

NOTE: The criteria found in this document follow the candidate through the recontracting periods to tenure unless the candidate chooses to adopt future criteria. This is not necessarily true of the promotion criteria. That the promotion and recontracting/tenure criteria are within the same document is circumstantial.

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.

**Rowan University Visionary Mission
for Student Learning, Research Excellence, and Service**

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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).

Accommodation for Impact of Covid-19

Rowan University and AFT Local 2373 have agreed that various benchmarks that are typically assigned for tenure and recontracting may not be realistically applicable in the wake of the disruption of the Covid-19 pandemic. The Department of Journalism will grant consideration to all candidates who document, through an impact statement included with their documentation, that the pandemic made it difficult or impossible for them to fulfill traditional departmental, college, and University requirements in the areas of teaching, scholarly/creative activity, and service.

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 a

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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

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

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

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

For Promotion to Full Professor

Teaching Effectiveness - 45 percent

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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

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 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 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 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, 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 memg6.1 (i1cOo)-4 (8F)TjEMC /P MCID 3 BDC -cvl
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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. demonstrates that the candidate has an emerging reputation as a national figure in journalism*
- b. contributes substantially to journalism, understanding of journalism, and/or the use of professional journalism to shed light on issues crucial to society and democracy*
- c. 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 regional 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*
- b. has achieved national and, where applicable, international, 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-c

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 of

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 $\frac{3}{4}$ 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.

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*, $\frac{3}{4}$ -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.