

**Linfield College Department of Journalism and Media Studies
Promotion and Tenure Guidelines
February 2021**

Part 1. Guidelines for Promotion to Associate Professor and the Simultaneous Granting of Tenure

The Journalism and Media Studies department's guidelines focus on outcomes in the areas of teaching effectiveness, professional achievement, and service identified in the Linfield Faculty Handbook. While the department does not apply precise weights to the relative importance of teaching, professional achievement and service in the mentoring and evaluation of candidates for promotion with tenure, the department's ordinal ranking of these areas is teaching, followed by professional achievement, followed by service, in keeping with the Faculty Handbook.

We employ a mentoring-based evaluation process that annually identifies activity-related goals for our candidates in each of these three areas and evaluates progress in achieving them. These guidelines will be shared with all new faculty at the time of hiring, at which point the chair will meet with the candidate and develop a professional plan consisting of a set of mutually agreed upon goals and activities for the areas of teaching, professional achievement and service. The chair and the candidate will assess progress toward the achievement of these goals annually, using the evaluation rubric provided as Attachment 2.

Teaching Effectiveness

Evaluation Criteria

To earn tenure and promotion to associate professor in the Journalism and Media Studies department, candidates must achieve a consistent level of effective teaching by the time of candidacy for tenure and promotion. In the JAMS department, effective teaching exhibits progress toward all of the following outcomes:

1. Knowledge of and enthusiasm for the subject matter;
2. Well-organized courses with syllabi that contain clear articulation of learning goals, performance expectations, policies, course structure, assignments and how students will be evaluated;
3. Careful class planning and implementation;
4. Appropriate expectations for each student, based on the student's knowledge, skills and abilities;
5. Respect for students;
6. Use of fair assessment methods that encourage student progress;
7. Availability for consultation with students;

8. Consistent service as an academic advisor, being available to advisees, and meeting with advisees prior to each registration period to consult with them about their academic plans.

The department values the following activities as contributing to the development of effective teaching:

- Attending workshops and conferences to develop knowledge and skills that will enhance the candidate's teaching;
- Developing new courses to meet the needs of the department or the college;
- Updating or otherwise advancing existing courses offered by the department;
- Participating in interdisciplinary teaching, such as PLACE, INQS, and cross-listed courses;
- Conducting SOTL (scholarship of teaching and learning) research in order to enhance one's courses. (Presenting such research to peers at a conference or publishing it in an academic journal may be counted under Professional Achievement.)

If the candidate desires, effective teaching may also be demonstrated through the following:

- Letters and notes from current and/or former Linfield students;
- Special recognition from graduating seniors;
- Winning a teaching award from the college;
- Winning a teaching award from a regional, national, or international professional association;
- Being invited to share one's pedagogy with colleagues on campus, or at a regional, national or international academic conference; and/or
- Organizing a teaching panel to be presented to campus colleagues, or to a regional, national or international conference.

Evaluation Methods

Teaching effectiveness will be evaluated by departmental colleagues and students. Self-appraisals and performance evaluations will also be used in the process, as follows:

- In years two, four and six (or in accordance with the schedule in the Faculty Handbook), the candidate will meet with the department chair to review the candidate's activities and achievements, after which the candidate will produce a written self-appraisal of progress toward teaching effectiveness. The self-appraisal will specifically reference criteria 1 through 8, above.
- Each year, all tenured members of the department will observe at least one of the candidate's classes, review the syllabus for each observed class, and report their findings regarding criteria 1 through 8 to the department chair using the department's teaching evaluation rubric, included in these guidelines as Attachment 1.

- Teaching evaluations submitted to the Dean by students through the college's course evaluation process may be used to provide information about criteria 1 through 8.

Activities and goals associated with criteria 1 through 8 will be mutually agreed upon by the candidate and the department chair. Goal achievement will be assessed using the rubric provided in these guidelines as Attachment 2. That rubric will be included in the candidate's file, along with the department chair's annual evaluation summary statement, provided in these guidelines as Attachment 3.

Professional Achievement

Evaluation Criteria

The Faculty Handbook identifies five forms of professional achievement to be considered for tenure and promotion:

1. Research or creative work
2. Publications and artistic or professional presentations
3. Peer recognition by professional societies/organizations
4. Study at other institutions for an additional professional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline
5. Professional practice and/or development necessary to maintain competency and credentials.

Some level of activity associated with both forms 1 and 2 above is a necessary condition for a positive departmental recommendation for promotion with tenure. We provide specific guidance for each of these forms of achievement in the paragraphs that follow.

1. Research or Creative Work

Successful candidates for tenure and promotion to the rank of associate professor will demonstrate both past productivity and the likelihood of future productivity in their area of scholarly and/or professional expertise. Faculty may present varying combinations of traditional academic research and creative work (what we would call professional or applied practice, such as writing for the media or producing a documentary). The department considers this mix of scholarly and professional production a strength and benefit to our students and the college. However, some portion of the candidate's file must consist of scholarly activity.

We value several kinds of scholarly and creative work: original research, professional media activity, and other scholarly activity as defined below. We believe that presentation and publication (the second form of achievement listed in the Faculty Handbook) should usually follow from research and creative work, but we also value the process of developing the work. Thus, candidates may include work that has not yet been publicly distributed in their file. This is particularly helpful in demonstrating the likelihood of future productivity. However, development of scholarly or

creative work without any dissemination of the work is insufficient for a positive recommendation for promotion with tenure. The candidate's file must include some instances of public distribution of the candidate's work. This will be addressed in further detail in section 2 (Presentations and Publications).

Because of the nature of the work done in our department—which may include both applied and scholarly activity—faculty may choose to categorize collaborative research with students as teaching or professional achievement. It is up to the candidate to determine and explain how he/she regards the specific collaborative project, depending on the genesis of the project, the nature of student involvement, and the degree and type of guidance provided by the faculty member in the development of the project. However, projects initiated and driven by students, with guidance from the faculty member, are not likely to be viewed by the tenured faculty as achieving this outcome.

Original Research

The department places a high value on the development of original research. Ongoing or as-yet-unpublished research may be documented in the candidate's file. This includes work in progress, as well as manuscripts submitted but not yet accepted for publication. Original research may be on any topic related to: journalism, public relations, advertising, entertainment, social media or media generally; the teaching of media and/or mass communication courses; or mass communication/media studies curricula. We also value interdisciplinary scholarship, as long as it has a clear connection to our discipline.

Creative Work: Professional Media Activity

The department highly values creative work in the form of professional media and communications practice and production. Faculty members may use their expertise in the media and strategic communication professions to create, edit, organize, direct or otherwise facilitate the production of media content. Professional media activity may include but is not limited to the development of electronic, visual or print media content in the form of text, photography, audio or video programs, or multimedia productions, as well as public relations and advertising plans and materials. The process of developing such creative work enhances our professional expertise and our teaching.

By its very nature, media content is intended to reach an audience. Thus, we expect that after a reasonable gestation period—the length of which will vary depending on the project—the candidate will find a public outlet for professional media work. Thus, we value the creation of the work, but we place a higher value on the public presentation of the work. This will be discussed further in section 2 below.

Appropriate professional media products/outlets include but are not limited to:

- Television program or film (writing or producing)
- Radio program or podcast (writing or producing)
- A public viewing (as for a film)
- Magazine or newspaper article or photography

- Gallery exhibit (as for photos or videos)
- Website or blog
- Social media
- Advertising
- Strategic communication plan
- Promotional materials, such as brochures and posters
- Other public relations materials that are distributed to the news media or directly to a specific audience
- Entire publication (e.g., book, magazine, comic book, newsletter or graphic novel)

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Other Scholarly Activity

The department also values other types of activity that engage faculty members' scholarly expertise. These may include, but are not limited to:

- Serving as a reviewer for an academic conference or journal and/or for external grant applications.
- Serving on the editorial board of a scholarly journal or other professional publication.
- Developing a panel or workshop on research, teaching, or professional freedom and responsibility for an academic or professional conference.
- Participating in fellowships with professional organizations or other national/international programs, such as Fulbright, to gain knowledge pertinent to one's scholarship.
- Obtaining knowledge regarding the rapidly changing fields of mass communication as relevant to scholarly activity.

2. Presentations and Publications

As noted above, candidates for promotion to associate professor with tenure must find public outlets for their research or professional media work in order to receive a positive departmental recommendation, and some portion of their work must be scholarship. At a minimum, candidates must have made three public presentations of their work and had a minimum of three scholarly or creative works published or otherwise documented and distributed. Presentations and publications achieved prior to appointment at Linfield (e.g., as a media professional, as a graduate student, or as a faculty member at another institution) will be included in the files of candidates for tenure and promotion to associate professor and will be considered in promotion decisions.

For all of the activities described below, "peer review" means the evaluation of the candidate's work by one or more people competent to do so. Such reviewers include but are not limited to referees for journals and conference submissions; session chairs at conferences; editors of journals, books, magazines, newspapers, newsletters and websites; book publishers; film festival judges; executives of radio and podcast networks; executives of television and streaming networks; and film executives. Peer review may be either blind or open and includes invitations from editors, session chairs, conference organizers, judges, executives, etc.

Presentations of Original Research

Among presentations, the department places the highest value on peer-reviewed presentations of original research made at academic or professional conferences. We are agnostic regarding the form of the presentation (i.e., PowerPoint, poster, panel or other configuration) as long as the content of the presentation is the candidate's original research. We value presentations made at international, national and regional conferences equally.

Presentations on Pedagogy

Peer-reviewed presentations on education-related topics (e.g., teaching philosophy, strategies, techniques or technologies) at international, national or regional academic conferences are also valued. As noted above, this includes presentations that have been proposed and approved through a competitive selection process as well as presentations that have been invited based on the candidate's reputation for excellent teaching.

Non-Conference Presentations

We also value presentations in which the candidate shares professional or scholarly expertise to non-conference audiences, as in speeches to community groups and guest lectures at other institutions. This includes presentations that have been proposed and approved through a competitive selection process (such as TED talks), as well as presentations that have been invited based on the candidate's expertise.

Publication of Original Research

Among scholarly publications, the department places the highest value on publication of the candidate's original research in peer-reviewed scholarly journals and books. Such publications may be distributed in print or online. Co-authorship is equivalent to single authorship. No prejudice is ascribed to the ordering of authors' names on co-authored works. Candidates may include manuscripts accepted for publication (in press) but not yet published. In such cases, candidates should place documentation of the acceptance in their dossier.

Such publications may include, but are not limited to:

- Journal articles
- Monographs
- Chapters in edited scholarly volumes (anthologies)
- Scholarly books

Other Scholarly Publications

The department also values both authorial and editorial roles in the creation of scholarly publications that do not consist of the candidate's original research. Such publications may include, but are not limited to:

- Textbooks
- Edited scholarly volumes wherein the faculty member is the editor of the anthology
- Prefaces, prologues, and introductions to texts
- Encyclopedia entries
- Essays in journals or discipline-specific newsletters

- Reviews of books and other media in journals or discipline-specific newsletters

As with publications of original research, these publications may be distributed in print or online; co-authorship/editorship is equivalent to single authorship/editorship; no prejudice is ascribed to the ordering of authors' or editors' names on co-authored/co-edited works; and candidates may include manuscripts accepted for publication but not yet published (along with documentation of the acceptance).

Presentation and/or Publication of Creative Work

As noted above, candidates for promotion and tenure may also demonstrate professional achievement through professional media practice and production. Creating and publishing or presenting one's work through professional channels is a form of professional achievement, regardless of subject matter. When this kind of creative work is presented in a public forum, it demonstrates our expertise and positions us as experts in the discipline, which brings positive attention to the college.

Professional media activity may include but is not limited to:

- Publishing articles in newspapers, magazines, websites, or newsletters.
- Creating, editing, and distributing text, audio, video, or multimedia productions for a variety of audiences.
- Developing and implementing strategic communication campaigns (e.g., public relations or advertising) for client organizations.
- Exhibiting collections of text, audio, visual, or multimedia works through physical or electronic channels, such as a gallery or curated website.
- Demonstrating engagement as a public intellectual through media practice, as in publishing letters to the editor or newspaper editorials, or providing expertise to media outlets.
- Contributing original content to online networks of professionals, academics, and/or the public.

Also meritorious but not expected of assistant professors:

- Editing a newspaper, magazine, website, or newsletter, or serving on the editorial board of such a publication.
- Giving presentations to audiences of practitioners and/or policymakers.
- Consulting with or contributing professional services to organizations or agencies in ways that utilize the faculty member's expertise.
- Obtaining knowledge and skills with regard to the rapidly changing fields of mass communication as relevant to professional media activity.

3. Peer Recognition by Professional Societies/Organizations

We do not expect to see anything in this category of achievement for assistant professors, though any awards or recognition bestowed by professional societies or associations for the candidate's scholarly/creative work would certainly enhance a candidate's file.

4. Study at Other Institutions for Additional Professional Credential

We value this if the study is relevant to the candidate's teaching assignments or research area. For faculty who do not already have a doctoral degree, progress toward or completion of a Ph.D. in mass communication or a related discipline will enhance a candidate's file. In addition, progress toward or completion of a degree or credential related to the candidate's teaching assignments or research/creative area (e.g., a law degree for someone who teaches media law) will enhance a candidate's file.

5. Professional Practice and/or Development Necessary to Develop or Maintain Competencies and Credentials

All Journalism and Media Studies faculty are expected to maintain current knowledge of the rapidly changing fields of mass communication and professional media practices pertinent to their teaching assignments. Candidates for associate professor with tenure are not expected to do more than that in terms of developing or maintaining their competencies. However, if they should do any of the following activities while an assistant professor, we would view that as meritorious.

- Participating in fellowships with professional organizations or national/international programs, such as those offered by the Poynter Institute, the Plank Center for Leadership in Public Relations, the Institute for Public Relations, the American Press Institute, etc.
- Participating in "externships" at media organizations, public relations or advertising agencies or in-house public relations or advertising departments, such as those sponsored by the Plank Center for Leadership in Public Relations, the Scripps Howard Foundation, and the Society of Magazine Editors.
- Doing professional media work on a freelance or pro-bono basis to develop and/or maintain competencies related to teaching assignments
- Enrolling in courses or workshops offering professional training that is relevant to the faculty member's teaching assignments, such as those offered by the Poynter Institute, the Public Relations Society of America, and universities.

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Evaluation Methods

Professional achievement will be evaluated by departmental colleagues. Self-appraisals and performance evaluations will also be used in the process, as follows:

- Each year, the candidate will produce a written self-appraisal of the candidate's professional work and progress toward professional-achievement goals. The self-appraisal must reference some of the forms of professional achievement described above, including research/creative work and publications or presentations.
- All tenured members of the department will review the candidate's self-appraisal, C.V. and samples of professional work, and will then forward observations about them to the department chair.
- For the tenure decision, a sample of the candidate's professional work may be sent to an external, peer evaluator for review and comment. This external evaluation could be used, for example, when peer review of work submitted to a journal has not yet been completed

or when the other tenured faculty in the department lack expertise in the candidate's area of specialization.

Activities and goals associated with these outcomes will be mutually agreed upon annually by the candidate and the department chair. Goal achievement will be assessed using the evaluation rubric provided in these guidelines as Attachment 2. That rubric will be included in the candidate's file, along with the department's annual evaluation summary statement, provided in these guidelines as Attachment 3.

Service

To earn promotion to associate professor with tenure in the Journalism and Media Studies department, candidates must provide evidence of participation in the governance and operation of both the department and the college as a whole. Service to the larger community or to professional organizations are meritorious but not expected.

In the Journalism and Media Studies department, we value the following forms of service:

- Participation on college or university-wide standing committees and working groups.
- Participation on search committees outside of the department.
- Participation in departmental affairs, such as regularly attending department meetings; assisting with departmental events (e.g., Competitive Scholarship Day, Department Open House); applying expertise when needed, especially as that expertise may assist the department chair (e.g., lab maintenance, technology tasks, budget-requests research); recruitment (e.g., meeting with prospective students); and participating in collaborative decision making regarding such things as the course schedule and load sheets.
- Regular engagement in the first-year experience program, e.g., first-year advising (formerly Colloquium) or participating in orientation or Jan term activities.
- Work with student organizations.
- Service to the external community, such as providing professional advice or work pro bono to governmental or other community organizations.
- Service to a professional society/organization in roles ranging from a reviewer to an officer.

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The candidate's service will be evaluated by department colleagues. Self-appraisals and performance evaluations will also be used in the process, as follows:

- The department chair will solicit comments from individuals (faculty, staff, administrators, students, alumni, community members, etc.) who have served with the candidate on a committee or working group or collaborated with the candidate on other service functions.
- Each year, the candidate will produce a written self-appraisal of the candidate's service and progress toward service goals, based on participation in some combination of items 1 through 6 above.

Activities and goals associated with these outcomes will be mutually agreed upon annually by the candidate and the department chair. Goal achievement will be assessed using the evaluation rubric

provided in these guidelines as Attachment 2. That rubric will be included in the candidate's file, along with the department's annual evaluation summary statement, provided in these guidelines as Attachment 3.

Note: This document was developed after reviewing and considering the tenure and promotion guidelines of comparable mass communication programs in other small liberal arts colleges, as well as the standards of the national accrediting board for journalism and mass communication programs, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). ACEJMC's Standard 5: Scholarship: Research, Creative and Professional Activity states: "With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development" (see <http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML#std5>). Other institutions whose guidelines regarding promotion and tenure we consulted include Barton College, Simpson College, Stonehill College, Trinity University, and Western Washington University.