

University of Oklahoma
Gaylord College of Journalism and Mass Communication

VI. Procedures and Criteria for Tenure and Promotion
(approved by the faculty, May 2008; approved by the Provost, Aug. 2008)

A. Preamble

The Gaylord College of Journalism and Mass Communication (JMC) at the University of Oklahoma adheres to the promotion and tenure rules and procedures contained in the OU Faculty Handbook (Sections 3.6.1 through 3.6.3, 3.7 through 3.7.5 and section 3.11.3 and other sections as appropriate).

B. Governing Principles

1. The Gaylord College of Journalism and Mass Communication faculty members are hired and evaluated using the highest standards of rigor associated with higher education and with the media professions. Evaluation and assessment for merit, promotion, and tenure will be based on:

a. **Outstanding Achievement** in Teaching, Research/Creative Activity, and Service. This is a baseline expectation of all faculty. A faculty member who demonstrates quality performance in all three areas may be considered for promotion and tenure.

b. **Excellence** in an additional Focused Area of Specialization within one of the core areas of Teaching, Research/Creative Activity or Service agreed upon at the time of employment with the dean and the faculty of the College.

2. The Gaylord College recognizes the essential contribution of both academic and professional scholarly and creative activity in giving students the broad range of educational outcomes essential for individuals working in mediated communication disciplines for which we prepare our students. The College requires faculty members with a wide range of specialties to serve these needs. For this reason, we provide a program tailored to the “Focused Area of Specialization” (individual specialties) contributing to the educational processes in the college.

3. We evaluate all faculty based upon a record of Outstanding Achievement in three core sets of activities: Teaching, Research/Creative, and Service.

a. In Teaching, Outstanding Achievement will be judged through assessment of classroom teaching, classroom materials, and conceptual rigor.

b. In Research/Creative Activity, Outstanding Achievement will be judged through peer evaluation and recognition. The OU Faculty Handbook defines Research/Creative Scholarly Activity as:

i. **Research**, which is the development and validation of new knowledge, focuses upon faculty participation in the extension of knowledge and maintenance of professional

development and vitality. Research means systematic, original investigation directed toward the enlargement of human knowledge or the solution of contemporary problems.

ii. **Creative/scholarly activity** is understood to mean significantly original or imaginative accomplishment in literature, the arts, or the professions. The criteria for judging the original or imaginative nature of research or creative/scholarly activity must be the generally accepted standards prevailing in the applicable discipline or professional area.

iii. To qualify as research or creative/scholarly activity, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question. Peer evaluation and recognition may be shown through:

- **academic scholarship**, including peer judged publications, productions and creative work.
- **pedagogical modeling** (or what the Carnegie Foundation has called the Scholarship of Teaching), including curricular innovation, receipt of grants and contracts, and demonstrable peer recognition and acknowledgement of modeling and innovation in the teaching commons.

4. In addition, each faculty member must demonstrate a sustained level of Excellence in one set of focused activities within one of the core areas of teaching, research/creative activity and service called the Focused Area of Specialization agreed upon with the dean and the faculty. This set of specified, focused activities must be related to the designated needs of the College and articulated in the employment agreement. However, in rare cases it may be changed if the Dean and the faculty agree that it is in the best interest of the College and the individual to do so.

5. In all cases, the specified set of focused activities must be related to the professional, creative, scholarly, studio, teaching, research or other achievements that are subject to critical evaluation in a manner that is appropriate to the disciplines and fields represented in the Gaylord College of Journalism and Mass Communication.

6. Faculty members in the Gaylord College of Journalism and Mass Communication are assigned differentiated teaching and research loads based on their skill sets.

a. The Dean will negotiate each faculty member's teaching, research and service responsibilities upon hiring.

b. Faculty members who engage in substantial traditional scholarship or creative works and choose research/creative activity as their area of excellence are typically assigned a 2 course per a semester teaching load with 40 percent of their time devoted to research/creative activity.

c. Faculty who engage in professional activities and/or choose teaching as their area of excellence are typically assigned a 3 course per semester teaching load with 20 percent devoted to research/creative activity.

C. Overview College Criteria for Tenure and Promotion

The following criteria are supplemental and subject to the policies and procedures set forth in the most recent edition of the *OU Faculty Handbook*.

1. The Gaylord College of Journalism and Mass Communication is a comprehensive college preparing students to understand, study and work in the full range of disciplines and fields related to mediated communication. All faculty members in the college are expected to have professional experience in mediated communication and a deep and sincere commitment to journalism and mediated communication and to higher education.
2. The awarding of tenure represents an institutional affirmation of the Overall quality of a faculty member's performance in the years preceding the awarding of tenure, as well as an expression of confidence that the faculty member will continue to develop the promise of the Outstanding Achievement that resulted in the awarding of tenure. Tenure is a mutual commitment to excellence by the institution in its support and encouragement of innovation and further achievement, but also by the recipient of tenure in that individual's commitment to further improvement and achievement in teaching, scholarship and service.
3. As a reflection of the relevance of institutional interests, candidates for tenure and/or promotion are evaluated independently according to the policies and procedures of the University as outlined in the *Faculty Handbook*. All faculty members have a responsibility to become familiar with the provisions of the University, the College and their own Area. For details about University standards and procedures, faculty members are encouraged to review the Provost's website at <http://www.ou.edu/provost/pronew/content/memorand.html>

D. Criteria for Merit for Promotion and Tenure

1. All faculty members are expected to demonstrate Outstanding Achievement in Teaching, Research/Creative, and Service activities.
2. In addition, each faculty member is expected to demonstrate Excellence in the Focused Area of Specialization agreed upon with the dean and the faculty.
3. Criteria for judging Outstanding Achievement are described using the principles articulated below. Each area will provide supplemental guidelines on how the criteria for judging outstanding achievement will be applied. The area will follow a standardized format developed by the college for articulating the guidelines. Any changes in the guidelines must be approved by the full faculty and attached to this document.
4. Each area will be asked to define "Peer Evaluation" and appropriate venues for Peer Evaluation for its disciplines.
5. Criteria for judging Excellence are described using the principles articulated below.

6. The Criteria listed in this policy and in each Area's Supplemental Guidelines will indicate a relative weighting for each. No criterion will be sufficient alone to indicate achievement.

7. It is the intent of this document to suggest that a greater accumulation of criteria with greater weightings shall indicate achievement of both Outstanding Achievement and Excellence.

8. It is the judgment of the faculty, Committee A, and the dean that will comprise the assessment by the College of the success of the individual candidate in achieving merit for promotion and tenure.

E. Areas for Evaluation

1. Teaching Activity—The College prides itself on its excellent teaching and places a great priority on it. Outstanding Achievement in teaching is judged in three areas: Classroom teaching, teaching materials, and conceptual rationale.

a. Documentation of classroom teaching may include a variety of evidence. It may include three things:

i. documentation of teaching quality taken from the University's required student course evaluation given each semester may include both qualitative and quantitative;

ii. documentation of peer evaluation made by colleagues in the College and/or the University; and

iii. documentation of other evidence of the success of the classroom teaching environment (may include materials such as achievements of students, video of teaching, letters and testimonials from students, letters from colleagues, etc.).

b. Documentation of teaching materials may include a teaching evaluation portfolio of syllabi, handouts, teaching manuals, sample lectures or other materials used in the classroom.

c. Documentation of the conceptual rationale of classroom teaching may include a teaching statement, charts or graphs demonstrating the approach, evidence of pedagogical development and/or the structure of the class or other materials deemed relevant by the candidate.

2. Research/Creative Activity—All members of the faculty are expected to model and expand knowledge through research and/or demonstrate original or imaginative creative activity. Outstanding Achievement in research and creative activity must be documented through peer evaluation and recognition. Outstanding Achievement in research and creative activity is judged in two areas: academic scholarship and pedagogical modeling.

a. Documentation of academic scholarship may include publication of scholarship in peer reviewed academic and professional venues, peer evaluation of creative academic and professional productions and projects, and peer acceptance of discipline conceptualizations; peer

recognition by professional societies and experts of academic and professional works and peer acknowledgement of modeling and innovation in professional content, field conceptualization, and industry positioning.

b. Documentation of pedagogical modeling (or what the Carnegie Foundation has called the Scholarship of Teaching) may include receipt of competitive grants, and demonstrable peer acknowledgement of modeling and innovation in the teaching commons.

3. Service Activity—Academic citizenship demands service commitments by members of the faculty. Faculty members are primarily responsible for the academic advancement of their Disciplines, the University, the College and their Area. They have responsibilities for informing the larger society of progress in their disciplines and demonstrating the implications of disciplinary knowledge across broader social landscapes. They have special obligations as members of the Academic Community to their Area and College. Outstanding Achievement in service activity is judged by both the Quality and Quantity of contributions to four areas of academic citizenship: the College, the University, the discipline, and the Society.

a. Documentation of service contributions to the College may include accounts of individual leadership and team participation. These include leadership positions, committee memberships, and specialized project achievements.

b. Documentation of service contributions to the University may include accounts of individual leadership and team participation. These include leadership positions, committee memberships, and specialized project achievements.

c. Documentation of service contributions to the disciplines may include accounts of individual leadership with disciplinary organizations, publications and media; team activities with organizations, publications and media; individual achievement with specialized projects, and work with other educational institutions. Such documentation should indicate whether the achievements were on an international, national, regional or local scale.

d. Documentation of service contributions to the society may include significant discipline related contributions to public policy, political discourse, and social dialogue on public issues.

4. Focused Area of Specialization—Each member of the faculty is expected to exhibit Excellence in a Focused Area of Specialization agreed upon with the dean and the faculty. Such achievement is expected to represent the unique strengths that faculty member contributes to the overall success of the College. Excellence is judged within the unique circumstances of the focused specialization of the individual faculty member. Documentation of such achievement in each case will be tailored to the unique circumstances of the individual in consultation with Committee A, the Area Head, and the Dean. However, documentation of Excellence must demonstrate the independent judgment of peers in the discipline and the specialization of the individual of the quality and level of achievement in each case.

F. Criteria Priorities

To guide the efforts of faculty members in achieving excellence, the College offers the following broad principles for judging criteria for Outstanding Achievement and Excellence.

1. For Teaching Activity

- a. **Teaching that reflects a firm grasp of current knowledge of the field and discipline will be valued**—The evidence of success should demonstrate that the concepts, principles, techniques, and skills taught reflect the best current thought about the fields of mediated communication and the disciplines studying those fields and evidence of curriculum development and innovation. Success may be demonstrated through portfolio of appropriate teaching materials.
- b. **The pedagogical techniques that are best and most appropriate for the class taught will be valued**—The evidence of success should demonstrate that methods used are ethical, consistent with the course descriptions for the class, consistent with the national standards for appropriate instruction, and consistent with the goals and objectives set by the Gaylord College. Success may be demonstrated through teaching statement and portfolio of teaching materials
- c. **Teaching that exhibits demonstrable assessment of students outcomes will be valued**—The evidence of success should demonstrate that specific goals and objectives for the class have been created and that measures of success have been built around student learning achievement for those goals and objectives. Success may be demonstrated by student evaluations, peer evaluations, teaching statement, and portfolio of teaching materials including assessment measures.
- d. **Long-term success of students based on knowledge from the class will be valued**—The evidence of success may include testimony from students and professionals about the value of the learning the students acquired that is helpful for their later success in life and career. Success may be demonstrated by portfolio of student assessment measures and letters from students and professionals.
- e. **Classes that are well run and well managed will be valued**—The evidence of success can include materials that demonstrate how the class is operated and progress of students through the class and by evidence of innovation in teaching. Success can be demonstrated through portfolio of teaching materials.
- f. **The College recognizes that a variety of class loads are assigned to teachers and values the work of those who accept challenging assignments**—The evidence of success may include evidence of demanding instructional situations, new preparations, graduate classes, large classes, and classes that require extraordinary time commitments. Success may be demonstrated by the teaching statement, the portfolio of teaching materials, and records of teaching assignments.
- g. **The College values the commitment of faculty to non-classroom pedagogical activities**—The evidence of success may include heavy advising assignments, graduate students mentoring, independent study loads, doctoral student assignments, training and supervision of

graduate assistants, advising student clubs or organizations, and supervising academic competitions. Success may be demonstrated by teaching statements and the portfolio of teaching materials.

2. For Research/Creative Activity

a. **Peer review and judgment of quality reflects the highest value for the College**—The evidence of success of greatest import for merit, promotion and tenure will reflect the judgment of peers in assessing the value of the work of the faculty member. Such activity includes blind reviewed scholarly publication efforts, peer judged creative work, and peer acknowledged pedagogical modeling of the teaching commons.

b. **The effort and contribution of the individual should be clear**—The evidence of success should clearly demonstrate the contribution of the individual to the value of the work. In cases of multi-authored manuscripts or team projects, clear evidence of the degree of contribution of the candidate must be offered.

c. **The greater the impact of the work, the higher its value**—The evidence of success should demonstrate the impact of the work within the settings for which it is designed. This can be shown through publication impact, citation, the quality of the award or recognition, selectivity of publication or juried show, or other means offered by the candidate.

d. **Consistency and focus of the work**—The evidence of success should demonstrate the purpose of the research/creative work and should build toward a cohesive pattern of effort that can build its impact. Evidence of the relationship among individual efforts should be offered.

e. **Marketplace Research/Creative Activity**—The College recognizes the potential peer review value of having work accepted in the media marketplace. Such activity might include broadcast of programs, articles published in commercial publications, ad campaigns with significant reach, a commercial book publication, participation in a professional organization, etc. However, the quality of the peer review and motivation for acceptance is often difficult to determine. It is important for each candidate to clearly define the quality of marketplace peer review venues. Marketplace works with a secondary juried process usually rank higher than marketplace review alone.

3. For Service Activity

a. **The greater the impact of the service activity performed, the greater the value the College will place on that activity**—Service activity may include international, national, regional, or local commitments. JMC places special value on service to the college or university that raises the quality of the institution.

b. **The College will value an appropriate mix of service among College, University, media professional, academic professional, and societal commitments**—Academic citizenship should be balanced with healthy participation among all of these commitments.

c. **The College recognizes that academic citizenship should grow over the life of the academic career**—The junior faculty member may necessarily focus more on other aspects of development. An escalating participation in service activities is appropriate and valued in the College.

d. **The overall focus of service activities should be related to the broader academic focus of the faculty member**—Service activities should be appropriate to the scholarly, creative and teaching expertise of the faculty member.

e. **Academic citizenship that can be related to the broader goals and mission of the College will be the most valued for purposes of merit, promotion and tenure**—Not all appropriate service activities count equally for the College. It is up to the candidate to demonstrate how appropriate activities are related to the overall goals and objectives of the College to receive maximum credit.

G. Procedures for Tenure and Promotion

1. A faculty member seeking either tenure and/or promotion should consult with the Dean and Committee A. If all agree that the candidate is eligible for consideration or if the end of the probationary period mandates consideration, the faculty member should observe the following steps:

a. In the Spring of each year, the Senior Vice President and Provost calls for recommendations for tenure and sends instructions.

b. Upon the Dean's notification, candidates submit materials for review. Candidates will be provided with a copy of instructions describing the type of material to be included in the dossier.

c. Candidates should consult with the Dean, Committee A, or with senior colleagues concerning materials to include. Committee A will oversee most parts of the evaluation process and advise candidates that a model tenure dossier is available in the Faculty Senate office for review. However, the primary responsibility for the contents of the packet resides with the candidate.

2. **Selection of External Evaluators**—The Provost suggests that the College solicit external evaluators during the Spring semester prior to the tenure application.

a. Each candidate will be asked by the Dean to provide the names, titles, and addresses of at least three external evaluators from which two will be selected. The external evaluators suggested by the candidate should be impartial and should exhibit the expertise to judge the quality of work done by the candidate. Academic evaluations should be at or above the rank aspired to by the candidate. In certain circumstances non-academic evaluators may be chosen if they are deemed appropriate judges of the area of expertise of the candidate. Any connections between the evaluator and the candidate should be disclosed.

b. The Dean, in conjunction with Committee A, recommends five names of potential evaluators. The external evaluators should be impartial and should exhibit the expertise to judge the quality of work done by the candidate. Any connections between the evaluator and the candidate should be disclosed.

c. Committee A initiates external letters of evaluation by choosing two from the faculty list and four from the Dean/Committee A list. The Provost requires three external evaluator letters and states that the norm is five or six letters.

3. Dossier Review Timetable

a. Candidate should prepare the dossier required for external review and ready to turn in by **July 1**.

b. The external review dossier should be examined for completeness by Committee A and the Dean's office and then the dossier sent to the evaluators. Evaluators should be given at least one month for review. The evaluators need to send the review letter and a copy of their vita directly to the Dean.

c. By **October 1**, the dossier needs to be complete, including the letters from external evaluators, and available to all eligible voting faculty.

d. Faculty members must have at least two weeks to evaluate the dossier prior to their vote. The Provost recommends that a vote of the faculty take place **around October 21**.

e. Eligible voting faculty members discuss candidate's qualifications and vote in a meeting to be presided over by the dean. The candidate should be available to enter the faculty meeting to answer questions or to clarify circumstances relevant to the qualifications, if invited to do so.

f. A record of the secret ballot vote of eligible voting faculty will be made. Individual faculty votes on tenure decisions must be kept secret; however, the outcome of the vote may be revealed to the candidate at the candidate's request.

g. Beginning **around October 27**, Committee A prepares its tenure recommendation (with reasons) separate from the voting faculty.

h. By **November 1**, Committee A will notify the candidate in writing of the vote of the faculty and the vote of Committee A.

i. By **December 1**, the Dean's recommendation and five copies of all materials will be forwarded to the Campus Tenure Committee and one copy will be forwarded to the Provost. The Dean will notify the candidate of the recommendation in writing.

4. Method of Dossier Review

- a. The College's Tenure committee is an ad hoc committee consisting of all tenured professors, or in the case of promotion, all professors holding a rank above that of the candidate.
- b. These faculty members will review the candidate's dossier and consider these questions, among others:
- c. Has the work been regular, continuous and focused?
- d. Has the work been perceived as significant in the field?
- e. Is the work appropriate for the intended audience?
- f. Has the work been recognized through some kind of juried, peer or professional evaluation?
- g. Do the Teaching, Research/Creative, and Service Activities achieve the level of Outstanding Achievement required of all faculty members?
- h. Does the Focus Area of Specialization achieve the level of Excellence for tenure or for the rank being considered?
- i. The performance record of a person recommended for reappointment, tenure and/or promotion must be thoroughly documented, and is scrutinized accordingly.
- j. Votes on Tenure and Promotion—Committee A will review the portfolio and render an independent judgment separate from the College Faculty and the Dean.

H. Tenure Track Faculty Promotion Ranks

Faculty in tenure-track positions are hired at the rank of assistant professor, associate professor, or professor with or without tenure. After an appropriate time in rank, they may be considered for tenure and/or promotion.

1. Promotion from Assistant to Associate Professor

Assistant professors are appointed for one-year terms during their probationary period. If they progress satisfactorily in teaching, research and creative activity, and service, they are reappointed. The period of probation of an assistant professor is stated in the person's "Contract of Employment" provided by the Senior Vice President and Provost. For promotion to Associate Professor, a person must have established a record of Outstanding Achievement in Teaching, Research/Creative, and Service Activity and a record of Excellence in a Focused Area of Specialization.

2. Promotion from Associate to Full Professor

Associate professors are in rank for six years or longer from time of appointment, but exceptional performance can reduce the time. For promotion to full professor, a candidate must have achieved excellence and national and/or international prominence and have maintained a record of Outstanding Achievement in his or her Teaching, Research/Creative, and Service Activities.