



## FULL-TIME AND PART-TIME FACULTY

### HIGHLIGHTS

- With its two-tenure-track system, the School has an appropriate balance of faculty members with scholarly expertise and faculty members with professional expertise. Indeed, a good number have both. The basic philosophy is that everybody does not have to be cut from the same cloth. Importantly, individual faculty members respect each other and work collaboratively.
- The full-time faculty is about half males and half females. Almost a quarter are minorities. As to rank, the faculty has an appropriate balance. In round numbers, 30 percent are full professors, 30 percent are associate professors, 20 percent are assistant professors, and 20 percent are either professors of the practice or lecturers.
- Classroom instruction by full-time and part-time faculty members is closely monitored by course evaluations of every class each semester and by classroom observations. Students rate their courses and teachers highly.
- The School greatly exceeds the requirement of having a majority of its classes taught by full-time faculty members. In addition, more than 70 percent of its professional master's courses are taught by full-time faculty members.

Above (left to right):  
 Assistant Professor Nori Comello,  
 Distinguished Professor in Sports  
 Communication John Sweeney,  
 Assistant Professor Dan Kim,  
 Assistant Professor Chad Stevens,  
 James H. Shumaker Term Professor  
 Anne M. Johnston, Associate  
 Professor Barbara Friedman, and  
 Associate Professor Terence Oliver.



## 1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

### A Brief Overview and Philosophy of the School Faculty

For decades, the School has had a goal of true faculty excellence. The faculty, after all, constitutes the brain and backbone of the unit. Administrators and other faculty members realize that the faculty cannot represent all areas of mass communication, but the faculty must be excellent in all areas in which the School teaches and conducts research and public service. It must be appropriately balanced as to demographics such as gender, race, ethnicity and age, and faculty members should be appropriately spread over the academic ranks.

Fundamentally, administrators and faculty members in the School realize that every individual faculty member cannot be an expert in every aspect of mass communication, and every individual faculty member will not be excellent in all three functions of academe: teaching, research/creative, and professional and public service. Consequently, the School has two tenure tracks. One is the traditional research track that most U.S. universities have; in the School, it is named the Research Tenure Track. People in this track hold a Ph.D. and conduct academic research as well as teach and carry out some public service, but research and teaching are usually the primary functions. The other tenure track is the professional track for faculty members who have years of first-class professional experience but usually not a Ph.D. It is named the Professional Tenure Track. People in this track emphasize creative activity and/or applied research, teaching and professional and public service. In other words, the philosophy of the School recognizes that all faculty members cannot, need not and should not be exactly alike.

We believe that the School has an excellent balance of all these factors. The 47 School faculty members as of October 1, 2014 (this includes the three new faculty members hired for the 2014-15 academic year) realize that different people have different strengths. Indeed, this is celebrated,

and the differences are respected. Overall, we believe that our faculty is strong.

The following descriptions and discussion tell who we are as a faculty.

### Demographics of the School's Full-Time Faculty, October 1, 2014

Rank	Male	Female	Nonwhite	White	Total
<b>Full professors in named professorships</b>	5	8	1	12	13
<b>Other full professors</b>	2	0	0	2	2
<b>Associate professors with tenure (one with named professorship)</b>	7	6	4	9	13
<b>Assistant professors</b>	6	4	5	5	10
<b>Professors of the practice (includes one clinical professor)</b>	3	1	0	4	4
<b>Senior lecturers</b>	2	1	0	3	3
<b>Lecturers</b>	1	1	1	1	2
<b>Totals</b>	<b>26</b>	<b>21</b>	<b>11</b>	<b>36</b>	<b>47</b>

#### Diversity. As to race and ethnicity:

White	36 (76.6%)
African-American	4 (8.5%)
Latino	4 (8.5%)
Asian	3 (6.4%)
<b>Total</b>	<b>47</b>

**Gender.** As the table above shows, the full-time faculty breakdown is 26 males (55.3 percent) and 21 females (44.7 percent).

**Age.** The balance among ages on the full-time

faculty is a nice mixture. The youngest faculty member is in her 30s. We have five faculty members in their 60s who will likely retire within the next five to seven years. The School has done extensive hiring in the past decade, and most faculty members are in their 40s to early 50s. The five faculty members who could retire fairly soon are not concentrated in any one area.

**Academic degrees.** Of the 47 full-time faculty members, 24 (51 percent) hold the Ph.D., M.D., D.Th. or Ed.D. Nineteen (40 percent) hold the master's. Only two faculty members have a bachelor's degree (4.3 percent), and those two faculty members are not on a tenure track. One is Dana McMahan, and she has extensive creative advertising experience that is not found elsewhere on our faculty. She was promoted in July 2014 to a professor of the practice. The other is senior lecturer Jock Lauterer, and he has extensive experience in community journalism not found elsewhere on our faculty.

**Professional experience.** More than half of the faculty members, including a number of the Ph.D.'s, have more than a decade of professional experience each. Virtually all of the Ph.D.'s have some professional experience. Some of our new hires, such as assistant professor Steven King and professor JoAnn Sciarrino, come with extensive digital experience and from well-known places such as "The Washington Post" and BBDO South.

## Part-Time Faculty Members

Because part-time teachers are important in all schools, we want to describe our part-time component because we believe it is so advantageous for our students:

Approximately 30 percent of our classes every semester are taught by adjuncts and graduate students. Most of them teach classes regularly for us, and some of our adjuncts teach classes that they have developed and that are now permanent courses in the curriculum. One example is advertising and marketing expert Gary Kayye and his class, "The Branding of You." Another example is design expert Melissa Hudgens and her class, "Presentation Design for Strategic Communication."

As for graduate students, we encourage them to acquire teaching experience during their time in the program. During fall 2014, they are teaching a variety of class sections, from "Professional Problems and Ethics" and "Audio-Video Information Gathering" to "Case Studies in Public Relations." Most of the graduate students who teach are in the Ph.D. program and have professional experience.

## Strengths and Areas of Concentration on the Faculty

At the undergraduate level, the School has two main divisions for students: journalism and advertising and public relations.

In addition, the School has a number of subject areas that have evolved over the years that we think are important in today's world. The following overviews describe these programs or emphases not in terms of curriculum but in terms of the faculty members who teach them. Obviously, there is some overlap of faculty members from one area to another.

**Journalism.** The journalism faculty comprises a dozen full-time and part-time people who teach everything from editing to writing to a joint business-journalism program with the Kenan-Flagler Business School. At our last accreditation, we had three full-time editing professors; that number is now down to one as our journalism faculty moves into multimedia and new technology.

**Advertising.** Our advertising faculty of six people is known for its ability to teach strategy and advertising development. We are not a creative shop that emphasizes writing and developing advertising campaigns, although that is part of the curriculum. We have recently added an advertising professor who is teaching international advertising.

**Public relations.** Along with the traditional areas of public relations, the six public relations faculty members have special expertise in health communication and nonprofit communication. We also had an outstanding professional faculty member for 2013-14 who specialized in teaching corporate communications; we have her for fall 2014 as well. (Normally she lives and works in New York City.) We would like to boost our corporate communication faculty in public relations.

**Broadcast and electronic journalism.** All of our six broadcast faculty members have professional experience at television and radio stations. Half of them have the Ph.D. Our emphasis in this program is developing skills in students so they can hit the ground running for a local television or radio station. Sometimes, a graduate may start at a national broadcast company.

**Multimedia.** This is a strong part of our visual communication specialization and is a growing area. Our three faculty members here have now reached a critical mass so that the faculty is pursuing a joint major with the university's Department of Computer Science.

**Photojournalism.** We have two full-time faculty members in this area, as well as a senior lecturer. Our photojournalism faculty emphasizes how photojournalism and multimedia are melding together.

**Law and ethics.** We have three full-time faculty members teaching media law and two full-time faculty members teaching ethics. This area has been an emphasis on our faculty for years because both law and ethics are core courses in our curriculum. Some outstanding Ph.D. students teach these classes as well.

**History.** The School has one full-time faculty member teaching history and one assistant professor who teaches a history course once a year. Other faculty members teach history courses as well, though the faculty has lost two professors in this area since its last accreditation visit due to retirement.

**International communication, diversity and cultural studies.** International communication and diversity are growing areas for our faculty. We have recently added an international advertising course with the hiring of a faculty member with international experience. “Gender, Class, Race and Mass Media” has returned to the curriculum because a faculty member left her administrative role and is back to teaching.

**Media management and digital economics.** This is another growth area. We now have two Knight Chairs in media management and economics. The School is looking to expand this area as it becomes more important to the industry.

**Business journalism.** The School is the only public university east of the Mississippi River that offers an undergraduate degree in business journalism. There is one full-time faculty member who teaches these courses. Another full-time faculty member in this area is needed.

**Health communication and medical journalism.** A chaired School professor teaches medical and health journalism along with a faculty member split with the Lineberger Comprehensive Cancer Center on the campus. Faculty members in this area have developed a health communication master’s track. The related medical journalism program for professional master’s students began in the 1990s and continues to do well. We see this is as a future growth area for our faculty.

## 2. Describe how the unit selects full-time and part-time faculty and instructional staff.

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Full-time, tenure-track and nontenure-track faculty members are recommended by search committees. All positions are advertised in appropriate professional and academic publications, and information on the positions is disseminated by email, on the School’s website, etc. A search committee typically recommends three to four finalists to the School faculty and dean to bring to campus for personal interviews, where each candidate meets with the search committee and the dean, teaches a class, and gives a research or creative presentation. The finalists also have open sessions to meet with students and other faculty members.

After the on-campus visits, the search committee votes and makes a recommendation to the full School faculty, which then discusses the candidates and votes by secret, paper ballot. The faculty vote goes to the dean, and the person selected then goes through normal UNC-CH human resources reviews and up the university administrative ladder for approval.

For part-time faculty members such as adjuncts, the senior associate dean for undergraduate studies constantly receives resumes and CV’s from interested parties and reviews them for potential hiring. The senior associate dean for undergraduate studies also suggests that such candidates meet with the heads of the teaching specializations involved. The specialization heads and senior associate dean for undergraduate studies then communicate each semester to discuss what part-time faculty members would be good to teach specific courses available.

The School makes an effort to provide continuous teaching opportunities for its top part-time faculty members. Many of these part-time faculty members are local professionals, and the School believes their involvement in the professional world brings real-world expertise to the classroom that is invaluable.

## 3. Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

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Two recent examples are on the following pages.

## Join Our Team

### Tenure-Track Assistant Professor – Public Relations

The School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill seeks an excellent researcher/educator to join our dynamic faculty as a tenure-track Assistant Professor in Public Relations, beginning Fall 2014.

#### Qualifications:

Qualified applicants should have an established program of research and teaching experience in public relations and/or strategic communications. A PhD is required; ABD candidates will be considered. Exceptional candidates will bring professional experience in public relations into the classroom. A social media research agenda and skill set are a plus.

#### Duties:

Qualified candidates are expected to expand their scholarly and research pursuits through academic conference presentations and peer-reviewed publication. A track record for obtaining external funding for research is a plus. The position includes teaching both undergraduate and graduate courses (2 courses per semester) and the opportunity to supervise master and doctoral students' theses and dissertations. Service to the School, the University, and the academy is also expected.

#### Opportunities:

The scholarly and teaching opportunities within our School are growing. We plan to expand our course offerings within the undergraduate and graduate programs over the next few years. You will be part of a vibrant team of professionals and researchers who contribute innovative ideas and solutions to the academy and the practice. Learn more about the School and the opportunities we provide at [www.jomc.unc.edu](http://www.jomc.unc.edu).

#### About us:

The School formalized the public relations sequence in 1990. We now train the largest number of students within the program, preparing them for careers in agency, nonprofit, public sector, and corporate public relations and strategic communications. Students intern and secure jobs with many high-profile organizations including Ogilvy, Fender, U.S. Army, Baltimore Ravens, Duke Energy, Ketchum, Google, Vogue and Time Warner Cable. Students also have opportunities to work with our student-run strategic communications agency, Heelprint Communications (<http://heelprintcommunications.com/>).

Our public relations faculty collectively has more than 80 years of professional experience to their credit and brings relevant skills from various sectors into the classroom. They also publish in the leading mass communication journals including *Public Relations Review*, *Journalism and Mass Communication Quarterly*, *Journalism and Mass Communication Educator*, *Communication Theory*, *Journal of Health Communication*, *Cases in Public Health Communication and Social Marketing*, *Social Marketing Quarterly*, and *PRism*. Faculty research is supported by a media effects laboratory and other facilities for research.

#### Please submit:

- A letter of application
- Curriculum vitae
- Example of scholarly work
- Teaching evaluations
- A representative course syllabus
- The names and contact information for three references

Applications must be submitted online (add URL), and we will begin reviewing applications **October 4, 2013**.

The University of North Carolina at Chapel Hill is an Equal Opportunity Employer. The University reaffirms its commitment to equality of opportunity and pledges that it will not practice or permit discrimination in employment on the basis of race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression.

## Join Our Team

### Research Tenure-Track Assistant Professor – Advertising

The School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill seeks an outstanding scholar to join our dynamic faculty as a tenure-track Assistant Professor in Advertising, beginning Fall 2014.

#### Qualifications:

Qualified candidates will be innovative scholars that have examined how digital media transform the processes and effects of persuasive communication. A PhD is required; ABD candidates will be considered (doctorate must be obtained within a year of hire date). Professional experience in advertising and dynamic teaching ability at the college level is a plus. Our needs include theory and practical expertise in digital media planning and strategy with emerging/new media a plus.

#### Duties:

Qualified candidates are expected to expand their scholarly and research pursuits through academic conference presentations and peer reviewed publication. A track record for obtaining external funding for research is a plus. The position includes teaching the Principles of Advertising course and other undergraduate courses (2 courses per semester) and the opportunity to supervise master and doctoral students' theses and dissertations. Service to the School, the University, and the academy is also expected.

#### Opportunities:

The scholarly and teaching opportunities within our School are growing. We plan to expand our course offerings within the undergraduate and graduate programs over the next few years. You will be part of a vibrant team of professionals and researchers who contribute innovative ideas and solutions to the academy and the practice. Learn more about the School and the opportunities we provide at [www.jomc.unc.edu](http://www.jomc.unc.edu).

#### About us:

Our School is an independent accredited professional school serving approximately 700 undergraduates and 100 graduate students. Our School is one of the oldest and most awarded Journalism and Mass Communication schools in the nation.

Our students intern and secure jobs with many high-profile organizations including BBDO, BBH, JWT, Google and Scripps Interactive Network. Students also practice their skills with our student run strategic communications agency, Heelprint Communications (<http://heelprintcommunications.com/>).

Our advertising faculty collectively has more than 100 years of professional and scholarly experience to their credit and brings relevant skills from industry into the classroom. They also publish in the leading advertising and mass communication journals including Journalism and Mass Communication Quarterly, Journal of Marketing Theory and Practice, Journal of Media Economics, Communication Theory, Social Marketing Quarterly and PRism. Faculty research is supported by a media effects laboratory and other facilities for research. The University of North Carolina was founded in 1789, enjoys top tier placement in third party rankings and has an enrollment of 29,278 students. Located just west of the Research Triangle, Chapel Hill is noted for its dynamic quality of life and progressive cultural environment.

#### Please submit:

- A letter of application
- Curriculum vitae
- Example of scholarly work
- Teaching evaluations
- A representative course syllabus
- The names of three references

Applications must be submitted online (add URL), and we will begin reviewing applications **October 4, 2013**.

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#### 4. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service.

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The School has high standards for every faculty member regarding teaching, service, and research or creative and professional activity. Those standards are explained in the School's tenure and promotion guidelines:

**Teaching.** The School prides itself on excellent teaching and places a great priority on it. The basic documentation of teaching quality is the School's required course evaluation each semester. The results of the evaluation are quantifiable and are reported as part of a recommendation with an explanation of the person's teaching performance, evidence of improvement over time, stability or decline. Subjective evaluations obtained in interviews with students are included if appropriate. All untenured teachers, including tenure-track faculty members, visiting lecturers and graduate teaching assistants, are personally observed in the classroom by a tenured faculty member at least once a year. A written report of that observation is given to the senior associate dean for undergraduate studies and placed in the teacher's file. These reports are reviewed as part of the evaluation process.

**Public and professional service.** This function includes performance in areas such as international and national offices and work in appropriate scholarly, professional and academic organizations and associations; university and School positions and committee work; workshops, speeches, etc.; and appropriate professional consulting.

**Research.** Faculty members in the research track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national – and in some instances, international – reputation in his or her field. No set number of publications is required. Both quality and quantity are important. The reputation and quality of the journals in which refereed articles are published are considered.

**Creative and professional activity.** Faculty members in the professional/creative track are expected to regularly engage in creative-professional activity appropriate to their areas of expertise and interests. The nature of such work will vary widely, depending on the faculty member's field of practice. For example, professional track faculty members

may publish their work in traditional scholarly journals, publications aimed at educators, trade publications or general-circulation publications. They may write textbooks or books targeting particular professional audiences or the general public. Likewise, audio, visual and multimedia works may be publicly presented and disseminated in whatever manner and to whatever audience is most appropriate for the work. No set number of publications or projects is required. Both quantity and quality are important. The reputation and quality of the venues in which the faculty member's work appears are considered. Quality of published material and creative works may also be evaluated by winning national or other awards or being accepted by juries for major exhibits.

#### 5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

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Full-time faculty members in the **Research Tenure Track** normally teach two courses a semester. Full-time faculty members in the **Professional Tenure Track** normally teach three courses one semester and two courses the other semester.

Some faculty members receive course releases due to other commitments, such as administrative roles in the School or editing an academic journal. Those course releases are negotiated with the dean of the School. The current dean has moved away from providing as many courses releases as have been granted in the past due to both budget cuts and the expanding curriculum.

Faculty members can also bank courses so that they may have a semester off to conduct research or creative activity. The banking of courses is discussed with the senior associate dean for undergraduate studies, who schedules all courses. A semester off for such activity is granted only when other faculty members can step in to teach the required courses. Since the last accreditation visit, only two faculty members have banked courses. One of those faculty members has since left the School, while the other is no longer banking. The faculty member who left, Sri Kalyanaraman, received an offer from the University of Florida that UNC-CH was unable to match. The other faculty member, Deb Aikat, was banking courses to have semesters off to work on his research.

The senior associate dean for undergraduate studies



keeps a spreadsheet that shows how many courses each faculty member is supposed to be teaching each semester and reviews that spreadsheet when scheduling courses.

## 6. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

The School follows all university policies, procedures and guidelines for evaluating its full-time and part-time faculty members. All this official material will be provided to the site team in its workroom during the campus visit, of course. In addition, the detailed procedures for evaluating School faculty members as to appointment, promotion and tenure are given in item 7 of this Standard.

Other pertinent information for evaluation of faculty members and instructors in the School follows.

### Teaching Evaluation

Each course taught in the School is evaluated by students each semester, and the results of those evaluations are reviewed by the senior associate deans. The course-evaluation form is the one that is used across the UNC-CH campus. A copy is attached at the end of this Standard (Supplemental 4-A.)

The School compares results for each course to a median for the School. Courses that receive scores below the median are flagged by the senior associate dean for undergraduate studies, who meets regularly with faculty members to discuss how they can improve their results.

On the School’s internal dashboard, which tracks metrics of various School functions, the senior associate dean for undergraduate studies measures the mean for “Overall, this course was excellent” and “Overall, this instructor was an effective teacher” in course evaluations.

**For “Overall, this course was excellent,” the mean, on a 5-point scale, has been:**

Semester	Mean score
Fall 2010	3.92
Spring 2011	3.99
Summer I 2011	4.50
Summer II 2011	4.34
Fall 2011	3.90
Spring 2012	3.97
Summer I 2012	4.25
Summer II 2012	4.02
Fall 2012	4.00
Spring 2013	4.12
Summer I and II 2013	4.07
Fall 2013	3.74
Spring 2014	3.85
Summer I 2014	3.94

These scores are consistently high for our faculty, with few exceptions. While the means during the normal academic year have remained consistently around 3.9, the means during the summer sessions have fallen slightly. Summer-session means are now more in line with the means during the normal academic year. We attribute this to the fact that fewer full-time faculty members are teaching during the summer.

**For “Overall, this instructor was an effective teacher,” the mean, on a 5-point scale, has been:**

Semester	Mean score
Fall 2010	4.22
Spring 2011	4.19
Summer I 2011	4.72
Summer II 2011	4.48
Fall 2011	4.18
Spring 2012	4.23
Summer I 2012	4.40
Summer II 2012	4.14
Fall 2012	4.26
Spring 2013	4.35
Summer I and II 2013	4.32
Fall 2013	4.04
Spring 2014	4.14
Summer I 2014	4.22

We note that instructors have historically received higher scores than the courses. We attribute this to the high quality of our faculty's teaching.

In addition, the teaching of all non-tenured faculty members and some tenured faculty members is reviewed annually through a course-observation process in which a tenured faculty member sits in on the classroom and writes a critique. That review is then discussed between the tenured faculty member and the instructor being reviewed. The reviews are then placed in the instructor's file.

This process has been effective and is viewed as non-threatening to the instructors, with many seeing it as an opportunity to exchange good information (teaching tips, etc.) with each other. We believe that it facilitates better instruction and encourages our instructors to seek constant improvement in their classroom performance.

The reviewing instructors use the template for the course-observation evaluations that is found on the next page.

Please note that the School has two teaching awards and one teaching position that recognize excellence in teaching. The recipients of these awards and position can be found in Standard 2.

## Classroom Observation Checklist

This is designed to be a guide for the preparation of a narrative report that includes appropriate items on the list. Not all of the items may be applicable in a given class, and observers are encouraged to add other comments.

### The Situation

- Number and name of the course, and date and time of the observation.
- What is the course enrollment and how many students were present?
- What is the primary teaching method? (lecture, lab, question and answer)
- Were there problems in the physical surroundings (lighting, acoustics, seating arrangements, audiovisual equipment, etc.) that might have affected teaching and learning in this room?

### Structure and Goals

- Did the teacher's presentation show signs of planning and organization?
- Did the teacher integrate instructional elements (lecture, blackboard materials, handouts, audiovisual materials) effectively?
- Did the teacher use class time efficiently?
- Did the teacher respond appropriately to unanticipated situations?

### Teaching Behaviors

- Did the teacher exhibit enthusiasm for teaching and for the subject?
- Was the teacher active enough? Too active?
- Did the teacher maintain appropriate eye contact with students?
- Did the teacher speak at a proper speed for comprehension and interest?
- Did the teacher use language and terminology that was understandable to students?
- Did the teacher ask and answer questions appropriately?
- How did the teacher's style contribute to learning?
- Did the teacher exhibit distracting mannerisms?

### Subject Matter

- Was the depth and breadth of the material appropriate to the course and students?
- Did the teacher seem to have mastery of the material?
- Did the teacher incorporate recent developments and new knowledge?

### Teacher-Student Rapport

- Did the teacher demonstrate fair and equitable concern for students?
- Did students seem receptive to the teacher's presentation?
- Were students generally receptive?
- Was the teacher accessible and receptive to students before and after class?

### General

- What are the strong points about this teacher's classroom style and performance?
- What concrete suggestions can you offer to help the teacher do a better job?

## 7. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

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Tenure-track assistant professors are reviewed during their third year on the faculty to assure that they are on track for promotion. Tenure-track assistant professors typically go up for tenure during their sixth year on the faculty, although some with excellent records have been reviewed for tenure during their fifth year on the faculty.

Once a faculty member receives tenure, he or she is reviewed every five years by the School's Promotion and Tenure Committee. At the end of the first five years, a tenured faculty member is eligible for promotion to full professor, although not all faculty are considered for promotion to full professor at that time.

The School's Policies on Reappointment, Promotion and Tenure of Faculty Members have been approved by the full faculty. The policies are included at the end of this Standard (Supplemental 4-B.)

## 8. Describe faculty members' activities outside the unit in service to the campus or university.

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The School's faculty members hold major roles on campus outside the unit. Members of the School's faculty, for example, serve on the **UNC-CH faculty council**. The School has a regular seat on the faculty council, and that person serves a three-year term. School faculty members have **chaired searches** for other positions on campus. For example, the dean of the School chaired the search committee that recommended a new dean for the Kenan-Flagler Business School in 2013, and the senior associate dean for undergraduate studies served on the five-year review committee for the dean of the Kenan-Flagler Business School in 2012.

The senior associate dean for undergraduate studies of the School also serves on the **College of Arts and Sciences administrative board** and on the **College of Arts and Sciences curriculum committee**. These are three-year terms. The previous senior associate dean also served on these committees during her terms.

A School faculty member has also served on the university's **athletic committee** during the past five years, and another member of the faculty has served on the university's **appeals committee**. In addition, a School faculty member is a major player in the university's diversity movement and serves on a campus-wide **diversity committee**. Another serves on the **faculty grievance committee** as co-chair.

The School also has excellent **collaborative efforts with other units** on the campus. For example, the School has a joint M.A.-J.D. program with the School of Law, and it has a joint bachelor's program in business journalism with the Kenan-Flagler Business School. Its health communication faculty members work closely with the School of Public Health and were part of a recent \$19 million grant. The medical journalism program works with the School of Medicine. Other collaborative programs include the certificate in Latino media studies, which requires students to take courses in Arts and Sciences. The faculty members who work in that program coordinated the course of study with faculty members in Arts and Sciences.

In addition, the School has also created a **new degree** that will allow students to graduate with a joint degree in environmental science and journalism and mass communication.

**9. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.**

The School believes that examining the ratio of courses taught by full-time faculty members and adjuncts-instructors-graduate students should be done each semester, and it posts that data publically on the Internet.

**Number and Percentage of Courses Taught by Full-Time Faculty Members**

	2011-12		2012-13		2013-14	
	Fall	Spring	Fall	Spring	Fall	Spring
<b>Total number of sections taught</b>	130	127	144	140	144	134
<b>Number taught by full-time faculty</b>	85 (65%)	95 (75%)	103 (72%)	103 (74%)	103 (72%)	97 (72%)
<b>Number taught by adjuncts or graduate students</b>	45 (35%)	32 (25%)	41 (28%)	37 (26%)	41 (28%)	37 (28%)

**10. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.**

This question is not applicable to our School.

**11. List members of the graduate faculty and show that they meet the institution’s criteria for graduate instruction.**

At UNC-CH, the graduate faculty consists of those members of the university’s general faculty who are charged with carrying out graduate student teaching, supervision and advising. All tenured and tenure track faculty members at the ranks of assistant, associate and full professor are automatically designated regular graduate faculty. Other qualified persons may be appointed by the dean of the Graduate School on the recommendation of the relevant academic program.

The School has a large contingent of faculty members who teach courses in the graduate program. The following 40 faculty members (with their highest degrees noted, along with the schools granting the degrees) are members of the graduate faculty. Twenty-three (58 percent) hold the Ph.D. or M.D. Seventeen (42 percent) hold the master’s degree.

- Penny Abernathy: M.B.A., Columbia University; M.S., Columbia University.
- Deb Aikat: Ph.D, Ohio University.
- Spencer Barnes: Ed.D., North Carolina State University.
- Andy Bechtel: M.A., University of North Carolina at Chapel Hill.
- Lois Boynton: Ph.D., University of North Carolina at Chapel Hill.
- Francesca Dillman Carpentier: Ph.D., University of Alabama.
- Nori Comello: Ph.D., Ohio State University.
- Paul Cuadros: M.A., Northwestern University.
- Patrick Davison: M.A., Ohio University.
- Tori Ekstrand: Ph.D., University of North Carolina at Chapel Hill.
- Barbara Friedman: Ph.D., University of Missouri-Columbia.
- Rhonda Gibson: Ph.D., University of Alabama.
- Ferrel Guillory: M.S., Columbia University.
- Jim Hefner: M.A., Duquesne University.
- Heidi Hennink-Kaminski: Ph.D., University of Georgia.
- Joe Bob Hester: Ph.D., University of Alabama.
- Anne Johnston: Ph.D., University of Oklahoma.
- Daniel Kim, Ph.D., University of Texas.
- Steven King: M.S., University of Liverpool.
- Susan King: M.A., Fairfield University.
- Daniel Kreiss: Ph.D., Stanford University.
- Tom Linden: M.D., University of California San Francisco.
- Trevy McDonald: Ph.D., University of North Carolina at Chapel Hill.
- Seth Noar: Ph.D., University of Rhode Island.
- Terence Oliver: M.A., Ohio University.

- Cathy Packer: Ph.D., University of Minnesota.
- Daniel Riffe: Ph.D., University of Tennessee.
- Chris Roush: M.A., University of Florida.
- Laura Ruel: M.A., University of Missouri.
- Adam Saffer, Ph.D., University of Oklahoma.
- JoAnn Sciarrino: M.B.A., Emory University.
- Brian Southwell: Ph.D., University of Pennsylvania.
- Chad Stevens: M.A., Ohio University.
- Dulcie Straughan: Ph.D., University of North Carolina at Chapel Hill.
- John Sweeney: M.Ed., University of North Carolina at Chapel Hill.
- Ryan Thornburg: M.A., The George Washington University.
- Charlie Tuggle: Ph.D., University of Alabama.
- Lucila Vargas: Ph.D., University of Texas at Austin.
- Lisa Villamil, M.A., Ohio University.
- Jan Yopp: M.A., University of Florida.

## 12. Units should demonstrate that graduate faculty taught the majority of professional master’s courses for the three years before the site visit.

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Students in the professional master’s program can receive credit for any course numbered 400 or higher in the School’s curriculum. Courses listed 800 or higher are typically reserved for Ph.D. students. For the purpose of this question, the School counted courses numbered 400 through 800 but excluded courses at the 700 level that are for certificate students only.

### Percentage of Courses Taught by Graduate Faculty Members

#### Residential Master’s Program

**2013-14 academic year.** Ninety-seven of the 138 course sections that could have counted for credit in the professional master’s program were taught by the graduate faculty. That is **70 percent**.

**2012-13 academic year.** One hundred and two of 139 course sections that could have counted for credit in the professional master’s program were taught by the graduate faculty. That is **73 percent**.

**2011-12 academic year.** Ninety-one of the 126 course sections that could have counted for credit in the professional master’s program were taught by the graduate faculty. That is **72 percent**.

#### Online MATC Program

Graduate faculty members have taught the majority of courses in the MATC program for the past three years. **Beginning in 2014-2015, 100 percent** of MATC courses will be taught by School graduate faculty.

**2013-14 academic year.** **Sixty-seven percent** of courses were taught by full-time School graduate faculty members, 11 percent by full-time, fixed-term School graduate faculty members, and 22 percent by part-time School faculty members.

**2012-13 academic year.** **Seventy-eight percent** of courses were taught by full-time School graduate faculty members and 22 percent by part-time School faculty members.

**2011-12 academic year.** **Sixty-seven percent** of courses were taught by full-time School graduate faculty members and 33 percent by part-time School faculty members.

## 13. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of professional master’s courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

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This question is not applicable to our School.

**Supplemental Material:  
Standard 4**

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## Supplemental 4-A: UNC-CH Course Evaluation Form

Student course evaluations are extremely important to instructors in planning future courses, and the results are taken very seriously by instructors and department chairs. Please consider your responses carefully, answer as thoughtfully as you can, and complete all sections before submitting your survey. **Note: Your feedback will be kept confidential, and no information linking your identity to your responses can be accessed by your instructor or campus administrators.**

Instructions:

You may complete only one evaluation form for this course using this tool. If you choose not to fill out the survey, please scroll to the bottom and click the Decline button. Click the Submit Evaluation button at the bottom of the page to save your responses. **YOU CANNOT CHANGE YOUR RESPONSES AFTER COMPLETING OR DECLINING THE SURVEY.**

Thanks for contributing your feedback.

### Course/Instructor Characteristics

	Not Applicable	1: Strongly Disagree	2: Disagree	3: Neither Disagree Nor Agree	4: Agree	5: Strongly Agree
This course challenged me to think deeply about the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor clearly communicated what was expected of me in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to get individual help when I needed it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course materials (e.g., coursepack, website, texts) helped me better understand the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course assignments helped me better understand the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor evaluated my work fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor showed concern about whether students learned the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Applicable	1: Strongly Disagree	2: Disagree	3: Neither Disagree Nor Agree	4: Agree	5: Strongly Agree
The instructor expressed ideas clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor showed enthusiasm for the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor showed enthusiasm for teaching this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor treated all students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional techniques engaged me with the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor provided me with helpful feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course was very exciting to me intellectually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Overall Course Assessment



	Not Applicable	1: Strongly Disagree	2: Disagree	3: Neither Disagree Nor Agree	4: Agree	5: Strongly Agree				
Overall, this course was excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Overall, this instructor was an effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Overall, I learned a great deal from this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Comments on overall assessment of this course.	[Space will expand as needed]									
<b>Teaching Award Recommendation</b>										
	Not Applicable	1: Strongly Disagree	2: Disagree	3: Neither Disagree Nor Agree	4: Agree	5: Strongly Agree				
The instructor was one of the best I have had at Carolina, fully deserving of a teaching award.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Feedback to Students</b>										
	Not Applicable	1: Strongly Disagree	2: Disagree	3: Neither Disagree Nor Agree	4: Agree	5: Strongly Agree				
The instructor handled questions well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
The instructor used examples that had relevance for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
The instructor used class time well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
The instructor encouraged students to participate in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
This course was designed to keep me engaged in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
The workload was appropriate for what I gained from this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Other Information</b>										
	Fail	Pass	F or D	C- or C	C+ or B-	B or B+	A- or A	L	P	H
What grade do you think you will get in this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is this a required course for you?		No			Yes					
		<input type="radio"/>					<input type="radio"/>			



## Supplemental 4-B: School Policies on Reappointment, Promotion and Tenure of Faculty Members

### **School of Journalism and Mass Communication Policies on Appointment, Reappointment, Promotion and Tenure of Faculty Members**

The *Trustee Policies Governing Academic Tenure in the University of North Carolina at Chapel Hill* define academic tenure as “the protection of a faculty member against involuntary suspension or discharge from, or termination of, the faculty member’s employment by the University except upon specified grounds and in accordance with specified procedures.” The tenure system is based on the understanding that tenure is a privilege bestowed by the University in keeping with its needs for outstanding achievement. A tenure decision represents an institutional judgment of an individual’s actual and potential contributions to the professional life of teaching, scholarship and service. Thus, not everyone will obtain tenure, and no set of detailed criteria can exist, the mere fulfillment of which will ensure tenure.

Also relevant in tenure decisions are institutional interests that extend beyond the domain of any individual department or school. To ensure that its intellectual quality is maintained and enhanced, the University insists on a standard of overall excellence. As a reflection of the relevance of institutional interests, candidates for reappointment and tenure are evaluated independently according to established criteria at several levels of University administration, including the level of the dean, executive vice chancellor and provost, chancellor, Board of Trustees and Board of Governors. Each level of administration may apply different or even higher standards of excellence from those applied at previous levels of review, consistent with School, division and University-wide interests that are represented by these different levels.

The *Trustee Policies* state that tenure is held with reference to the institution and with reference to institution-wide standards. Section 2.a. provides: “While academic tenure may be withheld on any grounds other than those specifically stated to be impermissible under Section 4 hereof, its conferral requires an assessment of institutional needs and resources and evidence of service to the academic community, potential for future contribution, commitment to the welfare of the University, and demonstrated professional competence, including consideration of commitment to effective teaching, research, or public service.”

All procedures and policies relating to tenure, promotion and reappointment of faculty members in the School of Journalism and Mass Communication conform to the statements set forth in the following University publications:

*The UNC Policy Manual*

Chapter VI — Academic Freedom and Tenure

<http://www.northcarolina.edu/apps/policy/index.php?pg=toc&id=s4073>

*Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*

<http://policy.sites.unc.edu/files/2013/04/tenure.pdf>

*Equal Employment Procedures Manual for EPA Personnel, UNC-Chapel Hill*

<http://www.unc.edu/depts/eoada/procedures.html>

The following criteria and guidelines do not repeat all the policies and procedures in the University documents; they are intended to conform to them. Each faculty member has a responsibility to become familiar with the foundational principles contained in the documents.

### **School of Journalism and Mass Communication Criteria**

The School of Journalism and Mass Communication, as a professional school of the University of North Carolina at Chapel Hill, strives to excel in all three of its missions: teaching, research/creative activity and service. All faculty members in the School are expected to have a deep commitment to journalism and mass communication and to education.

Initial rank for tenure track faculty members can be instructor, assistant professor, associate professor or professor, depending on qualifications. The performance record of a person recommended for reappointment, promotion or tenure must be thoroughly documented, and the record is scrutinized. Because the School combines professional education of undergraduate and graduate students with a strong tradition of research and scholarship, the School has a dual-track system for classifying faculty members: the Professional tenure track and the Research tenure track. The dual-track system acknowledges that there are different expectations for the two groups of faculty members, both of which are vital to the School's mission of excellence in teaching, research/creative activity and service as well as public engagement in all three areas.

A faculty member might well be strong in both tracks, but for purposes of classification and expectations for appointment, reappointment, promotion and tenure, each faculty member is in only one track. That decision is made at the initial appointment, and the faculty member must remain in that track. During the search for a new faculty member — in the job description that is circulated nationally, all advertisements and all other communications about the position — the expectations for the faculty member, including the tenure track, must be stated clearly. The terms for appointment and for possible promotion and tenure must be included in correspondence from the dean to the faculty member.

The School also hires lecturers, senior lecturers, teaching professors, professors of the practice and research professors on fixed-term contracts, usually full time (1 FTE). Adjunct instructors are hired on a per-course basis. Fixed-term faculty are evaluated through the School's review process described below prior to being hired, reappointed or rehired.

Decisions on appointment, reappointment, promotion and tenure are made without regard to race, color, religion, sex, sexual orientation, national origin, age or veteran status. The School follows the Equal Employment Opportunity Plan, and the School's Equal Employment Opportunity Officer is active in all areas called for in the plan.

### **Basic Considerations for All Faculty Members**

In the spring, the dean and the chair of the School's Committee on Appointments, Promotion and Tenure will meet as a group with nontenured faculty members who will have a third-year review or go up for promotion and/or tenure the following academic year. They will review the materials needed for the specific review and answer questions.

In the fall, the dean will meet individually with nontenured faculty members to review progress and expectations for the coming year. A written record that such a conversation has taken place should be placed in the individual's personnel file. Both the dean and the chair of the APT Committee meet with individual faculty who have had any academic review, such as third-year or post-tenure reviews, or who have been promoted to discuss the reports. The dean also schedules meetings as needed with fixed-term faculty to discuss plans and progress.

Basic expectations for every faculty member include outstanding scholarship and/or creative activity, excellent teaching, and excellent service to the School, University and to the discipline. To be reappointed or promoted, each faculty member must continue to contribute in the School and to the discipline in significant and appropriate ways.

**Teaching.** The School prides itself on excellent teaching. Faculty members are expected to be exceptional teachers and include innovation where appropriate and whenever possible. The basic documentation of teaching quality is the School's required course evaluation each semester. The results of the evaluation are quantifiable and are reported with an explanation of the person's teaching performance, evidence of improvement over time, stability or decline. Subjective evaluations obtained in interviews with students are included if appropriate. All nontenured tenure-track faculty members, lecturers and graduate teaching assistants are observed in the classroom by a tenured faculty member at least once a year. A written report of that observation is given to the senior associate dean and placed in the teacher's file. These reports are reviewed as part of the evaluation process for reappointment, tenure and/or promotion. Typically, in the research tenure track, a faculty member teaches four classes each academic year. Each faculty member in the professional track usually teaches five classes in an academic year. Full-time fixed-term faculty members teach six courses a year, unless other assignments are made by the dean.

**Service.** Service is highly valued and part of the School’s core mission. The expectation for tenure track junior faculty is service within the School and an emerging service record within appropriate statewide and national organizations prior to promotion and tenure. Prior to promotion to full professor, the expectation is robust service at the University, state, national and/or international levels. Service includes performance in areas such as international and national offices and work in appropriate scholarly, professional and academic organizations and associations; University and School positions and committee work; workshops, speeches, etc.

**Time in rank.** It is customary for assistant professors to be in rank for six years before promotion and tenure. Reviews are done during the faculty member’s sixth year. Associate professors typically are in rank five years or longer before being considered for promotion to full professor. Lecturers must have a minimum of six consecutive years in rank to be considered for promotion to senior lecturer or from senior lecturer to teaching professor.

If a faculty member held a tenure-track appointment at another institution of similar quality before joining the UNC-CH School of Journalism and Mass Communication, some or all of the time spent in rank at the other school(s) may be counted as time in rank in the School.

**Public engagement.** The School has a long history of engagement with the mass communication professions and external communities. Public engagement refers to scholarly, creative, pedagogical, or service activities for the public good, directed toward persons and groups outside the University of North Carolina at Chapel Hill. The University has declared its commitment to encouraging, recognizing and rewarding engaged scholarship, creative activity, teaching and service. Such activities (in the form of research/creative activities, teaching and/or service) may develop as collaborative interactions that respond to short and long-term professional or societal needs and should be reciprocal and inclusive of communities involved. Engagement can serve the media professions, as well as people in our state, nation or the world through a continuum of academically informed activities.

The University is clear that engaged work is not a prerequisite for promotion and tenure, but the 2009 Provost’s Task Force notes that faculty engagement with the public and engaged scholarship should be valued and evaluated. Products of such activities should have a high-quality, high-value impact in the community—be it industry, profession, government, or other venue—not only in the academy. In the School, such engaged activities will be recognized for tenure and promotion. Faculty who want recognition for engaged activities should describe in their statements how the work meets the definition of engagement. Faculty who present engaged scholarship and/or activities as part of their record must also suggest metrics by which the work can be evaluated for significance and impact. It is expected that such work might be more prominent at certain stages of an individual’s career, but the work should be consistent.

**New forms of scholarship and creative activities.** Faculty may have new forms of scholarship and creative work. That work can come in the form of databases, blogs, websites and other forms that do not resemble traditional journal articles or monographs. The School recognizes that digitally published work is not always peer-reviewed prior to publication and dissemination. Also, faculty often must devote considerable amounts of time to mastering new technologies and methods.

The faculty member him- or herself must accept some of the burden of (a) deciding which work should be evaluated in a tenure or promotion case (most likely in consultation with mentors or the dean), and (b) providing a clear account in the research/creative statement of the goals and significance of such work in terms of audience and contribution to the faculty member's overall research/creative program.

For example, the faculty member should discuss:

- the communities included;
- the frequency and depth of collaboration;
- if the activity is ongoing, such as one that is open to constant revision—and even revision by multiple users;
- outcomes, impact, or presentation of results in multiple forms (audio, video, blogs); and
- the creation of enabling software or databases, web site templates, work processes, etc., that require skill and time but are more oriented to facilitating the work of others than producing finished conclusions of one's own.

For promotion and tenure packages, nonacademic sources might be solicited for supplemental letters attesting to the significance and implemented outcomes of the faculty member's engaged work. These letters would not replace the traditional letters from academic reviewers.

**Interdisciplinary work.** The field of journalism and mass communication has a long tradition of encouraging and valuing interdisciplinary scholarship, creative activity, teaching and service. The University has declared that nurturing and rewarding interdisciplinarity is one of its key priorities. Interdisciplinary work allows both faculty and students to cross traditional departmental boundaries to bring together multiple perspectives and a variety of expertise to address issues and solve problems, often leading to cutting-edge scholarship and teaching.

While participating in interdisciplinary collaborations is not a requirement for promotion and tenure, such activity will be recognized in the School's promotion, tenure and post-tenure review processes. Questions often arise, however, about how to evaluate interdisciplinary work and the contributions of individual participants. It is the responsibility of the faculty member to identify interdisciplinary activities listed on his or her CV; to discuss such activities in the research or creative activity, teaching and/or services statements; and to provide sufficient information and explanation to enable both internal and external reviewers to evaluate the faculty member's contribution to the interdisciplinary activities and the products that may result.

## Overview of the Two Tenure Tracks

**Research Tenure Track.** This is the traditional academic track. Faculty members with a Ph.D. are in this track by definition unless they have been hired specifically to be in the professional track; faculty without the Ph.D. may be in the research tenure track because of their superior research records. An individual may not move from one track to the other after the initial appointment.

For promotion and tenure, faculty members are expected to have established a national, and in some cases international, reputation as scholars; to be outstanding teachers; to have begun establishing a significant service record; and to have begun serving regularly as members, and possibly chairs, of master's and doctoral committees.

**Professional Tenure Track.** Faculty members in this track must have significant professional experience and significant teaching experience or the promise of excellence in teaching when appointed. Occasionally a faculty member holding a Ph.D. may have had primarily a professional, rather than an academic, career and may be hired into the professional track. A faculty member may not move from one track to the other after the initial appointment.

For promotion and tenure, faculty members are expected to have established a national, and in some cases international, reputation in their field of creative activity; to be outstanding teachers; to have a significant service record; and to have begun serving regularly as members, and possible chairs, of master's committees.

### **Scholarship within the Research Tenure Track**

In reappointment, promotion and tenure decisions, the following criteria regarding research and publication are applied:

- Faculty members in this track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national, and in some instances international, reputation in his or her field based on scholarly work.
- No set number of publications is required. Both quality and quantity are important. Collaborative and interdisciplinary work are valued. The reputation and quality of the journals in which refereed articles are published are considered. Reappointment, promotion and tenure require evidence of continuous scholarly productivity. Thus, a gap on a CV — a year or more during which little or no work is published or presented at academic conferences — requires explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility).
- The relative weight given to various types of publications is generally reflected in the order in which they are to be listed on the CV.
- Published research is more important than papers presented at scholarly meetings. While conference presentations are valuable and serve to enhance a faculty member's national and international visibility, all faculty members should plan to convert their conference papers into publications as soon as possible after presentation.
- In the case of co-authored work, evaluators often have trouble sorting out the extent of the individual's contribution. For co-authored works, the faculty member must explain the relative roles of the authors, especially when multiple works have the same authors, and indicate the significance of author order.



- Faculty are encouraged to seek external funding for their research. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.
- In appropriate circumstances, research published in a foreign language will be considered if qualified reviewers fluent in that language can be enlisted to evaluate the research. Foreign publications must be balanced by English-language publications.

The committee, tenured full and associate professors, and external reviewers will consider the candidate's total scholarly record with these questions as guidelines:

- Has the scholarly work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in top journals; citation by others; awards; invitations to publish in anthologies, collections and/or books; use by others in classes; appointment to editorial boards and editor positions.)
- Is the work, as a whole, theoretically based and appropriately grounded in existing literature? Is the methodology consistently sound? Are studies well executed? Are conclusions appropriate? Is the writing appropriate for the intended audience?
- Is the work innovative? Does it have the potential to significantly move the field in new directions? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary?

### **Creative Activity within the Professional Tenure Track**

In reappointment, promotion and tenure decisions, the following criteria regarding creative activity are applied:

- Faculty members in this track are expected to regularly engage in applied research or creative or engaged activity appropriate to their areas of expertise and interests. The nature of such work will vary widely depending on the faculty member's field of practice. For example, professional faculty members may publish their work in traditional scholarly journals, publications aimed at educators, trade publications and/or general circulation publications. They might write textbooks or books targeting particular professional audiences or the general public. They might conduct research that is presented to industry groups. Or, they might write government or corporate policy documents or create projects with media organizations that help to advance the industry/academic dialogue. Likewise, audio, visual and multimedia works might be publicly presented and disseminated in whatever manner and to whatever audience is most appropriate for the work.
- Faculty members in this track should clearly explain in their CVs the impact of their creative activity or applied research as it applies to specific issues or problems, such as those within the media or communications industry. Such impact could be quantified, such as numbers of people affected or policies implemented and resulting effects.
- Promotion to associate professor with tenure requires evidence that the individual has begun to build a national reputation in his or her field. Promotion to full professor

within the professional track requires a national, or in some cases an international, reputation within his or her field based on creative work.

- No set number of publications or projects is required. Both quantity and quality are important. Collaborative and interdisciplinary work is valued. The reputation and quality of the venues in which the faculty member's work appears are considered. Quality of published material and creative works may also be evaluated by their ability to win national awards or be accepted by juries for major exhibits. In the case of new or emerging forms of publication or presentation, faculty should provide the metrics by which the work can be evaluated. Faculty must also clarify their individual contributions to work that is group or student-produced.
- Reappointment, promotion and tenure require evidence of continuous creative or applied research productivity. Thus, gaps on a CV — a year or more during which little or no work is published or presented — require explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility.)
- The relative weight given to various types of publications and creative works is generally reflected in the order in which they are to be listed on the CV. It is recognized, though, that the CV bibliography categories listed below may require some modification for professional-track faculty members, especially those whose work is not print-based.
- Published works are more important than oral presentations at scholarly, professional or educational meetings and workshops. Works reaching a national or international audience carry more weight than those for regional, state or local audiences. Local or regional material may, however, be upgraded to national stature by the winning of national awards or recognition.
- Consideration is given to whether a work is co-authored or co-created. Evaluators have trouble sorting out the extent of the individual's contribution in such cases, and single-authored works provide a clearer picture of the individual's creative contribution. In the case of co-authored works, the faculty member must explain the relative roles of the authors, especially when multiple works have the same authors, and indicate the significance of author order.
- Faculty members who supervise or coordinate student projects, whether part of course requirements, student group advising or a special program, must clearly explain their role in the final product if they want to list this work under creative activity. In most cases, this work would be listed under teaching or service. For example, faculty members should explain the role of producer, coach or editor in the appropriate teaching, service or creative activity statement.
- Faculty are encouraged to seek external funding for their research and/or creative work. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.
- In appropriate circumstances, works published in a foreign language will be considered if qualified reviewers fluent in that language can be enlisted to evaluate the work. Foreign works must be balanced by English-language works.

The School's Committee on Appointments, Promotion and Tenure, the tenured full professors and associate professors, and external reviewers will consider the candidate's total professional/creative record with these questions as guidelines:

- Has the work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in prestigious venues; awards; citation by others; invitations to participate in professional panels or programs and/or to publish in anthologies, collections and/or books; use by others in classes; appointment to editorial boards and editor positions.)
- Does the work, as a whole, demonstrate high standards, innovative approaches, professional excellence and/or creativity? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary? Is the writing or other mode of expression appropriate for the intended audience?