

A.Q. Miller School of Journalism and Mass Communications

ANNUAL EVALUATION GUIDELINES

(Approved by Faculty Vote on 4/08/07)

PROMOTION AND TENURE GUIDELINES

(Approved by Faculty Vote on 4/08/07)

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): **4/2012**

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES*: **4/2012**

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Date signed: 4/08/07

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Date signed: 4/09/07

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Date signed: 4/11/07

*Each academic department is required by University Handbook policy to develop department documents containing criteria, standards, and guidelines for promotion, tenure, reappointment, annual evaluation and merit salary allocation. These documents must be approved by a majority vote of the faculty members in the department, by the department head or chair, by the dean concerned, and by the provost. In accordance with University Handbook policy, provision must be made to review these documents at least once every five years or more frequently if it is determined to be necessary. Dates of revision (or the vote to continue without revision) must appear on the first page of the document.

Criteria, Standards and Procedures
for Appointment, Evaluation, Tenure and Promotion
A.Q. Miller School of Journalism and Mass Communications
Kansas State University
Approved April 8, 2007

I. PREAMBLE

II. PERFORMANCE CRITERIA

A. Teaching

1. Classroom/Lab Teaching
2. Syllabi and Instructional Materials
3. Measuring Student Achievement
4. Student Evaluations of Teaching
5. Non-Class Instructional and Curriculum-Related Activity
6. Undergraduate Academic Advising

B. Research and Creative Work

1. The Nature of Research and Creative Work for Our Discipline
2. Criteria for Evaluation of Research and Creative Endeavors

C. Service

1. Service to the Profession
2. Service to the Academic Discipline
3. Service to the University
4. Service to the Public
5. Administrative Duties

III. PROCEDURES FOR ANNUAL EVALUATIONS

A. Initial Appointment

1. Traditional Academic Appointment
2. Professional Appointment
3. Non-Tenure Track Appointments

B. Annual Merit Evaluation

1. Annual Review Materials
2. Conduct of Evaluations
3. Relative Emphasis and Goals for the Upcoming Year

C. Professional Performance Award

D. Chronic Low Achievement Standards

1. Teaching
2. Research and Creative Work
3. Service

IV. PROCEDURES FOR PROMOTION, TENURE, MID-TENURE REVIEW AND REAPPOINTMENT

A. Tenure and Mid-Tenure Review

1. Standards for Tenure
 - a. Teaching
 - b. Research and Creative Work
 - c. Service
2. Mid-Probationary Review Procedures
3. Tenure Procedures

B. Promotion in Rank

1. Standards for Promotion to Associate Professor
2. Standards for Promotion to Full Professor

C. Annual Reappointment

1. Tenure-track appointments
2. Annual Appointments

I. PREAMBLE

The professorate is more than a singular pursuit. It requires a mosaic of contributions through quality teaching, meaningful research and creative endeavors, and dedicated service.

The A. Q. Miller School of Journalism and Mass Communications serves a variety of constituencies—students who need competent instruction, media organizations that benefit from public service, a university community that recognizes the centrality of communications, and a society-at-large that becomes better informed through the creation and application of knowledge in the discipline.

These responsibilities require a faculty with an appropriate balance of professional experience, academic credentials, teaching excellence, and a commitment to extend knowledge beyond the campus through scholarly publication, creative endeavors and public service.

A faculty must match a program's goals. As an academic unit with a strong professional component, the School of Journalism and Mass Communications seeks to impart to students:

Critical thinking about the role and impact of mass communication in society.
Writing and other communication skills necessary to enter and advance in careers.
Problem-solving abilities to serve the public in a socially responsible manner.

Beyond the classroom, the School expects its faculty to contribute in these areas:

Scholarly research and/or creative endeavors that extend and apply knowledge.
Service to the university, to the profession, and to the public, in keeping with the university's land-grant heritage.
Advancing the reputation and impact of Kansas State University in the state and beyond.

The School seeks to appoint, tenure and promote those candidates whose quality and diversity of talents best serve these goals.

This document provides the criteria, standards and procedures for evaluation of faculty performance in achieving this mission in instruction, scholarship and service. It is a document consistent with the policies and procedures for appointment, evaluation, tenure and promotion established in the KSU University Handbook.

II. PERFORMANCE CRITERIA

The evaluation of faculty is based on the quality of performance in teaching, research and/or creative endeavors, and service. Faculty provides evidence for this performance on an annual basis by compiling materials that establish the range, quality and context for the work they have accomplished in each of these areas.

The following guidelines and criteria are provided to suggest the standards against which a

faculty member's performance will be assessed in each of the three areas of faculty responsibility.

A. Teaching

Teaching encompasses a range of faculty activity, including planning and teaching courses, creation of new courses, student advising, and supervision of graduate students. These responsibilities in teaching are consistent with the KSU University Handbook (See Section C2).

Most of the information available for making an assessment of the success and quality of teaching is subjective rather than objective. As a result, the school uses a variety of criteria for the evaluation of teaching.

Each faculty member, as part of the annual evaluation process, shall prepare a compilation of materials on the courses taught and other teaching activities accomplished during the year. The school expects at least six types of information as part of this "portfolio" approach.

evidence of effectiveness in classes and/or labs
appropriate preparation of syllabi and instructional material
evidence of the appropriateness of methods for measuring student achievement
reports of student evaluations
a self-report on non-classroom instructional and curriculum-related activity
evidence of performance in student advising

1. Classroom/Lab Teaching

Each faculty member will provide a summary report on activities associated with assigned class sections during the year. The primary purpose of the summary report is to provide context. It should begin with a listing of each course, of the enrollment in the course, and of the type of course (lecture, lab, etc.), followed by a statement on how often and how many times the faculty member has taught each course. In the rest of the report, the faculty member may address course content and strategies, efforts to revise or introduce innovations into courses, collaboration with other faculty members on course development, development of new courses, and preparation for teaching an existing course for the first time. The summary report must also address how the faculty member gets feedback from students about the instruction in courses.

The summary report should also include the faculty member's analysis of any special circumstances that may have an effect on the quality of instruction. Such circumstances can include factors such as class size, whether a class is required or is elective, whether a class is graduate level, and the stringency of academic or professional standards used in a class.

2. Syllabi and Instructional Materials

The faculty member shall provide a copy of the syllabus. Examples of major instructional materials also may be provided.

Miller School course syllabi must include the following:

Statement of course purpose, goals, objectives and student learning outcomes
Assigned textbook/readings and course readings list
Statement of student grading and assessment standards and procedures
Schedule of class dates and topics
Listing of assignments, graded projects, and examinations
Faculty office hours, address, phone number, and e-mail

Faculty members are to submit copies of syllabi by the beginning of classes for each semester, summer session, or intersession. If modifications are made to a syllabus, the revised version should be filed with the date of revision marked.

3. Measuring Student Achievement

Appraisal of the appropriateness of methods for measuring student achievement calls for faculty members to report on how the courses they teach fit into the overall curriculum of the school, the core curriculum for majors, one or more of the specialized curricula within the school, or the graduate curriculum in the school. One part of that fit is how well the work done within a particular class advances the goals of the specific class and of the broader curriculum. In general, the faculty member should explicitly state the academic and/or professional standards that are being applied and how measuring student achievement promotes the meeting of those standards. This portion of the teaching portfolio will also provide information relevant to assessment of student outcomes for the school as a whole.

4. Student Evaluations of Teaching

Statistical forms completed by students for evaluation of the effectiveness of teaching are a useful but subsidiary part of the annual evaluation of the teaching performance of faculty members in the school. Their usefulness is mainly in helping to assess teaching over an extended period of time, however, rather than a semester at a time. The school's course schedule each semester includes many types of classes—large undergraduate lectures, small professional lab classes, large required core curriculum courses, small undergraduate academic classes, and small graduate classes. It is inherently inaccurate to compare TEVAL or IDEA results without assuring that the classes are analogous within the school. Comparison of TEVAL or IDEA results in JMC classes to classes throughout the university is untrustworthy because of the number of low-enrollment sections in the school and because of the essential professional standards in required classes.

Non-tenured faculty members and part-time faculty members are evaluated by students using the Kansas State University TEVAL form, one of the IDEA Center's two evaluation forms, or an approved custom evaluation form for each course section they teach. Tenured faculty members must be evaluated using one of these forms at least once each calendar year for each course they teach. All faculty members are urged to get feedback by encouraging students' written comments and by providing supplementary questions beyond those on the standard evaluation forms. Administration of student evaluation forms is to occur without the instructor present.

Faculty members are responsible for providing copies of the summary forms for evaluations and of any written student comments.

5. Non-Class Instructional and Curriculum-Related Activity

Faculty members who arrange, direct, and supervise students in a media practicum section, independent study, internships, and graduate theses should submit information about those activities.

Advising of graduate students, service as the chair or a member of a graduate student's committee, and advisory work with graduate students on research or other projects should be addressed in this subsection.

Training and/or supervision of graduate teaching assistants should be addressed in this subsection.

Other types of activities that should be addressed in this part of the portfolio include voluntary teaching in other faculty members' classes, work with groups of faculty members on course development and revision, and mentoring of other faculty members in their teaching.

Evidence of activity outside of the school in pedagogical or academic work should also be submitted in this part of the portfolio.

6. Undergraduate Academic Advising

Advising is considered part of teaching for purposes of the annual evaluation. All tenure-track faculty members engage in academic advising of undergraduate students who have been admitted as majors. Advisees are assigned based on a faculty member's sequence or areas of specialization. The advising relationship between a student and a faculty member is important to the student's development. But evaluating advising is easier said than done because of the individual and personal nature of the work.

Note that career and professional advising is treated separately. Efforts in career and professional advising should be addressed here as well. Any materials or documentation that will help in the performance review should be included.

B. Research and Creative Work

Our faculty and students seek to contribute to a greater understanding of the power and impact of mass communications and work toward their improvement as a mechanism for ensuring the freedoms of a democratic society. Faculty in the Miller School are expected to make original intellectual or artistic contributions through scholarship, either as original research, creative work in journalism and mass communications, interdisciplinary scholarly work, guiding graduate students' research, or the use of specialized knowledge to address significant social or professional problems. These expectations are consistent with the KSU University Handbook

(see Section C3).

Communication research is not a narrow, or even easily defined, endeavor. Our discipline encompasses scholars in law and the medical sciences, as well as all of the social sciences. Research and creative endeavors in our discipline routinely appear not only in mass communication outlets but also in professional and scholarly outlets in related fields, such as, business, law, medical, health, history, psychology, art, education and in other social science and natural scientific venues.

In addition, our discipline has a strong professional orientation with many prominent faculty who do not have research degrees but who do have extensive and distinguished professional backgrounds in journalism, public relations, advertising, web and electronic media. Consequently scholarship in our discipline can also constitute creative endeavors in any of the mass media. Because assessments of quality are important in the academy, we believe all professional and creative work should be externally evaluated, in whatever manner is appropriate to the work, so that colleagues who are not in our discipline can independently determine the quality of professional or creative activity for purposes of annual review, tenure and promotion.

1. The Nature of Research and Creative Work for Our Discipline

Evaluation of faculty performance in this domain is focused on (but is not necessarily limited to) the following items that are listed in alphabetical order.

- Articles in academic journals (including on-line journals)
- Book or Article reviews
- Books
- Bulletins
- Chapters in books or articles in anthologies
- Citations of one's work
- Conference or meeting proceedings
- Final reports from grant activities
- Grant applications and extramural funding
- In-house publications
- Magazine articles
- Miscellaneous printed reports
- Multimedia works
- Newspaper articles
- Online works
- Photographic works and exhibitions
- Radio/TV programs written
- Radio/TV programs produced
- Research or technical reports
- Trade publications
- Works in progress

2. Criteria for Evaluation of Research and Creative Endeavors

Keeping in mind the difficulty inherent in evaluating research and creative endeavors by merely counting the number of published works, evaluation of performance in this area must by necessity take into account the quality and significance of the work. Peer review is the standard for determining quality, which will vary according to the kind of publication, report or other format. Impact and significance of the work are also important indicators of quality.

Criteria appropriate for evaluating the quality of research and creative endeavors include such dimensions as the quality of journals, indicated by rejection rates and other measures of prestige. The nature of authorship (either first or sole-authorship), or the nature of collaboration are also considerations. The candidate can also provide evidence of the quality of articles by citation, among other indices of an article's impact on the field. Sole and first authorship are deemed more meritorious than papers published as second or third (etc.) author, although evidence of collaborative skills is also important. Another indication of quality is a manuscript invited for revision and resubmission.

C. Service

Every faculty member is expected to make meaningful contributions to the School's wide range of constituencies. The service component involves contributions to the profession, the academic discipline, the university and the public.

When determining the faculty member's contribution, the focus is on the leadership level and the quality of involvement. As stated in the faculty handbook, "non-directed service cannot be the major grounds upon which tenure or promotion are based" (C.32.6).

Faculty can provide service in any field in which they have an interest. However, faculty activities, as a general rule, are considered to be valid service to the profession, discipline or university, only when they are performed using competencies relevant to the faculty member's role and/or area of specialization at the university. The following categories are not intended to be hierarchical.

1. Service to the Profession

This includes assisting and sharing knowledge with a communication organization or audience. Criteria in this category are focused on (but not necessarily limited to) the following items.

Paid freelance work for a communication organization.

Paid consulting work for a communication organization.

Unpaid consulting work for a communication organization, other schools, government, etc.

Representing the profession in public forums (e.g., expert testimony)

Cultivating productive relations with outside constituents (newspapers, radio stations, advertising agencies, etc.)

2. Service to the Academic Discipline

This includes taking an active role in scholarly associations and academic publications. Criteria in this category are focused on (but not necessarily limited to) the following items.

Holding an office, serving as a committee chair or other administrative responsibilities in an appropriate scholarly and professional organization.

Planning and participating in programs, seminars and workshops that contribute to serving the School's professional and academic constituencies.

Serving as journal editor or editorial board member for a professional organization's publication.

Serving as a peer reviewer of articles, manuscripts submitted to refereed journals, book publishers.

Serving as a peer reviewer of papers/abstracts for inclusion in proceedings and/or presentation at a professional meeting.

Giving speeches and other activities that contribute to the discipline.

Judging professional and academic contests related to the School's mission.

Attending professional meetings.

3. Service to the University

This includes activities performed for the School, College or University. Criteria in this category are focused on (but not necessarily limited to) the following items.

Supervising student media and laboratories.

Sponsoring and advising student organizations.

Serving as chair of School, College and University committees.

Serving as a member of School, College and University committees (Faculty Senate, Graduate Council, etc.)

Serving as outside reviewer of candidates for tenure and promotion.

Recruiting outstanding students to the School and engaging in promotional activities.

Receipt of service awards, honors and grants.

Participating in fund-raising activities on behalf of the School.

Mentoring other faculty members.

Attending School-sponsored activities (lectures, receptions, etc.)

Attending and participating in School faculty meetings.

4. Service to the Public

This includes activities that faculty perform for the local and regional community in which they live. Criteria in this category are focused on (but not necessarily limited to) the following items.

Providing academic/professional expertise to the public.

Serving as a member of various city, county, state and regional committees.

Serving as a member of a community organization or service club (member of board of directors of a non-profit agency, etc.)

5. Administrative Duties

This includes a range of administrative activities of faculty in the School who serve in a variety of management and administrative capacities, including the director, associate director for undergraduate affairs, assistant director for research and graduate studies, sequence heads, and other faculty with similar responsibilities.

III. PROCEDURES FOR ANNUAL EVALUATIONS

The criteria for assessing faculty performance described above are used to judge the degree of excellence in teaching, research/creative endeavors, and service for each of the evaluation procedures conducted in the School. These include initial appointment to faculty positions, annual review of all faculty for merit salary increases, annual reappointment of both tenure-track and annually appointed faculty, the tenure review process (which includes the mid-probationary review and the review for tenure) and promotion in rank. A description of the application of these criteria and standards for each procedure follows.

With the exception of the initial faculty appointment, the procedures described below rely on documentary evidence for faculty performance. These materials are submitted annually by all faculty. Use of the “Annual Faculty Summary Report” form provides a standardized reporting mechanism. All faculty should use the form and attach other supporting materials to document their work in teaching, research and creative endeavors and service.

A. Initial Appointment

Candidates are recommended for initial appointment only after the School’s faculty has assessed the candidate’s level and quality of academic preparation, professional experience, and potential contributions as a faculty member.

During the search for a new faculty member, starting with the job description that is circulated nationally, the expected credentials must be clearly stated. If professional experience is accepted in lieu of the doctorate at the time of appointment, then it will be so considered when tenure and promotions are recommended.

The School seeks faculty in both traditional and professional appointments and recognizes that both academic and professional paths are appropriate preparation for initial faculty status, continued reappointment, promotion and tenure.

Appointment to the faculty customarily involves a period of probationary employment, although appointment with tenure is possible at the level of associate professor or professor. Faculty members appointed at the rank of instructor, or faculty members appointed as visiting professors, are not required to meet the guidelines set forth for probationary faculty.

1. Traditional Academic Appointment – Tenure Track

A doctoral degree is the usual prerequisite for appointment to one of the academic ranks in the School. An appointment at the rank of instructor may be made in anticipation of obtaining the terminal degree. When such an appointment is made, it will be with the written agreement that the doctorate must be obtained within a specified time to qualify for retention. The School's Statement of Principles Regarding Hiring of ABD Tenure-Track Faculty outlines the terms governing this.

2. Professional Appointment – Tenure Track

The Faculty Handbook recognizes that accomplishments or experience other than the terminal degree may qualify a candidate for appointment to one of the professional ranks (C.130). In an academic unit with a strong professional component, practitioners who bring valuable mass communication experience to the faculty are essential to the School's mission.

Therefore, professional accomplishment will be considered in lieu of the terminal degree in determining the suitability of a candidate for a professional appointment. For a professional appointment, other professional and educational qualifications may be considered in lieu of a terminal degree. For example, the Master's or Bachelor's degree and substantive experience deemed by the faculty of the School to be professional and appropriate could be accepted.

3. Non-Tenure Track Appointments

In addition, nationally recognized mass communicators may be granted non-tenure track appointments at any appropriate rank with the approval of the School's faculty, the dean and the provost.

B. Annual Merit Evaluation

The School uses the calendar year as the period for annual faculty evaluations. The following section outlines the procedures and requirements for annual evaluation of all faculty members.

1. Annual Review Materials

By January 1 of every year, each faculty member shall submit an annual summary of activities using the Annual Faculty Summary Report Form, along with supporting materials, for the preceding calendar year only. The summary is to be preceded by an updated vita.

Materials to be used in assessing teaching performance shall be in accord with the JMC evaluation of teaching policy. For scholarship and creative work, the faculty member shall submit copies or evidence of any work published or produced during the calendar year. For work in progress, the faculty member shall submit materials to demonstrate the work that has been done to date, along with an estimate of the eventual outcome(s) of the project. For service, the faculty member should provide supporting materials beyond the listing of service activities,

especially for external and professional service or activity as an officer of an academic or professional organization.

2. Conduct of Evaluations

The director shall prepare a written annual evaluation for each faculty member at least two weeks prior to the university deadline for faculty evaluations or by January 31. The written evaluation includes a narrative and a completed Annual Faculty Evaluation Form.

The director will assess each faculty member's performance in each area of work for which time was allocated as "meritorious," "exceeds expectations," "meets expectations," or "needs improvement." The director will also make an overall assessment of each faculty member's performance, again using one of the four standards listed here. The director will also make an estimate of a likely salary increase for each faculty member for the next fiscal year. In making salary adjustments, the director will organize the faculty into groups based on the overall performance assessment. Adjustments in salary should be done in accordance with section C46.2 of the University Handbook.

Each faculty member will have the opportunity to review the written evaluation before it is submitted to the next administrative level. Faculty members may schedule a meeting to discuss the evaluation with the director before the evaluation is submitted to the next administrative level. Each faculty member must sign a statement acknowledging the opportunity to review the evaluation with the director, and also acknowledging receipt of salary increase information, before the evaluation is submitted to the next administrative level.

Within seven working days of a meeting for review and discussion of a faculty member's evaluation, the faculty member may submit written statements about unresolved differences regarding his or her evaluations to the director and to the next administrative level.

3. Relative Emphasis and Goals for the Upcoming Year

By January 15 of each year, each faculty member should submit a signed draft "relative emphasis form" to the director and a brief narrative describing personal goals and objectives reflected in the relative percentages of time and effort the person plans to allocate in the upcoming period. If the director agrees with the times allocated on the form, the director will sign the form and return a copy to the faculty member. If the director does not agree with the times allocated on the form, the director and the faculty member shall confer in order to reach agreement.

The relative emphasis form shall include the faculty member's estimated percentage of time devoted to teaching, scholarship, creative activity, internal service, and external service for the upcoming calendar year. In estimating time for teaching, an average workload of 10 percent of time on a nine-month contract is assumed for each course section taught. The amount of time listed for each course, however, is variable, recognizing differences between lecture and lab classes, new preparations and frequently taught courses, etc. The range of time should be no less than seven percent and no more than 13 percent for any given class.

Each faculty member typically would have no less than 10 percent of time allocated to scholarship/creative activity and no less than 10 percent of time allocated to service.

In the event that a faculty member's allocation of time changes during the course of the calendar year, the faculty member and the director will amend the existing relative emphasis form or prepare a new relative emphasis form.

C. Professorial Performance Award

The candidate must be a full-time professor and have been in rank at least six years since the last promotion or professorial performance award to be considered. The candidate must show evidence of sustained productivity in at least the previous six years before the performance review. The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor according to the criteria in section E.2.

The procedures for determining awardees will follow a timeline consistent with the activities associated with the annual evaluation and tenure and promotion review process (see Section D.3). Eligible candidates will compile and submit a file that documents her or his professional accomplishments for the previous six years. The director is advised by the tenured faculty rank of full professor. The only difference is there is no requirement for outside reviews.

D. Chronic Low Achievement Standards

The following procedures and guidelines adhere to the provisions of Section C31.5 - C31.8 of the *Faculty Handbook* regarding chronic low achievement as well as the procedures for enforcing these requirements. Application of minimum performance standards are based on designated time allocations for teaching, research/creative work, and service.

Section C31.5 of the KSU University Handbook will be invoked if a faculty member is rated "needs improvement" in at least two of the three areas under annual evaluation in one annual evaluation period or if a faculty member is rated "needs improvement" in the same area for two consecutive annual evaluation periods.

Special or extenuating circumstances for such performance deficiencies (e.g., illness, leave of absence, special assignment) should be fully examined and discussed prior to invoking the chronic low achievement policy. The director will provide written notification to the tenured faculty member at this time.

The director and the faculty member will jointly develop a corrective action plan designed to improve the deficiencies. The plan must include specific expectations that are to be met and indicate what assistance (if any) will be offered in order to help remedy performance problems. The purpose of the corrective action plan is to identify the means by which the faculty member will be able to exceed the minimum level of acceptable performance.

In cases where disagreements arise as to the magnitude of the performance deficiency or the appropriate course of action that needs to be taken to improve performance, the tenured faculty of the school will determine the appropriate resolution and finalize the corrective action plan. In the subsequent annual evaluation period (unless the faculty member under evaluation specifically requests otherwise), the director will call a meeting of the tenured faculty for the purpose of assessing the faculty member's progress towards an acceptable level of performance in each category. Based on the results of this meeting, the director shall prepare a written report that provides an assessment of the faculty member's success in meeting minimum acceptable standards of performance. The director will provide a copy of the assessment to the faculty member and will explain any further actions suggested by the tenured faculty.

The director will notify the dean if the faculty member fails to meet minimum standards in the subsequent annual evaluation. At that point, the dean has the discretion to dismiss a tenured faculty member.

1. Teaching

As stated in the KSU University Handbook Section C34.1-34.2, student ratings of teaching are but one indicator of teaching effectiveness and should never be used as the only source of information about classroom teaching. However, when a faculty member consistently receives student ratings that indicate “dissatisfaction” with learning and classroom facilitation, there may be problems that are not being addressed.

Other sources of information that suggest evidence of student learning or teaching effectiveness must be addressed before a determination that teaching “needs improvement” is made. These indicators include:

Class characteristics such as size of class and type of class (lecture versus case oriented; required versus elective; etc.)

New course preparation for the faculty member

Grade distributions

Overall quality of course materials: syllabi, exams, course notes, etc.

Others issues such as participation in curriculum development, non-TEVAL student feedback, or peer evaluation of the faculty member's instructional quality

Percentage of time assigned to teaching

2. Research and Creative Work

The minimal criteria for performance in research and creative work require a faculty member to have at least two counts from among the following within a five-year window, including the current evaluation year.

Refereed journal articles

Refereed conference presentations or proceedings

Scholarly books

Book chapters, cases, or pedagogical materials included in a published book
Creative or professional work published
Creative or professional work presented or displayed
Other scholarly or creative endeavors to which the faculty member and director have agreed

3. Service

Many of the activities of the school, college, university, and profession rely upon the faculty to serve as committee members or provide service in some other role. The minimal criteria for performance in service within a 12-month period are as follows:

Faculty in the school must participate in faculty meetings and on school committees as appointed by the director.

Faculty members in the school are expected to participate in service and extension activities and events of the school, college, or university.

Faculty must also provide service outside of the school by fulfilling at least one of the following criteria:

- (a) Faculty should have provided significant effort in at least one committee or task force within the college or the university.
- (b) Faculty should have provided service to professional or academic organizations or by serving as an ad hoc reviewer for a journal or funding agency. Faculty may fulfill this criterion by providing appropriate public service and/or consulting as well.
- (c) Faculty may do other service deemed appropriate by the School's Director.

IV. PROCEDURES FOR PROMOTION, TENURE, MID-TENURE REVIEW AND REAPPOINTMENT

A. Tenure and Mid-Tenure Review

To secure a faculty of the highest possible caliber, the university uses a selective process in awarding tenure. The Faculty Handbook notes, "Tenure is not a right accorded to every faculty member. Nor is it granted simply as a result of a candidate's routinely meeting assigned duties with a record free of notable deficiencies" (C.100.3)

Qualifying for tenure and promotion derives from a balance in terms of quality teaching, research and creative activities and service.

1. Standards for Tenure

Sections C90 – C116.2 of the university faculty handbook govern standards for attainment of tenure. All rules enumerated below are subject to relevant sections of the university handbook.

A favorable recommendation for the granting of tenure by tenured faculty is basically a prediction that the faculty member under consideration will continue to perform at a sufficiently high level, post-tenure, to attain national or international recognition of excellence in teaching, or

research/creative endeavors, or both, with competence demonstrated in the area of service to the university, or the professions, or both.

a. Teaching

Untenured faculty, in order to meet minimum requirements for tenure, should be able to show competence; that is, the meeting of expectations, as a classroom teacher and adviser to students as enumerated in Section II, Sub-section A, Numbers 1-6.

Should the faculty member wish to demonstrate excellence in this area, he or she might provide evidence of attainment of instructional awards; attainment of external grants devoted to the development of innovative teaching techniques and student advising or student performance assessment methods; the presentation at national or international conferences of techniques and methods that advance pedagogy or the evaluation of student performance; and/or the publication of peer reviewed journal articles that address important or interesting attributes of teaching, measurement of student achievement, or issues related to student advising.

b. Research and Creative Work

Quality work, in either academic publishing or through any given creative endeavor, must be recognized as such in some formal way by one's peers if it is to have a chance at exerting influence in one's discipline. The tenured faculty shall be willing to evaluate any reasonable example of scholarship or creative activity that addresses an interesting or important issue, area, or process in mass communication. In exchange, the candidate must provide the tenured faculty with external evidence that the creative or scholarly activity has achieved recognition as an example of an interesting or important contribution to one's field of study or creative endeavor, or has the likelihood of doing so post-tenure.

Generally speaking, the fewer scholarly or creative products a candidate for tenure produces during probation, the more those products must demonstrate influence, or the likely prospect of influence, on one's field of study or creative interest post-tenure. Therefore, candidates for tenure are encouraged to produce as many scholarly or creative products as necessary to clearly demonstrate influence at present, or the likely prospect of influence on his or her area of interest post-tenure. What constitutes "as necessary" is that which gives the tenured faculty confidence that quality scholarship or creative activity will continue post-tenure once the pressure of attaining tenure is no longer present.

Excellence in research or creative endeavors might include convincing evidence of programmatic research or creative activity that has achieved demonstrable recognition in one's field by virtue of its influence on that field, using contemporary and generally accepted measures of influence. Such evidence can include, but is not limited to, academic awards or professional awards for creative work, external research grants or grants designed to fund creative endeavors, or extensive citations of one's work by other scholars in the various venues of scholarship.

c. Service

The demand for service outside the university is especially prevalent in communication. Therefore candidates for tenure are encouraged to reflect on their skills as communicators and, in so doing, how those skills might be applied to the service of external constituencies. On the other hand, work within the university is also considered to be valuable.

Except in the most extraordinary circumstances, service is almost never sufficient, in itself, to assure a candidate of tenure. So the conservative view of service is as a complement to one's teaching and research or creative activity. Therefore a candidate for tenure should be careful to apportion his or her time to service with this in mind.

2. Mid-Probationary Review Procedures

In accordance with the KSU University Handbook (See Section C92.1 to C92.4), all probationary faculty will receive a formal review midway through the probationary period, usually three years after their initial appointment.

The review provides the probationary faculty member with substantive feedback from faculty colleagues and administrators regarding his or her accomplishments relative to the School's tenure criteria and standards as described above. A positive mid-probationary review does not ensure that tenure will be granted in the future nor does a negative review mean that tenure will be denied.

Procedures for the mid-probationary review are similar to procedures for the tenure review. The director is responsible for making the candidate's mid-probationary review file available to the tenured faculty members in the school at least fourteen calendar days prior to a meeting to discuss the candidate's progress. A cumulative record of written recommendations and accompanying explanations forwarded to the candidate from previous reappointment meetings, and any comments from individuals outside the school relevant to the assessment of the candidate's performance, will also be made available to the eligible tenured faculty. The director may discuss the review and assessment by the tenured faculty members in the school with the dean, and shall provide a letter of assessment to the candidate, including a summary of faculty comments and suggestions. These evaluations will be confidential and not available to the candidate. (See Section C35 of the University Handbook regarding confidentiality of peer evaluations). This letter of assessment and the faculty report will become a part of the candidate's reappointment and mid-probationary review file. The director will discuss the review and assessment with the candidate. After receiving the assessment, the candidate has the right to submit a written response for the file.

Comments also may be solicited from students, other relevant faculty members in the college or university, and from outside reviewers.

The candidate's mid-probationary review file and materials and a copy of the school's criteria and standards will be forwarded to the college advisory committee. The dean will provide a letter of assessment to the candidate that includes a summary of recommendations from the college advisory committee.

3. Tenure Procedures

In accordance with the KSU University Handbook (See Section C110 to C116.2), all faculty members in the final year of probation will be automatically reviewed for tenure unless they resign. A faculty member may request an early tenure review. Ordinarily, this is done after consultation with the School chair/head and the tenured faculty members in the department.

The candidate compiles and submits a file that documents her or his professional accomplishments in accordance with the criteria, standards, and guidelines established by the School in this document (see Section B.1).

The director is advised by the eligible tenured faculty members of the School regarding the qualifications of the candidate for tenure. The director is responsible for making the candidate's file and the school's tenure criteria documents available to eligible tenured faculty members at least fourteen calendar days prior to the scheduled meeting date to discuss the candidate's petition. A cumulative record of recommendations from the reappointment and mid-probationary review meetings, and any outside reviews that have been solicited by the director, will also be made available to the eligible tenured faculty.

When appropriate, comments are solicited from students and from other faculty members and department chairs/heads in the college or university. Outside reviewers recognized as leaders in the candidate's discipline or profession will be asked to advise. The candidate and the director usually select an equal number of outside reviewers.

Eligible tenured faculty members will individually review the candidate's file, considering the school's criteria, standards, and guidelines for tenure, and will then meet to discuss the candidate's petition. All recommendations and written comments of eligible school faculty are forwarded to the director.

Any member of the eligible faculty may, prior to the submission of any recommendations to the director, request that the candidate meet with the eligible tenured faculty to discuss, for purposes of clarification, the record of accomplishment submitted by the candidate.

The director will forward a written recommendation to the dean, accompanied by an explanation of her or his judgment. All recommendations and unedited written comments of the school's eligible tenured faculty members and the candidate's complete file are also forwarded to the dean. A copy of the director's written recommendation alone is forwarded to the candidate.

B. Promotion in Rank

Consistent with Faculty Handbook policies, individuals may be granted promotion at any time. At the level of assistant professor, the period for gaining tenure and promotion to associate professor should not exceed seven years (C.73). Individuals with truly outstanding credentials may be considered earlier.

For each level of promotion, successively higher levels of achievement are expected. In general, an appointment to assistant professor reflects an acceptable level of achievement and potential for excellence, while promotion to associate professor rests on substantial tangible achievements, and promotion to full professor is based on attainment of excellence in assigned responsibilities and achievements at such a level as would provide national or international recognition in the discipline (C.120.2). These distinctions are further set forth in the following:

1. Standards for Promotion to Associate Professor

Sections C120 – C156.2 of the university faculty handbook govern promotions in rank. All rules enumerated below are subject to relevant sections of the university handbook.

Promotion to associate professor rests on evidence that demonstrates excellence in teaching, research/creative endeavors, and service. Associate professor rank is generally regarded as a rank of transition to professor. Those who hold associate professor rank are expected to use their time in the rank to develop at least one area of excellence, an area which will distinguish that faculty member on a national or international level using usual and accepted measures of performance extant at the time of evaluation (see Section B.1). Even if that faculty member never attains full rank, the School views attempts at attaining excellence in at least one area of endeavor to have inherent merit.

2. Standards for Promotion to Full Professor

Promotion to professor is based on attainment of national or international recognition in the person's academic field, as determined by peers within the discipline of journalism and mass communications. The successful candidate for promotion must show steady attention to scholarship, with continued professional development and distinguished achievement since the last promotion. Distinguished achievement in research or creative activity consists of significant accomplishment beyond the credentials submitted for promotion to Associate Professor, and usually includes reputable publication, or acceptance, of a single-authored book or monograph, or a series of publications in major refereed journals since the last promotion. A candidate may instead present equivalent work that has demonstrably attained national or international reputation; however, the candidate must demonstrate, both to the department and to the outside reviewers, the work's equivalence. Distinguished achievement in teaching consists of demonstrated excellence in the classroom, as well as pedagogical or curricular innovation or creativity. Distinguished achievement in service consists of a record demonstrating serious commitment to the institution and the profession.

C. Annual Reappointment

1. Tenure-track appointments

The tenured faculty committee will evaluate the performance of all tenure-track faculty. The tenured faculty committee will work with the presumption that annual reappointment will occur until the candidate is reviewed for mid-tenure.

Review of non-tenured faculty normally occurs in the spring semester. Second-year faculty are evaluated in the fall semester for reappointment to the third year. They will then be evaluated again in the spring term for reappointment for the fourth year. The chair of the tenured faculty committee will establish a calendar for the reappointment process and distribute the calendar to the faculty. The calendar will follow the calendar established by the university and the College of Arts and Sciences.

Two weeks prior to the tenured faculty meeting on reappointment, faculty to be reviewed will make available to the tenured faculty a copy of their most recent Calendar Year Activities Report Form along with any material that has changed since that report. Prior to the meeting, tenured faculty will review the materials using the guidelines for teaching, scholarship and service as discussed here in Section II – Performance Criteria.

The tenured faculty will review the materials provided to the committee prior to the meeting. At the meeting the tenured faculty will discuss the candidates for reappointment and a secret vote will be taken on each candidate.

When reappointment of a faculty member from mid-tenure to (but not including) the tenure vote is discussed, the faculty member is to receive a summary of the discussion. The chair of the tenured faculty committee prepares the summary, and a final, edited draft is signed by the tenured faculty and given to the candidate.

2. Annual Appointments

Reappointment of faculty on annual appointments will follow the calendar and review processes as defined in the section for tenure-track faculty.