

Approved by Department: 8/21/2017
Approved by College Promotion & Tenure Committee: 8/21/2017
Approved by Dean: 8/21/2017
Approved by University Tenure & Promotion & Sabbatical Leave Advisory Committee: 2/16/2018
Approved by Provost: 3/10/2018

**CRITERIA FOR ACADEMIC RANK
DEPARTMENT OF MASS MEDIA**

In accordance with the provisions of the University Faculty Tenure and Promotion Policy (2008), the Department of Mass Media bases its evaluation of candidates on the following criteria:

Areas to be Considered

Evidence of Teaching Effectiveness
Evidence of Professional Growth
Evidence of Service to the University

Performance Levels

Outstanding
Superior
Good
Unacceptable

Minimum Performance Levels for Promotion To:

Professor and Post Professorial: One rating of outstanding and two ratings of superior.

Associate Professor: Two ratings of superior (one of which must be teaching effectiveness) and one rating of good.

Assistant Professor: A rating of superior in teaching effectiveness and two ratings of good.

Minimum Performance Level to Receive Non-Tenure Track Faculty Merit Pay:

A rating of superior in teaching effectiveness and a rating of good in service to the university. The candidate may elect to include evidence from other areas, such as professional growth.

Definitions

"Record": Documented achievements at rank.

"Significant": Documented achievements which are important or meaningful contributions to the disciplines.

"Sustained": The period at rank with emphasis on the most recent four years. (In the case of post-professorial merit, the last five years.)

I. TEACHING EFFECTIVENESS

Evidence of teaching effectiveness includes the following:

A. CATEGORIES OF TEACHING EVALUATION

1. Peer evaluation reporting a positive learning environment based on classroom and/or laboratory observations.
2. Chairperson's or designated administrator's evaluation reporting a positive learning environment based on classroom and/or laboratory observations.
3. Student feedback on instructional quality.
4. Supporting material such as letters from students, colleagues, and professionals outside the Department.
5. Awards or recognition for excellence in teaching.
6. Other.

B. CATEGORIES OF TEACHING-RELATED ACTIVITY

1. Curriculum development activities including course outlines, course bibliographies, course proposals, course revisions, media materials, integration of new technology, etc.
2. Evidence of successful supervision of students in curricular, co-curricular, or extracurricular settings, and/or non-classroom instruction of students (e.g., media advisor or other appropriate activities).
3. Evidence of other successful teaching contacts with students (through, e.g., tutorials, conferences, field trips, or experiential learning contexts).
4. Supervising independent studies, internships, practicums, honors projects, graduate theses and/or projects for University-recognized programs.
5. Evidence of continuing effort to improve as a teacher (e.g., innovations in teaching techniques, or by faculty development clearly related to improve teaching effectiveness).
6. Recognition earned by students for projects supervised by the instructor.
7. Conducting student workshops and/or seminars.
8. Evidence of teaching contributions to the successful performance of students in graduate school, professional programs and/or relevant professional employment.
9. Evidence of proficiency with and appropriate use of current instructional technology (e.g., learning management systems, presentation software, social media, or video conferencing).
10. Other.

Performance Levels

- Outstanding:** A record of significant sustained achievement as demonstrated by evidence of accomplishment in the first three categories from A and three additional categories (including at least one category from B).
- Superior:** A record of sustained achievement as demonstrated by evidence of accomplishment in the first three categories from A and two additional categories from either A and/or B.
- Good:** A record of achievement as demonstrated by evidence of accomplishment in the first three categories from A and one other category from either A and/or B.

II. PROFESSIONAL GROWTH

Evidence of professional growth includes the following:

A. CATEGORIES OF SCHOLARLY/RESEARCH ACTIVITY

1. Peer-reviewed publications that enhance the reputation of the author and/or University. These may include articles, reviews, books, textbooks, multimedia projects, etc.
2. Creative production of peer-reviewed materials that are fixed in a tangible form of expression and enhance the reputation of the creator and/or University.
3. Professional peer-reviewed presentations. These may include panels, individual sessions, etc.
4. Professional presentations of peer-reviewed papers and/or multimedia content.
5. Preparation and/or receipt of peer-reviewed grants.
6. Scholarly consultation. This may include guest editor, reviewer, discussant, etc.
7. Scholarly or creative works in progress.
8. Other.

B. CATEGORIES OF PROFESSIONAL DEVELOPMENT

1. Leadership and/or active participation in scholarly/professional organizations at a district, state, regional, national, or international level, which contributes to professional growth.
2. Non-peer-reviewed publications or materials that enhance the reputation of the author and/or University.
3. Participation in departmentally recognized, professional internships and/or travel to enhance professional expertise.
4. Professional consultation.
5. Professional recognition, including awards and honors received.
6. Professional experience or retraining that contributes directly to the professional growth of the faculty member.
7. Education other than work toward the terminal degree, including formal or informal education, necessary to stay abreast of changes in the discipline(s).
8. Other.

Performance Levels

Outstanding: A record of significant sustained achievement as demonstrated by evidence of accomplishment in at least two categories from A (including A1 or A2), two categories from B, and successful involvement with at least one additional category in either A or B.

Superior: A record of sustained achievement as demonstrated by evidence of accomplishment in at least three categories. At least one item must be from A1, A2, A3 or A4.

Good: A record of significant involvement as demonstrated by evidence of accomplishment in at least two categories. At least one item must be from A.

III. SERVICE TO THE UNIVERSITY

Evidence of service to the University includes the following:

A. CATEGORIES OF ACADEMIC OR ADMINISTRATIVE SERVICE

1. Membership on department, college and/or university committees. Leadership or active service is recognized as more important than membership.
2. Academic advising.
3. Participation in student activities or active involvement in sponsoring student organizations, including groups in non-departmental areas.
4. Recruiting visitors and guest speakers and/or coordinating campus events.
5. Assisting current and former students with scholarship, internship, graduate school and/or employment applications, including writing letters of recommendation.
6. Departmental administrative or supervisory responsibility.
7. Contributions to interdisciplinary projects or programs.
8. Service to other departments and divisions of the University.
9. Participation in student recruitment activities.
10. Organizing or participating in public/professional forums or discussions that enhance the reputation of the University.
11. Activities which enhance the image of the department or University or participating in special University outreach activities.
12. Other.

B. CATEGORIES OF SERVICE TO THE COMMUNITY AND/OR PROFESSION

1. Activities that enhance the image of the University (e.g., service to area schools, work with alumni, or professionally-related contributions to the community).
2. Active use of social media, web pages and/or related channels to communicate University activities to alumni and/or the community.
3. Serving as a member of an agency, community board, or civic-oriented committee.
4. Demonstrating significant service as a consultant to governmental bodies, nonprofit organizations, business and industry.
5. Providing professional commentary to the media.
6. Awards or recognition for service to the community and/or profession.
7. Other.

Performance Levels

- Outstanding:** A record of significant sustained achievement as demonstrated by evidence of accomplishment in at least five categories (including A1 and at least one category in B).
- Superior:** A record of sustained achievement as demonstrated by evidence of accomplishment in at least four categories (including at least one category in A and at least one category in B).
- Good:** A record of successful achievement as demonstrated by evidence of accomplishment in at least three categories (including at least one category in A and at least one category in B).

Approved by Department: 8/21/2017
Approved by College Promotion & Tenure Committee: 8/21/2017
Approved by Dean: 8/21/2017
Approved by University Tenure & Promotion & Sabbatical Leave Advisory Committee: 2/16/2018
Approved by Provost: 3/10/2018

Department of Mass Media
Criteria for Annual Performance Evaluation of the Faculty and the Department Chairperson

Procedures for Faculty Evaluation

The department faculty as a whole may choose to evaluate faculty by a designated departmental committee or delegate to the chair the evaluation of the department faculty.

Full-time faculty members will submit an annual report and updated c.v. to the department chair by January 31st of each year, outlining activities from the previous calendar year. This annual report will be submitted using the departmental Record of Service template.

The complete process for performance evaluations, which includes information on submission deadlines and the appeals process, is explained in Chapter 2, Section C of the Faculty Handbook.

Standards for Faculty Evaluation

Faculty (including the chair) are expected to adhere to the policies specified in the Faculty Handbook, with particular attention placed on the professional responsibilities described in Chapter 3. Examples may include such activities as: consistently instructing assigned classes, conducting student evaluations of instruction, maintaining required office hours, regular attendance at department meetings, and/or demonstrating collegial and ethical conduct. Faculty are also expected to adhere to the standards of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and the Certification in Education for Public Relations (CEPR) program (as applicable).

Faculty members (including the chair) must demonstrate satisfactory performance in the following areas:

1. Teaching Effectiveness
2. Professional Growth
3. Service to the University

In order to receive a satisfactory recommendation, the faculty member must be judged as having met satisfactory expectations in all three areas, in addition to the professional responsibilities mentioned in the first paragraph of this section.

Non-tenure track faculty are not required to demonstrate performance in the area of Professional Growth.

It should be understood that continuous performance that meets minimum expectations as defined by departmental criteria does not assure tenure, promotion or post-professorial merit.

Teaching Effectiveness

Satisfactory performance in teaching effectiveness is demonstrated by holistic evidence of accomplishment in the broad categories of teaching evaluation and teaching-related activity, which include:

A. Categories of Teaching Evaluation

1. Peer evaluation reporting positive learning environment based on classroom observation.
2. Chairperson's or designated administrator's classroom and/or laboratory observations.
3. Student feedback on instructional quality.
4. Supporting material such as letters from students, colleagues, and professionals outside the Department.
5. Teaching awards or recognition for excellence in teaching.
6. Other.

B. Categories of Teaching-Related Activity

1. Curriculum development activities including course outlines, course bibliographies, course proposals, course revisions, media materials, new technology, etc.
2. Evidence of successful supervision of students in curricular, co-curricular, or extracurricular settings, and/or non-classroom instruction of students (e.g., media advisor or other appropriate activities).
3. Evidence of other successful teaching contacts with students (through, e.g., tutorials, conferences, field trips, or experiential learning contexts).
4. Supervising independent studies, student internships, practicum, and/or graduate theses.
5. Evidence of continuing effort to improve as a teacher (e.g., innovations in teaching techniques, or by faculty development clearly related to improve teaching effectiveness).
6. Recognition earned by students for projects supervised by the instructor.
7. Conducting student workshops and/or seminars.
8. Evidence of teaching contributions to the acceptance and/or performance of students in graduate or professional programs.
9. Evidence of proficiency with and appropriate use of current instructional technology (e.g., learning management systems, presentation software, social media, or video conferencing).
10. Other.

Professional Growth

Satisfactory performance in professional growth is demonstrated by holistic evidence of accomplishment in the broad categories of scholarly/research activity and professional development, which include:

A. Categories of Scholarly/Research Activity

1. Peer-reviewed publications that enhance the reputation of the author and/or University. These may include articles, reviews, books, textbooks, and/or computer programs.
2. Creative production of peer-reviewed materials that are fixed in a tangible form of expression and enhance the reputation of the creator and/or University.
3. Professional presentations in peer-reviewed panels.
4. Professional presentations of peer-reviewed papers.
5. Receipt of peer-reviewed grants.
6. Scholarly consultation (guest editor, reviewer, etc.).
7. Scholarly or creative works in progress.

8. Other.

B. Categories of Professional Development

1. Leadership and/or active participation in scholarly/professional organizations at a district, state, regional, national, or international level, which contributes to professional growth.
2. Non-peer-reviewed publications or materials that enhance the reputation of the author and/or University.
3. Participation in departmentally recognized, professional internships and/or travel to enhance professional expertise.
4. Professional consultation.
5. Professional recognition, including awards and honors received.
6. Professional experience or retraining that contributes directly to the professional growth of the faculty member.
7. Education other than work toward the terminal degree, including formal or informal education, necessary to stay abreast of changes in the discipline(s).
8. Other.

Service to the University

Satisfactory performance in service to the University is demonstrated by holistic evidence of accomplishment in the broad categories of academic/administrative service and service to the community/profession, which include:

A. Categories of Academic or Administrative Service

1. Membership on department, college and/or university committees. Leadership or active service is recognized as more important than membership.
2. Academic advising.
3. Participation in student activities or active involvement in sponsoring student organizations, including groups in non-departmental areas.
4. Recruiting visitors and guest speakers and/or coordinating campus events.
5. Assisting current and former students with employment or graduate school applications, including writing letters of recommendation.
6. Departmental administrative or supervisory responsibility.
7. Contributions to interdisciplinary projects or programs.
8. Participation in student recruitment activities.
9. Service to other departments and divisions of the University.
10. Organizing or participating in public/professional forums or discussions that enhance the reputation of the University.
11. Activities which enhance the image of the department or University or participating in special University outreach activities.
12. Other.

B. Categories of Service to the Community and/or Profession

1. Activities that enhance the image of the University, i.e. service to area schools, work with alumni, and professionally related contributions to the community.
2. Serving as a member of an agency, community board, or civic-oriented committee.
3. Demonstrating significant service as a consultant to governmental bodies, nonprofit organizations, business and industry.
4. Providing professional commentary to the media.
5. Awards for community/regional service activities.
6. Other.

Procedures for Chair Evaluation

For evaluation of the chair, the department will use a survey to gather input from all full-time faculty. This nine-question survey will seek ratings in the areas of Teaching Effectiveness, Professional Growth, and Service to the University, as well as the six Functions of a Chairperson, as defined by Chapter 1, Section F of the Faculty Handbook. Ratings include: satisfactory, unsatisfactory, not applicable or unable to judge. Faculty members also have the opportunity to provide comments for each of the associated areas.

The chair will distribute an annual report and updated c.v. to all full-time faculty by January 31st of each year, outlining activities from the previous calendar year. This annual report will be submitted using the departmental Record of Service template. This report will also include a section highlighting activities considered functions of the chairperson.

Survey results will be forwarded to all full-time faculty. Rating results will be distributed to the faculty in summary form, with faculty comments distributed in list form (disassociated from an identifiable source). All full-time faculty will meet to make their recommendation, based on the approved standards listed under Standards of Chair Evaluation.

The full-time faculty will forward a signed copy of the final recommendation to the dean and the chair. Faculty members have the option of submitting dissenting comments in writing directly to the dean, copying the departmental promotion and tenure committee chair. This will ensure a record of those comments and the formal evaluation at the department level.

The complete process for performance evaluations, which includes information on submission deadlines and the appeals process, is explained in Chapter 2, Section C of the Faculty Handbook.

Standards for Chair Evaluation

The department chairperson is expected to adhere to the policies specified in the Faculty Handbook, with particular attention placed on the functions of a chairperson described in Chapter 1, Section F. The chairperson is also expected to adhere to the standards of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and the Certification in Education for Public Relations (CEPR) program.

As both chairperson and faculty member, the chair must demonstrate satisfactory performance in the following areas:

1. Teaching Effectiveness
2. Professional Growth
3. Service to the University
4. Functions of the Chairperson

In order to receive a satisfactory recommendation, the chairperson must be judged as having met satisfactory expectations in all four areas, in addition to the professional responsibilities mentioned in the first paragraph of this section.

Satisfactory performance in any area is determined by a simple majority of individual faculty survey results. The promotion and tenure committee may also use a holistic evaluation approach if deemed necessary. Ratings of satisfactory or unsatisfactory are given for Teaching Effectiveness, Professional Growth, and Service to the University, and also for each of the six Functions of the Chairperson. These functions include:

1. Administrative Functions
2. Faculty/Personnel Functions
3. Liaison Functions
4. Student-Related Functions
5. Leadership Functions
6. Operational Functions

In order to receive a satisfactory recommendation in the area of Functions of the Chairperson, the chair must receive a satisfactory performance rating for at least four of the six functions. It is important to remember that the chair is not to be held accountable to all 49 items related to Functions of the Chairperson listed in the Faculty Handbook. These items are simply examples of the duties that may be evaluated under those six functions.