

**SCHOOL OF MASS COMMUNICATION AND JOURNALISM
THE UNIVERSITY OF SOUTHERN MISSISSIPPI**

TENURE AND PROMOTION POLICY The School of Communication at The University of Southern Mississippi is to prepare students for careers in advertising, broadcasting, film, journalism, public relations, and the entertainment industry. Because of the make-up of the USM student body, the faculty specifically recognizes the school's opportunity to give voice to groups who have been historically underrepresented in the mass media, and the school embraces the opportunity to educate students who are the first from their families to attend college or are from demographic groups that have lacked representation in the mass media. In addition, the school seeks to:

- Make sure that students receive a broad liberal arts educational foundation and benefit from a mass communication and journalism curriculum that develops appropriate and current professional skills as well as an understanding of the ethical responsibilities faced by media professionals.
- Create opportunities for students to practice newly acquired skills and training in preparation for real-world application through the Student Media Center and through internships.
- Graduate a highly qualified pool of media professionals who are ready to enter the workforce and prepared to make valid contributions to the profession and society at large.
- Support faculty members who produce important scholarly and creative work that contributes significantly to the academy and the profession.

students and faculty to contribute to regional interests through the media.

- Promote the school, its outstanding students and dedicated faculty and consistently work toward the improvement of the school in terms of facilities, technology and reputation.

Introduction

The University of Southern Mississippi's School of Mass Communication and Journalism [MCJ] operates within the College of Arts and Letters. MCJ's mission is defined within the context of three major functions: teaching, research/creative activity, and service. MCJ places the highest priority on teaching in terms of annual evaluation, promotion, and tenure. MCJ faculty members are expected to engage in research/creative activity either through traditional scholarly research and publication or through publication in professional venues, including presentation and/or publication of original productions in print and non-print media. Finally, MCJ faculty members must contribute service to institutional and public/professional sectors.

Annual Faculty Evaluation

Annual faculty evaluations, covering the calendar year preceding the annual evaluation, normally will be conducted between February 1 and March 15. The School, with the approval of the Dean of the College of Arts and Letters, may extend the time schedule for annual evaluation. Annual evaluations of faculty members will be conducted by individual[s] elected under the governance option chosen by the School's faculty. University policies regarding annual faculty evaluations are set forth in the USM Faculty Handbook, Chapter VIII.

At the time of annual faculty evaluation, MCJ faculty members must provide the director with a mini-dossier [portfolio] that includes a revised curriculum vitae and documentation of teaching, research/creative activity, and service activities during the previous calendar year along with any other additional information the faculty member believes is relevant. These materials serve as the basis for annual review for untenured faculty members and contribute, ultimately, to third-year review, promotion, tenure and merit salary increases. For tenured faculty members, these materials are the basis for merit salary increases, and ultimately, for promotion. MCJ faculty members are advised to consult the USM Faculty Handbook and the

MCJ policy on “Faculty Assessment and Evaluation” [adopted 1 December 2004].

Criteria for the Evaluation of Teaching

Because teaching is MCJ’s highest priority, effective teaching is essential for successful annual evaluation and for promotion and for tenure. Documentation of effective teaching may include, but is not limited to, the following:

- [1] student evaluation of courses and grade point average for courses evaluated;
- [2] copies of syllabi for all courses taught during the evaluation period;
- [3] evaluations made by faculty members who have worked in team teaching settings or have directly observed classroom teaching;
- [4] development of innovative courses, teaching materials, or instructional techniques;
- [5] direction [chair or committee member] of students’ work, e.g., independent studies, academic planning committees, theses, or dissertations;
- [6] consultation with degree applicants and former students;
- [7] recognition or awards for distinguished teaching;
- [8] books, articles, or scholarly papers that reflect the candidate’s contributions to teaching;
- [9] letters from former students and accomplishments of present and former students;
- [10] any other evidence of excellence or innovation in the area of

- [2] consultation and technical assistance to public service projects, private industry and other agencies;
- [3] submission and receipt of grants and contracts to finance development and delivery of service innovations;
- [4] testimony on professional matters to governmental and other agencies;
- [5] public lectures to non-professional and professional groups or radio and television appearances on topics relating to the discipline.
- [6] participation in professional organizations or meetings as officer, member of major committees, chair, or commentator;
- [7] editorial service to a professional journal and/or membership on editorial boards reviewing publications or panels judging grant/contract proposals;
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above as “creative activities” in the Criteria for Evaluation of Research/Creative Activities.

Tenure will normally be recommended in the candidate's sixth year to take effect at the beginning of the seventh full-time year of contractual employment. In no case may consideration be deferred beyond the seventh

