
 - Meet with athletic recruits
 - Work with parents/families of current and prospective students as needed
-

Honors Programs Director:

The honors program director (HPD) is the faculty member in charge of running the honors program of the department. In this capacity, the HPD

- Contributes to scheduling by recruiting and managing the honors credits offered in the Department, in the form of fully enriched Honors courses, Honors independent studies, the capstone course, and Honors colloquia.
 - Advises Commonwealth Honors College (CHC) students' regarding their plans of study, especially with regard to their theses and miscellaneous other issues such as approving studies abroad courses for honors program,
 - Provides information for students and faculty regarding the honors offerings of the Department. For instance, the HPD has made visits to COMM 101 and developed materials to explain and promote Honors options.
 - Functions as the contact person between the department and CHC, informing the department of CHC events and opportunities and helping maintain an active presence of the Department at CHC.
 - The HPD can recruit students for the CHC by writing to students with high GPAs not already enrolled in CHC and inviting them to apply.
 - HPD reports to the UG committee and to the faculty at large if needed regarding coordinating and running the department honors program.
-

Graduate Program Director:

Oversees all aspects of the graduate program, including, but not limited to:

- Oversight of the progress of each student in the program
- Developing, reviewing, and maintain the graduate curriculum, including scheduling graduate courses, considering consistency across multiple iterations of the same course, reviewing requirements, and maintaining a balance among areas and types of courses (methods, tools, surveys, specialized seminars, etc.)
- Processing requests for faculty to obtain Graduate Faculty Status
- Working with the International Students' Program and the International Program Office to sponsor visiting scholars as well as handle visa requirements for our graduate students
- Advocating for students and for the program to the Graduate School
- Communicating programming and opportunities organized by the Graduate School to the graduate students and faculty in the department
- Organizing and overseeing the first year proseminar for new students
- Serving as temporary advisor for new students
- Managing the budget and application process for travel and dissertation grants
- Managing the budget and application process for TA stipends
- Processing applications for student status

- Providing programming that helps students achieve their teaching, research and professional development goals
- Reviewing plans of study for each student
- Organizing Graduate Fall picnic
- Representing the department at the Graduate Open House for NCA (as applicable)
- Running the Graduate Review each semester
- Sending out and reviewing teaching assistant and associate preference sheets each semester
- Scheduling all graduate TAs and TO assignments each semester
- Writing and/or updating all informational content pertaining to the graduate program on the website, the Grad Handbook, and other materials

Grad Studies Committee:

The purpose of the graduate studies committee is to assist the Graduate Program Director in providing oversight of the graduate program. In some years this may include review of the program (assisting in information gathering and analysis) for the purposes of strategic planning, but for the most part the duties will include assistance in review of curriculum, grad culture, various grant applications and admissions decisions. The members of the GSC serve as the members of the Graduate Admissions Committee, for which there is a separate director (outside of the GPD). In that capacity, they answer queries from prospective graduate students, recruit highly qualified applicants, review all applications, and develop and work through ranked list of admitted students with the goal of yielding a group of admitted students who reflect the research interests of the department.

Additionally, the GSC:

1. Reviews the graduate handbook each year and offers suggestions for changes or updates.
2. Reviews the graduate program website and offers suggestions for changes and updates.
3. Assists the GPD in drafting and reviewing all fellowship applications.
4. May help to draft policy for changes in the graduate program to be submitted to the faculty for vote.

Graduate Admissions Director:

- Answers all questions and queries from prospective students.
- Leads the Graduate Admissions process, including scheduling meetings of the admissions committee to review and discuss applicant pool.
- Communicates with prospective students to inform them of admissions decisions.
- Leads recruitment efforts, including being available for face-to-face meetings on campus, as needed, and coordinating on-campus visits.
- Collaborates with the GPD to recommend prospective students for fellowships and awards.
- Works with Graduate Program Secretary to track yield.

Director of Engaged Research and Learning:

- Organizes and maintains a database of current community organizations and academic partners who collaborate with faculty and graduate students in community-based research and learning projects.
- Organizes and maintains a database of engaged research projects developed by faculty and graduate students in the Department of Communication.
- Organizes and maintains a bibliography of engaged research projects developed by faculty and graduate students in the Department of Communication to be shared with the department and the public.
- Circulates information internally and publicize externally through the departmental website a list of current CESL courses and community-based research projects of the Department of Communication.
- Informs faculty and graduate students in the Department of Communication of opportunities to support engaged, applied and community-based research.
- In consultation with faculty and graduate students in the Department of Communication, assesses needs for the development and advancement of engaged research projects in the Department.
- Fosters and supports partnerships and collaboration with individuals and organizations around community-based learning.
- Contributes to strategic plan regarding the organization, advancement and support of different engaged research initiatives in the Department of Communication.

Course Directors (for COMM 226, 250, 260, 375):

At the beginning of each semester, the course director writes to the graduate student TOs who will be teaching the course, and volunteers to convene as a group or meet individually to review syllabi, assignments, grading criteria and/or to respond to any other pedagogical or logistical question. Course directors should also be available throughout the semester to serve as a resource should issues arise in the classroom or as otherwise needed. They handle all undergraduate inquiries regarding access to the classes in question (such as non majors trying to get into COMM 260). They are encouraged to facilitate the sharing of Moodle content, assignments, book/reading recommendations, etc. across each of the TOs assigned to each section. Finally, course directors should periodically review syllabi to ensure there's some consistency across different sections and recommend any necessary revisions.

RAP Liaison:

Works with UPD to liaison between the Residential Academic Program office and the department to organize RAP curricular offerings (e.g., RAP sections of 100-level courses; RAP sections of first-year seminars). Consults with GPD, as appropriate, regarding the staffing of those positions through graduate student Teaching Associates. Reaches out to and is available to support TOs in RAP positions to assist with curriculum development, teaching and learning consultation, and any other issue that arises.

Community, Diversity, and Social Justice Committee:

The mission of this committee is to support diversity and inclusion efforts in the department, connect (where applicable) with other diversity and inclusion efforts and initiatives in the wider campus community, and provide departmental programming related to social justice. Examples include organizing film screenings and discussions, panels, and public talks. The committee may also conduct focus groups or otherwise determine how to meet the needs of students of color, first-generation students, GLBT students, students with disabilities, and other students from under-represented groups and implement programming and practices to provide a safe and inclusive climate and environment for faculty, staff, and students. The committee may collaborate with CMass, the Stonewall Center, and other entities on campus to offer ally trainings, sponsor public programs, etc.

Colloquium Coordinators:

The members of this committee solicit suggestions for and provide both logistical and promotional support for all public talks, speakers, panels, brown bag sessions and other public gatherings and presentations for the department. Typically given a budget by the department chair for the academic year, the members of the committee work to assemble a year-long list of speakers and events that correspond to the range of scholarly, teaching, and/or outreach interests of the department. They organize and facilitate both internal sessions (such as works in progress research presentations given by faculty and graduate students) and external visitors, issuing invitations, working with administrative staff on processing travel and honoraria allocations, and promoting the events in the department (through digital signage, website, emails, flyers, *Comm Connection*, etc.) and beyond (working with Dean's office communications/promotions staff and communicating with chairs and other representatives for co-sponsorship or circulation of promotional information).

Library Liaison:

Acts as a liaison between the W.E.B. DuBois Library and the department, performing such duties as informing the department about library events and initiatives; encouraging faculty and graduate student participation in library events and initiatives; facilitating library visits for Communication courses and students; and reviewing lists of journal holdings and database subscriptions to keep up to date and relevant.

Alumni Career Night Coordinator:

Plans, publicizes, and implements the department's annual Alumni Career Night, issuing invitations to alums to participate, organizing their responses (with the goal of representing a broad range of post-graduation opportunities, careers, and fields), creating the hard-copy program, reserving the room, setting up the catering, facilitating any travel reimbursements or needs (hotel reservations, post-event dinner reservations, parking passes), gathering thank you gifts (typically departmental or college items like t-shirts, mugs, water bottles), and doing all of the publicity/promotion, including updating the Alums tab of the website featuring biographies and photos of the participating alumni upon completion of the event.

Website Manager:

Reviews, updates, and maintains the department's website and assists with populating the department's digital signage. Writes to faculty to encourage updates to faculty profiles. Creates and adds news items and events to ongoing website lists. Updates and rotates photos as applicable, and communicates with those providing photo coverage of departmental events regarding needs and priorities for the website. Works with UPD, GPD, Chair and others to review and update web content, as needed. Acts as liaison with Dean's office communications/publicity/promotions staff to promote departmental accomplishments, awards, research, and other activities.

New for fall 2016

Research and Intellectual Life:

- Encompasses former **colloquium coordination** (see above for description of roles/responsibilities, which includes both internal and external programming).
- Works, as well, to **promote research of faculty and graduate students**, including on the department's website (e.g., news items to highlight new publications and attaching the papers/links when possible) and through the creation and circulation of a periodic research bulletin (taking over the chair's "good news items" emails and using the new bulletin format to invite participation, too, in working groups and in on-going studies or projects). The web content highlights areas of specialization in the department (as the Grad Studies Committee has been advocating) as well as individual research accomplishments.
- Centralizes resources pertaining to grant opportunities and proposal writing, informs faculty of deadlines for campus funding sources and fellows programs and encourages departmental submissions for those programs.
- Works with UG Studies on the soon-to-be-launched research experience for undergraduates, with UG Studies responsible for informing students of the program, reviewing applications, and making appointments, and this new committee taking up the promotional aspect of the program.
- The Director of Engaged Research and Learning can be a member of this committee.

Programming and Events:

- Encompasses former **Alumni Career Night** and **COMM Student Showcase** planning committees. In charge of and/or has a role in the planning, promotion, and offering of the following annual, regularized events: Grad Picnic (fall, with GPD), Alumni Career Night (fall), Semester's End/Holiday Party (Dec.), COMM Student Showcase (spring), Senior BBQ (spring) and any other event of their choosing as related to departmental goals and activities.
- Works with departmental staff on scheduling space, issuing invitations (where applicable), ordering of refreshments (where applicable) and other logistics.
- Attends the events in question to establish departmental presence and support.

- Works closely with advising to coordinate with other events planned by the CUA and peer advisors (to provide support, as needed, but primarily so as not to overwhelm or create conflicts within the overall schedule of departmental events)
- Works with department chair to develop and work within a budget.
- Promotes each of the events, working with departmental staff and the website manager on website notices, *Comm Connection* posts, digital signage information, flyers for classes, etc.

Approved, Spring 2016