

**Procedures and Criteria
for Faculty Appointment,
Review, Promotion, and Tenure**

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Adopted December 1999
Amended 01/31/06

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Procedures and Criteria for Faculty Appointment, Review, Promotion, and Tenure

In the appointment, review, and promotion of full- and part-time faculty, the School of Journalism and Mass Communication adheres to the general principles outlined in the College of Liberal Arts *DEO Administrative Manual*, the University's *Faculty Handbook*, and the University's "Guidelines for Promotion and Tenure Decision-Making." In addition, the School subscribes to the University's affirmative action policies and procedures.

This is a supplementary document that describes and defines the specific requirements, needs, qualifications, and procedures of the School of Journalism and Mass Communication.

SECTION A Qualifications for Rank

The School serves professional and academic missions, and faculty members collectively represent a mix of academic and professional qualifications to meet the diverse teaching requirements of the School. Based on the particular needs of the School, specific academic and/or professional qualifications will be determined by the faculty when a position is to be filled. (See Section B, Appointment Procedures.)

Ordinarily, full-time faculty will be required to have earned doctorates or to be near completion of the doctorate at the time of appointment to tenure-track positions, and to hold doctorates at the time of appointment to tenured positions. Relevant professional experience also may be required. Individuals with outstanding professional or creative experience and accomplishments but lacking the doctorate also will be qualified for appointment to tenured, tenure-track, or non-tenured positions. (For an explanation of how academic and professional expectations differ, see Section D, Criteria and Methods for Evaluation of Faculty for Promotion and Tenure.)

The provisions that follow are intended to elaborate the School's application of the general University criteria for probationary appointments. In summary, the University criteria as applied to the School and to the terms of appointment for the various full-time ranks are:

A.1 Probationary Ranks, Tenure Track

INSTRUCTOR

Successful completion of all requirements for the doctorate except dissertation or completion of other terminal degree or comparable professional achievement is required. The individual must show promise of teaching effectiveness and promise of scholarly or

creative/ professional productivity evident in publications or equivalent professional or creative work. Upon approval of the dissertation, an Instructor's rank may change immediately to Assistant Professor if this condition is specified at the time of the appointment. The appointment as Instructor may be renewed for a second year, but if the individual has not completed the requirements for the degree by the end of the second year, he or she will be given a one-year terminal appointment.

ASSISTANT PROFESSOR

Completion of the doctorate or other terminal degree or comparable creative or professional achievement is required. The individual must show promise of effectiveness as a teacher and promise of scholarly or creative/professional productivity evident in publications or equivalent professional or creative work. The initial term of appointment is normally three years, with the possibility of reappointment for three years. An Assistant Professor not promoted at the end of six years or less, if a shorter term was provided for in the initial appointment, will be given a one-year terminal appointment.

A.2 Tenured Ranks

ASSOCIATE PROFESSOR

Completion of the doctorate or other terminal decree or comparable creative or professional achievement is required. Faculty members are expected to have served at the rank of assistant professor for a period of time sufficient to have established a record in the areas of teaching, of research or creative/professional work that meet the following criteria and shows unmistakable promise of promotion to full professor. The individual must show demonstrated teaching effectiveness at the undergraduate and graduate levels, including successful direction of doctoral and/or master's candidates. The individual must have national recognition for a productive program of research or creative/professional work supported by substantial, significant publication (or the equivalent) of high quality. The individual must have participated in professional and service activities in ways other than teaching and research. The individual also must have an appropriate record of service activities within the School.

Ordinarily, most faculty members in the College serve a probationary period of six years. Persons promoted from within the University to Associate Professor will ordinarily be granted tenure. Persons whose initial appointments at the University are at the rank of Associate Professor without tenure ordinarily must be granted tenure by the end of the third year. An Associate Professor not granted tenure at the end of three years ordinarily will be given a one-year terminal appointment.

PROFESSOR

Completion of the doctorate or other terminal degree or comparable professional or creative achievement is required. Candidates for promotion to full professor are expected to have established a record since promotion to associate professor that demonstrates a

pattern of sustained development and substantial growth in achievement and productivity in areas of research or creative/professional work and service. The individual must show demonstrated success in undergraduate and graduate teaching including continued successful direction of doctoral candidates to completion of their degree program where applicable. The individual must have an unmistakable national recognition and, where applicable, to have achieved international recognition for a productive program of research or creative/professional work. The individual also must have a substantial and sustained record of effective service to the School, the University and the profession.

Persons whose initial appointments at the University are at the rank of Professor without tenure ordinarily must be granted tenure by the end of the third year. A Professor not granted tenure at the end of three years ordinarily will be given a one-year terminal appointment.

A.3 Non-tenure Track Ranks (Part-time Appointments)

As the needs of the School and availability of personnel permit, the School regularly appoints a number of part-time, non-tenure track faculty. The specific qualifications for a position are identified at the time when a vacancy occurs (see Section B.2, Appointment Procedures, Part-time, Non-tenured Positions). The School's general criteria and terms of appointment for part-time, non-tenure track ranks are:

TEACHING AND RESEARCH ASSISTANT

Graduate student standing and academic and professional experience pertinent to the person's teaching or research assignment are required. Appointments are made for one academic year to one-quarter or one-half time positions. Teaching and research assistant appointments may be renewed for a maximum number of years set by the graduate faculty, typically not to exceed three years. Reappointments are based on satisfactory academic progress, satisfactory performance as an assistant, the availability of funds, and the teaching needs of the School. Reappointments are made by the Director and administrative staff in consultation with appropriate faculty members.

ADJUNCT FACULTY

Adjunct appointments generally come from two groups of individuals: (1) Professional and Scientific employees and (2) local professionals who teach professional courses on limited term appointments of a semester or year.

The ranks are the same as for tenure-line ranks, and the general qualifications for ranks are similar. For example, those with terminal degrees, such as a doctorate, or comparable experience would ordinarily be Instructors. Those with terminal degrees could be Assistant, Associate, or full Professors. When adjunct appointments are made, the rank must be justified on the basis of departmental standards for that rank on regular faculty.

Adjuncts may not supervise independent-study work without the written permission of the administrator responsible for the undergraduate program and the Director. Adjuncts may not supervise independent-study work of graduate students.

Adjuncts also may be promoted in rank by a vote of the tenure-line faculty.

SECTION B

Appointment Procedures

When a faculty position is to be filled, the following procedures shall be used:

B.1 Full-time, Tenure-track or Tenured Positions

The Director, who also serves as an ex officio member, appoints a Search Committee. Ordinarily the committee consists of faculty members representing all tenure-track ranks and non-voting student representatives. The tenure-line faculty is invited to participate in all formal and informal activities of the Search Committee.

The Search Committee drafts a description of the position that defines the substantive areas of teaching responsibilities and the scholarly or creative/ professional emphasis, and appropriate academic and professional qualifications. This position description is approved by a majority vote of the tenure-line faculty before the position is advertised and the search begins. The committee strictly follows affirmative action procedures throughout the search process.

The Search Committee circulates the position description to all schools and departments of journalism and mass communication and to other academic units from which potential candidates may be expected to come. It advertises the position in relevant academic and professional journals, periodicals, and newsletters. The Search Committee also may solicit nominees and contact nominees to encourage them to apply. Special effort is to be made to make the position known to potential women and minority candidates and to encourage them to apply.

The Search Committee receives applications and informs the tenure-line faculty when completed applications may be reviewed. After screening the applications, the committee recommends to the tenure-line faculty several applicants to be invited for interviews. The tenure-line faculty votes on extending invitations interviews. A majority vote is required to extend invitations to candidates for interviews.

The Search Committee arranges interviews, scheduling each candidate's visit to include:

1. Conferences with tenure-line faculty members, the Director, the Dean, and other appropriate persons;
2. A presentation of the candidate's scholarly or creative/ professional work to the faculty and students; and
3. A meeting with students.

After all interviews have been completed, the tenure-line faculty votes to recommend either that the position be offered to a candidate, that additional candidates be interviewed, or that the search be terminated or reopened. A majority vote is required for any recommendation. In the case of appointments at the rank of Associate or full Professor, faculty members of equal and higher rank must discuss the tenure status of the candidate. Based upon this discussion, the Director will decide whether to recommend to the College of Liberal Arts extending an offer with tenure or for a probationary period without tenure. The Affirmative Action Office must approve the appointment before an offer is made to any candidate. The Director supervises completion of the appointment process and keeps the faculty informed of developments in the process.

In the event that the School has a faculty position to be shared with another unit, the School of Journalism and Mass Communication should conform as closely as possible to the procedure outlined in this document for the appointment of tenure-track faculty.

B.2 Part-time, Non-tenured Positions

Individuals recruited or seeking consideration for part-time teaching assignments in courses will be asked to submit a letter of application, their vita, and two letters of recommendation regarding their professional experience and any teaching experience.

When there are candidates to be considered, their materials will be reviewed at least once a semester by a screening committee consisting of the Director, the appropriate administrative staff member(s), and one faculty member who teaches in the area or related area for which the applicant is being considered. If the applicant is considered a good prospect, he or she will be invited for an interview with the screening committee and other interested faculty. The candidate might also be invited to make a presentation to a class. Following this procedure, the screening committee will write a brief recommendation noting courses for which the person should be considered when an opening occurs and inform the applicant of the decision. The individual's name then would go into a pool of candidates for limited-term appointments in courses from whom the Director may hire individuals as vacancies occur.

Graduate teaching and research assistants are appointed by the Director in consultation with the appropriate administrative staff member(s). Teaching and research assignments are based on needs of the School each semester. Teaching and research assistantships are offered to new graduate students by the Director on the recommendation of the appropriate administrative staff member(s). Renewals of graduate teaching and research assistantships are made by the Director in consultation with the appropriate administrative staff member(s). Reappointments will take into account the graduate faculty's regular review of student performance as a teaching or research assistant.

Equal opportunities for appointment will be provided to all qualified graduate students.

B.3 Adjunct Positions

The appointment or promotion to a higher rank of adjunct faculty members will require a vote of the tenure-line faculty after appropriate review of credentials and interviews by a screening committee. The committee will be the same as for reviewing part-time faculty applicants: the Director, the appropriate administrative staff member(s), and one faculty member who teaches in the area or related area for which the individual is being considered. The screening committee will make a report to the voting faculty. On short notice, local professionals without terminal degrees may be appointed by the Director at the rank of Adjunct Instructor.

SECTION C Faculty Reviews

Every tenure-line faculty member is reviewed periodically by tenured faculty. Periodic reviews and reviews for reappointment, promotion, and/or tenure are conducted by faculty members equal to or senior in rank to those being reviewed. Preliminary periodic reviews of non-tenured faculty are conducted by Individual Review Committees, and preliminary periodic reviews of tenured faculty are conducted by Tenured Faculty Review Committees. These committees report to the School's Consulting Group, which is made up of all tenured faculty equal to or higher in rank than those being evaluated. Except when the committee is considering a candidate for promotion and/or tenure, the Director serves as chair of the School's Consulting Group. When the committee engages in a promotion and/or tenure review, the chair of the committee will be the faculty member who chaired the candidate's Promotion and Tenure Committee.

Reviews are conducted to evaluate the faculty member's teaching, scholarly or creative/professional work, and service activities and, when appropriate, to recommend reappointment, non-renewal or termination, promotion and/or tenure. The purpose of every periodic review is to advise the faculty member about the strengths and weaknesses of his or her work and to make recommendations that will enhance the faculty member's qualifications for promotion, when relevant, and his or her contributions to the School, the University, and the field.

Part-time, non-tenured, and adjunct faculty members will be evaluated on the basis of their teaching. They are expected to comply with the School's Policy on Student Evaluations of Courses (see Appendix IV). In special cases, more extensive evaluations may be conducted by the Director in consultation with appropriate administrative staff member(s) and full-time faculty members. In such cases, reviews are designed to assess the faculty members' teaching effectiveness and to offer guidance.

C.1 Review Timetables

The School's Consulting Group will review every probationary faculty member each year. (See Appendix II, Review Schedule, and Appendix III, Calendar of Review Deadlines.)

INSTRUCTOR

Individuals expected to attain a Ph.D. but who have not yet completed all Ph.D. requirements must initially receive a one-year, renewable appointment at the rank of Instructor. The individual must be reviewed for reappointment for a second year by March 1. Promotion to the rank of Assistant Professor may occur automatically on completion of the doctorate or specified terminal degree at any time and must occur by the end of the person's second year. The individual must complete degree requirements by the end of the second year or will be given a one-year terminal contract.

UNTENURED ASSISTANT PROFESSORS

First Year of Initial Three-year Contract

The faculty member receives an abbreviated review in the spring semester, including an evaluation of teaching. For faculty members who are in the first semester of teaching at the University, the Director conducts a preliminary assessment of oral communication competence during the first eight weeks of the semester.

Second-year Reappointment Review

The faculty member receives a substantive, evaluative review based on his or her record in teaching and scholarly or creative/ professional work since the appointment began. The primary purpose of the review is to advise the faculty member on how well he or she is progressing toward meeting the School's and College's expectations of achieving a tenurable record. Another purpose is to determine whether the School foresees renewing the faculty member's contract when it expires at the end of the third year of appointment.

The School may decide during the second-year review that the individual's record does not justify continuation of the appointment. If the Office of the Dean and the Office of the Provost approve the School's recommendation against reappointment, the faculty member receives a notice of non-renewal from the Dean, and the third year is the terminal year of the appointment. According to University policy, a faculty member who has been in a tenure-track position for two or more years must receive at least 12 months' notice of non-renewal.

Third-year Contract-renewal Review

The faculty member receives a comprehensive review that covers the entire period since the initial appointment. This review addresses the question, "Is this individual making appropriate progress toward a promotion and tenure review that could result in a positive recommendation?" In considering this question, the review will strive to provide for the candidate feedback that is as specific as possible. A recommendation to renew the contract through the year the tenure decision is due (ordinarily an additional three years)

should be based on an unqualified positive answer to this question. If the review conveys serious concerns or reservations, the School should recommend a shorter reappointment or even non-renewal of the contract.

The School forwards the review materials to the Dean no later than March 1, with the School's recommendation for renewal or non-renewal of the contract. The Dean and Associate Deans of the College discuss these materials and then transmit them to the Office of the Provost with the College's recommendation for contract renewal. The Associate Dean for Faculty may also write a response to the review, addressed to the Director, concerning issues raised in the review. Such a response would be included with the materials forwarded to the Office of the Provost.

If the recommendation forwarded to and approved by the Provost is for non-renewal of the contract, the Dean will send written notice of non-renewal to the faculty member.

Fourth- and Fifth-year Annual Reviews

In each year after the third-year contract renewal, the faculty member receives a review that concentrates on the previous year's activities. If serious reservations were expressed in the third-year review and the faculty member's contract does not extend through the year the tenure decision is due, the fourth- and fifth-year reviews must be more comprehensive and must consider whether the individual's contract should terminate without a tenure review.

If the fifth-year review is positive, the School should begin planning immediately for the tenure review the following fall. The fifth-year review meeting may serve as the preliminary meeting for the sixth-year tenure review. At that time, the School's Consulting Group should make suggestions about preparation of a case for promotion review. Members of the Individual Review Committee should be appointed, being sure that those appointed are generally supportive of the promotion and tenuring of the individual.

The Individual Review Committee should meet with the faculty member before the end of the spring semester to discuss plans for preparation of the case with suggestions for information to gather and how to organize it. The candidate would be expected to work on assembling materials during the summer and early fall, completing the process by September 15 to permit reviewers sufficient time to complete their review. Discussions should be held about the candidate's suggested reviewers. Then the candidate should meet with the Director to review the two sets of potential reviewers and make a tentative final list from which the reviewers will be selected. Reviewers may be contacted at the end of the spring or during the summer about their willingness to serve as reviewers.

Sixth-year Tenure Review

The faculty member undergoes a comprehensive review of teaching, scholarly or creative/professional work, and service from the time of the initial appointment. If the decision approved by the Office of the Provost is favorable, the faculty member is granted tenure

and promotion to Associate Professor. If the decision is not to award tenure, the faculty member receives a notice of non-renewal from the Dean and a one-year terminal contract.

Assistant Professors may request a review for promotion and tenure at any time, but they are encouraged to wait until the sixth year as the maximum permissible time, if the probationary period is shorter. An Assistant Professor requesting early promotion must make the request in writing to the Director by April 1 of the calendar year in which the review will be initiated. If an Assistant Professor is reviewed for tenure and fails to receive it prior to the last year in which he or she may be considered for tenure, the faculty member may be reconsidered for promotion and tenure in the sixth year or in the last year for tenure review specified in the appointment contract.

Tenured faculty members will be reviewed every five years. An Associate Professor may request a preliminary review to evaluate his or her readiness to be considered for promotion at any time. An Associate Professor requesting a review for promotion must submit a written request to the Director by April 1 of the calendar year in which the review will occur.

C2 Review Procedures for Non-tenured and Tenured Faculty

C.2.1 Review of Non-tenured Faculty

Each year the Director will appoint one or more Individual Review Committees for the review of probationary faculty members who are not being considered for promotion and/or tenure. The Individual Review Committee is composed of at least two tenured faculty members senior in rank to the faculty member being reviewed. The Director appoints the chair of the committee. The responsibilities of the Individual Review Committee are to conduct a preliminary evaluation of the faculty member's teaching, scholarly or creative/ professional work, and service activities, and to report to the School's Consulting Group.

The Individual Review Committee reviews and discusses the faculty member's file (see Section C.4, Faculty Files), meets with the faculty member, and makes a report to the School's Consulting Group. The School's Consulting Group then addresses the faculty member's progress towards promotion in the areas of teaching, scholarly or creative/ professional work, and service and the role and function of the individual in the School. The Individual Review Committee may augment the expertise of the School's faculty by asking experts in the field to evaluate the faculty member's scholarly or professional/ creative work. The committee will observe the faculty member's classes as part of the review of teaching (see Section D.1, Teaching).

Members of the School's Consulting Group will be invited to review the faculty member's file.

The faculty member also may review his or her own file. For materials placed in the file on promise of confidentiality, the Director will delete all identifying information before the faculty member reviews these materials.

The School's Consulting Group will meet to hear reports of the Individual Review Committees and make recommendations to the Director for reappointment, non-renewal, or termination. In the context of annual reviews, the School's Consulting Group will make recommendations to the Director to guide the faculty member's teaching, scholarly or creative/ professional work, and service towards eventual reappointment, promotion, and/or tenure, and contributions to the School, the University, and the field.

In the annual review of non-tenured faculty members, Individual Review Committees will submit written reports to the Director and the School's Consulting Group. The Director will then prepare an addendum or a separate report and submit this document along with the Consulting Group's report to the Dean. Copies of all documents will be sent to the faculty member being reviewed, and the Director will meet with the faculty member to discuss the report within two weeks of completion of the review. The faculty member will be invited to respond to the evaluation, and copies of any response will be sent to the Dean and placed in the faculty member's file.

C.2.2 Review of Tenured Faculty

The School transmits to the Dean a review of each tenured Assistant, Associate, and full Professor at least once every five years. The Director formulates a schedule that provides for a peer review or a promotion review of each tenured faculty member, updating the schedule to account for leaves, resignations, and other changes. The Director is not included in the review schedule during his or her tenure in office. Faculty members who indicate in writing that they intend to retire within a year are not included in the review schedule. Faculty members on phased retirement are not exempt until their final year of service. A review for promotion during the five-year period postpones the next peer review by five years.

There are two kinds of peer review process, the standard and the extended.

The standard peer review is submitted by the Director on the College's "Summary Assessment" form. The Director may perform the assessment or may delegate all or part of it to a Tenured Faculty Review Committee. The Director will discuss the review with the School's Consulting Group prior to completing the "Summary Assessment." At least one classroom observation is performed as part of the review, and teaching materials, student evaluations, and other evidence of the quality of teaching are assessed. The faculty member has the right to respond to the "Summary Assessment" and any response is sent to the Dean.

An extended peer review is requested by the faculty member or the Dean. As part of the annual salary review process, the Dean's Office generates a table for each department

showing the percentage of salary increase that each faculty has been awarded in each of the previous four years, as well as the average percentage increase for the department as a whole in each year. For every tenured faculty member who is due for a five-year peer review in the next academic year and whose annual increase has been significantly below the departmental average for the four-year period, the Dean will ask for an extended review. In addition, any faculty member may request in writing an extended review.

An extended review begins with the formation of a Tenured Faculty Review Committee made up of two full Professors. The Director appoints one member of the Tenured Faculty Review Committee, and the individual being reviewed selects the second member. The Director selects one of the two members to be chair.

The Tenured Faculty Review Committee reviews and discusses the faculty member's file, meets with the faculty member, and makes a report to the School's Consulting Group. The School's Consulting Group addresses the faculty member's teaching, scholarly or creative/professional work, and service, progress toward promotion (for Assistant Professors and Associate Professors), and the role and function of the individual in the School. The School's Consulting Group will make recommendations to the Director concerning the faculty member's teaching, scholarly or creative/ professional work, and service. In the case of Assistant Professors and Associate Professors, the School's Consulting Group will assess progress toward eventual promotion.

The Tenured Faculty Review Committee will submit a written report to the School's Consulting Group. The Consulting Group writes and approves a final report. The Director will then prepare an addendum or a separate report and submit this document along with the Consulting Group's report to the Dean. Copies of all documents will be sent to the faculty member being reviewed, and the Director will meet with the faculty member to discuss the report within two weeks of completion of the review. The faculty member may respond in writing to the evaluation, and the response will be placed in the faculty member's file. A copy of any response made by the faculty member is sent to the Dean.

C.3 Reviews for Reappointment, Promotion, and Tenure

C.3.1. Reappointment

Preparation for reviews of Instructors and Assistant Professors for reappointment begins with the work of the Individual Review Committee described in Section C.2.1 (Review of Non-tenured Faculty). The committee will meet with the faculty member at the beginning of the first semester of the year of the reappointment review to discuss evaluation procedures and to help the individual prepare his or her file (see Appendix I for suggestions on Writing an Effective Self-Evaluation Statement). The file must be completed by February 1 (see Section C.4, Faculty Files). Then the Individual Review Committee will conduct the preliminary review as described in Section C.2.1 (Review of Non-tenured Faculty).

The School's Consulting Group will meet with the Director to discuss and evaluate the individual for reappointment. A written report will be prepared and a secret vote taken on whether to recommend to the Director reappointment of the faculty member. A majority vote is required to recommend reappointment.

The Director will make a recommendation for or against reappointment to the Dean and forward the Consulting Group's report and other appropriate documents pertaining to the recommendations. If the Director's recommendation to the Dean differs from that of the School's Consulting Group, the Director shall report the reasons to the committee.

The faculty member being considered for reappointment will be informed in writing of the Director's recommendations to the Dean. The faculty member may make a written response to the recommendation and that response will be forwarded to the Dean.

C.3.2 Tenure and Promotion Reviews

Preparations for reviews of non-tenured faculty members for tenure (with or without promotion) and reviews of tenured faculty members for promotion are the same. This section describes the procedures applicable in both instances. (See Appendix III, Calendar of Review Deadlines.)

A non-tenured faculty member wishing to undergo a tenure review before the year required must submit the request in writing to the Director by April 1 of the calendar year in which the review will be initiated.

A tenured faculty member who wishes to be reviewed for promotion to full Professor must request the review in writing to the Director by April 1 of the calendar year in which the review will be initiated. The College deems it inappropriate for a tenured faculty member who has been denied promotion to Professor to be reviewed again until the promotion record has been changed substantially. Therefore, a faculty member must ordinarily wait at least a year after being denied promotion to professor before requesting another review.

By April 15, the Director forwards to the Dean a list of all faculty undergoing a review for promotion and/or tenure in the current academic year.

The Director will appoint one or more Promotion and Tenure Committees for the review of candidates for promotion and/or tenure and will appoint a chair for each committee. The Promotion and Tenure Committee is composed of at least four tenured faculty members senior in rank to the faculty member being reviewed. The Director may not be a member of a Promotion and Tenure Committee. The Promotion and Tenure Committee performs the peer evaluation of teaching, scholarly or creative/ professional work, and service activities.

Members of the Promotion and Tenure Committee will observe at least one class in each course the candidate is teaching as part of the evaluation of his or her teaching (see Section D.1, Teaching).

By November 1, the Promotion and Tenure Committee will submit to the Director a written evaluation of each candidate's teaching, scholarly or creative/professional work, and service in light of the School's and University's criteria for tenure and/or promotion. The report is an independent, substantive assessment of the candidate's record with reference to the School's criteria for tenure and/or promotion, the norms of the discipline, and the quality of the forums in which the candidate's work has appeared. The committee does not read or consult the external evaluations of the candidate's scholarly or creative/professional work in preparing this report.

The Director will transmit a copy of the report to the candidate for his/her response. The candidate then has five working days to respond to errors in the report, as described in the University Guidelines (I.F.2)

A faculty member seeking promotion and/or tenure should submit to the Director before the end of the spring semester a list of names of approximately 10 individuals not at the University who are capable of reviewing the faculty member's scholarship or creative/professional work. The list should include persons with established national reputations who are qualified to evaluate the faculty member's scholarship or creative/professional work. Only persons capable of providing a neutral and fair evaluation should be included. Persons who have worked with or taught the individual and all members of the individual's dissertation committee are ineligible to serve as reviewers as are co-authors and/or co-researchers.

For faculty members who choose to be evaluated in two or more substantive areas of scholarly or creative/professional work, the list of possible external evaluators should reflect a balance of expertise.

The School's Consulting Group will review the list of possible external evaluators and recommend to the Director deletions and additions. Afterwards, the Director will meet with the faculty member to identify any persons who may be unable to conduct a fair and neutral evaluation of the faculty member's work. By September 1, the Director sends a list of proposed evaluators, with a one-paragraph biosketch, to the Dean. The faculty member, in consultation with the Director, will then select publications and other tangible or creative/professional work to send to the reviewers along with the faculty member's curriculum vitae. The Director, in consultation with appropriate members of the School's Consulting Group, will choose the external evaluators. Five external evaluators will be selected. The faculty member does not participate in the final selection of the external reviewers and is not informed of the names of the external reviewers. Letters requesting evaluations will be sent by the Director to the external reviewers by September 30.

By September 1, the faculty member must submit the promotion dossier to the Director.

The Promotion and Tenure Committee will review the file and submit its report to the Director by November 1 (see Section C.4, Faculty Files). After that date the members of the School's Consulting Group will individually review the completed file of the faculty member.

The School's Consulting Group consists of those faculty at or above the rank to which the candidate seeks promotion or at which the candidate seeks tenure. In cases where the committee is reviewing a candidate for promotion and/or tenure, the chair will be the faculty member who chaired the candidate's Promotion and Review Committee. This committee will meet to discuss the promotion record and to vote. The promotion record is available only to the Director and the members of this committee. All those eligible to participate in decision have an ethical duty to participate unless disqualified by a conflict of interest or unless prevented from studying the record and participating in the discussion of the record.

The chair of the School's Consulting Group is responsible for leading the discussion of the committee. The Director will participate in the meeting and ensure its procedural correctness. The Director does not vote on the decision.

The committee will vote by secret ballot. The chair of the committee will see that those attending meetings of the School's Consulting Group sign in, so that there is a record of who participated in the discussion and vote.

The chair of the committee is responsible for submitting a report summarizing the discussion of the School's Consulting Group. The report must record the number voting to grant tenure and/or promotion and the number voting to deny it. The summary report must list those eligible faculty who did not participate in the discussion and who did not vote, with the reason for not participating. The summary report must reflect the range of opinions expressed in the meeting and must include the School's Consulting Group's analysis of the external evaluations of the candidate's scholarly or creative/professional work. The report must be written in a way that does not violate the expectation of confidentiality on the part of members of the School's Consulting Group, external evaluators of the candidate's scholarly or creative/professional work, or students who wrote evaluations. The members of the School's Consulting Group must discuss a draft of the report and concur that the report is an accurate summary of the discussion before it is made final.

The report is transmitted to the Director for the promotion and/or tenure record. The Director writes a separate letter to the Dean giving his/her recommendation on the promotion and/or tenure decision and enters that letter into the promotion and/or tenure record. The Director provides the candidate with a copy of the report and the Director's letter and transmits the promotion and/or tenure record to the Dean.

After the School's Consulting Group's report and the Director's letter of recommendation to the Dean have been transmitted to the candidate, the candidate has three working days

to consult the promotion record and respond, as described in University's Guidelines (I.I.2-4)

For tenure reviews, the School must complete its review and transmit the promotion record to the Dean's Office by the end of the last week of classes in the fall semester. For promotion of tenured faculty, the promotion must be transmitted by the end of examination week.

Each year the Dean, in consultation with the College's Executive Committee appoints a Committee on Faculty Promotion and Tenure. The committee consists of six tenured full professors who represent the various disciplines of the College; members are appointed for one year and can serve no more than three years consecutively.

The Committee discusses each file in a meeting with the Dean and the Associate Deans. Committee members vote on each promotion and/or tenure decision by secret ballot; the Committee members select one member to report the vote in a letter to the Dean. The letter need not summarize the discussion preceding the vote. The Dean adds the Committee's letter to the promotion record before transmitting the record to the Provost.

Associate Deans and Committee members do not participate in the discussions of cases deriving from their own departments. A Committee member does not vote on cases from his or her own department.

The candidate has three working days in which to have access to the promotion record and respond to the vote of the Committee on Faculty Promotion and Tenure and to the recommendation of the Dean, as described in the University Guidelines (II.D.2-4)

C.4 Faculty Files

For use in faculty reviews, each faculty member must document his or her record of teaching scholarly or creative/ professional work, and service activities. Materials should be placed in the faculty member's file by September 1 in years in which the faculty member is being considered for promotion, or by February 15 in years of the annual review and by February 1 in renewal years.

The faculty file must include summaries of his or her work to date presented in the form of a complete curriculum vitae and a self-evaluation of the faculty member's teaching, scholarly or creative/ professional work, and service activities. The statement of self-evaluation should include a description of and personal reflection on the faculty member's own teaching, scholarly or creative/ professional work, and service activities, but it should not be repetitious of the faculty member's curriculum vitae and other lists of accomplishments. The statement should reflect on the faculty member's accomplishments, intellectual growth, and his or her professional plans and objectives. The statement should include an evaluation of how the individual's teaching, scholarly or creative/ professional work, and service activities fit into the broader mission of the

School and how they relate to each other. With regard to scholarly or creative/professional work, the statement should specifically address the past and projected development of his or her body of work, focusing on its coherence, consistency, and development. (See also Appendix I, Writing an Effective Self-Evaluation Statement.)

C4.1 Teaching File

For a review of teaching, the faculty member should include the following in his or her file of supporting materials:

1. A list of courses taught;
2. For each course, copies of the course description, outline and/or syllabus, reading lists, examinations, assignments for research or other projects, and some indication of how the course grade for a student is determined;
3. A written description of innovations in teaching or substantial improvements in courses if any;
4. Copies of student evaluations of each course;
5. A list of student research projects directed including:
 - a) undergraduate honors theses, M.A. theses, and Ph.D. dissertations;
 - b) professional M.A. projects;
 - c) graduate research supervised, including Ph.D. convention papers, thesis and dissertation proposals, external convention papers, and publications; and
 - d) service on graduate student committees, apart from those committees chaired by the faculty member;
6. Copies of teaching materials that extend his or her teaching influence beyond the individual classroom, such as elementary textbooks (see end of this subsection), published course notes, programmed instructions, workbooks, and comparable materials; and
7. Materials pertaining to internal or external recognition, awards, or honors for excellence in teaching.

Concerning elementary textbooks, the University *Faculty Handbook* (1987, p. 2) states: “Judgments about materials prepared to aid classroom teaching should be included under evaluation of teaching. Elementary textbooks serving only as teaching aids also should be included under teaching evaluation. Works intended as a new synthesis of knowledge or of methodologies in a field and which may serve as advanced textbooks should be evaluated with scholarly activities.”

C.4.2 Research and Creative/ Professional File

For a review of scholarship or creative/professional work, the faculty member should include the following in his or her file of supporting material:

1. A complete bibliography of work completed;
2. A list of work in progress;

3. A copy of the faculty member's dissertation (for the first review after its completion), if applicable;
4. Copies of completed publications and other creative/ professional work in tangible form such as photographs or slides;
5. Copies of work in press or under review, together with supporting documentation;
6. Documentation to certify completion of intangible work, such as acknowledgment or program of invited lectures or other presentations;
7. Published reviews of faculty member's scholarship or creative/ professional work;
8. Copies of grant and award proposals submitted, including indication whether proposals were funded; and
9. Solicited and unsolicited evaluations of the faculty member's work.

C4.3. Service File

For a review of service, the faculty member should include the following in his or her file of supporting material:

1. A list of positions held, dates of service, and an indication whether the faculty member was appointed or elected;
2. A list of public or professional lectures or workshops given; and
3. A list of consulting work.

SECTION D

Criteria and Methods for Evaluation of Faculty for Promotion and Tenure

The School of Journalism and Mass Communication recognizes three important parts to its academic and professional mission: to educate undergraduate and graduate students; to create new knowledge and ideas; and to enhance standards of performance in the field. In all three areas, the School strives for the highest standards of performance and will settle for nothing less than excellence. Because of its dual academic and professional mission, the School seeks a diverse faculty with a blend and balance of academic and professional qualifications. The School does not place different values on academic and professional work.

D.1 Teaching

In accordance with the University's policy regarding the primacy of the role of teaching in the mission of the University, faculty members must be judged effective teachers before serious consideration is given to evaluation of scholarship or creative/ professional work and service in reviews for promotion.

The evaluation of the faculty member's teaching effectiveness will take place in several ways. A review will be made of all materials placed in the faculty member's file,

including syllabi and course evaluations as well as any comments that might be solicited by an Individual Review Committee or by a Promotion and Tenure Committee from the faculty member's former students. In addition, peer observation of teaching will be part of the evaluation process. Plans for classroom visits will be made by members of the Individual Review Committee in consultation with the faculty member being reviewed. Classroom visits must be scheduled well in advance and result in as little disruption as possible. Upon agreement by the faculty member and the Individual Review Committee or the Promotion and Tenure Committee, video observation may be substituted for in-person observation.

Unsolicited letters of evaluation of teaching will be entered into a faculty member's file, and will show that the letter was unsolicited. No anonymous letters will be entered into a faculty member's file.

Other considerations for the evaluation of teaching materials are described below.

The School expects all faculty members to contribute at both the undergraduate and graduate levels of instruction. An evaluation will be made of the content, materials, and aims of courses that have been designed and taught by the individual. Student evaluation of the in-class performance of the individual will be reviewed for student assessment of teaching effectiveness and particular strengths as a teacher (see Appendix IV, Policy on Student Evaluations of Courses).

The evaluation of the faculty member's participation in the graduate program will include considerations of the successful directing of graduate research and professional projects, the faculty member's instruction in the graduate program, and contributions to the intellectual growth of students through other activities. The committee will also consider the faculty member's contribution to teaching as demonstrated in the development of new courses and improvements in the curriculum of the School, efforts to enrich the curriculum (such as bringing visitors to the School or classroom), the quality of textbooks or other teaching materials published, the receipt of awards or honors recognizing the individual's excellence in teaching, and the quality of the individual's advising.

D. 2 Scholarly and Creative/ Professional Work

The School participates in the research mission of the University in the context of a program that nurtures the interplay of the academic and the professional. Whether the faculty member is valued by the School primarily for traditional scholarly or creative/professional endeavors, faculty members are expected to excel.

A doctorate degree normally is considered a prerequisite for entry into the academy; professionals with equivalent experience can lay equal claim toward contributing to institutional goals. Thus, both sets of qualifications—the person who is well prepared primarily academically and the person whose background emphasizes distinguished

professional credentials—merit a place in the School and deserve equal consideration in the institution’s reward system, which includes tenure and promotion.

Though the School seeks to attract faculty members who possess an appreciation of as well as experience in both the academic and professional realms, realistically and ordinarily an individual will not be expected to excel in both arenas. Of course, there may be exceptions, as noted later in this section. It is imperative that at the time of hiring the School and the new faculty members are clear about expectations that will lead to possible promotion and tenure. These terms should be stated clearly in writing to the newly-hired faculty member at the time of appointment. A main purpose of this section is to help bring about that clarification.

The terms “scholarship” and “creative” or “professional” work refer to efforts which invigorate the field of mass communication. Such work is expected to lead to new understandings or appreciation of mass communication. The work may be of a traditional scholarly nature, as would be expected from a faculty member whose background encompasses the theoretical and methodological knowledge associated with a doctoral degree. Or the work may be of an applied creative or professional nature that exemplifies the highest standards of professional accomplishment. All faculty members are expected to continue throughout their careers to contribute to the academic mission utilizing their distinctive and academic professional strengths.

Due to the diverse nature of faculty activities, standards of evaluation are necessarily varied. It is important that the merit of a faculty’s work be measured in terms of standards appropriate to the arena of performance, that is, predominant academic or creative/ professional. Though different criteria exist to assess these endeavors, all activities should contribute toward an individual’s development and reinforcement of a coherent and substantial body of work as well as toward a national reputation for the School.

Within the School, qualified faculty will be the first reviewers of the quality of scholarly or creative/ professional work. In addition, reviews for promotion and tenure will seek out appropriate external opinions to ascertain a candidate’s standing and promise in the field. Places of presentation, e.g., academic journal, exhibition, professional publication, etc., while important, matter less than the inherent worth of the published material. While quality of scholarly or creative/ professional work takes precedence over quantity, the amount of the work produced cannot be ignored.

Among qualities to be considered in evaluating traditional scholarly work are originality, soundness of theory, appropriateness of methodology, scope or depth of work, thoroughness, clarity of presentation, actual or likely impact on the field, and appropriateness of the forum. Also to be considered is the nature of the review process leading to presentation of the work, e.g., whether a publication has been refereed.

Similar qualities are to be considered in evaluating creative/ professional work. These include originality, significance of the work for the field, scope or depth of work, thoroughness, clarity, and appropriateness of publication or forum. Again, the nature of the review process leading to presentation of the work also is to be considered.

Scholarly work may be expressed in many forms, including books, chapters in books, journal articles, monographs, memoranda or briefs of law, reviews, invited lectures, and participation in seminars, workshops, or scholar-in-residence programs.

Creative/ professional work likewise may be expressed in a variety of forms, including electronic, visual or multi-media formats; exhibitions; collections; slide presentations; such print media as books, newspapers, and magazines; invited lectures; and participation in seminars, workshops, or artist/ professional-in-residence programs.

To elaborate what is meant by creative/ professional work, the School refers to the criteria developed a few years ago by the Committee on News-Editorial Education (CONEE). This group represented academic and professional organizations that sought to establish in journalism and mass communication programs a “professional option [that] should entail rigorous measures of professional accomplishment.” Two of the criteria (Numbers 3 and 4) address teaching, but the other points are deemed relevant—and are subscribed to—by the School in assessing creative/ professional work.

1. Analysis and critical reviews of professional subjects, which are published in journalism reviews and professional publications.
2. Publication of exceptionally meritorious articles, reviews and commentaries on other subjects in newspapers, or other popular media, if they demonstrate high standards in the practice of journalism.
3. The conduct of seminars and workshops for professional journalists if that work entails teaching professional skills and practice and is deemed meritorious.
4. Meritorious work of a demanding nature in professional positions with the media during summers or leave time, or, in certain instances, in part-time capacity at other times. Such work should demonstrably enhance the faculty member’s teaching.
5. Publication of textbooks or other books in journalism or mass communication if the books break new ground and successfully advance concepts, ideas, and approaches that transcend ordinary instructional material.
6. In the case of professional achievement in the graphics-visual arts area and in other professional fields represented on faculties of journalism and mass communication, work of an original nature that is deemed meritorious.

The acquisition of grants and/or fellowships or other awards also will be considered appropriate evidence of external recognition of scholarly or creative/ professional accomplishments. Also to be considered are professional activities relating to scholarly or creative/ professional work, including editing journals, serving on editorial boards, reviewing journal articles, serving as juror of exhibitions, serving as an elected officer in

academic and professional organizations, serving as an external reviewer for academic programs or for the promotion of faculty, and participating and contributing to scholarly and professional association activities.

Beyond the record of publications, presentations, and related activities, the review process also includes an assessment of an individual's intellectual or creative/ professional development, which includes the strength of an emerging and/or growing coherent body of work, the frequency and regularity of publications and presentations, and the individual's reputation in the field.

Individuals may engage in a variety of scholarly and creative/ professional work, however, excellence in at least one area will be required for a recommendation for tenure and/or promotion. Individuals who choose to be evaluated in two or more distinct areas of scholarship and creative/ professional work will be reviewed separately in each area. The review of individuals who select to be evaluated in two or more distinct areas will be based on the total body of work.

D.3 Professional Service

The School of Journalism and Mass Communication serves a considerable variety of professional, academic, and public constituencies. While teaching, scholarship, and creative/ professional work define a faculty member's role, professional service is an institutional, occupational, and, in the case of a tax-supported university, a public obligation.

What follows is intended to be suggestive, and by no means exhaustive, of the legitimate possibilities for service activities:

1. Department and University service, e.g., service on committees as a member or chair, administrative responsibilities;
2. Advising student organizations, writing for the popular media, conducting professional workshops; and
3. Public services, including guest lectures, preparation of materials for nonprofessionals, serving as a news source, and consulting activities.

Professional service will generally be evaluated with regard to the significance, quality, and amount of service. Even numerous exceptional service contributions will not transform a weak record of teaching and scholarly or creative/ professional work into a record worthy of recommendation for promotion. Consideration will be given to the relationship of the professional service to the faculty member's teaching and scholarly or creative/ professional interests, with greater weight being given to service that extends the faculty member's roles as a teacher, scholar, and/or professional into a broader arena.

SECTION E
Criteria for Evaluation of Post Tenure Faculty and
Guidelines for Annual Merit Reviews
Approved by Faculty 9/29/04
Approved by CLAS 1/26/05

E.1 Teaching Expectations:

Teaching in the School involves active learning and assessment. Especially valued is the teaching of core courses, as well as the development of courses using innovative techniques. Examples of expectations are the development of new courses, substantial restructuring of existing courses, supervising internships, advising Honors projects and working with graduate students at the master's and doctoral level. Collaboration is encouraged in appropriate areas.

- All faculty are expected to contribute to curriculum development in the School, to regularly update courses in ways that reflect current scholarship and/or methodology in their areas, and to teach courses at all levels of instruction with student enrollments consistent with accrediting guidelines, the level of the course, the nature of subjects offered, and the needs of the School and the College.
- All faculty are expected to regularly advise undergraduate students and mentor graduate students.

E.2 Research/Scholarship Expectations:

Tenured faculty members records' of scholarship and creative work must show continued development and growth and increasing visibility nationally and, where appropriate, internationally.

- For faculty whose scholarly work is in progress over a span of years before it is brought to completion, the faculty member must demonstrate progress toward completion of these efforts annually. Progress can be demonstrated by presentation of portions of the work at professional or scholarly meetings, written evaluation of progress by external reviewers, and other methods that involve external review of progress.
- Faculty are expected to apply for internal (e.g., collegiate or university) sources of competitive funding and external funding appropriate to a faculty member's scholarship and our discipline.

Collaborative efforts drawing upon distinct areas of expertise to produce new knowledge, original research or creative activity are encouraged. Building on the work of the late Ernest Boyer, the School expects faculty to continue to be engaged in one or more of the Scholarships of Discovery, Integration or Application. Scholarship should be invited, refereed, juried, commissioned and/or evaluated in an appropriate manner. In the case of the Scholarships of Integration and Application evidence may be demonstrated by peer, client or external colleague evaluation, or adjudication (e.g., critical reviews, letters from acknowledged experts, professional awards, etc.)

- Discovery is the pursuit of new knowledge, original research or creative activity. It involves the process of creating and disseminating this new knowledge related to the various fields of journalism and mass communication. Presentation or publication of such work in a scholarly or professional venue serves as evidence of peer evaluation the Scholarship of Discovery.
- Integration is the act of supplying meaning and perspective and in making connections across various disciplines. It can serve to place specialty areas in a larger context and enhance public discourse. Emphasis is on the contribution of the activity to create a better awareness of some aspect of journalism and mass communication or to enhancing public understanding of the field.
- Application is designed to enhance the field of journalism and mass communication and individuals within it. Faculty may apply their expertise as advisers or consultants in significant problem-solving activities for an organization. Faculty may become involved with professional development activities to build new levels of expertise and to enhance pedagogy.

E.3 Service Expectations:

Service is an extremely important dimension of a professional program throughout a faculty member's career. After tenure, the College and School expect increasing leadership and service to the School, the institution and the profession consistent with each faculty member's rank and area of interest. Tenured faculty members are expected to engage in professional service that reflects their own scholarship/creative work and teaching. The professional orientation of the School also requires that faculty members continue to engage in outreach and in activities that support the goals of the program, for instance, internships and other relevant community or professional projects. Service can be at various levels (School, University or Professional) and be appointed, elective or voluntary. It is up to the faculty member to offer appropriate documentation of the service, including relevance to the School and University.

Appendix I

Writing an Effective Self-Evaluation Statement

(prepared by the College of Liberal Arts)

1. Effective statements are usually single-spaced, two to five pages in length.
2. The statement sums up the work of the period preceding the review, explaining how it forms a cohesive whole that constitutes a career stage. It is particularly important to explain the connection between smaller projects that may be related.
3. The statement explains the importance of the work completed in terms of prior preparations or career stage and in terms of new directions revealed for the work that will define the next career stage.
4. The statement explains how the work fits in the major currents of recent developments in the discipline or in an interdisciplinary context, if that is the case. In some cases it may be desirable to address how the work fits into the departmental configuration of research/curricular foci or how it contributes new perspectives.
5. If a significant proportion of the work was jointly authored or carried out, the statement should explain the nature and extent of the candidate's contributions. Since the University seeks to make judgments about the work of an individual, it is generally not appropriate to use the pronoun "we" pervasively in the statement.
6. The statement should also relate the research or creative accomplishments to teaching, and may include a personal statement on philosophy of teaching and/or on the candidate's development as a teacher, if the department does not require a separate document on this subject.

Appendix II

Review Schedule

(see Appendix III, Calendar of Review Deadlines)

Regular periodic reviews are scheduled according to the following general timetables. Timetables for persons who are appointed for initial periods of less than three years or with time credited towards tenure will follow modified timetables to be determined at the time of appointment.

Appointment to Tenure-track Position at Rank of Instructor

Review every year; must be promoted to Assistant Professor or terminated by end of third year. Timing of reappointment reviews depends on length of initial appointment.

Appointment to Three-year Tenure-track Position

Review every year until promotion and tenure granted or contract terminated. Each review is important, though particular attention is focused on the second-year appointment review, the third-year contract renewal review, the fifth-year annual review and, of course, the sixth-year tenure review. (See Section C.1, Review timetables–Untenured Assistant Professors.) Persons also may request review for promotion and tenure at any time.

Promotion or Appointment to Rank of Associate Professor with Tenure

Reviews every fifth year until promotion to rank of full Professor, except for the first review ordinarily in the third year and the second review in the sixth year at rank. In scheduling five-year reviews, consideration will be given to faculty member's personal circumstances, e.g., on research leave, involvement in a special project, etc. Persons may request pre-promotion and promotion reviews at any time, but request for early promotion reviews must be made by April 1 of the calendar year of the review.

Promotion or Appointment to Rank of Professor with Tenure

Reviews every fifth year.

Appendix III

Calendar of Review Deadlines

The following schedule denotes times by which various stages of the annual review of faculty should be carried out.

Spring Preceding Review

Director appoints Promotion and Tenure Committees and Tenured Faculty Review Committees for faculty seeking promotion and/or tenure. Respective committees meet with candidates for promotion and/or tenure to review and prepare files and suggest names for external evaluators (see Section C.3.2, Tenure and Promotion Reviews). Promotion candidates submit list of proposed evaluators for promotion to School's Director and to the School's Consulting Group. The Director selects list of external evaluators and, in consultation with the candidate, the materials to send to external evaluators.

By April 1

Candidates for voluntary reviews must submit a written request to the Director.

By April 15

The Director forwards to the Associate Dean for Faculty a list of all faculty members undergoing a review for promotion and/or tenure in the current academic year.

By September 1

Candidates for promotion and tenure must submit their promotion dossier to the Director. The Director begins the process of selecting external evaluators. The Director sends a list of proposed evaluators to the Dean, with a one-paragraph biosketch of each.

By September 15

Director invites external evaluators to participate. Director sends letters to external evaluators together with materials for review.

By November 1

Promotion and Tenure Committees submits a report of its evaluation of the candidate's record to the Director.

Promotion candidate files available to members of School's Consulting Group for review (see Section C.4, Faculty Files, through Section C.4.3, Service File). Each member reviews files.

By early December

Meeting of School's Consulting Group to make recommendations for promotion and/ or tenure.

December (last day of exams)

Director forwards promotion and/ or tenure recommendations to the Dean.

By mid-January

Director appoints members of Individual Review Committees and Tenured Faculty Review Committees for faculty not being reviewed for promotion and/or tenure.

By February 1

Faculty files for probationary faculty in third-year reviews should be updated and available to review committee (see Section C.4, Faculty Files, through Section C.4.3, Service File).

By February 15

Faculty files for other faculty being reviewed should be updated and available to review committee (see Section C.4, Faculty Files, through Section C.4.3. Service File).

By late February

Review committees meet with third-year probationary faculty being reviewed. School's Consulting Group meets to complete third-year reviews and make recommendations concerning untenured faculty.

By March 1

Director forwards third-year reviews of probationary faculty to the Dean.

By March 15

Review committees meet with other faculty being reviewed.

By late March

School's Consulting Group meets to complete periodic reviews.

By April 1

Director forwards to Dean (1) annual reviews of probationary faculty (other than third-year reviews) and (2) any periodic reviews.

Written requests to the Director for early promotion and/or tenure and requests for promotion to rank of full Professor.

Appendix IV

Policy on Student Evaluations of Courses

Purposes

Achieving excellence in teaching is one of the primary missions of the faculty of the School of Journalism and Mass Communication. Student evaluations of courses and their instructors have a role to play in this mission in two respects:

1. The primary purpose of student evaluations is to provide feedback to faculty members about their courses and teaching with the goal of helping faculty members improve teaching quality and effectiveness.
2. Student evaluations also play an important part in evaluation of faculty members' teaching for promotion and tenure and annual reviews. However, student evaluations are only a partial basis for assessing teaching quality. Peer review of teaching, examination of course syllabi, solicited and unsolicited letters from students, and other types of evidence are also considered in such assessments.

Faculty members will be expected to provide the Director with a complete set of student evaluations for all courses that enroll six or more students.

Principles

Basic principles that the faculty agrees to adhere to in soliciting, conducting, and reviewing student evaluations are as follows:

1. The principle of academic freedom—This means that individual faculty members choose the format for student evaluations that they consider most appropriate for given courses, whether this be standardized computer questionnaires, open-ended questions or another form; and also that individual faculty members determine the questions for inclusion in their evaluations.
2. The principle of freedom of expression for students—Students should have the opportunity to evaluate every course they take. Faculty members should solicit formal evaluations for all courses with an enrollment of more than five students. In the case of independent study courses, tutorials and practices, or seminars with enrollments of five or fewer students, formal evaluations are not required; however, the instructor should inform those students that they are free to provide written evaluations if they wish. Furthermore, students must be able to evaluate courses in an atmosphere free of coercion, with neither promise of reward nor threat of retribution. No faculty member should see the results for any course until grades for that course have been turned in.
3. The principle of student confidentiality—The anonymity of student responses and comments must be safeguarded. Faculty members should be absent from the room when course evaluations are being completed; and a student, not a faculty member, should be designated to collect the evaluations and bring them to the main office. Students should be instructed not to sign evaluations.

4. The principle of faculty confidentiality–Faculty members have responsibility for placing the original student evaluations or the original SPOT forms in their permanent files. Prior to this, evaluations will not be available to any person other than the faculty member they concern.

5. The principle of fairness and collegiality–Faculty members should not ask students to evaluate courses in relation to students’ experiences with other specific courses taught by any other specific faculty members; nor should faculty members ask students to compare their teaching with that of any other specific faculty member. However, a faculty member may ask students to evaluate a course in comparison to a broad array of courses, such as all journalism courses or all courses students have taken. Student evaluations should not be compared across faculty using a rating system. However, faculty members teaching similar courses may voluntarily coordinate their evaluations for the purpose of comparing student responses.

Teaching Assistants and Non-continuing Line Faculty

Student evaluation in courses involving teaching assistants and non-continuing line faculty are to be handled as follows:

For courses in which teaching assistants are responsible for discussion sections, the supervising professor bears the responsibility for designing and assessing student evaluations for teaching assistants. The supervising professor should make evaluations to each teaching assistant. The summary and original forms should also be made available to the Director or to a person designated by the Director.

For courses taught by teaching assistants or by non-continuing line faculty, ordinarily the Director or a person designated by the Director should design the student evaluation procedure in consultation with the instructor. In some cases, the instructor may design the student evaluation, procedure with the approval of the Director or a person designated by the Director. The results will be available to the instructor and to the Director or a person designated by the Director.

It is not required that teaching assistants who assist professors with courses but do not teach be evaluated by students.