

**SCHOOL OF JOURNALISM AND MASS COMMUNICATION
UNIVERSITY OF COLORADO**

POLICIES, RULES, AND PROCEDURES

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TABLE OF CONTENTS

Introduction.....	1
I. Mission of the School.....	1
A. Instructional Goals.....	3
1. Undergraduate.....	3
2. Graduate.....	4
a) Master’s	
b) Doctoral	
II. Faculty Mix, Titles, Teaching and Workload.....	5
A. Faculty Mix.....	5
B. Regular Faculty Titles.....	6
1. Qualifications for Rank.....	6
a) Instructor	
b) Senior Instructor	
c) Assistant Professor	
d) Associate Professor	
e) Professor	
C. Teaching Workload.....	8
D. Differentiated Workloads.....	8
III. Faculty Evaluation.....	9
A. Personnel Actions and Criteria.....	9
1. Annual Merit Performance Evaluation.....	10
2. Tenure.....	11
3. Promotion.....	11
4. Reappointment Assessment.....	12
5. Post-Tenure Review.....	13
6. Reappointment of Instructor Rank Faculty.....	13
B. Performance Indicators.....	13
1. Teaching.....	14
a) Measures to Assess Teaching:	
Quality, Amount and Level of Classroom	
Instruction	
Developing and Evaluating Curricula,	
New Courses, Classroom Material	
Research and Practice	
Instructional Leadership	
One-on-One Consultation, Supervision	
and Mentoring of Graduate and	
Undergraduate Students	
b) Indicators of Meritorious Achievement	
in Teaching	
c) Indicators of Excellence in Teaching	

2. Research.....	18
a) Measures to Assess Research	
b) Criteria for Research	
c) Indicators of Meritorious Performance in Research	
d) Indicators of Excellence in Research	
3. Creative/Professional Work.....	22
a) Measures to Assess Creative/Professional Work	
b) Indicators of Meritorious Performance	
c) Indicators of Excellence	
4. Professional Service and Outreach Activities.....	24
a) Measures to Assess Professional Service and Outreach Activities	
b) Indicators of Meritorious Service and Outreach	
c) Indicators of Excellence in Service and Outreach	
C. Evaluation Procedures.....	27
1. Promotion, Tenure and Reappointment: The Review Documents.....	28
2. Recommendations.....	30

INTRODUCTION

The School of Journalism and Mass Communication follows the criteria and procedures for salary decisions, reappointment, promotion and tenure actions outlined in the university's *Faculty Handbook* (<https://www.cu.edu/content/faculty-handbook>). The school as a whole is considered to be the primary unit.

This document describes the criteria upon which personnel decisions are normally based. The criteria, though, are only guidelines. They must be applied with good judgment, with consideration of the school's mission and with recognition of individual patterns of achievement. The policies herein are subject to the current laws and regulations of the Board of Regents and to other university policies. If a conflict arises, the laws and actions of the Regents and the university supersede this document. A copy of these operating policies and procedures, or information on where to find them online, will be given to each faculty member at the time of initial appointment. Faculty members are also urged to become familiar with the university's *Faculty Handbook*.

This document is divided into three sections. First, it presents the mission of the school and its instructional goals. It then discusses the concept of a faculty mix, faculty titles, teaching and differentiated workloads. Finally it presents criteria for faculty evaluation and the procedures by which evaluations for reappointment, promotion and tenure will be conducted.

I. MISSION OF THE SCHOOL

The School of Journalism and Mass Communication offers a comprehensive set of programs in journalism and mass communication education. The school is one of only two accredited programs in the state, and it is the only one in Colorado to offer a full range of undergraduate and graduate programs. Its undergraduate programs are intended for students who plan careers in some aspect of journalism and mass communication (e.g., newspapers, magazines, broadcasting, cable, digital and online media, public relations and advertising) or who otherwise see the issues posed by the modern media of communication and the information society as central to their advanced careers or studies. Its graduate programs are

intended for those with advanced professional needs in particular areas of media practice and who may be seeking career changes or those interested in communication and mass media research.

The philosophy that guides the school is a vision of professional education as a discourse that is deeply embedded in an interdisciplinary liberal arts heritage. That perspective does not accept the conventional distinctions between professional skills and liberal scholarship. It is a view that recognizes that all liberal disciplines have historically been concerned with skill and professionalism and that journalism and mass communication studies represent one pathway to understanding and insight. This is why the school sees the skills portion of its curriculum as a basic element of liberal education—as tools through which one learns the discipline of determined information gathering, careful reasoning and analysis, critical thinking, and clear, articulate expression in writing, speech and other media. This philosophy is also why the school has always insisted on a well-rounded education for its students—one that leads them to a sophisticated understanding of the media in society by infusing their curriculum with the study of history, economics, law and policy, ethics, international aspects, behavioral and social processes, and textual criticism and interpretation. This emphasis is an essential element of professional media education. It has also served as the base upon which the school has built the research orientation of its graduate programs.

In keeping with this philosophy, and in line with the best of its counterparts across the country, this school has a dual mission. It must provide good, solid instruction in the fundamental aspects of media practice while also conducting advanced, rigorous inquiry into the important questions about media performance and the role of communication generally in society. It must continue to provide the highest quality, broadly defined professional programs for those intending to become responsible, well-informed and skilled media practitioners. Yet it also must become a leading center for study, commentary and debate about the communication media.

This double role is made all the more complicated by a world of rapidly changing communication conditions and possibilities. Rooted in the traditions of the best of professional instruction, the school has been faced with needing to continue to do what it has always done well: to offer the basic skills such as news reporting, editing, video and online

media production, advertising management and creative development, and to anticipate and adjust to the significant changes among their constituent industries and society at large.

Finally, the school believes that journalism and mass communication instruction very well may constitute the most consequential and direct mechanism by which a university can contribute to a democratic society. The expanding information needs of an increasingly complex and diverse society make evident the crucial role faculty can play in journalism and mass communication instruction and in the study of mass communication processes.

A. Instructional Goals

1. Undergraduate

The School of Journalism and Mass Communication seeks to ensure that its graduates can demonstrate and uphold the values and competencies stipulated by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC):

- a) Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- b) Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- c) Demonstrate an understanding of the diversity of groups in American society and in a global society in relationship to communication.
- d) Understand concepts and apply theories in the use and presentation of images and information.
- e) Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- f) Think critically, creatively and independently.
- g) Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- h) Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- i) Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

- j) Apply basic numerical and statistical concepts.
- k) Apply tools and technologies appropriate for the communications professions in which they work.

2. Graduate

The school offers two graduate programs at the master's and doctoral levels.

Each requires a different set of instructional objectives.

a) Master's. The master's program has two degree programs: Mass Communication Research and Newsgathering. Students in the Research and Newsgathering programs have an additional opportunity to advance their knowledge and expertise in environmental issues through the school's Center for Environmental Journalism and the university's Graduate Certificate in Environmental Policy.

The Mass Communication Research option requires a broad understanding of the principal social, cultural, legal and economic issues involving the mass media and the acquisition of basic research skills associated with such inquiry. Success in this option is reflected by the completion of a research thesis of the quality normally expected by master's programs in the social sciences and humanities.

The Newsgathering option requires student competency in the skills and knowledge of the kinds required for professional work in print, broadcasting, online communication or a combination of these. These abilities and understanding are consistent with the demands of basic graduate professional education on the Boulder campus and in comparable institutions nationally. Success at this level is demonstrated in the production of a professional project of the kind associated with programs in the fine and applied arts.

b) Doctoral. The PhD program in communication theory and research is an advanced interdisciplinary degree whose standards of instruction and performance are consistent with doctoral programs in cognate areas of the humanities and social sciences. It requires of its students a combination of sophisticated theoretical understanding and appropriate, advanced research and methodological skills in communication and media studies. PhD students undertake coursework, comprehensive examinations and a dissertation.

II. FACULTY MIX, TITLES, TEACHING AND WORKLOAD

In view of its dual mission, the School of Journalism and Mass Communication must seek an appropriate faculty, one capable of meeting its various instructional, research and creative or professional work obligations. As an accredited program, the school is subject to the 12 standards of the American Council on Education in Journalism and Mass Communication. One of those standards is of direct relevance to policies for building faculties in programs such as the school's, with particular significance for the evaluation of faculty in appointment, promotion and tenure decisions. According to ACEJMC Standard 6:

All faculty must be academically and professionally qualified for their respective responsibilities. Practical expertise is highly valued for those teaching skills courses. Appropriate academic expertise is most desirable for those teaching courses such as law, history, public opinion, media effects, etc.

A. Faculty Mix

In other words, to maintain accreditation, the school has to meet the requirement for a faculty with both professional credentials and scholarly skills. Therefore the school seeks a diverse faculty with a blend and balance of academic and professional qualifications. A PhD or other terminal degree normally is considered a prerequisite for faculty status in the academy. In the school, individuals with distinguished credentials and outstanding professional or creative experience but lacking the PhD or other terminal degree may be qualified for appointment to tenured or tenure-track positions. It is the integration and interplay of academic, professional and/or creative faculty that invigorate the mission of the university and the school in particular.

Given the academic and professional mission of the school, faculty members collectively represent a mix of academic, professional and creative qualifications to meet the diverse teaching requirements of the school. Faculty in the school is therefore represented by creative/professionals, research/theoreticians and those who cross both the traditional research/theory and professional/creative boundaries. A description of the uniqueness of each follows.

In the creative/professional area, there is a mix when it comes to faculty academic credentials. While there are creative or professionals with earned doctorates, typically the

terminal degree for faculty with significant creative or professional experience is the master's degree (e.g., MA, MS, MBA, MFA, and MPA). Securing such noted faculty members who can teach professional courses, contribute to the national dialogue associated with issues in the field and publish professionally in some area of mass communication is indispensable to the school's mission. The nature of journalism and mass communication worldwide cannot exist in a university without such faculty.

The second group follows the traditional scholarly track and is associated with faculty whose background embraces theoretical and methodological knowledge. Typically, a doctorate is the terminal degree for such a faculty member. These faculty members are often judged by the originality of their research, the soundness of their theory, appropriateness of methodology, scope and depth of their work, impact on the field and the presentation of their work in refereed venues.

Although it is expected that most faculty members will excel more in one category than the other, the concept of a faculty member who is both a creative/professional and a research/theoretician is another alternative. These creative/professionals who are also grounded in traditional research and theory recognize the practical and theoretical as complementary. A doctoral degree is typically the terminal degree for these faculty members who are prepared academically and whose background and interest emphasizes professional credentials or practice-oriented research.

B. Regular Faculty Titles

The Board of Regents' Standards Processes and Procedures for Appointment, Reappointment, Tenure and Promotion (Appendix A of the Laws of the Regents) designates faculty titles according to primary responsibilities, qualifications and accomplishments, eligibility for benefits and other factors of employment. Faculty titles are held by faculty who have been awarded tenure, tenure-track faculty and non-tenure track faculty.

Qualifications for Rank. The following regular faculty titles are found in the university's *Faculty Handbook* <https://www.cu.edu/regents/Policies/Policy5L.htm>

Instructor: Individuals appointed to this rank must have a master's degree or its equivalent and should be well qualified to teach at the undergraduate (primarily lower division) level. Those who have completed all the requirements for the doctorate

except the dissertation or who have other terminal degrees or comparable professional or creative work experience are appointed at this rank. An instructor rank may change to assistant professor upon completion of the dissertations if this was stated at the time of the initial appointment.

1. Senior Instructor: The rank of senior instructor gives higher recognition and salary as well as longer periods of appointment than that of instructor. It is awarded to faculty members who do not have the prerequisite for holding the rank of assistant professor but who have special abilities, usually in teaching.
2. Assistant Professor: Faculty appointed to this rank should have the terminal degree appropriate to their field or its equivalent, plus some successful teaching experience. They should be otherwise well qualified to teach at the undergraduate and graduate levels and possesses qualifications for research or creative/professional work in a special field.
3. Associate Professor: Faculty holding this rank should have the terminal degree appropriate to their field or its equivalent, considerable teaching experience and promising accomplishments in research or creative/professional work.
4. Professor: Faculty at this rank should have the terminal degree appropriate to their field or its equivalent, and (A) a record that, taken as a whole, is judged to be excellent; (B) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (C) a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant and continued growth, development and accomplishment in teaching, research, scholarship or creative work, and service.

In addition to regular faculty titles, the university has a number of other faculty titles that the school, with the consent of the faculty, can use at its discretion for other faculty and or research personnel. These include: Research Professor Series, Research Associate Series, Visiting Professor, and Special Visiting Professor (<http://www.colorado.edu/facultyaffairs/deskref>).

C. **Teaching Workload**

The Regents' policy on faculty performance is based on a workload distribution of 40 percent teaching, 40 percent research and/or creative work, and 20 percent service. The normal assignment for classroom teaching for faculty engaged primarily in teaching and service and for instructors, the teaching workload is three classes each semester.

The school provides for a number of options in regard to teaching load. For example, a faculty member's teaching load can be adjusted for special administrative assignments. With the consent of the dean and in consultation with the appropriate faculty leadership, faculty members may adjust their teaching workload within an academic year. Such adjustments may occur through a "banking" system in which a faculty member might teach an extra course in one semester (e.g., three courses) with a course reduction in the subsequent semester (e.g., one course). For a faculty member to use "banking" the curricular needs of the school must first be met and the faculty member must provide a plan for research or creative work to the dean and the Administrative Committee. Through the procurement of grants, faculty members may occasionally reduce their teaching loads by providing the school with an academic year or semester buyout. This option must meet the requirements listed above as well as having the approval of the dean and in consultation with the appropriate faculty leadership. Only in exceptional circumstances will a faculty member be permitted to buy out a course, semester or academic year from personal funds rather than funds approved as part of a grant.

D. Differentiated Workloads

However, the Regents acknowledge, "The proportions of teaching, research and service may vary within a full assignment, depending upon the ongoing, existing workload demand at department level, and consistent...with the concept that the appropriate mix of teaching, research or creative work, scholarship, and service may differ from person to person, and from time to time in the career of an individual." Also, the system administration, interpreting the Regents' Laws, states that "...the laws of the Regents do not mandate" a 40-40-20 distribution of teaching, research or creative work and service.

(<https://www.cu.edu/content/academic-principles-professional-rights-and-responsibilities-and-related-policies>)

Thus, with the concurrence of the dean and in consultation with the appropriate faculty leadership, faculty assigned to substantial administrative work (e.g., associate deans) or who have substantial research obligations, creative work or teaching assignments may be assigned to a differentiated workload customized to the interest of the faculty and the school. Such adjustments should be for a fixed period of time and renewable according to the needs of the faculty member and the school.

The *Faculty Handbook* urges assistant and associate professors considering differentiated workloads to be cognizant of the “potential negative impact that such a decision may have on future promotion decisions”.

III. FACULTY EVALUATION

At the time of hiring, the school and the new tenure-track faculty member are to be clear about expectations that will lead to tenure and/or promotion. The school and faculty hired, as instructors must agree on the instructor’s teaching and service responsibilities. Expectations can be found in school’s policies and the university’s Faculty Handbook for appointment, reappointment, promotion and tenure. Any exceptions to the normal expectations should be stated in writing at the time of employment.

A. Personnel Actions and Criteria

The Laws of the Regents provide for pre-tenure faculty evaluations leading to the award of tenure, annual merit performance review, post-tenure review and the evaluation of teaching for the purpose of making informed decisions regarding all merit-based salary adjustments, reappointment, promotion and tenure decisions.

1. Annual Merit Performance Evaluation

Regental and university policies require annual merit performance peer evaluations and rating for each faculty member. To assist with the evaluation process, the school must have written criteria for annual merit and have these criteria available to all faculty members. According to the Regents “new faculty members should be provided a copy of your unit’s evaluation criteria early in their first year of employment as is practical.

The criteria for assessing annual merit adjustments are to include measures for each faculty member’s contribution to the teaching, research/creative work, and service missions of the primary unit and the university” (<https://www.cu.edu/content/principles-and-policies-related-appointment-reappointment-promotion-and-tenure>). The Regents also require that a faculty member’s Professional Plan and/or Post-Tenure Review is to be considered as part of the annual merit evaluation. The Annual Evaluation Committee conducts these evaluations in the school using a point system in evaluating a faculty member’s teaching, research/creative work and service for the previous calendar year:

Far Exceeds Expectations	4.6-5.0
Exceeds Normal Expectations	3.6-4.5
Meets Normal Expectations	2.6-3.5
Below Expectations	1.6-2.5
Unsatisfactory	0-1.5

If a faculty member receives an overall rating of “below expectations” in the annual review process, the Regents require the faculty member to “participate in developing and implementing a performance improvement agreement.” There also is a requirement for an ‘extensive review for faculty who have received two ‘below expectations’ annual merit rating during the past five years”

(https://www.cusys.edu/policies/policies/HR_PerfRatings_FEP.html).

The school and the university maintain a strong commitment to the principles of merit-based evaluations and salary equity. Annual salary decisions are based on the standard workload of 40-40-20 (teaching, research/creative work, and service) or any deviation from that norm approved by the dean.

2. Tenure

Although salary adjustments are made as part of the annual review process, promotion and tenure considerations place more emphasis upon contributions over several years and patterns of teaching and scholarly performance over time. Granting tenure implies a long-term commitment on the part of the university and is, consequently, the most critical decision made regarding a faculty member. Such commitments must be limited to persons who are judged most likely to remain as assets to the school and university and as productive

scholars for the rest of their careers. The annual evaluations after promotion and tenure will be based on the individual's continuing productivity.

Granting of tenure must be based on university standards as approved by the Regents and stated in the faculty Handbook: "Tenure may be awarded on to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and service and demonstrated excellence in either teaching, research or creative work. Professional/administrative service and/or clinical activities in the absence of significant accomplishments in both teaching and scholarship are not an adequate basis for tenure" (https://www.cusys.edu/policies/policies/A_Standards-Tenure-Promotion.html).

3. Promotion

As in tenure decisions, meritorious performance is expected in all three areas and excellence must be demonstrated in teaching, research or creative work before promotion to associate professor will be recommended. Candidates for promotion or initial appointment to associate professor must have "considerable successful teaching experience, and promising accomplishment in research" (https://www.cusys.edu/policies/policies/A_Standards-Tenure-Promotion.html).

For the school, considerable professional experience and significant related accomplishments in creative work are acceptable alternatives for initial appointments.

To be considered for promotion to full professor, a candidate "should have a terminal degree appropriate for their field or equivalent and will be judged by the following criteria adopted by the Board of Regents in February 1994: (A) a record, which, taken as a whole, is judged to be excellent; (B) a record of significant contribution to both graduate and undergraduate education, unless individual or department circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other, and (C), a record since tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, and service."

Review for promotion to full professor is conducted in the same manner as is the tenure and promotion review, including the solicitation of external letter of assessment.

4. Reappointment Assessment

Newly hired faculty members will meet with their faculty mentors and the Promotion/Tenure/Reappointment Committee during the first semester of hiring. This meeting is to relay the expectations of the school and the university and to advise new faculty members about how to approach research or creative work in light of the demands of a research university. During the new faculty member's second semester in the school, and continuing every year until tenure, a peer teaching evaluation will be conducted. The peer evaluations will be used as one of several measures to evaluate teaching performance for reappointment and, later, tenure. If deemed necessary, a faculty member will be directed to the appropriate master teacher in the school or to the Faculty Teaching Excellence Program for assistance.

The school conducts a required comprehensive reappointment review to tenure-track faculty during the faculty member's fourth year in the school. At the end of the faculty member's third year in the school, the faculty member receives reappointment notification from the Promotion and Tenure Committee. This review covers the entire period since appointment and is part of an internal university process. Untenured faculty members are evaluated on their scholarly or creative/professional promise, teaching and service, as well as their demonstrated productivity. The review process determines if the individual is making appropriate progress toward a successful promotion and/or tenure review.

A positive reappointment recommendation will result in a contract renewal through the year the faculty member is considered for tenure. If the reappointment review results in serious concerns, the school may recommend a shorter reappointment period or non-renewal of the faculty member's contract. If contract non-renewal is recommended, a faculty member will be given "at least 12 months before the expiration date of an appointment after two or more years at the university. This schedule applies to full-time academic appointees at the rank of instructor or above who have completed two or more academic years at the university. (https://www.cusys.edu/policies/policies/A_Standards-Tenure-Promotion.html).

5. Post-Tenure Review

Every fifth after year tenure is granted, faculty members undergo a post-tenure review. The purpose of this review is to (1) facilitate continued faculty development consistent with the academic needs and goals of the university and the most effective use of institutional resources and (2) to ensure professional accountability to the university community, the Board of Regents, and to the public (https://www.cu.edu/policies/policies/HR_Post-Tenure-Review.html). This review takes into consideration a faculty member's performance in teaching, research and creative work (see <http://www.colorado.edu/facultyaffairs/atoz/ofaindex.html>) (faculty performance rating form).

6. Reappointment of Instructor Rank Faculty

Faculty members appointed at the rank of Instructor or Senior Instructor are to undergo a review based on the criteria established by the terms of their initial contract (e.g., 90 percent teaching, 10 percent service) and by the measurements outlined in this document. The manner in which this review is to be conducted is outlined in the *Faculty Handbook* (https://www.cusys.edu/policies/policies/A_Standards-Tenure-Promotion.html) and is also discussed in the 1999 Boulder Campus guidelines for the Appointment, Evaluation and Promotion of Lecturer and Instructor Rank Faculty (www.colorado.edu/FacultyGovernance/RESOURCES/instbofr.html).

B. Performance Indicators

Performance indicators apply to all faculty members and may vary depending upon whether the person is in a research or creative track or a combination of both. The standards articulated below are drawn in part from documents prepared by professional associations concerned with accreditation and with faculty appointment and promotion criteria.

In each promotion and tenure case communication from the school to the Vice Chancellor's Advisory Committee will make clear what role is expected of the candidate and which indicators are important. The following factors are considered in evaluating the candidate's annual performance, as well as qualifications for tenure and promotion.

1. Teaching

Accreditation standards leave no doubt about the importance of teaching. Paramount concern for ACEJMC is the quality of classroom and laboratory instruction. Standard 5 provides, “High standards in instruction must be maintained by every means available...” Quality teaching is defined not only as disseminating knowledge but also instilling a sense of professional values and judgment as well as encouraging professional-level mastery of basic skills. Excellence in teaching should be the goal of every faculty member.

In accordance with the Board of Regents and university policy, all candidates for reappointment, tenure and promotion must be judged on their teaching ability, including “the opinions of the candidate’s students and colleagues and other qualified individuals who may have observed the candidate’s classroom presentations”

(https://www.cusys.edu/policies/policies/A_Standards-Tenure-Promotion.html).

The School of Journalism and Mass Communication strives for the highest standards of teaching and expects all faculty members to be effective teachers. Several factors are employed to determine if a candidate has demonstrated meritorious teaching standards.

a) Measure to Assess Teaching. The following are examples of multiple measures of teaching that are considered in evaluating a candidate’s overall teaching performance. These items represent a compilation of indicators that can be found in the *Faculty Handbook*.

(https://www.cusys.edu/policies/policies/HR_TeachingEvaluation.html), on the Faculty Teaching Excellence Program’s Website on the Scholarship of Teaching (<http://www.colorado.edu/ftpe/research/memo.html>), in the October 1998 memo for associate Vice Chancellor Gleeson titled *Ten Ideas for Satisfying “Multiple Measures of Teaching”*

(<http://www.colorado.edu/facultyaffairs/deskref/part5.html>) and in the memorandum from the President’s Office to all campuses (“*Multiple Means of Teaching Evaluation*,” 1994-95, approved by Vice President for Academic Affairs Chris Zafiratos).

Quality, Amount and Level of Classroom Instruction

- Annual student evaluation of teaching

- Peer and self-evaluation of classroom instruction
- Student letters solicited in an unbiased manner
- Classroom/student interviews conducted by a faculty interviewer or a team of interviewers
- Grade distributions
- Willingness to teach unpopular courses
- Committee assessment of a teaching portfolio
- Alumni letters and surveys
- Effectiveness of students in succeeding courses
- Number of students enrolled in elective courses the faculty member teaches

Developing and Evaluating Curricula, New Courses, Classroom Material

- Contributions to curriculum development
- Interdisciplinary an/or team teaching
- Redesigning primary unit curricula or participating in such redesigns in other departments or universities
- Evaluating teaching and curriculum practices outside the school and at other universities
- Innovations in teaching

Research and Practice

- Developing, conducting and presenting sessions on teaching practices to journalism and to other media-related education conferences
- Writing textbooks, workbooks and online publications that make substantive and innovative contributions to journalism or other media related education
- Refereed journal articles on teaching
- Conducting master teaching workshops, nationally and internationally

- Assisting faculty in the Faculty Teaching Excellence Program (FTEP) to develop new skills through one-on-one assistance and workshops
- Participation in professional meeting relating to teaching
- Participation in meetings about teaching and teaching discourses such as the Pew Campus Conversations
- Creating communities of discourse on teaching
- Nomination for and receipt of teaching awards and other outstanding accomplishments in instruction
- Grants received for teaching innovation

Instructional Leadership

- Assigned mentoring of junior faculty members on teaching
- Evaluating faculty teaching in the school or outside
- Helping colleagues document their teaching as part of the promotion process

One-on-one Consultation, Supervision and Mentoring of Graduate and Undergraduate Students

- Student advising
- Assessment of non-classroom teaching
- Undergraduate, graduate and individualized instruction
- Quality of theses and dissertations, and professional projects supervision
- Work with the Undergraduate Research Opportunities Program (UROP), and/or the Graduate Teacher Program
- Student wards at national competitions
- Job placement of undergraduate and graduate students

b) Indicators of Meritorious Achievement in Teaching. Any of the above-listed indicators of teaching performance may be considered in determining if

a faculty member's teaching is meritorious. The following questions may serve as a general guide in such evaluations.

- What kind of instructional approaches are used to support learning outcomes?
- What types of materials has been developed to support classroom teaching?
- Does the candidate seem to engage students in ways that awaken their curiosity to pursue further exploration?
- Has the candidate's teaching progressed over time?
- Has the candidate taken steps to improve teaching?

c) Indicators of Excellence in Teaching. Excellence in teaching is demonstrated by teaching activities, which move beyond the standards of meritorious performance and beyond the usual activities that support classroom teaching. Teaching excellence is judged using analogous criteria to those the school uses to judge excellence in research or creative work. For example, the teaching must exemplify the highest level of professional accomplishments. The candidate must have a coherent body of work supported with understandings of pedagogy and the scholarship of teaching. The candidate must have national recognition as a master teacher and, in some cases, contribute to international discourse on teaching. National and international recognition may be shown by, for example, participation in the Pew National Fellowship Program of Carnegie Scholars or selection through national competition for a Fulbright Teaching Award or other such nationally recognized programs. Winning local or national teaching awards such as the Freedom Forum National Teaching Award and the Academy of Marketing Science Award or membership on editorial boards of refereed pedagogical journals also are indications of national recognition in teaching.

2. Research

The school participates in the research mission of the university in a broad context. The school encourages scholarship illumination of the interplay between academic study and theory building in professional practice. Regardless of focus, faculty members are expected to excel in their intellectual contributions to the academy and/or to professional practice. As such their work is expected to lead to a new understanding or appreciation of mass communication. All faculty members are expected to continue throughout their careers to contribute to the academic mission of the school using their distinctive academic and professional strengths.

Due to the diverse nature of faculty activities in the school, standards of evaluation are necessarily varied. The merit of a faculty member's work should be measured in terms of standards appropriate to the area of performance, that is, predominantly academic or professional. Though different criteria exist to assess these activities, all scholarship should contribute to an individual's personal development as a scholar through the reinforcement of a coherent and substantial body of work, as well as contributing to a national reputation for the school.

Beyond the record of publications, presentations and related activities, the review process also includes an assessment of an individual's intellectual development, which includes the strength of an emerging and/or growing coherent body of work, the frequency and regularity of scholarship activities, and the individual's reputation in the field. Individuals who are hired at advanced rank or who earn promotion cannot rest there. They must continue to contribute to the school and university in significant and appropriate ways and continue to grow in intellectual leadership.

Promotion decisions will be based on criteria, standards and evidence as defined in the university *Faculty Handbook* (https://www.cusys.edu/policies/policies/A_Standards-Tenure-Promotion.html).

“Criteria” refers to the specific dimensions of teaching, research or creative work, and service listed in this document and university documents. “Standards” refers to the level of performance, which will be determined to be (a) not meritorious, (b) meritorious or (c) excellent. The following discussion is intended to suggest ways the standards for the school of Journalism and Mass Communication may be interpreted.

For initial reappointment, a faculty member is expected to have begun a promising research or creative program. Before tenure can be recommended, the program must be productive and significant, amounting at least to meritorious quality.

a) Measures to Assess Research. According to the *Faculty Handbook*, the primary evidence of scholarship is peer-reviewed journal articles and recognition by other scholars of the candidates' research and publication records. More specifically, the candidates may present evidence in such areas as:

- Refereed journal articles
- Analytical, critical and interpretive books
- Book chapters breaking new ground and advancing new concepts
- Articles, reviews, research reports and commentaries in respected professional publications, particularly articles advancing the knowledge of the profession or critically assessing media performance
- Monographs
- Peer-reviewed online books and journal articles
- Textbooks breaking new ground and successfully advancing concepts and ideas that transcend ordinary instructional material
- Published reports and studies for governmental agencies and non-governmental organizations
- Encyclopedia entries
- Memoranda or briefs of law
- Expert opinions
- Updating or revisions of scholarly treatises
- Reviews of scholarly works
- Invited lectures and presentations in symposia, conferences and professional meetings
- Scholar-in-residence programs
- Competitive research awards and grants
- Refereed conference papers
- Documented results of professional consulting

b) Criteria for Research. Scholarship will be evaluated based on judgment by peers taking into account the organizations' and publications' reputations, as well as critical reactions to articles and presentations.

Although quality of scholarship takes precedence over quantity, the amount of work produced cannot be ignored. It is easier to count than judge, but the school does both, attempting to determine if the work represents meritorious or excellent performance. Both quality and quantity are important factors in distinguishing between meritorious and excellent.

Some weighting is standard in academic circles. In general:

- Books rank higher than textbooks.
- Textbooks presenting new concepts carry more weight than monographs.
- Refereed monographs are more significant than refereed articles.
- Refereed articles are more significant than work in non-refereed journals.
- Publications scholarship is more important than papers presented at scholarly meetings.
- Published works are more important than working papers, works in process or works in production.
- Single authorship is more important than joint authorship because reviewers have trouble determining the individual's contribution. Joint authorship is welcome, of course, but it should be balanced by single-authored publications.
- In terms of venue, international is more important than national, and national is more important than regional or local, although these determinations should be moderated by considerations of the reputation of the publication or organization.

c) Indicators of Meritorious Performance in Research. In general, the following factors are considered in evaluating the candidate's research as meritorious:

- Does the candidate's work contribute to society's understanding of mass communication and/or the various disciplines of professional practice?

- For scholarship in professional areas, does the work improve professional practice?
- Does the scholarship bring recognition to the school and university?
- Are the research questions judged significant by experts in the fields as evidenced by publication in respected journals and by external reference letters?
- Has the work been regular and continuous?
- Has the work been organized, focused and systematic?
- Has the candidate participated in team or group-based research programs that bring visibility and respect to the school, program or discipline?

Other characteristics of meritorious work include:

- Originality
- Soundness of theory and appropriateness of literature base
- Appropriateness of methodology
- Scope of depth of work
- Thoroughness and clarity of presentation
- Quality of the forum or publication and nature of the review process

d) Indicators of Excellence in Research. Candidates whose work represents excellence in performance will have a research record that moves beyond the standards of meritorious performance and represents advanced research and critical commentary on significant issues leading to national recognition of the faculty member. Scholarship meeting the excellence standards will be recognized as contributing to the candidate's recognition as a national or international expert or leader in some area or discipline.

Other indications of excellence in research may include answers to such questions as:

- Has the work had a significant impact on the field or discipline?
- Is the proportion of major work greater than that of minor work?

- In the list of weighting standards, is more, or most, of the scholarship in the higher ranked categories?
- Is the candidate seen as a leader in the development of team or group-based research programs for the university or industry?
- Is the candidate active in seeking and obtaining research grants and external research support for the school?

3. Creative/Professional Work

Whether a faculty member is pursuing research, creative/professional work or both, the work is expected to be highly regarded nationally. In the case of creative/professional work, editors, producers, and other reviewers typically review and approve any piece of work before it is published or broadcast. Accordingly, regional and national venues for creative/professional work are considered peer-reviewed in a way that is analogous to the peer review of scholarly journals. The quality and quantity of the work are judged together, although quality is more important than quantity.

a) Measures to Assess Creative/Professional Work. Creative/professional work can take a variety of forms:

- Professional writing, designing and producing, such as radio, television, film, and photographic production; digital and interactive productions, such as Web sites and databases; newspapers and magazine articles in the mass media; books for general audiences; advertising and public communication campaigns
- Publication of commentaries and critical reviews about the field and related subjects in popular media, including television and radio, magazine, major newspapers, trade publications and journalism reviews
- Performances, presentations or speeches about the faculty member's creative/professional work
- Other creative/professional work of demanding nature in responsible positions with the media
- Documented professional consulting or advice

b) Indicator of Meritorious Performance. Like research and scholarship, creative/professional work may be deemed meritorious if it represents the active pursuit of an organized and focused body of work that meets the standards below.

Overall, the effort is to be evaluated in terms of its scope. Consideration will be given to the differences in effort and impact between creative/professional works. For example, writing and producing a 20-minute documentary film or a three-part investigative series may represent more effort than an 800-word newspaper or magazine column. Impact and importance of the piece also will be considered. Creative/professional work will be evaluated based on judgment by professional peers. The organizations' and publications' reputations and consequent competitiveness in accepting work, as well as review and reactions to the work, will be taken into account. Professional peer review is expected and can be accomplished through such methods as a review panel or an editorial process. It also is advisable to accumulate other types of reviews of the work.

In general, the following factors are helpful in evaluating the candidate's accomplishments as meritorious:

- Does the work break new ground or successfully advance state-of-the art concepts, ideas and approaches that transcend ordinary professional practices?
- Has the work been published, juried or competitively recognized? Evaluation of these works should consider not only the competitiveness of the forum, but also critical reaction to the work.
- Has the faculty member's creative/professional work experience demonstrably enhanced his or her teaching, service and professionalism?

c) Indicators of Excellence. Work shall be deemed excellent if it moves beyond the standards of meritorious performance. It should represent advancements in creative/professional performance and/or critical commentary on significant professional issues. In these ways, the work should lead to national or international recognition of the faculty member.

Other indicators might be determined by asking such questions as:

- Has the candidate's work been significant within his or her field?
- Has the work been organized, focused and systematic?

- Has the candidate been active in seeking and obtaining grants or other external support for the candidate's creative/professional work?

4. Professional Service and Outreach Activities.

Along with research and creative work and teaching, the school recognizes the importance of providing service in all fields and levels of expertise represented on the faculty. Professional public service and outreach activities include service to international and/or national, state and local communities, as well as to the school and the university. Service is generally evaluated on the basis of its significance, quality and quantity.

a) Measures to Assess Professional Service and Outreach Activities. Service and outreach work can take a variety of forms. The list below is intended to be suggestive and is by no means exhaustive of the wide possibilities that service and outreach can take:

- **Media relations:** Maintaining good relations for the school and the university with the mass media through personal contacts, participation in professional and educational organizations, consultation, research and contributions to workshops and conferences.
- **Government and industry consulting:** Scholars as well as respected professionals are encouraged to serve as expert advisors to governmental and non-governmental organizations and professional bodies, particularly in the area of policy development, research and/or creative work.
- **School and university committees:** Participation in and membership on school and university committees including standing, ad-hoc, advisory and search committees.
- **Community service:** Participating in community activities related to the mass media, or related to the candidate's academic expertise—for example, membership on education boards, serving on non-profit organizations' boards of directors, providing creative and professional services to non-profit organizations without remuneration.

- Professional education: Conducting workshops for professionals in the fields represented on the faculty if that work entails teaching professional skills and practice.
- Public education: Assisting the public in using information technology and communication media to their fullest potential.
- Professional, scholarly and creative association activities: Providing leadership in professional associations, serving as Webmaster for organizations, organizing conferences, serving as an officer of professional organizations and undertaking peer reviews of conference papers and submissions to electronic journals and multimedia outlets.
- Administrative services: Journal (print or online) editorship, member of editorial boards.
- Evaluative work: Jurying exhibitions, presentations, films and electronic media submissions, serving as external reviewer for academic and professional programs, reviewing print or online journal articles, book proposals and government grants/fellowships.

There are many indicators for service, but the ultimate determination must be an assessment by the faculty and Dean of the importance of the activities to the school and the university. For example, maintaining personal contact with the news directors of Denver television stations may not be easily identifiable as a service indicator but may have beneficial long-range implications for the school. Other indicators may include evaluations and comments by internal and external colleagues about the nature of service activities, and the number and nature of consultation activities, including evaluation of the activities by clients.

Participation in school and/or university services and outreach activities is a minimum requirement for reappointment. Tenure and promotion to associate professor requires at least meritorious service.

b) Indicators of Meritorious Service and Outreach. Meritorious performance in service and outreach includes participation and involvement in professional and educational activities, institutions and associations as well as activities relating to

participation in and membership on university and school committees. For untenured faculty members, the pacing, type and quantity of service activities should be discussed with the dean and faculty mentors. The following are examples of activities that constitute meritorious service:

- Service on school committees
- University or campus-level committee work
- Chairing sessions or serving as a respondent at national or international meetings
- Reviewing for journals, publishers or funding agencies
- Organizing or jurying exhibitions or conferences
- Guest lectures, serving as a news source, preparing materials and consulting with non-profit organizations without remuneration
- Advising student organizations

c) Indicators of Excellence in Service and Outreach. In a July 5, 2000, memo to faculty on factors that constitute a meritorious service record, Vice Chancellor for Academic Affairs Todd Gleason stated, “Striving to be judged ‘excellent’ in service is desirable but not required, and does not substitute for achieving excellence in either or both teaching and research/creative work.” With this in mind, the school still places values on excellence in service. Excellence in service includes work that moves beyond mere involvement and participation and includes leadership, direction, and program and policy development in significant areas of concern to the local, national and international community. Faculty whose work includes administration must move beyond the expectations of the job to be considered excellent in service. The following are suggestive elements that encompass excellence in service:

- Securing a grant that might involve a significant outreach activity to the state of Colorado
- Publishing about learning activities relating to service
- Participation on a national service-learning project
- Serving as an officer for a national or international media organization
- Serving as a member of an accrediting team

C. Evaluation Procedures

The school's Personnel Committee is charged with consulting with the faculty as part of its initial review of the candidate, and then making a recommendation to the dean. The dean then consults with the Dean's Advisory Committee, members of which are recruited from units outside the school, and makes a recommendation to the Vice Chancellor's Advisory Committee.

1. In accordance with the school rules, the Personnel Committee will supervise the processes involved in promotion, tenure and reappointment, and post-tenure review. The committee is composed of three tenured faculty members, who serve staggered three-year terms, and who are elected to this committee by the full faculty.

The Personnel Committee's primary responsibility is to coordinate the appointment of the Primary Unit Evaluation Committee (PUEC) for each candidate. The PUEC's responsibility is to collect and summarize information, including comments from the school's faculty and others, relating to the teaching, research and service activities of candidates and to make a recommendation to the tenured faculty on this candidate. The PUEC may accept written, unsolicited comments from any faculty member or student for inclusion in the dossier, and the candidate may add such material at any point in the review process. The PUEC will document and justify its recommendation and any dissenting votes.

Each candidate's PUEC will consist of three members, all of whom are at a rank higher than that of the candidate. The dean, in consultation with the Personnel Committee, will choose two members. For the appointment of the third member, the candidate will submit the names of four faculty colleagues who are eligible to serve on his or her PUEC. The Personnel Committee chair, in consultation with the dean, will choose one colleague from that list.

Members of the Personnel Committee may serve on a PUEC, but no faculty member may serve on more than two PUECs in any given year. If there are not three faculty members in the school eligible to serve on the PUEC, eligible faculty from outside the school must be recruited to vote as if they were members of the school faculty.

The candidate's dossier will be made available to faculty members who are senior to the candidate and who are eligible to vote on tenure, promotion, and/or reappointment. Only eligible faculty members may attend a meeting at which action on tenure, promotion or reappointment is taken. Discussion and votes at all meetings discussing personnel decisions will remain confidential.

At the faculty meeting, the PUEC makes recommendations on the candidate to the eligible faculty, including justifications for any dissenting votes. The eligible faculty then votes whether to recommend the candidate, and the Personnel Committee reports the faculty vote and summarizes in a written document the discussion, including justifications for dissenting votes, to the dean. That document will become part of the candidate's dossier.

2. Promotion, Tenure and Reappointment: The Review Documents

- a) The Dossier. The candidate is responsible for assembling the initial dossier, which includes a current vita, a Faculty Review Summary, an updated Faculty Report of Professional Activities, a personal statement, sample of research or creative work, a teaching portfolio and course evaluation. The PUEC will add letters from external reviewers (if a tenure and/or promotion decision) and faculty colleagues; peer teaching evaluations; student and alumni letters (which are confidential, available only to faculty members eligible to vote on the case, but are to be summarized by the PUEC, the summary to be included in the dossier); an appraisal of the candidate's teaching ability, scholarly and creative work, and the university's document checklist.
- b) Personal Statement. Candidates are encouraged to submit a written statement of philosophy describing their research or creative work program, teaching philosophy and service orientation and activities. This should include a discussion of the role the faculty member expects to play within the school as a scholar or a scholar/professional.
- c) Teaching Portfolio. Candidates are encouraged to compile documents that describe their teaching philosophy, the learning environment and course development. The portfolio can include such items as syllabi, unusual approaches to testing or course activities, handouts, modules and programs, videotapes of

instruction, textbooks, and award-winning student work, other evidence of innovation in course development, UROP proposals, independent study projects and other mentoring activities. Other demonstrations of teaching performance include grants and awards for teaching, papers and articles on teaching methods, and other forms of recognition for outstanding teaching.

d) Research and Creative Work. Candidates will be asked to provide copies of three of their recent research or creative work exhibits they believe represent their most significant work.

e) External Reviewers. Scholars of national reputation who can comment on the quality of the candidate's research and creative work, the nature of the candidate's professional activities and any other information that would indicate the candidate's emergence as a respected scholar in the field will be asked to evaluate the candidate's work. The candidate being reviewed for promotion and/or tenure will be asked to identify three or more such scholars, and the PUEC also will select three or more external reviewers. The PUEC will request letters from external reviewers selected from its list and the candidate's list. The university requires a minimum of six letters for tenure and promotion dossiers. The external reviewers' names are confidential, available only to faculty members eligible to vote on the case or decision-making groups outside the school. The PUEC will summarize the external letters and include the summary in the dossier. No external letters are required for a reappointment dossier.

f) Faculty Letters. Members of the school faculty will be encouraged to submit written statements about the candidate. This will be the only opportunity for faculty who are not members of the PUEC or Personnel Committee to comment in writing on the candidate.

g) Peer Teaching Evaluations. The PUEC will select peer reviewers from the school or, if appropriate, from outside the school to (as the reviewer chooses) interview the candidate about his or her courses, attend class sessions, talk to students, review syllabi and undertake other methods of reviewing the candidate's teaching. Attending a class taught by the candidate is the minimum required of a

peer reviewer. The reviewers then will write reports individually reporting and explaining their assessment of the candidate's teaching.

h) Student Evaluations. Candidates are to summarize the data from the university's standardized course evaluation forms and include that information in the dossier. The PUEC may elicit written comments from students in current and past courses, including alumni. Any other sources of student information, such as comments from students in exit interviews, also may be included.

3. Recommendations

Dean's Advisory Committee. To aid in the evaluation of the recommendation, the dean shall appoint a Dean's Advisory Committee of three tenured faculty members from the Boulder campus who are not members of the school and who would be eligible to vote on the personnel matter if they were members of the school faculty. The Dean's Advisory Committee will prepare a report including its vote and justifications for its vote, including justifications for any dissenting votes. That report will become part of the candidate's dossier. The dean will make a recommendation to the Vice Chancellor of Academic Affairs' Advisory Committee based on a review of the candidate's dossier.