

Department of Mass Communications & Journalism

Criteria for Tenure and Promotion* of Faculty

Norfolk State University's Department of Mass Communications and Journalism adheres to an understanding of scholarship as outlined by Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, in his report, *Scholarship Reconsidered: Priorities of the Professoriate* (Boyer, 1990).

The Boyer report calls for a new paradigm of faculty scholarly activity and "to move beyond the tired old "teaching versus research' debate and give the familiar and honorable term 'scholarship' a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work" (Boyer, 1990, p.16). For Boyer "the work of a scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students" (Boyer, 1990, p. 16) and as such, is thought to have four separate, yet overlapping, functions: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*. Boyer, as well as this department, believes that this four-pronged model of scholarship better reflects the work of departmental faculty and "more realistically the full range of academic civic mandates" (Boyer, 1990, p.16).

The **scholarship of discovery** "is the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead" (1990, p.17).

The **scholarship of integration** is "making connections across the disciplines, placing the specialties in larger context, [and] illuminating data in a revealing way" (Boyer, 1990, p.18).

The **scholarship of application** focuses on service and citizenship. The application of knowledge "moves toward engagement as the scholar asks, 'How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?' And further, 'Can social problems *themselves* define an agenda for scholarly investigation?'" (Boyer, 1990, p. 21-22). For Boyer, service activities are tied directly to one's special field of knowledge and relate to and flow directly out of, this professional activity.

The **scholarship of teaching** is about "not only transmitting knowledge, but *transforming* and *extending* it as well" (Boyer, 1990, p.24). It is about stimulating "active, not passive, learning and encourage[ing] students to be critical, creative thinkers, with the capacity to go on learning after their college days are over" (Boyer, 1990, p. 24).

Norfolk State University's Department of Mass Communications & Journalism's tenure and promotion expectations are based on Boyer's four-pronged model as detailed below. It is important to note that the four prongs of Boyer's model: discovery, integration, application and teaching, perform and expand upon each of the three traditional forms of scholarship: teaching, research and service.

According to our standards, a tenured faculty member should meet or exceed the following point expectations. The minimum Tenure Points are based on 8 points in Teaching, 8 points in Research, and 8 points in Service. Note: A faculty member only needs 24 Tenure Points (in a two year period), not the individual points in each area.

Source:

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Princeton University Press.

* To be promoted, the applicant must demonstrate sustained performance in accordance to this document.

CREDENTIALS	POINTS
Doctoral or terminal degree in Mass Comm.; Speech; Radio, TV, Film; or Journalism	REQUIRED
TEACHING	
Teaching ratings from students that are consistently good to excellent	5
Syllabi that meet and go beyond the minimum University standards	2
Syllabi that require assignments that prepare students for the AEJMC competencies and their exit exams, especially writing	2
Service learning activity	2
Advisor to campus media outlet	3
Academic advising	3
Involvement of local and national professionals in classroom	.5 each
Organization of field learning opportunities	1 each
Significant mentoring of students with demonstrated outcomes	1
Teaching award	1 each
Development of new course	.5 each
RESEARCH AND CREATIVE WORK	
A non-self published professional book (sole author)	15 each
A non-self published professional book (co-author)	10 each
A non-self published professional book (sole-editor)	10 each
A non-self published professional book (co-editor)	6 each
A book chapter in a non-self published professional book (sole author of a chapter)	5 each
A book chapter in a non-self published professional book (co-author of a chapter)	3 each
An article in a peer-reviewed journal (sole author)	4 each
An article in a peer-reviewed journal (co-author)	2.5 each
A documented paper presentation at scholarly conference	2 each
A documented poster presentation at scholarly conferences	2 each
An externally funded research grant (proposed)	2 each
An externally funded research grant (awarded)	1 for each \$1000
An internally funded grant (proposed)	.5 each
An internally funded grant (awarded)	1 each
Serving as a judge for competitions	1 each
A review of a paper, film, book or article	2 each
A panel member at a professional conference	2 each
A panel organizer/chair at professional conference	3 each
A creative work such as audio, video, new media productions, or press kits.	2-4 each

Journal or trade publication editor	5 each
Editorial board member	3 each
Content contributor and/or interview source for local and national media	2 each
Research consultant for national media and other scholarly outlets	3 each
Award for scholarly/creative activity	2 each
Leadership role in a professional organization	1 each
SERVICE TO THE UNIVERSITY, DEPARTMENT AND COMMUNITY	
Attendance and participation in professional development workshops	1 each
Professional development grant (proposed)	1 each
Professional development grant (awarded)	3 each
Producing and/or coordinating media field study trips	1 each
Extended service to the community that results in positive community outreach for NSU and the department	4
Sustained and effective participation in a departmental initiative or committee	1 each
Sustained and effective participation in a University initiative or committee	1 each
Documented evidence of sustained and effective cooperation with the department head and colleagues	2
Documented evidence of excellence in academic advisement	2
Extended/ongoing consulting with national and local impact	3
Advisor to student chapter of organization	3
Organization and coordination of community service learning opportunity	2 each
Coordinating, teaching or conducting a workshop for professional group, faculty, development program, students, or community members	2 each
Membership and service in professional organizations such as AEJMC and PRSA	.5 each
Participation in professional organizations' governing process	2 each
Participation in professional internships and externships served at external agencies	2 each
Department Coordinator w/o release time	2 each
TOTAL TENURE POINTS:	

This document will be reviewed periodically by the Tenure and Promotion committee.