

# School of Journalism and Mass Communication Faculty Handbook

Revision: Spring 2020, Spring 2018, Fall 2016

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Approved \_\_\_\_\_ (Dean) Date \_\_\_\_\_

Approved \_\_\_\_\_ (Provost) Date \_\_\_\_\_

# **School of Journalism and Mass Communication Faculty Handbook**

## **Revision: Spring 2018, Fall 2016**

### **SECTION I. MATTERS OF SCHOOL GOVERNANCE AND RELATED PROCEDURES**

This Handbook is designed for the governance of the School of Journalism and Mass Communication. The policies contained in this Handbook are consistent with the University Policy Register, the Handbook of the College of Communication and Information, the University Faculty Handbook, Graduate Studies policies and regulations, and the faculty Collective Bargaining Agreements. The policies of the above-named groups take precedence over School policies.

#### **Revision of the Handbook**

This Handbook was approved initially by the Faculty Advisory Committee (FAC) on July 20, 1988, and it is reviewed at least once every three years. The Director and a committee of faculty members shall conduct the review and present recommendations to the FAC for approval. Alterations or amendments to this Handbook may be recommended by the FAC, or upon direction from the Director or Dean of the College of Communication and Information, or by other administrative officers of the University, in order to reflect changes in School, College, University, or other policies. Alterations or amendments to the Handbook by the FAC are subject to approval by the Director and the Dean.

During regular faculty meetings, a faculty member may move to change any provision of the Handbook. After a proper second and discussion, the change will be voted on. A simple majority is necessary to amend or alter the Handbook.

#### **Voting Requirements**

To be eligible to vote on changes or additions to the Handbook, one must be a member of the FAC.

#### **Committees**

##### **Faculty Advisory Committee**

The Faculty Advisory Committee is the main instrument for faculty participation in School governance. The committee is advisory to the Director on a variety of issues and, given its importance, shall be regularly informed by the Director as to the outcome of its recommendations.

The FAC shall consist of all full-time tenured, tenure-track and full time non-tenure track faculty members in the School of Journalism and Mass Communication at the Kent and regional campuses. (Full time non-tenure track faculty may not vote on issues regarding tenure-track faculty.) Faculty with joint appointments in the School of Journalism and Mass Communication and other units of Kent State University whose workload statements are approved and/or whose reappointment, tenure and promotion decisions are based in JMC are members of the JMC FAC. In accordance with the Tenure-Track Collective Bargaining Agreement (TT CBA), Article VI, Section 3, Paragraph A, if NTT faculty ever outnumber TT faculty on the JMC FAC, the number of NTT faculty voting members will be reduced in a manner to be determined by the Director in consultation of the FAC so that TT faculty retain a majority of votes in the FAC.

Students are welcome and encouraged to attend Faculty Advisory Committee meetings. However, students are not permitted to attend discussions on personnel matters. One tenured member of the FAC will be elected to serve a two-year term on the College Advisory Committee.

The Faculty Advisory Committee advises the Director on such matters as:

1. All curriculum matters
2. Personnel matters
3. School governance
4. Faculty load policy, both in implementation and revision
5. Course scheduling
6. School standards and objectives
7. Expenditure of School money
8. Any other matters deemed appropriate by the Director

The FAC advises the Dean on the appointment of an Interim School Director and participates in the search for a School Director as provided for in Article VI, Section 8, Paragraph A of the TT CBA.

### **Graduate Faculty Committee**

1. The Graduate Faculty Committee shall consist of all tenured or tenure-track faculty members holding graduate faculty status (with the exception of those holding temporary status), chaired by the Associate Director or the Graduate Studies Coordinator(s). This is a separate committee from the smaller curriculum- and assessment-focused Graduate Studies Committee.
2. The Graduate Faculty Committee will formulate and update the criteria used in determining the graduate faculty status of each member of the unit. Upon approval by the Director of the School and the Dean of the College of Communication and Information, these criteria will be used to determine the graduate faculty status of each member of the School of Journalism and Mass Communication. Faculty conferred with graduate status are

expected to regularly serve as advisors for graduate students as well as directors/committee members for graduate student theses and projects.

3. The Director and Associate Director, in consultation with the Graduate Faculty Committee, will recommend to the Dean the appropriate graduate-faculty status for those members of the unit. Votes upon faculty status require a simple majority of the Graduate Faculty Committee for recommendation for graduate-faculty membership. When a member of the committee is considered, that member will be absent from the deliberation and vote.

### **Ad Hoc Reappointment, Tenure and Promotion Committees**

The Ad Hoc Reappointment, Tenure and Promotion Committees are established in accordance with the University Policy Register 6-14 through 6-16.

### **Undergraduate Studies Committee**

The Undergraduate Studies Committee (USC) is charged with overseeing curriculum and assessment across the undergraduate programs. It is this committee's responsibility to support the School in carrying out a continuing assessment of various School programs.

Working with faculty members, the USC will suggest curricular changes to the faculty in regular meetings. It will include the following members:

1. The Undergraduate Studies Coordinator, who serves as chair.
2. The Associate Director of the School shall be an ex officio member.
3. Four representatives elected annually, one each from Journalism, Digital Media Production, Public Relations, and Advertising.
4. Up to two at-large representatives.
5. At least one of the representatives should be a non-tenure track faculty member. However, tenure-track faculty should constitute a majority of this committee, according to the TT CBA.
6. One member of this committee will be elected as the School representative to the College Curriculum Committee.

### **Graduate Studies Committee**

The Graduate Studies Committee (GSC) is charged with overseeing curriculum and assessment across the graduate programs. It will include the following members:

1. The Graduate Studies Coordinator shall be the chair.
2. The Associate Director of the School shall be an ex officio member.
3. The graduate interest areas shall each be represented by one elected committee member.
4. Two additional members at-large may be elected.
5. A graduate student enrolled in the JMC master's program shall be appointed to the committee by the Graduate Studies Coordinator. The graduate student is a non-voting committee member.
6. Only members of the JMC Graduate Faculty Committee may be elected to the Graduate Studies Committee. Members of the Graduate Studies Committee shall be elected by the Faculty Advisory Committee.
7. The length of term of each elected committee member shall be two years.
8. To ensure continuity, the election of members of the Graduate Studies Committee shall be held at the beginning of the second year of the Graduate Studies Chair's two-year term. The Graduate Studies Coordinator in consultation with the Director of the School will nominate a slate of candidates for election, and nominations also will be accepted from the floor.

### **Academic Complaint Committee**

The Academic Complaint Committee is established to deal with student academic complaints, as provided for in the University Policy Register 4-02.3.

Before a graduate or undergraduate student pursues an academic complaint before the Director, Associate Director and Academic Complaint Committee, the student must first take the matter up with the faculty member concerned. See the procedures for informal resolution in the University Policy Register, Section 4-02.3 (F) (1).

After all the channels within the School have been exhausted, the Student Code of Conduct, the University Policy Register and the Graduate Studies Role and Status of Graduate Student Appointees document provide additional procedures to follow. Faculty members' rights shall not be abridged in cases involving a grade change.

### **Search Committees**

Search Committees are convened by the appropriate Director or Dean in cases where faculty or administrative vacancies require faculty input prior to hiring.

## **Regional Campus Faculty**

Regional campus faculty and the programs in which they are involved are integral parts of the operation of the School and the preparation of students in the first two years of their academic careers. Tenured, tenure-track and full time non-tenure track regional campus faculty shall be expected to attend all general faculty meetings and maintain a close consultation and relationship with the Kent Campus faculty. Regional campus faculty shall be represented on JMC committees in accordance with the TT CBA, Article VI, Section 6.

Under normal circumstances, the appointment held by a regional campus faculty member shall subject the faculty member to the reappointment and tenure guidelines of the regional campus. Instructors approved to teach JMC courses at regional campuses are encouraged to meet with a representative of the School before the term starts, to review the syllabus, course content, recommended text(s) and assignments for each course. This policy will be administered by the Director, in collaboration with the Associate Director and sequence coordinators.

## **Representatives to Other Governance Units**

The School is entitled to representation in other College and University bodies. Positions and the qualifications for election to key posts are noted below, although representation on additional standing and ad hoc University committees is to be expected:

### **1. College Advisory Committee**

The representative shall be a tenured member of the FAC and is elected by the members of that body for a two-year term.

### **2. College Curriculum Committee**

One member of the Undergraduate Studies Committee shall be elected as the School representative to the CCC.

### **3. College Graduate Coordinators Council**

The representative to this unit shall be (one of) the Graduate Studies (Co-)Coordinator(s).

### **4. School Director Performance Review Committee**

The School faculty will participate in performance reviews of the School Director as provided for in Article IV, Section 8, Paragraph B of the TT CBA.

## **SECTION II. TEACHING ASSIGNMENTS AND WORKLOAD INCLUDING WORKLOAD EQUIVALENCIES AND RELATED PROCEDURES**

### Faculty Instructional, Professional and Ethical Responsibilities

The Faculty has instructional responsibilities in the areas of class management, basic pedagogy and student relations. Faculty members also have professional responsibilities to themselves, their colleagues, their students and their profession. These policies are listed in the University Register. Proper ethical conduct is expected of all faculty members, as is confidentiality of information about students or colleagues as stipulated by the Family Educational Rights and Privacy Act (FERPA).

### **Faculty Workload**

#### **Teaching Assignments**

Assignment of faculty to structured courses is made by the Director and Associate Director, taking into account the recommendation of the sequence coordinator and the expertise of the individual faculty member. After formulation of a tentative teaching schedule, the Directors shall make available to all faculty members a copy of this schedule and invite comments and recommendations for alterations, additions, etc. The final decision, however, is the Director's.

#### **Tenure-Track Faculty**

The University Policy Register 6-18 requires all regular, full-time tenure-track faculty to teach 24 credit hours per academic year, or the equivalent. Faculty members can teach fewer hours of undergraduate courses if they are engaged in teaching graduate courses, conducting research, creating seminars, or advising individual investigations, student research, theses, and dissertations.

For each term of the regular academic year, the Director shall provide each tenure-track faculty member with a statement of his/her workload, including the number of credit/workload hours to be devoted to instructional assignments and the number of hours to be devoted to other responsibilities. Normally, this statement should be provided no later than thirty (30) days prior to the end of the academic semester preceding the semester for which the workload is assigned. See the Tenure-Track Collective Bargaining Agreement (TT CBA), Article IX, Section 2 (C).

The TT CBA, Article IX, Section 2 (D) requires tenured and probationary faculty to submit a workload summary report to the director by the end of the spring semester. This report should include a brief summary of the previous year's "efforts, accomplishments, scholarly contributions, ongoing professional activities, service and interests during that academic year."

Along with this information, faculty members should provide the course syllabi for each course taught, and a link to their curriculum vitae.

If faculty members want to receive an equivalency for research (typically 3 credit hours) or for some other reason explained below, they must also specify the research and creative activity they plan to do in the coming year, the number of theses/projects they plan to direct and other specifics regarding their reasons for asking for a load equivalency.

### **Full Time Non-Tenure Track Faculty (FTNTT)**

The workload for FTNTT faculty is explained in Article IX of the FTNTT Collective Bargaining Agreement (FTNTT CBA). All full time non-tenure track faculty are assigned a workload of fifteen (15) credit hours per semester, thirty (30) credit hours for the academic year, or the equivalent.

For each semester of the regular academic year, each FTNTT faculty member shall receive a statement of his/her specific workload assignment at least thirty (30) days prior to the beginning of the semester. This statement shall include the number of credit hours assigned to classroom instruction and/or the number of credit hours assigned to other duties consistent with the FTNTT faculty member's track. See the FTNTT CBA Article IX, Section 1 (E).

A FTNTT faculty member seeking a load equivalency for research or some other reason explained below should submit a request to the director by the end of the spring semester of the previous year. The request should include specifics about research or creative activity planned, leadership in professional organizations, and other reasons for the request.

### **Load Equivalencies for Tenure-Track and Full Time Non-Tenure Track Faculty Members**

For both tenure-track and full time non-tenure track faculty, specific load equivalencies are left to the School and the Director, with the approval of the Dean.

Load equivalencies may be made for various reasons, including but not to be limited to those described below.

#### **1. Adjustments for Teaching:**

- a. Faculty members assigned to teach courses that meet for more than three hours per week may qualify for a load adjustment based on the load equivalence assigned to those courses. Load equivalency for courses with more than three contact hours per week will be determined at the time preliminary teaching assignments are made, by adding the number of credit hours to the number of contact hours and dividing by two. (Thus, a three-credit-hour course that meets for five hours per week would carry four load hours.)

The Director will make every effort, within the confines of available faculty and monetary resources, to use this adjusted load equivalency rather than credit hours in making final teaching assignments. A 12-hour semester teaching load should not include more than two courses of more than three in-class hours each.

b. According to the TT CBA, Article XXI, Section 4, tenure-track faculty engaged in developing distance/distributed-learning courses will receive workload equivalencies unless the distance education assignment is an overload, in which case the standard overload compensation rate applies. These provisions also apply to full time non-tenure track faculty, as provided for in the FTNTT CBA, Article XVIII, Section 1, Paragraph B.

c. Faculty teaching large-enrollment sections of more than 75 students may qualify for load equivalencies or graduate-assistant support.

d. Curricular development – of new courses, concentrations, or significant revisions to major areas of study – may qualify for a maximum of one load equivalency per semester during the semester in which the revision will be completed. Team-teaching assignments related to capstone courses, especially those with community partners, new instructors or instructors housed in other schools, may also qualify for a load equivalency.

e. Faculty members engaged in active direction of unstructured teaching activities, graduate theses, papers, projects, or independent studies, undergraduate independent studies, or internships may qualify for load adjustment for work beyond that normally expected of full-time faculty during the school year. Load adjustments for graduate thesis, dissertation, and project committee service and advising will be determined by a metric developed by the Graduate Studies Committee.

## 2. Adjustments for Student Media Assignments:

The School recognizes the critical role of student media in providing hands-on experiential learning for students. Advisers and full-time staff support student leaders and provide continuity for student media to produce excellent news, information and entertainment content across media platforms. (Advisers with an “e” refer to those advising student media. Advisors with an “o” refer to those advising graduate projects or theses, as well as those serving in an academic advising capacity.)

Given the convergence of media in the marketplace and in student media, the roles of student media faculty advising and full-time staff support have been in transition. The School will allot appropriate faculty load equivalencies per year to student media advising and will from time to time add adjunct or consulting services to address particular needs. The Director should consult with the FAC regarding faculty and staff support for student media and also should advise the Student Media Board. Consideration should be given to load equivalencies for other student media advising

when priorities and budgets permit, such as non-JMC student media and club/organization activities.

Workload equivalencies for faculty in the School of Journalism and Mass Communication for advising student media organizations are considered an essential part of the program. For each three hours of workload equivalency, faculty members are expected to spend the equivalent of 135 hours over the course of the workload equivalency performing tasks as detailed in Section V.

The School recognizes the value of advising contributions for promotion and tenure decisions. These contributions also are material for Merit Award consideration when funds are available.

### 3. Adjustments for Administrative Appointments:

Administrative appointments are subject to changes in administrative structure, assignment of non-faculty support staff, budget, and priorities of the School, College and University. Undergraduate and graduate coordination are top priorities for administrative support.

Other administrative appointments that may be considered include:

School Center Directors or Chairs may be entitled to load equivalencies, depending on the nature and volume of the Center's activity and the level of external funding.

Coordination of multi-section classes may merit load equivalencies.

Coordination of graduate programs may merit load equivalencies.

Recruiting and retention assignments may merit load equivalencies. Faculty engaged in these activities may receive up to three hours of load for attending recruitment and retention events, giving tours, meeting prospective students, serving on college and university committees devoted to this effort, and spearheading strategies to recruit and retain students.

The Director should consult each semester with the FAC on appropriate levels of administrative support and workload equivalencies.

### 4. Adjustments for Scholarly/Creative Work:

Faculty members actively engaged in scholarly/creative work, as demonstrated by consistent publication and presentation, may receive up to a three-hour per semester equivalency. The Director, in consultation with the Associate Director, will evaluate the performance of each faculty member annually, informed by the annual workload summary required of full-time faculty each year and based on the required criteria provided in

Sections III and IV of this Handbook. Faculty nearing tenure and promotion may merit special consideration for scholarly/creative equivalencies.

5. Adjustments for Involvement in University Governance:

Service on Faculty Senate or union leadership may require some load adjustment or course schedule arrangement for the term of service and is to be arranged with the Director.

6. Adjustments for Professional Development for Full Time Non-Tenure Track Faculty

FTNTT faculty members may request and be considered for workload equivalencies for the purpose of professional development. The conditions, process and limitations pertaining to such requests are described in the FTNTT CBA, Article XVI, Section 3.

*Criteria for Evaluation of Workload Equivalencies*

(Criteria should be developed by the director in consultation with the FAC.)

## **SECTION III. RTP CRITERIA AND THE CRITERIA AND PROCESSES RELATING TO OTHER FACULTY PERSONNEL ACTIONS**

### **Reappointment, Tenure, Promotion for Tenure-Track and Full Time Non-Tenure Track Faculty**

#### **Reappointment for Tenure-Track Faculty**

The policies and procedures for reappointment are included in the University Policy Register 6-16 and Addendum C of the Tenure-Track Collective Bargaining Agreement (TT CBA). Each academic year, reappointment guidelines for faculty are distributed by the Office of the Provost. These guidelines will be given to all tenure-track faculty and Ad Hoc Committee members. Tenure-track faculty members are reviewed by the Department's Ad Hoc Reappointment Committee.

For tenure-track faculty, reappointment is contingent upon demonstration of appropriate progress toward the requirements for tenure. Performance expectations develop from initial letters of appointment, any additional written initial expectations and the Director's annual reappointment letters. These expectations of individual faculty members may differ significantly, given each faculty member's experience, background and assignments. In annual reappointment materials, the faculty member must establish and articulate both short- and long-term goals, then document progress toward meeting those goals. Specific concerns expressed by the Ad Hoc Reappointment Committee members and/or the Director in annual reappointment reviews during the probationary period must be addressed by the faculty member in subsequent reappointment reviews.

According to the University Policy Register (6-14) and Addendum B of the TT CBA assistant professors following the traditional tenure clock are granted or denied tenure by March 15 of their sixth year. However, if an assistant professor carries some years of credit toward tenure, he or she could be eligible earlier. The maximum credit toward tenure is typically two years, but "in extraordinary circumstances" additional credit may be granted at the time of appointment after consultation with the Faculty Advisory Committee. Faculty members appointed as either associate professors or professors have a three-year probationary period before they are eligible to apply for tenure.

For faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical. Upon completion of the third year of the probationary period, faculty reviewing a candidate for reappointment should consider the record of the candidate's achievements to date. This record should be considered a predictor of future success. The hallmark of a successful candidate is compelling evidence of positive development in teaching, scholarly/creative activity, and service, per the criteria detailed in this section of the Handbook.

If concerns about a faculty member's performance are raised during the reappointment process, the Ad Hoc Reappointment Committee and the Director shall provide detailed, prescriptive comments to serve as constructive feedback. If such concerns arise during a review that occurs after completion of three (3) full years in the probationary period, the Director and the candidate's mentor, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the School's tenure and promotion expectations; however, the candidate is solely responsible for her/his success in implementing this plan. Failure to meet performance expectations or failure to satisfactorily address concerns expressed by the Ad Hoc Reappointment Committee or by the Director may result in a negative reappointment recommendation to the Dean.

### **Tolling Policy**

From time to time, personal and/or family circumstances may arise that require a probationary faculty member to request that her/his probationary period be extended. Upon request, a faculty member may be granted an extension of the probationary period, which has been traditionally called "tolling" or "stopping the tenure clock." The University policy and procedures governing modification of the faculty probationary period are included in the University Policy Register. (See University Policy Register 6-13)

### **Tenure and Promotion for Tenure-Track Faculty**

The policies and procedures for tenure and promotion are included in the University Policy Register 6-14 and 6-15 and in Addenda A and B of the TT CBA. Each academic year, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. These guidelines will be given to all tenure-track faculty and Ad Hoc Committee members.

Tenure and promotion are separate decisions. The awarding of tenure must be based on convincing, documented evidence that the faculty member has achieved:

1. a strong record of effective instruction and curricular engagement
2. a significant body of scholarly/creative work that has undergone meaningful peer review and that has had a demonstrable impact on her/his discipline and profession, meeting or exceeding expectations as defined in initial appointment letters and other written initial expectations and in annual reappointment letters (See below for further detail.)
3. a track record of effective service relevant to the mission of the School and to the mission of the University

Tenure considerations may include evaluation of accomplishments prior to arrival at Kent State University, but primary emphasis should be on work conducted while on the tenure track. Such considerations also may include grant proposals submitted but not funded, proposals pending,

creative works and papers “in review” or papers “in press,” graduate students currently advised, and any other materials that may reflect on the candidate’s potential for a long-term successful career. The tenure decision is based on all of the evidence available to determine the candidate’s potential to pursue a productive career.

Promotion, on the other hand, is based solely on a candidate’s accomplishments completed during the review period.

Candidates for promotion to Associate Professor must meet all the qualifications for tenure. They must also show potential for a career likely to achieve national/international recognition, as evidenced by the body of work presented in the promotion file.

Promotion to Professor recognizes the highest level of university achievement and national/international prominence. Evidence for this prominence includes:

1. sustained excellence in teaching and service;
2. a record of scholarly/creative activity in highly significant venues that has undergone meaningful peer review and that has had a demonstrable and sustained impact on the candidate’s discipline and profession;
3. a record of substantial prominence in and impact on the field.

External funding for scholarly/creative activity or programmatic support also provides strong evidence of prominence and external validation of excellence. Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for tenure and advancement in academic rank. The overall evaluation of a candidate for tenure and promotion shall include consideration of the faculty member’s personal integrity and professional behavior, as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek tenure and promotion in the School.

### **Criteria for Tenure and Promotion for Tenure-track Faculty**

The School of Journalism and Mass Communication hires tenure-track faculty at the assistant professor level, generally with a terminal degree of either a Ph.D., J.D., or a M.F.A.; or a master’s degree with significant professional experience, as determined by the search committee in consultation with the Director and Dean.

#### **1. Teaching**

Faculty are expected to develop a strong track record in the classroom, as exhibited by responsiveness to teaching evaluations from professional colleagues and teaching peers, as well as students, professional improvement and industry engagement as appropriate.

Criteria for the evaluation of teaching are listed in Table 1 in the Appendix to this Section of the Handbook. Course revision is defined as making a substantial modification to a course, such as addition of distance learning options or multi-media instruction, formally proposing to change course content/format, etc. Other information, such as written comments from students, colleagues within and beyond the School, College, or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including all student comments) must be submitted as part of a candidate's file for reappointment, tenure and promotion. Copies of representative syllabi, examinations, and other relevant teaching material also should be available for review.

## **2. Scholarly/Creative Work**

The School's tenured and tenure-track faculty are expected to be engaged in endeavors that support the School's mission. It is expected that these activities will lead to presentation and then to publication in quality scholarly or professional venues. Evaluation criteria are listed in Table 2 in the Appendix to this Section of the Handbook.

The quality of the work and the venues are important components in tenure and promotion decisions. Tenure is granted with the expectation that the faculty member will continue to be engaged at the same or a higher level of quality.

Given the School's professional mission, published journalism of the highest quality qualifies as published research, using standards defined in more detail below.

Publication, for purposes of this document, is used in the broadest sense to include multiplatform distribution to defined audiences in print, web, audio, video, or mobile formats. Considering the proliferation of open-access information and audience-generated content, we anticipate that scholarly/creative activity may be published and evaluated in new ways, such as online or in other digital venues. It is up to the tenure or promotion applicant to assess and document how his or her work is significant in leading professional change. Such documentation must include meaningful peer review conducted in a detached and dispassionate manner.

Generally, the School expects tenure-track faculty to build a body of scholarly, journalistic, and/or creative work that:

- a. shows substantial and consistent engagement by exhibiting focused growth that is documented by professional evaluations or assessments.
- b. extends to publication or presentation in appropriate professional or academic venues as defined below.
- c. engages peer or juried review or other evidence of detached, dispassionate vetting by peers or recognized experts as defined below.

d. creates a positive recognition and reputation for those scholarly and creative endeavors, leading in time to national recognition measured by citations or letters of recognition, invitations to present or publish, awards and honors, or other documented means.

e. aids communities and media organizations in better understanding their roles in a democratic society and/or advances the body of knowledge about the processes, economics, uses, effects, freedoms, and responsibilities of professionals and audiences of journalism and mass communication. The School recognizes the importance of faculty working in and with emerging media and technologies. Such work is essential to the future of media-related businesses and organizations. We also encourage faculty to build partnerships locally, regionally, and nationally.

### **3. Service**

The School defines service as administrative service within the university, professional service through academic and professional associations and provision of professional expertise to public and private entities beyond the university.

Service activity is expected and required; however, service of any magnitude cannot be considered more important than a candidate's teaching and scholarly/creative responsibilities. Nonetheless, a faculty member's willingness to make contributions to the overall progress of the School is an important measure of the faculty member's fitness for tenure or promotion.

Contributions as a University citizen include service to the School, the College, and the University as outlined in Table 3. The merits of University service should be evaluated as to (1) whether or not the candidate chaired the committee listed and (2) the importance of the service to the mission of the unit served. Other components of citizenship include active participation in School events, such as faculty- undergraduate- and graduate-student recruitment, seminars, and department meetings, etc.

Additional components of service include public outreach and professional or academic service. These may differ in their importance among faculty members, depending on each faculty member's duties and responsibilities within the School.

Expectations in service for promotion to Professor are higher than for promotion to Associate Professor.

### **4. Note on external funding and collaboration**

The School recognizes and supports the value of teaching, scholarly/creative, or service endeavors that generate external funding, particularly when the work is aligned with the

goals and missions of the School, College, University, or our professions. Similarly, collaboration among colleagues within the School, College, and University and other universities is encouraged.

## **5. Evaluation tables and documentation examples**

The text in this section and the tables in the Appendix to this section are designed to facilitate assessing performance of candidates being evaluated for tenure and promotion. During the probationary period, these tools should be used for developmental assistance and projection of future success in achieving tenure and promotion and for determining the faculty member's qualification for reappointment.

Tables 1, 2, and 3 in the Appendix provide worksheets for use in the evaluation of candidates. For promotion from Assistant to Associate Professor, the faculty member must meet the criteria for at least a "very good" evaluation in scholarly/creative activity and at least a "very good" evaluation in teaching. University citizenship must at least meet the minimum School criteria as outlined in Table 3. These same categories and assessment tools apply for tenure decisions.

A candidate for promotion to Professor must meet the criteria for an "excellent" evaluation in either scholarly/creative activity or teaching and no less than "very good" in the other category. Service must exceed the minimum School criteria. A candidate for promotion to Professor may not have equal activity in scholarship, teaching and service, as he/she becomes more specialized.

Given the wide range of venues in which scholarly/creative work may be published or presented, faculty are expected to provide clear documentation regarding publication or presentation of scholarly/creative work. Such documentation should include an assessment of its quality, impact or contribution to the body of professional or scholarly knowledge.

Conference papers and presentations, for example, generally do not carry equal weight with published articles or creative work. Original scholarship or journalism based on original reporting or research, for example, generally would be weighted more heavily than analysis or review of another's work. In collaborations, the contributions of each author should be clear.

Assessment may be through traditional scholarly peer-review processes, demonstrated by client or external colleague evaluation, or adjudication (e.g., critical reviews, letters from acknowledged experts). Examples of acceptable assessment are provided below. Reviews by close colleagues and collaborators do not carry the same weight as dispassionate reviews by more objective, detached, external colleagues.

For peer-reviewed articles, faculty are expected to document:

- acceptance rate

- quality of the publication
- targeted audience
- impact of the article
- citations

For peer-reviewed paper sessions, faculty are expected to document:

- acceptance rate
- significance of the organization
- indication of how paper or presentation may advance to publication

For invited papers or presentations, faculty are expected to document:

- the significance of the organization
- significance of the presentation, cited in a letter from the person who extended the invitation
- audience for the paper or presentation

Books also represent scholarly/creative activity. The relative weight depends on such factors as the original research behind the text, the importance of the book to the field and the candidate's role as single author, multiple author or editor. Faculty are expected to document:

- publishing process
- targeted audience
- copies sold
- reviews or other evaluations
- citations

For articles in professional media, faculty are expected to document:

- the circulation of the publication
- description of audience
- significance of the article, cited in a letter from the supervising editor, when available
- other external validation such as awards or contests
- citations, references
- description of the reporting, research and/or creative process used to produce the article
- acceptance rate

For articles and blogs online, faculty are expected to document:

- unique visitors or other accepted measures
- links
- significance of the organization that owns the web site
- significance of the work, cited in a letter from the supervising editor, critical reviews or other evidence or in the case of a blog, qualified outside resources

- other documented citations

For video/broadcast work in professional reporting or production, faculty are expected to document:

- selection for distribution by a television station, network or online
- description of audience
- significance of the work, cited in a letter from the supervising producer, when available
- assessment through professional or academic awards competitions
- reviews from relevant professional or academic experts.

In addition to reporting/writing/producing, the practice of journalism encompasses such creative activities as editing, photography, and design for print and digital media. These are to be vetted in a similar fashion to the three preceding examples.

The practice of public relations, on behalf of businesses and/or nonprofit organizations, encompasses:

- Conducting formal communication audits and/or research initiatives.
- Developing strategic public relations campaigns or programs that produce measurable results.
- Developing and executing substantial public relations initiatives such as websites, social-media campaigns, large-scale events, etc.
- Providing senior-level counsel leading to the adoption of more effective and ethical public relations practices.

Although the School puts the highest value on original research and creative activity, the following also are valued as part of a candidate's portfolio: book reviews, grant proposals, as well as reviewing manuscripts and programs.

Faculty also may apply their expertise as advisers or consultants in significant problem-solving activities for an organization and may create workshops and seminars for professional audiences. Candidates will be expected to provide evaluation and impact of their work.

Because of the heavy teaching responsibilities for tenure-track faculty members at the regional campuses, expectations for scholarly and creative activity will not be as great as they are for faculty on the Kent campus.

### **Negative Decisions on Reappointment, Tenure and Promotion**

In the event of negative decisions on reappointment, tenure or promotion, the School of Journalism and Mass Communication will follow the procedures described in the TT CBA and the University Policy Register.

## **Full Time Non-Tenure Track Appointment, Renewal and Promotion**

### **Appointment and Renewal of Full Time Non-Tenure Track Faculty**

Assignments for full time non-tenure track (FTNTT) faculty vary widely. Terms for renewal are explained in Article X of the Collective Bargaining Agreement for Full Time Non-Tenure Track Faculty (FTNTT CBA). Criteria are developed by the academic units. Documentation guidelines for FTNTT Full Performance Reviews are provided in the FTNTT CBA, Addendum B. For regular FTNTT faculty, formal third-year reviews are required. For FTNTT faculty in JMC, evaluation should follow standards for teaching and service in Tables 4 and 5. Evaluation criteria for professional development are outlined in the next section and standards are noted in Table 6. For FTNTT faculty with duties other than teaching, evaluation appropriate for their assigned duties will be developed.

### **Promotion of Full Time Non-Tenure Track Faculty**

Faculty may apply for promotion in the third year of a cycle of three one-year appointments.

There are six academic ranks for FTNTT faculty members: Lecturer, Associate Lecturer, Senior Lecturer, Assistant Professor, Associate Professor and Professor. Criteria for promotion are set forth in Addendum C of the FTNTT CBA. Candidates are eligible for promotion to Associate Lecturer or Associate Professor after completing five consecutive years as an FTNTT and successfully passing one three-year performance review. They are eligible for promotion to Senior Lecturer or Professor after five full years in rank as an Associate Lecturer/Associate Professor. They will be assessed on their performance of assigned duties, professional development and university citizenship. See the FTNTT CBA, Addendum C, Section 1, Paragraph F for a more complete statement of criteria.

According to the FTNTT CBA, evidence of “significant and continuous accomplishments in Performance, Professional Development, and Professional and Creative Activity” is required for promotion. Contributions in university citizenship will help the candidate’s file and may be required. The Provost ultimately makes promotion decisions after receiving recommendations from the college Dean. The Dean is advised by the Non-Tenure Track Promotion Advisory Board, whose members review the candidates’ files.

### **Criteria for Promotion of Full Time Non-Tenure Track Faculty**

The School of Journalism and Mass Communication hires most full time non-tenure track faculty at the assistant professor level, generally with a terminal degree of either a Ph.D., J.D., M.F.A., or a master’s degree with significant professional experience, as determined by the search committee in consultation with the Director and Dean.

## **1. Teaching**

Full time non-tenure track faculty generally teach more than tenure-track faculty, and they are evaluated primarily on their track record in the classroom, as exhibited by responsiveness to teaching evaluations from professional colleagues and teaching peers, as well as students, professional improvement, and industry engagement as appropriate. This rigorous review is detailed in Table 4 of the Appendix to this Section of the Handbook.

## **2. Service**

Full time non-tenure track faculty in JMC who have service obligations specified on their workload statements or letters of appointment are expected to provide service to the school. A faculty member's willingness to make contributions to the overall progress of the School is an important measure of the faculty member's fitness for promotion.

Contributions as a University citizen include service to the School, the College, and the University as outlined in Table 5. The merits of University service should be evaluated as to (1) whether or not the candidate chaired the committee listed and (2) the importance of the service to the mission of the unit served. Other components of citizenship include active participation in School events, such as faculty- undergraduate- and graduate-student recruitment, seminars and department meetings, etc.

Additional components of service include public outreach and professional or academic service. These may differ in their importance among faculty members, depending on each faculty member's duties and responsibilities within the School.

Expectations in service for promotion to Senior Lecturer/Professor are higher than for promotion to Associate Lecturer/Associate Professor. The former requires that the candidates exceed service expectations. The latter requires that the candidates meet them.

## **3. Professional Development**

In addition to showing significant success in teaching, full time non-tenure track faculty candidates for promotion must show they have accomplished a great deal professionally. Given that the areas for professional development within JMC are broad, professional development is evidenced via the effective alignment of activities to the workload statement/appointment letter. Examples might include (but are not limited to) professional awards, active roles in professional organizations, or publication / appearance / presentations in an industry specific outlet, or creative works relevant to the field. Table 6 in the Appendix to this Section of the Handbook outlines evaluation criteria.

Expectations in professional development for promotion to Senior Lecturer/Professor are higher than promotion to Associate Lecturer/Associate Professor. The former requires that

the candidates exceed professional development expectations. The latter requires that the candidates meet them.

### **Other Faculty Personnel Actions**

Appointment and Employment Procedure and Regulations of the School of Journalism and Mass Communication

#### **Definitions**

In accordance with the definition in the University Policy Register, the sum of a faculty member's "teaching, research, and/or administrative responsibilities and assignments constitutes full-time employment (one hundred percent full-time employment) at Kent State University." JMC faculty include employees who are either tenure-track (those both tenured and probationary) or full time non-tenure track at the Kent and regional campuses.

Graduate student appointees who are assigned responsibility for sections of structured courses are considered members of the instructional staff for the period they have such classroom or laboratory responsibilities.

#### **Faculty Additions and Replacements**

Should a faculty position become available, after approval of the Dean and Provost, the Director will convene a search committee from among the full-time faculty members, though members may also come from other schools, departments and the student body. This committee will institute a formal search, in line with University, College, Equal Opportunity Commission and Affirmative Action regulations.

When any candidate is interviewed on campus, all faculty members shall have the opportunity to meet with the candidate and express their confidential observations and recommendations, either written or oral, to the Director. The Director will consider these observations and recommendations, and, after formal consultation with the search committee and the FAC, nominate a candidate to the Dean.

#### **Letters of Appointment**

Formal letters of appointment for both probationary tenure-track and full time non-tenure track faculty shall be formulated, stating terms and expectations for the individual faculty member in teaching, scholarly/creative activity and service, so that he or she may be positively considered for reappointment, tenure, and promotion. This is normally done at the time of hiring.

The letters must be approved and agreed to by the Dean, the Director, and the faculty member and may be revised with the permission of the faculty member. Ultimate approval of letters of appointment is the responsibility of the Provost. In addition to the formal letters of

appointment, the Director and the new faculty member, in consultation with an assigned mentor, may develop additional written expectations for specific teaching, scholarly/creative activity, and service in the initial year of work.

### **Graduate Faculty Membership**

1. Graduate faculty membership shall be assigned to those faculty members with appropriate educational backgrounds, who have produced scholarly/creative activity of sufficient quality and consistency to merit professional recognition and who are effective in providing the appropriate training for graduate students (or have the potential for providing such training).

“Appropriate educational background,” as it relates to the School of Journalism and Mass Communication, normally shall mean possession of the doctorate or terminal master’s degree. It also may mean possession of a non-terminal master’s degree with significant professional experience. Appropriate degrees vary within mass media-related disciplines and across the country, depending upon the emphases of the program and the academic/professional expertise of the faculty member.

Scholarly/creative activity of sufficient quality to merit professional recognition as it relates to JMC should be interpreted through Tenure and Promotion criteria described in this section.

#### **Graduate Faculty Status for Kent Campus Faculty Members**

Graduate Faculty status for Kent Campus faculty members is obtained by preparing documentation (application and supporting data sheet) and submitting it to the Graduate Faculty Committee of the School for evaluation and recommendation to the Director, who in turn recommends to the College Dean and to the Associate Provost and Dean of Graduate Studies.

2. The following statuses may be recommended for a graduate faculty member:

- a. Associate Member, Level 1 (A1): May teach graduate courses and serve on master’s thesis and project committees.
- b. Full Member, Level 1 (F1): May do the above and may direct projects and comprehensive exams at the master’s level. Before serving as a sole director of a project, the member must first co-direct two projects with a graduate faculty member eligible to be the sole director of a project. Before serving as a sole director of an exam, the member must first co-direct two exams with a graduate faculty member eligible to be the sole director of an exam.
- c. Full Member, Level 2 (F2): May do the above and may direct theses. Before serving as a sole director of a thesis, the member must first co-direct two theses with a graduate faculty member eligible to be the sole director of a thesis.
- d. Full Member, Level 3 (F3): May do the above and may serve on doctoral committees and co-direct doctoral dissertations.
- e. Full Member, Level 4 (F4): May do the above and may direct a doctoral dissertation.

## **Criteria for Membership in the Graduate Faculty**

General criteria for membership is set forth in the University Policy Register (6-15.1).

### 1. In JMC, a Full Member (Level F1) of the Graduate Faculty:

- a. Must possess a doctorate or other appropriate terminal degree and demonstrate the potential for substantial scholarly research or creative activity, or
- b. Must possess a master's degree and significant professional experience and a record of substantial and sustained professional publication or creative activity, or
- c. Must possess a bachelor's degree, along with significant and prominent professional experience in his or her field and an outstanding record of professional publication or creative activity.

### 2. A Full Member (Level F2) of the Graduate Faculty:

- a. Must hold a doctorate or equivalent terminal degree appropriate to the faculty member's teaching and research discipline, and must demonstrate a substantial and sustained record of appropriate scholarly research or creative activity, or
- b. Must hold a master's degree for which a thesis was written, along with significant professional experience in his or her field and must demonstrate a substantial and sustained record of appropriate scholarly research or creative activity.

### 3. A Full Member (Level F3) of the Graduate Faculty:

- a. Must meet all criteria for Level F2, and
- b. Must demonstrate a significant record of graduate teaching, advising, and research direction, including experience in directing or co-directing graduate-student research, and
- c. Must have demonstrated significant scholarly or creative activity in the past five years, and
- d. Must demonstrate a significant record of professional involvement.

### 4. A Full Member (Level F4) of the Graduate Faculty:

- a. Must meet all criteria for Level F3, and
- b. Must demonstrate a significant record of research direction, including experience in directing or co-directing graduate student research, and
- c. Must demonstrate a current and continuing record of scholarly or creative activity, and
- d. Must demonstrate a continuous record of significant professional involvement.

### 5. An Associate Member of the Graduate Faculty:

- a. Must possess a doctorate or other appropriate terminal degree and demonstrate the potential for substantial scholarly research or creative activity, or

- b. Must possess a master's degree and significant professional experience, and demonstrate the potential for substantial scholarly or professional research or creative activity, or
- c. Must possess a bachelor's degree plus significant and prominent professional experience and must demonstrate the potential for outstanding professional publication or creative activity.

6. Temporary Graduate Faculty Member: This status shall be assigned to a faculty member whose participation in the graduate program is desired by the graduate department for a limited period or for a limited objective. Normally, this status should be assigned to lead to the appropriate instruction of a graduate course for a semester or appropriate service on a graduate examination committee, a thesis committee, or a dissertation committee. Upon the completion of the temporary assignment, the status of Temporary Graduate Faculty Member is withdrawn.

### **Summer Teaching**

While summer teaching is not included as part of regular 9-month faculty contracts and appointments, faculty wishing to teach during the summer will be given the opportunity to do so, primarily on the basis of program need and secondarily on the basis of available financial resources. Generally, all faculty members shall be consulted by the Director and/or sequence coordinators concerning their desire to teach during the summer. The Director follows the guidelines and procedures for summer employment set forth in Article IX, Section 4 of the TT CBA and Article IX, Section 2 of the FTNTT CBA.

### **Evaluation of Teaching**

Formal student evaluations, using KSU-mandated evaluation questions, plus additional questions devised by the School, are conducted for each course taught during regular academic semesters by full- and part-time faculty. Results of the evaluations are made available to the individual faculty member, along with the average score for courses in the appropriate norming group. Evaluations are public records.

### **Leaves**

#### **1. Travel:**

Faculty are encouraged to attend professional and academic meetings and conferences for professional enrichment. Attendance at such meetings is considered an authorized absence, provided that appropriate arrangements have been made for class coverage. The required forms for this type of leave are available from the Director. The form must be completed and approved before the faculty member's leave.

2. Leaves of Absence:

Leaves of absence, including sick leave, shall follow College and University regulations as stated in the University Policy Register 6-11 and must be approved by the Dean.

Appropriate documentation must be completed by all concerned parties.

3. Professional Improvement Leave for Tenure-Track Faculty:

Faculty professional improvement leave may be available to all those who qualify, in accordance with regulations and provisions in the University Policy Register 6-12 and 6-12.101. Faculty members requesting a faculty professional improvement leave must submit a proposal to the FAC and the Director for review, after which it is reviewed by the College Advisory Committee, the Dean and other appropriate University officials and committees. Final approval comes from the Provost and is subject to available funding.

4. Professional Development Leave for FTNTT Faculty:

Full time non-tenure track faculty may apply for leaves of absence for professional development according to the provisions of the FTNTT CBA, Article XVI, Section 2.

## **Faculty Grievance and Appeals**

### **A. University Procedures**

Kent State University maintains a formal grievance and appeals procedures established by the TT CBA (Article VII) and the FTNTT CBA (Article VII).

### **B. School Procedures for Informal Resolution**

The faculty and the Director are encouraged to maintain open communication to the extent that formal University grievance and appeals procedures will normally not be required. To this end, the following procedure is recommended for the internal arbitration of a faculty grievance, should it be necessitated:

Step 1: The grieving faculty member shall meet with his/her sequence coordinator, and a reasonable effort shall be made to resolve the grievance.

Step 2: If the grievance is not resolved in Step One, the faculty member may elect to bring his/her grievance before the FAC, which shall make an advisory recommendation to the Director.

Step 3: If the grievance is not resolved in Step Two, the faculty member shall meet with the Director who will make a final effort to resolve the grievance at the School level.

Should the issue remain unresolved at the School level, the Director's Office will notify the Dean regarding the unresolved grievance and the results of the informal actions that have occurred in Steps One through Three.

In regard to the above procedure, it is important to note the following from the University Grievance and Appeals Procedure: “Any settlement, withdrawal, or other disposition of a grievance at the informal stage shall not constitute a binding precedent in the settlement of similar complaints or grievances.”

## **SECTION IV. CRITERIA, PERFORMANCE EXPECTATIONS AND SCHOOL PROCEDURES RELATING TO MERIT AWARDS**

### **Merit Awards**

When the Dean notifies the Director of the amount of money in the Faculty Excellence Award (FEA) pool, the Director will divide the pool as specified in the Tenure-Track Collective Bargaining Agreement (TT CBA) (Article XII, Section 3) in effect at the time. Faculty members may apply for an award in whatever categories are specified.

FEA applications must include a curriculum vitae and brief narratives documenting superior performance, accomplishments, and awards in teaching/service or research/creative activity. One narrative should be submitted for each category and should not exceed two pages in length.

The FAC will also create a checklist of meritorious activities that the faculty and the Director should consider in making award decisions. It is the FEA candidates' responsibility to address categories applicable to their performance during the review period.

Each member of the faculty will review the applications and assign each applicant to one of the four categories: high award, medium award, low award or no award. This "vote," with either a statement of justification for the vote or a completed checklist (or both), will be signed and returned to the Director. These statements will be given to the applicants upon request at the end of the award process.

The Director, advised by these statements, will draw up a list of award recipients and the amount of each award and present the list to the FAC. The FAC will vote on the list of awards as a whole.

If the FAC votes in favor of the list, individual faculty may request reconsideration of the preliminary determination. If the FAC votes against the list as a whole, the Director may revise the list and resubmit it to the FAC, along with the FAC's decision and notes on the discussion. Then the preliminary determination will be open for individual faculty to request reconsideration. The FAC shall review all reconsideration requests and make a final recommendation to the Director. The Director will then make a final recommendation to the Dean and inform the FAC and individual faculty of that final determination.

The FAC recommends that the Director reserve ten percent of the dollar pool in each category for awards at the Director's discretion. The Director reports these awards to the FAC, but the FAC does not vote on them. If negotiated guidelines explicitly provide for a wider range of awards, the negotiated guidelines will take precedence.

**Merit Award Checklists**

School of Journalism and Mass Communication

Approved Oct. 17, 2014

NOTE: These checklists may not help in the determination of individual awards. However, when a checklist is filled out for each candidate, this system may help you determine High, Medium and Low awards for all. Also, you may choose not to use these checklists at all. However, they do reflect what “counts” in the determination of these awards.

✓ for each=Low

✓ ✓ for each=Medium

✓ ✓ ✓ for each =High

**FEA Rubric for Research and Creative Activity**

Candidate Name	Check all that apply
Books/Major creative or research projects published	
Books edited	
In-progress research, not yet published	
Articles in print or online/Exhibits	
Presentations related to research or other field-related expertise (academic conferences or groups, community or industry)	
Startups/New creative ventures	
Research-related grants won	
Research-related grants applied for	
Awards	
Media appearances or quotes focused on research or creative activity	
Workshops or events organized	
Workshops or events attended for professional development	
Other	

**FEA Rubric for Teaching**

Candidate Name	Check all that apply. You may include as many as three checks per box.
SSI scores at or above mean	
Student media/club/course advising	
Grad project/theses advising or service on committees ( $\geq 3$ )	
Teaching grants/awards won	
Teaching grants applied for	
Teaching presentations on campus	
New preps	
Innovations	
Student recognition/awards for work done in class	
Teaching award	
Other	

**FEA Rubric for University Citizenship**

Candidate Name	Check all that apply. You may include as many as three checks per box.
Student media/club/course advising	
Teaching presentations on campus	
Innovations	
Service award	
Service (>4 committees or leadership positions)	
Other	

## **SECTION V. OTHER SCHOOL GUIDELINES**

The School has autonomy in specific and specified areas. This section of the Handbook details those areas and attendant policies. A copy of this Handbook shall be made available to all Kent and regional campus faculty members within the School.

### Goals of the School of Journalism and Mass Communication

The School of Journalism and Mass Communication (JMC) at Kent State University will be the most relevant, student-centered, and ethically driven accredited program in the country.

#### *Mission Statement:*

We provide our students with a solid academic experience that balances both conceptual and practical courses, professional opportunities and multiple internships, all of which are grounded in a foundation of ethics in a diverse and global society.

#### *What we do:*

JMC educates storytellers and those who will manage businesses or organizations that have storytelling or content as a primary function. This storytelling takes place in journalistic, informative, entertainment, and persuasive environments and encompasses multimedia and multi-platform delivery.

We prepare students for careers in today's marketplace with knowledge and broad-based skills that will allow them not only to succeed but also to innovate, manage, and lead. We also prepare them for productive lives as active citizens in a world increasingly connected by communication and commerce.

#### *How we do it:*

Everything we do in JMC is based on our values and core competencies. Students in our program will develop the following:

Effective communication skills, grounded in strong writing. These skills today include broad-based multimedia communication skills.

Critical and analytical thinking that allows for ethical and creative approaches to storytelling, problem solving, and innovation. Our curriculum and experiences emphasize flexibility and adaptability. Such thinking should lead to an entrepreneurial mindset.

An understanding of audiences/participants in communication and of the communications platforms through which these audiences/participants communicate. From day one, our students begin developing their personal brands – the experiences and attributes that set them apart.

Knowledge and expertise in subject matter through a liberal education. Graduation requirements permit deep immersion into subjects housed in other schools and departments, allowing for minors and double majors, among other ways to build subject expertise.

An understanding of the history and role of professionals and institutions in shaping communication.

An understanding of professional ethical principles and how to work ethically in pursuit of truth, accuracy, fairness, and diversity.

An understanding of the principles and laws of freedom of speech and press of the United States, as well as an understanding of the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble, and to petition for redress of grievances.

The ability to conduct research, apply basic statistical concepts, and evaluate information by methods appropriate to the communications professions in which they work.

The ability to find, interpret and use data effectively for storytelling, reporting, and other communication purposes.

An understanding of culture, gender, race, ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications in a global society.

The skills to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

*Our aspirations:*

Be recognized as an innovative national leader in professional media education, not only for undergraduates, but also for 1) scholastic journalists and their teachers, 2) graduate students, and 3) working professionals.

Build the School's applied scholarly, creative, and journalistic output by faculty and students in support of the School's mission, its reputation and its financial resources.

Remain progressive in adapting the education we offer to new market realities.

## **Structure and Organization of the School**

### **Leadership of Schools**

Each school in the College of Communication and Information has a Director who reports to the Dean. According to the Collective Bargaining Agreement (CBA) (2015, Article II, Section I), School Directors are not part of the bargaining unit. All school-level administrative positions report to the School Director. The appointment of all school-level administrative positions requires consultation with the school FAC. Because these are administrative positions, they are subject to annual review by the School Director.

*All administrative appointments defined below are subject to changes in administrative structure, assignment of non-faculty support staff, budget, and priorities of the School, College and University.*

### **Duties of the Director**

The Director is the administrative officer and official spokesperson and, as such, provides leadership, planning, execution, and evaluation of programs within the School. The Director is advised by the Faculty Advisory Committee, the Professional Advisory Board, the general faculty, sequence coordinators, and the various standing and ad hoc faculty and student committees. The appointment of the Director is detailed in the University Policy Register, 6-05 (B). The Director reports to the Dean of the College of Communication and Information.

### **Associate Directors**

The decision to appoint an Associate Director is made by the School Director in consultation with the school FAC. The duties of the Associate Director are determined by the School Director in consultation with the school FAC. The Associate Director is an administrative position that reports to the School Director. In accordance with the CBA (Article IX, Section 4: Summer and Intersession Workload), the position has no guaranteed term limit. An Associate Director may continue in the position at the discretion of the School Director and upon satisfactory annual review of his/her administrative performance by the School Director. Faculty who serve as the Associate Director may receive workload equivalence up to a maximum of 12 hours per semester. The workload equivalence is determined by the School Director in accordance with the CBA (Article IX, Section 2A through 2D and Section 4).

Associate Director duties are clearly defined in writing by the School Director at the time of the administrative appointment and annually thereafter for as long as the Associate Director serves in the position.

### **Undergraduate Coordinators**

The Undergraduate Coordinator is an administrative position that reports to the School Director. The School Director will consult with the school's FAC before appointing an Undergraduate Coordinator. The duties of the Undergraduate Coordinator are determined by

the School Director in consultation with the school FAC. In accordance with the CBA (Article IX, Section 4: Summer and Intersession Workload), the position has no guaranteed term limit. An Undergraduate Coordinator may continue in the position at the discretion of the School Director and upon satisfactory annual review of his/her administrative performance by the School Director. Faculty who serve as the Undergraduate Coordinator may receive workload equivalence up to a maximum of 6 hours per semester. The workload equivalence is determined by the School Director in accordance with the CBA (Article IX, Section 2A through 2D and Section 4).

The Undergraduate Coordinator directly supports the School Director with matters related to undergraduate education, undergraduate students and undergraduate programs within the school. The Undergraduate Coordinator also works with CCI's Assistant Dean, the CCI advisors, and his/her Undergraduate Coordinator peers in the other schools.

Undergraduate Coordinator duties are clearly defined in writing by the School Director at the time of the administrative appointment and annually thereafter for as long as the Undergraduate Coordinator serves in the position.

### **Graduate Coordinators**

The Graduate Coordinator is an administrative position that reports to the School Director. The School Director will consult with the school's FAC before appointing a Graduate Coordinator. The duties of the Graduate Coordinator are determined by the School Director in consultation with the school FAC. In accordance with the CBA (Article IX, Section 4: Summer and Intersession Workload), the position has no guaranteed term limit. A Graduate Coordinator may continue in the position at the discretion of the School Director and upon satisfactory annual review of his/her administrative performance by the School Director. Faculty who serve as the Graduate Coordinator may receive workload equivalence up to a maximum of 6 hours per semester. The workload equivalence is determined by the School Director in accordance with the CBA (Article IX, Section 2A through 2D and Section 4).

The Graduate Coordinator directly supports the School Director with matters related to graduate education, graduate students and graduate programs within the school. The Graduate Coordinator also works with CCI's Associate Dean for Graduate Studies and Research and his/her Graduate Coordinator peers in the other schools.

Graduate Coordinator duties are clearly defined in writing by the School Director at the time of the administrative appointment and annually thereafter for as long as the Graduate Coordinator serves in the position.

### **Other School-level Administrative Appointments**

Some of the schools have Sequence and Concentration Coordinators, Internship Coordinators and other similar administrative positions referred to here as "general" Coordinators. If a School Director wishes to utilize these positions, he or she will consult with the FAC prior to

making an appointment. The School Director will define the duties for these positions in consultation with the FAC.

In accordance with the CBA (Article IX, Section 4: Summer and Intersession Workload), a general Coordinator position has no guaranteed term limit. A general Coordinator may continue in the position at the discretion of the School Director and upon satisfactory annual review of his/her administrative performance by the School Director. Faculty who serve as a general Coordinator may receive workload equivalence up to a maximum of 6 hours per semester. The workload equivalence is determined by the School Director in accordance with the CBA (Article IX, Section 2A through 2D and Section 4).

General Coordinator duties are clearly defined in writing by the School Director at the time of the administrative appointment and annually thereafter for as long as the Coordinator serves in the position.

### **Overview of Student Media Advisers' Duties:**

1. To teach.

Recognizing that any student at the University can participate in student media, sometimes advising involves teaching what students would learn in journalism and mass communication courses; sometimes it involves going beyond the curriculum.

2. To critique.

For units producing daily content, this may be after the fact several times a week. For The Burr, critiquing generally occurs before publication, as the staff goes through planning, writing, rewriting, shooting, reshooting, editing, and proofing.

3. To advise.

On matters of policy and procedure and on substantive issues involving controversial material, the adviser should provide counsel. On matters of budget, allocations and planning, the adviser should work closely with the editor/general manager, as well as Office of Student Media professional staff. Overall, advisers are expected to offer counsel but not to exercise control.

4. To meet.

Advisers are expected to meet with staff members weekly or routinely at board or editorial meetings to solve routine problems in the operation of the student medium, which could range from equipment issues to planning major editorial coverage. The adviser also is expected to attend Student Media Board meetings.

5. To be evaluated.

Student media leaders will be asked to evaluate the contribution of the advisers at the conclusion of each semester. Evaluation forms are distributed by the Director of Student

Media and are forwarded to the Director of the School of Journalism and Mass Communication, who will review them with individual advisers.

6. To address issues brought by student participants in Student Media. Following attempted resolution with faculty advisers, student participants in Student Media will be referred to the Director of Student Media.

## **Committees**

Certain committees that are essential to the functioning of a School are provided for in the Collective Bargaining Agreements and the University Policy Register. In the School of Journalism and Mass Communication, these committees are: the Faculty Advisory Committee; the Graduate Faculty Committee; the Ad Hoc Reappointment, Tenure and Promotion Committees; the Undergraduate Studies Committee (functioning as a curriculum committee); the Graduate Studies Committee (functioning as a curriculum committee); the Academic Complaint Committee; and Search Committees. These committees are described in Section I of this Handbook.

## **Other School Committees**

As with the FAC, all committees in the School are advisory to the Director. Each of the following committees has specific areas of responsibility and is required to make specific recommendations to the Director. The Director should make every effort to inform the FAC of the outcomes of other committees' recommendations and, if not acted upon or if contravened, to note the reasons why.

The standing committees of the School of Journalism and Mass Communication are listed below with their charges.

1. The Scholarship Committee is composed of faculty members appointed by the Director. The term is one year with the possibility of reappointment, depending upon the wishes of the member and the needs of the School as assessed by the Director.

The committee elects a chair from its members. The chair serves for a two-year term. The committee seeks and administers scholarships from appropriate sources in consultation with the Director.

2. The Diversity and Globalization Committee is composed of five elected representatives from the faculty and a chair elected from its ranks. The focus will be on helping our School in the recruiting, retention, and support for our diversity students, faculty, and staff. Our definition of diversity will include both domestic and international diversity and will focus on categories of diversity that go beyond gender, race, and ethnicity.

The committee will work with faculty and others to identify recruiting and retention policies for the School (in coordination with College efforts), support systems in place for our diversity students, best practices in recruiting diversity candidates for adjunct faculty, full-time faculty, and staff. A member of this committee will be assigned to all searches for full-time employment in JMC.

3. The Student Media Board is a standing University committee with strong connections to the School of Journalism and Mass Communication. The Student Media Board oversees the operation of the Kent Stater, the Summer Stater, KentWired.com, the Burr magazine and theburr.com, TV2, Black Squirrel Radio, KSU Independent Films (KSUIF), and the magazines Fusion, Uhuru, Luna Negra and A. The Board selects the editors for the Kent Stater and all of the magazines, the General Manager for TV2, the General Manager for Black Squirrel Radio, the president of KSUIF and the advertising manager for all student media.

The charge, membership, procedures and responsibilities of the Student Media Board are described in the University Policy Register, Section 4-12.1.

The Director, after consultation with the FAC, appoints advisers, following the Guidelines in Section II of this Handbook.

4. The Peer Review Committee consists of all tenured faculty. The Peer Review Coordinator, who is elected for a two-year term by the Faculty Advisory Committee, serves as chair. For the responsibilities of this committee, see the duties of the Peer Review Coordinator described earlier in this section.

### **Ad Hoc Committees**

Ad Hoc Committees or task forces may be formed whenever the Director, FAC, or other administrative body deems it necessary.

An example of an ad hoc committee is the Handbook Committee. Examples of task forces to accomplish specific tasks include the Recruiting and Retention Committee and the Internship Task Force.

### **Representation on Other Committees in the College of Communication and Information**

The School is entitled to representation in other College committees, including the CCI Recruitment Committee, the Doctoral Studies Committee, the CCI Undergraduate Coordinators Council, the CCI Global Initiatives Committee and the CCI Diversity Team. See the College Handbook for information about School participation.

## **Scheduling of Classes**

Class schedules are developed by the sequence coordinators in consultation with the Director, Associate Director, Undergraduate Studies Coordinator, and Graduate Studies Coordinator(s) as appropriate, and with the faculty. Approved class schedules are entered into the university scheduling system by the staff scheduler.

## **Students**

### **A. Student Academic Responsibilities**

It is expected that students will conduct themselves in an appropriate and ethical manner both in and out of the classroom. Specific rules and regulations relating to student conduct are listed in the Code of Student Conduct at: <http://www.kent.edu/studentconduct/code-student-conduct>.

### **Class Attendance**

The School of Journalism and Mass Communication adheres to the Administrative Policy Regarding Class Attendance and Class Absence as stated in the University Policy Register, Section 3-01.2.

### **B. Student Representation on School Committees**

Faculty Advisory Committee meetings are open meetings, and student presence is welcome.

Student input will be sought by the FAC and other standing committees of the School, such as the Graduate Studies Committee and the Undergraduate Studies Committee. Students attending the meetings will not vote. Further, students will be asked to leave meetings when personnel or other confidential matters are discussed. The Graduate Studies Role and Status of Graduate Student Appointees document provides more information on graduate student involvement in School, College, and University governance.

### **C. Student Media Complaints**

Students participating in Student Media must first take up a complaint related to Student Media with the appropriate faculty adviser. If not resolved, the matter will be referred to the Director of Student Media.

### **D. Student Advising/Admission to the School**

Each undergraduate and graduate student shall be assigned an academic advisor with whom the student should consult regularly. Undergraduate advisors are professional advisors centered in the College of Communication and Information. Graduate students are advised by faculty in the relevant sequences, as assigned by the Graduate Coordinator.

Admission requirements for the School are outlined in the current University Catalog and should be consulted by the student.

Transfer of program credits to Kent State University from another university shall be approved by the Undergraduate Studies Coordinator and the appropriate Sequence Coordinator, working with assigned College Advisors.

#### E. Student Plagiarism Statement

The School of Journalism and Mass Communication deals in publishable works and educates its students for various aspects of publishing and other communications professions. Within this framework, every student must be aware of the following rules and definitions while in school or on the job:

Fabrication is, in phrasing first used by the Columbia University Graduate School of Journalism, the cardinal sin. Faking quotations, faking “facts,” reporting things that did not happen, are not only reprehensible but also could be actionable in court.

Plagiarizing, as defined by Webster, is “to steal and pass off as one’s own the ideas or words of another.” It is unethical and, in cases involving creative work, usually illegal. One of the worst sins a communications practitioner may commit is to plagiarize the work of another – to steal his/her words, thought, or outline and pass them off as his/her own.

Cheating includes the submission of work in which you have received material and substantive assistance from others, or copied the work of others, when the assignment was intended to be completed by you alone. Unless specifically designated as a group project, all assignments for this course are intended to be the result of your individual efforts. Duplicating work is defined as submitting the same work to more than one instructor (or publication) without the prior knowledge and agreement of both.

Violation of the University’s academic cheating and plagiarism policy while in school is grounds for reviewing status in the School of Journalism and Mass Communication. In addition to outcomes from the academic hearing panel process, if a student is found responsible for violating University policy, the School may take administrative actions including but not limited to: written warning, academic course adjustments (such as moving a student to another section or allowing for online completion of a normally seated course, among other possibilities), and/or removal from the School of Journalism and Mass Communication.

Please refer to Kent State University's policy regarding cheating and plagiarism in the University Policy Register, Section 3-01.8.

### **Student Media**

Student media activities include: the Kent Stater, the Summer Stater, KentWired.com, the Burr magazine and theburr.com, TV2, Black Squirrel Radio, and KSU Independent Films.

Additional student groups may be formed under University guidelines for such groups administered by the Student Media Board. In cases where the student media are considered part of the academic program within the School and are administered as such, the adviser for the group must come from the faculty of the School of Journalism and Mass Communication.

## Appendix

**Table 1 Assessment of Teaching Worksheet for Tenure-Track Faculty**

Overall evaluation of teaching:

**Excellent:** Superior teaching performance with external recognition

**Very Good:** Actively engaged in teaching activities with demonstrable success

**Adequate:** Meets teaching obligations, including appropriate course preparation, delivery and evaluation

**Unacceptable:** Does not meet teaching obligations

Aside from “formal peer evaluation” and “student evaluations of instruction,” the candidate is not expected to provide evidence in all categories listed below.

Criteria	Evaluation	Notes/Discussion Point
Formal peer evaluation		
Student Evaluations of Instruction		
Quality of content, includes current knowledge and practice		
Quality and clarity of syllabi, assignments, tests, quizzes, grading rubrics, etc.		
Effective delivery with learning-centered techniques and tools		
Assessment of learning outcomes, documentation of successes and improvements		
Development or revision of courses, program development		
Scholarly/creative work on pedagogy		
Counseling, advising, mentoring, tutoring		
Co-curricular advising		
M.A. theses, projects, Ind. Studies, Honors		
Course Innovation		
Overall evaluation		
Notes on overall evaluation		

**Table 2 Assessment of Scholarly/Creative Activity Worksheet for Tenure-Track Faculty**

Overall evaluation of scholarly/creative activity:

**Excellent:** Achieved national and/or international prominence for creative and/or scholarly activity

**Very Good:** Emerging nationally recognized body of creative and/or scholarly activity.

**Adequate:** Active body of creative and/or scholarly activity

**Unacceptable:** Insufficient body of creative and/or scholarly activity

The candidate is not expected to provide evidence in all the categories listed below.

Criteria	Evaluation	Notes/Discussion Point
Well-defined, focused agenda		
Consistent activity leading to publication and presentation		
Published work in appropriate professional or academic venues significant to School's mission		
Evidence of quality of work through external review or juried assessment		
Evidence of quality of work through citations, awards, invitations to publish or present		
Evidence of quality through generation of external funding		
Overall impact on discipline, profession		
Overall evaluation		
Notes on overall evaluation		

**Table 3 Assessment of Service for Tenure-Track Faculty**

Service Assessment	Examples of Accomplishments Corresponding to the
Exceeds obligations	Significant role in School, College, University, or profession, as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public and/or professional outreach.
Meets obligations	Meets minimal service obligations in some categories.
Does not meet obligations	Does not meet service obligations in a timely manner or does not actively participate in most categories.

**Table 4 Assessment of Teaching for Full Time Non-Tenure Track Faculty**

Overall evaluation of teaching:

**Excellent:** Superior teaching performance with external recognition

**Very Good:** Actively engaged in teaching activities with demonstrable success

**Adequate:** Meets teaching obligations, including appropriate course preparation, delivery and evaluation

**Unacceptable:** Does not meet teaching obligations

Aside from “formal peer evaluation” and the “student evaluations of instruction,” the candidate is not expected to provide evidence in all categories listed below.

Criteria	Evaluation	Notes/Discussion Point
Formal peer evaluation		
Student Evaluations of Instruction		
Quality of content, includes current knowledge and practice		
Quality and clarity of syllabi, assignments, tests, quizzes, grading rubrics, etc.		
Effective delivery with learning-centered techniques and tools		
Assessment of learning outcomes, documentation of successes and improvements		
Development or revision of courses, program development		
Counseling, advising, mentoring, tutoring		
Co-curricular advising		
M.A. theses, projects, Ind. Studies, Honors		
Course Innovation		
Overall evaluation		
Notes on overall evaluation		

**Table 5 Assessment of Service for Full Time Non-Tenure Track Faculty**

Service Assessment	Examples of Accomplishments Corresponding to the Assessment
Exceeds obligations	Exceeds service obligations set forth in workload statement and/or appointment letter. Evidence of this could be productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public and/or professional outreach.
Meets obligations	Meets minimal service obligations set forth in workload statements and appointment letter.
Does not meet obligations	Does not meet service obligations in a timely manner or does not actively participate in most categories.

**Table 6 Assessment of Professional Development for Full Time Non-Tenure Track Faculty**

Professional Development Assessment	Examples of Professional Development Accomplishments
Exceeds obligations	Exceeded obligations for professional development listed in workload statement and/or appointment letter.
Meets obligations	Meets obligations for professional development listed in workload statements and/or appointment letter.
Does not meet obligations	Does not meet professional development obligations listed in workload statements and/or appointment letter.