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# COMMUNICATIONS DEPARTMENT

## DEFINITIONS AND STANDARDS FOR

### REAPPOINTMENT, TENURE AND PROMOTION

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March 8, 2021



**CSUDH**

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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# Introduction

The Communications Department (consisting of the three B.A. programs: Advertising/Public Relations, Journalism, and Film, Television, and Media) accepts the following definitions and criteria as those with which we will evaluate our colleagues going up for reappointment, tenure and/or promotion.

This document, which spells out policies and procedures for retention, tenure and promotion within the Communications Department at California State University, Dominguez Hills, has been prepared in response to University policy. These standards and procedural guidelines supplement the official University RTP personnel policy. This document, therefore, remains consistent with all applicable RTP criteria for Unit 3 Faculty agreed to between the California Faculty Association (CFA) and the CSU Board of Trustees. It is understood that this statement of standards is limited to those RTP concerns over which the Communications Department can exercise its own discretion.

Faculty members in the Communications Department must have the degree required by their position awarded at the time of appointment (M.A., M.F.A. or Ph.D.).

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## Definitions of Teaching, Scholarship, Creative Activity/Professional Practice, and Service

### Definitions of Teaching

The Communications Department considers teaching to be a significant criterion for retention, tenure, and promotion of faculty. However, the program recognizes that the evaluation of teaching performance in many ways defies meaningful quantification. The faculty therefore agrees to evaluate colleagues under review based above all else on how well they fulfill their B.A. program's mission.

#### TEACHING PERFORMANCE

- teaching Communications courses
- directing an Independent Study for a major or minor student (or students)

Effective teaching performance can be demonstrated through many pedagogical approaches such as lectures, individual and group exercises, discussion sessions, student-involved research, and other techniques. Teaching activities occur in traditional face-to-face, hybrid, and online courses.

#### CURRICULUM DEVELOPMENT AND ASSESSMENT

- development of new program areas and courses
- significant modification of existing courses
- development of teaching assessment tools

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#### OTHER CONTRIBUTIONS TO STUDENT LEARNING

- maintaining currency in teaching through ongoing training, whether by earning certificates or participating in pedagogy workshops, etc. This may include campus ally trainings
- advising majors and minors
- mentoring students in their own scholarly and creative activities (including presenters for Student Research Day, McNair Scholars, RISE students, Mellon-Mays Fellows, HFPA Fellows, etc.)
- organizing educational field trips and outings in line with program learning outcomes
- arranging for guest speakers in line with program learning outcomes
- applying for a grant related to the enhancement of student learning
- maintaining active office hours
- other methods, as appropriate and as agreed upon between the RTP committee and faculty member

#### Teaching performance will be evaluated using the following evidence placed in the WPAF:

- syllabi that conform to program goals and department and campus policies and procedures
- a representative sample of instructional materials such as given assignments, tests, media, lesson plans, lecture materials, activities, and projects used in classes taught
- a representative sample of graded assignments with feedback and other assessment methods
- evidence of student work
- the student responses (both statistical and narrative) in Perceived Teaching Effectiveness (PTE) evaluations, taking into consideration the PTE response rate (The faculty member should include an analysis of the statistical summaries of student ratings of instruction and written comments on the student opinion forms as part of the teaching narrative.)
- the faculty member's teaching philosophy and self-reflections on teaching

#### Additional materials may be included for evaluation of teaching performance, including but not limited to:

- a brief report from a tenured Department colleague who has observed a class by the colleague under review
- the faculty member's response to the aforementioned observation report
- unsolicited student letters and emails that speak to the faculty member's pedagogy
- unofficial evaluations in the form of indirect assessment including surveys, reflections, and other solicited student feedback
- flyers, proposals, communications with guest speakers, conference proceedings, and other related material

**Notes:** Certain items may conceivably belong to "Teaching Activities" as well as another category of activities. In such cases, the faculty member under review may select in which category to include the item, and explain why. This list of teaching activities is largely representative, but not necessarily exhaustive. The RTP committee chair and faculty member under review may agree to include additional items; that decision can be documented with an email or letter.

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## Definitions of Scholarship, Creative Activity, and/or Professional Practice

Each of the degree programs within the Communications Department has its own set of Definitions of Scholarship, Creative Activity, and/or Professional Practice. The department defines scholarship, creative activity and/or professional practice as original contributions to fields related to a faculty member's expertise recognized by peers and/or disseminated to the profession and/or public. The faculty consider scholarship, creative activity and professional practice to be a fundamental and necessary component of faculty intellectual development. Maintaining an active research or creative agenda ensures that faculty members remain current with the literature or work in their field, thereby enhancing teaching and learning at CSUDH.

### DEFINITIONS OF PUBLICATION STATUS

#### Published

- publications considered "published" are currently available to the intended audience either in print or online

#### In Press/Forthcoming (interchangeable)

- articles or books that have been accepted with no further revisions but not yet available to the intended audience

#### Accepted for Publication

- articles that have been accepted for publication but are not yet in press

#### Conditionally Accepted

- articles that have been accepted for publication but may have some minor revision and/or copy editing

#### Revise and Resubmit

- articles that have been through the peer-review process and require substantial revisions; such articles are resubmitted for another peer-review

#### Under Review

- completed articles that have been submitted to a journal and in the peer-review process or awaiting a decision

#### Submitted

- completed scholarly articles that have been submitted to a journal but not yet in the peer-review process OR
- completed book proposals that have not yet been contracted

#### Under Contract with Complete Manuscript Draft

- complete books that that have been commissioned by a reputable publisher

#### Under Contract without Complete Manuscript Draft

- incomplete books that that have been commissioned by a reputable publisher

#### In progress

- any incomplete scholarly work (journal article, book chapter, book proposal, anthology, etc.)

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## ADVERTISING/PUBLIC RELATIONS PROGRAM

Faculty in the Advertising/Public Relations program are expected to have an ongoing record of scholarship and/or creative activity and/or professional practice and to demonstrate the ability and skills to produce new knowledge or new creative works. They are encouraged to transfer these abilities and skills to students through formal and informal teaching opportunities. In addition, faculty scholarship and/or creative activity should augment and support faculty teaching. Faculty appointed with an M.A. must meet the creative activity and/or professional practice criteria and faculty appointed with a Ph.D. must meet the scholarship criteria. Faculty may earn points in another area, when appropriate.

### SCHOLARSHIP

Evaluation of the quality of scholarship includes review of publications; conference papers; evidence of proceedings; and other documentation.

The following weighted activities and categories should be considered when applying for reappointment, tenure, and/or promotion:

#### Category A

- single-authored scholarly book in-press or published by a reputable and recognized publisher in Communications or related field (20 points)
- single-authored substantial consumer book in-press or published by a reputable and recognized publisher (15 points)
- co-authored scholarly book in-press or published by a reputable and recognized publisher (10 points)
- co-authored substantial consumer book in-press or published by a reputable and recognized publisher (7 points)
- single-edited anthology in-press or published by a reputable and recognized publisher (12 points)
- co-edited anthology in-press or published by a reputable and recognized publisher (6 points)
- single-authored or first authored peer-reviewed in-press or published journal article (4 points)
- co-authored (not first authored) in-press or published peer-reviewed journal article (1-3 points)\*

#### Category B

- single-authored book chapter in-press or published by a reputable and recognized publisher (3 points)
- co-authored book chapter in-press or published by a reputable and recognized publisher (2 points)
- holding elected office in a scholarly or professional society or organization (3 points)
- organization of scholarly symposium or conference (3 points)
- receiving an external or internal grant of over \$5,000 (3 points)
- receiving an external or internal grant of less than \$5,000 (2 points)

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- presenting a scholarly paper at a peer-reviewed international, national, regional conference (3 points)

#### Category C (1 point each)

- co-author (non-presenter) of a scholarly paper at a peer-reviewed international, national, regional conference
- invited talk at a scholarly, professional or educational venue
- panel discussion at a scholarly, professional or educational venue
- poster presentation at a national, regional, or international conference
- publication in major print or Internet media
- submission of an internal or external grant proposal
- book review for reputable publisher or scholarly journal
- manuscript review for scholarly conference or journal
- chairing a session at scholarly or professional conference
- committee membership in a scholarly or professional society
- receipt of a special award from a professional or scholarly organization
- discipline related library collection development

#### Category D (1 point each)

- scholarly articles in progress
- scholarly articles under review
- scholarly articles accepted for publication
- conditionally accepted scholarly articles
- scholarly articles under Revise and Resubmit
- scholarly articles submitted for publication

**Note:** in cases of co-authored works and/or publications with faculty in other disciplines, the faculty member should explain his or her participation to the department so that the department can determine how much “credit” to give. Points indicate level of contribution. Additional items may be included but they must have prior approval by the Communications RTP Committee.

#### Evidence of scholarship to be included in the WPAF

The WPAF dossier should include the following materials for evaluation for reappointment and promotion (where applicable):

- copies of manuscripts of articles, chapters or books in process, submitted, and accepted
- letter from co-authors specifying faculty member’s contribution
- correspondence from editors confirming publication submission and/or review status
- documentation of editorial board service on peer reviewed journal
- conference proceedings or schedules
- copies of conference papers or abstracts
- grant proposal and confirmation of submission and, if applicable, award
- letters from professional organizations describing professional activities

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- invitation to present an invited talk and a copy of the talk
  - documentation of scholarly awards
  - documentation of contributions to the field

### CREATIVE ACTIVITY AND/OR PROFESSIONAL PRACTICE

Evidence of creative activity and/or professional practice in the Advertising/Public Relations program can be demonstrated by the pursuit and/or production of the following sample activities when applying for reappointment, tenure and/or promotion: projects, campaigns, portfolios, and reports.

Evaluation of the quality of creative activities and/or professional practice includes reach, audience, size, results, final research report, executive summary, clips, numbers of pieces of coverage, estimates coverage views, social shares, links from coverage, audience statistics, metrics of visits to website, evaluation of the campaign. This is by no means an exhaustive list of materials. Faculty may include all work to be evaluated.

#### Evidence of Creative Activity and/or Professional Practice to be included in the WPAF

The WPAF dossier should include the following materials for evaluation for reappointment and promotion:

- copies of AD/PR campaign material (public relations plans, research, examples of tactics, advertisements, media coverage, reports, effectiveness measurement, estimated coverage views)
- reports of social shares, links from coverage, YouTube insights, metrics of visits to site, web analytics, social media monitoring, site engagement, search engine visibility for digital or social media AD/PR campaigns or website and organization's online presence
- message design for organization/client speeches, statements, and other oral presentations.
- disseminated press releases, promotional material (advertisement, invitations), VNR, company publications, newsletters, pamphlets and brochures
- if media and creative work is produced in a team context, evidence of the key production positions the faculty member undertakes within this context. These positions may include areas such as: Account Management (Account Coordinator, Account Executive, Account Manager, etc.), Creative Services (Copywriter, Illustrator, Art Director, Creative Director), Director, Director of Photography, Editor, Production Designer, Producer, Executive Producer. Market Research (Strategic Planner, Market Researcher, Analyst, Market Research Consultant, etc.), Media Services (Assistant Planner, Media Planner, Media Supervisors, etc.), Public Relations (Event Planner, Communications Specialist, Media Specialist, PR Manager, PR Specialist), Screenwriter, Sound Designer, etc.
- description and evaluation of faculty member's input into the creation of the produced work (AD/PR campaigns, internal communication material [brochures, intranets, websites, pamphlets, newsletters, company publications, organization annual reports, media kits, etc.] from collaborators)
- information about demonstrations, workshops, fundraising events, planned events, exhibits, contests, awards, ceremonies, invitations to festivals, honors, and gaining other peer recognitions, and other dissemination opportunities including the reputation of the association

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- making the selection and/or dissemination; the criteria for selection; the number of entries in the event or contest (if known); the acceptance rates, if available; programs for ceremonies and competitions; and the number selected to receive recognition, prizes and/or dissemination
- conference, award and competition programs or other documentation that provide acknowledgement of work as judge or panelist and/or receipt of scholarly or professional awards
  - written evaluations of produced creative work from AD/PR industry executives, contest or conference judges
  - citations or reviews of produced work that subsequently appears in both scholarly, popular and mass media venues
  - organization's acknowledgement of faculty member's service as elected officer and/or committee member in professional or academic organization
  - grant applications and awarded grants
  - published academic and/or popular press accounts of faculty member's work
  - proof of Advertising Gross Rating points
  - calculations of cost per point
  - evidence of advising and consulting government and non-governmental agencies, industry, or professional groups, such as correspondence, reports, conferences, and case studies.

Points will be assigned to each project/campaign/portfolio/report by members of the Department RTP committee using a rubric (see Appendix B) that measures the following (1-5 scale):

1. Reach (audience)
2. Breadth and scope of campaign plan
3. Product's social or professional impact
4. Public opinion
5. Production coefficient (faculty member's standing in the profession; awards; letters from professional; number and variety of items in portfolio; number of hours consulting with clients; billed hours producing campaign; other factors)

Category A (20-25 points)

Category B (10-19) points

Category C (1-9 points)

In addition to the committee's rating, the committee will consider the faculty member's self-assessment as well. Therefore, the faculty member should include a completed rubric for each of their activities.

**Notes:** Certain items may conceivably belong to "Creativity Activities" or "Professional Practice" as well as another category of activities. In such cases, the faculty member under review may select in which category to include the item, and explain why. This list of creative activities is largely representative, but not necessarily exhaustive. The RTP committee chair and faculty member under review may agree to include additional items; that decision can be documented with an email or letter.

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## FILM, TELEVISION AND MEDIA PROGRAM

Faculty in FTVM are expected to have an ongoing record of scholarship and/or creative activity and to demonstrate the ability and skills to produce new knowledge or new creative works. They are encouraged to transfer these abilities and skills to students through formal and informal teaching opportunities. In addition, faculty are encouraged to use their scholarship and/or creative activity to augment and support their teaching. Faculty appointed with an M.F.A. must meet the creative activity criteria and faculty appointed with a Ph.D. must meet the scholarship criteria. However, in some cases, a faculty member with a Ph.D. may produce creative work or engage in creative activity and a faculty member with an MFA may produce scholarship or engage in scholarly activity. In such a case, that faculty member may seek approval from the RTP Committee to substitute that work or activity for one of the designated items in their own criteria. That decision can be documented with an email or letter. The FTVM Program aligns its assessment of scholarship or creative activity in light of the heavy teaching load CSUDH tenure-track faculty must balance with research and creative activities, taking into consideration the substantial time research and publication take.

### SCHOLARSHIP

The FTVM Program takes into account the unique and considerable time demands of the profession that include anything from traveling to archives, media festivals, conventions, production sites, or other site visits, scheduling and conducting in-depth interviews, pouring over mountains of possible discursive evidence in myriad forms, and interdisciplinary methodology as well as keeping abreast of the latest scholarly trends. The aim of FTVM's approach is to avoid the surface—and at times even shoddy—production associated with a “publish or perish” mentality, and to foster instead the kind of substantive, robust, and deep scholarship that provides a lasting contribution to the field, and that can only be produced over time, in a supportive and stimulating academic environment.

The FTVM Program takes the peer-reviewed article or peer-reviewed academic book as its baseline but also recognizes other forms of scholarship as valuable to the discipline and to the needs of the field and the FTVM Program. The RTP committee is charged with evaluating *all* areas of a faculty member's scholarship within the context of their overall productivity, paying careful attention to the particular value of their contribution to their field of expertise. Consideration may also be given to the availability of internal and external funding and forums for supporting and publishing faculty member's work.

#### Publications (either in print or online)

- peer-reviewed article accepted or published by a recognized and reputable national or international journal
- a book accepted with a firm and documented publication date or published by an academic press or a recognized and reputable publisher of scholarly work
- textbook or portion thereof accepted with a firm and documented publication date or published by an academic press or a recognized and reputable publisher of scholarly work

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- paper accepted or published in conference proceedings; book chapter or other contribution to edited collection or anthology; substantial review essay or reference work. All of these items would require a firm and documented publication date.

#### Other Recognized Scholarly Work

- the submission/revision of written work for peer-reviewed publication
- book review accepted or published by a recognized and reputable national or international journal
- scholarly work in a non-traditional format (website, academic blog, podcast, etc.)
- guest lectures, talks, and keynote addresses
- the role of editing or co-editing a collection or anthology by a recognized and reputable national or international journal
- presentations of papers at professional meetings and conferences, including chairing or organizing panels at professional conferences and related events
- workshops conducted/organized or participated in at professional meetings and conferences
- translation of reprints of one's own work or another scholarly piece that appear in appropriate scholarly publications
- grants/funding applied for to support scholarship (internal and external)
- grants/funding awarded to support scholarship
- award/honor received for scholarship in the faculty member's field or sub-field
- the role of peer-reviewer for a journal article or scholarly book
- the role of editorial board member or editor for a recognized and reputable scholarly journal
- additional service to the profession can be specified in the narrative.

**Notes:** In cases of co-authored works, the faculty member should explain their participation. Certain items may conceivably belong to "Scholarly Activities" as well as another category of activities. In such cases, the faculty member under review may select in which category to include the item, and explain why. This list of scholarly activities is largely representative, but not necessarily exhaustive. The RTP committee and faculty member under review may agree to include additional items; that decision can be documented with an email or letter.

#### Evidence of Scholarly Activities to be included in the WPAF

The WPAF dossier should include the following materials for evaluation for reappointment and promotion, where applicable:

- copies of manuscripts of articles, chapters or books in process, submitted, accepted, and published
- letter from co-authors specifying faculty member's contribution
- correspondence from editors confirming publication submission and/or review status
- documentation of journals' peer-reviewed status and description
- official description of scholarly press
- conference proceedings or schedules
- copies of conference papers or presentations

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- grant proposal and confirmation of submission and, if applicable, award
  - letters from professional organizations and/or collaborators describing professional activities
  - invitation to present an invited talk and a copy of the talk
  - documentation of scholarly awards
  - documentation of circulation of work

## CREATIVE ACTIVITY

The FTVM Program takes into account two categories of creative activity: “creative achievements” and “other creative activity.” The RTP committee is charged with evaluating *all* areas of a faculty member’s creative activity within the context of their overall productivity, paying careful attention to the particular value of their contribution to their field of expertise. Consideration may also be given to the availability of internal and external funding and forums for supporting faculty members’ work.

When evaluating “Creative Achievements,” the committee will consider the following categories in a qualitative approach: 1) prestige of festival/screening venue/production company/juried competition; 2) audience reach; and 3) reaction by professional established critics in the field. In order to qualify as a “Creative Achievement,” the work must be of exceptional merit in at least one of the aforementioned categories. The faculty member under review must explain in their narrative how the work qualifies, citing specific references and sources.

The FTVM Program recognizes that creative work in moving-image production consists of products whose forms have a greater variety in length than is found in printed materials. The length of a finished work is significant but not indicative of the effort required to complete it. Additionally, various roles on collaborative media productions typically require different time commitments. Job titles alone do not explain the scope of an individual’s contributions to a production. It is therefore imperative that the faculty member’s narrative clarify and contextualize their work and roles on media productions. It is the faculty member’s responsibility to explain how their credit has been determined and justified.

The FTVM Program also recognizes that media production is inherently expensive. It is not uncommon for faculty members to seek funding for media productions, which can be a time-consuming but necessary process. The faculty member's narrative for media production projects should therefore explain and contextualize their fundraising efforts and acknowledge any grants or funds received. Because media production timelines rarely align with academic timelines, it is the faculty member's responsibility to explain and document their work and role on productions that have not been distributed or only partially distributed, and provide contextual information regarding the production timeline and distribution plans. The evaluation of ongoing, or in-progress, projects shall account for the scale and/or duration of the project, and shall take into account peer review indicators of incremental progress such as invitations to present or exhibit; preliminary reviews of drafts or contracts; awarding of grants or start-up funding, etc.

In their narrative, faculty members shall explain, contextualize, and substantiate the quality and distinction of their achievements. For example, film festivals can be of local, regional, national, or international importance, and selection of a film at a festival with a prestigious reputation can be

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indicative of the quality of the work. Because the reputation of festivals is not static, it is imperative that the faculty member provide supporting context about the festival, explain the festival's selection process, and substantiate its distinction.

The FTVM Program recognizes that media writing can receive positive peer review without ever being produced. Scripts selected for production might be chosen for their own merit, but it is equally possible for a script to be produced, optioned, or shelved for reasons pertaining to market forces, changes in industry personnel, etc. A script might also be re-written by someone other than the original writer before it is produced.

The length and number of scripts produced by a faculty member often are not indicative of the effort, care, and talent required to write and disseminate them for peer review. For example, it is common practice for professional screenwriters to receive payment for editorial consultation or "script doctoring" services without receiving screen credit. In all instances, it is imperative that the faculty member's narrative explain, contextualize, and substantiate the quality and distinction of their achievements.

“Creative Achievements” may include the following:

- an award or honor at a juried screenplay competition
- optioning or actual production of scripts by recognized professional production companies
- staged readings of work for which the faculty member played major creative role (i.e. an original or co-authored screenplay) by local, regional or national groups, provided selection of the material is based on jury or panel decision
- publication of scripts in whole or in part by a reputable press
- being hired by a recognized professional production company to write an original screenplay or an adaptation from another medium, or to re-write, revise, or consult on a story or script originally written by someone else (whether or not the project is produced)
- juried screenings or presentations of work for which the faculty member played a major creative or managerial role
- acceptance at competitive film/media festivals of work for which the faculty member played a major creative or managerial role
- dissemination through and/or exhibition at outlets/venues of recognized merit of work for which the faculty member played a major creative or managerial role

“Other Creative Activity” that will be recognized may include the following:

- completed productions in which the faculty member can document a major creative or managerial role
- selection for competitive residencies, fellowships, awards or grants
- invitations to speak at scholarly/professional conferences, panels, or events
- judging works submitted for acceptance or award consideration for film/media festivals, industry/guild awards, or conferences
- accepted proposals for internal or external funding

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- script doctoring or script editing for produced or unproduced screenplays
  - performing a substantive supporting role on a production
  - continuing work on an ongoing creative project
  - taking a creative role in an established industry organization

#### Evidence of Creative Activities to be included in the WPAF

The WPAF dossier should include the following materials for evaluation for reappointment and promotion (where applicable):

- copies of manuscripts of screenplays, treatments, or any creative work in process or completed
- moving image works in progress (i.e. links to online video)
- letter from co-creators specifying faculty member's contribution
- correspondence from editors confirming publication submission and/or review status
- letters from professional organizations or collaborators describing activities
- invitation to present an invited talk and a copy of the talk
- reports of audience exposure, i.e. social shares, metrics of visits to site, web analytics, site engagement, box office revenue etc.
- promotional material for in process or completed work
- documentation of screenings, contests, awards, ceremonies, invitations to festivals, honors, and gaining other peer recognitions, and other dissemination opportunities including the reputation of the association making the selection and/or dissemination; the criteria for selection; the number of entries in the event or festival (if known); the acceptance rates, if available; programs for ceremonies and competitions; and the number selected to receive recognition, prizes and/or dissemination
- programs for festivals and/or competitions that provide acknowledgement of work as judge or panelist
- evaluations of produced creative work from industry executives, reputable journalists/publications, or festival judges
- documentation of funding, grant, residency, or fellowship awards

**Notes:** Certain items may conceivably belong to “Creativity Activities” as well as another category of activities. In such cases, the faculty member under review may select in which category to include the item, and explain why. This list of creative activities is largely representative, but not necessarily exhaustive. The RTP committee chair and faculty member under review may agree to include additional items; that decision can be documented with an email or letter. The RTP committee chair and faculty member under review may agree to include additional items; that decision can be documented with an email or letter.

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## JOURNALISM PROGRAM

Faculty in the Journalism Program are expected to have an ongoing record of scholarship and/or creative activity and/or professional practice and to demonstrate the ability and skills to produce new knowledge or new creative works. They are encouraged to transfer these abilities and skills to students through formal and informal teaching opportunities. In addition, faculty scholarship and/or creative activity should augment and support faculty teaching. Faculty appointed with an M.A. or M.F.A. must meet the creative activity and/or professional practice criteria and faculty appointed with a Ph.D. must meet the scholarship criteria. Faculty may earn points in another area, when appropriate.

### SCHOLARSHIP

Evaluation of the quality of scholarship includes review of publications; conference papers; evidence of proceedings; and other documentation.

The following weighted activities and categories should be considered when applying for reappointment, tenure, and/or promotion:

#### Category A

- single-authored scholarly book in-press or published by a reputable and recognized publisher in Communications or related field (20 points)
- single-authored substantial consumer book in-press or published by a reputable and recognized publisher (15 points)
- co-authored scholarly book in-press or published by a reputable and recognized publisher (10 points)
- co-authored substantial consumer book in-press or published by a reputable and recognized publisher (7 points)
- single-edited anthology in-press or published by a reputable and recognized publisher (12 points)
- co-edited anthology in-press or published by a reputable and recognized publisher (6 points)
- single-authored or first authored peer-reviewed in-press or published journal article (4 points)
- co-authored (not first authored) in-press or published peer-reviewed journal article (1-3 points)\*

#### Category B

- single-authored book chapter in-press or published by a reputable and recognized publisher (3 points)
- co-authored book chapter in-press or published by a reputable and recognized publisher (2 points)
- holding elected office in a scholarly or professional society or organization (3 points)
- organization of scholarly symposium or conference (3 points)
- receiving an external or internal grant of over \$5,000 (3 points)
- receiving an external or internal grant of less than \$5,000 (2 points)

- 
- presenting a scholarly paper at a peer-reviewed international, national, regional conference (3 points)

#### Category C (1 point each)

- co-author (non-presenter) of a scholarly paper at a peer-reviewed international, national, regional conference
- invited talk at a scholarly, professional or educational venue
- panel discussion at a scholarly, professional or educational venue
- poster presentation at a national, regional, or international conference
- publication in major print or Internet media
- submission of an internal or external grant proposal
- book review for reputable publisher or scholarly journal
- manuscript review for scholarly conference or journal
- chairing a session at scholarly or professional conference
- committee membership in a scholarly or professional society
- receipt of a special award from a professional or scholarly organization
- discipline related library collection development

#### Category D (1 point each)

- scholarly articles in progress
- scholarly articles under review
- scholarly articles accepted for publication
- conditionally accepted scholarly articles
- scholarly articles under Revise and Resubmit
- scholarly articles submitted for publication

#### Evidence of scholarship to be included in the WPAF

The WPAF dossier may include the following materials for evaluation for reappointment and promotion (where applicable):

- copies of manuscripts of articles, chapters or books in progress, submitted, and accepted.
- letter from co-authors specifying faculty member's contribution
- correspondence from editors confirming publication submission and/or review status
- documentation of editorial board service on peer reviewed journal
- conference proceedings or schedules
- copies of conference papers or abstracts
- grant proposal and confirmation of submission and, if applicable, award
- letters from professional organizations describing professional activities
- invitation to present an invited talk and a copy of the talk
- evidence of journal's peer-review process
- documentation of scholarly awards
- documentation of contributions to the field

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**Note:** in cases of co-authored works and/or publications with faculty in other disciplines, the faculty member should explain his or her participation to the department so that the department can determine how much “credit” to give. Points indicate level of contribution. Additional items may be included but they must have prior approval by the Communications RTP Committee.

## CREATIVE ACTIVITY AND/OR PROFESSIONAL PRACTICE

Evidence of creative activity or professional practice in the Journalism program can be demonstrated by the pursuit and/or production of the following roles and sample activities when applying for reappointment, tenure and/or promotion.

### DEFINITION OF ROLES

Writer, Producer, Director, Editor, Publisher, Reporter, Researcher, Photographer, Videographer, Anchor, On-Air Talent, Host, Multimedia Designer, Graphic Designer, Panelist, Author, Commentator, Blogger, Digital content creator, Content manager, Content aggregator

### SAMPLE ACTIVITIES INCLUDE

Investigative news story or broadcast; breaking news story or broadcast; news feature in newspaper or broadcast; feature story or broadcast; podcast series; podcast; columns; editorials; reviews; documentaries; newsletters; non-fiction series or documentaries; editorial exhibition; photography; video blogs; web series or comparable digital work; judge/jury of journalistic works  
This is by no means an exhaustive list of activities. Faculty may include any and all work to be evaluated.

### Evidence of Creative Activities and/or Professional Practice to be included in the WPAF

The WPAF dossier may include the following materials for evaluation for reappointment and promotion:

- evidence of published work (links, PDFs, etc.)
- professional certifications or credentials
- links to digital versions of published work/portfolios
- links to podcasts, series and/or documentaries
- correspondence with literary agents
- proposals and reports
- infographics and graphic visualizations
- spreadsheets that show timelines, sources, research activities
- screenshots, links or PDFs of published photography
- documentation of contracted work
- description and evaluation of faculty member’s input into the creation of the product from collaborators
- query letters and emailed correspondence with editors
- written evaluations of work from editors, publishers and other reviewers
- reviews of published work that subsequently appears in both scholarly and popular venues
- position description from employer

- 
- documentation from employer/co-producer/editor of contribution to product
  - description and documentation of project management
  - a completed rubric for each activity (see Appendix A) and supplemental documentation of:
    - *Reach (audience)*: screen shots of website analytics; graphical data defining audiences; evidence of number of views and/or hits on websites; likes and shares from social media-posted work; evidence of subscriptions; evidence of circulation and sales
    - *Acceptance rate*: Screen shots or links to publication's website on acceptance rates; correspondence from editors and other reviewers
    - *Social or professional impact*: evidence of awards, prizes, commendations, reviews or mentions in other publications/media; evidence of likes, shares, hits and views
    - *Editing process*: Evidence of peer-review process; screen shots or links to editorial structure; correspondence with editors and/or supervisors; drafts; page proofs; comments on drafts; revisions
    - *Production coefficient (role played in production; number of sources used; number and variety of places visited; number of hours conducting research; number of hours writing; other factors)*: Correspondence with sources; travel documents; self-reported hours; correspondence with editors; spreadsheets that show budgets, timelines and graphs; other documentation deemed necessary or important.

Points will be assigned to each project/activity by members of the Department RTP committee using the rubric completed by the faculty member (see Appendix A) that measures the following (1-5 scale):

1. Reach (audience)
2. Acceptance rate
3. Social or professional impact
4. Editing process
5. Production coefficient (role played; number of sources used; number and variety of places visited; number of hours conducting research; number of hours writing; other factors)

Category A (20-25 points)

Category B (10-19) points

Category C (1-9 points)

In addition to the committee's rating, the committee will consider the faculty member's self-assessment as well. Therefore, the faculty member should include a completed rubric for each of their activities.

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## Definitions of Service

The Communications Department encourages meaningful and productive service to the department, college, university, and CSU system. The faculty member should address the level of contribution and time commitment required by the service activity. Evidence of service provided should be included in the dossier to document service activities and outcomes. All service activities should be included; receiving release time, stipends, and/or other compensation for service does not discount the activity.

### Service activities include:

#### DEPARTMENT LEVEL SERVICE

- serving as program coordinator
- serving as Communications department chair
- chairing a department committee
- serving on a standing or ad hoc program or department committee
- proposing and submitting program curricular changes
- serving as an advisor or co-advisor to a program-based or interdepartmental student group
- representing a program or the department at public functions
- collecting and/or analyzing data that assists program or department decisions
- undertaking special projects at the request of the program faculty or department chair
- serving on a committee of an outside department in the college
- developing a grant proposal that benefits the program or department
- authorship or co-authorship of significant program or department documents (policies, reports, bylaws, etc.)
- serving as Hollywood by the Horns coordinator
- serving as a grant coordinator or co-coordinator
- department-related library collection development
- supervising student independent study projects
- mentoring McNair scholars, RISE students, Mellon Mays fellows, HFPA fellows or other student grant recipients
- mentoring students for Student Research Day
- alumni outreach

#### COLLEGE LEVEL SERVICE

- chairing a college committee
- serving on a college committee
- undertaking special projects/activities at the request of the dean or associate dean
- developing a grant proposal that benefits the college as a whole
- serving on a committee of an outside department within the college
- representing the college at public functions
- authorship or co-authorship of significant college documents (policies, reports, bylaws, etc.)

#### UNIVERSITY LEVEL SERVICE

- representing the department as a senator on the Academic Senate
- representing the university at public events

- 
- managing university-wide grants
  - serving on an Academic Senate committee or holding an Academic Senate post
  - chairing a university-level committee
  - serving on a university-level committee
  - participating in a faculty learning community
  - performing university advising
  - serving on a department committee outside our college
  - undertaking special projects/activities at the request of the office of the president, provost or presidential cabinet member
  - authorship or co-authorship of a significant university document
  - judging and/or chairing panels at Student Research Day
  - serving as a reader for GWE exams
  - organizing or assisting at an event (i.e. lecture, panel, screening series, performance or conference) which is open to the entire campus community
  - participating as a CFA representative

#### SYSTEM-WIDE LEVEL SERVICE

- serving on a system-wide standing or ad hoc committee
- contribution to a system-wide project
- serving as a state senator

#### SERVICE TO THE PROFESSION

- see Scholarship and Creative Activities

Note: Certain items may conceivably belong to “Service” as well as another category of activities. In such cases, the faculty member under review may select in which category to include the item, and explain why. Some activities may apply to more than one level of service; in this case, the faculty member should explain their reasoning for considering it at that service level. This list of service activities is largely representative, but not necessarily exhaustive. The RTP committee chair and faculty member under review may agree to include additional items; that decision can be documented with an email or letter.

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# Standards for Reappointment

## Standards of Teaching

In order to be reappointed during probationary years, for each full review cycle requiring supplementary materials, the faculty member must document at least:

- a satisfactory statement of teaching philosophy that aligns with the program’s mission and goals
- syllabi (for all courses taught since the last full review) that conform to program goals and department and campus policies and procedures
- one example of assignment guidelines, exams, or projects from each course taught during the period under review
- one example of a graded assignment, exam, activity or project from each course taught during the period under review. The faculty member should include rubrics where applicable
- one example of an in-class activity that demonstrates student-centered pedagogy from each course taught during the period under review

The department will also expect:

- documentation of a satisfactory peer classroom observation (one per semester the first year and once every subsequent year)
- demonstration of progress toward an average of 80% or higher of statistical PTE responses in the top two categories (“Strongly Agree” and “Agree”) across all courses.\*
- Examples of student narrative responses that demonstrate pedagogical effectiveness on PTE forms included in the WPAF
- documentation and discussion of how courses have been changed or improved based on prior experience and feedback

*\*The Communications Department recognizes the inherent bias and flawed nature of student teaching evaluations. PTEs should be evaluated in the context of the faculty member’s entire teaching portfolio. Faculty are encouraged to obtain a high response rate from students to provide reviewers with the broadest view possible of students’ perception of teaching effectiveness. When fewer than 50% of students enrolled in a given course complete the PTE survey, the statistical results will be given less consideration by department reviewers.*

**Notes:** The Communications Department recognizes that new faculty may experience “growing pains” in their first years on our campus, and trust the evaluators to distinguish between these “growing pains” and actual poor performance.

The Department similarly acknowledges that even the most seasoned faculty member may occasionally encounter unexpected challenges, particularly in the first or even second time they teach a new course. We encourage our colleagues to take on new challenges and pledge, in return, to take their daring and innovation into account when evaluating their efforts. As a rule, the departmental review process will become stricter with each advancing year; the RTP committee might understand how a first-year professor’s syllabi could have faults, for example, but by the fifth year such faults should have been corrected.

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The department-level RTP committee will determine whether items are satisfactory, taking into consideration the above caveats, and basing its decision on its members' expertise and experience.

The department-level RTP Committee may recommend against retaining a faculty member who proves deficient in any of the above considerations, keeping in mind the above caveats.

## Standards of Scholarship, Creative Activity, and/or Professional Practice

### **ADVERTISING/PUBLIC RELATIONS PROGRAM**

#### **SCHOLARSHIP**

Satisfactory progress toward achieving 20 cumulative points is required for reappointment. After the first two years, at least 5 points from the various areas are required, including evidence from Category D. After four years, at least 10 points from the various areas is required. Evidence of scholarly activity from Category C is encouraged but not required.

Upon the submission of the 2<sup>st</sup> year WPAF evidence of work toward publication activity from Category A is required. Evidence from Category D is also required.

Upon the submission of the 4<sup>th</sup> year WPAF, at least one in-press or published peer-reviewed journal article is required. Evidence from Category D is also required.

Upon the submission of the 6<sup>th</sup> year WPAF, at least three in-press or published peer-reviewed journal articles is required, which amounts to one every other year while working toward tenure. Evidence of 12 points from Category A and the accumulation of 20 points in Categories A, B and C is required.

Note: We understand that some faculty possessing doctoral degree may also engage in creative and professional practice activities. While these should be documented, they are not required for reappointment.

#### **CREATIVE ACTIVITY AND/OR PROFESSIONAL PRACTICE**

Satisfactory progress toward achieving 60 cumulative points is required for reappointment. After the first two years, at least 20 points are required. After four years, at least 40 points is required.

Upon the submission of the 2<sup>st</sup> year WPAF, 20 points of creative activity or professional practice is required.

Upon the submission of the 4<sup>th</sup> year WPAF, 40 points and at least one activity from Category A of creative activity or professional practice is required.

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Upon the submission of the 6<sup>th</sup> year WPAF, at least 60 points including three activities in Category A is required.

\*Points are determined by the rubric (see Appendix B)

Note: We understand that some faculty possessing master's degrees may also engage in scholarship. While these should be documented, they are not required for reappointment.

## **FILM, TELEVISION AND MEDIA PROGRAM**

### **SCHOLARSHIP**

By instances of scholarly activity, we mean the items on the lists in “Evidence of Scholarship” section of this document.

1. Every faculty member should point to at least one instance of scholarly activity in each and every probationary year.
2. Every faculty member should point to at least one instance of peer-reviewed publication within the first four years of the probationary process. This can include an accepted publication, illustrated, for example, through a promised publication date, in writing, by a publication editor.

Notes: We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a book manuscript might point to that work as an instance of scholarly activity for consecutive years until publication.

The department RTP Committee may recommend against retaining a faculty member who does not meet the above standards of scholarly activity.

### **CREATIVE ACTIVITY**

By instances of creative activity, we mean the items on the lists in “Evidence of Creative Activity” section of this document.

1. Every faculty member should point to at least one instance of “other creative activity” in each and every probationary year.
2. Every faculty member should point to at least one instance of “creative achievement” within the first four years of the probationary process.

Notes: We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a feature film screenplay might point to that work as an instance of creative activity for different years.

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## JOURNALISM PROGRAM

### SCHOLARSHIP

Satisfactory progress toward achieving 20 cumulative points is required for reappointment. After the first two years, at least 5 points from the various areas are required, including evidence from Category D. After four years, at least 10 points from the various areas is required. Evidence of scholarly activity from Category C is encouraged but not required.

Upon the submission of the 2<sup>st</sup> year WPAF evidence of work toward publication activity from Category A is required. Evidence from Category D is also required.

Upon the submission of the 4<sup>th</sup> year WPAF, at least one in-press or published peer-reviewed journal article is required. Evidence from Category D is also required.

Upon the submission of the 6<sup>th</sup> year WPAF, at least three in-press or published peer-reviewed journal articles is required, which amounts to one every other year while working toward tenure. Evidence of 12 points from Category A and the accumulation of 20 points in Categories A, B and C is required.

**Note:** We understand that some faculty possessing doctoral degree may also engage in creative and professional practice activities. While these should be documented, they are not required for reappointment.

### CREATIVE ACTIVITY AND/OR PROFESSIONAL PRACTICE

Satisfactory progress toward achieving 60 cumulative points is required for reappointment. After the first two years, at least 20 points are required. After four years, at least 40 points is required.

Upon the submission of the 2<sup>st</sup> year WPAF, 20 points of creative activity or professional practice is required.

Upon the submission of the 4<sup>th</sup> year WPAF, 40 points and at least one activity from Category A of creative activity or professional practice is required.

Upon the submission of the 6<sup>th</sup> year WPAF, at least 60 points including three activities in Category A is required.

\*Points are determined by the rubric (see Appendix A)

**Note:** We understand that some faculty possessing master's degrees may also engage in scholarship. While these should be documented, they are not required for reappointment.

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## Standards of Service

Service at the department, college and university levels is required.

Faculty members under review should document at least two substantial\* department level service activities each probationary year.

In addition, after the third probationary year, the faculty member under review should document college or university service:

- by the end of the third probationary year (or submission of the 4<sup>th</sup> year WPAF), the faculty member should document one substantial college and/or university level service activity
- by the end of the fourth probationary year (or submission of the 5<sup>th</sup> year WPAF), the faculty member should document a cumulative total of two substantial college and/or university level service activities
- by the end of the fifth probationary year (or submission of the 6<sup>th</sup> year WPAF), the faculty member should document a cumulative total of three substantial college and/or university level service activities

*\*Substantial is defined as service that takes significant time and energy. We recognize that some service activities (for instance chairing a committee) take more time and energy than others. As such, both the quality and quantity of service activities will be taken into consideration.*

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# Standards for Tenure and Promotion to Associate Professor

## Introduction

Probationary faculty should apply for tenure and promotion in their sixth year at the rank of Assistant Professor.

In order to qualify for early tenure and promotion, a faculty member must demonstrate “unusually meritorious” in teaching and at least one other area (scholarship or service). Satisfactory or better is required in the third area.

In order for the faculty member to be recommended for tenure and promotion to Associate Professor, they must acquire a consistent record of satisfactory progress in all three areas described below.

## Standards of Teaching

In order to earn tenure and promotion: the faculty member should have met the requirements for teaching outlined under Standards for Reappointment above in the years leading up to tenure and promotion.

To earn early tenure and promotion: the faculty member should have exceeded the requirements for teaching for all probationary years to a degree that is regarded as “unusually meritorious.”

The department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements in teaching.

## Standards of Scholarship, Creative Activity, and/or Professional Practice

The standards for scholarship, creative activity and/or professional practice for tenure and promotion to associate professor vary by discipline. By instances of scholarly activities, we mean the items on the lists in “Evidence of Scholarship” sections of this document. We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a book manuscript might point to that work as an instance of scholarly activity for different years.

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## **ADVERTISING/PUBLIC RELATIONS PROGRAM**

### **SCHOLARSHIP**

The Department RTP Committee will recommend tenure if the faculty member has been successfully active in the area of scholarship. At a minimum, the faculty member must have:

Twenty points from the various categories of scholarly activity must be acquired to earn tenure. At least 12 points from Category A and evidence from Categories A-D is required. A minimum of three peer-reviewed journal articles is required.

The Department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

### **CREATIVE ACTIVITY AND/OR PROFESSIONAL PRACTICE**

The Department RTP Committee will recommend tenure if the faculty member has been successfully active in the area of creative activity and/or professional practice. At a minimum, the faculty member must have:

At least 60 points (from the rubric), including three activities from Category A is required for tenure.

To earn early tenure and promotion: the faculty member should have exceeded the requirements for Scholarship, Creative Activity and/or Professional Practice for all probationary years to a degree that is regarded as “unusually meritorious.”

The department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

## **FILM, TELEVISION AND MEDIA PROGRAM**

### **SCHOLARSHIP**

The Department RTP Committee will recommend tenure if the faculty member has been successfully active in the area of scholarship. At a minimum, the faculty member must have:

1. Three academic publications or accepted publications of which one must be a peer-reviewed journal article in a reputable publication and two must be from the list provided under “Evidence of Scholarship.” At least two of the publications must be single-authored. A third publication can be co-authored.

OR

2. One single-authored scholarly book (monograph or textbook) related to the fields of Film, Television, and Media that is accepted with a firm publication date with an academic press or a recognized and reputable publisher of scholarly work.

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AND

3. A record of ongoing scholarly activity since the faculty member's last full review in line with the Requirements for Scholarship outlined under Standards for Reappointment.

In order to earn tenure and promotion: the faculty member should have met the requirements for scholarship outlined under Standards for Reappointment above in the years leading up to tenure and promotion.

To earn early tenure and promotion: the faculty member should have exceeded the requirements for Publications and other Scholarly Activity for all probationary years to a degree that is regarded as "unusually meritorious."

The department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

### CREATIVE ACTIVITY

By instances of creative activity, we mean the items on the lists in "Evidence of Creative Activity" section of this document. We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a feature film screenplay might point to that work as an instance of creative activity for different years.

The FTVM Program will recommend tenure and promotion to Associate Professor if the faculty member has been successfully active in the area of creative activity. At a minimum, the faculty member must have:

1. Three instances of creative activity. Two of which fall into the "creative achievements" section of this document.

AND

2. A record of ongoing creative activity since the faculty member's last full review in line with the Requirements for Creative Activity outlined under Standards for Reappointment.

To earn early tenure and promotion: the faculty member should have exceeded the requirements for Creative Achievements and Other Creative Activities for all probationary years to a degree that is regarded as "unusually meritorious."

The Department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

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## JOURNALISM PROGRAM

### SCHOLARSHIP

The Department RTP committee will recommend tenure if the faculty member has been successfully active in the area of scholarship. At a minimum, the faculty member must have:

Twenty points from the various categories of scholarly activity must be acquired to earn tenure. At least 12 points from Category A and evidence from Categories A-D is required. A minimum of three peer-reviewed journal articles is required.

The department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

### CREATIVE ACTIVITY AND/OR PROFESSIONAL PRACTICE

The Department RTP Committee will recommend tenure if the faculty member has been successfully active in the area of creative activity and/or professional practice. At a minimum, the faculty member must have:

At least 60 points (from the rubric), including three activities from Category A is required for tenure.

To earn early tenure and promotion: the faculty member should have exceeded the requirements for Scholarship, Creative Activity and/or Professional Practice for all probationary years to a degree that is regarded as “unusually meritorious.”

The Department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

## Standards of Service

In order to earn tenure and promotion: the faculty member should have met the requirements for service outlined under Standards for Reappointment above in the years leading up to tenure and promotion.

## Standards for Early Tenure and Promotion

To earn early tenure and promotion: the faculty member should have exceeded the requirements in two out of the three areas for all probationary years to a degree that is regarded as “unusually meritorious.” Unusually meritorious means exceeding the standards in the respective areas every year. Decisions about early tenure and promotion should be made in consultation with the department chair.

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# Standards for Promotion to Full Professor

## Introduction

A minimum of five years at the rank of Associate Professor is required before the faculty member can apply for promotion to the rank of Full Professor. To be promoted to full professor, the faculty member under review must meet the minimum requirements listed below in Teaching, Scholarship and Service.

The Department acknowledges that even the most seasoned faculty member may occasionally encounter unexpected challenges, particularly when teaching new courses, defining new avenues of scholarship and creative activity, and taking on the additional service obligations often required of tenured faculty. We encourage our colleagues to take on new challenges and pledge, in return, to take these challenges into account when evaluating their efforts.

## Teaching

To be promoted to Full Professor, the faculty member should have continued to meet the requirements for teaching outlined under Standards for Reappointment above in the years since earning tenure and promotion to Associate Professor.

## Scholarship

The standards of scholarship, creative activity and/or professional practice for promotion to Full Professor vary by discipline. By instances of scholarly activities, we mean the items on the lists in “Evidence of Scholarship” sections of this document. We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a book manuscript might point to that work as an instance of scholarly activity for different years.

## **ADVERTISING/PUBLIC RELATIONS PROGRAM**

### **SCHOLARSHIP**

The Department RTP Committee will recommend promotion to full professor if the faculty member has been successfully active in the area of scholarship. At a minimum, the faculty member must have:

An additional 20 points from the various categories of scholarly activity after tenure and promotion to associate professor must be acquired to earn promotion to full professor. At least 12 points must be from category A. A minimum of an additional three peer-reviewed journal articles is required.

The Department RTP Committee may decide to deny promotion to full professor to a faculty member who fails to meet these requirements.

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## CREATIVE ACTIVITY AND/OR PROFESSIONAL PRACTICE

The Department RTP Committee will recommend promotion to full professor if the faculty member has been successfully active in the area of creative activity and/or professional practice. At a minimum, the faculty member must have:

An additional 60 points (from the rubric) after tenure and promotion to associate professor, including three activities from Category A.

The Department RTP Committee may decide to deny promotion to full professor to a faculty member who fails to meet these requirements.

## FILM, TELEVISION AND MEDIA PROGRAM

### SCHOLARSHIP

The FTVM Program will recommend promotion to Full Professor if the faculty member has been successfully active in the area of scholarship. At a minimum, after submission of the 6<sup>th</sup> year WPAF, the faculty member must have:

1. Three additional academic publications or accepted publications of which one must be a peer-reviewed journal article in a reputable publication and two must be from the list provided under “Evidence of Scholarship.” At least two of the publications must be single-authored. A third publication can be co-authored.

OR

2. One additional single-authored scholarly book (monograph or textbook) related to the fields of Film, Television, and Media that is accepted with a firm publication date with an academic press or a recognized and reputable publisher of scholarly work.

AND

3. A record of ongoing scholarly activity since the faculty member earned tenure and promotion in line with the Requirements for Scholarship outlined under Standards for Reappointment.

### CREATIVE ACTIVITY

By instances of creative activity, we mean the items on the lists in “Evidence of Creative Activity” section of this document. We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a feature film screenplay might point to that work as an instance of creative activity for different years.

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The FTVM Program will recommend promotion to Full Professor if the faculty member has been successfully active in the area of creative activity. At a minimum, after submission of the 6<sup>th</sup> year WPAF, the faculty must have:

1. Three additional documented instances of creative activity. Two of which fall into the “creative achievements” section of this document.

AND

2. A record of ongoing creative activity since the faculty member earned tenure and promotion in line with the Requirements for Scholarship outlined under Standards for Reappointment.

The department RTP Committee may decide to deny tenure to a faculty member who fails to meet these requirements.

## **JOURNALISM PROGRAM**

### **SCHOLARSHIP**

The Department RTP Committee will recommend promotion to full professor if the faculty member has been successfully active in the area of scholarship. At a minimum, the faculty member must have:

An additional 20 points from the various categories of scholarly activity after tenure and promotion to associate professor must be acquired to earn promotion to full professor. At least 12 points must be from category A. A minimum of an additional three peer-reviewed journal articles is required.

The Department RTP Committee may decide to deny promotion to full professor to a faculty member who fails to meet these requirements.

### **CREATIVE ACTIVITY AND/OR PROFESSIONAL PRACTICE**

The Department RTP Committee will recommend promotion to full professor if the faculty member has been successfully active in the area of creative activity and/or professional practice. At a minimum, the faculty member must have:

An additional 60 points (from the rubric) after tenure and promotion to associate professor, including three activities from Category A.

The Department RTP Committee may decide to deny promotion to full professor to a faculty member who fails to meet these requirements.

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## Service

To be promoted to Full Professor, the faculty member should have continued to serve the department, college, and university, and also the community and profession. An additional six substantial service activities after earning tenure and promotion is required for promotion to Full Professor.

**APPENDIX A**  
**CREATIVE ACTIVITY OR PROFESSIONAL PRACTICE ITEM RUBRIC**

	Exceptional (5)	Very good (4)	Good (3)	Acceptable (2)	Basic (1)	<b>TOTAL</b>
Reach						
Acceptance Rate						
Importance						
Editing						
Production Coefficient						
<b>TOTAL</b>						

1. The reach of the product (audience)
2. The publication's acceptance rate
3. Importance (social or professional impact)
4. Rigor of editing process
5. Production coefficient (role played; number of sources used; number and variety of places visited; number of hours conducting research; number of hours producing content; other factors)

**APPENDIX B**  
**CREATIVE ACTIVITY OR PROFESSIONAL PRACTICE ITEM RUBRIC**

	Exceptional (5)	Very good (4)	Good (3)	Acceptable (2)	Basic (1)	<b>TOTAL</b>
Reach						
Depth						
Importance						
Public Opinion						
Production Coefficient						
<b>TOTAL</b>						

1. Reach (audience)
2. Breadth and scope (number and variety of items in portfolio)
3. Product's social or professional impact (faculty member's standing in the profession; awards; letters from professional)
4. Public opinion (metrics; survey results; reviews)
5. Production coefficient (number of hours consulting with clients; billed hours producing campaign; other factors)

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## ADDENDUM

### CONSIDERATIONS DURING COVID-19 PANDEMIC

The COVID-19 pandemic has profoundly disrupted Communications faculty's personal and professional lives, which in turn negatively affects the three areas evaluated in their RTP files. Most faculty members have done significantly more work in the areas of teaching and service, and our research and creative activities have decreased due to a variety of challenges. In addition, many faculty have experienced stress, anxiety, physical/mental health and other issues that have adversely impacted their performance.

In the area of teaching, faculty have faced numerous challenges, including but not limited to:

- Preparing alternate materials
- Learning how to teach in an online environment
- Moving class content online
- Adapting to working from home/dealing with distractions, etc.
- Impacts on classroom discussions and activities
- Potential lack of engagement from students
- Professors' and students' lack of technology and resources to perform well in their classes
- Additional advising of students
- Canceled/alterd peer classroom observations
- Adjusting class standards and learning outcomes
- Accommodating student needs (i.e. loss of or increased workload, family health issues, privacy issues, loss of income)

All of this could affect PTE response rates and scores.

In the area of research/creative activities, faculty have experienced damage to their productivity and research/creative activity record due to:

- Lack of access to labs and facilities
- Lack of access to research participants and sites
- Canceled/rescheduled conferences
- Conferences moved to an online modality
- Less time to conduct research due to increased teaching and service activities
- Less time to apply for research grants
- Prohibited travel
- Restricted and canceled research funding
- Course releases awarded and rescinded
- Extended publication review times
- Lack of coordination/collaboration with researchers from other institutions and departments

In the area of service, faculty have experienced the following challenges, including but not limited to:

- Increased workload
- Increased number of meetings
- Meetings and correspondence held via Zoom
- Reduced number of opportunities for college- and/or university-level service

- 
- Additional pandemic-related service work
  - Increased email correspondence with students, faculty and administration
  - Increased workload on club/organization advisors to assist students in online environments
  - Additional professional development requirements
  - Canceled events and activities

As a result of the above, probationary faculty may have extended their tenure timeline an additional year (or years) to accommodate these challenges. Faculty should not be held to a higher standard because of this. All of this needs to be considered when evaluating probationary faculty.

While we recognize that some faculty may not feel comfortable addressing the specifics of the pandemic's impact on their career and personal lives, we strongly recommend that each candidate acknowledge how their teaching, research, and service may have been impacted by the pandemic.

In their WPAF dossier, faculty should describe the pandemic's impact on their teaching, research/creative activities and service, and could provide evidence, if available, to document the various challenges listed above. In abbreviated files, where evidence is not necessary, faculty can address these issues in the narrative portion of their file.

RTP reviewers should recognize the differential impacts of the pandemic on probationary faculty as consideration for a fair evaluation. Faculty going up for full professor during the pandemic should receive similar consideration.

This addendum should be considered for the duration of the COVID-19 pandemic. The removal of this addendum will be decided by the Communications faculty. However, the impacts of the pandemic will likely have long-term consequences that may need to be considered in evaluations long after the current crisis is over.

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Department Chair

3/8/21

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Date

*Timothy P. Caron*

Dean

3/19/21

Date



4/13/2021

Provost and Vice President of Academic Affairs

Date

Notes: