

Retention, Tenure and Promotion Document
of the
Journalism Department

Unanimously Adopted on 4/22/98

Introduction

Departmental policies and procedures for evaluating faculty for tenure and promotion are unique to each department in the University. This is particularly true of journalism faculty in editorial and public relations areas since their backgrounds are not always traditionally academic. In "professional" departments such as Journalism, there are circumstances in which the terminal degree is the Master's Degree and/or appropriate experience in professional fields. Thus, the criteria, essential or enhanced, are unique in this field.

Mission Statement: First and foremost, we believe that faculty should serve the mission of the department. The mission of the Department of Journalism is to train students for careers in journalism inclusive of public relations and mass communication. To achieve our mission, the department is committed to producing working journalists, public relations specialists, and other communicators with a broad background in the liberal arts and sciences. Reporting, writing, and editing skills are emphasized in all phases of the degree program. By producing students who can and have competed on the national level for top flight employment opportunities, we also best serve the communities of Southern California. The program has developed a core of skills and related theory that have been focused into two majors with several specializations which allow students to develop to their full potential.

Since the focus at California State University, Long Beach is primarily on teaching, the Journalism Department expects that scholarly and creative work will have a direct relationship to classroom activities or professional development of students, and that what is done outside the classroom will be integrated into lectures and discussions by the instructor. Such scholarly and creative activities should also relate to the courses he/she teaches in the regular rotation of classes.

The criteria for retention, tenure and promotion should be clear to departmental faculty and consistent with the standards and rules of the College and University RTP documents. New faculty should meet with the Department Chair and formalize a memorandum of understanding which clearly establishes which activities fit into the categories of evaluation which follow.

Furthermore, this documents sets what are essential levels of achievement in each category, and what are enhancing levels of achievement. The processes for formative and evaluative activities should also be in line with the Department's mission statement (above). In the following document within the context of the College and University RTP document, the Department delineates those activities deemed most important to the Department's mission. The Department makes a distinction between "essential" criteria and "enhancing" criteria. Essential criteria describe the nature and level of performance expected of all faculty; enhancing criteria establish standards by which the candidate may qualify and be evaluated in aspects that exceed essential criteria. Enhanced performance, for example, could qualify a candidate for early tenure and/or promotion, or could make up for deficiencies in other areas.

The awarding of tenure is not automatic. Receiving tenure is the result of a probationary process that is based on a symbiotic relationship between the candidate, the Department, the College and the University. Faculty seeking retention, tenure and promotion are expected to show growth in four areas: evidence of continued improvement in teaching skills; a pattern of scholarly, and/or creative contributions to their disciplines; participation in Departmental, College and University governance; and continued professional growth through attendance at professional workshops and seminars as well as affiliations and leadership roles in professional organizations.

It will be the responsibility of the faculty member being evaluated to provide well-organized and complete documentation of his or her fulfillment of the criteria for retention, tenure and/or promotion to the Department committee. The chair of the Department RTP Committee will forward to the Department Chair this documentation and an appropriate evaluation. The Chair will, with appropriate commentary, forward all documentation to the office of the Dean of the College.

Approval and implementation of these policies and procedures shall be consistent with the agreement between California State University, Long Beach and the American Association of University Professors as well as the internal governance procedures of the University.

I. Teaching Effectiveness, Advising, Mentoring

The Journalism Department is committed to quality instruction and classroom performance. To meet the essential level in this category, faculty are expected to demonstrate that they are current in their areas of expertise and fulfill high standards of classroom instruction by being at or above department norms (see item 9 below). In evaluating whether the candidate meets the essential level, the Department's RTP Committee will accept evidence of innovative teaching methods, interaction with students, student learning and achievement, student evaluations, quality of instructional material and peer recognition. To aid the committee in making its assessment, the

candidate may provide the following evidence of teaching effectiveness:

1. Contributions to courses or curriculum development.
2. Outlines, syllabi and all other material used in courses such as textbooks, workbooks, campaigns, case studies, bibliographies, tests, handouts, and grading policies.
3. Guest speakers and other outside input including but not limited to quality and professional stature of guests and their relevance to candidate's classroom.
4. Collaborative teaching and learning.
5. Establishment of inter-disciplinary links with other departments.
6. Development of software and other technologies that advance student learning.
7. Continued education in the candidate's professional field such as attendance at workshops and conventions, and advanced degree work.
8. Written comments submitted during the open period of evaluation.
9. Student Evaluations and Class Grade Point Averages. Candidates are expected to receive student evaluation scores on item # 8 -- "overall evaluation of instructor"-- that are at or above department norms. Other items should be consistent with scores on item #8. Faculty with student evaluation scores below department norms will be asked by the RTP committee to provide a written explanation for those scores during the formal evaluation process. Candidates are expected to have class GPAs that are consistent with department norms. Faculty with class GPAs outside of these norms will be asked to provide a written explanation for those marks during the formal evaluation process.
10. Peer reviews of teaching and curricular activity based on a minimum of one visitation during the year of evaluation by a member of the RTP or Peer Review Committee selected by the candidate.
11. Effective advising and mentoring including supervising student groups, competitions, programs, broadcasts, publications and other instructionally related activities.
12. Maintaining adequate office hours.

The standards for meeting the enhancing level for teaching effectiveness shall include regularly exceeding the Department's mean on question 8 of student evaluations and performing in an outstanding fashion in some of the categories (1-12) listed above, or performing at the essential level in a majority of them.

II. Research/Scholarship/Creative Activity

The Journalism Department believes research, scholarship, and significant professional involvement are significant factors that must be considered when a faculty member seeks retention, tenure or promotion. Creative contributions either by pure research or significant professional activities such as writing, broadcasting, public relations, photojournalism or graphic

activities will be considered evidence of the candidate's commitment to meeting the essential level in this category.

Since we are a professional discipline, the expectations differ from those of the classic areas such as history or philosophy. The Journalism Department, noting the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) guidelines on creative activities, requires a balance of work performed by each faculty member but recognizes that such a balance might be different for various faculty members. To meet the essential level in this category, the Department expects a variety of professional and public service activities, recognizing that these too will vary in content and balance. Scholarly and creative activities should be relevant to the candidates area of teaching expertise. Among items which the Department shall consider in the evaluation process are:

1. Writing or editing scholarly publications such as books, articles appearing in refereed journals, professional publications, and book chapters appearing in scholarly, professional and/or text books.
2. Publishing in magazines, newspapers, and other print media.
3. Providing radio and/or television broadcast commentary.
4. Creating and executing public relations activities, campaigns or programs.
5. Issuing "published" video work that can be assessed in terms of scope, venue, sponsorship, purpose, faculty involvement, formal review, and awards won.
6. Publishing photographs or graphic creations in professional and/or scholarly publications.
7. Making presentations to and organizing programs for professional and scholarly groups.
8. Developing and producing radio or television programming which is broadcast.
9. Critiquing and reviewing scholarly and creative works in the area of the candidate's discipline.
10. Receiving honors and awards for scholarly and creative activities.
11. Receiving grants or securing equipment, supplies, or other materials of use to the department.

Documentation of these scholarly and creative activities should demonstrate that the candidate is on the cutting edge of his/her field.

Candidates shall meet the enhancing level for this category by demonstrating that they have performed in an outstanding fashion in some of the activities (1-11) listed above or that they have performed at the essential level in a majority of them.

III. Department, College, University, and Community Service Faculty are expected to demonstrate a commitment to

governance and service to the Department, College and University. Participation in governance promotes collegiality at all levels of the University and brings to the faculty member and Department a sense of being a part of University governance at large.

To meet the essential level in this area, the candidate should provide evidence of:

1. participation on committees in the Department and/or heading a program option.
2. participation on committees of the College and University.

[For 1 and/or 2, the Department Chair may, or request a committee chair to evaluate the value of a faculty member's contributions to a specific committee. Such evaluations are to be placed in the candidate's file during the open comments period.]

3. participating on committees or assisting with College or University activities.

[Such activities might include commencement, various task forces, the Academic Senate, service on university councils, development programs, recruitment, or special presentations such as college/university sponsored community activities or serving as adviser to university-wide student groups.]

4. providing the community with valuable information.
5. assisting in public relations projects.
6. helping to resolve social problems.
7. receiving special recognition from the community.
8. serving in an advisory capacity to community groups seeking expertise in the area of the candidate's specialization.

Candidates shall meet the enhancing level for this category by demonstrating that they have performed in an outstanding fashion in some of the activities (1-8) listed above or that they have performed at the essential level in a majority of them.

IV. Professional Growth

Continued professional growth is required to meet the essential level for advancement in the Journalism Department. Faculty are expected to maintain currency in their fields as well as establish and maintain contacts with local, national and international professionals. Faculty are expected to interact with leading professionals in their disciplines and engage in professional activities to remain current in the classroom inclusive of technological developments relevant to their areas of expertise. Professional growth can be developed in a number of ways, including:

1. producing applied trade/corporate work such as stories, broadcast features or interviews, photography for newspapers, magazines, corporations or public relations and/or advertising companies.
2. developing professionals workshops and seminar.
3. developing student workshops and seminars with professionals assisting faculty.
4. maintaining professional affiliations and leadership

roles in those organizations.

5. making presentations to professional and community groups.
6. consulting in problem solving for professionals.
7. consulting in training programs.
8. providing expert opinions to any person or agency seeking information about the candidate's field.
9. participating in the governance of professional organizations.
10. demonstrating that peers recognize the candidate's skills.
11. attending professional workshops and seminars, both as an expert participant and observer.
12. establishing student chapters on campus and serving as adviser for those organizations.

Candidates shall meet the enhancing level for this category by demonstrating that they have performed in an outstanding fashion in some of the activities (1-12) listed above or that they have performed at the essential level in a majority of them.

Promotion to Associate Professor

The rank of Associate Professor shall be conferred based on demonstrated professional skills as well as a record which demonstrates effectiveness in terms of the four major criteria listed above. Length of time in rank is not a consideration for promotion.

Promotion to Professor

Promotion to Professor requires the candidate to demonstrate a continuous record of growth and accomplishment in teaching, research and/or creative activities, departmental, college and university governance, professional growth and professional participation. The candidate must present evidence of meeting the enhancing level for outstanding teaching accomplishment and have made significant contributions through research and/or creative works. There should be a record of ongoing production of professional articles or refereed articles, books, book chapters, public relations programs or campaigns, photographic or graphic creations, presentations, mentoring of students, etc. In addition, effective participation and leadership in his/her discipline and evidence that students are successfully entering the fields for which they have been trained must be presented. The candidate's portfolio should document a record of outstanding accomplishment in all areas identified in this document as required for retention, tenure or promotion.

External Evaluations

In those instances where the RTP Committee is unable to fairly evaluate the work of candidates whose disciplines are outside the expertise of other faculty members, either in the Department or on the campus-at-large, the body of the candidates professional/creative work will be evaluated by an off-campus

professional who is qualified to review and evaluate the candidates work. The off-campus evaluator will be selected by the RTP committee from a list of qualified evaluators submitted by the candidate and approved by the committee.

Procedures and Recommendation of the Department

1. Submission of the candidate's RTP material shall be determined by the deadlines established by the University RTP process as well as the time lines necessary for the Department to properly evaluate the material.

2. The Chair shall be responsible for making certain the candidate has:

- A. The Faculty Handbook
- B. The College of Liberal Arts guidelines for retention, promotion and advancement
- C. The Journalism Department's document for evaluating RTP material
- D. been assigned a mentor and proper coaching or advice in the preparation of an RTP book
- E. written a memorandum of understanding concerning the proper categorization of various activities in terms of the criteria discussed above.

3. The candidate for RTP is responsible for submitting documentation in accordance with Department, College and University requirements. The candidate is responsible for the well organized collection and timely presentation of appropriate of appropriate evidence for the essential and enhancing criteria listed above.

4. Upon reviewing the candidate's dossier for promotion and/or tenure and the RTP committees recommendation, the Chair will make an independent recommendation to the Dean of the College of Liberal Arts.

Implementation and Amendment

The RTP Committee shall consist of three tenured faculty members, excluding the Chair of the Journalism Department. If there are fewer than three tenured faculty members available then the chair or the chair the RTP Committee shall seek additional qualified faculty from the College or University-at-large. When external members are brought in, the candidate shall be granted no more than two preemptory challenges.

This document was unanimously approved by the faculty of the Journalism Department on February 2, 1998. It may be amended by a two-thirds vote of the total number of full-time tenured and tenure-track faculty members in the Department of Journalism.