



To: Dean Terrance Brown

From: Angie Jerome, Mac McKerral, Holly Payne, Ryan Dearbone, Sara Thomason, Jeanie Adams-Smith, Donna Schiess, Teresa Jameson, Charlotte Elder, Ken Payne

Date: July 28, 2022

Re: School of Media/Department of Communication Merger Exploratory Committee Report

Please find enclosed a summary addressing the questions you posed at the outset of this process. Where possible, we created bulleted lists for our answers, pros, cons, and concerns. We also created a draft mission/vision statement that could be used to guide a merged unit. Further, we created a draft Governance document (**Appendix A**) and a draft Promotion and Tenure document (**Appendix B**) to give you and our colleagues a sense of how the committee believes these issues would best be handled in a newly merged unit given faculty concerns and the Western Kentucky University Faculty Handbook policies. We also conducted a space analysis (**Appendix C**) and provided a sample organizational chart (**Appendix D**).

1. First and foremost, would a restructure work to the benefit of the students? Why or why not, and in what ways?

A restructure would benefit students by providing:

- More opportunities for students to double-major in any combination of our programs under a singular umbrella. ACEJMC, the School of Media accrediting entity, dropped its 72-hour outside of the school requirement, meaning students would have more opportunities to double-major. That was previously a barrier to a combined unit. While students would still be able to double major across the units if they remained separate, together we could create a unified strategic marketing and implementation plan.
- Openings to more easily create new, generative curriculum that would benefit students and aid in recruitment (such as interdisciplinary certificates, a media studies major etc.); Certificates have been popular in the Department of Communication.
- An easier path when changing majors or double majoring due to the development of cross-over coursework among multiple programs, especially in terms of electives.
- A larger community of students for collaboration, hopefully at some point all under the same physical roof.

- Combined finances and resources that would ultimately benefit students (e.g., more students and more FTE = more resources).
- Opportunities for professional advising by the faculty. A larger faculty could mean more diverse student/faculty relationships, allowing us to come up with more workable, creative solutions for students.
- Strengthened advising via the hiring of a full-time advisor for the merged unit and for each major to have at least one dedicated advisor who is compensated for advising — either via a course release or stipend (following the model currently used in COMM).

A restructure raises some concerns among the faculty including:

- Individual programs being forced to change their curricula in a way that diminishes the focused approach necessary for some careers (e.g., Film, PJ).
- Creation of student and community confusion which might be addressed by the development of strong marketing and branding materials.
- Whether the lack of commonality between the two units would really value students.

2. What are the other benefits of a restructure?

Other benefits of a restructure might include:

- Coordinated approaches to recruitment, retention, branding/telling our story, and the ability to create a unique selling proposition to aid in enrollment growth; we could have dynamic recruiting materials to help us compete successfully with other Schools of Media and Communication. For example, it would help make us more competitive in the state to have everything under one umbrella as we will be competing with UK's new, state-of-the-art, communication facility.
- Combined resources which will provide opportunity for dedicated staff for specific school functions. Both departments have lost several positions in recent years (including integral staff positions). The committee believes regaining those positions is necessary for a successfully merged unit. We have laid out what we believe to be optimal staffing under Question 8 with rationales and in our sample organizational chart (**Appendix D**).
- Combined efforts to help us more easily create “centers” that could bring in sponsors and external funding
- An enhanced bargaining position for the unit as larger entities bring more persuasive power. For example, bigger units get more attention from philanthropy.
- An excellent and balanced blend of research and creative faculty in the unit which would aid in accreditation.

Other potential drawbacks of a merger might include:

- A loss of identity for some units. It is uncommon for Film to be in a School with Communication. Film programs are usually housed with Media, Radio, TV, and Broadcast, as has been the case with the SOM. Only two benchmarks have Film in the same unit as COMM. It could reduce the impact of Film. A unit called The School of Media and COMM removes FILM from the branding. That could be overcome by having “Film” in the name of the combined unit.
- A lack of investment into the merger by PCAL. It would be difficult, if not impossible, to do all the positive things noted above if PCAL does not afford a merged unit with the resources for the staffing outlined below.

3. How would a restructure affect the workload, and the tenure and promotion of all faculty within the programs in SOM and COMM?

- A restructure would not change anyone’s teaching load. Some may be afforded a decreased teaching load and/or additional compensation should they take on new roles in the merged unit (e.g., program coordinator, advisor, assistant director).
- Service loads could actually decrease. For example, as a combined unit we would only need one representative to PCAL and University committees.
- Workload and decision-making could be streamlined. A draft governance document was created based on the governance structure used in the Department of English (**see Appendix A**). At the end of that document, we have provided a list of all faculty as well as their discipline for reference.
- The committee believes it will be almost impossible to make faculty comfortable with the tenure and promotion process without a bifurcated document because the type of research/creative work done by the faculty in this combined unit and what constitutes “enough” varies widely by discipline. (A draft of what that could look like is in **Appendix B**).
- Appointment letters will need to very clearly identify each faculty member’s rank and discipline so that new hires understand which parts of the P&T document will be used in assessing their body of work.
- To be clear, the current faculty handbook does not allow for a P&T structure in which we could vote by discipline unless we became a school with departments. So, all faculty of rank in the unit would vote on P&T regardless of the discipline of the candidate. To change this, the PCAL Dean’s Office or the unit would have to petition for a handbook/policy change.

4. What are the goals of both units, and could those goals be aligned to determine the vision of one larger unit?

To answer this question, we took the stated mission/vision of both units, researched the mission/vision of benchmarks and other Schools of Media/Communication, and developed the following as a potential starting point for merged unit:

SCHOOL MISSION STATEMENT

At the School of TBD, we're training the next generation of leaders—to foster and teach equitable and ethical communicative practices in an intellectually diverse, innovative, and interdisciplinary environment.

STATEMENT OF SHARED VALUES

The School of TBD prepares students for careers as engaged and effective citizens; trains graduates to study and practice constructive interaction among people, communities, industries, and publics; equips its graduates with the critical thinking skills needed to gather, analyze, produce and evaluate the flood of information, messages, images, sounds and ideas to empower students and faculty to develop more meaningful and effective voices in the global conversation. While working cohesively, each department has a separate vision, scholarship, integration, and ethics and equity statements.

5. How will academic programs be affected in assessment, evaluation, and accreditation?

- We must assess whether COMM faculty would want to seek accreditation for its programs; Would it help? How? Is it worth it? Currently, it seems more restrictive and time consuming than COMM members predict their faculty would see as valuable.
- It would provide more diversity and add research faculty to SOM, a factor that would likely aid in accreditation.
- The assessment efforts on the COMM side, specifically in regard to Colonnade (145/200) are being revamped; for the first time ever, program coordinators have been established. The faculty teaching in the areas will be involved in assessment.
- The COMM 145 coordinators are looking into ways to reduce technology costs for classrooms; combining units could help us streamline technology needs and costs.
- Both sides could benefit from some well thought out diversity hiring plans.
- Some committee members are concerned with the timing of the merger and re-accreditation. Is it too much for the 2022-2023 academic year?

6. Will there be a division between faculty who identify as researchers and those who identify as practitioners or as instructors? If there is a division, how do we develop a system of commonality, understanding, and respect?

- Some worry that accredited programs will have more access to resources than non-accredited programs, especially given ongoing budget cuts to the SOM and stagnant funding for COMM. Fundraising must be a priority!
- A merged unit will need to be committed to the new PCAL workload document which, if followed, has the potential to improve faculty morale. This new plan will likely place active research and creative TT faculty on a 3/3 load. Non-active research/creative TT faculty, to be defined by the units in concert with the dean's office, will likely move to a 4/4 load or be required to take a bigger service load. Who teaches the classes vacated and what stipends will be paid for overloads will be a very real and potentially difficult issue supervised by the School Director. However, these changes will likely exist whether we merge or not.
- Compensation needs to be revisited. There should be equity based on rank, seniority, and years of service. As of now, compensation is disproportionately skewed in some areas. For example, current and former SOM full professors make in the mid \$80,000-low \$90,000s. The highest paid full professors in COMM are at \$71,000. There is less discrepancy at the associate and assistant levels. Gender equity in COMM is also an issue, particularly at the instructor level. We would like a commitment from the dean to conduct a pay equity study and correct problematic patterns. The committee finds the recent report given by the WKU Compensation Committee consultants to be fraught with misconceptions and flawed data, particularly regarding the "tier" in which PCAL faculty have been placed.
- Course caps need to be revisited for equity and course grading intensity, especially considering pay inequities across the two units; Because COMM is not accredited, there are no discipline standards for caps, and they keep rising regardless of the nature of work in the courses. For example, COMM 346, 349, 462, etc., require projects as time intensive to grade and prep as many PR/AD courses. Yet, COMM caps are 25 while some PR/AD caps remain at 18-20. This has been an area of concern in the Department of Communication.
- FTE/SCHP differences need to be addressed. The number of preps per year need to be examined, and a standard needs to be set that at least approaches equity. In COMM, TT faculty are on a 3/4 teaching load. Given our course caps, a TT faculty member typically teaches between 150 and 175 students a year unless we have a course release for program coordination. On a 3 load, we usually have a grad class, so it is more like 25, 25, and 10. On a 4 load, it is usually 4 classes of 25. Some of us have five or more preps a year. Instructors are at 125 per semester for a total of 250. Obviously, this can vary, but many of our courses fill every semester.

- TT faculty in COMM carry the majority of the service load because instructors are not required to do service because of load. TT faculty often do more service than required for little or no compensation, often working in the summer with no compensation (e.g., assessment, theses, comprehensive exam committees, etc.).
- Staff need appropriate pay for the actual job duties they complete. Currently the SOM staff member has assumed duties from 5 other staff members who were let go or left. These duties include, web/social media management, technology management, and building management. All of which can be extremely time consuming.
- Centralized, dedicated advisors within the restructured unit would be most beneficial to students. When students have high quality, dedicated advisors, they rate their advising experiences higher and they matriculate and graduate faster. Faculty with dedicated advising as part of their workload, should be fairly compensated via course reductions and this should be done consistently across the unit.

7. In the past, both units have experienced instability. How do we acknowledge and overcome these issues?

- Transparency and clear decision-making processes are cornerstones of building trust and respect. A governance document that clearly designates the organizational structure and who votes on what and when is essential.
- On the COMM side, many problems have been resolved with changing leadership. Significant problems revolving around governance issues could have been easily resolved by adherence to governance documents and university policy.
- Leadership changes including the full-time leadership of Ron DeMarse have resulted in improved faculty collegiality and morale in SOM.

8. How do we clearly define the administrative/personnel structure?

- See Governance Document (**Appendix A**)

Positions we would like to see:

- a School with Departments/Units, each with its own coordinator (compensated as per the new university guidelines).
- a director.
- an assistant director with duties TBD. The committee believes the assistant should be drawn from among COMM tenured faculty.
- an Office Manager and an Office Associate. It will take at least two people to handle the administrative duties of a combined unit.
- a media/tech staff member who is responsible for all technology issues such as troubleshooting real-time issues, assessing new/updated technology solutions, and maintaining both web and social media outlets.

- a Marketing/Outreach Person: This merged unit will be a new entity with eight undergraduate majors, two foundations courses, a master's program, and a good number of highly marketable certificates and minors. Our potential and current students as well as our alumni will expect creative and well-focused communication and outreach in various media outlets. That cannot be accomplished by a committee of faculty with already full workloads. If we want to do this right, we need this resource.
- a staff advisor, particularly for freshman and new majors. This was a position lost by SOM a few years back.
- a dedicated advisor for each major that receives a course release and/or stipend for his/her work. Each unit currently handles advising differently. The way COMM is handling it now seems to be preferred by the committee. However, the number of advisees per advisor needs to be revisited. This could be reduced with at least one central advisor.

9. Other questions of concern to faculty and staff.

- Space/Renovations (**See Appendix C**)
- Is this a money saving endeavor for PCAL or will an investment be made into this merger?
- How do we brand this new entity? Cost of the name change, signage, etc.
- What is the name of the merged unit going to be?
- Travel/research funding; how budgets would be allocated to each unit?
- Currently, the Dean's office is allocating a specific Travel amount to each faculty member (\$1,100 each for SOM). There are no travel funds allocated to the director or staff member.
- The SOM has been desperate for a hire in the interactive design field. How would this merger effect that potential hire in the future?
- COMM has been granted permission to search for a Health COMM faculty member. Will that change with a merger?
- Where will the AD major and the digital advertising certificate be housed? We have written all documents herein as if AD would be a member of this merged unit.

APPENDIX A

School of TBD Draft Governance Document

The School of X is committed to shared governance. This document outlines our shared governance structure while recognizing the need for faculty in each discipline/unit to retain autonomy in specific situations given credentialing, assessment, and accreditation needs. All full-time tenured/tenure-track faculty should fully participate in the governance of their primary unit/units of appointment (as outlined in their hiring letter) and all school-wide governance matters. Full-time, continuing instructors should fully participate in the governance of COMM 145 and in all school-wide governance matters except those expressly restricted to tenured and tenure-track faculty members by university policy, specifically graduate matters, hiring/reviewing/tenuring/promoting of tenure and tenure-track faculty members, and voting on the School Director.

We recognize that individuals and committees must sometimes act for the school in implementing policies. But we feel that these representatives should be responsible to the school as a whole and that defining policy should be a collegial enterprise.

The attached “School Committee Structure” shows a system of standing executive and oversight committees, each of which reports to the Director of the School who serves as an *ex officio* member of all committees. The Director provides overall leadership, working with the Assistant Director, program coordinators, and advisors. Advisors and program coordinators will be appointed by the Director, in consultation with the Executive Committee, and confirmed by the appropriate full-time faculty (as outlined below) by majority vote. Every three years each unit will confirm or decline to confirm these appointments by majority vote. In the event of a negative vote, the School Director, in consultation with the Executive Committee, will nominate a new candidate, who then must be confirmed by the appropriate faculty by majority vote. When unplanned vacancies arise or are created by resignations, the same general procedures will be followed.

Because important committees should represent all areas of the school, when feasible we favor a rotation system for members. Except for committees defined by the *Faculty Handbook* or subject to other special membership requirements, memberships should rotate throughout the eligible faculty, when possible, to achieve wide involvement. However, individual expertise and interests in the work of a given committee will be a factor in determining its membership. Committee membership is described below for each academic unit and the executive committee. For all other committees, the Director will appoint members and chairs. Standing appointments will also be at the discretion of the Director unless an election is warranted.

Although chairpersons are expected to exercise leadership in their programs, all significant policies will be decided by a majority vote of full-time tenured/tenure-track faculty (Significant decisions are those affecting the majority of those faculty.) Implementation of policy normally rests with chairs, acting in consultation with their committees.

We believe this governance structure will serve the university and school, give scope to the wisdom and expertise of the faculty in our school, and promote serious discussion of academic

and professional issues.

School Committee Structure

Note: The Director is an *ex officio* member of all committees.

Executive Committee

- A. *Ex officio* member: Assistant Director. Membership: All program coordinators (if a program is co-coordinated, only one coordinator will sit/vote on this committee).
- B. *Responsibilities:*
 1. Discuss and review all significant, school decisions in areas such as governance and personnel.
 2. Lead school outreach with alumni.
 - Develop and maintain a system of keeping in contact with alumni.
 - Survey the needs of alumni and, in cooperation with other school committees, recommend strategies to meet these needs.
 - Foster relationships between the school and other constituencies in our region including the local schools, libraries, literary clubs, retired faculty, and larger community.
 - Promote and celebrate the work of our students, faculty, and alumni.
 3. Develop and implement travel award policies and make travels awards with the director's approval.
 4. Refer all significant actions to the faculty.

Basic Course Committee

- A. *Membership:* All instructors who regularly teach COMM 145 on a continuing contract and all tenured/tenure track faculty who regularly teach COMM 145 (program coordinator chairs)
- B. *Duration of service:* Continuing
- C. *Responsibilities:*
 1. Review and evaluate existing policies and rules of the program and liaise with university constituencies on matters related to the Colonnade plan.
 2. Create, maintain, and execute an annual assessment plan for COMM 145.
 3. Organize and develop effective faculty development program workshops related to COMM.
 4. Run the annual John Lynne Speech Contest.
 5. Secure part-time faculty to teach open sections of COMM 145.
 6. Train graduate assistants and teach COMM 510: Strategies for Teaching Speech
 7. Develop and revise course policies and syllabi to promote consistency across sections and innovation in pedagogy.
 8. Select teaching materials and coordinate material ordering with the bookstore.

Communication Studies Committee

- A. *Membership:* all tenured and tenure track faculty who regularly teach in the program and its primary advisor (program coordinator chairs)
- B. *Duration of service:* Continuing
- C. *Responsibilities:*
 - 1. Review major area and COMM 200 requirements and recommend changes as necessary.
 - 2. Liaise with university constituencies on matters related to COMM 200 in the Colonnade plan.
 - 3. Create, maintain, and execute an annual assessment plan for the major and COMM 200.
 - 4. Review course offerings and recommend additions and deletions as necessary.
 - 5. Lead recruitment efforts for this major.
 - 6. Select the annual Outstanding Communication Studies Major.
 - 7. Work with Corp and Org committee to plan the Carl and Mary Ann Kell Lecture Series.
 - 8. Consider other matters which may arise regarding area courses and offerings.
 - 9. Refer all significant actions to the faculty.

Corporate and Organizational Communication Committee

- A. *Membership:* all tenured and tenure track faculty who regularly teach in the program and its primary advisor (program coordinator chairs)
- B. *Duration of service:* Continuing
- C. *Responsibilities:*
 - 1. Review major, the workplace communication certificate, and area requirements and recommend changes as necessary.
 - 2. Create, maintain, and execute an annual assessment plan for the major and workplace communication certificate.
 - 3. Lead recruitment efforts for this major.
 - 4. Review course offerings and recommend additions and deletions as necessary.
 - 5. Select the annual Outstanding Corporate and Organizational Communication Major.
 - 6. Select the Ed Robertson Scholarship Winner.
 - 7. Work with COMM Studies Committee to plan the Carl and Mary Ann Kell Lecture Series.
 - 8. Consider other matters which may arise regarding area courses and offerings.
 - 9. Refer all significant actions to the faculty.

Journalism Committee

- A. *Membership:* all tenured and tenure track faculty who regularly teach in the program (program coordinator chairs)
- B. *Duration of service:* continuing
- C. *Responsibilities:*
 - 1. Review major, minor, and area requirements and recommend changes as necessary.
 - 2. Create, maintain, and execute an annual assessment plan for the concentration.
 - 3. Lead recruitment efforts for this major.
 - 4. Review course offerings and recommend additions and deletions as necessary.

5. Select the annual Outstanding major.
6. Consider other matters which may arise regarding area courses and offerings.
7. Refer all significant actions to the faculty.

Photojournalism Committee

- A. *Membership*: all tenured and tenure track faculty who regularly teach in the program (program coordinator chairs)
- B. *Duration of service*: continuing
- C. *Responsibilities*:
 1. Review minor and area requirements and recommend changes as necessary.
 2. Create, maintain, and execute an annual assessment plan for the concentration.
 3. Lead recruitment efforts for this major.
 4. Review course offerings and recommend additions and deletions as necessary.
 5. Select the annual Outstanding major.
 6. Consider other matters which may arise regarding area courses and offerings.
 7. Refer all significant actions to the faculty.

Film Committee

- A. *Membership*: all tenured and tenure track faculty who regularly teach in the program (coordinator chairs)
- B. *Duration of service*: Continuing
- C. *Responsibilities*:
 1. Review major, minor, and area requirements and recommend changes as necessary.
 2. Create, maintain, and execute an annual assessment plan for the major.
 3. Lead recruitment efforts for this major.
 4. Review course offerings and recommend additions and deletions as necessary.
 5. Select the annual outstanding major.
 6. Consider other matters which may arise regarding area courses and offerings.
 7. Refer all significant actions to the faculty.

Broadcasting Committee

- A. *Membership*: all tenured and tenure track faculty who regularly teach in the program (coordinator chairs)
- B. *Duration of service*: Continuing
- C. *Responsibilities*:
 1. Review major, workplace communication certificate, and area requirements and recommend changes as necessary.
 2. Create, maintain, and execute an annual assessment plan for the major and workplace communication certificate.
 3. Lead recruitment efforts for this major.
 4. Review course offerings and recommend additions and deletions as necessary.
 5. Select the annual Outstanding major.
 6. Consider other matters which may arise regarding area courses and offerings.
 7. Refer all significant actions to the faculty.

Public Relations/Advertising Committee

- A. *Membership:* all tenured and tenure track faculty who regularly teach in the program and its primary advisor(s) (coordinator chairs)
- B. *Duration of service:* Continuing
- C. *Responsibilities:*
 - 1. Review majors, digital advertising certificate, and area requirements and recommend changes as necessary. Also review strategic communication certificate with all faculty who regularly teach on the program.
 - 2. Create, maintain, and execute an annual assessment plan for the major's certificate.
 - 3. Lead recruitment efforts for this major.
 - 4. Review course offerings and recommend additions and deletions as necessary.
 - 5. Select the annual outstanding majors.
 - 6. Plan the Executive-in-Residence Lecture Series.
 - 7. Consider other matters which may arise regarding area courses and offerings.
 - 8. Refer all significant actions to the faculty.

MA Program Committee

- A. *Membership:* Two graduate faculty in communication (appointed by the Director in consultation with the graduate program coordinator) and the graduate program coordinator
- B. *Duration of service:* three years
- C. *Responsibilities:*
 - 1. Review graduate program requirements and recommend changes as necessary.
 - 2. Review course offerings and recommend additions and deletions as necessary.
 - 3. Consider new programs and to develop those programs as appropriate.
 - 4. Create, maintain, and execute an annual assessment plan for the graduate program.
 - 5. Select the annual Outstanding Graduate Student (via a vote with all graduate faculty in the program).
 - 6. Refer all significant actions to the full complement of graduate faculty in COMM.

Scholarship & Awards Committee

- A. *Membership:* chair (appointed by Director) and one representative from each major
- B. *Duration of service:* three years, with one member rotating off each year (chair rotates annually)
- C. *Responsibilities:*
 - 1. Announce and promote scholarships and awards.
 - 2. Review applications for undergraduate scholarships and awards that are not already major specific (outlined above) and select recipients.
 - 3. Consult Student Financial Assistance to find out how much scholarship funding applicants already receive.
Note: Occasionally an applicant already receives so much money that what we would give him/her would be subtracted from the total.
 - 4. Ensure that all required paperwork is submitted to the Potter College Dean's Office.
 - 5. Ensure all awardees and 800#s are submitted to the Office Coordinator for scholarship form submission.

Diversity Committee (membership, duration, and responsibilities TBD)

Technology/Equipment Committee (membership, duration, and responsibilities TBD)

Recruitment and Retention Committee (membership, duration, and responsibilities TBD)

Fleischaker/Greene Award for Excellence in International Reporting (membership, duration, and responsibilities TBD)

Gaines Lecture Series TBD (membership, duration, and responsibilities TBD)

Accreditation Committee for Public Relations, Advertising, Photojournalism, Journalism, and Broadcasting (membership, duration, and responsibilities TBD)

Other Standing Appointments

Library Liaison—Represents the school’s interests to the library; advises school about library policies and practices; facilitates materials access for the school.

- *PCAL Curriculum*—Represents the school on the PCAL Curriculum Committee.
- *PCAL Sabbatical*—Represents the school on the PCAL Sabbatical Committee and advises faculty on development of sabbatical applications.
- *PCAL Student Complaints*—Represents the school on the PCAL Student Complaints Committee.
- *PCAL Faculty Awards*—Represents the school on the Faculty Awards Committee.
- *PCAL Part-time Faculty Teaching Award*—Represents the school on the Part-time Faculty Awards Committee.
- *University Senator*—Elected by the school; represents the school on University Senate.
- *PCAL DEI Committee*
- *PCAL Flexible Workload*
- *Hispanic Outreach*
- *PCAL Budget*
- *PCAL Mission Statement*
- *PCAL QTAG*
- *PCAL Advising Committee*
- *PCAL URM Mentoring Committee*
- *Dual Credit Liaison*
- Communication and Leadership LLC
- Student Group Advisors
 - LPE
 - PRSSA
 - COGS
 - IABC

- ADFED
- School Ambassadors

Voting Members/Area

Professionals in Residence and 1 yr. Instructors	Continuing Instructors-all COMM	Pedagogical Associate Professors	Assistant Professors	Associate Professors	Full Professors
Jonathan Adams, PJ	Charlotte Elder	Heather Strode, COMM	Joe Hoffswell, COMM	Jieyoung Kong, COMM	Angie Jerome, COMM
Shaina Feldman, FILM	Donna Schiess	Clint Haynes, COMM	Scott Clarke, Broadcasting	Ken Payne, PR	Holly Payne, COMM
Steve Momorella, PR/AD	Bruce Crawley		Ryan Dearbone, Broadcasting	Travis Newton, FILM	Jennifer Mize Smith, COMM
	Gary Hughes		Brian Elliott, Broadcasting	Luke Pennington, FILM	Kumi Ishii, COMM
	Patricia Witcher		Alysia Klein, FILM	Brad Pfranger, Broadcasting	Blair Thompson, COMM
	Jessica McClanahan		Rich Shumate, JOUR		Cliff Shaluta, AD
			Sara Thomason, FILM		Ron DeMarse, Director
					Jeanie Adams-Smith, PJ
					Tim Broekema, PJ
					James Kenney, PJ
					Mac McKerral, JOUR

APPENDIX B

School of X (TBD)

Draft Proposal for Promotion and Tenure Guidelines

These promotion and tenure guidelines are intended to conform to the University and College guidelines and to give them specificity within the context of the *School of X*. Teaching and advising, scholarly/creative/professional activity, and service are viewed as inextricably linked. Faculty receiving tenure and/or promotion will have demonstrated professionalism in their teaching, scholarship/creative/professional activity, and service, a commitment to working in a mutually respectful and productive fashion with colleagues and students, and active support of the mission and goals of the School, College, and University. While it is the responsibility of the Promotion and Tenure Committees to evaluate faculty credentials, it is the responsibility of the applicant to provide relevant explanation and support for items submitted for evaluation.

Candidates for tenure and/or promotion should consult the pertinent sections of the most current Faculty Handbook as well as the PCAL Promotion and Tenure Guidelines available on the college website. In considering continuance, tenure, and promotion, the school follows the procedures described in the pertinent sections of the Faculty Handbook.

I. Teaching and Advising

The *School of X* faculty is concerned with and committed to the varying needs of students and believes that all faculty members should continuously demonstrate effective teaching which engages students for success in a global environment. The following characteristics of teaching effectiveness, in no order of importance, will be given due consideration in the school promotion and tenure process:

- Sound, extensive, and current knowledge of area of expertise, and the ability to convey it successfully to students
- Superior teaching skills reflected in the quality of student work and in student learning
- Excellent planning, preparation, and organization of teaching materials including:
 - preparation for class
 - articulation of clear course objectives and assignments
 - presentation of well-organized information
 - appropriate assignments that challenge students
 - effective use of class time
 - development of clear and current course syllabi
 - ongoing evaluation and updating of courses including readings, student assignments, and test materials
- Effective presentation in an instructional setting including:

- encouraging student questions, comments/discussion, and differing points of view
- using a variety of current and appropriate teaching techniques including lectures, seminars, and guest speakers
- enthusiasm about the subject
- effective communication
- Experimentation in developing new instructional techniques and methods including
 - revising and improving course materials
 - utilizing innovative technology for instruction
 - teaching through alternative delivery systems such as distance and web-based learning or regional campus instruction
 - incorporating service-learning or community-based teaching strategies
 - engaging in teaching-related grant activities
 - participating in team-based or collaborative pedagogical efforts
- Effective completion of academic responsibilities including:
 - returning student work in a timely fashion
 - holding regular classes and office hours
 - keeping appointments
 - accessibility to students outside of class
 - consistent and fair methods of assigning, evaluating, and grading student work
- Dependable student advising on curricular and professional matters by faculty members assigned to those responsibilities including
- Involvement in special academic programs such as Honors, Study Abroad, and/or interdisciplinary teaching
- Supervision of theses, independent studies, and comprehensive examinations.
- Collaboration with students in research or in creative professional activity

The *School of X* Promotion and Tenure Committees may consider any evidence that is relevant in determining whether the faculty member is an effective teacher. Evidence may include, but is not limited to the following:

- Teaching materials
 - Syllabi
 - Student assignments
 - Tests, rubrics, and grading criteria
 - Other course-related documents
- Evidence of innovative teaching or advising methods
- Student evaluations including written comments on the evaluations
 - Written comments of present and former students
- New or revised course designs and/or offerings

- Record of participation in workshops and activities designed to enhance instructional skills and improve discipline-based pedagogy
- Annual evaluations and activity reports
- Reflective self-evaluation
- Formal and/or informal faculty evaluations and peer reviews
- Directed student work such as:
 - Major student papers
 - Honors or graduate theses
 - Student portfolios
 - Independent studies
 - Collaborative research projects
- Record of student advising and mentoring
- Record of participation in university retention efforts and programs designed to promote student success
- Successful grant activity related to effective teaching and advising
- College and/or university recognition for teaching and/or advising
- Other materials as appropriate.

While systematic quantitative student evaluations are one criterion for evaluating effective teaching, such evaluation should never be the sole or primary evidence by which effective teaching is evaluated. In addition to submitting SITE evaluations, candidates for tenure and/or promotion should present additional documentation of teaching excellence and evidence of student learning such as samples of student work, examples of student successes, or unsolicited feedback from students.

II. Research, Creative, and Professional Activity

Active engagement in scholarship is a cornerstone of the professorate. Faculty members in the *School of X* are expected to contribute to scholarship through research, creative, or professional activity as outlined in their hire letter. Candidates for promotion and tenure should present evidence of a focused program of research and/or creative/professional activity within their discipline presented in appropriate, peer-reviewed, juried, or professionally organized forms. The following sections present requirements for faculty members in research, creative, and professional roles.

Guidelines for Communication/Research Track Faculty

The *School of X* recognizes and values scholarship in the forms of discovery, integration, application, and teaching and learning as described by Boyer (1990).¹ Within this framework, scholarship may focus on the *discovery* of new knowledge, ideas, or methods for the discipline, the *integration* or synthesis of information across and within disciplines, *application* of disciplinary knowledge to problems affecting

individuals, institutions, or society, or the systematic study of *teaching and learning* and the dissemination of work which facilitates the mastery of knowledge.

Within social scientific and humanistic research, publication is the most important means for evaluating scholarship. A coherent and programmatic body of publications is a standard indicator of scholarly activity. The quality of research publications may be assessed by considering the ranking of journals, acceptance rates, authorship, citations to the work, etc. as appropriate. In the case of multiple authorship, candidates for tenure and/or promotion should provide an explanation of their contribution to the project, particularly if listed as a second author or beyond.

Scholarly research activity consists of academic publications, academic presentations, and applications for internal or external research funding, with publications carrying the most weight. The following peer/professionally reviewed publications representing the scholarship of discovery, integration, application, and teaching and learning may serve toward the fulfillment of requirements:

- Book or monograph (including edited book/monograph) based on original research
- Article in a peer-reviewed journal
- Chapter in a scholarly book based on original research
- Publication of a textbook that incorporates a new pedagogy
- Article in a national trade publication showcasing innovative work in professional communication
- Peer-reviewed or professionally recognized applied research, multimedia project, or creative activity at a national or regional level that showcases professional practice in communication

Other Supporting Evidence of Academic Research

In addition to the products listed above, faculty members required to engage in academic research are expected to demonstrate and present the full scope of their work in the tenure and/or promotion process. The Promotion and Tenure committees may consider any evidence that is relevant in determining whether the candidate is effective at academic research. Though not comprehensive, the following list highlights common forms of scholarly activity representing diverse forms of scholarship, but that do not satisfy promotion and tenure publication requirements:

- Publication of encyclopedic entries based on original research
- Publication of instructional material
- Publication of a book review in a scholarly journal
- Publication of a book, textbook, or monograph not peer-reviewed
- Publication of an article in conference proceedings

- Publication of an article in a non-refereed journal
- Presentation of an original paper or research at a professional meeting
- Preparation of an innovative technical or consulting report
- Receipt and fulfillment of an internal grant for original research
- Chairing/serving on a thesis or dissertation committee
- Organization of or presentation at a workshop to disseminate research such as a short course or conference workshop
- Documented evidence of progress on original scholarship
- Creation of digital content in the form of blogs, podcasts, or videos showcasing professional practice or applied research
- Receipt and fulfillment of an internal grant for original research
- Significant and competitive consulting activities in the field or industry that directly relate to the individual work of the faculty member
- Media contributions (newspaper, magazines, websites, etc.)
- Online publications, such as websites or blogs that cover professional topics and that reach a substantial professional or general audience.
- Funded internal/external grants from university, public, or private sources.
- Description of outreach or other activities in which there was significant use of the candidate's expertise (e.g., consultant, juries, journal editor, reviewer for a refereed journal, industrial or trade associations, educational institutions)
- Membership on editorial boards reviewing publications, or on juries judging creative works
- Support or development of community activities in the field or industry that link with academic discipline
- Formal development and/or oversight of practical/partnerships on behalf of the University that connects students with the field/industry
- Technology transferred or adapted in the field

Promotion to Associate Professor. The research activity requirements for consideration for promotion to associate professor are a minimum of **eight** scholarly activities including a minimum of **three** peer-reviewed publications. A single-authored, peer-reviewed book based on original research published by a private or university press may count toward the completion of the research publication/creative or professional work requirement.

Promotion to Full Professor. The research activity requirements for consideration for promotion to the rank of professor are a minimum of **ten** scholarly activities *since* promotion to associate professor including a minimum of **four** peer-reviewed publications. A single-authored, peer-reviewed book based on original research published by a private or university press may count toward the completion of the research publication/creative or professional work requirement.

Guidelines for Creative/Professional Track Faculty (TBD by faculty within each unit)

The *School of X* values creative, professional, and applied work that shows a careful understanding of professional disciplines, defines key issues well, presents creative insights, and advances public understanding and discourse. Applied or creative scholarship quality will be evaluated based on the contribution to the creator's field, venue and audience reach, and professional recognition and review.

Evaluation of quality of work in the creative and professional arts is through peer review. Thus, the standing and selectivity of the forum in which the project occurs is important. Peer review can be demonstrated in the following ways: acceptance for exhibition, publication, or performance in popular or professional media where submissions are judged by independent referees who are respected practitioners of the creative activity; acceptance for publication or distribution by an editorial staff or someone who is charged with a selective review process; published review of performances or productions by recognized critics, scholars, or industry professionals; hiring decisions by film industry professionals which are based on technical and soft skills.

Other factors to be taken into consideration include whether the project is local/state/regional, national, or international, whether the work is invited and/or juried for exhibition or publication, whether the work is internally or externally funded or commissioned, prizes and awards, and whether the work is consonant with the creative expectations for a faculty member's specialization area. Professional practice work should be evaluated by its quality, reputation of the outlet or sponsoring organization, whether the work was invited, and whether the material reached a national or regional audience.

Creative and professional activity consists of the creation, production, exhibition, performance, or publication of original work. Materials created to improve faculty success in teaching, scholarship, and other facets of an academic position are also considered creative activity. The product of creative activity may be communicated through print and digital media, photographs, film, video recordings, audio recordings, graphic design, digital imaging, live performances, or other technologies. The following peer/professionally reviewed creative and professional works may serve toward the fulfillment of requirements:

- Professional media projects at a local/state regional/national level involving some of the following: research, strategy, design, and/or digital content
- Peer-reviewed or professionally recognized national or regional multimedia projects involving digital platforms such as websites, games, or apps
- Juried exhibition of film, photography, or design work at a venue of high professional significance
- Journalism, public relations, advertising, visual communication, and strategic

communication materials of any type, such as media kits, campaign plans, design, and advertising materials, collateral, training materials, and web pages, produced for, and accepted by, a client or clients.

- Juried graphics, visual materials, photographs, video productions, web and app design, interactive graphics, multimedia productions, or other visually oriented media that reach a substantial professional or general audience.
- Audio and/or audio-related productions for film, video, or other media that reach a substantial professional or general audience.
- Published professional or consumer books that reach a substantial professional or general audience.
- Print or digital media content used to advise, evaluate, or train a group of educators or media professionals, such as handbooks, professional development guidelines, or diversity materials that reach a substantial professional or general audience.
- Software development, multimedia authoring, and/or unique and innovative applications thereof that reach a substantial professional or general audience.

Supporting Evidence of Creative and Professional Work

Faculty members are required to engage in a variety of creative activities specific to their discipline and are expected to demonstrate and present the full scope of their work in the tenure and/or promotion process. The Promotion and Tenure committees may consider any evidence that is relevant in determining whether the candidate is effective at creative/professional activities. The following sections summarize how creative and professional work shall be evaluated and highlight common forms of creative and professional activity specific to each area in the *School of X*.

Advertising and Public Relations (Guidelines TBD by unit faculty)

Broadcasting (Guidelines TBD by unit faculty)

Film (Guidelines TBD by unit faculty)

Journalism (Guidelines TBD by unit faculty)

Photojournalism (Guidelines TBD by unit faculty)

III. University, Professional, and Public Service

Candidates for tenure and/or promotion must demonstrate ongoing involvement in service at the university level and at the professional or public level. University service takes many forms and includes work provided to the school, college, or university. In addition, faculty members are expected to participate in professional or public service which may include working with professional communication organizations or providing expert assistance to public agencies or groups.

The school promotion and tenure committees are responsible for evaluating the extent and quality of a faculty member's service activities; therefore, candidates for tenure and/or promotion are encouraged to present evidence of the quality, effort, and commitment required for various activities. The school will also consider extraordinary departmental, college, university, professional, or public service contributions, including but not limited to serving as the chair of a major university committee or faculty governance structure, meritorious activities in fundraising, or other special contributions that significantly forward the mission of the university and the school. Faculty members may assume differing service roles at various points in their career; however, only those activities that bear some relationship to the candidate's role as a faculty member or makes use of his or her professional expertise can be used as evidence of demonstrated achievement in this area.

The following list of potential service activities is neither exhaustive nor presented in order of importance. Demonstrated service work could include, but is not limited to:

- active participation in student recruitment efforts
- advising student groups
- serving on graduate student capstone committees
- active participation in development or institutional advancement efforts
- active participation in initiatives or special events serving the school, college, or university
- work in support of students at other universities, such as reviewing student research or serving on thesis or dissertation committees
- active participation in university governance, including service on school, college, or university committees or serving in a leadership position such as University Senate Chair or Faculty Regent
- serving as a school representative or liaison with other units of the university
- serving as a planner, reviewer, chair, or respondent at a professional conference
- serving as a manuscript reviewer for a journal or publisher or a funding proposal reviewer for a grants agency
- holding an office in a discipline or professional organization
- serving on the editorial board for a journal or university press
- serving as an external reviewer for a tenure/promotion file
- successful grant activity related to service responsibilities
- involvement in community or professional activities 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
- efforts in support of economic development activities
- work in support of cultural programming for the community such as plays, concerts, lectures, workshops, or continuing education
- providing expert commentary to news organizations

- serving on local, state, or national boards, agencies, and commissions related to professional expertise
- preparation of certification applications for accreditation

Based on the evidence provided, the promotion and tenure committees will assess the quality of the candidate's service activities based on the effort and scope involved, as well as the professional value to the candidate, school/college/university, its constituents, or to the profession. In addition to quality assessments, the committees will consider the following minimum thresholds for tenure and/or promotion at each level:

Promotion to Associate Professor. Candidates for tenure and/or promotion to associate professor must have engaged in a minimum of **10** service activities since appointment to the rank of assistant professor.

Promotion to Full Professor. A candidate for promotion to professor must have engaged in a minimum of **15** service activities since appointment to the rank of associate professor and within the last six years, a minimum of 10 service activities.

IV. Submission Guidelines for Continuance, Promotion, and Tenure (May need further adaptations based on functionality of Anthology-Portfolio):

- All materials must be submitted within Anthology-Portfolio.
- Materials for evaluation include: Annual Activity Reports, Teaching Material including SITE evaluations, Scholarship/Professional-Creative Work, and Service work documentation.
- Links to Audio-visual materials can also be provided.

Additional Components:

1. **Continuance Letter/Promotion Narrative:** An overview of the candidate's performance emphasizing key points in Teaching, Scholarship/Professional-Creative Activity, and Service.
2. **Most current CV only:** Include listings of all scholarship/professional-creative work published and submitted and under review, links may also be provided for digital content.
3. **Annual Activity Report:** A narrative of the most recent academic year's performance in teaching, scholarship/professional-creative activity, and service.
4. **Teaching Section:**
 - a. Teaching Statement/Reflection (can include goals and challenges faced).
 - b. SITE Reports (Fall/Spring terms organized from lower level to upper level courses and must include student comments).

- c. Supporting Materials (Include all syllabi and some sample tests, assignments, etc.).
 - d. Any additional material (invitations to present in other classes, awards, notes from students, etc.).
5. **Scholarship/Creative-Professional Section**
- a. Scholarship/Professional-Creative Activity statement (include plans/goals).
 - b. Copies of Scholarship/Professional-Creative works published during the current academic year (for Continuance). In the case of books, provide Title Page and Table of Contents. Previous years can be bulleted lists. For promotion, please include a complete dossier of materials.
 - c. Conference(s) Attended (Include paper/papers presented or copy of program/programs).
 - d. Grants (include award letter).
 - e. Any supplemental material (Include an abstract or summary of works in progress).
6. **Service Section:**
- a. Service Statement
 - b. Detailed list of service activities listed from current academic year with dates if relevant.
 - i. Departmental, College, and University Level Service listed in reverse chronological order.
 - ii. Professional Service — International, National, Regional and Local: Professional organization offices held, organizing conferences, chairing sessions, reviewing manuscripts, book reviews in professional journals, etc., listed in reverse chronological order.
 - iii. Public Service (Media interviews, book reviews, media-related public lectures/events, etc.)
 - c. Supporting material (book reviews, letters about service, programs/posters for events held or planned, invitations to speak, programs, thank you notes, etc.)

ⁱ Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass.

APPENDIX C

OFFICE SPACE

- Office space availability/possibility (17-19 offices). This meets the current needs meaning all faculty could be in the same building albeit, not on the same floor.
- Office space availability would depend on some areas being turned over to PCAL from IT. This space includes:
 - 2 office suites on the 2nd floor (8-9 offices)
 - a conference room on the 2nd floor that could be converted into 2 offices or even a graduate student space/classroom.
 - 4 offices on the 2nd floor faculty hallway.
 - NPR is currently using 2 offices for student radio so they would have to relocate to Academic Complex (1 is full of storage so would have to be cleaned up). It is also possible to create 1 more office space on the 2nd floor by relocating the server/storage room if necessary.
 - Office furniture will be needed in 2 of these offices. 1 complete set is in JRH 316 (editing bay) can be moved down (JRH 316 needs a table, 2 chairs and love seat). COMM Faculty have relatively new furniture they would likely want moved with them.
 - JRH 212 could be converted into 2 offices from 1 (Advisor's office)
 - 1 additional office space available in the main SOM office suite (IT gear would be relocated)
 - 2 offices on the first floor PJ area (both need cleaned/decluttered)

CLASSROOM SPACE

- Currently, SOM has 5 Mac Computer labs and 1 PC lab. These will sit 20 students each. BCOM has a computer lab/newsroom that sits 13-15 students.
- Lecture rooms consist of:
 - 1 40-person room,
 - 1 60-person room,
 - 1 36-person room,
 - 1 18-person room (this room could be converted from tables to desk chairs to accommodate 2 additional students but needs a projector/screen or the Apple iPad upgraded.
 - The auditorium which seats 275 students
 - A presentation room that currently sits 16. The seating could be increased to about 20-24 which would work for graduate level classes.

- There is an IT AVS classroom that could be transferred to SOM/COMM.
- Only about 20% of COMM classes could be accommodated in JRH (Jessica Steenbergen analysis). Other classes would have to be held in GRH and Honors College spaces.
- COMM faculty noted they would like to have at least a few classrooms that were “their” classrooms to create a sense of community for their students like they have now

STORAGE SPACE

- The School of Media requires a great deal of storage space. Some items need to be kept in JRH for easy access, but others may not need to be kept as close, such as building materials. Unfortunately, to gain storage space outside of JRH will cost PCAL additional dollars under RAMP. To free up office space, we will need to request possible storage space at South Campus through the Provost’s Office.

APPENDIX D

Sample Organization Chart for School of X

