

# Department of Journalism & Digital Communication

## **Tenure and promotion guidelines**

### **Overview**

The Department of Journalism and Digital Communication has established a set of discipline-specific criteria for tenure and promotion to associate professor, for promotion to full professor, and for the promotion of instructors.

As a faculty, we value teaching, scholarship, and service, and we believe these complementary pursuits serve to strengthen the Department's mission and values. We further believe in assessing the candidate as a whole, including collegiality and citizenship alongside substantial and sustained achievement in teaching and scholarship.

We acknowledge the important role creative works play alongside traditional scholarship in journalism education and the vital link between the industry and the academy that informs our mission.

The Department is not currently a multi-campus unit. If departmental faculty are hired at other campuses, we will modify our governance and tenure and promotion documents to ensure those faculty have voice in departmental issues. We recognize the principle of equity of assignments, resources, and opportunities for faculty across a multi-campus university.

### **Procedures**

Reviews of tenure and promotion shall not commence without a complete application, and the responsibility to procure the application rests with the candidate.

Applications should include all materials stipulated in the College of Arts and Sciences tenure application, along with any additional materials described in this document that the candidate wishes to present for consideration.

Applications for tenure and promotion will be considered at three levels within the Department: first, by the Tenure and Promotion Committee, second, by the Department Chair, and third, by eligible voting members. The Committee and the Chair will, separately and sequentially, review the candidate's application, write narratives that speak to performance in the realms of research, teaching, and service, and provide evaluative ratings in each of these categories.

After these evaluations, eligible voting members will review the application and all evaluations and, by secret ballot, vote to either endorse or reject the application.

In cases of instructor promotion, eligible voting members include all full-time faculty within the Department. In cases of tenure and promotion to associate professor, eligible members include all tenured faculty within the Department. In cases of promotion to full professor, eligible members include all full professors.

The Tenure and Promotion Committee includes three members drawn from the eligible pool. If fewer than three full professors are available, a colleague of that rank from outside the Department but within the College will be invited to serve on the Committee.

Regional Chancellors will provide a formal review in promotion and tenure cases and for instructor promotion cases for faculty members on branch campuses prior to a College Dean completing and forwarding a recommendation to the Provost.

The process for mid-tenure review is the same as for tenure and promotion, except letters from external evaluators are not used.

### **Tenure & promotion to associate professor**

The Department expects tenure-track faculty to demonstrate expertise in their fields through scholarly and creative achievement; to be dedicated teachers and advisers committed to improving the education offered to the Department's students; and to contribute to the Department, the University, the community, and the profession through service activities.

We expect candidates for tenure and promotion to demonstrate excellence in research and teaching, along with substantive contributions to service within and beyond the Department.

The faculty of the Department of Journalism and Digital Communication believe conferral of tenure should be preceded by a thorough review and assessment of the candidate's qualifications, performance, and promise. As a faculty, we recognize awarding tenure has crucial, long-term implications for our program, our students, and one another.

### *Research*

Successful candidates for tenure and promotion must demonstrate excellence in research, scholarship, or creative works, as measured by both qualitative and quantitative indicators.

#### 1. Assessment of research quality

The Tenure and Promotion Committee, along with the Department Chair, should prioritize quality of scholarship.

Significant indicators of quality include remarks by external reviewers; standings of journals and academic presses in which the candidate's work appears; public recognition in the form of grants, awards, and other honors; and evidence of impact on the practice of journalism and digital communication.

The Department recognizes the practice of journalism and the scholarly study of media coexist in a mutually beneficial relationship. The Department's mission statement emphasizes the value of this dualistic approach, and successful candidates for tenure and promotion should demonstrate how their scholarship reflects and informs the practice of journalism and digital communication.

#### 2. Assessment of research productivity

The successful candidate for tenure and promotion should have published no fewer than 10 high-quality publications in peer-reviewed journals of digital communication, journalism, or related fields, or equivalent research, scholarship, or creative works (described below).

Collaborative work in the fields of journalism and digital communication is valued, particularly when it involves interdisciplinary partnerships. Co-authored work should be considered as part of the tenure and promotion file; however, for the purposes of assessing research productivity, the candidate should be lead author on the majority of the work submitted for review and have made substantial contributions that can be identified and assessed on their own merits to other works submitted for consideration.

Consistent scholarly output is valued, but it is recognized that publication counts may vary considerably over the tenure-earning years, often increasing as a scholar's research agenda gains momentum.

Work must be in press or published to count toward tenure and promotion.

*a. Peer-reviewed articles*

A peer-reviewed article is a published manuscript in a peer-refereed, high-quality journal in journalism, digital communication, or similar field of study.

*b. Peer-reviewed book chapters*

A peer-reviewed book chapter published by a reputable university or academic press with original scholarship may count as one peer-reviewed article, but successful candidates should emphasize articles in high-quality journals when assembling their materials for review.

*c. Authored research or scholarly books*

Major works published by reputable university or academic presses are considered equivalent to between three and five peer-reviewed articles.

#### d. Creative works

Such works include books, long-form series, multimedia productions, photo essays, interactive and data-driven projects, documentaries, and other substantive journalistic products based on investigative reporting, historical analysis, public records research, and related techniques. Because such works can vary considerably in scope and impact, determinations about equivalences to peer-reviewed articles should be based on evidence of merit and comments from independent outside reviewers.

#### e. *Public scholarship and other publications*

On a case-by-case basis, the Department Review Committee and Chair may consider additional works as part of the totality of a candidate's application.

These works include, but are not limited to, invited book chapters not subject to peer review; self-published works validated by reviews; invited, peer-reviewed papers or presentations; non-refereed published journalistic articles and blogs; book reviews, essays, commentaries, and other critical-analytical publications; invited presentation on original creative work; award of research grants; fellowships for research; and other professional works.

### *Teaching*

The Department of Journalism and Digital Communication expects excellent teachers to possess extensive, contemporary knowledge of such subjects as technology, press freedoms and responsibilities, and multimedia communication, and to demonstrate the utmost concern for the welfare of students.

Documentation of excellence in teaching includes the following components. Items may receive more or less weight, depending on a candidate's individual teaching philosophy and area of concentration.

1. *Evidence of curricular and pedagogical rigor*

We believe the best teaching requires thorough preparation; clear, sound learning objectives; diversity of learning experiences; rigorous academic and professional standards; careful critique of student performance; and responsiveness to the expressed needs of students.

Evidence of rigor includes course syllabi and class assignments; documentation of efforts to enhance teaching through participation in seminars, workshops, and teaching-improvement programs; and written or recorded lectures or lessons.

2. *Evidence of innovation in pedagogical methods*

With the advent of new teaching technologies and the importance of web-based journalism and mass communication, we also value experimentation with emerging tools and utilization of contemporary modes of communication that stand to enhance student engagement and learning.

Evidence of innovation includes course syllabi and class assignments; documented experimentation with new digital technologies to enhance teaching; and written or recorded lectures or lessons.

3. *Evidence of curricular renewal and currency*

Our discipline ties to a fast-moving profession marked by the rapid evolution of technology, techniques, and ethics. Candidates for tenure and promotion are expected to make concerted efforts to keep their teaching up-to-date to reflect industry trends and developments.

Evidence of curricular renewal and currency includes documentation of the development of new courses or the revision and enrichment of established courses.

4. *Student evaluations*

Students' assessments of instruction constitute one potential indicator of teaching excellence. The Department places particular weight on qualitative remarks that speak to the effectiveness of the candidate's teaching or the candidate's demonstrated concern for the growth and wellbeing of students. With regard to quantitative scores, candidates for tenure and promotion should meet or exceed Department and College student-rating averages.

5. *Oversight of master's projects and theses*

We value mentorship and consider candidates' contributions to master's projects and theses to be an indicator of teaching excellence, especially when candidates chair such committees.

6. *Student publications and presentations*

Our students' success reflects the quality of our teaching.

Evidence of such success might include publications of scholarly papers or journalistic articles emanating from class assignments and presentations of class-related work at conferences.

7. *Other evidence of contributions to student learning and growth*

Such evidence might include faculty-student projects that enhance student education and achievement.

8. *Other evidence of teaching accomplishments*

Such evidence might include receipt of awards or grants for teaching-related activities; the development and management of, or teaching in, seminars and workshops; and evidence of national or international recognition of teaching accomplishments.

## *Service*

We value service that advances the mission, values, vision, and goals of the University and Department. Since a professional program entails responsibilities to industry, we believe in a duty to share our expertise to the benefit of both journalism education and the profession.

The following areas will be evaluated. A candidate need not engage in all, but should demonstrate sustained contributions in several:

- leadership in University, College, and Department committees;
- leadership in Department programs or in related initiatives;
- leadership or participation in professional associations;
- editorial support for publications and journals in the field;
- volunteer activities to help educate the public about journalism;
- judging professional competitions;
- participation in conferences and workshops related to the practice or teaching of journalism or other subject matter;
- professional consulting; and
- providing expert information for media interviews and public presentations.

## **Promotion to full professor**

Promotion from associate professor to professor represents the highest level of academic accomplishment, and, as a faculty, we believe the rank of professor requires an exceptional record of leadership in research, teaching, and service.

Successful candidates for promotion to full professor must meet, and exceed, expectations for tenure and promotion to associate professor in the five years preceding their application.

They must further demonstrate the following accomplishments.

## *Research*

The candidate should have a track record of influential research that benefits the profession or attracts international attention. Evidence may include documented use of the candidate's models, theories, or other intellectual contributions in newsrooms, classrooms, or other organizational contexts; invitations to international conferences and symposia; and national or international recognition of the candidate's contributions to the field.

### *Teaching*

The candidate should have extensive experience teaching in the Department's undergraduate and graduate programs, including serving as chair on graduate students' applied research project and thesis committees.

### *Service*

The candidate should have a demonstrated record of leadership in service at the University or within the fields of journalism and digital communication.

### **Instructor promotion**

Expectations of instructors mirror those of tenure-track faculty for teaching and service, and the same evidence of accomplishments may be submitted. In lieu of research, instructors are expected to engage in professional development activities.

### *Professional development*

Professional development is essential to an instructor's ability to carry out the Department's educational mission. Professional development involves various activities that increase the faculty member's knowledge and exemplify pedagogical or professional expertise. It includes, but is not limited to, research in pedagogy, appropriate studies within and outside one's professional expertise, and activity in journalism and digital communication.

Instructors are expected to stay current in the content of courses taught and in the pedagogical techniques used to facilitate learning. They are further expected to sustain

professional contact with colleagues and engage in continuing professional activities to maintain, upgrade, and augment existing skills or develop new ones.

Evidence should include but not be limited to:

- the candidate's narrative of professional development activities;
- internal and/or external colleague statements on professional activities; and
- peers' and chair's evaluations since the instructor has been in the Department.

Additional evidence of professional development may include, but is not limited to:

- serving as an officer or member of a board or committee of a local, state, regional, national, or international professional organization;
- chairing or serving as a discussant on a panel at a professional meeting;
- preparing proposals and reports;
- conducting professional workshops and seminars;
- participating in professional meetings, seminars, or workshops;
- completing graduate studies or coursework relevant to professional competency;
- receiving fellowships and awards;
- serving as a professional consultant;
- attending workshops, symposia, and meetings of regional and national organizations;
- producing scholarly and creative works that are pedagogical in nature, such as peer-refereed journal publications, media productions, analyses of practice, compiling significant bibliographies, guidebooks, catalogs, study guides, textbooks or workbooks, and other publications related to journalism and digital communication

### *Requests for early promotion*

Instructors may request consideration for early promotion when they have accrued at least four consecutive years at their current rank, have taught at least 30 classes, and have achieved the standards of excellence in teaching and service enumerated above.

Revised by faculty vote: June 22, 2020

Approved by the Dean's Office: June 23, 2020

Approved by the Provost's Office: June 23, 2020