


FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES


Department/Office: JOURNALISM

Department Chair/Head: Mark Berkey-Gerard
Print


Signature

Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 9/25/17

Signature 
Dean/Supervisor:

Date 9/27/17 Approved Y/P/N

Add'l Admin: 
Provost/designee:

3/10/18 Y/P/N

President/designee:

Y/P/N

Y = Approved

P = Approved pending modifications

N = Not approved

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:

Departmental approval, sent to Dean/Supervisor:

DATE

September 25 (earlier if possible)

Dean provides feedback regarding criteria

October 9

Final administrative approval and forwarding to Senate,
Department, and Dean

November 1

DEPARTMENT OF JOURNALISM

Recontracting, Tenure, and Promotion Guidelines

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General Principles for Recontracting, Tenure, and Promotion

College of Communication and Creative Arts

As specified by the memoranda of agreement between Rowan University and the AFT, each program in the College of Communication and Creative Arts has established a set of standards for the analysis of recontracting, tenure, and promotion portfolios. The college codicil contained herein should be understood to represent overarching principles for all such documents and processes.

DOCUMENT STANDARDS

Whether for recontracting, tenure, or promotion, the document is a rhetorical argument, not a simple recitation of facts. Candidates are expected to clearly align the document with the departmental and university standards, making a well-developed and reasoned case for quality and appropriateness of work in all dimensions under review.

All candidates should be aware that their packets will be read by evaluators with widely differing backgrounds. Thus, material should be explained in a manner that is accessible to all readers.

The college requests a table of contents and executive summary to assist candidates in formulating arguments and readers in finding the required elements.

In the teaching section, a teaching philosophy is required. Candidates should discuss the underlying philosophy that guides creation and planning of course materials and assignments. That philosophy should then be connected to specific discussion of teaching throughout the document.

Student evaluation summaries included in the packet should contain quantitative results and all verbatim responses to open-ended questions. The candidate's analysis of evaluations should address both qualitative and quantitative student feedback.

In the section on scholarship and creative activity¹, candidates must make a case for the significance and impact of the work. This argument should include information regarding the journal/conference/venue in which the work was presented (e.g. distribution, readership, attendance, acceptance/rejection rates, membership levels, longevity). This discussion should also address whether the work was subjected to blind peer review, solicited by an editor/curator, reviewed by a committee, evaluated by an editorial/jury board, or selected by a senior or guest editor/curator. Corresponding evidence of such, if not publicly available, should be supplied in supplemental materials.

Presentation and publication categories of scholarly/creative work, and service are not mutually exclusive, but candidates should present their work in the most appropriate category. Activities should not be redundantly included in multiple categories.

In discussion of service, all levels expected for the specific candidate's job title should be considered (department, college, university, profession and larger community). Many activities can be considered as service, but if the connection to the field is not obvious, the candidate must make the case. Non-related community service, while commendable, should not be listed. As an example, being a girl scout leader is not likely service; however, doing pro bono PR, graphic design, or internal communication work for Girl Scouts of America may well be, if that is related the candidate's teaching, scholarship, or creative activity.

While department committees should offer support to the candidate in preparation of the document, and department committee chairs must initial the check sheet, final review of the document before submission, including a check that all required items are present, is the obligation of the candidate. Candidates should not assume that missing material can be added after submission.

¹ In the case of candidates for whom this is a requirement of job performance, as specified by the university memoranda of agreement for recontracting and tenure, and promotion.

SCHOLARLY AND CREATIVE WORK BASIC DEFINITIONS

Scholarly Work

Peer-reviewed and publicly disseminated research that contributes to the field by creating, integrating, and opening new areas of knowledge. Scholarly work may take the form of basic research, research in the scholarship of teaching, or applied research and evaluation. Scholarly work includes:

- Publishing manuscripts/book reviews/abstracts in refereed journals or conference proceedings (print or online).
- Publishing textbooks, refereed scholarly books, or book chapters (not on-demand publishers or self-publication²).
- Writing grant proposals that are reviewed and funded by an outside source.
- Serving as editor of a refereed journal or scholarly book.
- Presenting as an invited speaker or presenting a peer-reviewed paper at a regional, state, or national scholarly/academic/professional meeting.
- Participation in research activities sponsored by academic/scholarly organizations.
- Serving as a chair, moderator, or discussant on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting.
- Publishing refereed case studies with teaching notes.
- Translating scholarly work.
- Refereeing grant applicants for state, regional, national or international funding bodies.
- Providing analysis/evaluation of curriculum, policy, or personnel for academic institutions and agencies.
- Development of digital productions to advance scholarly/educational domains (e.g. websites, webinars, videos).
- Other formats for dissemination may be considered if appropriately vetted at departmental and dean level and with evidence of peer review and approval.

² On-demand or self-published items may be considered to fit this category *if/when* they show marks of peer review and approval, such as renewing course adoptions, sales, and awards.

Creative Work

Such works include items we consider, culturally, to be “of the arts” - creative fiction and non-fiction, poetry, video and audio productions, visual art, and music. Creative works validated by appropriate experts serve as exemplars of excellence that become part of our understanding of those fields and are then utilized in the education of future creative artists.

Creative work must be judged by experts in the area and disseminated to be contributory. When evaluating the contribution of creative work, attention should be given to the reputation and selectivity of the publishing/exhibiting/ distributing/airing agency, as this provides a mark of expert evaluation. Strong consideration should be given to awards or honors bestowed upon the work, with attention to reputation of the awarding agencies and level of competition. Because creative works are often distributed in the general public, rather than to more restricted scholarly communities, attention should be paid to marks of public approval (i.e. sales, readership, critical reviews, awards), which indicate cultural approval and impact on cultural understandings of the arts. Creative work includes:

- Presenting juried off-campus creative exhibits or performances, whether group or solo, for recognized organizations.
- Publishing creative works (e.g., poems, stories, novels, creative non-fiction, screenplays, visual artworks) in off-campus peer/expert-evaluated venues.
- Presenting at invitational off-campus artistic shows, exhibits, readings, or performances.
- Participating in panel discussions and forums related to the creative process.
- Writing/producing creative media works then screened at competitive off-campus artist festivals or showcases
- Writing/producing creative media works disseminated via web, DVD, or other digital formats.
- Editing a literary journal/other editorial substance (not proofreading) work on a creative publication.
- Serving as an editor for a peer-evaluated creative volume.
- Authoring journalistic work published in non-practitioner books, magazines, newspapers, on-line, or through television and radio broadcasting.
- Curating art, design, or media exhibits or shows.
- Receiving awards, sponsorships, and/or fellowships for creative work.
- Invited lectures regarding creative work presented at museums, galleries, and other fora.
- Creative work produced under contract for off-campus organizations, if that work is then publicly disseminated.
- Other formats for dissemination may be considered if appropriately vetted at departmental and dean level and with evidence of peer/expert review and approval.

SERVICE BASIC DEFINITIONS

Contribution to the University Community

Contribution to the university community represents the tasks that are necessary to the function of the university, beyond teaching and scholarly/creative work. Such service occurs at the departmental, college, and university level. Contribution to the university includes:

Serving on departmental, college, and university committees, task forces, etc.
Participation in events such as open houses, career fairs, and major workshops.
Departmental leadership, including course direction and coordination, and chairing.
Presenting scholarly and creative work to colleagues at departmental/college/university events.
Advising student groups.
Membership in the University Senate.
Curricular development and review outside of home department/discipline.
Assistance with campus-wide activities, such as homecoming and commencement.
Mentoring of other faculty/staff.
Recruitment and outreach efforts.
Other activities serving the goals of the university and its units.

Service to the Wider and Professional Community

Service to the wider and professional community reflects discipline-specific contributions to communities beyond the university. A reasonable guideline for evaluation of fit is an examination of whether the effort is off-campus and contributes to the discipline in some way.

Service to the wider and professional community generally falls into four categories. Dissemination of discipline-related knowledge (including practitioner work³), creation of new products and practices in the discipline, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

Membership, participation and leadership in scholarly organizations.
Serving on accreditation bodies, governing boards, and taskforces.
Organizing and/or reviewing submissions for conferences, exhibitions, workshops and publications sponsored by professional and scholarly organizations.
Engaging in contracted/solicited field-related research, policy analysis, consulting, technical assistance, for an organization (public or private), with results presented to that organization.
Writing articles, columns, editorials for an off-campus local, regional, or national practitioner publication.
Editorial work completed for off-campus local, regional, or national discipline-related publications.
Producing works in print, digital, or broadcast form by request for an off-campus organization.
Serving as a chair or discussant on a panel during an off-campus practitioner conference/meeting.
Writing or maintaining a practitioner blog or social media site.
Presenting lectures and seminars for general audiences.
Discipline-related voluntary community service.
Other discipline related efforts in service to the general profession and wider community.

³ In some instances, practitioner work may be counted as scholarly/creative activity; however, this is rare, should be a minor portion of a candidate portfolio, and should be vetted on a project-by-project basis at departmental and college level.

Mission Statement of the Department of Journalism

The Department of Journalism at Rowan University combines professional preparation with liberal education about the heritage of journalism, its role in society, ethical principles related to the practice and study of journalism, and relevant scholarship in the discipline. The combination of professional preparation and liberal education prepares our students to become broadly knowledgeable and critically incisive, and allows them to deal with complexity, diversity, and change. The department is staffed by highly qualified faculty with documented professional experience, and provides a learning environment that is rigorous and competitive, yet collegial.

Department Goals

1. Develop journalists who possess writing, reporting and technology skills that will allow them immediate entry into professional employment.
2. Instill in our students a profound respect for the values of free expression and of their profession's role in protecting those values.
3. Provide our students with a firm ethical framework that allows them to make sound decisions about the implications of their actions.
4. Cultivate in our students critical thinking skills that allow them to accurately discern truth from half-truth, honest expression from spin.
5. Nurture an understanding of the history, culture, and commerce of journalism in order for our students to understand the role of their craft in the nation and the world.
6. Provide our graduates with broad understanding that allows them to provide a vital service in portraying what Walter Lippmann characterized as a picture of democracy upon which the citizens can act.

This document outlines what the Department of Journalism believes are the evaluation criteria that qualify a faculty member for recontracting, tenure, and promotion.

Definition of Terminal Degree

The Department of Journalism, in consultation with the Dean of the College of Communication and Creative Arts, has determined that the appropriate terminal degree in this field for full-time, tenure-track candidates may be either the M.A. (for Instructor lines) or the Ph.D./Ed.D. (for Assistant/Associate Professor lines).

Role of Department Chairperson in Tenure-Recontracting

Consistent with Tenure-Recontracting Guidelines for the current year, the Department of Journalism will elect the department chair to serve as an active, voting member of the department's recontracting-tenure committee. This action will be taken during a meeting of the full department in keeping with the time frame outlined in relevant guidelines. The department chair will be active in all aspects of the evaluative process for all Journalism faculty being reviewed this year.

Role of Department Chairperson in Promotion

Consistent with Promotion Guidelines for the current year, the Department of Journalism will elect the department chair to serve as an active, voting member of the department's promotion committee. This action will be taken during a meeting of the full department in keeping with the time frame outlined in relevant guidelines. The department chair will be active in all aspects of the evaluative process for all Journalism faculty being reviewed this year.

Process of Colleague Evaluation

Unless otherwise stipulated as the result of mutual consent between the faculty member and the department committee, the process used in colleague assessment is the classroom observation.

The rationale is that firsthand observation of an instructor interacting with a class of students is the most reliable method of assessing the effects the faculty member has on a group of students. It provides an observer with a number of insights into the teacher's strengths and shortcomings, including knowledge of subject matter, ability to interest students in the subject, and ability to convey certain information or develop specific skills. In short, it provides an opportunity for the instructor to demonstrate to his or her peers that a high degree of teaching effectiveness does, in fact, occur.

While other kinds of assessment may suffice at times (interviews, for example), the Department of Journalism believes that the directness and reliability of classroom observations provide a sufficiency that precludes the use of other processes.

Peer evaluations will be conducted at least once a semester during the probationary period. The Department will follow the guidelines as set by the current MOA.

Colleague assessment/observation of classroom teaching will be evaluated based on the following criteria, as per Appendix A of the MOA:

1. Good organization of subject matter and course material.
2. Effective communication.
3. Knowledge and enthusiasm for subject matter and teaching.
4. Positive attitude toward students.
5. Flexibility in approaches to teaching.
6. Appropriate student learning outcomes.

Process of Student Evaluation

The Department of Journalism allows the faculty member to use the McKeachie evaluation form or the Banner system of evaluation.

McKeachie Student Evaluations

The paper student evaluations are administered by an appropriate member of the department or college. After the students complete the form, each student returns the form to the administrator and signs a signature sheet indicating that he/she took part in the procedure. The administrator seals the signature sheet and provides information on the outside to identify the group of respondents – name of instructor, course title, course number, date, day, time, and room. The envelope is then sent to the President's office for filing. The instructor does not have access to this sheet.

The department secretary handles the task of compiling the data from the paper forms. The person who administers the student evaluation will certify the results.

For each "scaled" question, the mean score is provided, as is a grand mean. For open-ended questions, all remarks are typed by the individual compiling the data (department secretary), using a numerical system to follow the same respondent throughout the summary document.

Only after semester grades have been submitted does the instructor have access to the student response summary. Both the administrator of the questionnaire and the faculty member must sign the document.

The faculty member is then asked to respond to the evaluation in his/her recontracting, tenure, or promotion document. The instructor may retain the student evaluation response summary for use in comparing responses on subsequent evaluations as a way of measuring improvement in teaching.

Banner System Evaluations

In the case of using online evaluations, instructors must initiate the process through the Banner system anytime during the final 5 weeks of the semester.

1. Go to <http://www.rowan.edu/selfservice>
2. Click "Access Banner Services – Secure Area – login Required."
3. Enter User ID and PIN.
4. Click "Faculty & Advisors."
5. Click "Request Student Course Evaluation."
6. Select one of the classes that you are currently teaching.
7. Click "Choose" and enter "Survey open date" and "Survey close date."
8. Click "Submit."
9. Repeat for other classes.

To ensure that students complete the evaluations, instructors are urged to use a computer room to have the students fill out the online evaluations during class. The instructor is to leave the room while the students fill out the forms.

Online evaluations are compiled within the Banner system. Upon the faculty member's submission of final grades into Banner and the Registrar's office submission of the grades into

academic history, each instructor will automatically receive a results report, which will be a PDF attachment to an email message. Only the instructor who requested the evaluation for his/her classes will receive the results report.

It is the responsibility of the instructor to save these online reports for inclusion in recontracting, tenure, or promotion documents. The faculty member is then asked to respond to the evaluation in his/her recontracting, tenure, or promotion document. The instructor may retain the student evaluation response summary for use in comparing responses on subsequent evaluations as a way of measuring improvement in teaching.

Basic Criteria for Recontracting, Tenure, and Promotion

The department has for many years used the criteria established by the University and the Bargaining Committee of the Federation of Rowan University Educators. Those criteria, in order of importance to the department's evaluation process, are:

1. Teaching Effectiveness
2. Scholarly and Creative Activity
3. Contribution to University Community
4. Contribution to the Wider and Professional Community

During the first years of a faculty member's probationary period, evaluations are based most heavily on teaching effectiveness and service. Scholarly achievement assumes greater weight in the final years of the probationary period and for promotion at the time the faculty member is tenured and for promotion applications following tenure.

The Department of Journalism has a strong heritage of combining the practice of professions taught within the department with creative and scholarly works, as well as recognition of members' service to department, college and university. As such, we expect that faculty members seeking tenure, recontracting, or promotion build a cumulative record of excellence that reflects depth and specialization, which would normally be expected to be manifested in research and/or creative activity germane to the faculty member's areas of teaching.

We believe that a journalism department – in order to reflect the diversity of the discipline – requires many types of expertise and varieties of scholarly and creative activity. In order to reflect this diversity, the department places great value in accomplishments of practitioners and researchers, of those who study the field from a social-science, ethical, critical, or quantitative perspective, as well as those who advance journalism by producing works that enhance students' and the public's understanding of the field.

As part of the mix of scholarly and creative work necessary to achieve tenure and promotion, we expect our faculty to continue to produce journalism scholarship or journalism of merit and integrate their expertise and experience into their teaching – whether it be in editing, writing, design, interactivity, publishing and business practice, broadcast journalism, blogs, or any other relevant and significant medium (and message).

The Department draws this expectation in part from our examination of journalism's role in society and in the academy. An examination of tenure and promotion documents from universities recognized as preeminent in the teaching of journalism underscores the value of such creative work. For example, the University of Iowa's Procedure and Criteria for Faculty Appointment, Review, Promotion, and Tenure recognizes excellence in "traditional scholarly" or "creative/professional ventures" and holds that achievements in both areas "merit a place in the school and deserve equal consideration in the institution's reward system, which includes tenure and promotion."

Similarly, Rowan's Department of Journalism places a significant value on the contribution of creative works, and in this we echo similar values held by other departments, including but not limited to Writing Arts and Radio/TV/Film.

1. Evaluation of Teaching Effectiveness

Assessment of teaching is essentially universal across the college, as standard measurements for student evaluation of teaching and observation of teaching policies are used in all departments.

However, we note that the Department of Journalism places particular value on the faculty member's ability to document and describe teaching attributes. For example, if the faculty member's narrative states that he or she has implemented innovative teaching methods, the department asks that those innovations be discussed in some detail; in addition, the department values explanation of why those innovations are beneficial to a journalism student.

Additionally, the department values evidence that the teacher establishes connections with individual students. This can be accomplished in many ways, but when evaluating teaching, the department's Tenure and Recontracting Committee and Promotion Committee look for examples of how the teacher had an impact on the student – advancing the student's world-view, perhaps, or strengthening the student's ability to function in the industry. Among other sources, we look to remarks in student evaluations and letters written by students. While high grand means on evaluations are clearly important, we also hope to see evidence that the teacher expanded a few horizons.

Horizons are expanding on the enterprise of journalism as a whole, we note, and as a result we value teaching that prepares students for their role in this evolving world. We look for quality teaching and innovation in such areas as editing and publishing, online journalism, print and broadcast, and for demonstrable evidence that these areas are integrated with the "real world" of journalism.

In addition to the categories described above, faculty members for recontracting, tenure, and promotion will be evaluated in terms of demonstrated success in:

- Interfacing among students and the professional journalistic communities; in particular, development of internships and other instructional apparatus.
- Demonstrated integration of professional practice and/or the latest in scholarly research into classroom teaching, including use of the faculty member's work as exemplars, either specifically or in general terms.
- Timely integration of evolving trends into classroom teaching in journalism. Examples may include discussion of ethics or current technological and economic controversies affecting journalism.
- Collegiality in the classroom and in all interaction with students – a quality the department believes will result in an enhanced learning environment.
- Excellence in the specific attributes we recognize as exceptionally valuable in a journalism classroom: Good organization of subject matter, effective communication, knowledge and enthusiasm, positive attitude toward students, fairness in exams and grading, flexibility in approach to teaching, and eliciting appropriate student learning outcomes
- Excellence in advisement, with particular attention paid to contributions to students' careers and academic development. Of special importance is placement

of students in jobs and internships and mentorship of emerging journalism professionals – even after they graduate.

- The integration of technically innovative and forward-thinking teaching tools in the classroom. Examples may include designing a website to accompany classroom teachings and/or creating original online tutoring sessions via audio messages and YouTube presentations to supplement book instruction.
- Staying up to date with trends in industry by regularly attending journalism and academic conferences and/or maintaining contact with the professional community.
- Designing and/or creating courses designed to prepare students to attain the knowledge and skills they will need to function effectively in the profession.

For the first recontracting period, faculty members should demonstrate core competence in teaching areas and be able to provide cohesive plans for addressing any deficiencies noted.

For the second year and fourth year recontracting periods, faculty members should continue to focus on academic instruction, with increased attention to development of learning activities and developing as a teacher.

For tenure and promotion to associate professor, faculty members should continue strong teaching as well as focus on student mentoring and advising as an aspect of teaching.

For promotion to full professor, faculty members should demonstrate a consistent pattern of mentoring excellence, including, but not limited to, supporting and advising junior colleagues in the areas of teaching, research and creative activity, knowledge of policies, procedures, and institutional memory, navigation of the tenure, recontracting, and promotion procedures interaction with students, mastering technology, introduction (in person or through communication media) to colleagues both within the institution and on a national level, and developing plans for professional growth and development.

2. Evaluation of Scholarly and Creative Activity

The Department believes that scholarship, creative activity, criticism, and works created in the practice of journalism are important to the academic life of the department and college. As stated in an earlier section of this document, we concur with what we believe to be the mainstream view of leading departments of journalism education that an appropriate mix of traditional scholarly and creative activity is vital to the growth of a journalism department at a time when the field is changing rapidly. As noted in the tenure and promotion documents of the School of Journalism at the University of Iowa, a school often regarded as preeminent in the nation, creative/professional work is an important component of journalism scholarship, and was identified as such by The Committee on News-Editorial Education (CONEE), a group seeking to gauge the proper measure of scholarship in journalism. Among the requirements specified was a body of works that “demonstrate high standards in the practice of journalism” which can be demonstrated by rigorous measures of accomplishment.

As stated above, we consider and encourage a wide range of scholarship and creative work based on the unique strengths of the faculty members; we believe it is counterproductive to adopt a one-fits-all strategy for evaluating excellence. Consequently, faculty members for recontracting, tenure, and promotion may demonstrate their achievement by producing a significant body of research and/or creative activities that reflect their unique role within the department. A practitioner, for example, may use his or her strengths to produce a combination of works of journalism that are in and of themselves significant as well as instructional materials, such as textbooks, that uniquely advance the art and science of turning students into journalists. A professor who teaches publication layout, editing, and business practice may employ professional accomplishments to add to the field of journalism education by informing and educating the public. A specialist in evolving media may combine works in new technologies with research and/or creative activity that examines the impact of technology on news usage.

It is important to note that the department believes that a journalism program, in order to prepare students for employment and for good citizenship, needs a mix of people and of scholarly and creative achievement. We value a mix of practitioners and academic researchers in the composition of a journalism department, a view as noted elsewhere in this document reinforced by the Association of Educators in Journalism and Mass Communication (AEJMC), the leading international association serving journalism educators.

The department’s recontracting and tenure committee and promotion committee believe there is no reliable “formula” that can explicitly measure achievement nor guarantee tenure or promotion. Rather, we reiterate that it is a matter of whether an individual faculty member has produced a body of achievement that is relevant to that faculty member’s role within the department and the worth of that accumulated body of achievement within the profession. In that regard, we highly value work that adds to the knowledge of students in general and our students in particular.

While there is no formula for evaluating the weight of faculty members’ achievements, the department looks to the quality of venue in which the work appears, critical

evaluation in terms of reviews, awards, and nominations, and the overall apparent quality and impact of the body of work, taken as a whole. For certain online works, we factor in the number and quality of other sites that cite or link to the work. For published research, we factor in whether the journal, conference proceeding or electronic publication publishes peer-reviewed articles. We also consider invited manuscripts, books and book chapters, book reviews, and scholarly essays important scholarly contributions to our field. Because journalism and mass media are on the forefront of technological and social innovation, we take great care in ensuring that innovators are rewarded for innovation – meaning, as stated above, that we do not arbitrarily regard “traditional” venues as inherently superior to others. As best we can, we judge quality solely on the basis of quality and journalistic merit.

In order to make these judgments, the department examines not only the quality of work as determined by our faculty members, but also whether it has been disseminated and received positive evaluation from scholars and professionals in the field. Such evaluations may include, but are not limited to, published reviews of the work and frequency of use in citations and indexes, both criteria which are employed by Syracuse University and set forth in that institution’s tenure and promotion documents.

Of particular interest to our department is the number and quality of online citations and citations by other scholars in the field. We look for references to the candidate’s work in related scholarship or in high-quality venues. While the measure of quality is, of course subjective, we interpret this to mean broadly recognized and cited online venues that may, in some cases, have ties to larger journalism or academic organizations. For example, the department places great weight on citations from researchers presenting at academic conference and/or published in respected research journals, as well as institutions like Harvard’s Nieman Journalism Lab, the Poynter Institute, and the Knight Digital Media Center. Again citing the University of North Carolina, our department recognizes that “faculty may have new forms of scholarship and creative work. That work can come in the form of databases, blogs, websites, and other forms that do not resemble traditional journal articles or monographs. Digitally published work is not always peer-reviewed prior to publication and dissemination. Faculty often must devote considerable amounts of time to mastering new technologies and methods.”

Faculty members for recontracting, tenure, and promotion may demonstrate their achievement by publishing, producing, or creating, with reputable publishing houses, and in respectable research and/or news publications, journals, broadcast, and online venues, including the following:

- Books of an instructive, creative, investigative, research-oriented, explanatory, or critical nature, including textbooks.
- Articles of an instructive, creative, investigative, explanatory, or critical nature, including book reviews, feature articles, and Web-based publications.
- Research-oriented articles, especially those that advance theory and concepts, those that focus on the impact of journalism on the public, and those that develop knowledge useful in the classroom. The department stresses production of research that helps the profession and the public better understand important issues and how journalists mediate those issues.

- Editing of publications when that editing is of a creative nature and/or guides the evolution of a publication. Examples include editing of anthologies and editing of regularly published works where creative guidance of the publication's editorial thrust is inherent in the task.
- Journalistic and creative work for other media besides print, including video, radio, and the web. In judging works for broadcast and the web, the department will primarily consider the journalistic aspects of the work, such as scripting and interviewing, and not production elements of the pieces. However, the department recognizes that as stated in the AEJMC principles, journalism is a technologically intensive field; in this regard the department notes that production elements are often a vehicle for expression.
- Writing grant proposals and other proposals for funded projects and research that will advance knowledge and understanding of journalism and/or produce significant and excellent journalistic research or work that breaks new ground.
- Conference papers and conference presentations.
- Reviewing books, manuscripts or other research for peer-reviewed journals or other scholarly texts.

We expect that the faculty member must accept some of the burden of putting accomplishments in evolving media into a context easily understood and appreciated by a broader audience.

Requirements for external evaluation of scholarly and creative work are described in the University MOA. We also encourage, but do not require, some sort of external evaluation for candidates for reappointment in positions other than tenure-track lines.

For the first recontracting period, faculty members should articulate a research platform including plans for presentation and publication.

For the second year recontracting, faculty members should demonstrate substantial progress toward the goals specified during the first recontracting period. It is normally expected that the candidate will cite an example of significant work disseminated in a respected venue, along with a significant presentation and/or documented work as a referee or contest judge.

For the fourth year recontracting, faculty members should demonstrate evidence of progress toward a major work or a cohesive collection of works comprising a body of work that holds clear promise of excellence.

For tenure and promotion to associate professor, faculty members should demonstrate a consistent level of competency and achievement that marks them as thoughtful creators of knowledge, innovative producers of scholarly and creative work, and emerging leaders in their field. While there is a wide spectrum of accomplishments that qualify an individual for tenure, and, as detailed elsewhere in this document, the diversity of the rapidly evolving field of journalism precludes a formulaic prescription, it is expected that the body of work produced by the candidate, taken as a whole:

- a. qualifies the individual as a permanent member of our faculty*
- b. demonstrates that the candidate has an emerging reputation as a national figure in journalism*
- c. contributes substantially to journalism, understanding of journalism, and/or the use of professional journalism to shed light on issues crucial to society and democracy*
- d. demonstrates that the candidate has the potential of becoming a leading figure in his or her discipline.*

For promotion to full professor, faculty members should demonstrate clear evidence of national prominence (as distinguished from recognition). Candidates for full professor must not only document a prominent body of work but also clearly demonstrate that their work:

- a. has made, in some respect, a unique contribution to the field, and*
- b. has achieved national recognition for excellence.*

3. Evaluation of Contribution to University Community

The department advocates strong involvement in campus activities and governance, places emphasis on documented achievement in service, and asks that faculty members for recontracting, tenure, and promotion focus on their accomplishments rather than simple attendance at committee meetings.

It is important to note that we as a department fully recognize that some service activities are by their nature more difficult and time-consuming than others and urge faculty members to document the level of their involvement. Also, we believe that demonstrating results is as important, or more so, than demonstrating activity. For example, the committee would look favorably on the fact that a faculty member sat on a committee dealing with new curriculum, but would prize evidence that a faculty member developed a new course and that that course is operating well, or that the faculty member made significant progress in helping a new curriculum fit together cohesively.

Faculty members for recontracting, tenure, and promotion should demonstrate substantial involvement and service in activities including but not limited to:

- Development of new programs and courses within the field of journalism, or collaborate curricula with other departments and/or colleges.
- Development of tutorials and other Web-resident material.
- Contributions to department, college or university communication and outreach, such as developing, maintaining, or contributing to websites; creating video or broadcast media.
- Service and/or leadership on committees and other college and university groups.
- Leadership within the department, both in terms of projects, committees, and events for students.
- Activity with campus publications in addition to activity that is part of a teaching load.
- Advising and working with student groups.
- Mentoring other faculty or staff on the department, college or university levels.
- Participation in open houses, student recruitment events, and outreach activities.

For the initial period, faculty members must demonstrate a commitment to service and a proposed plan for their future service.

For the second year recontracting period, the faculty member should demonstrate a record of participation.

For the fourth year recontracting period, the faculty member should demonstrate evidence of achievement and potential for leadership.

For tenure and promotion to associate professor, faculty members should reflect consistent excellence in relevant portions of the areas above.

For full professor, faculty members should reflect a record of substantial and demonstrated leadership in the relevant areas.

4. Evaluation of Contribution to the Wider and Professional Community

We value contributions of our faculty members to the community, involving service activities as well as professional activities.

Faculty members for recontracting, tenure, and promotion should demonstrate substantial involvement and service in activities including but not limited to:

- Membership in professional organizations, and demonstrable service to those organizations, including judging, organizing or reviewing submissions, participation in conferences, and writing for publications produced by professional organizations.
- Service to governing boards and task forces.
- Teaching and conducting workshops for professional groups, faculty development programs, writers' organizations, and academic panels.
- Consulting or technical assistance provided to public or private organizations.
- Briefings, seminars, lectures, and conferences targeted for general audiences.
- Editing association or professional journals, books, newsletters, magazines,
- Electronic productions (e.g., contributing to the development of websites, online seminars or programs or programs distributed via DVD).
- Collaboration with industries or civic agencies, such as partnering on hyperlocal websites.
- Participation/judging award contests and events, e.g., National Headliner Awards, Online Journalism Awards.
- Journalism-related voluntary community service.
- Community development activities.
- Reviewing books and other works in journals.
- Speaking engagements and readings.
- Volunteer and pro-bono work for individuals, schools, and charitable organizations.
- Providing expertise to wider communities by granting interviews and providing analysis to news media.

For the initial period, faculty members must demonstrate a commitment to service and a proposed plan for their future service.

For the second year recontracting period, the faculty member should demonstrate a record of participation.

For the fourth year recontracting period, the faculty member should demonstrate evidence of achievement and potential for leadership.

For tenure and promotion to associate professor, faculty members should reflect consistent excellence in relevant portions of the areas above.

For full professor, the department expects a record of substantial and demonstrated leadership in the relevant areas and some measure of regional or national prominence or impact.

Recontracting Expectations for ¾ Time Faculty

Three-quarter time faculty are typically hired by the Department of Journalism to bring outstanding professional experience into the classroom. While they must be current and conversant in developments in the field, and pursue continuing professional development, three-quarter time faculty are not expected to follow a formal research agenda.

As per the MOA, reviews of three-quarter time faculty are conducted in the spring of the first three years of service. After three satisfactory reviews, three-quarter-time faculty only need to complete a full review every third year. This review is conducted by the department committee and the dean.

Three-quarter-time faculty are judged on these criteria:

- Teaching Effectiveness
- Contribution to University Community
- Contribution to the Wider and Professional Community

For *assessment of teaching effectiveness*, ¾-time faculty are expected to demonstrate core competence in teaching their classes according to standards set forth for all department faculty (detailed above) and be able to provide cohesive plans for addressing any deficiencies noted. Faculty are expected to advise students with equal proficiency to full-time faculty; their student loads will be lowered to reflect the difference in their workweek expectations. The same general standards for excellence of student and peer evaluations as first- and second-year faculty will be imposed. This category accounts for roughly 60 percent of the candidate's overall evaluation.

For *contribution to university community*, the department expects that the faculty member will serve on an appropriate number of departmental committees. The department recognizes that some committees require more commitment of time and effort than others, and contribution will be weighed based on that understanding. Service on college or university committees is not precluded, but service to the department that brings the faculty member's expertise into play will be viewed most favorably. This category accounts for about 30 percent of the candidate's overall evaluation.

For *contribution to the wider and professional community*, the department expects that the faculty member will maintain professional contacts and engage in some sort of contribution to the wider and professional community. Examples include, but are not limited to, participation in professional conferences and organizations, judging of contests, or service on a committee attached to a professional organization. This category accounts for roughly 10 percent of the candidate's overall evaluation.

This document was ratified by the Department of Journalism on September 26, 2017.