

## **Excerpts from the BECA Department Charter Regarding Retention, Tenure and Promotion. Adopted by BECA Faculty 5/7/07**

### **4. Department Retention and Tenure Criteria**

The following criteria are consistent with those established by University policy in the Faculty Manual. The criteria will be used by the HRT Committee in the evaluation of probationary faculty for retention and tenure.

#### A. Teaching Effectiveness

The BECA Department regards peer reviews of teaching to be central to any judgment of a faculty member's teaching effectiveness. The HRT Committee will have the responsibility for scheduling and conducting peer reviews at least once a semester for each probationary faculty member. In such evaluations, members of the HRT Committee and other senior faculty members will visit classes taught by probationary faculty and provide written comments concerning the quality of teaching. Specific areas of evaluation will be: a. evidence of preparation and class organization; b. classroom decorum and atmosphere; c. student-faculty interactions; d. clarity of lecture or presentation; e. knowledge of subject, and other evidence of teaching skills deemed relevant by the evaluator. Peer evaluations may be completed using the "BECA Department Peer Evaluation of Teaching Form."

Probationary faculty may also support their case for teaching effectiveness by submitting in their WPAF class syllabi, evidence of their contributions as an adviser, information about the use or development of innovative teaching methods, class activities, and course delivery methods, and course proposals or other curriculum development materials. Letters and e-mails from students that reflect on teaching effectiveness may also be submitted in the WPAF.

Probationary faculty members are required by the department to obtain student teaching evaluations in all their classes each semester, with the exception of supervisory courses. Summaries of all numerical evaluations and selected copies of representative written student comments must be included in the supplemental materials. Student evaluations of teaching effectiveness shall be gathered using the University-approved form. The policy of the BECA department is that numerical student evaluations must be considered in the context of peer reviews and other non-numerical evidence of teaching effectiveness such as written student comments on teaching effectiveness questionnaires. In general, the department regards mean scores on individual questionnaire items between 1.0 and 1.34 to be evidence of superior teaching. Mean scores between 1.35 and 1.84 to be evidence of effective teaching; scores of 1.85 or greater indicate need for further review. The department recognizes the variation in scores due to issues such as Large Lecture Classes, Equipment Intensive Laboratory Classes, and General Education vs. Majors Only courses. Numerical data should be contextualized and examined primarily as longitudinal, trend data. Assessment of teaching effectiveness by the HRT Committee and Chair will be based on analysis and summary of average scores on individual

questionnaire items. Overall or “grand” means across multiple courses or multiple semesters will not be used.

BECA faculty members are expected to demonstrate commitment to the department and program by full participation in the teaching activities of the department, by sharing in the intellectual, teaching, and learning activities of colleagues, and by working harmoniously and collaboratively to achieve the overall educational mission of the program.

Curricular needs and the interests of individual faculty members may change over time. In addition, the department encourages faculty members to explore new ways of teaching and to expand their teaching assignments. However, to meet this criterion a faculty member’s teaching interests and the educational goals of the department must closely coincide.

### B Professional Achievement and Growth

BECA Faculty members are expected to develop a meaningful research or creative work agenda relevant to the mission of the department and to demonstrate scholarly and/or creative accomplishments as a condition of retention and tenure. In addition, faculty are expected to contribute to the enhancement of the curriculum by developing new courses or modifying existing ones where appropriate.

Active scholarship is demonstrated by publication of peer reviewed books or articles, presentation of scholarly papers at professional meetings, grant proposals and similar activities where the faculty member's work is presented to professional colleagues and is subject to review and criticism. The BECA Department does not require a specific number of publications or presentations to qualify for retention and tenure. The department expects faculty to demonstrate a pattern of productive activity over the period of probation.

Probationary faculty who choose to do creative work need to demonstrate the merit of the work by presenting evidence that it has been subject to review and criticism comparable to peer review for publication. Such review may include scrutiny and acceptance by an editor or producer, jury review in a competition, critique by respected academic peers from other institutions, acceptance of the work for distribution by recognized professional or industry organizations. The BECA department does not require a specific number of creative works to earn retention and tenure. The department expects faculty to demonstrate a pattern of productivity over the period of probation.

Curriculum development and related research can be used to support favorable retention and tenure decisions. Such activities include the creation of new courses or the improvement and development of existing courses, or the development of on-line course materials, computer presentations, videos, and similar course delivery methods. Probationary faculty may demonstrate contributions in this area by submitting in the

WPAF examples of course proposals, syllabi, research papers or articles pertinent to BECA curriculum, or other examples of course development efforts.

### C. Service

There are three categories of service: a. service to the university; b. service to professional organizations; c. service to the community.

The BECA Department considers service through university non-teaching activities to be the most important criterion under the broader heading of service. This criterion is primarily fulfilled by service on department, college, and university-wide committees. It can also be fulfilled by activities in support of student organizations, planning or sponsoring events with educational value, or through membership on university commissions, planning groups, or governance organizations.

Service to professional groups is also viewed by the department as important. Probationary faculty should join professional organizations and make themselves available as division officers, newsletter editors, and in similar posts.

Probationary faculty can serve the broader community by making their professional expertise available to community groups, social organizations and governmental agencies that generally serve the public good.

Special note concerning Community Service Learning: The preceding criterion should not be confused with the area of community service learning, which the department considers of high importance. Faculty activities related to community service learning may be addressed in the categories of teaching effectiveness and professional achievement and growth, especially as they relate to curriculum development and mentorship of students.

### D. Professional Education and/or Equivalency and Experience.

The Ph.D. is the usual terminal degree for faculty members in the BECA Department. Other advanced degrees such as the MA or JD, coupled with extensive professional experience, may be accepted when specified in formal position descriptions at the time a job search is conducted.

### E. Documentation.

Faculty members are expected to document their work and contributions in criteria A through D. Documentation typically includes teaching evaluation summaries and raw data, written peer reviews of teaching, copies of articles, book chapters, papers, recorded media, or other presentations of scholarly or creative work, evidence of participation in organizations and committees, evaluations from appropriate parties concerning the quality of work, reviewer evaluations, editorial comments, published reviews of work, and unsolicited letters or messages from students and others. Such documentation will be

presented for retention and tenure review in the Working Personnel Action File, as defined in the Faculty Manual.

## **5. Department Policy on Teaching Evaluations**

The policy of the BECA Department is that teaching evaluations will be gathered on approved departmental forms in all classes except for those of a supervisory nature (e.g. BECA 576, 695, 699, and 897). The evaluations will be administered by the department office. Faculty members must not attempt to influence student evaluations of their teaching. Mentioning evaluations to students in conjunction with course work or tests, suggesting that positive evaluations will be rewarded, indicating to students that their evaluations will affect the standing of their professor, or holding class parties on the day of evaluations are strictly prohibited. Tenured full professors may choose to undergo student evaluation in one class per semester. All other faculty will be evaluated in all classes.

## **6. Criteria for Promotion**

University policy as presented in the Faculty Manual sets three criteria for promotion: Teaching Performance, Professional Achievement and Growth, and Contributions to Campus and Community. BECA faculty may consider the retention and tenure criteria of Teaching Effectiveness, Professional Achievement and Growth, and Service as identical to these promotion criteria.

In order to win promotion, faculty members must meet departmental expectations in each of the three categories. Early application for tenure and promotion are not encouraged. Early application for tenure and/or promotion may be considered in exceptional cases. Candidates requesting early consideration for promotion and/or tenure should clearly exceed expectations in the three areas. The Promotions Committee (composed of members of the HRT Committee of higher rank than the person seeking promotion) evaluates the candidate's work as presented in the Working Personnel Action File and Supplemental materials and rates in the three categories as meets expectations or exceeds expectations. The BECA Department defines these terms, in general, as follows:

### A. Exceeds Expectations

Work that "exceeds expectations" for teaching is characterized by teaching evaluations, peer reviews and instructional and curricular activities that demonstrate excellence as a teacher and the highest commitment to quality instructions.

Scholarly or creative work that "exceeds expectations" is work that which in amount and quality demonstrates a high level of professional accomplishment and an excellent contribution to the field of broadcasting and electronic media communication. Generally this work should be distributed through recognized channels (e.g. academic journals or presses, television or radio networks, album or dvd distribution, or video/sound festivals) and should be subject to some level of editorial gatekeeping (e.g. peer review, editorial

review, selection committee). Candidates may also present information concerning the significant impact of their work on the discipline or other intended audiences. Candidates are encouraged to seek external evaluation of their work to aid the promotions committee in documenting a high level of professional accomplishment.

Contributions to the University or broader community that “exceeds expectations” demonstrates the faculty member’s commitment to service and his or her deep involvement with the institution and the society beyond.

### B. Meets Expectations

Work that “meets expectations” for performance by a BECA faculty member of the candidate’s rank.

Teaching that “meets expectations” is characterized by teaching evaluations, peer reviews and instructional and curricular activities showing proficiency as a teacher and a commitment to high quality instruction.

Scholarly or creative work that “meets expectations” is work that makes a positive and professionally recognized contribution to the field of broadcasting and electronic media communication. Generally this work should be distributed through recognized channels (e.g. academic journals or presses, television or radio networks, album or dvd distribution, video/sound festivals, conference presentation) and should be subject to some level of editorial gatekeeping (e.g. peer review, editorial review, selection committee). Candidates may also present information concerning the impact of their work on the discipline or other intended audiences. Candidates are encouraged to seek external evaluation of their work to aid the promotions committee in documenting a high level of professional accomplishment.

Contributions to campus and community that demonstrate the department member’s commitment to service are considered to “meet expectations.”