


FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA


Department/Office: Journalism

Department Chair/Head: Mark Berkeley-Gerard 

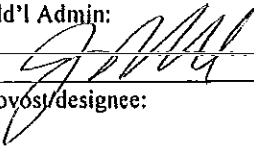
Academic Year (circle): Print      Signature

15-16      16-17      17-18      18-19      19-20

Date Sent to Dean/Supervisor: 9/24/18

Signature       Date 9/25/18      Approved  Y /  P /  N

Dean/Supervisor: \_\_\_\_\_

Add'l Admin:       9/17/18       Y /  P /  N

Provost/designee: \_\_\_\_\_

President/designee: \_\_\_\_\_

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

This cover page with non-approval should be one. This cover page should 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:	DATE
Departmental approval, sent to Dean/Supervisor:	September 25 (earlier if possible)
Dean provides feedback regarding criteria	October 9
Department, and Dean	

Revised July 2018  
Ratified September 17, 2018

## DEPARTMENT OF JOURNALISM

### ~~Recontracting, Tenure, and Promotion Guidelines~~

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*NOTE: The criteria found in this document follow the candidates through the recontracting process to tenure.*

*That the promotion and recontracting/tenure criteria are within the same document is circumstantial  
that the promotion and recontracting/tenure criteria are within the same document is circumstantial*

General Principles for Documenting, 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 contracting, tenure, and promotion portfolios. The following guidelines should be

DOCUMENT STANDARDS

Whether for promotion or tenure, candidates should submit a well-developed and reasoned case for quality and appropriateness of work in all dimensions under review. Candidates are expected to classify their work 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. These materials should be organized in a way that makes it easy for all

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 activities, candidates must make a case for the significance and impact of the work. This argument should include information regarding the audience, acceptance/rejection rates, non-monetary rewards, longevity, and discussion on oral or other venues. Candidates should also address whether the work was subjected to blind peer review, solicited by an editor/evaluator

editor/evaluator. 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

In discussion of service, all levels expected for the specific candidate rank title should be considered. Merit-based, college-wide, university-wide, and community-wide activities should be

considered as service, but if the connection to the field is not obvious, the candidate must make the case. Merit-based, college-wide, university-wide, and community-wide activities should be

example, being a volunteer for an organization unrelated to journalism is not likely to qualify as service; however, doing pro bono PR, graphic design, or internal communication work for an activity.

While department committees should offer support to the candidate in preparation of the document, the department committees should also ensure that the candidate is aware of the requirements before submission. Including a checklist of all required items on the cover of the document is the obligation of the

# SCHOLARLY AND CREATIVE WORK BASIC DEFINITIONS

## Scholarly Work

Reviewed and publicly disseminated research that contributes to the field by creating

work includes:

Publishing manuscripts/book reviews/abstracts in refereed journals or conference proceedings (print or online).

Presenting an original research paper at a refereed conference or national scholarly/academic/professional meeting.

Participating in research activities sponsored by academic/professional 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).

Information for dissemination may be considered appropriate if peer reviewed at department or dean level and with evidence of peer review and approval.

## 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 fields and are then utilized in the education of future creative artists.

When evaluating the contribution of creative work, attention should be given to the reputation and significance of the publisher, exhibitor, distributor, or other venue in which the work is evaluated. Strong consideration should be given to awards or honors bestowed upon the work, with attention to veneration of the awarding agencies and level of competition. Because creative works include a wide range of disciplines, the following list of activities includes:

- Presenting or exhibiting creative exhibits or performances, whether on- or off-campus, for
- Publishing creative works (e.g., poems, stories, novels, creative non-fiction, screenplays, visual artwork) in off-campus peer-reviewed venues
- Presenting or exhibiting 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 artistic 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-reviewed 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 services occur 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 work<sup>3</sup>), 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 task forces
- Organizing and/or reviewing submissions for conferences, exhibitions, workshops and publications sponsored by professional and scholarly organizations.
- Engaging in contracted, discipline-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
- Developing and/or presenting digital or broadcast forms by request for an off-campus organization
- 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.

Rowan University will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students, maintaining agility by strategically delivering organizational capacity across the institution, and responding to emerging demands and opportunities, especially in the digital and global environments. (Approved 3/11/17)

### CCCA Mission Statement

The College of Communication & Creative Arts at Rowan University is dedicated to excellence in undergraduate and graduate education, providing our students with an understanding of

future career, civic, and personal endeavors.

The College is committed to developing and implementing a curriculum that celebrates these endeavors, creating opportunities for student engagement, gaining creative and artistic development, and enhancing students' critical thinking abilities.

While educating students in the fields of communication and the creative arts, our faculty and staff also share student awareness of the requirements of responsible citizenship, encourage large scholarly and professional communities.

### Department of Journalism Mission Statement

The Department of Journalism at Rowan University combines professional preparation with the practice and study of journalism, and relevant scholarship in the discipline. The combination of professional and academic preparation allows our students to be well-rounded, 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 in journalism and related fields.

### Department of Journalism Goals

2. Instill in our students a profound respect for the values of free expression and of their profession's role in protecting those values.

4. Cultivate in our students critical thinking skills that allow them to accurately discern truth

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 Reappointment

Consistent with Tenure Reappointment Guidelines for the current year, the Department of Journalism will elect the department chair to serve as an active, voting member of the reappointment committee. This action will be taken during a meeting of the department in accordance 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 promotion committee. This action will be taken during a meeting of the department in accordance 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

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

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

insufficient to determine to his or her peers that a high degree of teaching effectiveness exists in

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. Direct instruction
5. Flexibility in approaches to teaching.
6. Appropriate student learning outcomes.

## Process of Student Evaluation

The Department of Instruction will have the faculty members use the McKonchie evaluation form or the Banner system of evaluation.

### *McKonchie Student Evaluations*

The 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 response throughout the summary document.

Only after semester grades have been submitted does the instructor have access to the student response summary from the department secretary.

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 compiling responses on subsequent evaluations as a way of measuring improvement in teaching.

### *Banner System Evaluations*

In the case of online evaluations, instructors must indicate the process through the Banner system anytime during the final 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 "Banner Self-Service."
5. Click "Banner Self-Service."
6. Select one of the classes that you are currently teaching.
7. Click "Class" and enter "Classroom data" and "Survey class data."
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

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 documents. 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

Bargaining Committee of the Federation of Kowloon 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

We weigh these criteria differently according to the ranks and positions being considered.

Teaching Effectiveness - 45 percent  
Scholarly and Creative Activity - 35 percent  
Contribution to the University Community - 10 percent  
Contribution to the Wider and Professional Community - 10 percent

### For Tenure and Promotion to Associate Professor

Teaching Effectiveness - 50 percent  
Scholarly and Creative Activity - 30 percent  
Contribution to the University Community - 10 percent  
Contribution to the Wider and Professional Community - 10 percent

### For Retention of Lecturers and Three-Quarter Time Instructors

Teaching Effectiveness - 60 percent  
Professional Development Activity - 10 percent  
Contribution to the University Community - 25 percent  
Contribution to the Wider and Professional Community - 5 percent

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 would have a cumulative record of excellence that reflects depth and specialization, which would

...normally recognized to be manifested by 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 the diversity of the discipline, the department should endeavor to  
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 educate students about the practice and 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 in form and medium that use and advance their own academic  
whether it be in editing, writing, design, interactivity, publishing and business practice

creative works, and in this we echo similar values held by other departments, including

## 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 practices are used in all departments.

Faculty member's ability to document and describe teaching attributes. For example, if a faculty member's portfolio 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

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 opportunities.
- Timely integration of evolving trends into classroom teaching in journalism.
- Timely integration of evolving trends into classroom teaching in journalism.
- Timely integration of evolving trends into classroom teaching in journalism.

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

• The integration of technically innovative and forward thinking teaching tools in the classroom. Examples may include designing activities to facilitate classroom teachings and/or creating original online tutoring sessions via audio or video.

• Organizing and/or attending academic conferences and/or maintaining contact with the professional community.

• Designing and/or creating courses designed to prepare students to attain the

• *teaching goals and be able to provide solutions for addressing any deficiencies noted*

*For the second year and job in year recommending periods, faculty members should 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 mentoring 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 mentoring junior colleagues in the areas of teaching, research and creative activity, knowledge of policies, procedures, and institutional memory, navigation of the tenure, reappointing, and promotion*

*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

an appropriate mix of traditional scholarly and creative activity is vital to the growth of a

department of journalism at the University of Iowa, a school of journalism in the nation. Creative/professional work is an important

part of the academic life of the department. The Committee on News-Editorial Education (COONEE), a group seeking to gauge the proper measure of

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

Consequently, faculty members for recontracting, tenure, and promotion may

present activities that reflect their unique role within the department. A profession for

that are in and of themselves significant as well as non-traditional materials, such as textbooks that uniquely advance the art and science of turning students into journalists.

professional accomplishments to add to the field of journalism education by informing

technology on news usage

is important to note that the department believes that a journalism

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

this document reinforced by the Association of Educators in Journalism and Mass

Communication (AEJMC) the leading international association serving journalism

The department's recontracting and tenure committee and promotion committee believe

there is no ready-made formula that can be used to guarantee a certain level of

tenure or promotion; rather, we believe that the nature of the work of each faculty

member's role within the department and the work of each committee is to

and impact of the body of work, taken as a whole. For certain online works, we factor in the quality of the site that site is linked to. 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

meanings, as stated above, that we do not arbitrarily regard "traditional" venues as inherently superior to others. As a heuristic, we judge quality solely on the basis of

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

evaluations may include, but are not limited to, published reviews of the work and frequency of use in citations and indexes.

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, the quality of the venue, we also consider citations in high-quality venues that may, in some cases, have ties to larger journals or academic organizations. For example, the department places great weight on citations from researchers presenting at academic conferences and/or published in respected research journals. We also recognize

Faculty members for reconstructing, tenure, and promotion may demonstrate their

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.

issues and how journalists mediate those issues.

- Editing of publications when that editing is of a creative nature and/or guides the selection of publications. 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.

...all possible... consider the... aspects of the... such as... and...  
...of the... 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  
significant and excellent journalistic research or work that breaks new ground.

- Reviewing books, manuscripts or other research for peer-reviewed journals or  
other scholarly texts.

...for external funding of research,  
scholarship, and creative activities.

...the department is now administering a center involving sport and  
society, we encourage relevant research into such areas as media consumption  
patterns in relation to both news and sports and societal impact of sports coverage.

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.

*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  
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  
... and emerging leaders in  
... While there is a wide spectrum of accomplishments that qualify an individual  
... the diversity of the rapidly  
evolving field of journalism precludes a formulaic prescription. it is expected that the*

- 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*

*of professional journalism to shed light on issues crucial to society and democracy*

*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*

*international and national prominence. Candidates for full professor must demonstrate that*

*their work:*

*a. has made, in some respect, a unique contribution to the field and*

*excellence.*

### 3. Evaluation of Contribution to University Community

emphasis on documented achievement in service and asks that faculty members take

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

new course and that that course is operating well, or that the faculty member made

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
- 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

teaching load.

activities.

- Coordination of academic programs, including bachelor's degree programs, minors, undergraduate certificates, and concentrations.
- Administration of open houses, recruitment efforts, and exhibits and events highlighting student work.

*For the initial period of a new contract, we request that you provide us with 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 demonstrate 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**

... as well as professional activities

Each member's contribution to the wider and professional community should demonstrate substantial involvement and service in activities including but not limited to:

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.

Direct communication with the public through print or electronic media.

online seminars or programs or programs distributed via DVD)

Collaboration with the local business and industry community.

hyperlocal websites

- Journalism-related voluntary community service.
- Community development activities.
- Basic manuscripts and other works in journals.
- Speaking engagements and readings.
- Volunteer and pro-hono work for individuals, schools, and charitable organizations.
- Providing expertise to wider communities by granting interviews and providing analysis to news media

*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 development of students.*

*For tenure and promotion in non-tenure-track faculty members, annual renewal consistent with the relevant portions of the areas above.*

*leadership in the relevant areas and some measure of regional or national prominence or*

## Recontracting Expectations for 3/4 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.

Three-quarter time faculty are not expected to have 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

Faculty are expected to demonstrate 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 workload expectations. The same general standards for excellence of student and peer

evaluation of staff and second year faculty will be imposed. This category accounts for

recognizes that some committees require more commitment of time and effort than

faculty member's expertise into play will be viewed most favorably. This category accounts for about 30 percent of the candidate's overall evaluation

the faculty member will maintain professional contacts and engage in some sort of

participation in professional conferences and organizations, membership

accounts for roughly 10 percent of the candidate's overall evaluation.