WESTERN KENTUCKY UNIVERSITY
SCHOOL OF JOURNALISM & BROADCASTING
TENURE AND PROMOTION POLICY

The School of Journalism and Broadcasting recommends continuance, tenure and promotion in rank on the basis of the three criteria approved by the University and College: teaching effectiveness/advising, research/creative activity (scholarly activity) and university/public service. Faculty continuing on a tenure track, receiving tenure or receiving promotion in rank will have demonstrated professionalism in each of these three areas, will have shown a commitment to colleagues and students that is indicative of mutual respect and will have displayed evidence of actively supporting the mission and goals of the School, the College and the University. It is the responsibility of the candidates to provide convincing evidence of accomplishment in their approach to teaching/advising, research/creative activity (scholarly activity) and university/public service. All submissions will be evaluated on the basis of quality as well as quantity.

The following criteria are consistent with the criteria and guidelines in the Faculty Handbook and the Potter College document on Tenure and Promotion policies. These guidelines, by no means all-inclusive, are indicative of the areas that will be weighted by the Tenure and Promotion committee when discussing candidate achievement in each area.

Continuance toward tenure, tenure and promotion in rank are granted to candidates who demonstrate achievement and show continual progress in the aforementioned three areas of review. Each review is considered to be an evaluative review by the committee of the candidate’s qualifications as opposed to an on-going diagnostic review during the course of an academic year.
TEACHING EFFECTIVENESS

Teaching effectiveness in a professional school addresses the question of what it means to be a skilled practitioner interacting with students in a public university in the 21\textsuperscript{st} century. As an essential part of the overall University and College mission, teaching effectiveness weighs heavily in the School’s criteria for tenure and promotion. The measure of a candidate’s effectiveness may come from several sources, including peer and School Director review. The following criteria, however, will be given serious consideration during the review process, with the understanding that the School will conduct separate tenure-track and post-tenure reviews.

- Course syllabi and descriptions, including handouts or exams and performance measures such as meeting class on time, assessing progress through tests or projects, returning materials in a timely fashion, observing office hours, keeping appointments, supervising students and grading, as well as treating, students in a fair, impartial and respectful manner.
- Classroom observations by the School Director and/or colleagues. Specific forms to be used during these observations are available from the School Director.
- Evidence of keeping current on technological changes related to the individual’s area of expertise, coupled with the ability and willingness to experiment with developing new instructional techniques and to revise and improve course materials.
- College, university, state or national teaching awards.
- Participation in workshops and teaching seminars (such as Facet) that have a direct bearing on teaching effectiveness.
- Effective academic and professional advisement, including advisement of student publications and all student media.
- Evidence of collaboration with students in research, presentations or publications.
- Direction of School internships.
- Academic Advisement
- Student feedback from the Student Instructional Teaching Evaluation (SITE) evaluations of an individual’s overall teaching effectiveness.
• Collaboration with students in research or in creative professional activity.
• Innovative use of technology for instruction and advising.
• Teaching in alternative ways such as distance and web-based learning or regional campus instruction.
• Use of service learning or community-based teaching strategies.
• Involvement in special academic programs such as Honors, study abroad, interdisciplinary teaching or student retention efforts.

RESEARCH/CREATIVE ACTIVITY (SCHOLARLY ACTIVITY)

Scholarly activity within the School of Journalism and Broadcasting assesses an individual’s academic contribution to his/her particular discipline within the School. The School recognizes that scholarship within our six majors may take different forms. However, each activity submitted will be judged for overall quality relative to the standards in the candidate’s discipline.

Candidates for tenure or promotion must present evidence that their work has been reviewed by peers (as in a publication or juried submission) and contributes to their discipline in a meaningful, scholarly or professional manner. The forum for the submitted work may vary by discipline, be it film, video, audio tape, photo or on-line activity in addition to the traditional venues of books, book chapters, journal articles, magazines or professional newsletters. Appropriate activities for professional faculty are also acceptable. Examples include consulting at newspapers or radio/TV stations or web outlets, serving as a writing [or other] coach, working as a writer or editor in a professional news environment or being invited to present an original art gallery exhibit of peer reviewed original photographs.

Aside from what has been mentioned above, the following guidelines should be helpful in determining an individual’s achievement in this area. The Promotion and Tenure committee, however, may consider any evidence the candidate feels is relevant to his/her discipline as Potter College recognizes that “faculty members may promote student learning using a variety of instructional methods and activities.”
• Textbook or published electronic media production, videotape or film to be used for classroom instruction or that breaks new grounds by successfully presenting new ideas and approaches.

• Book based on original research.

• Documentary which is based on original research, distributed on a regional, national or international basis and/or wins regional or national or international acclaim.

• Acceptance of work in juried competitions, professional publications or commercially viable venues.

• Presentation of a paper at a regional or national professional conference to disseminate research or publication of work in conference proceedings.

• Productive use of release-time assignments, university research grants and sabbatical leaves to accomplish professional goals and to increase teaching proficiency.

• Juried exhibition, presentation or performance at an international, national or regional level.

• Conducting seminars and workshops if that work entails teaching professional skills and practices.

UNIVERSITY/PUBLIC SERVICE

Constructive participation in the life of the School, the College and the university is expected. University/Public Service includes both on and off-campus activities that bear some relationship to the candidate’s position as a School faculty member or calls upon the candidate’s area of professional expertise in the performed service. If serving in an off-campus capacity, evidence must be presented that the candidate has used academic expertise for the benefit of off-campus constituencies or professional colleagues. A wide array of service activities are certainly possible in a School offering six distinct majors, therefore the following listing of possible faculty contributions in this area is not considered to be all-inclusive. A candidate may submit any items considered appropriate for fulfilling the service obligation.
• Conscientious service on elected and appointed School, College and University committees.
• Evidence in support of economic development activities.
• Active participation in university governance via School, College or University Committees, serving a leadership role on the University Senate or serving as Faculty Regent.
• Participation in local, regional, state, national or international journalism or mass communication organizations.
• Participation in activities that stress the importance of a free and independent press in a democratic society.
• Serving on local, state or national boards related to professional expertise.
• Serving as a judge for publications or organizations in the state, region or nation.
• Attendance at professional meetings, conferences or workshops as a representative of the school or university.
• Active participation in School recruitment efforts.
• Successful grant activity related to service responsibilities.
• Work with P-12 students, teachers or administrators through workshops or professional development activities.
• Work with the greater community through continuing education or workshops in which the faculty member is acting as an academic professional.
• Work with P-12 teachers, students or administrators through workshops or professional development projects.
• Documented work with student civic engagement activities and involvement in community outreach activities.
CRITERIA FOR CONTINUANCE, TENURE AND FACULTY PROMOTION

Activity reports demonstrating proficiency in the three university-approved criteria are an important part of the continuance, tenure and promotion process. After the first year of employment and in all subsequent years, submitted information will contain only information pertinent to the candidate’s teaching, scholarship and service since the Fall semester of the preceding year. This activity report must contain appropriate documentation of accomplishment in each area, a current vita and a statement of teaching philosophy that will submitted during the first year. In subsequent years, a reflective statement of progress will suffice.

Candidates for tenure or promotion to Associate Professor or Professor must have presented work and activity lists in each area that represent efforts beyond those achieved when hired on a tenure track as an Assistant Professor or since being promoted to Associate Professor. The candidate’s activity report must include a letter to the School Director requesting evaluation for tenure or promotion, a current vita and appropriate documentation to support each area of review.

Candidates for tenure and promotion must recognize and practice a strategic approach to achievement in each of the three areas of evaluation. Decisions will be based on quality rather than quantity. Specific guidance can be given by the School Director or by the Tenure and Promotion committee. The following guidelines, although not comprehensive, will apply:

• For promotion to Associate Professor, a candidate must demonstrate that he/she has excelled in the areas of teaching and advising. Annual evaluations, course syllabi, class materials, peer reviews, SITE evaluations, School Director and Committee reviews, a record of student advisement and mentoring and college or university recognition for teaching or advising are all considered appropriate means of documentation in this area.

For research/creative activity (scholarship), the candidate must have submitted a body of evidence of professional achievement that contributes to the discipline. This may take the form of traditionally published material in a book, chapter, monograph or journal or in a new media form such as e-
journals or appropriate electronic activity. Film, video and audio projects widely disseminated are also appropriate submissions for this area. In lieu of a peer reviewed publication or activity, a faculty member may present evidence of an appropriate activity that meets the criteria described in the section on “Scholarly Activity.”

For university service, a candidate must provide evidence of involvement in appropriate service activities since appointment to Assistant Professor.

- As noted in the Potter College document of Promotion and Tenure policies, “the standards for promotion to Full Professor should be more rigorous than those for promotion to Associate Professor.” Candidates for promotion to Full Professor will have demonstrated the highest level of professionalism in their teaching, scholarship and service, a strong commitment to working in a mutually respectful and productive fashion with colleagues and students and will have shown active support of the mission and goals of the School of Journalism and Broadcasting, the College and the University.

The burden of proof for continuance, tenure and promotion lies with the candidate, whose responsibility is to provide the committee with appropriate evidence and documentation that he/she feels are sufficient and compelling enough for a favorable recommendation. Committee recommendations are forwarded to the School Director who then makes a formal recommendation to the Dean.