

Department of Journalism & Public Relations
RETENTION, TENURE & PROMOTION EVALUATION CRITERIA
(Revised August, 2015)

Four areas of evaluation will be considered at all review levels in making recommendations on retention, tenure, and promotion with stated differences for full-time lecturers: instruction; professional growth and achievement; other contributions to the university; and contribution to the Strategic Plan and goals of the department, college and university.

The committee evaluation will be based upon the evidence presented in the dossier and WPAF. The evaluation should take into consideration the candidate's rank, workload, assigned time, and previous developmental feedback. Various aspects of documented activities should be considered including the following: quality, quantity, originality, relative role of the faculty member (e.g., authorship, contributor, officer), rigor of external review, and prestige. Specific guidelines for evaluations follow.

I. INSTRUCTION: Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion for teaching faculty. By instruction shall be meant the teaching of regularly scheduled classes and teaching accomplished in related instructional activities.

Evidence of teaching effectiveness will be provided by the following:

1. Data obtained from Student Evaluation of Teaching forms, including student comments collected in the process.
2. Data obtained from Peer Evaluation Reports used in classroom visitations and observations by members of the Departmental RTP Committee.

Classroom observation reports shall contain all of the following:

- (a) an enumeration of date, time, name of class taught
 - (b) a descriptive narrative that enumerates the subject matter covered in the class, the activities of the class observed, the atmosphere in the class, etc.
 - (c) an evaluative section, that addresses issues such as competence demonstrated, organization, communicative efficacy, etc.
 - (d) a final overall rating of the observed teaching utilizing the university categories of superior, effective, adequate, and inadequate.
3. The evaluation of teaching shall include copies of examinations, syllabi, other classroom handouts, workbooks, and examples of student work. Additional evidence of teaching shall be composed examples of professional activities and achievement that yield currency in the discipline that informs instruction.
 4. The evaluation of teaching shall include an interview between the RTP committee and the faculty member being reviewed. It may also include signed statements from students, colleagues and any others attesting to teaching effectiveness or factual or documentary materials as available and relevant to the assessment of the faculty member's teaching.
 5. Faculty course load, student enrollments in courses, and generation and contribution to department and college FTES may be considered.

6. Also to be considered is the faculty member's involvement in curriculum development/committees and materials, service as course coordinator for multi-sectioned courses, student advising, supervision of internship programs, running faculty workshops, or advising student clubs.
7. Finally, teaching General Education classes, working to enhance instructional technology or involvement in the K-12 program in a pedagogical or advisory capacity will also be taken into consideration is assessing instruction.

II. PROFESSIONAL GROWTH AND ACHIEVEMENT: In the Department of Journalism & Public Relations, professional growth is a necessary but not sufficient requirement of retention, whereas professional achievement is a necessary requirement of tenure and promotion.

1. Professional growth is evidenced by currency in the discipline that best represents the training and experience of the faculty member. Professional growth is also evidenced by active participation in the discipline. This active participation should have a connection to and benefit the instructional responsibilities of the individual faculty member. Evidence of such currency and active participation include but are not limited to: regular participation at the conferences of the major professional associations and societies representing the faculty member's discipline; serving as a referee, panel member or critic relative to the papers presented at such conferences; and attending workshops for the purpose of acquiring skills necessary for professional achievement and/or instruction.

2. Professional achievement refers to the faculty member's contribution to the knowledge base, theoretical and practical, of the field. Professional achievement is evidenced by tangible examples of expertise.

Peer-reviewed journal articles are the hallmark of professional achievement. Because of the diverse nature of our profession, other contributions are also recognized. The quality as well as quantity and rate of accomplishment of the candidate's achievements will be assessed. It is the candidate's responsibility to provide data that supports claims of quality.

Though scholarly contributions are not scaled as data, quality of scholarship is more clearly demonstrated by achievement in Area 1 (over Area 2 and 3) and in Area 2 (over Area 3). Area 1 contributions must be supported by evidence of quality: citations, acceptance rates, the prestige of the journal or scholarly organization or some other easily judged indicator. For example, journals and meetings sponsored by the major communication organizations are deemed to have high quality. These organizations include but are not limited to AEJMC, ICA, NCA, AJHA, AAPOR, BEA, CMA, IAMCR. When evidence of quality is not supplied by the candidate, the RTP committee will evaluate claims of achievement.

Area 1

- Peer-reviewed journal articles
- Books (textbook, anthology, scholarly book with respected publisher)
- Chapters in edited scholarly books
- Editor of journals or scholarly books
- Internationally- and nationally- competitive external grants awarded
- Presentations

Keynote (international and national)
Peer-Reviewed article (international and national)
Invited (international and national)
Workshops or Panels (international and national)

- Consultations and contracts (international and national)

Area 2

- Regionally- or state-competitive external and internal grants awarded
- Internationally- or nationally-competitive external grant submissions
- Presentations
 - Keynote (regional and state)
 - Peer-Reviewed article (regional and state)
 - Invited (regional and state)
 - Workshops and Panels (regional and state)
- Articles
 - Peer-reviewed proceedings
 - Peer-reviewed practitioner journals or magazines
 - Technical reports
- Non-reviewed publications for national publications (e.g., magazines, newsletters, newspapers, technical reports)
- Self-published book in academic area of expertise
- Editor of professional website
- Reviewer of journals or textbooks.
- Reviewer for or Responder at conference research sessions
- Consultations and contracts (regional and state)

Area 3

- Presentations
 - Professional conferences (local)
 - Workshops (local)
- Non-reviewed publications for local or regional publications (e.g., magazines, newsletters, newspapers, technical reports)
- Local or internal grants or research contracts awarded
- Local grant proposals submitted
- Professional conference participation
- Consultations (local)

3. In cases where the work of a faculty member has not been subjected to rigorous external review but achievement is claimed, the candidate may submit his/her work to an external review conducted by three individuals well qualified to adjudicate the dispute. These individuals will be selected by the department's RTP Committee and should have a mix of reviewers chosen from lists supplied by the candidate and the RTP committee.
4. It is the responsibility of the individual faculty member to appropriately categorize information relevant to the RTP Committee's evaluation of professional growth and achievement and clearly document this information.

III. OTHER CONTRIBUTIONS TO THE UNIVERSITY

All other contributions to the university will be measured in the context of their contribution to the Strategic Plan. Consideration will be given to the faculty member's willingness and ability to work collaboratively and productively with colleagues. J&PR faculty should provide evidence of contributions to the department, college, the profession, and the community beyond the university.

1. Contributions to the Department: Participation in committee work and other activity necessary for the normal functioning of the Department is expected of all faculty.
2. Contributions to the School and the University: As with departmental contributions, contributions at these levels will be weighted according to the significance of the contributions.
3. Service with organizations external to the university will be weighted according to the significance of the contribution and its relevance to a faculty member's training and teaching responsibilities.
4. Service activities include but are not limited to the following:
 - Department committees and assignments (advising, accreditation, curriculum)
 - College committees and assignments
 - University committees and assignments
 - External or university award for service/advising
 - Officer or significant participation in professional societies (international, national, regional, state)
 - Official advisor/sponsor of student organizations or clubs
 - Community service
 - Student recruitment
 - Fundraising

IV. COMPETENCE REQUIRED FOR, AND WILLINGNESS TO ADJUST TO, UNIVERSITY-APPROVED DEPARTMENT/UNIT MASTER PLAN

In accordance with the Strategic Planning Document, faculty members will be evaluated in terms of their ability and willingness to assume both the currently defined duties of their position and other teaching assignments or instructionally related assignments, if the need arises.

V. EVALUATION STANDARDS

After the evaluation, the RTP committee must select the corresponding ratings (Superior, Effective, Adequate, and Inadequate) based on the descriptions in the FPPP. Key adjectives and phrases from this section of the FPPP for each rating are in quotation marks, with typical examples below:

Superior: "excellence" and an "evidentiary record"

Instruction: "consummate professionalism and exceptional skill as an educator with respect to the materials, activities, and standards"

Consistently some of the highest peer, chair, and SET's evaluations
Professional Growth and Achievement: "significant and highly regarded"
"consummate professionalism and significant, highly regarded scholarly achievement with respect to professional contributions to students, to the discipline, and to the professional community"

Consistent record of multiple and high quality Area 1 contributions
Other Contributions to the University: "high level of involvement" and "key roles on significant university-, college-, or department-level committees"
Consistent leadership in university, college or department committees

Effective: "competence" and "impressive and valued contribution"

Instruction: "substantial professionalism and competence"

Strong peer, chair, and SET evaluations and course materials

Professional Growth and Achievement: "substantial significant scholarly achievement"

Multiple Area 1 contributions and some Area 2 and 3 contributions

Other Contributions to the University: "consistent" and "occasional assumption of key roles"

Service with some leadership on department, college, or university committees

Adequate: "satisfactory and acceptable"

Instruction: "satisfactory level of professionalism"

Average peer, chair, and SET evaluations and course materials

Professional Growth and Achievement: "some scholarly achievement"

Minimal Area 1 contributions and/or some Area 2 and Area 3 contributions.

Other Contributions to the University: "occasional involvement" and "infrequent assumption of key roles"

Consistent attendance and contributions to committees

Inadequate: "less-than-satisfactory"

Instruction: "evidence does not demonstrate at least an adequate level"

Substantially low peer, chair, and SET evaluations and course materials

Professional Growth and Achievement: "does not demonstrate an adequate level of scholarly achievement"

No evidence of contributions at Area 1 or 2 and only some or none in 3

Other Contributions to the University: "does not demonstrate an adequate level of involvement"

Inconsistent or non-participation in department and committee meetings

VI EXPECTATIONS FOR RETENTION, TENURE AND PROMOTION

In relation to recommendations on retention, tenure and promotion the committee should follow the guidelines of FPPP section 21. Normally, a faculty member will be reviewed for promotion and/or tenure according to the schedule in the FPPP. Specific guidelines for retention, tenure and promotion include:

- **Retention** – Candidate must be rated "Effective" in "Instruction" and "Adequate" in the other two RTP categories. During the first two years of the normal six-year tenure-track

probation period, evidence of contributions in Area 3 will be accepted as demonstrating movement toward Area 1 and/or Area 2 contributions in Professional Growth and Achievement.

- **Tenure and Promotion to Associate Professor** – Candidate must be rated "Effective" in instruction and “Adequate” in the other two RTP categories. If a candidate is ranked as adequate in some area other than "instruction," then one of the other two areas must be rated as superior. Candidate must provide evidence of original, peer-reviewed scholarship that demonstrates the candidate’s capability to be an independent, contributing scholar. Candidate must provide evidence and a track record of Area 1 and/or Area 2 contributions in Professional Growth and Achievement.
- **Promotion to the rank of professor** will be based on the preceding, as well as an additional category: substantial recognition at/or beyond the university. Substantial recognition demands that a faculty member be widely known among his/her scholarly peers as evidenced by examples of professional achievement; or by recognition of superior teaching as evidenced by university wide awards for such; or recognition for superior service far and above that evidenced by a majority of the university faculty. Candidate must provide evidence and a track record of continued Area 1 and/or Area 2 contributions in Professional Growth and Achievement.
- **Accelerated (early) tenure and/or promotion** will be considered in cases where there is abundant and unequivocal evidence to support a rating of superior in each of the appropriate categories of evaluation. Further, the more accelerated (early) the consideration for tenure and/or promotion, the more abundant and unequivocal the case of the candidate must be.

Policies and Procedures for Temporary Faculty
(August 2007)

I. Appointment and Reappointment

1. Appointees shall be selected from a pool of applicants and nominees to the Department of Journalism & Public Relations, established in accord with approved university, college, and department Affirmative Action guidelines. Appointees shall be selected primarily on the basis of their anticipated excellence as teacher, as indicated by previous relevant professional experience, experience in teaching and/or academic or practical preparation for the course or courses to be taught.
2. Temporary faculty includes full-time and part-time appointees, normally appointed for a semester or academic year.

Lecturer appointees in Ranges L. and A will hold the bachelor's or master's degree and have a minimum of five years full-time equivalent professional and/or full-time equivalent teaching experience. Appointees in these ranges will have responsibility for conducting assigned classes and demonstrating professional activity appropriate to the teaching assignment.

Lecturer appointees in Range B will hold the master's and a minimum of seven years of full-time professional and/or full-time equivalent teaching experience. Those holding the doctoral degree must have teaching and professional experience appropriate to the demands of the instructional assignment.

Lecturer appointees in Ranges C and D will hold the doctoral degree and have a minimum of six years of full-time equivalent teaching experience at the university level. Those not holding the doctoral degree must have a least 10 years experience at a regional, national or international media/communication organization.

II. Evaluation Procedure (Review and Evaluation of Temporary Faculty)

Temporary and 15-unit base lecturers moving within ranges will normally be evaluated following the procedures and guidelines in this section. Those who have applied for consideration of movement from one range to the next will be reviewed in the same manner as tenured-track faculty considered for promotion to the equivalent rank.

Criteria for Evaluation

- A. The primary mission of this university is teaching which shall be the primary criterion for evaluating temporary and 15-unit base faculty.
- B. In evaluating teaching effectiveness the following shall be the main criteria

for evaluation: Organization, Scholarship-knowledge in the field, and Effective communication.

C. In addition to the primary criterion of teaching, temporary faculty may be evaluated with respect to:

1) Their engaging in professional activity in the field appropriate to their teaching field as determined by department criteria:

- a. receipt of awards such as Society of Professional Journalists, Public Relations Society of America or regional/national publication competitions
- b. fellowships and grants from professional organizations for activity appropriate to the discipline
- c. currency in the field as represented by articles published in general circulation and professional media publications, critical reviews or public campaigns reaching national, regional and/or local areas. The scope and influence of the publications/reviews/campaigns must be substantiated by the candidate
- d. publications in the form of journals, books, texts, (whole or part thereof), non-print media, curriculum materials or academically specialized form appropriate to the journalism/public relations field
- e. service on committees or boards of professional societies and organizations
- f. participation in seminars, conferences, meetings or other activity leading to growth in the faculty member's area(s) of expertise
- g. presentation of papers, or oral contributions appropriate to their discipline, at professional conferences, seminars, workshops, institutes or special programs
- h. consultantships and expert testimony, etc. as in document whether paid or unpaid, of a professional nature that reflect the faculty member's areas of academic expertise.

2) Their duties as defined by their assignment

3) Their professional ethics and conduct

4) Other contributions that may not have been specified in the job description but which may not have been specified in the job description but which represent positive assistance to the department, college, university or the profession.