

**Standards and Criteria for Retention, Tenure and Promotion
Humboldt State University**

Department of Journalism & Mass Communication

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The members of the Department of Journalism & Mass Communication approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Effective AY 2008-2009).

We also take this opportunity to reaffirm our consensus view that the “terminal degree” for tenure-track faculty in the Journalism and Mass Communication Department may be either an earned doctorate in mass communication, journalism, broadcasting or a related field and some professional experience, or a M.A./ M.S. in mass communication, journalism, broadcasting or a related field and at least six years of professional experience.

University Criteria for Retention, Tenure, and Promotion

The Journalism and Mass Communication faculty endorse the Areas of Performance for RTP as outlined in Appendix J of Faculty Handbook (X.A.2):

Candidates shall be evaluated in the areas of teaching/librarian/counseling effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching/librarian/counseling effectiveness. A record of teaching/librarian/counseling excellence, combined with an “Acceptable” level of performance in the two non-teaching/librarian/counseling areas, as defined in the department/unit criteria and standards, shall be taken as a strong justification for RTP.

- a) All faculty members are expected to make contributions in both the area of scholarly/creative activities and in the area of service in accordance with the department/unit standards that have been established and approved.**
- b) The area of scholarly/creative activities and the area of service each shall be valued and/or weighted equally in the RTP process, and shall be reflected in the department/unit criteria and standards. Thus, the prolific scholar shall not, because of his/her strength in scholarship, be given preference over the faculty member whose strength consists of making significant contributions in the area of professional, university and/or community service, provided that both are equally effective teachers, librarians, or counselors.**
- c) An “Acceptable” level of performance, defined in department/unit criteria and standards, shall recognize that a candidate’s strengths**

may be concentrated in either scholarly/creative activities or service, and not suffer as a consequence. However, a candidate shall balance such concentrated (“Excellent”) achievement in one of the two non-teaching areas with at least a “Minimum Essential” level in the other, in accordance with department/unit RTP criteria and standards. For example, an “Excellent” level of performance in service activities (in accordance with department/unit RTP criteria and standards) shall be balanced with at least a “Minimum Essential” level of performance in scholarly/creative activities (in accordance with department/unit RTP criteria and standards), or vice versa. Alternatively, a candidate may be “good” in both non-teaching areas. As an example, “Acceptable” levels of performance for a positive promotion and/or tenure decision are reflected in the following combinations using “Minimum Essential,” “Good,” and “Excellent” as the evaluative terms:

Scholarly/Creative Activities	Service	Outcome
Good	Good	Acceptable
Excellent	Minimum Essential	Acceptable
Minimum Essential	Excellent	Acceptable
Good	Minimum Essential	Unacceptable
Minimum Essential	Good	Unacceptable

- (1) Each department/unit, in its criteria and standards, shall clearly define the level of performance required for each of the evaluative terms: Minimum Essential, Good, and Excellent.
- (2) In all cases, Minimum Essential shall include evidence of reasonable effort and contribution by the candidate consistent with the diverse roles and responsibilities of faculty.
- (3) Candidates for promotion and/or tenure who do not meet Minimum Essential performance in either or both non-teaching categories shall not receive a positive promotion and/or tenure recommendation.

1. Teaching/Librarian/Counseling Effectiveness:

Our department’s criteria for evaluation of teaching effectiveness and the development of examples of activities to be assessed for determination of teaching excellence have been guided by Appendix J, Section IX.B.1.a:

“Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge. It is expected that faculty will continually improve their understanding of student learning,

increase their knowledge of pedagogy, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching. Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as: clearly defined student learning outcomes; appropriate learning activities; samples of student exams and essays and designed course materials. Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of: acquiring theoretical and empirical research-based knowledge about effective learning and teaching; reflecting upon and practicing such knowledge in the educational setting; and, demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness.”

Examples of Teaching Activities to be Assessed:

Activities to be assessed by written peer evaluation in the evaluation of teaching effectiveness may include, but are not limited to, the following:

- a) Direct Instruction: This may include teaching and/or serving as faculty adviser to students in courses, workshops, field trips, seminars, retreats, and one-on-one mentoring. The teaching role of faculty adviser to a student-media workshop may also include managing the workshop’s student assessment (critiquing student performance, for example), maintaining student records, planning learning experiences and supervising the workshop budget, professional employees and/or student assistants who assist in producing the student media in the workshop.
- b) Academic advising, Supervising and Mentoring Students: This may include academic advising and career mentoring students; advising and mentoring capstone, service learning and/or independent student students; performing independent student assessment; and supervising teaching assistants and student assistants.
- c) Development of Teaching Materials and Curriculum: This may include developing and/or revising curriculum outcomes and assessment methodology; developing teaching materials such as instructional manuals, software programs, multi-media content or other content used in the classroom; contributing to the achievement of departmental curriculum goals; and, developing resources and curriculum used in distant- or online-teaching.
- d) Professional Development Activities in Teaching: This may include: reviewing literature and research in teaching subject areas’ planning and/or participating in professional development activities; developing and improving teaching and assessment methods; and, conducting research related to teaching.

Assessment Methodology:

Our departmental assessment of “excellence” in teaching is first guided by Appendix J:

“Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements of colleagues within the candidate’s academic discipline(s). The statements should be supported by direct observation of the candidate’s performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes. Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, and other learning activities. Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effecting counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students. Assessment by the candidate’s colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate’s area of service, student evaluations, degree of achievement of and supporting statements from former students. Written student evaluation of teaching in at least two courses per year is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate’s file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.”

RTP candidates may provide documented and peer-reviewed evidence of “excellence” in their teaching effectiveness in other areas not described above, including (but are not limited to): innovative teaching approaches that foster student learning; outside-classroom activities with students such as field trips, collaborative research projects; development of new curriculum; development of opportunities to publish or broadcast student work; and, evidence of student awards for student publications or broadcasts done as part of an instructional course or workshop.

Departmental standards of “excellence” in teaching effectiveness:

To achieve our departmental standard of “excellence” in teaching effectiveness, we expect RTP candidates must:

- make use of up-to-date and appropriate materials and methods for courses taught.

- prepare syllabi with clearly presented learning goals and instructional methodology and clearly presented grading practices, standards and criteria.
- include clearly presented applicable G.Ed. area and course goals and learning outcomes in G.Ed. course syllabi.
- demonstrate current research into and use of appropriate levels of technology and software for courses taught.
- achieve an average student rating for all courses between “Good” (4.0) to “Excellent” (5.0) for “overall teaching effectiveness” on the evaluation scale (1.0 – 5.0) on the student-evaluation survey instrument.
- show ongoing professional improvement of teaching effectiveness throughout his/her career. (This improvement should be described by the RTP candidate in a reflective narrative and be supported by letters from peers documenting participation in professional-development activities designed to improve teaching effectiveness.)
- keep abreast of instructional and program developments in courses taught through appropriate professional-development activities. (The RTP candidate should document such activities in a reflective narrative and be supported by letters from peers documenting participation in related activities.)

2. Scholarly/Creative Activities:

University Criteria for Retention, Tenure and Promotion:

We are in agreement with the university criteria for RTP as outlined in Appendix J, Section IX. B.2.a-f of the HSU Faculty Handbook, 2008-09; it documents that: **“faculty are expected to engage in an ongoing program of scholarly/creative activities and be guided by the departmental/unit criteria and standards. ... Collegial/peer review appropriate to the discipline is required and shall be defined in the departmental/unit RTP criteria and standards.”** We were guided by elements of Boyer’s model of scholarship as we developed our departmental criteria, standards and review methods.

Departmental Criteria for Scholarly/Creative Activity for RTP:

In most academic disciplines the terminal degree is the Ph.D. in that discipline. Because a faculty candidate for RTP in the Journalism and Mass Communication Department may have either the earned doctorate or a M.A./M.S., we expect that acceptable “Scholarly/Creative Activities” for our faculty candidates for RTP may be found in a wider range than is typical in a setting where the earned doctorate alone is the terminal degree. We believe that “Scholarship” in our department would include similar traditional scholarly publications such as refereed papers, journal articles and books. We

also want to document here that we believe the “scholarship of teaching” is also an acceptable form of “Scholarly/Creative Activities” in this department.

Scholarly/Creative Activities Appropriate for RTP:

We believe the areas of “Scholarship of Discovery” and Scholarship of Integration” may include, but are not limited to the following (supported by peer evaluation letters):

A. *Publications*

1. Books or textbooks that contribute to the history, theory, criticism, practice or teaching of journalism and mass communication or related areas, supplemental texts, instructor manuals or student workbooks
2. Chapters in scholarly books or textbooks that contribute to the history, theory, criticism, practice or teaching of journalism and mass communication or related areas
3. Articles in refereed or other influential professional journals in journalism and mass communication or related areas
4. Other significant publications (e.g., monographs; conference proceedings; magazine, journal or newspaper articles for a local, regional, state, national or international audience; computer software; book reviews; training manuals)
5. Material published on a CD or DVD, online site, “e-Book” or some media format similar in nature may also be appropriate for listing under “Scholarship” or “Creative Activity”

B. *Presentations to Scholarly and Professional Audiences*

1. Invited keynote addresses
2. Reports of research projects/results
3. Accepted presentations from invitations or calls for papers, performances or screenings for professional organizations
4. Symposium and panel coordination, presentation, or discussant roles
5. Development of collaborative presentations to scholarly and professional audiences

We believe the area of “Scholarship of Teaching” may include, but is not limited to the following (supported by peer evaluation letters):

1. Development of new courses, including distance learning
2. Exploration of new pedagogical models

We believe the areas of “Scholarship of Application” may include, but are not limited to the following (supported by peer evaluation letters):

1. Training sessions or workshops for professional organizations

We view “Creative Activities” as an inclusive term and wish to expand the above outline with a discussion of a wide variety of professional expression appropriate and acceptable for RTP candidates in the discipline of journalism and mass communication. We acknowledge that this document cannot be an exhaustive listing of all possibilities and invite faculty candidates for RTP to bring forward additional examples to the departmental personnel committee at any time. Candidates for RTP are reminded that the highest priority in RTP deliberations is quality of teaching, and they are encouraged to reflect in their RTP file upon how their scholarship and creative activities serve this central mission.

First, we believe full- or part-time work at a professional organization in news, public relations, broadcasting, advertising or related field can be considered as “creative activity” experience, and therefore may be included within a candidate’s record of “Scholarly/Creative Activity” for RTP. We particularly value such work that meaningfully applies relevant knowledge and/or creative expression used by the RTP candidate in his/her classroom teaching assignments. Such work must be found within the professional arena of a faculty generalist in journalism and mass communication.

Next, other acceptable “creative activity” may include, but is not limited to the following: audio or video production in news, public affairs, documentary or public service programming, books, book chapters, book reviews, articles, published photographs, professional commentary in industry/trade publications or general-audience newspapers or magazines, instructional materials or manuals, work for hire and/or professionally related employment or consulting that provide significant development opportunities for contributions to the academic and professional world. Work-in-progress or unpublished manuscripts, unaired audio or video productions or similar activity will not be considered as relevant “creative activity” material for tenure and promotion. Such work may become useful and should be documented at the reappointment stage. Reappointment candidates should describe the title, purpose and/or nature of works in progress or productions under development and briefly describe the present status and estimated date of completion of each item.

Assessment Methodology:

Candidates should list or describe all awards, prizes, honors or recognitions received by virtue of their scholarly or creative activities. Where available, candidates should include scholarly citations, copies of published reviews and/or other material that supports the professional stature and scholarly reputation of their scholarly and creative activities.

We also believe that additional elements of “creative activity” by a RTP candidate can be evaluated beyond output or product. For example, a “creative activity” can be

evaluated on elements of its rigorous creation process, which may include research, original thought and reflection, experimentation, problem solving, risk-taking and collaboration.

These elements as described below are not prioritized *in order of importance*, nor are candidates expected to provide evidence in all categories or in any particular category.

- A. ***Effective Collaboration.*** If a candidate includes collaborations with others, the candidate should document the collaboration in terms of shared responsibilities and contributions to final product. Such documentation of collaborative creative activities undertaken on-campus or in other venues should include evaluation by the candidate's collaborators, and other individuals possessing the background and expertise to provide substantive critical commentary regarding the candidate's contribution to the collaboration. In cases where the candidate has received assigned time or other compensation as partial release from teaching assignment for a creative activity, the candidate should so indicate such support so that appropriate weight can be given to these as creative activities rather than being included under performance of teaching assignment.
- B. ***Research.*** If a candidate includes research undertaken relative to a creative project, the candidate should document such research and discuss the significance of the research's contribution to the final product. Examples of relevant research include, but are not limited to:
1. Knowledge of the historical and current context for the creative project including the political, economic, historical, social and cultural conditions relative to the project itself.
 2. Interviews with sources linked to the creative project.
 3. Circumstances unique to the creative project that require the candidate to acquire special knowledge
 4. Research into critical commentary and past creative projects, both original and contemporary
 5. Production styles and commentaries relevant to the production
 6. Technical training and time required to learn new technologies, materials and techniques used in the creative project
- C. ***Process and Developmental Outcomes.*** If a candidate believes it will help understanding of the significance of a candidate's contributions to a creative project, the candidate may document aspects involved in the production process such as, but not limited to:
1. Solo or collaborative artistic or journalistic investigation
 2. Script writing for audio or video production
 3. Storyboards for video production
 4. Video or audio production editing

5. Lighting and/or sound production
6. Multiple drafts, versions or edits of the above items

Ultimately, RTP candidates should include a statement regarding the significance of each “scholarly/creative activity” and their contribution to it, which may include but not be limited to: artistic quality and merit, and social and cultural significance. Such activities also may be evaluated in terms of significance based on whether the participants are drawn from an international, national, regional or local pool of participants. Such statements must include evaluation of such work by the candidate’s peers and/or other individuals possessing the background and expertise to provide substantive critical commentary and/or the results of local, regional or national competitions evaluating the quality of such work.

B. Activities and Level of Accomplishment Standards for Scholarly/Creative Activities

We present here a list of Activities and Level of Accomplishment Standards for Scholarly/Creative Activities necessary to meet departmental criteria for tenure and promotion for:

- i. Minimum Essential
- ii. Good
- iii. Excellent.

Minimum Essential: We believe “Minimum Essential” level of performance for a RTP candidate includes, but is not limited to, one or more of the following (supported by peer evaluation letters): Progress toward and/or completion of original peer-evaluated scholarly work or creative activities (“peer evaluated” defined as evaluation letters from academic or professional peers attesting to the quality of the scholarly work or creative activities or awards received by the candidate in academic or professional competitions for the quality of the scholarly work or creative activities); presenting at local or regional conferences; submitting applications/proposals for externally or internally funded grants; and/or submitting a completed creative activity for academic or professional peer evaluation in local, regional or national competitions.

Good: We believe “Good” level of performance for a RTP candidate includes, but is not limited to, one or more of the following (supported by peer evaluation letters): completed original peer-evaluated scholarly work or creative activities (“peer evaluated” defined as evaluation letters from academic or professional peers attesting to the quality of the scholarly work or creative activities or awards received by the candidate in academic or professional competitions for the quality of the scholarly work or creative activities); giving invited presentations or refereed papers at regional or national conferences; receiving external or internal grant support for research or creative activities; and/or receiving an award or honor from academic or professional peers at local, regional or national competitions for a scholarly or creative activity.

Excellent: We believe “Excellent” level of performance for a RTP candidate may include, but is not limited to, one or more of the following (supported by peer evaluation letters): completed original peer-evaluated scholarly work and creative activities that have been published, displayed, broadcast or distributed online (“peer evaluated” defined as requiring approval by academic peers or professionals in the discipline prior to being published, displayed, broadcast or distributed online or prior to awards given to the candidate in academic or professional competitions for the quality of the scholarly work or creative activities); giving peer-reviewed presentations at regional or national conferences; receiving significant external or internal grant support for research or creative activities; and/or receiving an award or honor from academic or professional peers at local, regional or national competitions for a scholarly or creative activity.

The timeline for the activities listed for the standards would be for the evaluation level (e.g., up to tenure and promotion and later, promotion from Associate to Full Professor), and that it would be one or more activity for Research and Creative Activities. The peer evaluation will be on the quality and the nature of the activities involved and that it is possible that one activity may be of such quality and time involvement that it would suffice.

We rely on Appendix J’s statements as to the evaluation standards for Tenure and Promotion and for promotion from Associate to Full Professor.

3. University Criteria for Service:

We are in agreement with the university criteria for RTP as outlined in Appendix J, Section IX. C of the HSU Faculty Handbook, 2008-09. Appendix J documents that **“all faculty shall offer reasonable contributions to the university, the profession and/or the community as defined by department/unit RTP criteria and standards. In the area of participation in professional organizations, documented evidence of participation and leadership roles shall be considered more significant than mere membership.”**

A. List of Appropriate Service Activities:

We accept and support the Appendix J outline of appropriate Service activities: **“It is expected that the faculty member will demonstrate service through such activities such as but not limited to: service to the university, profession and community; participation on department/school, college and university committees, including shared governance activities; working collaboratively and productively with colleagues; mentoring colleagues; participation in traditional academic functions such as convocation and commencement, student outreach activities, etc.; participation in group projects directed toward accomplishing department/school, college and university goals such as outcomes assessment development and implementation, strategic planning, accreditation activities, etc.; and, contributions to the community-at-large such as organizational leadership and presentations, as**

well as other relevant participation in groups serving the public interest. Community service contributions which relate directly to one's discipline or position will be given greater weight. Those activities that bring recognition to the university and aid faculty in their professional growth are of particular importance.

"The above list of university and community service activity examples is derived from faculty responsibilities described in 'Article 20 –Workload' of the Collective Bargaining Agreement.

"Candidates' contributions to their departments or programs other than teaching/librarianship/counseling, their participation in department programs, advising, college and university committees, and their extra departmental work in the university at large will be considered as to extent and quality. Activities which can be identified in a candidate's area of service within the university shall weigh more heavily than activities which cannot be so defined.

"Any activity, including participation in faculty development, which the candidate feels should be considered by personnel committees but which does not conveniently fit one of the above categories (Teaching Effectiveness, Scholarly/Creative Activities, or Service) should be listed separately in the candidate's file and so identified."

Assessment Methodology:

RTP Candidates should categorize, list and describe all levels and types of service activities. Candidates should include a statement regarding the significance of each "service activity" and their contribution to it, which may include but not be limited to: time commitment, role(s), and significance of their contribution at the local, regional or national level. Such statements must include evaluation of such work by the individuals possessing the background and expertise to provide substantive critical commentary and evaluation of the quality and significance of service activity.

B. Activities and Level of Accomplishment Standards for Service Activity

We present here a list of Activities and Level of Accomplishment Standards for Service Activity necessary to meet departmental criteria for tenure and promotion for:

- i. Minimum Essential
- ii. Good
- iii. Excellent.

Minimum Essential: We believe "Minimum Essential" level of performance for a RTP candidate must include full participation in departmental governance activities and may include, but is not limited to, one or more of the following (supported by peer evaluation letters): providing assistance to local or regional communities, businesses, service clubs, agencies or organizations; identifying potential internships or collaborative partnerships with schools, industry or community agencies; participating in fundraising activities;

and/or being active in community and professional service, including participating with professional associations.

Good: We believe “Good” level of performance for a RTP candidate must include full participation in departmental governance activities and may include, but is not limited to, one or more the following (supported by peer evaluation letters): College or campus-wide participation in faculty governance or committee service; planning or developing community programs and services; providing substantial assistance to local, regional or nationwide communities, businesses, agencies or organizations; participating in collaborative partnerships with schools, industry or community agencies; participating in substantial fundraising activities; and/or contributing as an officer or other significant role with professional associations.

Excellent: We believe “Excellent” level of performance for a RTP candidate must include full participation in departmental governance activities and may include, but is not limited to, one or more of the following (supported by peer evaluation letters): significant College or campus-wide participation in faculty governance or committee service; significant record of completed participation in planned community programs and services; being elected or appointed to and service in public office; providing significant assistance to local, regional or nationwide communities, businesses, agencies or organizations; significant collaboration with schools, industry or community agencies; participation in significant fundraising activities; and/or contributing as an officer or other significant role with professional associations.

The timeline for the activities listed for the standards would be for the evaluation level (e.g., up to tenure and promotion and later, promotion from Associate to Full Professor), and that it would be one or more activity for Service. The peer evaluation will be on the quality and the nature of the activities involved and that it is possible that one activity may be of such quality and time involvement that it would suffice.

We rely on Appendix J’s statements as to the evaluation standards for Tenure and Promotion and for promotion from Associate to Full Professor.

Conclusion

In closing, this document reflects consensus among the tenured and tenure-track faculty in the Journalism and Mass Communication Department.