



## Department of Journalism and Mass Communication

### Standards and Criteria for Retention, Tenure and Promotion

**June 4, 2021**

This document outlines the evaluation criteria for faculty members in the Department of Journalism and Mass Communication, a process pursuant to Appendix J of the Faculty Handbook.

We take this opportunity to reaffirm our consensus view that the “terminal degree” for tenure-track faculty in the Department of Journalism and Mass Communication may be either an earned doctorate in mass communication, journalism, broadcasting, public relations or a related field and some experience in a related profession, or an M.A. or M.S. in mass communication, journalism, broadcasting, public relations or a related field and at least six years of related professional experience. Such professional experience will be evidenced by employment at, or related work regularly submitted to, reputable organizations or outlets.

A record of teaching excellence is necessary for candidates for tenure and/or promotion combined with required levels of scholarship/creative activity and service (see Table 1).

Table 1: Required Levels of Scholarship/Creative Activity and Service for Tenure and Promotion (\*Assumes required “excellence” in teaching has been achieved.)

Scholarship/Creative Activity	Service	RTP Outcome*
Good	Good	Acceptable
Excellent	Minimum Essential	Acceptable
Minimum Essential	Excellent	Acceptable
Good	Minimum Essential	Unacceptable
Minimum Essential	Good	Unacceptable

## **I. TEACHING EFFECTIVENESS**

Candidates for RTP must document activities, when applicable, as part of their Working Personnel Action File (WPAF). In the Personnel Data Sheet (PDS) candidates must also provide critical reflection on their pedagogy and on student and faculty evaluations of their teaching. Candidates should discuss pertinent pedagogical challenges, successes and modifications on a course-by-course basis. There is no reason to be redundant in the list. For example, if the candidate teaches multiple sections of JMC 105 Introduction to Mass Communication during the review period, the candidate may reflect on that class as a whole rather than offer a detailed discussion of every section taught.

### **Primary Means of Teaching Evaluation**

Teaching effectiveness is assessed primarily through collegial evaluation from direct observation of the candidate's teaching. It is expected that the RTP candidate's tenure-track and tenured department colleagues (unless on an approved, extended leave such as a sabbatical) should be invited to observe classes and write collegial letters that include descriptions of, and reflections on, their observations of the candidate's teaching effectiveness. While faculty within the department are expected to undertake such observations, faculty outside of the department, relevant staff or other personnel are welcome to make teaching observations. All letters should include highlights of teaching effectiveness as well as suggestions for improvement.

Examples of evaluative teaching materials to be assessed include, but are not limited to, the following:

1. Direct Teaching Observations

This may include in-class and/or online teaching, lectures, discussion, teaching activities and presentations, whether teaching as an instructor or serving as faculty adviser to students in laboratories or seminars or serving as faculty adviser to one of our many student media workshops such as *The Lumberjack*, *El Leñador*, *Osprey* magazine or KRFH Radio. This also can include teaching in environments outside of a traditional classroom setting such as on field trips or at external workshops.

2. Academic Advising, Supervising and Mentoring Students

These may include observations of academic student advising, career mentoring, supervising student academic clubs, supervising peer mentors, advising and mentoring service learning, internship supervising, supervising independent or directed study; performing independent student assessment; supervising teaching assistants, peer mentors and student assistants; supervising budgets for student media groups and providing additional observation, evaluation or support outside of the normal classroom environment.

3. Development of Teaching Materials and Curriculum

- a. This may include review of course syllabi with clearly articulated learning outcomes, assignments, tutorial videos, handouts, multimedia creations, presentations, instructional manuals, study guides, software programs or other content used in the class;
- b. Review of course design, organization, such as effective use of an online learning management system, gradebook, grading rubrics and course assessment strategies;
- c. Teaching materials used to develop, improve and/or revise curriculum, innovative teaching approaches that foster student learning, improvement of learning outcomes and assessment methodology, contributing to the achievement of departmental curriculum goals, and developing resources and curriculum used in distance or online teaching.

4. Professional Development Activities in Teaching

Demonstrated evidence that candidate attended conferences or seminars relevant to teaching subject areas, participated in professional development activities, conducted research related to teaching or other activities related to teaching development but not published or disseminated as scholarly work.

5. Awards and Accolades of Student Work

RTP candidates may provide documented evidence of “excellence” in their teaching effectiveness in other areas not described above, including creating opportunities to publish, produce or broadcast student work and/or evidence of awards for student publications, productions, broadcasts or other media projects done as part of an instructional course workshop or under the supervision of teacher as adviser on the project.

## Secondary Means of Teaching Evaluation

As a secondary means of evaluating teaching, the following will be considered: Student comments and scores on official course climate surveys or student letters, whether printed or within an email. Any pattern of unfavorable comments across student letters or official course evaluations must be specifically addressed by the candidate. Where scores below 3.6 or negative comments are outliers or atypical and not particularly concerning, the candidate should indicate this and provide support. Where low scores or negative comments evince a pattern or raise serious issues, a plan for improvement must be provided by the candidate, where appropriate.

### TEACHING REQUIREMENTS FOR TENURE AND PROMOTION

A candidate for tenure and promotion must meet all the conditions listed under “Essential activities for teaching excellence” below and at least two from the list of “Additional indicators of excellence” over the review period.

## **ADDITIONAL TEACHING REQUIREMENTS FOR PROMOTION TO PROFESSOR**

A candidate for promotion to professor must meet all the conditions in “essential activities for teaching excellence” and at least one in “mastery in teaching effectiveness” over the review period.

### **Essential activities for teaching excellence include all of the following:**

1. Prepare syllabi with clearly presented learning goals, assignments and grading criteria, including, where applicable, GE area course goals and learning outcomes;
2. Incorporate current research, materials, technology and software for courses taught, where appropriate;
3. Schedule regular weekly office hours for student advising and consultation where students can easily access the information;
4. Participate in professional development opportunities designed to improve teaching effectiveness and increase student success; and
5. Create and support a diverse and inclusive learning environment in which students have an equal opportunity to learn. This can be demonstrated through the use of varied assessments, multicultural content, responsive teaching strategies and participation in training opportunities on or off campus and evidenced in collegial and peer letters and student evaluations.

### **Examples of Additional Indicators of Teaching Excellence**

- Class observations find that the instructor allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning;
- Instructor makes efforts to improve and adapt teaching with innovative methods such as developing original content or using active learning strategies such as case studies, role-playing or simulations; and
- Instructor endeavors to provide more than one perspective, identifies strengths and limitations of perspectives presented, and engages students in reflective critiques of disciplinary perspectives.

### **Examples of Indicators of Mastery in Teaching Excellence**

**(At least one of the following is required for promotion to professor.)**

- Receiving a student group, college, university or discipline-based teaching/faculty award;
- Developing and implementing new and innovative courses;
- Engaging in ongoing mentoring of students above required advising duties;
- Conducting workshops or seminars that enhance teaching within the department, college or profession;

- Effectively supervising students in their own or faculty-based original research or creative projects.

## II. SCHOLARLY/CREATIVE ACTIVITIES

In the Department of Journalism and Mass Communication, we expect that Scholarly and Creative Activities for our RTP faculty candidates may be found in a wide range of activities appropriate to the practice of journalism, public relations, mass media theory and/or criticism and related fields. Our faculty have backgrounds in professional journalism, public relations, law, graphic design, photography, television and radio broadcasting, web design, marketing and other fields that are critical in preparing our students for careers and/or graduate school. Scholarship/Creative Activities may differ greatly depending upon the nature of an individual's academic work and interests. In evaluating scholarly and creative activities, we recognize peer review can take many forms, such as, but not limited to, pre-publication or pre-production review, pre-publication or pre-production editing, post-publication or post-production review, post-production editing, citations in the research or creative activities published by others, and discussions of the work in peer scholarship. We accept that a broadcast of the candidate's work, live or recorded, by an established media organization, is peer reviewed.

As guiding principles, we emphasize the following:

- We expect that scholarly or creative activity will be evidenced through publication not limited to written material, but work or activity that might also be produced using audio, video, photography or other multimedia formats. Thus, we define "publication" as work in any media form-- such as video, documentary, podcasts, radio broadcasts, television news production, photography, websites, public relations campaigns, digital design and other multimedia forms that we may not even know about today -- that is disseminated to a targeted or general audience.
- We recognize that scholarship and creative activity may take many forms and employ many different methodologies.
- We value scholarship and creative activities that are disseminated through both traditional and new and emerging methods, understanding that peer-reviewed online, digital, and new-media venues may equal print publications in terms of significance and prestige.
- We embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching and community engagement) and as outlined in Appendix J, Section IX.B.2.a-e, with the understanding that all forms of scholarship and creative activity must be disseminated and subject to some form of peer editing or peer review.

- We value work produced for general audiences as a public service.
- We value collaborative research and creative activities, co-authored publications or productions on the same level as solitary or individually-produced work.
- We recognize as scholarship those projects that fall into the category of media innovation: projects that aim to create or explore new media forms; new methods for telling stories, new methods of gathering, analyzing, reporting, promoting, marketing, communicating or presenting information to the public; or new structures for media organizations. These efforts to innovate the field of journalism or public relations or participate in media innovation projects often involve works that are self-published and self-disseminated and view such works as acceptable examples of scholarship.

We have grouped examples of such scholarly and creative activities into Categories I and II below. Category I applies to peer-reviewed scholarly and creative activities that take extensive time and effort to produce. Category II, while equally valuable, represents activities that may take less time and effort and are not peer-reviewed. These lists should not be considered exhaustive. Furthermore, we note that Appendix J, Section IX.B.5 provides that a candidate may submit for evaluation an activity not specifically included under Boyer's five dimensions of scholarship referenced above. In such instances, candidates should explain and justify the case for their activity's inclusion, and should consult with the IUPC and the dean throughout the probationary period to ensure that the activities in question can be adequately evaluated with reference to the standards of achievement outlined below.

#### REQUIREMENTS IN SCHOLARLY/CREATIVE ACTIVITIES FOR RETENTION, TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

**Minimum Essential:** Requires at least one peer-reviewed activity from Category I and at least three distinct activities from Category II over the review period.

**Good:** Requires at least two distinct activities from Category I, one of which is peer reviewed, and at least four distinct activities from Category II over the review period.

**Excellent:** Requires at least three distinct activities from Category I, one of which is peer reviewed, and at least five distinct activities from Category II over the review period; OR four distinct activities from Category I over the review period.

#### REQUIREMENTS IN SCHOLARLY/CREATIVE ACTIVITIES FOR PROMOTION TO PROFESSOR

**Minimum Essential:** Requires two distinct activities from Category I, at least one of which is peer reviewed, and at least four distinct activities from Category II over the review

period.

**Good:** Requires at least two distinct activities from Category I, at least one of which is peer reviewed, and at least five distinct activities from Category II over the review period; OR three distinct activities from Category I over the review period.

**Excellent:** At least three distinct activities from Category I, at least one of which is peer reviewed, and five distinct Category II activities over the review period OR four distinct activities from Category I.

### **Examples of Category I Activities**

- Publication, or an acceptance for publication, of a work of journalism, such as a news feature or news analysis article in a national or international general-interest or publication geared to the journalism profession.
- Publication, or an acceptance for publication, of a work of public relations, marketing and communications, such as a feature or research article in a national or international general-interest publication geared to advocacy, promotion, branding, marketing or advertising campaign or critique.
- Publication, or an acceptance for publication, of an article in a scholarly journal or a chapter in a scholarly book.
- Publication of self-published or self-produced books, articles, podcasts or videos that have received positive published critical reviews or been peer-reviewed after publication.
- Production, design or editing of a full-length work of non-fiction journalism, documentary, film, podcast in audio, radio or TV broadcast, video, photography or other digital format.
- Publication, or an acceptance for publication, of a significant scholarly endeavor, such as a book manuscript.
- Publication, or an acceptance for publication, of an endeavor in the scholarship of teaching such as a journal article, chapter in a textbook, or video that explores or critiques pedagogical methods.
- Presentation of an original work at external national or regional conferences, workshops and forums.
- Organizing or curating a scholarly conference at which original research is presented.
- Presentation of a peer-reviewed paper or creative work at a conference.
- Publication, or an acceptance for publication, of peer-reviewed scholarship or creative faculty-student collaborations involving the practice of journalism or research on journalism, public relations or related fields.
- Editing works of journalism or advocacy or media commentary as part of a media outlet or organization.

### **Examples of Category II Activities**

- Publication of a work of journalism, such as a news, feature or news analysis article in a local publication.
- Publication of a work of public relations, marketing and communications, such as a feature or research article in a local general-interest publication geared to advocacy, promotion, branding, marketing or advertising campaign or critique.
- Manuscripts, videos, film, graphic designs or other works-in-progress of scholarship or journalism that have been submitted for publication.
- Publishing a book review, review essay, encyclopedia entry, scholarly web-based commentary in a relevant area.
- Creating a website that demonstrates the practice of journalism or public relations that contributes to the history, theory, criticism, practice or teaching of journalism and mass communication or related areas or perhaps employs new technologies to address a scholarly question.
- Scholarship or creative activity collaborations with students involving the practice of journalism or research on journalism, public relations, or related fields.
- Creating original visual, audio or design projects that demonstrate the practice of journalism or public relations or contributes to the history, theory, criticism, practice or teaching of journalism and mass communication or related areas.
- Publishing or broadcasting commentary in media outlets.
- Production of a public relations campaign.
- Publication, or an acceptance of publication, of supplemental texts, instructor manuals or student workbooks.
- Participation in academic conferences, workshops and forums, for example by giving an informal talk or acting as a discussant on a panel.
- Acting as a scholarly resource in non-academic contexts, for example for government, the press, or in non-peer reviewed publications.
- Receiving positive reviews from the granting body on an unfunded external grant.
- Receiving internal or external grants (except travel grants).
- Organizing or curating a scholarly conference at which original research is presented at local or regional level.
- Self-published or self-produced books, articles, podcasts or videos that have been widely disseminated.
- Invited presentation/Ted Talks/webisodes, performances, or screenings, podcasts for professional, governmental or community organizations.
- Symposium and panel presentations or discussant roles.

### **Additions and Substitution Considerations**

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.

Additional activities in Category I can be used by the candidate to take the place of activities from Category II, but additional activities from Category II cannot be used to offset deficiencies in activities from Category I.

### **Definitions**

“Acceptance for publication” means work that is forthcoming, even if it has not yet appeared in print or been disseminated, provided the work has been “accepted for publication” and can reasonably be expected to appear during the period under review. (For example, a WPAF submitted in September could include work expected to appear before the end of the same academic year.)

“Distinct activity” means a separate original project and not that a candidate must demonstrate achievement of different types of activities. For example, a candidate could publish multiple articles for the same publication and each one of those articles will satisfy the definition of a “distinct activity.”

“Collaboration” means working with others on a project. The candidate should document collaboration in terms of shared responsibilities and contributions to any 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.

“Assigned time” is when a faculty member has received credit toward their faculty workload or other compensation as partial release from teaching assignments. If the candidate received assigned time for a project that they count toward creative or scholarship, the candidate should indicate such support so that appropriate weight can be given to these as creative activities rather than being included under performance of teaching assignment.

### **Research Contributions**

The candidate should document research undertaken relative to a creative project and discuss the significance of the research contribution to the final product. Examples of relevant research include, but are not limited to:

- 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;
- Interviews with sources linked to the creative project;

- Acquisition of special knowledge necessary for completion of the creative project;
- Research into critical commentary and past creative projects, both original and contemporary;
- Production styles and commentaries relevant to the production; and
- Technical training and time required to learn new technologies, materials and techniques used in the creative project.

### **Creative Activity Contributions**

If a candidate believes it will help understanding of the significance of a candidate's contributions to a visual or audio creative project, which can often take significant time to produce, the candidate may document aspects involved in the pre-production, production or post-production process such as, but not limited to:

- Solo or collaborative artistic or journalistic investigation;
- Script writing for audio or video production;
- Storyboards for video or audio production;
- Video or audio production or post-production editing;
- Lighting and/or sound production; and
- 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.

## **III. SERVICE**

Journalism and Mass Communication tenure-line faculty are expected to make service to the department their first service priority. They are also expected to maintain a consistent pattern of regular service activity to the university and profession over the period of review.

The department recognizes that faculty in production and broadcast areas have extended contact hours with students, often in the newsroom and/or audio, video, photo or design facilities and lab spaces. This may include training and supervision of student assistants, budget management, and equipment maintenance and inventory. When evaluating a candidate's service we take into consideration the level of stewardship that is required for some of the program's equipment-reliant needs. It is the candidate's responsibility to thoroughly articulate in the WPAF the time commitment within the media area that may preclude participation in other university or professional service.

### **General Guidelines for Service**

- Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the university, students, community members, and discipline-related professionals.
- The candidate should list activities and level of accomplishment necessary to meet departmental criteria for service. Where appropriate, the candidate should document both time spent in direct involvement (e.g., attending committee meetings) and time spent working on related tasks (e.g., 10 hours engaging with materials).
- The faculty of the Department of Journalism and Mass Communication recognize the cultural taxation of faculty members of color, who often provide intensive student mentoring and who are often called on to serve on multiple equity committees and institutional change initiatives. It is incumbent on the IUPC to contextualize the candidate's service and to recognize extraordinary service where cultural taxation is a factor. It is incumbent upon the faculty member to address potential instances of cultural taxation in the PDS.
- The faculty of the Department of Journalism and Mass Communication recognize the categories of service as Breadth of Service and Leadership Service. The service activities in each category should serve as examples for interpreting service but are not meant to restrict anyone's service only to what is listed.

### **List of Appropriate Service Activities**

Tenure track faculty are expected to carry out normal professional duties, such as attending department meetings, advising meetings, convocation, commencement, writing peer evaluations for colleagues and letters of reference for students and working collaboratively with colleagues. These activities are not classified as "service activities" but as part of faculty's collateral responsibilities. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.

### **Breadth of Service**

Breadth of service indicates service that goes beyond normal activities that may include but are not limited to:

- Advising or mentoring of more than 20 students.
- Service on department, college or university committees.
- Service on graduate committees for students outside of the department and/or university.
- Training/mentoring non-HSU students/personnel (e.g., host-community individuals or events) related to one's work and/or professional outreach.
- Service on active committees of a professional organization (FYI: membership alone does not constitute service).

- Consulting services offered to the campus or community organization.
- Service on a community board or governmental body.
- Advising student clubs.
- Advising or overseeing student media outlets.
- Managing equipment purchases, maintenance, budget or checkout.
- Participating in student recruitment activities.
- Participating in interdepartmental collaborations to increase student success or build community.
- Participating in collaborative partnerships with schools, industry or community agencies.
- Presenting at a campus or community event.
- Helping to organize campus or community events.
- Participating in curriculum development efforts across departments.

### **Leadership Service**

Service activities include leadership roles in either departmental or non-departmental activities that contribute directly to department, university, community and/or profession. We recognize that service to the community may not be directly associated with the discipline of journalism, mass communication or public relations but go beyond our area of expertise. Activities that demonstrate leadership may include, but are not limited to:

- Chairing/coordinating/directing a department/program or serving as program leader.
- Chairing an active committee at the department, college or university level.
- Chairing or leading a service activity in the community.
- Leading the organization of community activities at the local, state or national level.
- Chairing a committee or holding elected office on a government body.
- Leading curriculum development efforts across departments.
- Being the lead organizer on logistics for community-outreach events in Journalism, Public Relations or relevant specialty.
- Being the lead organizer for conferences or related professional activities.
- Establishing new campus clubs or organizations.
- Launching or leading student recruitment or retention events.

Additional leadership activities can be used by the candidate to take the place of activities from other categories, but additional Breadth of Service activities cannot be used to offset deficiencies in the other categories.

“Distinct activity” means a separate activity and not that a candidate must demonstrate achievement of different types of activities. For example, advising two different student clubs would equal two Breadth of Service activities, while chairing two different committees

would equal two Leadership Service activities.

#### REQUIREMENTS FOR SERVICE FOR RETENTION, TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

**Minimum Essential:** At least one distinct activity from Breadth of Service or Leadership Service per year, on average.

**Good:** At least two distinct activities from Breadth of Service or Leadership Service per year, on average.

**Excellent:** At least three distinct activities from Breadth of Service or Leadership Service per year, on average.

#### REQUIREMENTS IN SERVICE FOR PROMOTION TO PROFESSOR

**Minimum Essential:** At least two distinct activities from Breadth of Service or Leadership Service on average per year during the review period.

**Good:** At least three distinct activities from Breadth of Service or Leadership Service, (at least one of the three from Leadership), on average per year during the review period.

**Excellent:** At least four distinct activities from Breadth of Service or Leadership Service (at least two of the four from Leadership), on average per year during the review period.

## **IV. COLLEGIAL LETTERS**

Collegial letters from tenured colleagues are expected to assist the IUPC in evaluating candidates for retention, tenure, and promotion. The department encourages tenure-line faculty to write collegial letters regarding one, two or all three areas of performance. Further, junior faculty may provide insights into a candidate's activities in which they may share expertise, describe classroom observations and/or area stewardship, or provide statements on mentoring and collegial interactions they have experienced with the candidate.

In cooperation with the candidate, the department personnel committee will solicit letters from faculty outside the department that may provide additional evaluative observations. External letters, addressing Scholarship and Creative Activities in particular, which put achievements into their context of significance, are required for tenure and promotion.

All collegial letters should be addressed to the IUPC Chair and written in the format of a

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memo with headings for each area being observed. Letters may address one, two or all three areas of review (teaching, creative/scholarly and/or service) with a statement that notes whether the candidate meets expectations according to the Department of Journalism and Mass Communication RTP criteria.

The department encourages the use of the Instructional Observation Checklist available on the UFPC website and the review of UFPC Annual Reports for guidance.