Indiana University – Bloomington
School of Journalism
Policy Manual


I. Introduction

This manual provides information to faculty and other interested parties about the policies that govern the Indiana University School of Journalism on the Bloomington campus.

Faculty should consult the IU Academic Handbook and Academic Guide for University policies. Nothing in this manual should be interpreted to contradict University policies.

II. The Mission of the School

The School of Journalism is responsible for journalism education on the Bloomington campus of Indiana University.

The Mission of the School is to foster critical thinking about media institutions and global audiences, encourage ethics in an international environment, and develop skills for dynamic journalism and media professions.

The mission is both academic and professional; it is about learning, teaching and doing as informed by our core values of excellence, innovation, diversity, integrity and social responsibility.

We are committed to scholarly research in journalism and public communication, to liberal arts education, and to professional practice in media work.

To fulfill its mission, the School must serve these constituencies: high school, undergraduate and graduate students; parents; scholars and educators; professional practitioners and employers; the citizens of the state of Indiana; and the general public. Directly or indirectly, these constituencies hold the School accountable. Their expectations are reflected in the standards and criteria for teaching, research, and service of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The School is accredited and seeks reaccreditation every six years.

III. Governance

A. Administration
The School of Journalism is headed by a Dean, who is the School’s chief administrative officer.

With the advice of the faculty, the Dean of the School appoints administrators for the Bloomington campus. The Dean appoints the professional and clerical staff or delegates the appointments to appropriate School administrators. With the advice of the Policy Committee, which also serves as the Budgetary Committee, the Dean sets salaries for the faculty.

The School reports to the Provost on the Bloomington campus on budgetary and other matters. When there is a vacancy, the Provost appoints the Search Committee for the Dean and then appoints the Dean. The Provost sets the Dean’s annual salary. From nominations by the University Faculty Council Nominating Committee (with submissions from the School’s Policy Committee), the Provost appoints the committee to review the Dean in the fifth year of initial appointment and every five years thereafter.

B. Faculty

Subject to the policies and regulations in the Academic Handbook, the faculty has legislative authority on such matters as faculty hiring and appointments; standards and procedures for annual evaluations, salaries, promotion and tenure; admission, retention and advising of students; curriculum; and fellowships, scholarships and financial aid.

All faculty members in the School who are tenured, who are in tenure-probationary positions and who are contract lecturers are voting members of the faculty. After review of the appointee’s credentials and experience, the faculty may vote to give voting membership to the Director of Student Media, who is accountable to the School.

It is the right and responsibility of faculty members to serve on School committees and to vote on matters affecting faculty governance, personnel, curriculum, and academic standards, policies and procedures.

C. Faculty committees

In general, the faculty of the School of Journalism functions as a committee of the whole, although committees do most of the preliminary work before the faculty discusses and votes on issues before it.

Faculty committees represent a vital part of the overall health and success of the School. To ensure that the committees are strong, stable, and active, the School asks its full-time faculty members to serve on at least two committees at a time (in addition to the Personnel Committee) and to remain on a committee for a three-year term. Generally, the person who has been on a committee the longest should serve as its chair, but exceptions can be made if warranted. In general, junior faculty will not be asked to chair committees.

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1 The chair of the Personnel Committee may count this service as one committee in the two-committee load.
Committees are expected to meet at least monthly throughout the academic year and to keep minutes of their meetings. Reports from each committee will be given at each monthly faculty meeting and discussed as needed. In addition, committee chairs will meet with the Associate Dean for Undergraduate Studies once a month.

These are the School of Journalism faculty committees and their standing charges:

**Policy Committee (4 members, elected)**

The Policy Committee is the primary faculty committee responsible for the overall direction and guidance of the School. As the faculty’s only elected committee, the Policy Committee serves as the leadership body of the faculty.

The Policy Committee is responsible for considering new School policies and changes in policies, as well as evaluating existing policies for relevance and effectiveness. The committee makes recommendations to the entire faculty regarding changes to the School’s policies.

In addition, the committee serves as an advisory board for the Dean and the Associate Deans. In this capacity, the committee considers proposals from the faculty for changes in administrative procedures; when the committee deems such proposals worthy of further consideration, the committee meets with the Deans to discuss the proposals and explore avenues for change. Also, in its advisory role to the Deans, the committee makes salary and other personnel recommendations annually.

The committee also functions as the Budgetary Affairs Committee for the School. In this role, it advises the Deans and the Fiscal Officer on budgetary priorities and with the Deans conveys budgetary information to the full faculty.

**Personnel Committee (all tenured faculty)**

This committee is responsible for the School’s contract renewal, tenure, and promotion processes for faculty. The committee identifies faculty who are eligible for renewal, tenure, promotion and works with them to develop complete and accurate dossiers. The committee reviews dossiers and presents its recommendations in written form to the Deans.

The committee also conducts the annual evaluation for non-tenure-track (lecturer) faculty and untenured faculty.

**Assessment/Accreditation Committee (5 members)**

The School of Journalism is committed to developing and maintaining a robust program of assessment. This committee is responsible for helping the School fulfill that goal and for assisting in the School’s reaccreditation effort.
In its role as the Assessment Committee, this committee works with the Deans to research, develop, and implement procedures that enable the School to assess student learning throughout its curriculum. The committee works with the faculty to articulate learning outcomes and prepares reports of student learning for the School.

In its role as the Accreditation Committee, the committee works with the Deans to prepare for the next reaccreditation process. This effort includes designing, conducting, and preparing the School’s Self-Study Report and working with the accreditation body to gather and organize relevant information. The committee also assists with the School’s organization and certification in the accreditation process.

**Awards Committee (11 members)**

The Awards Committee has several specific functions:

**Scholarships.** The committee works with the Deans and the staff to manage the School’s scholarship program, including organizing the various scholarships available and articulating their parameters and requirements. In addition, the committee identifies eligible students, both current and prospective, informs students about the scholarships and the application process, manages the review process, and makes recommendations to the Deans regarding students to whom scholarships should be conferred.

**Student awards.** The committee also assists Journalism School students in the identification of and application to various awards and honors both inside and outside the University. To this end, committee members seek out possible student awards, articulate the awards’ requirements and deadlines, identifies eligible Journalism School students, and invites those students to apply for the awards. For awards that require long-term effort (such as the Hearst, Bateman, and Addy awards), committee members work with students throughout the year to develop appropriate submissions materials. For awards that require nomination by the School, this committee evaluates potential nominees and selects the appropriate number to move forward.

**Faculty and staff awards.** The committee also oversees the procedures for faculty and staff awards both inside and outside the University. In this capacity, the committee assists Journalism School faculty and staff in the identification of and application to various awards and honors both. These may include teaching awards—including the university-wide Distinguished Teaching Awards, the Trustees Teaching Awards, and others—as well as research awards and staff performance and loyalty awards. In conjunction with other relevant committees, committee members are responsible for seeking out such awards, publicizing the awards and their deadlines to the Journalism faculty and staff, and assisting faculty and staff in the application process. For awards that require nomination by the School, this committee evaluates potential nominees and selects the appropriate number to move forward.

For awards that are conferred by the School alone (Gretchen Kemp, Trustees Teaching Award, etc.), this committee will identify eligible candidates and, in conversation with other relevant committees, select the recipients of these awards.
Diversity Committee (5 members)

Diversity of the students, faculty, and staff is a top priority of Indiana University and the School of Journalism; in fact, IU’s mission statement declares that the university “strives to achieve full diversity.” To help fulfill this goal, this committee is responsible for identifying and articulating the “best practices” of other Schools of Journalism (as well as other units, colleges, and institutions) throughout the United States. The committee evaluates these practices and recommends the most effective and appropriate to the Deans and the faculty for implementation.

In addition, this committee is responsible for developing and maintaining relationships with other institutions that can help improve the School’s diversity. These might include other colleges and universities—especially Historically Black Colleges and Universities—as well as high schools that have diverse student bodies. The goal is a program of long-term partnerships that can help the School address diversity issues in energetic and innovative ways.

The committee is also responsible for identifying opportunities to further the diversification of the School’s students, faculty, and staff and developing plans for taking advantage of those opportunities.

eLearning/Instructional Technology Committee (5 members)

Indiana University has a strong reputation as a leader in technology innovation. This leadership extends to the course level, with more courses being offered online each year.

This committee is responsible for considering technology issues on two fronts. The first involves assessing the School’s instructional technology for both classroom and e-learning courses. The committee makes recommendations to the Deans regarding changes and improvements.

The second front involves evaluating and expanding the School’s e-learning opportunities. The committee considers how the School can offer additional courses via online delivery, how to create and implement those courses, and how to assess them in an effort to make improvements.

Undergraduate Committee (5 members)

In conjunction with the Associate Dean for Undergraduate Studies, the Undergraduate Committee is responsible for the overall quality of the undergraduate curriculum and experience.

In service to that goal, the committee considers changes to the curriculum that will result in improved student learning, an improved experience for undergraduates, improved alignment with industry expectations, and improved efficiency and effectiveness. The committee surveys peer institutions regularly to determine “best practices” and to identify weaknesses the School needs to address.
The committee also considers proposals for specific new courses. New courses that meet with the committee’s approval may be taught as topics courses until they are solid enough to warrant their own course numbers; at that time, they are sent to the full faculty for approval.

**Graduate Committee (5 members)**

In conjunction with the Associate Dean for Graduate Studies, the Graduate Committee is responsible for the overall quality of the graduate curriculum and experience.

In service to that goal, the committee considers changes to the curriculum that will result in improved student learning, an improved experience for graduate students, improved alignment with industry and academic expectations, and improved efficiency and effectiveness. The committee surveys peer institutions regularly to determine “best practices” and to identify weaknesses the School needs to address.

The committee also considers proposals for specific new courses. New courses that meet with the committee’s approval may be taught as topics courses until they are solid enough to warrant their own course numbers; at that time, they are sent to the full faculty for approval.

In addition, the committee handles the admissions process for the School. The Associate Dean for Graduate Studies distributes applications to committee members for review, and the committee meets regularly to discuss them and make recommendations to the Associate Dean regarding applicants to whom offers of admission will be tendered.

**Global/International Committee (5 members)**

The Global/International Committee is responsible for the development of the School’s international focus, relationships, and plans. On the academic side, this includes the Field Experience Course offerings; with the addition of some ex officio members, the committee functions as the School’s Field Experience Course Committee. The committee also considers options, researches “best practices,” and makes recommendations regarding the international/global nature of the overall curriculum and individual initiatives.

On the structural side, the committee identifies, explores, and works with University officials to develop relationships and partnerships with institutions and organizations in other countries. Among other possibilities, these relationships and partnerships can include faculty exchanges, student exchanges, visiting scholars, term-abroad opportunities, and the development of a long-term School presence at other institutions.

The overarching purpose of these efforts is to enhance Journalism students’ international experiences and strengthen the School’s research and service missions.
**Research Committee (5 members)**

The Research Committee is charged with encouraging and facilitating the faculty’s research efforts. This goal can include researching, identifying, and facilitating funding opportunities for the School as a whole and for individual faculty members. It also can involve the mentorship and guidance of new faculty as they develop their research agendas, with an emphasis on helping new faculty understand the School’s and University’s research expectations.

In addition, the committee organizes and manages the School of Journalism Research Colloquium and maintains and updates the School’s web page showcasing faculty research.

**Planning Committee (5 members)**

The Planning Committee assists the Deans in short- and long-term planning for the School. This mission includes strategic-planning efforts, long-term planning, and continual evaluation and assessment of plans for possible modification. A key component to this project will be the research and analysis of best practices at peer institutions and other universities and schools of journalism throughout the country and the world.

This committee will work in conjunction with other committees as needed.

**Media Committee (5 members)**

This committee is responsible for developing and maintaining the School’s relationships with media professionals and organizations in the state and around the country, including ways in which the School can enhance its outreach and service to the industry. In groups or individually, committee members meet regularly with editors, producers, PR practitioners, and other media professionals to strengthen their relationships with the School and to discern ways the School can improve its programs to better prepare students for careers in the media.

The committee also works with the School’s Communications Department to keep Indiana media informed about School activities and events.

In addition, this committee works with the Director of Career and Internship Services to enhance connections between our students and media opportunities. The committee examines current practices and policies and works with the Director and the Deans to make any necessary improvements.

**D. Students on committees**

The Dean may appoint students to serve, as appropriate, on School committees. The Dean appoints the members of the Dean’s Council, which is advisory to the Dean on matters of student interest and concern. Representatives of student chapters of professional organizations, of campus media, and of other constituencies of student interest in the School serve on the Council.
E. The Indiana Daily Student and Arbutus

The management and budget of these campus publications in Bloomington report to the School. The faculty participates in the search and appointment of the Director of Student Media, in accordance with University procedures for the appointment of Classified/Professional/Administrative staff. As defined in the publications’ charters, students retain control over news-editorial content. Each publication has a board of publications on which are represented the School, other constituencies on campus, and media professionals. The main responsibility of the board is to select the editor.

IV. Personnel Policies

A. Faculty Teaching Workload

The normal teaching load for a full-time tenure-track faculty member is two courses a semester; lecturer teaching loads are three courses each semester, with some exceptions.

Administrators have reduced loads, which are negotiable. For the purposes of this section, “administrator” refers to the Dean, the Associate Dean for Graduate Studies and Research, the Associate Dean for Undergraduate Studies, the Director of the High School Journalism Institute, as well as any other SOJ Associate or Assistant Deans or Directors.

The Roy W. Howard Research Professor teaches one course a semester.

The Associate Deans assign courses for each semester to faculty members, surveying their preferences and requests when possible.

B. Faculty Meetings

Meetings are scheduled when business needs to be discussed, but are typically held once each month during the academic year. The Dean shall make every effort to schedule meetings at a day and time that will be most convenient to all members of the faculty.

Except in emergencies, the Dean must announce the intention to hold a faculty meeting at least three days in advance and must publish the agenda. The presence at a faculty meeting of 50 percent plus one of the voting members of the faculty shall constitute a quorum, including those who have left proxy votes on matters pertaining to all votes potentially taken during the meeting. [See also IV.C.1.d, “Hiring Votes,” page 10.] No votes shall be taken on items not on the published agenda unless at least 50 percent plus one of the voting members approve a vote.

If voting members are unable to attend a faculty meeting, they may authorize a colleague to exercise a proxy vote on their behalf. If they are unable to attend a faculty meeting, voting members may distribute their statements and opinions on matters before the faculty in advance of the meeting or may request that these be read at the meeting. When a faculty member wants the person holding the proxy to vote in a certain way, that preference should be put in writing or in an e-mail.
All matters are decided by simple majority vote.

These policies and procedures apply unless two-thirds of the voting members present vote to suspend the rules.

Based on Article 1.2 of the Constitution of the Indiana University Faculty, all faculty members on tenure or accumulating credit toward tenure shall be voting members of the faculty. Also, members of the School of Journalism have extended voting privileges to those who hold contract lecturer and senior lecturer rank in all matters except for the hiring of tenure track faculty. Visiting faculty and adjunct faculty may attend faculty meetings, especially when agenda items pertain or are of interest to them, but they do not have voting privileges.

C. Hiring Policies [Approved Sept. 17, 2010]

The SOJ’s commitment to outstanding teaching, research and creative activity, and service requires a high-quality, diverse faculty. The SOJ’s existing faculty assure that the School’s record of exemplary scholarship continues by hiring the best available candidates for open positions as professors and lecturers. The School’s mission is supplemented by the hiring of visiting faculty and adjunct instructors, and particularly noteworthy faculty are honored through the awarding of endowed chairs.

1. Full-time faculty

a. Ranks

The University recognizes several ranks of faculty members, but the School traditionally has recognized only two as appropriate for its mission: tenure-track professors (hereafter TT) and non-tenure track contract lecturers, including Professors of Practice (hereafter NTT).

b. Searches

Both TT and NTT faculty are hired after a national search has been conducted, although a Professor of Practice faculty member may be hired without a formal search. Search committees are appointed by the Dean after the faculty and Dean determine that one or more positions need to be filled. The search committees each consist of four or more faculty. The committee will screen applicants for TT and/or NTT positions and seek the approval of the full faculty to bring candidates to Bloomington for interviews. Search committees will have the option of screening candidates through conference telephone calls before inviting candidates to campus. Searches will comply with University policies and regulations regarding affirmative action and equal opportunity, as well as all other laws and regulations governing hiring.

TT candidates who are invited to campus will be expected, during the interview process, to meet with existing faculty individually or in groups; to meet with graduate students in a group session; to do a teaching presentation in at least one class; and to do a research or creative activity presentation for the faculty and graduate students.
NTT faculty candidates will not be required to give a research presentation. However, the applicant may be asked to do a presentation about his or her past professional and/or teaching experiences for the faculty and students and to do a teaching presentation in at least one class.

c. Qualifications

In general, TT candidates must possess a terminal degree in an appropriate field or be near completion of the degree requirements before they begin work at IU. A terminal degree is a Ph.D., J.D., Ed.D, or equivalent degree granted by an accredited institution of higher learning. Preference is given to TT candidates who also have significant professional experience in an appropriate field, usually related to communication. Successful candidates for TT faculty positions should demonstrate the potential to excel in teaching, research or creative activity, or service. Because IU is an RU/VH institution (Research University/Very High research activity) in the Carnegie ratings, the potential to excel in research/creative activity is a particularly important criterion for hiring.

NTT candidates should possess, at minimum, a bachelor’s degree (BA or AB) from an accredited institution of higher learning. They should also demonstrate significant professional experience in a communication-related field, and preference should be given to those who have achieved national recognition for their work in that field. An advanced degree, such as a master’s (MA) in an appropriate field, is preferred if the candidate would, if hired, be expected to teach courses at the master’s level. They will also cultivate and sustain relationships with the profession through involvement in professional associations and through individual professional contacts in order to keep the School’s curriculum and instruction up to date and to help students’ career development. NTT faculty members will be expected to excel in teaching or service and be at least satisfactory in the other area.

Additionally, Professor of Practice candidates must have achieved distinction in the practice of journalism and bring to the University unique practical experiences and talents that will benefit our students. The expectation is that Professors of Practice will fulfill all of the expectations of other NTT faculty members and achieve “excellence” in instruction during their probationary period. Hiring qualifications include a distinguished professional career marked by assignment to positions of substantial influence in media organizations including, but not limited to publisher, editor, news director, bureau chief, public relations director, press secretary, etc.; awards of achievement in journalism including the Pulitzer, the Peabody, the Emmy, the George Polk, the Silver Anvil, etc.; and other national and international recognitions including academic fellowships, foundation grants, honorary degrees, governmental citations, and the like.

d. Hiring Votes

After one or more candidates has interviewed on campus for either a TT or NTT position, the search committee may seek a vote on whether to hire one or more candidates during a regular or special faculty meeting. The search committee, in the case of more than one applicant for the number of open positions, may rank order the applicants for consideration, but the full faculty retains the right to overrule the search committee and consider other candidates who interviewed.
Professor of Practice candidates may be recommended to the full faculty by the Dean at a regular or special faculty meeting.

At the faculty meeting, votes will be conducted by secret ballot. If a majority of faculty members votes in favor of a candidate, the Dean will make an offer to that person and negotiate with that person regarding salary and benefits.

Faculty members may vote on hiring decisions by proxy if they are unable to attend a faculty meeting. However, faculty members are discouraged from voting on a candidate they did not meet during the interview process unless they have direct prior knowledge of that candidate. (See proxy vote policy under “Personnel Policies.”)

The number of continuing NTT faculty members should not exceed 40 percent of the total number of continuing TT and NTT faculty combined at the time of hiring.

e. Hiring at Associate, Full, or Senior Lecturer Rank

Generally speaking, TT faculty are hired at the assistant professor level after completing work toward the appropriate terminal degree. However, from time to time it may be desirable to hire faculty at the associate professor rank, with or without tenure, or the full professor rank with tenure.

If a TT faculty position candidate already holds associate professor or full professor status at his or her current institution, that person may seek to be hired at that same rank at IU. If the faculty approves of that person’s hiring, the Personnel Committee will consider whether to advise the Dean to offer that person employment at associate or full rank. Such an offer may be made without tenure to an associate professor, but full professors must be hired with tenure. Such offers are subject to approval by the appropriate University offices.

NTT faculty are generally hired at the lecturer rank, and with the exception of Professors of Practice, they must be considered for promotion to senior lecturer before the end of the sixth-year probationary period. However, in rare instances, NTT faculty may be hired at the senior lecturer rank. Such hires should be approved by the Personnel Committee and the appropriate University offices and should only be made when candidates demonstrate an extraordinary level of achievement in the professional world or offer opportunities for service or creative activity far beyond the level normally expected from a lecturer.

2. Special Hires

The University provides funds for the hiring of TT faculty members who help units reach their diversity goals in regard to race, gender, and other criteria, as well as candidates who demonstrate excellence in their disciplines. The University allows such persons to be hired through the use of targeted searches. In the SOJ, the Dean may appoint a special hiring committee or use an existing search committee or standing committee to identify people who may be eligible for positions filled through targeted searches. The candidates shall be
interviewed and the question of their hiring handled in the matter prescribed above for other TT faculty hires.

3. Visiting Faculty

The Dean may, from time to time, choose to hire highly accomplished academics or communication professionals to visiting faculty positions. Such appointments are for two years, with a third year possible if the Dean seeks a waiver of University policy.

The Dean should consult with the Policy Committee and, if possible, other faculty before offering a visiting faculty member position to a candidate. The Dean should also consult the Policy Committee and/or other faculty before seeking a waiver to extend the visiting faculty member’s stay to three years. As with all other hires, visiting faculty hires should help the SOJ meet or exceed its diversity goals while also providing additional expertise in teaching and/or research/creative activity.

The Dean should advise visiting faculty in clear terms at the time of hiring that the appointment to a visiting position is temporary and there is no guarantee of a permanent position on the SOJ faculty.

If a visiting faculty member wants to join the full-time faculty, he or she may apply for any open position for which he or she is qualified, assuming that there is an open, national search. The visiting faculty member will compete with other candidates for the open position.

4. Part-Time Faculty

The Dean and/or his/her designee(s) may hire, within University and budgetary guidelines, various adjunct faculty to teach sections of undergraduate courses in the School.

Adjunct instructors should be evaluated at least once during their first year of teaching at IU by one or more full-time faculty members to ensure that they are providing an appropriate educational experience for students. The Teaching Standards Committee shall establish guidelines for the evaluations. The evaluations should be written, and copies should be provided to the adjunct instructor and to the appropriate Associate Dean.

5. Endowed Chairs

Donors to the SOJ occasionally give the School gifts that are designed to fund the hiring of faculty members in particular fields or disciplines. The person hired for such a position, known as an endowed chair position, is paid from the interest on that gift in addition to general salary funds of the School.

An endowed chair is not a University-recognized rank, however. A holder of an endowed chair is hired as a TT professor or NTT lecturer.
Unless otherwise specified in donor agreements, endowed chairs should be filled by full-time TT or NTT faculty members chosen through the normal search process after advertisement for those specific positions. The faculty, in consultation with the Dean, shall determine whether the endowed chairs should be filled by TT or NTT faculty, in accordance with any specific wishes expressed in donor agreements and the needs of the School. Every effort should be made to hire highly distinguished researchers or professionals for those positions.

If the donor specifically requested that a gift be used to hire visiting faculty, such faculty shall hold the endowed chair title until they leave the visiting faculty position. In all other ways, visiting faculty who hold endowed chair titles have the same rights and privileges as other visiting faculty members.

6. Professors of Practice

The faculty may wish to hire journalists of exceptional professional accomplishment to contribute to the teaching mission of the School. The Dean may recommend Professor of Practice candidates to the faculty and the faculty may authorize the Dean to request the Provost or designee who will review the candidate’s credentials prior to approving the offer. Initial appointment shall be for three years with a major performance review before a second contract is offered. A second major performance review shall take place before the end of the seven-year probationary period, and if performance is judged excellent, appointees shall be given long-term contracts (either three years rolling or five years term). The Professor of Practice appointment may not be converted to a tenure-track position.

V. Annual Evaluation of Faculty

In accordance with the requirements of the Provost, faculty members in tenure-probationary status receive an annual written evaluation. Faculty members submit documentation of their performance in teaching; research, professional, or creative activity; and service. The Dean writes an evaluation for each of the five years of probation. The Personnel Committee writes an evaluation for the second and fourth years, plus once during the third or fifth year, depending on the candidate’s choice. Those joining the faculty with time credited toward tenure receive annual reviews from the Personnel Committee.

Annual reviews of NTT contract lecturers will follow the same schedule and process as for tenure-track faculty members. Lecturers will file an annual report on their teaching and service to the Dean. The Dean will conduct the first annual review, toward the end of a contract lecturer’s first year of employment. The Dean and the Personnel Committee will conduct the review in the second year. The criteria for evaluation in teaching and service will be the same as for tenure-track faculty. Annual reports and dossiers should include evidence that a lecturer is developing a record of excellence in either teaching or service. Renewal of contracts after the first three-year contract will be annual until the review for promotion to Senior Lecturer in the sixth year. If the Personnel Committee and the Dean recommend promotion to Senior Lecturer, the School will offer renewable five-year contracts thereafter.
Non-renewal of a contract in the probationary period shall occur if the NTT contract lecturer is not achieving or making appropriate progress toward achieving a record of effectiveness in teaching and service. The probationary period for lecturers is seven years. At the end of the probationary period, in the sixth year of a contract, a lecturer will be reviewed for promotion and long-term contract. Non-renewal shall occur if the School decides that the record in teaching and service does not warrant promotion to Senior Lecturer. In that event, the Lecturer will have one final year (seventh year) before terminating.

During those years when both the Dean and the Personnel Committee write a review for a probationary faculty member, a conference including the Dean, the chair of the Personnel Committee and the faculty member should be held in the late spring or early summer in order to discuss the reports, to solidify recommendations, and to provide an opportunity for feedback. During the years when the Personnel Committee does not do a review, the Dean and the faculty member should meet in late spring or early summer to discuss the Dean’s written evaluation.

VI. Salary Procedures for Faculty

The Dean sets salaries. A new faculty member’s initial salary reflects a number of factors, including rank, degrees earned, years of teaching experience, and years of professional media experience. Thereafter, annual salary adjustments are based on a faculty member’s performance in teaching; in research, professional or creative activity; and in service.

The Dean, with the advice of the Policy Committee, evaluates the performance of faculty members on the basis of documented evidence submitted by each faculty member and regularly collected by the School. This evidence normally includes:

- Annual reports filed by each faculty member;
- Annual written evaluations of untenured faculty members by the Personnel Committee and the Dean;
- Publications, papers, works in progress, and the professional and creative work of each faculty member;
- Syllabi and other teaching materials of each faculty member;
- Course evaluations taken in each class each semester by the Dean’s office;
- Work with graduate students;
- Documents recording and evaluating the service activities of faculty members;
- Awards, fellowships, prizes, and other forms of official recognition of faculty accomplishment.

After the Board of Trustees and the university and campus administrations have informed units on the salary goals for the year, the faculty decides through the Policy Committee what percentage of the annual salary increment should be assigned across-the-board for cost of living, and how much should be assigned in dollars for merit. The Dean prepares and presents the salary recommendation for each faculty member to the Policy Committee, acting as the Budgetary Advisory Committee, for its review, advice and recommendations to the campus administration.
Faculty members with salary grievances should discuss their concern first with the Dean. The Dean may recommend that the grievance be presented to the Policy Committee or to a special committee appointed for this purpose.

VII. Tenure and Promotion

A. Overall principles

The School takes seriously the Academic Handbook’s guideline that for tenure and promotion to associate rank faculty members should show promise of achieving a national reputation. For full rank they should have achieved a national reputation. In evaluating faculty members, therefore, the Personnel Committee and the Dean rely to a significant extent on external referees prominent in journalism and mass communication. Where appropriate, the committee and the Dean consider referees from other fields.

All tenured associate professors and professors evaluate and vote on candidates for tenure and promotion to associate rank. Only tenured faculty members at full rank evaluate and vote on candidates for promotion to full rank.

Those eligible to vote must be present for the discussion of the candidate immediately preceding the vote, and no proxy votes will be considered. Remote presence by two-way video or voice communication will satisfy this requirement. The vote of persons attending remotely will be communicated privately with the chair of the Personnel Committee via e-mail, telephone or some other method when votes are being cast in order to protect the secrecy of the ballot. Arrangements for such remote participation must be made with the chair of the Personnel Committee at least five working days before the meeting so that appropriate technology can be arranged.

The Academic Handbook states:

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, as well as the individual’s contribution to the school/campus mission. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be at least satisfactory in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university over time. In all cases the candidate’s total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

In accordance with this statement, the School encourages candidates for promotion and tenure to achieve a level of performance that can be judged excellent in one of the three categories (teaching, research/creative activity, or service) and at least satisfactory (research/creative activity;
service) or effective (teaching) in the others. Alternatively, the candidate may seek tenure and promotion on the basis of a level of performance that can be judged of very good quality in all three categories. For the purposes of tenure and promotion, the School of Journalism values research/creative activity, teaching, and service equally.

B. Criteria for Evaluating Faculty Performance

To demonstrate excellent or very good quality performance in any area of faculty responsibility, faculty members must produce work of documented distinction. This means that their work must be evaluated by recognized authorities outside the School of Journalism and Indiana University as well as by their colleagues in the School and the University.

The School has no absolute definition of excellence. It prefers to encourage the originality and creativity of faculty members in achieving it. Nevertheless, the School does consider certain indicators. These are listed below as a guide to the School’s standards and expectations of excellent or very good quality performance.

1. Teaching

Faculty members typically demonstrate the quality of their teaching by:

- Teaching successfully at all levels of the curriculum, undergraduate and graduate;
- Developing new courses, enriching established courses, and contributing to the School’s overall curriculum;
- Directing theses, professional projects, and dissertations effectively;
- Publishing original work on pedagogy;
- Publishing textbooks;
- Presenting papers effectively in seminars and professional meetings;
- Taking a leadership role in the teaching activities of professional organizations;
- Getting grants for course development or for their own teaching development;
- Earning teaching awards.

2. Research, Professional or Creative Work

a. Research:

Faculty members typically demonstrate the quality of their research by:

- Publishing a sufficient body of high-quality work on journalism and mass communication to demonstrate productivity and an intellectual focus over time;
- Publishing in the major journals of the field (or related fields) or writing books based on original research that are published by high-quality presses noted for rigorous review;
- Securing grants or fellowships for research;
- Taking a leadership role in the research activities of professional organizations;
- Directing theses and dissertations effectively.
b. Professional or Creative Work:

Faculty members typically demonstrate the quality of their professional or creative work by:

- Producing a sufficient body of high-quality work to demonstrate productivity and a professional or creative focus over time;
- Publishing, broadcasting, or exhibiting journalism or informal scholarship of depth and significance in books, professional publications, newspapers, magazines, or broadcast and telecommunication outlets, or in museums and galleries;
- Taking a leadership role in the professional or creative activities of professional organizations;
- Directing professional or creative projects, theses, or dissertations effectively.

3. Service

Faculty members typically demonstrate the quality of their service by:

- Serving a range of constituencies of concern to the School, such as the School itself, the Bloomington or Indianapolis campus, the Indiana University system, the community, academic or professional organizations, or professional practitioners and employers;
- Developing programs, workshops, or activities that contribute significantly to the interests of these constituencies;
- Presenting papers, reviewing and editing manuscripts, or publishing book reviews;
- Taking a leadership role in the service activities of professional organizations.

VIII. Tenure and Promotion Procedures

School reviews of faculty performance follow procedures and criteria set out by the Provost’s Office and outlined in the Tenure and Promotion Handbook. The only major adjustment that the School makes is to place more emphasis on the service category than many departments do in tenure and promotion deliberations. The School places this emphasis because it has definite constituencies to serve and is judged by those constituencies in large measure on the basis of the services provided.

While untenured TT faculty must put together dossiers for promotion and tenure during their sixth year of service, associate professors going up for full professor decide when they would like to be considered for promotion. Because the process is involved and somewhat dependent on outside referees, associate professors should first consult with the Dean and the sub-committee of full professors on the Personnel Committee to better get a sense of their prospects for promotion before going through the promotion process.

Indiana’s public access law permits faculty members to gain access to their own personnel files, including letters of evaluation, upon request.
GUIDELINES FOR TENURE AND PROMOTION DOSSIERS  
(March 2010)  
OFFICE OF THE VICE PROVOST FOR FACULTY & ACADEMIC AFFAIRS

All tenure and promotions dossiers should be divided into the following five sections:

I. General summary
II. External letters
III. Substantiation of teaching contributions
IV. Substantiation of contributions to research/creative activity
V. Substantiation of service contributions

I. General Summary

The initiating unit should ascertain that the dossier contains the following:

1) Signature Sheet
2) A copy of the unit and school criteria used to evaluate the candidate.
3) The chairperson’s evaluation and personal recommendation concerning the candidate’s teaching, research/creative activities, and service – with a clear indication of which area is the basis for tenure and/or promotion.
4) The departmental evaluation of the candidate’s teaching, research/creative activities, and service, including a report of exact votes in each area using the campus categories of Excellent, Very Good, Satisfactory and Unsatisfactory for research/creative activities and service and the campus categories of Excellent, Very Good, Effective and Ineffective for teaching.
5) The candidate’s CV.
6) The candidate’s own statements about teaching, research/creative activities, and service. The candidate’s statement may include excerpts from reports submitted to funding agencies as supplemental descriptions of the candidate’s current and future research endeavors.
7) A list of all publications noting, in the left-hand margin, whether the publication was evaluated as evidence of teaching, research/creative activities, or service. For promotions from Associate Professor to Professor, identify those publications produced since the tenure decision.
8) An assessment by the department or school of the extent of candidate’s contribution to works with more than one author.
9) Tenure and Promotion Dossier Checklist

The Dean of the School or College is responsible for adding the following to the dossier:

1) The School or College Committee’s overall recommendation (including a report of exact votes) and the Committee’s evaluation of the candidate’s teaching, research/creative activities, and service (including a report of exact votes in each area using the campus categories listed above).
2) The Dean’s personal recommendation and a summary evaluation of the candidate’s teaching, research/creative activities, and service (using the evaluative categories listed above).

A signature sheet should be placed in the front of the dossier to be signed by each level,
recording specific votes to include absences and abstentions, and identifying whether or not the candidate is recommended for promotion and/or tenure and the basis for that recommendation.

A copy of the unit and School criteria used to evaluate the candidate should appear in the general section of the dossier so that there is no misunderstanding concerning the criteria used by the evaluators at each level.

The promotion and tenure checklist should be signed by the chair or dean who prepares the dossier in the presence of the candidate, with the original being placed in the dossier and a copy given to the candidate.

All committee reports and administrators’ judgments must state the basis for tenure and/or promotion (Excellence in research/creative activity, teaching or service – or a balanced case). University policy requires that each candidate should normally be Excellent in at least one area and at least satisfactory or effective in each of the other two. In exceptional cases, a candidate may present evidence of balanced strengths in all three areas that promise excellent overall performance of comparable benefit to the University (Very Good in research, teaching and service). In all cases, the candidate’s total record should be assessed by comprehensive and rigorous peer review.

Annual Reviews should not be included in the dossier unless specifically requested by the candidate. These reviews represent private communications between the individual faculty member and the closest supervisor, and should remain private.

II. External Letters

1) A list of external referees supplied by the candidate with statements describing why each individual was proposed as a referee and the relationship of that person to the candidate.
2) A list of external referees compiled independently by the chairperson in consultation with rank-appropriate faculty, with statements describing why each individual was proposed as a referee and the relationship of that person to the candidate.
3) A list of external referees to whom the Dean or Unit Head sent letters requesting outside evaluations and a sample copy of the solicitation letter. An explanation should be provided for any referee who declined to write, along with a list of those solicited who did not respond.

Each School Dean or Unit Head will request the letters from the external referees, selecting names evenly from each of the lists submitted. All letters requesting outside evaluations should be accompanied by a copy of the candidate’s curriculum vitae, a copy of the unit and school criteria, and an adequate and appropriate selection of publications or other materials relevant to area(s) of excellence agreed to by the chair and candidate. Letters of evaluation provide an important external perspective on the candidate’s reputation and impact on his/her discipline.External referees must be asked to comment specifically on the area identified as the primary basis for tenure and/or promotion. They should also be asked to comment on the overall impact of the candidate’s work in the discipline or profession.

III. Substantiation of Teaching Contributions
This section of the dossier should contain evidence of the impact of the candidate’s teaching and teaching related activities. This section should include:

1) A list of all the specific courses taught, enrollments and grade distributions listed by semester and academic year.
2) The numbers of Ph.D., M.A., and other research committees chaired or served on, names of student advisees and the titles of any dissertations directed, listed by academic year.
3) Copies of pedagogical books, articles, chapters, and reviews as evidence of national exposure as a scholar of teaching and learning.
4) Evidence of the quantity and quality of classroom teaching, (e.g., syllabi of selected courses to illustrate the variety of courses taught; summaries of standardized quantitative student course evaluations (such as those prepared by BEST) and transcribed student comments; course portfolios; evidence of student learning outcomes).
5) Evidence of efforts to improve pedagogical capabilities (e.g., workshops, lectures, curricula disseminated, including peer evaluations of presentations and materials).
6) Evidence of teaching leadership and recognition (e.g., competitive grants, awards, invited presentations).
7) Solicited and unsolicited letters and e-mail from students, colleagues, and professional groups that reveal the influence of the candidate’s teaching, including peer evaluations of classroom teaching and related course materials.
8) (For tenure) Written evidence of pedagogical work-in-progress.

Innovative pedagogical efforts, which may sometimes include unsuccessful approaches, should be described. In particular, efforts to specify learning outcomes and the development of new assessment procedures should be described in the dossier. Raw data (e.g., scanned sheets from BEST or hand-written qualitative student evaluations) should not be included in the dossier but should be retained by the academic unit and must be available upon request. Summaries of quantitative and qualitative student evaluations must be included in the dossier, and should provide evidence of accomplishments at varied levels of teaching. Graphs are a particularly effective way to illustrate trends across semesters. Examples of other evidence include write-ups of student exit interviews and letters or notes from present or former students solicited by and/or written to someone other than the candidate. Other supporting materials may include textbooks, monographs, articles on teaching, and digital course materials. Evidence of sponsorship of undergraduate research activities should be included.

Evaluations by colleagues based on first-hand observations of teaching practices, along with evidence that the candidate has a reputation beyond this campus, are of particular significance. Especially effective are repeated classroom observations that allow colleagues to comment on an instructor’s growth and improvement through time. A reputation beyond the campus is important in cases where teaching is defined as the area of excellence, and external referees must be asked to evaluate teaching in addition to research/creative activities and service. Any other available and relevant evidence on the quality of teaching should be included.

It should be kept in mind that the primary purpose of the evidence presented in this portion of the dossier is to document the breadth and especially the quality of teaching.
III. Substantiation of Contributions to Research/Creative Activities

1) A list of the candidate’s research/creative publications. For promotions from Associate Professor to Professor, this list should identify which items have been completed since the tenure review.

2) Reprints of all published and in-press journal articles, research book chapters, books published, manuscripts in press, and manuscripts in draft.

3) Reviews of books at any stage; commentary on journal articles.

4) Reviews of creative works (include level of distribution, as in local, regional, national, international publications). Number of citations and their significance may also be included, if considered appropriate for the discipline.

5) Departmental or school evaluations of the reputation of the journals in which the publications appear, the stature of the museums showing creative work, and so forth.

6) List of current grants (funded and unfunded) including cover pages and abstract, and copies of interim reports to funding agencies.

7) Evidence of research leadership and recognition, such as awards and honors, and invitations from prestigious organizations for research lectures/activity.

Tenure dossiers should present an assessment of the impact of the dissertation research and all post-terminal degree research and creative activities; promotion dossiers should contain an assessment of work done in rank at Indiana University and elsewhere.

The current status of each publication should be noted. For example, articles that have been officially accepted by an editor or publisher should be identified as “in press.” Articles that have been submitted for editorial review, but have not been accepted or have been accepted subject to revision should be identified as “submitted” or “under editorial review.” Work in preparation should also be labeled appropriately. Normally work in preparation will be of little relevance in the promotion process, but may be relevant to the tenure decision which involves promise of future accomplishments.

V. Substantiation of Service Contributions

This portion of the dossier should contain:

1) A list of the candidate’s service activities at each level: department, school, campus, community, discipline/profession. Include workshops, clinics, presentations and panels, conferences organized and coordinated, editorial work, public policy assignments, committees, offices held and other significant activities.

2) A list of the candidate’s service-related publications.

3) Evaluation of the quality of the candidate’s service activities by the chairperson and by professional colleagues at IU, or by associates in the service activity, e.g., conference participant’s evaluations of activities.

4) Copies of service-related committee reports and other relevant documents to illustrate the quality and impact of the service contributions or professional leadership provided by the
candidate.

Service activities may be rendered to the department, to the University, to professional organizations, to community or governmental bodies, or to other similar institutions. Service may occur at local, state, or national levels. Where service is presented as the area of excellence, evaluations from colleagues and external associates in the service activity are of particular importance. These evaluations or other assessments must indicate the contributions and responsibilities of the individual candidate to the service activity, and demonstrate either a breadth of significant contributions or exceptional quality in specific areas of endeavor. Assessments of community engagement should include evaluative letters from individuals and groups served by the candidate’s outreach activities.
## Promotion and Tenure Dossier Checklist (for Initiating Unit)  

**Candidate___________________________________________**  
**School or Department __________________________________**

### General:
- □ Signature Sheet.
- □ Copy of unit and school criteria used to evaluate the candidate.
- □ Chairperson’s personal recommendation and a summary evaluation of teaching, research/creative activities, and service.
- □ Departmental recommendation (report of exact votes or separate memos from colleagues). Departmental evaluation of teaching, research or creative activities, and service (including exact votes).
- □ Candidate’s CV
- □ Candidate’s own statement on teaching, research or creative activities, and service.
- □ Copy of list of referees supplied by candidate.
- □ Copy of list of referees supplied by chairperson or Department/School committee.
- □ Copy of referees selected to write and those who did not respond.

### Teaching:
- □ Courses taught each semester, number enrolled. Number of Ph.D./M.A. committees chaired or served on.
- □ Titles (and abstracts where relevant) of any dissertations directed.
- □ Copies of any textbooks written.
- □ Evidence of any curricula development.
- □ Evidence of quality of teaching.
- □ Evaluation by students (e.g., summaries of student course evaluations).
- □ Summary of student evaluation forms and transcription of comments from forms.
- □ Write-ups of student interviews done by unit.
- □ Letters from former students (solicited by and written to someone other than the candidate).
- □ Evaluation by colleagues, preferably first-hand (e.g., team teaching, symposia, visitation by colleagues).

### Research:
- □ Evidence of impact of research/creative activity, such as citation analysis.
- □ Departmental evaluation of stature of (1) journals in which publications appear or (2) museums/venues in which showings have been presented, performances (which may include “journal impact” measures).
- □ Departmental assessment of the contribution made by candidate to co-authored or collaborative work.
- □ Copies of professionally relevant publications and/or
- □ Copies of creative work, reviews of creative performances and exhibitions and/or
- □ Copies of research papers and development projects.
- □ Documentation of grants obtained and applied for.

### Service:
- □ Summary of activities (Departmental or other University service; local, state, or national service; professional or other).
- □ Evaluation by chairperson of the quality as well as the quantity of service.
- □ Evaluation by professional colleagues (or other knowledgeable individuals) of the quality and impact of the service activities.

I have signed this checklist in the presence of the candidate, and copies have been given to the candidate and placed in the dossier.

________________________________________________________________________

(Signature of dean or unit head)  (Date)
IX. Leaves of Absence

The School adheres to university and campus policies and regulations governing sabbatical leaves, leaves without pay, pregnancy leaves, and sick leaves. Faculty members seeking any of these leaves must submit a written request to the Dean in accordance with campus guidelines and deadlines. The Dean refers the proposal to the Personnel Committee, receives its recommendation, and makes the decision.

The School strives to be as flexible as possible in granting sabbaticals and leaves. If the School’s needs can be taken care of, it tries to grant all applications with acceptable proposals and/or justifiable reasons. Except in unusual cases, no more than three faculty members may be on leave in any one semester.

In years when more people apply than the School can manage, the order of acceptances will normally be: (1) sabbaticals (2) leaves without pay at no cost to the School and (3) leaves with benefits. Within each category, priority will be given to those with prestigious fellowships or grants followed by those with the longest time since last leave.

Contract lecturers are not eligible for University sabbatical leaves, but the School may permit sabbatical-like leaves to provide for the professional learning and development of contract lecturers. Normally the School will consider such leaves for contract lecturers on the same schedule as for tenure-track faculty members.

X. Faculty Responsibilities

A. Teaching Assignments

Each TT faculty member normally teaches two courses a semester; each NTT faculty member normally teaches three courses each semester. Exceptions to this teaching assignment include those for administrators, who normally have reduced teaching assignments.

B. Office Hours

Faculty members must announce and keep office hours at times convenient to students.

C. Student Evaluations of Teachers

The Dean’s office administers a student evaluation of teachers every semester of each course offered in the School. A member of the staff or a responsible student in each class is asked to administer the evaluations at a time convenient to the teacher and without the teacher present. The staff member or student then returns a sealed, signed envelope with completed evaluations to the appropriate administrative assistant. Teachers may not see the evaluations until after they have filed final grades for the course. The School retains the course evaluations and shares copies with teachers for their review.
D. Student Records

The School enforces the University’s policies on student records as outlined in the Academic Handbook. The faculty and staff are committed to protecting the privacy and confidentiality of student records in accordance with federal law and university policy. Privacy and confidentiality include a prohibition against the posting of student grades in any form, whether by name, social security number or other form of identification. Faculty may leave graded assignments and final grade information for students to pick up in the main office or other public place if the student initials or signs an approval.

Faculty may have access to their advisees’ records. Normally, faculty should not seek access to the records of students in the courses they are teaching because such access may inappropriately affect their judgment on grades. Faculty members may have access to the records of students other than their advisees for the purposes of writing references, nominations or recommendations, provided the student has given written authorization for them to do so. Students must give written approval for a faculty member to cite grades, GPA, and any other specific confidential information in letters. A faculty member should say in such letters that the information is confidential and the recipient of the letter may not give the information to anyone else.

If faculty members consult students’ files in their offices, they should not ask or permit students to return their files to the Recorder’s office. Faculty members must return the files themselves.

Students have the right to see their records, according to university policy.

Requests for student information from outside the School should be directed to the School’s official Recorder.

E. Relations with Students

The School enforces the “Code of Academic Ethics” for promoting professionalism in faculty-student relationships.

F. Sexual Harassment

The School enforces Indiana University’s policy on sexual harassment, as outlined in the Academic Handbook. The School does not tolerate unwelcome sexual advances by anyone associated with the School.

XI. School Resources

A. Equipment and Supplies

The School seeks to provide appropriate equipment and supplies to enable faculty members to carry out their responsibilities in teaching; research, creative or professional activity; and service. The School requires professional and sensible use of its resources. Faculty and staff may not use the School’s equipment, long-distance telephone service, and supplies for their personal business.
B. Travel

The School supports, as resources allow, attendance at one academic or professional meeting a year for each faculty member, irrespective of the faculty member’s activities at the meeting. Depending on availability of funds, the School strives to support a faculty member’s attendance at additional meetings, especially if the faculty member is: (1) presenting a submitted or invited paper or presentation; (2) serving as an officer at the meeting; or (3) representing the interests of the School.

Faculty members should fill out the School’s application forms for travel support (available in the appropriate SOJ business office or online from the School’s Web site) and submit them to the Dean or the Dean’s designee in advance of their travel.