

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: School of Media and Communication

Faculty members with departmental appointments must follow the criteria for their department. During their first semester, faculty members with school-wide appointments will select, in consultation with the dean and the director, to follow either the criteria for Department of Journalism and Public Relations or the criteria for the Departments of Communication and Media Production and Studies.

Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six

NTTF Annual Performance Review

NTTF faculty members following the criteria for the Department of Journalism and Public Relations, as professional journalism educators, should maintain connections to and relationships with professional industries and facilitate connections between students and industry professionals. Thus faculty members' contributions should reflect the standards and concerns of the industries for which students are being trained in the skills classes comprising the majority of the undergraduate curriculum. Connections to the industry and industry professionals serve specific purposes for delivering the curriculum and maintaining national accreditation. These connections facilitate knowledge of current practices to inform changes in the curriculum and individual classes, provide recent industry examples for individual classes, develop and maintain contacts for student internships and enhance faculty members' ability to mentor students and to guide and evaluate students' co-curricular participation in student media. Additionally, faculty should keep current with news events and coverage so that they can relate classroom work to current news events. Therefore, maintaining industry connections and the nature of the demands of skills classes are recognized in this document. Such criteria support the unique needs of the Journalism and Public Relations professional undergraduate program.

Teaching

Instructional quality may be assessed using indicators including, but not necessarily limited to quantitative and qualitative student teaching evaluations and peer evaluations. Written comments and peer evaluations should be generally positive. In addition, qualitative responses should not raise significant red flags that could indicate the instructor is not meeting minimal standards in teaching responsibilities. Quantitative scores of 2.0 or better (on a 5-point scale where 1 is the highest ranking) are viewed favorably.

Other teaching-related performance indicators can include, but are not limited to direction of honors projects; course curriculum modification or development; teaching-related professional development activities; academic advising; experiential learning courses (e.g., service learning); supervision of independent studies; direction of undergraduate or honors research; internship supervision and publication of a textbook or significant revision of a textbook or book chapters

or articles on teaching or pedagogy. NTTF are sometimes involved in MA projects, theses, and on some occasions, dissertation committees. Contributions to teaching in these domains as appropriate are recognized.

Faculty members are expected to stay current with their academic field and with changing technical skills and knowledge as appropriate to their field. To assess whether candidates meet this criterion, the director will consult the CV, student evaluations and peer evaluations. If those do not provide sufficient indication of currency of skills and knowledge, the director may turn to additional evidence, such as course artifacts or evidence of teaching-related activity.

The Department of Journalism and Public Relations considers instruction and evaluation activities for professional-oriented student organizations as teaching-related performance indicators. Candidates following the criteria for the Department of Journalism and Public Relations are also expected to stay current with their academic field and professional industries by maintaining knowledge of current industry (journalism or public relations) practices; maintaining contacts with working industry professionals; and possessing the technical skills broadly adopted by relevant industries. To assess whether candidates meet this criterion, the director will consult the CV, student evaluations and peer evaluations. If those do not provide sufficient indication of currency of skills and knowledge, the director may turn to additional evidence, such as course artifacts or evidence of teaching-related activity.

Service

Faculty are expected to perform service, by either assignment, election, or self-nomination, in a quantity consistent with their assigned workload. Departmental or program (e.g., graduate programs or undergraduate programs not housed within departments) service including representation on department, school, college or university committees or contributions to departmental or school initiatives is required each year.

Examples of performance indicators for service can include, but are not limited to department and school promotional activities (Preview Days, awards ceremonies, commencement, etc.); serving as faculty advisor for student organizations; acting as a faculty mentor in the College Credit Plus program; significant contributions to school and/or department social media efforts; the creation of school or departmental promotional materials; administrative positions such as undergraduate coordinator, graduate coordinator, internship coordinator; participation in state, regional, national, and/or international organizations and bodies (beyond basic membership); serving on college or university-wide committees and bodies, such as Faculty Senate, Arts and Sciences Curriculum Teaching & Learning Committee, Arts and Sciences Council, or the BGSU-FA.

Service is evaluated, in part, by the degree to which these responsibilities are performed in an effective, thorough, and timely manner.

For faculty members following the criteria for the Department of Journalism and Public Relations, service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional, industry associations,

developing internship opportunities, etc.) and service to journalism or public relations academic organizations is highly valued.

NTTF Enhanced Performance Review

Teaching

Criteria largely parallel those guiding APRs, but span the entire review period of performance and include additional evidence of teaching effectiveness such as course artifacts and evidence of teaching-related activity.

A record of consistently strong performance or a trend of improvement in the metrics over the years is desirable. In some circumstances (such as piloting substantial innovations or teaching unusually difficult material), lower evaluations might be considered appropriate/acceptable. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met, that courses are being continuously reviewed and updated, and that the candidate uses effective modalities in the classroom.

Instructional quality may be assessed using indicators including, but not necessarily limited to, quantitative and qualitative student teaching evaluations and peer evaluations. Written comments and peer evaluations should be generally positive. In addition, qualitative responses should not raise significant red flags that could indicate the instructor is not meeting minimal standards in teaching responsibilities. Quantitative scores of 2.0 or better (on a 5-point scale where 1 is the highest ranking) are viewed favorably.

Other teaching-related performance indicators can include, but are not limited to direction of honors projects; course curriculum modification or development; teaching-related professional development activities; academic advising; experiential learning courses (e.g., service learning); supervision of independent studies; direction of undergraduate or honors research; internship supervision; and publication of a textbook, significant revision of a textbook or book chapters or articles on teaching or pedagogy. NTTF are sometimes involved in MA projects, theses, and on some occasions, dissertation committees. Contributions to teaching in these domains as appropriate are recognized. Evidence of teaching-related activity should indicate the professional development outcome and/or the positive impact on student learning.

Faculty members are expected to stay current with their academic field and with changing technical skills and knowledge as appropriate to their field. To determine whether candidates meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of teaching-related activity.

The Department of Journalism and Public Relations considers instruction and evaluation activities for professional-oriented student organizations as teaching-related performance indicators. Thus, faculty members following the criteria for the Department of Journalism and Public Relations are also expected to stay current with their academic field and professional industries by maintaining knowledge of current industry (journalism or public relations) practices; maintaining contacts with working industry professionals; and possessing the technical

skills broadly adopted by relevant industries. To determine whether candidates meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of teaching-related activity.

Service

Faculty are expected to perform service, by either assignment, election, or self-nomination, in a quantity consistent with their assigned workload. The Enhanced Performance Review will also evaluate NTTF faculty on their service activities during the review period. Departmental or program (e.g., graduate programs or undergraduate programs not housed within departments) service including representation on department, school, college or university committees or contributions to departmental or school initiatives is required each year.

Examples of performance indicators for service can include, but are not limited to participating in department and school promotional activities (Preview Days, awards ceremonies, commencement, etc.); serving as faculty advisor for student organizations; acting as a faculty mentor in the College Credit Plus program; making significant contributions to school and/or department social media efforts; the creation of school or departmental promotional materials; serving in administrative positions such as undergraduate coordinator, graduate coordinator, internship coordinator; participating in state, regional, national, and/or international organizations and bodies (beyond basic membership); serving on college or university-wide committees and bodies, such as Faculty Senate, Arts and Sciences Curriculum, Teaching & Learning Committee, Arts and Sciences Council or the BGSU-FA.

Service is evaluated, in part, by the degree to which these responsibilities are performed in an effective, thorough, and timely manner.

For faculty members following the criteria for the Journalism and Public Relations, service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional, industry associations, developing internship opportunities, etc.) and service to journalism or public relations academic organizations is highly valued.

Academic Unit Procedures for Creation and Submission of NTTF APR and EPR Materials

The Director of the School of Media and Communication shall coordinate the creation and submission of annual performance review (APR) and enhanced performance review (EPR) dossier with the NTTF member.

The candidate should compile a dossier in accordance with the college guidelines. In addition, one peer observation of teaching should be included for each year in the review period.

To coordinate the faculty involvement in the EPR, an eligible faculty member from the candidate's discipline is appointed by the Director in consultation with eligible members from the Director's advisory committee. The appointed faculty member calls and conducts the meeting of the voting faculty, leading the discussion and administering the anonymous vote. The appointed

faculty member also spearheads the draft of the faculty letter that reports the vote tally and summarizes the voting faculty's appraisal of the candidate's performance.

Unit Faculty Involvement in the NTTF APR Process

1. Annual Performance Reviews (APRs) shall be conducted by the Director in consultation with the voting faculty as described in point #2 below, in accordance with this reappointment policy. In all cases, student evaluations of teaching shall not be the sole criterion for evaluation of faculty teaching performance.

2. To coordinate this APR, an eligible faculty member from the candidate's discipline is appointed by the Director in consultation with eligible members from the Director's advisory committee. The eligible voters shall convene a meeting to discuss the candidate's performance over the past 12 months. The voting faculty will conduct an anonymous yes or no vote. The Director will observe at the meeting but not participate in the discussion or the vote. If the Director disagrees with the voting faculty's recommendation, he/she shall state the reasons for disagreement in writing. The Director also will include a report of the faculty vote and their overall assessment of the candidate's performance in his/her letter to the Dean and to the Provost/VP AA.

Academic Unit Criteria and Standards used in NTTF Promotion Review

NTTF faculty members following the criteria for the Department of Journalism and Public Relations, as professional journalism educators, should maintain connections to and relationships with professional industries and facilitate connections between students and industry professionals. Thus faculty members' contributions should reflect the standards and concerns of the industries for which students are being trained in the skills classes comprising the majority of the undergraduate curriculum. Connections to the industry and industry professionals serve specific purposes for delivering the curriculum and maintaining national accreditation. These connections facilitate knowledge of current practices to inform changes in the curriculum and individual classes, provide recent industry examples for individual classes, develop and maintain contacts for student internships and enhance faculty members' ability to mentor students and to guide and evaluate students' co-curricular participation in student media. Additionally, faculty should keep current with news events and coverage so that they can relate classroom work to current news events. Therefore, maintaining industry connections and the nature of the demands of skills classes are recognized in this document. Such criteria support the unique needs of the Journalism and Public Relations professional undergraduate program.

Promotion to Lecturer

NTTF are evaluated according to the domains specified in their assigned workload, usually teaching and service. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels that they better define his/her total contribution in the areas of teaching and service.

Teaching

Criteria largely parallel those guiding EPRs, but span the entire promotion review period and include additional evidence of teaching success, such as course artifacts and evidence of teaching-related activity. Instructional quality may be assessed using indicators including, but not necessarily limited to, quantitative and qualitative student teaching evaluations and peer evaluations. Written comments and peer evaluations should be generally positive. In addition, qualitative responses should not raise significant red flags that could indicate the instructor is not meeting minimal standards in teaching responsibilities. Quantitative scores of 2.0 or better (on a 5-point scale where 1 is the highest ranking) are viewed favorably.

Other teaching-related performance indicators can include, but are not limited to direction of honors projects; course curriculum modification or development; teaching-related professional development activities; academic advising; experiential learning courses (e.g., service learning); supervision of independent studies; direction of undergraduate or honors research; and internship supervision. NTTF are sometimes involved in MA projects, theses, and on some occasions, dissertation committees. Contributions to teaching in these domains as appropriate are recognized. Evidence of teaching-related activity should indicate the professional development outcome and/or the positive impact on student learning.

A record of consistently strong performance or a trend of improvement in the metrics over the years is desirable. In some circumstances (such as piloting substantial innovations or teaching unusually difficult material), lower evaluations might be considered appropriate/acceptable. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met, that courses are being continuously reviewed and updated, and that the candidate uses effective modalities in the classroom.

Successful candidates for lecturer will demonstrate commitment to staying current with their academic field and changing technical skills and knowledge as appropriate to their field. To determine whether candidates meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of teaching-related activity.

The Department of Journalism and Public Relations considers instruction and evaluation activities for professional-oriented student organizations as teaching-related performance indicators. Thus, successful candidates for lecturer in Journalism and Public Relations will demonstrate commitment to staying current with their academic field and professional industries by maintaining knowledge of current industry (journalism or public relations) practices; maintaining contacts with working industry professionals; and possessing the technical skills broadly adopted by relevant industries. To determine whether candidates meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of teaching-related activity.

Service

Faculty members are expected to perform service, by either assignment, election, or self-nomination, in a quantity consistent with their assigned workload. Departmental service including representation on department, school, college or university committees or contributions to departmental or school initiatives is required each year.

Ideally, the candidate will have service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national professional industry associations, developing internship opportunities, etc.). Service to journalism or public relations academic organizations (broadly defined) is expected. Leadership in national, academic and/or industry professional organizations, or local organizations of same, is highly desirable.

Examples of performance indicators for service can include, but are not limited to: department and school promotional activities (Preview Days, awards ceremonies, commencement, etc.); serving as faculty advisor for student organizations; acting as a faculty mentor in the College Credit Plus program; significant contributions to school and/or department social media efforts; the creation of school or departmental promotional materials; administrative positions such as undergraduate coordinator, graduate coordinator, internship coordinator; participation in state, regional, national, and/or international organizations and bodies (beyond basic membership); serving on college or university-wide committees and bodies, such as Faculty Senate, Arts and Sciences Curriculum Teaching & Learning Committee, Arts and Sciences Council or the BGSU-FA.

Service is evaluated, in part, by the degree to which these responsibilities are performed in an effective, thorough, and timely manner.

Faculty members following the criteria for the Department of Journalism and Public Relations, service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional, industry associations, developing internship opportunities, etc.) and service to journalism or public relations academic organizations is highly valued.

Promotion to Senior Lecturer

NTTF faculty members following the criteria for the Department of Journalism and Public Relations, as professional journalism educators, should maintain connections to and relationships with professional industries and facilitate connections between students and industry professionals. Thus faculty members' contributions should reflect the standards and concerns of the industries for which students are being trained in the skills classes comprising the majority of the undergraduate curriculum. Connections to the industry and industry professionals serve specific purposes for delivering the curriculum and maintaining national accreditation. These connections facilitate knowledge of current practices to inform changes in the curriculum and individual classes, provide recent industry examples for individual classes, develop and maintain contacts for student internships and enhance faculty members' ability to mentor students and to guide and evaluate students' co-curricular participation in student media. Additionally, faculty should keep current with news events and coverage so that they can relate classroom work to current news events. Therefore, maintaining industry connections and the nature of the demands

of skills classes are recognized in this document. Such criteria support the unique needs of the Journalism and Public Relations undergraduate program.

NTTF are evaluated according to the domains specified in their assigned workload. Contributions in areas other than the assigned workload are not required but can be included if the candidate feels that they better define his/her total contribution in the areas of teaching and service.

Teaching

For promotion to the rank of Senior Lecturer contributions to the development of curriculum is expected. This may include new courses developed, documentation of substantial improvements to existing courses or evidence of effective integration of new technology or pedagogical approaches. Along with evidence of contributions to the development of curriculum, candidates will provide additional evidence of sustained teaching success, such as positive student and peer evaluations, course artifacts that document instructional excellence, and evidence of teaching-related activity that has led to significant professional growth. Instructional quality may be assessed using indicators including, but not necessarily limited to, quantitative and qualitative student teaching evaluations and peer evaluations. Written comments and peer evaluations should be generally positive. In addition, qualitative responses should not raise significant red flags that could indicate the instructor is not meeting minimal standards in teaching responsibilities. Quantitative scores of 2.0 or better (on a 5-point scale where 1 is the highest ranking) are viewed favorably.

Other teaching-related performance indicators can include, but are not limited to direction of honors projects; teaching-related professional development activities; academic advising; experiential learning courses (e.g., service learning); supervision of independent studies; direction of undergraduate or honors research; and internship supervision. NTTF are sometimes involved in MA projects, theses, and on some occasions, dissertation committees. Contributions to teaching in these domains as appropriate are recognized. Evidence of teaching-related activity should indicate the professional development outcome and/or the positive impact on student learning.

A record of consistently strong performance or a trend of improvement in the metrics over the years is expected. In some circumstances (such as piloting substantial innovations or teaching unusually difficult material), lower evaluations might be considered appropriate/acceptable. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met, that courses are being continuously reviewed and updated, and that the candidate uses effective modalities in the classroom.

Teaching awards are also an indicator of quality of teaching. External teaching grant receipt is not required but is viewed favorably.

Faculty members are expected to stay current with their academic field and with changing technical skills and knowledge as appropriate to their field. Successful candidates for senior lecturer will demonstrate sustained engagement in this area. To determine whether candidates

meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of teaching-related activity.

Journalism and Public Relations considers instruction and evaluation activities for professional-oriented student organizations as teaching-related performance indicators. Candidates in Journalism and Public Relations are also expected to stay current with their academic field and professional industries by maintaining knowledge of current industry (journalism or public relations) practices; maintaining contacts with working industry professionals; and possessing the technical skills broadly adopted by relevant industries. Successful candidates for senior lecturer will demonstrate sustained engagement in this area. To determine whether candidates meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of teaching-related activity.

Service

Faculty are expected to perform service, by either assignment, election, or self-nomination, in a quantity consistent with their assigned workload.

Departmental or program (e.g., graduate programs or undergraduate programs not housed within departments) service including representation on department, school, college or university committees or contributions to departmental or school initiatives is required each year.

For promotion to Senior Lecturer, leadership in service assignments at the program, department, or school level is required. Participation on at least one college or university or relevant community service committee or initiative is also required.

Examples of performance indicators for service can include, but are not limited to participating in department and school promotional activities (Preview Days, awards ceremonies, commencement, etc.); serving as faculty advisor for student organizations; acting as a faculty mentor in the College Credit Plus program; making significant contributions to school and/or department social media efforts; the creation of school or departmental promotional materials; serving in administrative positions such as undergraduate coordinator, graduate coordinator, internship coordinator; participating in state, regional, national, and/or international organizations and bodies (beyond basic membership); serving on college or university-wide committees and bodies, such as Faculty Senate, Arts and Sciences Curriculum, Teaching & Learning Committee, Arts and Sciences Council or the BGSU-FA.

Service is evaluated, in part, by the degree to which these responsibilities are performed in an effective, thorough, and timely manner.

Faculty members following the criteria for the Department of Journalism and Public Relations, service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional, industry associations, developing internship opportunities, etc.) and service to journalism or public relations academic organizations is highly valued. Community service and external activities that draw upon professional expertise are also recognized.

Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

The Director of the School of Media and Communication shall coordinate the creation and submission of the dossier with the NTTF member.

The candidate should compile a dossier in accordance with the college guidelines. In addition, one peer observation of teaching should be included from each year in the review period.

To coordinate the faculty-level review an eligible faculty member from the candidate's discipline is appointed by the Director in consultation with eligible members from the Director's advisory committee. The appointed faculty member calls and conducts the meeting of the voting faculty, leading the discussion and administering the anonymous vote. The appointed faculty member also spearheads the draft of the faculty letter that reports the vote tally and summarizes the voting faculty's appraisal of the candidate's performance.

Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

The APR and EPR are the primary means for ensuring that a TTF is making sufficient progress toward tenure and promotion; therefore, it is important that the progress is consistent with criteria and standards for tenure and promotion outlined in this document.

Teaching

Instructional quality may be assessed using indicators including, but not necessarily limited to, quantitative and qualitative student teaching evaluations and peer evaluations. Written comments and peer evaluations should be generally positive. In addition, qualitative responses should not raise significant red flags that could indicate the instructor is not meeting minimal standards in teaching responsibilities. Quantitative scores of 2.0 or better (on a 5-point scale where 1 is the highest ranking) are viewed favorably.

Other teaching-related performance indicators can include, but are not limited to instruction direction of honors project/thesis/dissertation and/or MA projects; course curriculum modification or development; teaching-related professional development activities; publication of a textbook or significant revision of a textbook; academic advising; teaching service learning courses recognized by the university; supervision of independent studies; direction of undergraduate or honors research; and internship supervision. Evidence of teaching-related activity should indicate the professional development outcome and/or the positive impact on student learning.

A record of consistently strong performance or a trend of improvement in the metrics over the years is desirable. In some circumstances (such as piloting substantial innovations or teaching unusually difficult material), lower evaluations might be considered appropriate/acceptable. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met, that courses are being continuously reviewed and updated, and that the candidate uses effective modalities in the classroom.

Service on thesis or dissertation committees is not required for the APRs or the EPR. However, as such service is required for promotion to associate professor for graduate faculty; candidates typically should have some committee membership on graduate student theses and dissertations by the EPR.

Faculty members are expected to stay current with their academic field and with changing technical skills and knowledge as appropriate to their field. Successful candidates for TTF APR and EPR will demonstrate commitment to staying current. To determine whether candidates meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of teaching-related activity.

The Department of Journalism and Public Relations considers instruction and evaluation activities for professional-oriented student organizations as teaching-related performance indicators. TTF in Journalism and Public Relations are also expected to stay current with their academic field and professional industries by maintaining knowledge of current industry (journalism or public relations) practices; maintaining contacts with working industry professionals; and possessing the technical skills broadly adopted by relevant industries. Successful candidates for TTF APR and EPR will demonstrate commitment to staying current. To determine whether candidates meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of teaching-related activity.

Research

Research productivity indicates progress toward tenure. Recognizing that research products often accumulate at an irregular pace during the pre-tenure period, specific criteria are not stipulated for APRs or EPR. However, based on the timeframe of the EPR, candidates typically should have three peer-reviewed publications or equivalent by the time they submit their EPR materials. These works should be in alignment with the criteria outlined for promotion to associate professor below (i.e., an emphasis on lead author, quality of venue, peer assessment of quality, and the like). Works that have received a recommendation of revise and resubmit and have been resubmitted may be considered.

It is expected that a successful EPR candidate will meet this overall level of research achievement predominantly through the publication of peer-reviewed journal articles, performances or exhibitions in peer-reviewed settings, or the publication of scholarly books or monographs.

As described in the tenure and promotion criteria below, the tenure research standard may be met through the publication of scholarly books. However, progress on a book manuscript alone will most likely not result in a successful mid-probationary EPR.

Faculty members in following the criteria for the Department of Journalism and Public Relations will have published either three peer-reviewed journal articles or two peer-reviewed journal articles and one least article in professional journals or mainstream (consumer) publications,

papers and presentations before scholarly or professional organizations, book reviews and other activities that contribute to professional practice.

Service

Faculty are expected to perform service, by either assignment, election, or self-nomination, in a quantity consistent with their assigned workload. Departmental or program (e.g., graduate programs or undergraduate programs not housed within departments) service, including representation on department, school, college or university committees or contributions to departmental, program, or school initiatives, is required each year.

Service beyond the department level is not required in the first year of the probationary period. However as school level service is required for promotion, some school service is expected by the time of the EPR. Ideally, the candidate shall have participated in service at the university (or college) level and have begun to participate in some service to the discipline at the national level (e.g., organizing a session at a national meeting, serving as a manuscript reviewer for journals, etc.). Service at the regional or national level is desirable, but not required in the first year of the probationary period. However, as the criteria for promotion to associate with tenure entail some reputation or visibility in the field, some service at the regional or national level is expected by the time of the EPR.

Faculty members following the criteria for the Department of Journalism and Public Relations are expected to demonstrate maintenance of ties to industry professionals in journalism or public relations and currency with the range of industry practices and technical skills. Instruction provided locally, regionally, or nationally to industry professionals at the workplace, national conferences or other sites is valuable. Faculty members following the criteria for the Department of Journalism and Public Relations are expected to engage in service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional, industry associations, developing internship opportunities, etc.) and service to journalism or public relations academic organizations is highly valued.

Examples of performance indicators for service can include, but are not limited to department and school promotional activities (Preview Days, awards ceremonies, commencement, etc.); serving as faculty advisor for student organizations; acting as a faculty mentor in the College Credit Plus program; significant contributions to school and/or department social media efforts; the creation of school or departmental promotional materials; administrative positions such as undergraduate coordinator, graduate coordinator, internship coordinator; participation in state, regional, national, and/or international organizations and bodies (beyond basic membership); serving on college or university-wide committees and bodies, such as Faculty Senate, Arts and Sciences Curriculum, Teaching & Learning Committee, Arts and Sciences Council or the BGSU-FA.

Service is evaluated, in part, by the degree to which these responsibilities are performed in an effective, thorough, and timely manner.

Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

The Director of the School of Media and Communication shall coordinate the annual performance review (APR) and enhanced performance review (EPR) with the candidate.

The candidate should compile a dossier in accordance with the college guidelines. Evidence of teaching-related activity is not required for APR, though the director may request such materials as needed. If included, this evidence should indicate the professional development outcome and/or the positive impact on student learning. In addition, one peer observation of teaching should be included for each year in the review period.

To coordinate faculty-level review for the EPR, an eligible faculty member from the candidate's discipline is appointed by the Director in consultation with eligible members from the Director's advisory committee. The appointed faculty member calls and conducts the meeting of the voting faculty, leading the discussion and administering the anonymous vote. The appointed faculty member also spearheads the draft of the faculty letter that reports the vote tally, summarizes the voting faculty's appraisal of the candidate's performance, and conveys the faculty recommendation regarding reappointment.

Unit Faculty Involvement in the TTF APR Process

The Director of the School of Media and Communication shall coordinate the creation and submission of annual performance review (APR) and enhanced performance review (EPR) dossier.

1. Annual Performance Reviews (APRs) shall be conducted by the Director in consultation with the voting faculty as described in point #2 below, in accordance with this reappointment policy. The review shall evaluate the probationary tenure-track faculty member's progress in teaching, research or creative work, and service. In all cases, student evaluations of teaching shall not be the sole criterion for evaluation of faculty teaching performance.

2. To coordinate this APR, an eligible faculty member from the candidate's discipline is appointed by the Director in consultation with eligible members from the Director's advisory committee. The voting faculty shall convene a meeting to discuss the candidate's progress in teaching, research, and service over the past 12 months. The voting faculty will conduct an anonymous yes or no vote on whether the candidate is making satisfactory progress towards tenure. The Director will observe at the meeting but not participate in the discussion or the vote. If the Director disagrees with the voting faculty's recommendation, he/she shall state the reasons for disagreement in writing. The Director also will include a report of the tenured faculty vote and their overall assessment of the candidate's progress in his/her letter to the Dean and to the Provost/VP AA.

Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

Typically, candidates pursue tenure and promotion to Associate Professor simultaneously. Thus, the standards for tenure mirror those for promotion to Associate Professor. In rare cases, a faculty member may be hired at the Associate Professor level without tenure. Criteria for tenure are the same as those for Associate Professor, as detailed below.

TTF faculty members following the criteria for the Department of Journalism and Public Relations, as professional journalism educators, should maintain connections to and relationships with professional industries and facilitate connections between students and industry professionals. Thus faculty members' contributions should reflect the standards and concerns of the industries for which students are being trained in the skills classes comprising the majority of the undergraduate curriculum. Connections to the industry and industry professionals serve specific purposes for delivering the curriculum and maintaining national accreditation. These connections facilitate knowledge of current practices to inform changes in the curriculum and individual classes, provide recent industry examples for individual classes, develop and maintain contacts for student internships and enhance faculty members' ability to mentor students and to guide and evaluate students' co-curricular participation in student media. Additionally, faculty should keep current with news events and coverage so that they can relate classroom work to current news events. Therefore, maintaining industry connections and the nature of the demands of skills classes are recognized in this document. Such criteria support the unique needs of the Journalism and Public Relations undergraduate program.

Criteria and Standards for Promotion from Assistant Professor to Associate Professor

Candidates for promotion from assistant professor to associate professor with tenure should demonstrate evidence of a consistent and productive line of scholarly research or creative work and should be building a national or international reputation within a domain of scholarship.

Candidates must show promise of sustained productivity in all three areas (teaching, research, and service), especially the dedication to establish a national reputation for scholarship and leadership in academic organizations.

Candidates following the criteria for the Journalism and Public Relations must also provide documentation of effective teaching and active service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional-industry associations, developing internship opportunities, etc.) and service to journalism or public relations academic and/or industry organizations during their probationary period at BGSU.

Accomplishments prior to appointment may receive consideration in the context of review for promotion and tenure to associate professor. However, it is expected that candidates for reappointment, promotion, and tenure will demonstrate a substantial record of achievement in teaching, research/creative work, and service, since appointment at BGSU.

Teaching

Effective teaching is evidenced by quantitative teaching evaluation scores of 2.0 or better (on a 5 point scale, where 1 is the highest ranking), qualitative student responses that indicate effective instruction, and primarily positive peer evaluations. In some circumstances (such as piloting substantial innovations or teaching unusually difficult material), lower evaluations might be considered appropriate/acceptable. Successful teaching also normally involves committee membership on one or more graduate student theses and dissertations. Along with these primary indicators of effective teaching, candidates for tenure will provide additional evidence of teaching success, for example: course artifacts that document instructional excellence, contributions to the development of curriculum, and evidence of teaching-related activity that has led to professional growth.

Contributions to the development of curriculum initiatives will also be valued. Contributions to the development of curriculum may include: new courses developed, documentation of substantial improvements to existing courses or evidence of effective integration of new technology or pedagogical approaches, mentorship of undergraduate research (e.g., honors theses), publication of scholarship on teaching, and publication of textbooks.

External teaching grant receipt as an assistant professor is not required but is viewed favorably. Teaching awards are also an indicator of quality.

Other teaching-related performance indicators can include, but are not limited to direction of honors project/thesis/dissertation and/or MA projects; course curriculum modification or development; teaching-related professional development activities; publication of a textbook or significant revision of a textbook; academic advising; experiential learning courses (e.g., service learning); supervision of independent studies; direction of undergraduate or honors research; and internship supervision. Evidence of teaching-related activity should indicate the professional development outcome and/or the positive impact on student learning.

Faculty members following the criteria for the Department of Journalism and Public Relations may consider instruction and evaluation activities for professional-oriented student organizations as teaching-related performance indicators. They are also expected to stay current with their academic field and professional industries by maintaining knowledge of current industry (journalism or public relations) practices; maintaining contacts with working industry professionals; and possessing the technical skills broadly adopted by relevant industries. Successful candidates for tenure will demonstrate commitment to staying current. To determine whether candidates meet this criterion, reviewers will consult the CV, student evaluations, peer evaluations, course artifacts, and evidence of curriculum development or other teaching-related activity.

Research

The following are meant to serve as general criteria for making an informed judgment of research productivity and performance. The unique characteristics of an individual's research agenda may necessitate a different and equally valuable pattern of publication, but the general quantitative and qualitative criteria described below will remain applicable.

The school and departments also recognize creative works and, in the case of candidates following the criteria of the Journalism and Public Relations, professional industry contributions when appropriate to one's discipline or area of specialization. In the granting of tenure and promotion, the entirety of a candidate's program of work may be considered. In all cases, it is incumbent upon the candidate to make a compelling case for the strength of the research and publication record, particularly in cases that diverge from the standards outlined in this document.

External reviewers will evaluate the candidate's research record, based on the criteria outlined in this document, and their conclusions will be considered in the school's assessment of the candidate's research performance. SMC follows the university guidelines for external reviews, published by the Office of the Provost.

Typically, a successful candidate will have averaged at least one peer-reviewed publication per year since time of their hire and/or the start of their tenure clock. In other words, a newly hired assistant professor joining the faculty straight from graduate school should have a minimum of six peer-reviewed journal articles or a combination of peer-reviewed journal articles and scholarly books or monographs (which typically count as more than one publication).

Candidates following the criteria of the Department of Journalism and Public Relations may choose to follow a path that combines academic publications with journalism published for a general or professional audience. In this case, the candidate will have published the equivalent of at least three high-quality articles or public relations works and five peer-reviewed academic journal articles, performances or exhibitions in peer-reviewed settings, or scholarly books or monographs.

It is important to note that it is possible that an average of one publication per year (or equivalent) or a combination of academic, professional and general audience publications might not result in tenure when considered in light of other criteria, most notably quality. Similarly, in some instances a candidate may achieve tenure with an average of less than one publication per year in light of other criteria, in particular high quality. That is, although this document recommends a minimum level of productivity, it is the quality of the work and the prestige of the outlets where it is published or otherwise distributed that are the most important factors.

Quality of Publications

As noted above, candidates may publish works that take a number of forms; traditional scholarly research (articles and books) creative works, and, in the case of candidates following the criteria of the Department Journalism and Public Relations, industry professional publications.

Scholarly Research: The quality of a research contribution is evaluated based on indicators such as:

- a. how compelling the questions are that motivated the research,
- b. how well the study is designed,
- c. how competently the study was conducted,

- d. how productively the author is able to link the study's outcomes to practical and/or theoretical concerns, and
- e. how well the author has articulated each of the above.

Beyond these broad issues, where one's work is placed can be an important indicator of quality.

The following factors can influence perceptions of quality:

- a. the prestige of the scholarly research journal or other publication venue. Generally, national or international disciplinary and interdisciplinary outlets are most highly evaluated. Regional publications follow.
- b. the reputations of other scholars who publish in the given outlet
- c. the journal's rejection rate or impact factor
- d. the article's citation impact or H-index
- e. the recognition of the publication through an award

Regarding books, scholarly research books are most highly valued. Books published by a recognized scholarly press are desirable and may carry more weight than articles depending on quality, length, and originality. Textbooks that constitute original contributions to the field will be considered.

Candidates following the criteria of the Department of Journalism and Public Relations may include Professional works.

Professional Works: It is incumbent upon the candidate to effectively demonstrate the significance of his or her journalism or public relations professional industry work. For example, this may be through the following:

- a. how compelling the questions are that motivated the journalism or public relations work,
- b. how well the journalism or public relations work is designed,
- c. how competently the journalism or public relations work was conducted,
- d. how productively the author is able to link the journalism or public relations work to pressing social issues or its contribution to the practitioners or practice of journalism or public relations
- e. how well the author has articulated each of the above.

Beyond these broad issues, where one's work is placed can be an important indicator of quality.

The following factors can influence perceptions of quality:

- a. the prestige of the general audience publication venue
- b. the reputations of other journalists or public relations practitioners who publish in the given outlet
- c. the recognition of the publication through a professional industry award
- d. the distribution of the work such as circulation, page views, or other indicators of reach.

Creative Works: Because those outside the candidate's specialty may not understand review processes involved in the publication or exhibition of creative works, it is incumbent upon the candidate to provide evidence in the dossier. Such evidence may include the following:

- a. Selection by contests and festivals where panels of expert judges select the work that is honored or screened. Here, information to provide includes the year the festival or contest was established, the number of entries in the event (if known), the number of works selected to receive recognition or prizes, the venues in which the selection was screened, etc.
- b. Reviews of the work that might appear in either scholarly or popular publications could provide insight into the value of the work.
- c. Distribution to communities outside the university through established commercial or public media channels.
- d. Although multiple exhibitions do not equal multiple contributions, the number of peer-reviewed exhibitions itself may be a reflection of quality.

Type of Contribution

The type of publication is also considered. As noted above, publication of quality blind peer-reviewed journal articles and scholarly books are the primary criteria for promotion. Other types of contributions, however, are also considered and are taken into account, for example book chapters or external research grants. A refereed (i.e., blind peer-reviewed) research publication or juried creative work is typically ranked more highly than a non-refereed publication or non-juried creative work. An invited journal article or book chapter reviewed by an editor, typically falls somewhere in between; of course, this ranking would be moderated by the prestige of the venue to which the candidate was invited to contribute (e.g., a major handbook). "Research in brief" counts more than an encyclopedia entry or book review. It is incumbent upon the candidate to stipulate clearly which publications are refereed, especially in cases where evaluators may assume they are not (e.g., book chapters). Creative work and industry professional work may require a rich description of value and contribution.

External research grant receipt as an assistant professor is not required but attests to quality of the candidate's research agenda and is taken into account.

Programmatic

The candidate's body of work should form a coherent whole, establishing the candidate as a recognized scholar in a domain of scholarship. The candidate should be able to articulate a coherent theme or purpose to his/her work including, where appropriate, industry professional or creative work.

Independence

Research independence is also an important marker of scholarly achievement that indicates a candidate has established a research identity. Thus, first or solo authorship on publications is particularly advantageous because it demonstrates research leadership and independence. Co-authors who wish to signal unambiguously that equal credit should be given, regardless of order

of appearance, must make sure that such a statement is printed, usually in the author's note, on the first page of the article. Depending on the format style, such an indication might appear elsewhere in the publication.

Disciplinary and Inter-disciplinary Work

Because we represent evolving, technologically changing, and growing fields of investigation, encompassing multiple venues and sites of study, the school's programs recognize and value publication in both disciplinary and in interdisciplinary national and international journals relevant to the candidate's specialization.

Originality and Impact

The originality (i.e., the extent to which the content does not overlap with other published works) is also taken into consideration. The expected impact of the candidate's body of work on the field is also a relevant consideration. Impact is considered more strongly in the promotion to full professor, as it can take several years to demonstrate impact. Candidates for tenure should show a developing trajectory toward that goal.

Reputation in the Field

In addition -- though not primary and not sufficient for tenure or promotion indicators -- a junior faculty member's dossier may be strengthened by evidence that she/he is building a reputation in the field. For promotion to full professor evidence of a national or international reputation in the field is requisite. Candidates for tenure should show a developing trajectory toward that goal.

A candidate's body of work is integral to his/her reputation in the field. This reputation may be enhanced or be demonstrated, in part, through the following:

- a. Editing of scholarly books or special issues of journals composed primarily of articles written by other scholars;
- b. Dissemination of research through the creation of documentary films, museum exhibitions, or other non-print media (e.g., refereed blogs);
- c. Dissemination of research through papers and presentations delivered at national or international scholarly and professional conferences and industry organization's meetings;
- d. Presentation of invited addresses at scholarly conferences, colloquia, etc.;
- e. Organization of thematically-focused conferences for the dissemination of research within the scholarly community;
- f. Service as editor, editorial board member, and/or managing editor of a scholarly journal;
- g. Dissemination of research in publications aimed at a general audience;
- h. Leadership positions in academic societies;
- i. Leadership positions in industry professional organizations.

Service

Service is also important for promotion to associate professor with tenure. Probationary faculty are expected to perform service, by either assignment, election, or self-nomination, in a quantity consistent with their assigned workload.

Service, including representation on department, school, college or university committees or contributions to departmental or school initiatives is required each year.

Also, the candidate shall have served on at least one school level committee. Service on college or university level committees is desirable but not required. At the national level the candidate is expected to have participated in some service to the discipline (e.g., organize a session at a national meeting, serve as a regular manuscript reviewer for journals, serve on an award committee, and the like). It is important for tenure candidates to have a record of such activities because they begin to set the stage for a national reputation that is required for promotion to full professor. Community service and external activities that draw upon professional expertise are also recognized. External service grant receipt as an assistant professor is not required but is viewed favorably. Instruction provided locally, regionally, or nationally to industry professionals at the workplace, national conferences or other sites is valued.

Examples of performance indicators for service can include, but are not limited to participating in department and school promotional activities (Preview Days, awards ceremonies, commencement, etc.); serving as faculty advisor for student organizations; acting as a faculty mentor in the College Credit Plus program; making significant contributions to school and/or department social media efforts; the creation of school or departmental promotional materials; serving in administrative positions such as undergraduate coordinator, graduate coordinator, internship coordinator; participating in state, regional, national, and/or international organizations and bodies (beyond basic membership); serving on college or university-wide committees and bodies, such as Faculty Senate, Arts and Sciences Curriculum, Teaching & Learning Committee, Arts and Sciences Council or the BGSU-FA.

Service is evaluated, in part, by the degree to which these responsibilities are performed in an effective, thorough, and timely manner.

For faculty members in Journalism and Public Relations, service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional, industry associations, developing internship opportunities, etc.) and service to journalism or public relations academic organizations is highly valued.

Criteria and Standards for Promotion from Associate Professor to Professor

Promotion from Associate Professor to Professor is based on convincing evidence that the faculty member has achieved and can be expected to maintain a sustained record of excellence in teaching, research, and service, both academic and, in the case of faculty following the criteria for the Department of Journalism and Public Relations, professional industry related. Successful candidates will have attained a national reputation in the field through outstanding scholarship and service to the discipline. Candidates for Professor should show consistent achievement for several years before seeking promotion.

Teaching

Effective teaching is evidenced by quantitative teaching evaluations that are scores 2.0 or better (on a 5 point scale, where 1 is the highest ranking), qualitative student responses that indicate effective instruction, and primarily positive peer evaluations. In some circumstances (such as piloting substantial innovations or teaching unusually difficult material), lower evaluations might be considered appropriate/acceptable. Along with these primary indicators of effective teaching, candidates for promotion to professor will provide additional evidence of sustained teaching excellence, for example: course artifacts that document instruction of high quality and impact, contributions to the development of curriculum, and evidence of teaching-related activity that has led to significant professional growth.

Teaching leadership is required for promotion to full professor. Teaching leadership is defined broadly and can include serving as a teaching mentor for others (faculty and graduate students) in the school; working with graduate students during teaching assignments; contributing to significant curricular changes; improving learning outcomes and assessment practices; teaching courses that are difficult to staff; extensive advising of graduate students through chairing theses and dissertations; leadership in university or national level teaching workshops; or awards or honors. Evidence of teaching-related activity should indicate the professional development outcome and/or the positive impact on student learning.

Other teaching-related performance indicators can include, but are not limited to direction of honors project/thesis/dissertation and/or MA projects; course curriculum modification or development; teaching-related professional development activities; publication of a textbook or significant revision of a textbook, or book chapters or articles on teaching or pedagogy. academic advising; teaching service learning courses recognized by the university; supervision of independent studies; direction of undergraduate or honors research; and internship supervision. Evidence of teaching-related activity should indicate the professional development outcome and/or the positive impact on student learning.

Faculty members following the criteria for the Department of Journalism and Public Relations may consider instruction and evaluation activities for professional-oriented student organizations as teaching-related performance indicators. They are also expected to stay current with their academic field and professional industries by maintaining knowledge of current industry (journalism or public relations) practices; maintaining contacts with working industry professionals; and possessing the technical skills broadly adopted by relevant industries.

Research

Successful candidates will have maintained an extensive research record while an associate professor. Sustained research productivity is indicated by publications in peer reviewed journals and/or scholarly books published by recognized scholarly presses, and/or sustained creative works appropriate to one's discipline or area of specialization. The unique characteristics of an individual's research agenda may necessitate a different and equally valuable pattern of publication, but the general quantitative and qualitative criteria described here will remain applicable.

A candidate might follow a traditional pathway of continued high scholarly output during six or seven years following tenure and promotion. This type of candidate will have published at least one peer-reviewed article (or equivalent) per year, on average, and a preponderance of the publications will be in high quality journals with the candidate as first or sole author. Another candidate might publish scholarly books every few years. A third path might be a combination of scholarly books and peer-reviewed journal articles.

For members following the criteria for the Department of Journalism and Public Relations, a fourth path combines academic publications with general or professional audience journalism or public relations related work. In this case, the candidate will have published the equivalent of at least three high-quality articles or public relations works and five peer-reviewed academic journal articles, performances or exhibitions in peer-reviewed settings, or scholarly books or monographs.

Uniting these pathways is the common thread of high research productivity and a national reputation in the field.

If the time between promotion to associate and application for promotion to full professor has been more than 7 years, the most recent seven years form the primary basis for review. Prior accomplishments will receive appropriate consideration in the context of the candidate's overall body of work.

To achieve the rank of full professor, considerable weight is placed upon the originality of the work and candidate's impact on the field. In addition, the same factors listed under the evaluation for research for promotion to associate are considered here. That is, the quality of the work, the type of work, the reputation in the field, the programmatic nature of the work, and the independence of the work are relevant factors. Research independence and leadership as evidenced by solo or first authored publications is expected. External research grant receipt as an associate professor is not required but attests to quality of the candidate's research agenda.

External reviewers will evaluate the candidate's research record, based on the criteria outlined in this document, and their conclusions will be considered in the school's assessment of the candidate's research performance. SMC follows the university guidelines for external reviews, published by the Office of the Provost.

Service

Substantial service to the department, school, university, and the field is required for promotion to Professor. Service activities should involve leadership roles, such as committee chair on departmental and school committees. At the university level the successful candidate must demonstrate active involvement in committees. Service at the national or regional level is required and may be demonstrated by serving on editorial boards, participating on grant review panels, volunteering for committees, or being elected to committee membership. Service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional-industry associations, developing internship opportunities, etc.) and service to journalism or public relations academic organizations is highly

valued. Leadership in a national (industry professional or academic journalism or public relations) organization is expected. Engaged scholarship activities such as the dissemination or translation of research to larger audiences is another indicator of service at the national level as is involvement in community service as appropriate to one's field. The receipt of external grants for service initiatives is also valued. Instruction provided locally, regionally, or nationally to industry professionals at the workplace, national conferences or other sites is valued.

Examples of performance indicators for service can include, but are not limited to participating in department and school promotional activities (Preview Days, awards ceremonies, commencement, etc.); serving as faculty advisor for student organizations; acting as a faculty mentor in the College Credit Plus program; making significant contributions to school and/or department social media efforts; serving in administrative positions such as undergraduate coordinator, graduate coordinator, internship coordinator; participating in state, regional, national, and/or international organizations and bodies (beyond basic membership); serving on college or university-wide committees and bodies, such as Arts and Sciences Curriculum, Teaching & Learning Committee, Arts and Sciences Council Faculty Senate or the BGSU-FA; and the creation of school or departmental promotional materials.

Service is evaluated, in part, by the degree to which these responsibilities are performed in an effective, thorough, and timely manner.

For faculty members following the criteria for the Department of Journalism and Public Relations, service related to connecting undergraduate students to industry professionals locally and nationally (e.g., advising student chapters of national, professional, industry associations, developing internship opportunities, etc.) and service to journalism or public relations academic organizations is highly valued.


Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

The Director of the School of Media and Communication shall coordinate the creation and submission of the tenure and promotion materials in communication with the faculty member.

The candidate should compile a dossier in accordance with the college guidelines. In addition, one peer observation of teaching should be included for each year in the review period.

To coordinate faculty involvement in the review for promotion, an eligible faculty member from the candidate's discipline is appointed by the Director in consultation with eligible members from the Director's advisory committee. The appointed faculty member calls and conducts the meeting of the voting faculty, leading the discussion and administering the anonymous vote. The appointed faculty member also spearheads the draft of the faculty letter that reports the vote tally, summarizes the voting faculty's appraisal of the candidate's performance, and conveys the faculty recommendation regarding tenure and/or promotion.

Approved by the School of Media and Communication on September 14, 2017

 _____ Date 9-14-17

Laura Stafford, Director of the School of Media and Communication

Approved:

 _____ Date 10/17/2017
Raymond Craig, Dean of the College of Arts and Sciences

Approved:

 _____ Date 10/18/2017
Rodney Rogers, Provost/Senior VP