

POLICY STATEMENT

TENURE AND PROMOTION CRITERIA

Preliminary Items

One USF

The Zimmerman School of Advertising & Mass Communications is not currently a multi-campus unit. If departmental faculty are hired at branch campuses we will modify our T&P documents to ensure that those faculty are included in matters of Tenure & Promotion and to ensure they have a voice in promotion issues. We recognize the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

Mission Statement

The mission of the Zimmerman School is to achieve national and international distinction in research, teaching, and service. To accomplish this mission, the Zimmerman School will advance high-quality, high-impact programmatic social scientific scholarship consistent with the mission of the College of Arts and Sciences and engage in innovative, exceptional undergraduate and graduate education that prepares students for careers related to the mass media and future scholarly success. Professional and public constituencies will be served by scholarly efforts designed to improve the understanding and practice of mediated communication.

Diversity

All decisions regarding appointment, evaluation, promotion, and tenure are made without regard to race, color, religion, sex, sexual orientation, national origin, or age.

Superseding Bodies

In addition to the criteria outlined here, candidates for Tenure and Promotion should familiarize themselves with the University of South Florida's Tenure and Promotion Guidelines, the College of Arts and Sciences Tenure and Promotion Procedures, and the Collective Bargaining Agreement. The Office of Faculty Affairs in the College of Arts & Sciences maintains

quantitative data on recent successful Tenure and Promotion cases within the School of Social Sciences.

Tenure and Promotion Procedures

Candidates for tenure and/or promotion in Zimmerman School will be reviewed by all members of the faculty holding the rank for which the applicant is applying or a higher rank. In the case of tenure, this will be the School's entire tenured faculty. For promotion to the rank professor, should the Zimmerman School not have sufficient numbers of full professors to conduct the

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review in accordance with university guidelines and college procedures, the Dean, in consultation with the Director, will appoint professors with subject matter expertise from outside the School to serve. In each case, the voting faculty members will collectively decide the authorship of the accompanying narrative.

The relevant voting faculty members will evaluate the candidate's portfolio as submitted using the ZSAMC criteria for promotion and tenure and to make a recommendation for or against tenure and/or promotion. The faculty vote will be taken by secret ballot, and the summary result shall be recorded. This decision with written justification – based solely upon the candidate's submitted portfolio, and formatted to be in compliance with SSS, CAS, and USF procedures and guidelines for tenure and promotion – will be forwarded in confidence to the Director, who will make an independent evaluation of the candidate and recommendation for or against tenure and/or promotion. Both evaluations and recommendations will be forwarded as recommendations for or against tenure and/or promotion to the CAS School of Social Science Tenure and Promotion Committee along with signatures by the faculty member who conducted the vote and the Director.

Statement of Criteria

Teaching

Teaching Mission of the Zimmerman School

The criteria in this section are intended to serve as the Zimmerman School of Advertising and Mass Communications' teaching mission, which is to provide high-quality undergraduate and graduate instruction that equips students with the creative, communication, critical, analytical, and research skills needed to become effective communicators, obtain employment or advance their career in the global marketplace, and succeed in post-graduation education.

Teaching Activities and Criteria for Excellence

Consistent with this mission, ZSAMC considers “excellence” in teaching to include teaching that effectively guides students in the acquisition of disciplinary knowledge, fosters students’ critical and creative thinking skills, and helps students develop proficiency in written, oral, and mediated communication. Candidates may demonstrate excellence in teaching through a variety of teaching activities, including but not limited to:

1. Classroom teaching
 - Undergraduate and graduate course syllabi as well as instructional materials, assessment activities, and other course material
 - Course evaluations, including numerical data and narratives
 - Development of new courses, substantial revisions of current courses, or adaptation of courses to new formats and media through incorporation of emerging technologies
 - Student performance on pre- and post-instruction measures
 - Exemplary student classroom work and outcomes, including awards
 - Peer observations and evaluations (these are strongly encouraged in any year before a faculty member will apply for tenure, promotion, or mid-tenure review)
 - Documentation of innovative teaching methods
 - Service-learning classes
2. Supervision of students/faculty • Supervision or serving on committees for undergraduate honors theses or master’s theses
 - Supervision of independent studies or undergraduate student research projects
 - Supervision of teaching and research assistants
 - Mentorship of junior/adjunct faculty
3. Other teaching activities
 - Professional development activities and efforts at improvement
 - Publication or presentation of teaching practices or scholarly research related to education in the field
 - Publication of discipline textbooks
 - Awards for scholarly research related to education in the discipline
 - Teaching awards
 - Internal or external funding received for training or student projects

- Collaboration with outside groups
- Participation in workshops to provide instruction to external groups or individuals
- Mentorship of students seeking scholarships or awards

Candidates for tenure and/or promotion will submit a teaching narrative outlining her or his teaching philosophy, teaching activities, and a self-evaluation. Documentation should include syllabi and available evidence from the above activities.

Although all of the relevant activities listed above will be counted in the assessment of whether a candidate has demonstrated excellence in teaching, candidates are not required to participate in all of these activities to be considered excellent.

Assessing Teaching

Committee members will make use of all materials provided in the candidate's file in order to evaluate whether the candidate has demonstrated excellence in teaching.

Successful candidates for tenure and/or promotion must demonstrate excellence in teaching as demonstrated in and through the categories below. Documentation should include the following, but not every component needs to be weighted in equal measure for every candidate.

1. Evidence of Curricular Rigor and Student Learning. A candidate's syllabi and other materials must meet high disciplinary standards of rigor and student learning appropriate to the content and level of each course. Syllabi should reflect up-to-date knowledge of the industry and/or relevant scholarship; significant learning outcomes that are not only appropriate to the course but also reference acquisition of knowledge, critical/creative thinking skills, and proficiency in communication; and assessments that require sustained work throughout the semester. Candidates may also provide reports of pre- and post-instruction. Rigor will not be measured solely by final course grades.
2. Reports of Peer Observation and Student Evaluation. Candidates may opt to include peer evaluations in their portfolio. Additionally, both narrative and numerical evaluations by students for each course will be examined.
3. Evidence of Contribution to the Degree Programs in ZSAMC. Successful candidates will have made contributions to the graduate program in terms of serving on master's theses committees. Successful candidates will have also made significant contributions to the program by developing new courses, revising current courses, and/or adapting courses to new formats.
4. Evidence of Commitment to Pedagogy. Evidence of commitment to pedagogy may include honors and awards for teaching; participation in training sessions, workshops, or conferences devoted to pedagogy in higher education or mass communications; and contributions to research on pedagogy.

Research

Research Mission of the Zimmerman School

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Excellence in Research

Successful candidates for tenure and promotion in the Zimmerman School of Advertising and Mass Communications (ZSAMC) must demonstrate excellence in research. Excellence in research involves both qualitative and quantitative factors, where assessment of quality takes precedence.

Assessment of Quality

For purposes of tenure and promotion recommendations, the ZSAMC Tenure and Promotion Committee and ZSAMC director should give great weight to judgments of quality by a candidate's external evaluators.

The standings of journals and academic presses in which candidates published are to be considered significant indicators of quality. Assessment of research quality is a rigorous process, but primarily a qualitative one.

Quantitative Productivity

Zimmerman School of Advertising and Mass Communications criteria for tenure and promotion stipulate that the successful candidate will normally present approximately 10 to 12 peer-reviewed articles or the equivalent of sufficiently high quality that demonstrate programmatic research (See below for the equivalencies.) Work must be unconditionally accepted or published to be considered.

1. Peer-reviewed Articles

A peer-reviewed article is an article in a peer-reviewed journal in a ZSAMC discipline (or cognate scholarly field, where appropriate), or a chapter in a peer-reviewed anthology.

2. Editor-reviewed Articles, including Law Reviews

Applied scholarship in the form of edited, non-refereed law review or policy journal articles that are specific to the candidate's research focus can be considered equivalent to a peer-reviewed article given the prestige and ranking of the outlet.

3. External Grants and Contracts

Applications for extramural funding are strongly encouraged—if appropriate to a candidate’s field; however, funding is not required for tenure.

4. Authored research or scholarly books

An authored research or scholarly book is considered to be a work that provides a new understanding of a problem germane to ZSAMC disciplines. An authored research or scholarly book published by a reputable university or academic press is considered equivalent to no fewer than three and no more than five peer-reviewed articles. These works of research or scholarship should not be confused with discipline textbooks.

5. Peer-reviewed chapters in edited book

Chapters presenting original research or scholarship that undergo peer review and appear in edited books published by reputable university or academic presses (for which the faculty member is not an editor) can represent important research contributions. Although the effort involved in producing an edited book chapter may equal that of a peer-reviewed journal article, candidates are encouraged to concentrate the bulk of effort on articles.

6. Scholarly Monographs

A scholarly monograph is considered equivalent to no fewer than two and no more than three peer-reviewed articles. Scholarly monographs are to be placed in reputable academic presses, enforcing rigorous peer-review practices in their acceptance of manuscripts.

7. Edited Books

An edited book should be considered equivalent to between two and four peer-reviewed articles, depending upon the extent of the candidate’s original scholarly contribution and the prestige of the university or academic press. Assembling and editing an edited book is an important scholarly contribution in its own right. In addition, the candidate may also have contributed an introduction and one or more original chapters. Any such chapters should be considered in determining how much weight to place on the edited book; chapters should not be counted separately under point 5 above.

8. Additional Publications and Other Public Scholarship

Additional publications and other public scholarship meriting consideration toward tenure include, but are not limited to the following: technical papers, policy papers, articles not peer-reviewed or solicited for peer-reviewed collections, encyclopedia articles, reprints, revised manuscripts, articles published in conference proceedings, and substantial critical book reviews published in major journals.

Although candidates are expected to have averaged at least two peer-reviewed publications or equivalent per year over the course of their tenure-earning years, it is understood that evidence of scholarly productivity may vary widely from year to year.

Promotion to Professor

The successful candidate for promotion to professor will have met and then exceeded all of the criteria for tenure and promotion to associate professor during the five-year period preceding the application for promotion to professor. In addition, she or he must also meet the following additional criteria:

The candidate for promotion to full professor must be a scholar of some international standing. Evidence of international reputation includes presentation at conferences outside the United States and publication in international venues.

Service

Service Mission of the Zimmerman School

The mission of the Zimmerman School is to achieve national and international distinction in research, teaching, and service. To accomplish this mission, the Zimmerman School will serve professional and public constituencies by scholarly efforts designed to improve the understanding and practice of mediated communication.

Substantive Service

Being a well-rounded scholar includes making substantive service contributions to better the discipline, School, College, University, related professional fields, and the broader community. Candidates are encouraged to fully engage in the faculty governance process, as well as make significant contributions to the professional and academic communities served by the Zimmerman School. Substantive service should be related to the candidate's scholarly and professional interests and be reflective of a commitment beyond teaching and research expectations. Leadership positions in any service capacity demonstrate an exceptional level of commitment and responsibility. Examples of service activities in each of the five categories include:

1. Zimmerman School of Advertising & Mass Communications

Participation in departmental governance in the form of service on departmental standing and *ad hoc* committees and performance of related duties; advising student media organizations.

2. College of Arts & Sciences

Participation in the governance of the College of Arts & Sciences in the form of service on standing and *ad hoc* committees or on search committees for other departments; attendance at college convocations, assemblies, and other events.

3. University

Participation in university governance in the form of service on standing and ad-hoc committees and councils; attendance at convocations, commencement ceremonies, and other events.

4. Profession

Participation in the peer-review process; credited involvement in a scholarly journal; administration of or regular contribution to a professional blog or newsletter; consulting for other department or institution; service as officer – or board or committee member – for a regional or national professional or scholarly society or association; serving as a consultant to media organizations; responding to media inquiries, participating in media commentary to news organizations; participating in professional training or educational workshops interviews and offering; giving invited talks, seminars, panels, and presentations for the profession, students, university, or the general public.

5. Community

Involvement in service-learning activities; participation in community outreach efforts; participation in local, regional, or national government or civic organizations that capitalizes on faculty professional expertise.

This document may be amended by a two-thirds majority vote of the voting members of the Faculty at any regular meeting of the Zimmerman School of Advertising & Mass Communications. After amendment, the Offices of the Dean and Provost must approve it.

Approved by faculty vote on October 16, 2015.

Approved by Dean's Office on September 24, 2015.

Approved b Provost on June 1, 2016.

Effective June 1, 2017.