

## **RTP CRITERIA**

Journalism Department  
College of Liberal & Creative Arts  
San Francisco State University  
Provost Approved February 2016

### **Mission Statement**

The mission of the Journalism Department is to educate students and provide research and professional leadership in an evolving media landscape by promoting integrity, creativity, innovation and social responsibility in accurately telling the stories of a multicultural world. The Department emphasizes four tenets:

- Journalism requires strong research, reporting and writing skills augmented by critical thinking, clarity of expression, commitment to fairness, and an understanding of the profession's obligation to the public.
- Journalists have social responsibilities to support the democratic process and help promote understanding of issues that emerge in surrounding communities. These principles, as well as ethical and legal ones, are integrated throughout the curriculum.
- Journalists must develop a well-rounded store of knowledge and ideas about the world and recognize their own biases and limitations while developing an ever-alert curiosity about the past, present and future.
- Journalists must also learn to provide news coverage that accurately reflects the diversity of people and cultures within our communities and the world.

### **Criteria**

The guidelines and criteria described here clarify the expectations of the Journalism Department in relation to the University's criteria for the determination of retention, tenure and promotion as specified in the Faculty Manual and the relevant Academic Senate policies, primarily #F11-241, Retention, Tenure and Promotion Policy (see <http://senate.sfsu.edu/content/untitled-8>).

All faculty members in the Journalism Department who are being considered for retention, tenure, and promotion will be evaluated in 1) Teaching Effectiveness, 2) Professional Achievement and Growth, and 3) Contributions to Campus and Community.

As members of a professional program, Journalism Department faculty members are expected to engage in teaching, research and/or creative activities and service that:

- Prepare students to excel as journalists in a complex, multicultural world;
- Improve both the practice of journalism and journalism research;
- Contribute to students' and the public's understanding of freedom of expression and the ethical responsibilities of mass media; and

- Strengthen the department's curriculum and help to shape its continually evolving mission.

The review process shall take into account previous reviews and build upon them. Any suggestions for improvement, recommended actions and expressions of concern in earlier reviews will be reexamined in later reviews. The reexamination should include indications of whether previous concerns have been successfully resolved or what further steps might be desirable to achieve excellence.

**Early tenure and promotion:** A faculty member may apply for tenure and promotion prior to having satisfied the time-bound service requirement, as described above. To be awarded early tenure or promotion, faculty must demonstrate achievements in all three categories that are outstanding, or in excess of the required record. Compared to regular tenure and promotion, this standard is higher because a candidate applies for tenure or promotion with fewer numbers of courses taught and fewer semesters of service. Following the criteria set forth below, the candidate must show evidence of exceptional performance in teaching effectiveness; professional achievement and growth; and service that engages the world outside SFSU and enhances the reputation of the department and the university.

### **External Reviews**

The Journalism Department requires external reviews of a faculty member's professional achievement and growth work as part of the tenure and promotion process. Reviews, or external letters, generally are to focus only on professional work. The use of external reviews of a candidate's teaching performance and service may be utilized if relevant to the candidate's professional achievement and growth. The candidate will work in consultation with the Department Chair to identify a list of potential reviewers. The RTP Committee will make the final selection of reviewers; the Department Chair or the Chair of the RTP Committee send out the invitation to the external reviewers.

Guidelines are as follow:

- Candidates may propose up to seven outside reviewers. The Department Chair in consultation with the RTP Committee may add up to seven additional outside reviewers. The candidate and the Chair will discuss the list of fourteen possible reviewers to arrive at a final list of eight to ten potential reviewers. During this stage of the process all parties have the right to veto suggested reviewers while maintaining a balance between the two lists. Three to six external reviews are optimal.
- Reviewers shall not have been the candidate's graduate thesis/dissertation chair or committee member.
- Reviewers shall not be close colleagues within SFSU.

- Academic reviewers shall be from CSU comparable institutions or higher, and hold a higher rank than the candidate being reviewed.
- The Department acknowledges the collaborative nature of professional work in journalism. As such, for the evaluation of professional work, the candidate, RTP committee, and department chair may identify a list of established professionals with whom the candidate may have collaborated and are able to evaluate the quality, value and uniqueness of the candidate's professional work and contributions to the field.
- In cases where a list includes both academic and professional reviewers, the RTP committee, the candidate, and the department chair will work collaboratively to insure a balance between both groups of reviewers.
- Reviewers will be asked to include a description of their relationship to the candidate and state potential conflicts of interest they might have in doing the review.
- Reviewers will be informed that candidates have access to their letters.
- Candidates shall provide the RTP committee with the following materials to be sent to reviewers by **June 1** before the fall semester in which the candidate's file is due:
  - Personal statement
  - Current CV
  - At least three examples from the candidate's professional work of her/his own choosing.
- The department chair in collaboration with the RTP Chair will begin the invitation process, track the process of securing the external reviews, answer questions from the reviewers, receive review letters, and place letters in the candidate's WPAF.

### **Personal Statement**

The personal statement is considered an extremely valuable component of the file. The candidate should strive to generate a context within which his/her achievements in each of the three major areas of evaluation can be best understood. This narrative component should not only provide a context that will help faculty and administrators who are non-specialists in journalism understand the candidate's accomplishments, but also provide a historical perspective that demonstrates the evolution or development of the candidate's teaching, professional achievement and growth, and service efforts and goals.

### **Teaching Effectiveness**

The primary mission of San Francisco State University is teaching, and the Journalism Department takes the mission very seriously. To be considered for tenure or promotion, regardless of qualifications in other categories, candidates must meet the highest standard of excellence in teaching expected of faculty and required by the University, as stated in current Academic Senate policies and Faculty Affairs guidelines. A decline in teaching effectiveness

over the course of the probationary or review period will be treated as a serious issue in need of address.

The criteria for evaluation of teaching are ranked in the order of greatest weight:

- 1. Student evaluations.** Students will evaluate all courses each semester. These surveys are important in that they provide a large amount of student feedback. The committee will try to ascertain significant patterns within the data and make note of them accordingly.
- 2. Peer Evaluations.** Class visitations by fellow faculty members are vital for assessing teaching effectiveness. The department has adopted a peer observation process which enables all faculty members to receive feedback from more senior colleagues. Probationary faculty members receive at least two observations each year, one from the Chair and one from an RTP Committee member or designee. Tenured faculty members receive one observation each year. In such evaluations, members of the Committee and other faculty members will review relevant syllabi and other instructional material, visit classes and provide written comments concerning the quality of teaching to the chair. Peer reviewers shall be equal to or at a higher rank than the candidate. Following the observation, the observer will, if possible, meet with the faculty member about the strengths of the class session and any feedback s/he may have had about it. The observer will then fill out a standard Journalism Department teaching feedback form summarizing the observation. At the end of each year, the Chair will meet with faculty members to discuss teaching performance.
- 3. Course materials.** Syllabi, course web sites, reading lists, class projects and assignments, and examinations are used by the RTP committee as evidence of course and class organization, the level at which the course is taught, and the expectations of student learning. Faculty members are expected to frequently update their syllabi, learning objectives, and assignments in keeping with the continuing changes in the field. Syllabi should be clearly written and outline learning objectives and grading rubrics
- 4. Range and breadth of courses.** Faculty members in the Journalism Department are expected to teach a variety of courses at the lower-division and upper-division to include production, history, theory and criticism.
- 5. Advising.** All probationary and tenured faculty members must be effective in advising and willing to confer with students. The Chair, who works closely with advising matters in the department, shall provide the RTP committee with a brief written assessment of the candidate's effectiveness in advising.
- 6. Curricular innovation.** Faculty members are encouraged to develop innovative teaching methods and may present evidence in their WPAFs of novel assignments,

exercises, class projects, etc. Faculty members are encouraged to share curricular innovations with colleagues beyond the department through conference presentations, papers, blog posts, etc.

- 7. Professional development in teaching.** Faculty members are encouraged to participate in campus, local, regional, national or international workshops to enhance the teaching of journalism.

Candidates for promotion to full professor should demonstrate excellent teaching as described above and provide evidence of leadership that is recognized by, or significantly moves, the field of journalism or journalism education. In teaching, this can be observed through the candidate's innovation of curriculum that can significantly improve or change the field of journalism education. Examples of that can include developing or teaching courses that are considered innovative by professors at SFSU or other schools or by media professionals.

### **Professional Achievement and Growth**

The department expects faculty members to develop a program of research and/or creative/professional journalistic activity. For the purposes of Professional Achievement and Growth, a record of curricular innovation may be considered only in combination with a program of research and/or creative/professional journalistic activity. Otherwise, curricular innovation is assessed under Teaching Effectiveness. The department sees professional achievement and growth as an indispensable component of teaching excellence and expects candidates to demonstrate accomplishments in this area as a condition of retention, tenure and promotion. The candidate should demonstrate a coherent and consistent pattern of productive activity.

Because the field of journalism is in a consistent period of social change and adaption to new technologies, the department values the exploration of new forms of dissemination, reporting, and storytelling. The candidate should provide evidence of evaluation and assessment from communication scholars or professional journalists about the impact and influence of these works in the field.

- Research and Scholarship

Journalism research and scholarship constitutes publication of peer-reviewed books and articles in refereed journals published by academic presses (i.e. work that is reviewed by scholars at other colleges and universities who can attest to its scholarly merit), presentations of peer-reviewed papers at professional meetings, successful research grant applications, and similar activities where the faculty member's work is presented to and evaluated by professional colleagues. The work must be subject to peer review and criticism. The committee will also

consider activity as editor of a refereed journal or a peer-reviewed anthology. The candidate should NOT submit digital forms of activity that do not receive peer review.

- Creative and Professional Activity

Creative and journalistic activity includes in-depth investigative or enterprise reporting projects, books, textbooks, feature articles, photographs, films and graphic designs published in any format for regional, national or international audiences and distributed by professional outlets to include newspapers, magazines, television networks and, in cases of high reputation, blogs and other online forums. Exhibited photographs and films will also be considered and evaluated based on the quality of the work and its critical reception. The candidate must present evidence that his or her work was subject to review and criticism comparable to peer review, such as acceptance by an editor, director, producer, jury review in competition, invitational screening or showings from established programmers, curators or galleries. Works can also be critiqued by respected academic peers from other institutions, established individuals in the professional field, or by critics. The acceptance of work by recognized distributors or promoters for exhibition will also be considered as evidence of professional achievement and growth. Curating or programming works within the candidate's field of expertise also falls within this category. The candidate must demonstrate how it is received in the professional field.

- Curricular Innovation

The department also values candidates' work that promotes change and innovation in journalism education that leads to new approaches to journalism practices. This can be demonstrated through published research and white papers, presentations or articles related to approaches to journalism education that impact the practice of journalism, blog posts and newsletters – something that shows evidence of its wide dissemination. This work should be distinguished from curricular development in the classroom and in the department. Rather, curricular innovation as it relates to Professional Achievement and Growth must demonstrate a wide acceptance of educational or pedagogical practices developed by the candidate nationally or internationally and have an impact on the practice of journalism as a profession.

The department emphasizes quality more so than quantity. The evidence of quality can be drawn from the following elements ranked in the order of weight. Co-authored books and articles will be evaluated on the contributions of the candidate on the work.

### **1. Peer-Reviewed Works**

- Books published by academic and scholastic presses.
- Books published by highly reputable trade presses. In such cases, the import of the book will be determined by reviews and external evaluations.
- Articles published in academic and blind refereed journals and books.

- Articles, photos, films, graphic designs, multimedia pieces published in any format (magazine, newspapers, online sites) for regional, national or international audiences. (Must be content that goes through an editing process)
- Curated film and photo exhibits.
- Curated programs, juried film screenings, and juried film festivals.
- Chapters in books and anthologies.
- Peer-reviewed foundation, state and federal grants if funded.

## **2. Essays and Presentations (including visual)**

- Review essays, book reviews, encyclopedia entries.
- Activity as an editor of a refereed journal or academic book or peer-reviewed anthology.
- Invited presentations at conferences, universities, and professional meetings.
- Peer reviewed presentations of work at international, national or regional and local conferences and exhibitions.
- Participation in collaborative events at professional meetings such as dialogues, roundtables, workshops and seminars.
- Responses at conference and exhibition sessions.
- Moderating or chairing conference sessions.

## **3. Other works demonstrating influence and/or innovation**

- Experimental journalism projects to include those involving technology.
- Significantly innovative products or practices accepted in the field.
- Community news websites that demonstrably fulfill a community need.
- Unpublished manuscripts (should be evaluated by an external reviewers).
- Curricular innovation as it relates to influencing journalism education standards.
- Grants, stipends, and other competitively awarded funding.

## **4. Other Achievements**

- Recognition of professional achievements in the form of awards and honors.
- Review of work in professional journals, general interest periodicals and other relevant venues.
- Works in progress may be considered within a WPAF if letters of critical assessment accompany the work (e.g., letters from editors and external letters of evaluation). Works in progress may not be the only evidence for PAG. These letters should be from professional peers who are familiar with work and can assess its quality relative to other comparable work that has been published or produced. The candidate should also demonstrate possible venues of publication or distribution of this work.

With respect to the promotion to Associate Professor with tenure by the end of the probationary period, the department expects the candidate's work to have an impact on the field and society.

The candidate's body of work must demonstrate not only a mastery of journalistic skills or research and standards, but also engagement with and impact on the audience and the targeted community. The work must also reflect the candidate's emerging leadership in his or her area of expertise as demonstrated by active involvement in professional and educational organizations and by evidence that the candidate is starting to be recognized as a thought leader. Depending on the nature of the work, indicators of impact might include the prominence of the publisher, awards, citations and critical acclaim; evidence that the public has become more aware of a significant issue; or evidence that journalists have adopted new reporting approaches, developed new uses of technology or revised ethical guidelines.

Recommendations for promotion to Professor will be based on a record of sustained achievement and evidence that the candidate is seen as an established thought leader having an influence in his or her area of expertise. Leadership can be demonstrated in a number of ways, such as publishing a textbook in a reputable academic press; being invited to give keynote speeches; evidence that the candidate's work has influenced other practitioners and academics; is being cited in other studies and publications; has significantly attracted or impacted audiences; has been recognized by peers for its high quality, standards or innovation, etc.

### **Contributions to Campus and Community**

Contributions to campus and community, or service, will be evaluated on the basis of its scope and effectiveness in advancing the mission of the university or the journalistic profession. Contributions to university include service to the department, the College of Liberal and Creative Arts and the University. Contributions to community include providing service and/or leadership to the profession through professional and civic organizations. Consideration will be given to the nature of the organization and the scope of responsibility. The Department does not make a distinction between local, regional and national service to the profession.

Evidence of service to the University includes: Membership and/or participation in department, college and campus committees, activities and programs; promoting student participation in scholastic and professional opportunities to include scholarships, contests and internships; sponsorship of student organizations to chapters of the Society of Professional Journalists, the Asian American Journalists Association, National Association of Black Journalists, the National Association of Hispanic Journalists, the Native American Journalists Association and Journalism and Women Symposium.

Evidence of contributions to community includes: Membership and offices held in professional organizations and service on their committees; directing or teaching workshops, conferences, and seminars that relate to the faculty member's professional expertise; consulting with organizations

on topics related to the candidate's expertise; and other documented contributions to the profession such as consulting, speeches and appearances in the media.

The committee will also consider leadership roles within the professional world as they relate to the department's mission. For candidates under consideration for promotion to Associate Professor with tenure, emerging leadership means developing a major role in a local, regional, national or international organization. Candidates may provide, and the RTP committee may solicit, testimony from others as to the significance of the emerging leadership role.

For candidates under consideration for promotion to Professor, established leadership means holding a major role in a national or international organization and exerting influence over the direction and quality of activity within such an organization or field as a whole. Candidates may provide and the RTP committee may solicit testimony from others as to the significance of the established leadership role.

Leadership in the contribution to campus will be assessed based on the nature of the leadership role and participation on university, college and department committees. The following is a ranking of leadership roles and campus participation.

**1. University Roles and Participation**

- Serving as department chair or director of an RSO
- Serving on university-wide committees
- Serving on the Academic Senate

**2. College Roles and Participation**

- Serving as an assistant dean or in a similar capacity
- Serving on college-wide committees and task forces
- Serving on college council committees

**3. Department Roles and Participation**

- Serving on hiring committee
- Serving on RTP committee
- Actively working on department curriculum
- Serving on other department committees