

Submitted: September 2023

Approved by the Dean's Office and Office of the Provost: September 7, 2023

In accordance with state law and University and Board of Governor regulations 10.003, tenured faculty in the Department of Journalism and Digital Communication participate in post-tenure reviews (PTRs) every five years. The PTR is an evaluation of the five years of employment leading up to the review. Faculty subject to review prepare, in advance, a packet consisting of a narrative of accomplishments, the previous five years of annual evaluations, an up-to-date CV, supplemental evidence of accomplishments, and any disciplinary record (if applicable).

Quantifiable annual evaluation criteria, along with professional standards codified by our specialized accrediting body, inform the Department's PTR guidelines. Annual workload assignments across the review period inform the weight given to each category of review—research, teaching, service—when calculating a faculty member's overall PTR score.

Overall PTR scores, based on weighted averages across all categories in the five-year review period, reflect the following levels of performance:

1. Exceeds expectations. The faculty member demonstrates a clear and significant

es not meet expectations. The faculty member's record of performance does not meet expectations for the discipline and unit in a sustained fashion across the review period but shows room for improvement. The accomplishments fall short of those of faculty of similar rank and specialty at other high-ranking research institutions.

Unsatisfactory. The faculty member fails, over multiple review periods, to meet expectations, in a manner that shows disregard for previous feedback and recommendations for improvement; or demonstrates incompetence or misconduct, as defined in University regulations and policies.

1.
 - a. or more peer-reviewed journal articles in high-quality publications (published or in press), or equivalent forms of scholarly work OR
 - b. or more peer-reviewed journal articles, or equivalent forms of scholarly work; and or more creative works
 - c. or more peer-reviewed journal articles, or equivalent forms of scholarly work; or more creative works; and or more forms of public scholarship
 - d. or more peer-reviewed journal articles, or equivalent forms of scholarly work; or more creative works; and or more forms of public scholarship

2.

nd t n e i u p q

Faculty earn credit toward their teaching score across four categories:

1. contributing to student learning and growth
2. supporting students in their academic pursuits and transition to the profession
3. engaging in curriculum development
4. exploring innovative approaches to instruction

Evidence of teaching excellence across these categories can take many forms. The sections below provide examples but are not exhaustive.

Contributing to student learning and growth

Facilitating student learning is core to the Department's mission and integral to the evaluation of faculty performance for post-tenure review.

Evidence of such contributions includes:

- ” student publications emanating from a class the faculty member taught
- ” qualitative comments from student evaluations affirming learning experienced
- ” scores on critical assessments, pre/post test comparisons that document growth from the beginning to the end of a semester
- ” positive external/professional assessments of student work tied to a class the faculty member taught
- ” high marks on student evaluation items Description of Course Objectives & Assignments, Communication of Ideas and Information, Expression of Expectations for Performance, Stimulation of Interest in the Course , and Facilitation of Learning.
- ” documentation of students engaged in applied learning
- ” documentation of student mastery of core competencies
- ” invitations to professionals to speak in classes, and other provided opportunities for students to network with professionals

Faculty may include other forms of evidence, to be considered at the discretion of the reviewer.

Supporting students in their academic pursuits and transition to the profession

This category involves connecting students to opportunities outside the classroom, including student clubs and media, and jobs and internships. It also encompasses the kind of informal coaching and mentorship that happens in advising sessions, office hours, and other co-curricular activities.

Examples of evidence of supporting students in their academic pursuits and transition to the profession can include but are not limited to:

- ” qualitative comments affirming support received on student evaluations
- ” notes from students affirmed support received
- ” notes from students crediting the faculty for help finding a job or internship
- ” high marks on student evaluation items Availability to Assist Students In or Out of Class and Respect and Concern for the Students
- ” participation on ARP and thesis committees
- ” supervising independent studies and directed readings courses
- ” other forms of advising and mentoring, including supervising teaching assistants or research assistants

Faculty may include other forms of evidence, to be considered at the discretion of the reviewer.

Engaging in curriculum development

This category involves developing new teaching material, ranging from updating examples to conceiving new classes or programs of study. New assignments, new modules, and new course proposals are examples of curriculum development.

Evidence includes:

- ” syllabi
- ” lesson plans
- ” assignment descriptions
- ” new University-approved course creations
- ” online course development with Innovative Education

Faculty may include other forms of evidence, to be considered at the discretion of the reviewer.

Exploring innovative approaches to instruction

This category focuses on the use of innovative instructional and pedagogical techniques to foster student learning, both in the classroom and online. Examples include adopting methods new to the course or instructor, and devising and testing novel methods.

Evidence includes:

- ” syllabi

- ” lesson plans
- ” assignment descriptions
- ” documentation of high-impact practices

Faculty may include other forms of evidence, to be considered at the discretion of the reviewer.

Criteria for evaluating faculty teaching

1. For each year of the review period, evidence of contributions to student learning and growth and documented accomplishments in at least two of the following additional categories: 1) supporting students in their academic pursuits and transition to the profession; 2) engaging in curriculum development; 3) exploring innovative approaches to instruction.
2. For each year of the review period, evidence of contributions to student learning and growth and documented accomplishments in at least one of the following additional categories in each year of the review period: 1) supporting students in their academic pursuits and transition to the profession; 2) engaging in curriculum development; 3) exploring innovative approaches to instruction.
3. For each year of the review period, evidence of sustained contributions to student learning and growth but no evidence of additional instructional accomplishments; or intermittent evidence of contributions to student learning and growth across the review period, and limited evidence of other contributions.
4. Lack of sustained evidence of contributions to any category of teaching.

Journalism and Digital Communication faculty are expected to contribute to the mission, values, vision, and goals of the Department, College, Campus, and University and Department. They are also expected to contribute to the profession and to the public’s understanding of, and appreciation for, journalism and professional communication.

Many activities count as service, including the following partial list:

Internal service (Department)

- ” participation and leadership in Department committees
- ” participation and leadership in Department programs and initiatives

Internal service (College, Campus & University)

- ” participation and leadership in College, and Campus, and University committees
- ” participation and leadership in College, and Campus, and University events

External service (professional)

- ” participation or leadership in professional associations or activities
- ” editorial support for publications and journals in the field
- ” participation in conferences and workshops related to the practice or teaching of journalism or other subject matters
- ” professional consulting
- ” peer evaluations of outside individuals, such as external reviews for tenure and promotion candidates

External service (community)

- ” volunteer activities to help educate the public about journalism
- ” judging professional competitions
- ” providing expert information for media interviews and public presentations

Criteria for evaluating faculty service

1. At least 10 substantive service-related contributions over the five-year review period.
2. At least