



VCU

Richard T. Robertson School of Media and Culture

College of Humanities and Sciences

P&T Guidelines for Richard T. Robertson School of Media and Culture

Richard T. Robertson School of Media and Culture

Approved by faculty May 2020

1.0 Goals, Objectives and Authority

The Promotion and Tenure Guidelines for the Richard T. Robertson School of Media and Culture at Virginia Commonwealth University are designed to foster excellence in teaching, scholarship and service among the School's faculty and to establish and define criteria for evaluation of faculty. These guidelines for tenured, tenure-eligible and term (non-tenure) faculty play an important role in helping the School fulfill its several missions—to educate and train students for professional careers in mass media; to contribute to the body of professional and scholarly knowledge related to media; and to serve the academy, the professions and the public.

Tenure is of particular significance in helping the School to realize its goals. Tenure is awarded to faculty to recognize their accomplishments and value to the School and VCU. In return, tenured faculty have important responsibilities to the School and University. These promotion and tenure guidelines are meant to emphasize the reciprocity of the process. Tenured faculty are especially well-positioned to provide active and innovative academic leadership and should continue to be productive teachers, scholars and participants in University life and in the professional disciplines. Faculty are responsible for much of the governance of the University, and this responsibility should fall primarily on tenured faculty. Tenure provides faculty the academic freedom to develop innovative approaches to teaching, scholarship and service that may be less available to untenured faculty, and senior faculty are expected to take full advantage of these opportunities. Promotion from associate professor to professor is particularly dependent upon demonstration of these characteristics, the expectation being that as faculty become more senior, both in years and rank, they improve their expertise in teaching and scholarship, as well as assume more responsibility for faculty governance.

Promotion at other ranks is accorded those faculty who likewise make significant contributions to the School and University in the three areas of evaluation: Teaching, Scholarship and Service.

Essential in helping the School reach its goals is service. Broadly defined as service to the journalism and mass communications professions and to the public, service may be more highly valued by the School than by other academic units. As media play an important political, social and economic roles in society, it is vital that faculty provide their expertise to industry and serve the community and public interest, since by doing so they may help improve the functioning of media in society.

The School offers a bachelor of science degree in mass communications, with sequences in advertising, journalism and public relations, and two concentrations in advertising (advertising-creative and advertising-strategic) and journalism (broadcast and print/online). In addition, the School offers two master of science degrees in mass communications, one with a concentration in strategic public relations, and the other with a concentration in multimedia journalism. Faculty responsibilities may be at both the undergraduate and graduate levels and be divided across several of these areas.

The School seeks to maintain standards and activities consistent with criteria of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The 9 standards of accreditation hold the School to high standards in teaching, scholarship and service and to a public service mission that distinguishes mass communications from other academic disciplines. This document weighs that standard into criteria the School sets forth for hiring, tenure and promotion.

The School is one of a number of journalism-mass communications programs in the United States that hires, tenures and promotes its faculty on one of two tracks—designated the professional track and research track in the School. These dual tracks allow the School to serve its various constituents.

The School strives to maintain a balance of faculty between the two tracks. The balance helps to ensure that research faculty are in step with the professions and that professional faculty gain from the conceptual and theoretical developments that are both fundamental to the professions and that drive change. Such a balance also creates opportunities for collaboration among faculty and enhances the possibility of innovation in teaching, scholarship and service. It is recognized that individual faculty may have interests and expertise in both professional and traditional scholarship and may represent a balance between the two tracks.

1.3 Relationship of the School Document to College and University Promotion and Tenure Policy

This document establishes procedures and evaluation criteria for candidates for promotion and tenure in the School. These guidelines are in accord with those set by the VCU Faculty Promotion and Tenure Policy and Procedures approved by the Board of Visitors in September 1996 (hereinafter referred to as VCU Policies and Procedures) and updated in May 2013, and the College of Humanities and Sciences Promotion and Tenure Guidelines (hereinafter referred to as the CHS Guidelines) revised and approved by the College faculty in May 2019. This document does not supersede but only supplements and further elaborates the provisions of the University and College guidelines.

The Director of the School should ensure that faculty candidates for hiring are provided information about the University, College and School promotion and tenure guidelines and the dual tracks. As part of the formal hiring process, the Director and faculty candidate should negotiate an appropriate track and formalize that agreement. Upon employment with the School, each faculty member is expected to make himself/herself thoroughly familiar with the

Policies and Procedures, the Guidelines and the School's promotion and tenure document. During the first semester of employment, the faculty member should request an appointment with the Director to discuss in detail the University, College and School guidelines. A short letter should be written by the faculty member to the Director stating that the faculty member has read and understands the tenets of the Policies and Procedures, the Guidelines and the School's promotion and tenure document.

Selection of Research or Professional Track:

As specified above, the Director shall ensure that candidates for faculty positions have appropriate information about the dual tracks for promotion and tenure in the School, the expectations for each track and criteria for evaluation. As part of the formal process for hiring, the Director and faculty candidate should negotiate an appropriate track for the candidate and formalize that agreement. During the first semester of employment, the faculty member should meet with the Director to discuss criteria and expectations for promotion and/or tenure. As discussed elsewhere in this section, as part of each annual evaluation for tenure-eligible faculty, the Director should discuss with the faculty member improvements in performance that are appropriate for promotion and/or tenure, using these established criteria for evaluation.

A faculty member's track should be changed only in unusual circumstances and must be done via formal agreement between the Director and the faculty member. As indicated in Section 7.0 of this document, the third-year review is an appropriate time for a change of tracks to take place for assistant professors, if a change is deemed appropriate by the third-year review committee, the Director and faculty member. In no case, however, should an assistant faculty member's track be altered in the year prior to tenure and promotion review. For faculty hired as tenure-eligible associate professors, the first annual evaluation is an appropriate time for assessment of the appropriateness of the track. A change in tracks for both assistant and associate professors, however, may be initiated by the faculty member or Director at other times. It should be emphasized that no change in tracks is permissible once the promotion and/or tenure review process has begun.

These guidelines in no way limit any faculty member from contributing in ways that are appropriate to the other track. They are intended to ensure, however, that tenure-eligible faculty are engaged in activities most appropriate for their selected track in the School.

It is expected that tenured faculty will continue to contribute primarily in their chosen track. As indicated earlier in this document, however, the School strongly encourages collaboration among research-track and professional-track faculty. In addition, faculty in one track are encouraged to participate and contribute in scholarship activities that apply primarily in the other track, i.e., a person in the professional track could work on a refereed journal article or a research-track faculty member may participate in a professional workshop. Ordinarily, the bulk of the work of a faculty member's contribution, however, should apply to the person's selected track. For each faculty member, appropriate activities in the areas of contribution will be discussed and assessed during the annual evaluation process.

1 The ordering and numbering of the sections of this document follow that of the VCU Faculty Promotion and Tenure Policies and Procedures and the College of Humanities Promotion and Tenure Guidelines.

VCU Faculty Roles and Rewards Policy/School Work Plans:

Faculty in the School will be evaluated each year according to the work plans developed for each evaluation cycle by the faculty member, in consultation with the Director. These plans shall be developed in accordance with the University Faculty Roles and Rewards Policy, as specified in Policies and Procedures, Section 1.3. It is recognized that the School has an extensive mission and outreach and must be responsive to University and College priorities. Faculty members, therefore, may have widely varying responsibilities that contribute to the collective whole. Faculty members will be guided in their work and contributions by the special mix of responsibilities, activities and duties outlined in those individual work plans and agreed upon each year by the faculty member and Director.

Since annual evaluations are based on the benchmarks in the work plan, the faculty member and Director should collaborate to create realistic expectations that reflect the faculty member's actual work in teaching, scholarship and service and the faculty member should strive to meet these during each evaluation cycle. The review for promotion and/or tenure should be connected to the expectations set in these work plans, taken as a group. For example, if a faculty member has a heavy teaching and advising load, work plans and annual reviews should reflect this and teaching should be given more relative weight in the promotion and tenure review. Since service responsibilities traditionally carry the least weight in promotion and tenure reviews, tenure-eligible faculty should be protected from such responsibilities to the degree possible, given the needs of the School.

The standard teaching responsibilities in the School are heavy. These demanding responsibilities must be taken into consideration in judging faculty efforts to meet University, College and School guidelines for promotion and tenure.

The School's annual evaluations will be used as a primary barometer in determining the progress of faculty members in teaching, scholarship and service. In each year's evaluation, the faculty member will receive from the Director an assessment of his/her performance for that evaluation cycle and, if tenure-eligible, specific information related to ways that the faculty member needs to improve performance related to promotion and tenure.

Third-Year Review:

While annual evaluations are a guide to tenure-eligible faculty regarding progress toward promotion and tenure, the third-year review will be the benchmark determination of how the tenure-eligible faculty member is performing on tenure track, either professional or research. The third-year review will follow the third-year review Guidelines and other policies and procedures specified by the School in Section 7.0 of this document.

General Expectations:**Faculty Members—professional:**

Faculty members in the School's professional track are required to be strong classroom teachers, advisers and mentors, to have professional practice/creative expertise and potential for continuous advancement and to demonstrate a commitment to University, College, School, professional and public service. Professional-track faculty should have a minimum of a master's degree with outstanding professional experience. In rare cases, a faculty member may be hired onto the tenure track with a bachelor's degree. In such cases, the faculty member must bring a record of exceptional professional experience in the field from which he/she comes to the University.

Faculty Members—research:

Faculty members in the School's research track are required to be strong classroom teachers, advisers and mentors, to have scholarly expertise and a strong potential for a record of publication (refereed journals, monographs, books, book chapters) and to demonstrate a strong commitment to University, College, School, professional and public service. Research-track faculty members should possess a terminal degree in mass communications or a related field.

Faculty Members as Administrators:

The comprehensive nature of the duties and responsibilities of faculty members who serve as administrators often overlap in terms of the evaluative factors in the areas of teaching and scholarship.

Most of those responsibilities traditionally have been considered service. Faculty members who serve as administrators should not be penalized as a result of their administrative role. Instead, such faculty members will be credited with the work done in the areas of evaluation where those contributions are most appropriate, i.e., faculty members will be given credit for contributions in specific categories of teaching and scholarship that have been made while the faculty member was an administrator. For example, in the area of teaching, contributions such as advising, public teaching, curriculum development, non-course teaching and grants might be considered. In the area of scholarship, consulting, grants and seminar/work/forum development and coordination might be considered. The specific contributions and appropriate categories will be agreed upon by the Director and faculty member and clearly delineated in each annual review, following the annual evaluation process specified in Section 1.3 of this document (VCU Faculty Roles and Rewards/School Work Plans). See sections 2.2b, 2.2c and 2.2d in this document for specific contributions appropriate for teaching, scholarship and service, respectively, for all faculty.

2.1 General Criteria for Tenured, Tenure-eligible and Term Faculty

The School strives to provide students with a leading-edge education in an era of unprecedented and rapid change in media. Faculty in the School are expected to work collectively and individually to meet the School's strategic goals and substantial value is placed on those activities that contribute to the School in carrying out its mission.

All School faculty members are expected to strive for excellence in teaching, scholarship and service and must keep current in skills and knowledge of their disciplines. It should be emphasized that in this contemporary media environment, innovation and leadership in teaching, scholarship and service will be especially valued in reviewing a faculty member's record.

The School will give considerable weight to original or significant contributions in the areas of evaluation that form new partnerships among units of the University or with organizations or institutions outside the University. Considerable weight also will be given to innovations that cross curricular or disciplinary boundaries or advance the School's mission.

Section 2.1 of the Guidelines establishes that successful candidates for promotion to, or tenure at the rank of, associate professor must be excellent teachers or scholars. A rating of "Excellent" is required in either teaching or scholarship. Candidates must also achieve a "Very Good" rating in the other category. Service must be at least "Satisfactory." To receive an "Excellent" rating in teaching, the candidate's record should demonstrate excellence in teaching and a commitment to improving educational practices in the discipline; to receive a rating of "Excellent" in scholarship the candidate's accomplishments should demonstrate his or her progress toward a national and/or international reputation for his or her scholarly endeavors.

With this in mind, the criteria presented in this document are intended to further define and specify for the School the following three rating patterns for promotion to, or tenure at the rank of, associate professor:

1. Excellent in teaching and scholarship, satisfactory or above in service;
2. Excellent in teaching, very good in scholarship, satisfactory or above in service;
3. Excellent in scholarship, very good in teaching, satisfactory or above in service.

The School also endorses the College requirement that the successful candidate for promotion to, or tenure at the rank of professor should be judged "Excellent" in teaching or scholarship and at least "Very Good" in the remaining two categories. Excellent teachers at this rank will have contributed significantly to educational practices in their disciplines and achieved a status worthy of national recognition; excellent scholars will have achieved national and/or international reputation in their scholarship.

Teaching, scholarship and service overlap in many ways. This overlap is particularly appropriate in a professional program such as the School where contributions in teaching, scholarship and service may involve the same professional constituencies or kinds of activities. In the case of such overlap, specific contributions may be regarded as teaching, scholarship, or service and placed in the various categories in such a way so as to best reflect the sum of the individual's record of achievement.

Expectations for Rank

For Promotion and Tenure from Assistant to Associate Professor Section 2.1 of Policies and Procedures specifies that candidates appointed or promoted to associate professor be "effective researchers and teachers and show a pattern of accomplishment in scholarship that indicates

progress toward a national or international reputation in their discipline.” In the case of promotion and tenure to the rank of associate professor, the School specifies that a candidate must demonstrate a record of sustained and significant achievement in teaching, scholarship and service. There should be evidence of increased recognition for the candidate’s work since the time of appointment. The candidate should have regional stature and show promise of developing a national reputation among his/her peers. In evaluation of the candidate’s work, originality, significance and impact as well as leadership and innovation in the areas of evaluation are to be considered.

For Tenure at the rank of Associate Professor For tenure in rank at the associate level, the same criteria and procedures will be applied as for promotion and tenure at the rank of associate professor.

For Promotion from Instructor to Assistant Professor These School guidelines follow those established by the University in Section 2.1 of Policies and Procedures. Those guidelines provide that, “Appointment or promotion to assistant professor shall indicate the candidate can be expected to perform satisfactorily all required academic duties and holds promise for further professional development.” The process and procedures for promotion from instructor to assistant professor are specified in Section 7.0 of this document.

For Promotion from Associate Professor to Professor Section 2.1 of Policies and Procedures specifies that, “Appointment or promotion to professor shall indicate national peer recognition of professional achievements.” These School guidelines further provide that promotion to professor will be reserved for candidates who are recognized nationally or internationally as having a distinguished record of achievement. In evaluation of the candidate’s contributions in teaching, scholarship and service, originality, significance and impact as well as innovation and leadership in these areas of evaluation are to be considered.

For Appointment and Tenure at the Rank of Professor In the case of appointment and tenure at the rank of professor, the same criteria shall be used as is the case for promotion from associate to full professor.

For Promotion of Term (Non-Tenure) Faculty from Instructor to Assistant Professor: For promotion from the rank of instructor to assistant professor, term faculty members must hold appropriate credentials as specified in departmental guidelines. Term faculty members hired at the instructor level will typically be eligible to be considered for promotion after three years of full-time faculty experience at VCU. Exceptions may be granted by the department chair, in consultation with the dean, based on such considerations as prior service at another academic institution, receipt of a terminal degree, or exceptional performance.

To be promoted to assistant professor, the candidate is expected to have performed all required academic duties. *The Director will solicit feedback from the faculty regarding the candidate and take the feedback into consideration.* The Director, in accordance with departmental guidelines, will submit the unit’s recommendation directly to the dean, who will make a recommendation to the provost; the College Promotion and Tenure Committee will not participate in the process.

Successful candidates for promotion to the rank of assistant professor must excel in their primary area of responsibility. Promotion to the rank of assistant professor requires an evaluation of *Excellent* in the area of primary responsibility, and at least *Satisfactory* in the remaining two areas, if applicable, as defined in departmental guidelines.

For Promotion of Term (Non-Tenure) Faculty to the rank of Associate Professor or Professor

Term faculty seeking promotion to the rank of associate professor or professor will be evaluated in accordance with the criteria and procedures for tenure-eligible and tenured faculty (as specified in Section 3.3 of this document).

Specific Teaching Guidelines for All Candidates

All candidates for promotion and tenure and/or promotion in the School are expected to strive for excellence in teaching. Candidates are required to demonstrate a strong performance in classroom teaching, and in the advising and mentoring of students. Public teaching also is highly regarded in the School. Teaching activities required to qualify for promotion and tenure are not limited to those listed here nor are all of those listed here required. (See Section 2.2 of the Guidelines for other activities for evaluation under teaching.)

1. **Involvement in teaching:** data pertaining to courses taught and number of advisees; information on students supervised in such activities as independent study, practice, internships, field work, and thesis and dissertation research; membership on honors, thesis, and dissertation committees; honors courses taught; colloquia, guest lectures, workshops, and so on.
2. **Appropriate teaching practices:** written documentation of teaching methods and practices, including a statement of educational philosophy and description of goals and student learning outcomes for classes; and copies of course materials, such as syllabi, tests, handouts, classroom exercises, web materials, sample lecture notes, graded examinations and other written work to document teaching activities. The peer committee should review these documents and appraise their quality. The candidate is responsible for providing appropriate materials or explaining their absence.
3. **Teaching Performance:** evaluations completed by both (a) students, including quantitative summaries of student evaluations of instruction (e.g., average ratings of the candidate on the items: course evaluation, instructor evaluation, and learning achieved during the course), and (b) colleagues, based on observation of classroom performance, guest lectures, colloquia, public lectures, or other teaching. Judgments about classroom performance based upon quantitative data should take into account contextual considerations such as course level, course rigor, and student participation. The peer committee may also elect to survey students or former students, either by e-mail or other digital methods or through interviews. The candidate also may request that the committee undertake this survey. The survey should be representative; this need not be interpreted as requiring a detailed statistical survey. Any letters received about the candidate's teaching or mentoring must remain confidential; these can be viewed only by members of the committees or other individuals responsible for reviewing the candidate's case for promotion or tenure.
4. **Advising and mentoring:** number of advisees (when applicable); participation as advisor on undergraduate thesis, graduate thesis and dissertation committees or participation on graduate comprehensive exam committees. Advising and/or supervision

of non-directed study; mentoring of alumni and professionals; any reports (both favorable and unfavorable) from advisees pertaining to advising. The committee should survey students and others to determine the candidate's effectiveness as an advisor, and consult with the person chiefly responsible for departmental advising. Any letters received from students about the candidate's advising or mentoring must remain confidential, to be viewed only by members of the committees or other individuals responsible for reviewing the candidate's case.

5. **Curriculum development activities:** description of courses developed or substantially changed. Curriculum development overall for the School or its divisions, for other units of the University or in journalism/mass communications education. Innovations in teaching courses or topics should also be noted as should development and use of technology in the classroom. Committees should recognize the fact that not all candidates have equal opportunity to develop new courses or techniques.
6. **Self-development:** improvement of teaching skills, including participation in workshops dealing with teaching skills; attendance at conferences or seminars on teaching; continuing education enrollments. Seminars involving training of educators or media professionals. (The School recognizes the importance of professional development in an age of exploding technological changes in the communications industries.)
7. **Service contributions in teaching:** administrative duties or service that focuses primarily on teaching, such as participation on any departmental, college, or university committees and task forces dealing with teaching.
8. **Specialized teaching:** non-classroom based teaching, such as:
 - a. public teaching (presentations to the community at large, including speeches, workshops, educational newspaper articles and interviews within and outside the University);
 - b. individualized instruction, including mentoring and tutoring workshops for colleagues and advanced students;
 - c. community engaged teaching (partnerships involving faculty or students that address community-identified needs);
 - d. distance education;
 - e. interdisciplinary teaching.
9. **Awards and honors:** department, college, university, state, and national and international awards for teaching excellence.
10. **Publications dealing with teaching in higher education:** examples include but are not limited to
 - a. papers and texts published or presented on educational topics;
 - b. manuals developed for classroom use;
 - c. papers published or presented with student co-authors (both graduate and undergraduate);

d. textbooks.

The peer committee is responsible for determining the relative contribution of such activities in teaching or scholarship.

11. **General contributions:** practices and activities designed to improve the quality of education, including participation in forums on teaching, development of new educational programs, mentorship of other teachers, curricular reform, membership in or leadership of state or national committees or organizations that examine questions of teaching methods and curriculum, grant activities related to higher education, consultations at other universities regarding teaching, leadership in faculty development, development of educational models adopted elsewhere, invitations to present and teach these methods to educators or professionals or other activities that contribute to improving educational practices in the discipline.

The Robertson School has one additional criteria to evaluate teaching (Bullet 12).

12. **Team-teaching:** courses or non-directed study.

Rating in Teaching:

A rating of "Excellent" in teaching for promotion to associate professor shall require "high-quality performance in areas one through three (those are specified in the College guidelines 2.2.1), reflecting success in teaching and evidence of commitment to improving educational practices." In addition, the candidate should show evidence of a sustained pattern of improvement of educational practices in the discipline through activities such as course and curriculum development, publication, service contributions in teaching, specialized teaching or presenting within the School or at professional conferences. See other indices of excellence in the College guidelines 2.2.1 items four through eleven. The education and training of media professionals or students (high school journalism or mass communications workshops, for example) and/or the dissemination of knowledge about media to professionals outside media fields also has significant value.

For promotion to professor, a rating of "Excellent" should also be based on high-quality performance in areas one through three and broader contributions to teaching practices as indicated above (See also College guidelines 2.2.1).

A rating of "Very Good" in teaching requires demonstrated effectiveness in the classroom and as an adviser, evidence of serious attempts to improve teaching skills and significant contributions to the improvement of educational practices. A rating of "Satisfactory" in teaching requires that a candidate demonstrate competence and diligence in the instructional role and in advising students.

Specific Scholarship Guidelines for Professional-Track Faculty

According to Section 2.2 of the Guidelines, faculty candidates for promotion and/or tenure "should make a substantive contribution to the discipline that reflects high standards of quality in creativity, scholarship and professional competence." The Guidelines further specify that

candidates “are expected to be actively engaged in scholarly endeavors and to contribute to the expanding knowledge of their discipline.”

The Guidelines also recognize that the “nature of a given candidate’s contribution will vary in terms of experience, level of development, and the demands of particular fields and disciplines.” Those Guidelines further state that academic units within the College “may specify nontraditional means of contributing to knowledge through activities that enhance the profession, including public service activities or community engaged scholarship that build on and extend on individual’s scholarly work.”

“Those contributions may take the form of workshops and seminars, consultancies, publishing in professional or popular venues, creative activities, or in other ways adding to the knowledge of those who practice the profession or who are educators in the field. Such activity includes research and scholarly accomplishments related to teaching, such as grant-funded innovations in teaching, peer-reviewed publications on teaching innovations and education research, if permitted by the departmental guidelines.”

Professional faculty in the School are expected to contribute to the body of knowledge in the professional fields and/or to disseminate that knowledge to professionals and other educators. Professional faculty will engage in activities that result in activities or products of significance. The standards for excellence and the measurements vary depending on the form of the contribution. In general, however, quality will be reflected by the significance of the work on the state of inquiry, knowledge in the field and dissemination of that knowledge, the degree to which the work makes innovative contributions, the quality and appropriateness of the writing or other expression, the reputation or selectivity of the forum in which the work is presented and the scope and significance of the topics investigated.

No absolute quantity of work will be specified, given the diversity of contributions that may be made. The successful candidate will present a record of continuous and regular work, published, presented or disseminated in high quality venues. Developing or contributing to new media as the professions evolve shall be valued, along with traditional forms of contribution. Collaboration with other faculty in scholarship is especially valuable in fostering innovation and cross-disciplinary work.

Level of achievement is expected to rise as rank is increased. Activities to qualify for promotion and tenure are not limited to those listed here nor are all of those activities listed here required. (See Section 2.2 of the Guidelines for other scholarship activities that may be evaluated.)

1. The primary criterion in the area of scholarly activity will be productivity as measured by the quality and quantity of professional or creative work.
 - a. Analyses and critical reviews of professional subjects that are published in professional publications;
 - b. Publication of textbooks or other books on journalism and mass communications, especially if the books break new ground and successfully advance concepts,

ideas and approaches and transcend ordinary instructional materials;

- c. Development of professional materials, products or programs such as newspaper, magazine or online articles; radio, television, film or online documentaries; exhibitions of creative work; strategy development; advertising or public relations campaigns;
- d. Graphic design publications or exhibitions of artistic/creative work, especially if that work exceeds conventional definitions design or creative excellence.
- e. Work of an original nature that advances the state of the art and breaks new ground.
- f. Publications of books, blogs, podcasts, monographs or refereed articles
- g. Awards or other recognition of professional achievements
- h. Directing theses or dissertation (if those result in presentations or publications).

Works accepted for publication will be counted as published for the purposes of the review. Candidates also may provide materials that have been submitted for publication, but these must be accompanied by evidence of their status (e.g., to be revised and re-submitted, or provisionally accepted).

2. Departmental guidelines may specify nontraditional means of contributing to knowledge through activities that enhance the profession, including public service activities or community engaged scholarship that build on and extend an individual's scholarly work. Those contributions may take the form of workshops and seminars, consultancies, publishing in professional or popular venues, creative activities, or in other ways adding to the knowledge of those who practice the profession or who are educators in the field. Such activity includes research and scholarly accomplishments related to teaching, such as grant-funded innovations in teaching peer-reviewed publications on teaching innovations and educational research, if permitted by the departmental guidelines
 - a. publication of articles, reviews and commentaries on communications-related subjects in professional/popular media
 - b. Record of development and management of seminars and workshops for students and practitioners if that work entails teaching professional skills and practice
 - c. Participation in local, regional and national-level forums Participation at the national level is expected for rise in rank
 - d. The delivering of papers and addresses, participating on panels or critiques at professional meetings
 - e. Invited lectures, workshops, webinars, podcasts or other public teaching that involves defining/explaining or disseminating information to professionals, scholars or the general public on mass communications or mass communications education.

- f. Editing of professional or scholarly material or publications or portions of such publications.
 - g. Paid/unpaid consulting arrangements that are consistent with VCU's regulations and do not detract from the candidate's teaching, scholarly or service responsibilities
3. Additional factors to be considered may include the following:
- a. Success in securing funding for research and other scholarly activity, and the nature of the funding.
 - b. Participation on review panels for outside funding agencies.
 - c. Significant communications-related unfunded research or professional projects, grants and grant proposals. Careful analysis of the status of grants and submitted grant proposals will be expected of external reviewers.
 - d. Service as either editor or referee for professional publications.
 - e. Participation in paper-reading sessions, seminars, colloquia or other activities at professional meetings.
 - f. Educational research, including the development of innovative teaching methods incorporating technology into education and novel interdisciplinary courses.
 - g. Development of software that breaks new ground for the communications professions
 - h. Collaborations leading to cross-disciplinary or innovative contributions
 - i. Other items specified by departmental guidelines, for which specific criteria for evaluation has been provided.

Rating in Scholarship:

A rating of "Excellent" in scholarship shall require the candidate to present a record of superior and sustained scholarship. A rating of "Very Good" shall require that the candidate be consistently engaged in scholarship of a high quality; the scholarship should suggest the likelihood of significant future accomplishments and enhanced professional standing. Candidates receiving a rating of "Satisfactory" shall have demonstrated an aptitude for scholarship but with only minimal peer recognition; the contributions should suggest the likelihood of substantial future accomplishments and enhanced professional standing.

Specific Scholarship Guidelines for Research-Track Faculty

The School's research-track faculty, no matter what rank, should be engaged continually in activities that add to the knowledge and understanding of all aspects of journalism and mass communications. Both quality and quantity are factors to be measured in evaluating scholarship. As specified in the Guidelines, level of achievement is expected to rise as rank is increased, with a national and/or international reputation for scholarship expected for promotion

to professor. In addition, those Guidelines provide that, “All candidates are expected to be actively engaged in scholarly endeavors and to contribute to the expanding knowledge in their discipline” (Section 2.2.2).

Quality will be reflected by the significance of the impact of the work on the state of inquiry and knowledge in the field, the degree to which the work makes innovative contributions in theory or method, the quality and appropriateness of writing and other expression, the reputation or selectivity of the forum in which the work is presented and the scope and significance of the topics investigated.

In general, published work contributes more to the candidate’s field and to progress toward tenure and promotion than unpublished work (i.e., conference papers and panels). Works that undergo a rigorous refereed process are considered more significant than others. Single-author publications are more highly valued than co-authorship. Finally, publication or presentation that reaches a national constituency will be more valued than that in local, state or regional venues. Beyond these three specifications, no additional effort will be made to rank particular kinds of contributions, given the possibility that high quality contributions can be made through many venues.

No absolute quantity of work will be specified, given the diversity of publishing opportunities that exists. The successful candidate will present a record of continuous and regular work, published or presented in selective and high quality venues. Due to the nature of our field, impact factors of certain academic journals will not be used as criteria to evaluate quality and impact. Research grants that result in scholarly contributions are particularly significant. Developing or contributing to new media as the professions evolve shall be valued, along with traditional forms of contribution. No preference is given to online or print publications in scholarship. Collaboration with other faculty in scholarship (i.e., joint authorship) is valuable in fostering innovation and cross-disciplinary work. In such cases, it is important to specify the level of contribution of each author.

Activities to qualify for promotion and tenure are not limited to those listed here nor are all of those activities listed here required.

(See section 2.2 of the Guidelines for other scholarship activities that may be evaluated.)

1. The primary criterion in the area of scholarly activity will be research and scholarly productivity as measured by the quality and quantity of published articles, monographs, books or creative work.
 - a. Books, to include general books reporting theoretical developments or research findings, and edited anthologies.
 - b. Book chapters.
 - c. Monographs.

- d. Scholarly journal articles.
 - e. Refereed conference papers.
 - f. Grants competitively awarded that support research resulting in publication and/or presentation in significant venues.
 - g. Scholarly presentations at academic and/or professional meetings.
 - h. Participation in panels, poster sessions at academic or professional meetings.
 - i. Direction of theses and dissertations (if the contribution results in presentations or publications).
2. Departmental guidelines may specify nontraditional means of contributing to knowledge through activities that enhance the profession, including public service activities or community engaged scholarship that build on and extend an individual's scholarly work. Those contributions may take the form of workshops and seminars, consultancies, publishing in professional or popular venues, creative activities, or in other ways adding to the knowledge of those who practice the profession or who are educators in the field. Such activity includes research and scholarly accomplishments related to teaching, such as grant- funded innovations in teaching peer-reviewed publications on teaching innovations and educational research, if permitted by the departmental guidelines.
- a. Having management responsibilities for editing scholarly publications.
 - b. Serving as reviewers for scholarly journals, book publishers, conference papers and grants.
3. Additional factors to be considered may include the following:
- a. Success in securing funding for research and other scholarly activity, and the nature of the funding.
 - b. Participation on review panels for outside funding agencies.
 - c. Significant communications-related unfunded research or professional projects, grants and grant proposals. Careful analysis of the status of grants and submitted grant proposals will be expected of external reviewers.
 - d. Service as either editor or referee for professional publications.
 - e. Participation in paper-reading sessions, seminars, colloquia or other activities at professional meetings.
 - f. Educational research, including the development of innovative teaching methods incorporating technology into education and novel interdisciplinary courses.

- g. Development of software that breaks new ground for the communications professions
- h. Collaborations leading to cross-disciplinary or innovative contributions
- i. Collaborations leading to cross disciplinary or innovative contributions.

Faculty externships that improve research scholarship effectiveness

Rating in Scholarship:

A rating of "Excellent" in scholarship shall require the candidate to present a record of superior and sustained scholarship. A rating of "Very Good" shall require that the candidate be consistently engaged in scholarship of a high quality; the scholarship should suggest the likelihood of superior future accomplishments and enhanced professional standing. Candidates receiving a rating of "Satisfactory" shall have demonstrated an aptitude for scholarship but with only minimal peer recognition; the contributions should suggest the likelihood of substantial future accomplishments and enhanced professional standing.

Specific Guidelines for Service for all Candidates

Service is an important area of evaluation for candidates seeking tenure and/or promotion. Faculty members in the School are expected to devote substantial time and energy to service to the School, College and University. Faculty members also are expected to provide service to journalism and mass communications education and the media professions as well as to the public.

Within the context of service to the institution, the factor of faculty governance is highly valued. Therefore, faculty members are expected to actively participate in faculty governance by way of service to the many and diverse committees which facilitate the operation of the School, College and University. It is acknowledged that active and meaningful participation on such committees requires a substantial commitment of time and effort by the faculty member.

Within the context of service to the professions and the public, faculty members are expected to undertake ventures through which knowledge is created, analyzed and shared beyond the walls of the institution. Such service has significant value to the School and its various publics.

Leadership is considered especially important in evaluating contributions in service.

It is important to note that Standard 8 of the ACEJMC's accrediting standards lists criteria expected for service to the professions, as well as community, alumni and broader public.

The ACEJMC service standards are:

The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.

The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

It is, of course, the individual members of the unit—its faculty—who enable a unit to accomplish this service. For the reasons stated above, service is especially valued in the tenure and promotion equation for the School. In essence, service in journalism and mass communications takes on a dimension that is critical to the advancement of the School's mission.

Service activities to qualify for tenure and promotion are not limited to those listed here nor are all of those listed here required. (See Section 2.2d of the Guidelines for other activities in service that may be evaluated.)

1. Committee service to School, College and University
2. Service to the institution: Shared governance responsibilities that help sustain or lead academic endeavors at the local, regional and the national levels. Service at the national level is especially significant for candidates seeking promotion to professor. Examples include but are not limited to: serving as the member or leader of a task force; being an elected member in faculty governance; holding a leadership position in faculty governance; representing the university in a public media forum; serving on an accreditation committee; and serving on or chairing search committees at the college or university level. Other examples include service on college or university committees, especially such forms of service as membership on particularly sensitive and important committees, leadership in college or university bodies, or offices in the college or university governance structure. Other faculty and administrators who have served on committees with the candidate may be asked to evaluate the quality of work.
3. Service to students: Activities that assist students beyond those considered under the section of teaching. These may support both academic and social activities or organizations. Examples include but are not limited to: advising students on academic paths and educational goals; serving as the faculty advisor for a student chapter of a professional organization; serving as a faculty mentor for a student, student club or

other non-professional activity that may have both academic and social components; directing students in creative service projects that bring regional and national distinction to the students and to the School; providing seminars for students on improving study habits, writing, and speaking skills, or integrating knowledge across disciplines; providing tutoring sessions for general education students or majors; assisting students in the transition from school to work through formal career counseling, job seeking assistance; and providing letters of referral or recommendation.

4. Service to the community: Professional activities that contribute to the community beyond the immediate university environs. Examples include but are not limited to: service that involves disseminating knowledge and information about media or that in other ways may serve to strengthen the functioning of media in society; providing services to the community through a university laboratory or center; making research understandable and useable in professional and applied settings; engaging in economic or community development activities; participating in collaborative endeavors with schools, industry, or civic agencies; assisting neighborhood organizations; bringing programs in the humanities or sciences to the community; providing public policy analysis; participating in governmental meetings or on review panels; appointments to governmental commissions or taskforces; communicating in popular and non-academic publications or media; technical reports; and expert testimony
5. Service to the profession: activities designed to enhance the quality of the profession. Examples include but are not limited to: furthering the work of a professional society or organization; Invited membership onto a board of a professional or scholarly organization, if service on that board is tied to the professional or academic expertise the faculty member brings to the organization (Bullet 4); serving or chairing professional society standing or ad hoc committees; organizing a professional conference, workshop or symposium; participating in accreditation activities for other institutions; editing a professional journal; reviewing for professional journals; Judging competitions (Virginia Press Association, One Show in advertising, for example), writing promotion and tenure letters; reviewing for funding agencies; serving on review panels for awards; and establishing professional or academic standards.

As specified in Section 1.3 of this document, the School strives to limit the service demands placed upon tenure-eligible faculty. However, given the nature of School demands, this is not always possible. Under circumstances where tenure-eligible faculty have been given heavy service loads, additional consideration in terms of promotion and tenure should be given to the faculty member who has taken on demanding and time-consuming service activities of great value to the School.

Rating in Service:

A rating of "Excellent" in service for promotion to associate professor requires that a candidate present a record of sustained and high-quality performance and leadership in service within the School, College, University and to journalism and mass communications education, the

professions and public. A candidate should be active in two or more of the categories identified in the College guidelines 2.2.3. For promotion to the rank of professor, as specified in the College guidelines 2.2.3, candidates should have a record of superior service in the School, College and at VCU and be engaged in two or more of the indices in the College guidelines. The record should reflect strong and sustained leadership and commitment also to journalism and mass communications education, the professions and public. A “Very Good” rating requires the candidate to demonstrate serious conscientiousness and effective work in service. A “Satisfactory” rating in service requires that the candidate demonstrate basic competence in the performance of service obligations. See additional Service criteria as specified in the College guidelines Section 2.2.3.

3.0 Defining Appointments

As specified in the Guidelines, “For hires with existing experience as tenured (or equivalent) faculty, all tenure and promotion materials must be submitted to the Dean within three years for individuals hired at the rank of associate professor and two years for individuals hired at the rank of professor. Extensions to the length of these terms must be approved by the Dean and forwarded to the Provost. Examples in which extensions may be warranted include military or government service or family and medical leave.” Tenure-eligible assistant professors shall be reviewed in the second semester of their third academic year of appointment, in a third-year review.

Faculty with Joint Appointments:

The School adheres to the policies and procedures for faculty with joint appointments that are specified in the Guidelines, Section 7.0.

Term (Non-Tenure) Appointments

As stated in the Policies and Procedures, a term appointment “is a full-time appointment to the faculty for a specified term and does not lead to tenure.” The document provides that a “term (non-tenure) appointment may be for a period of one to five years and may be renewable.” The Policies and Procedures specify that term appointments may be at the rank of instructor, assistant professor, associate professor or professor.

The Policies and Procedures document and Guidelines provide that procedures for evaluation of collateral faculty and terms of employment for term faculty will be defined by departmental guidelines. According to the Guidelines, “the criteria for promotion focus upon the candidate’s mix of duties.”

The Guidelines also provide that promotion materials must define how faculty efforts are divided among teaching, research and service. According to the Guidelines, “Promotion procedures for term faculty to these ranks must include peer review, the specifics of which will depend upon the nature of the candidate’s appointment.”

Candidates at the rank of instructor who seek promotion to assistant professor may or may not be moved from a term to a tenure-eligible status but in “either case the criteria and procedures

will be the same, but will take into consideration the special mix of duties assigned to faculty members holding term appointments,” according to the Guidelines. Those Guidelines also stipulate that, “The candidate is expected to perform satisfactorily all required academic duties and to hold promise for further academic development.” Ordinarily the recommendation of the peer committee and head of the unit “will go directly to the Dean, and the College Promotion and Tenure Committee will not participate in the process,” according to the Guidelines.

According to the Guidelines, the “criteria for promotion of term faculty” to associate or full professor “shall be the same as those used for promotion of tenured and tenure-eligible faculty to those ranks, but will take into consideration the special mix of duties assignment to faculty members holding collateral appointments. Promotion of collateral faculty to Teaching Associate Professor or Teaching Professor shall require a rating of ‘Excellent’ in teaching. Promotion of term faculty to Research Assistant Professor, Research Associate Professor or Research Professor shall require a rating of ‘Excellent’ in scholarship.” The Guidelines provide that candidates must have a “minimum rating of ‘Satisfactory’ in other categories for which they have assigned duties.”

Promotion of term faculty to Research Associate Professor shall require “a rating of ‘Excellent’ in Scholarship, and at least ‘Satisfactory’ in Teaching and Service.” The Guidelines further stipulate that the procedures applied to term faculty who seek promotion “to these ranks, including peer review, recommendations and voting, shall be the same as those for tenure-eligible faculty.”

In the School, term appointments will be made for a specific period of time—from one to five years—by the Director in consultation with the Dean. The annual review process for term faculty will be the same as for all other faculty. Expectations of term faculty members and the percentage of time to be spent in each of the three areas of evaluation will be set initially at the time of hiring by the Director in consultation with the faculty member and subsequently during annual evaluations.

For term faculty seeking promotion at other ranks, the same process and procedures will be used as for tenure-eligible and for tenured faculty.

7.0 Academic Review Procedures for Promotion and Tenure:

The process by which the tenure and promotion committees within the School are to function is described in the Guidelines, Section 7.0. This document reiterates and summarizes those procedures and adapts them to the School where necessary.

As specified in Section 1.3 of this document, during the first semester of employment faculty members should meet with the Director to discuss the process and expectations for tenure and promotion.

Tenure and/or promotion committees should be created by May 1 of the academic year in which the review is to be conducted. Each committee shall be established by the Director, in

consultation with the candidate, who will have the right to challenge for cause in writing any member suggested for the committee, as described in the Guidelines.

As specified in the Guidelines (Section 7.1.1), “All faculty members of committees for tenured or tenure-eligible candidates shall be tenured. Peer review committees for term faculty must include at least one term faculty member at the promotion rank or above. If there is an insufficient number of individuals within the department to fulfill these requirements, individuals from a similar department either within the university or from an external institution may be selected.”

Committees typically are made up of five members, but can be as large as seven members. The membership should consist of at least three faculty from the School’s tenured faculty (or, in the case of term faculty, must include at least one term faculty member at the promotion rank or above). Each peer committee should include, insofar as possible, a mix of professional-track and research-track faculty. In addition, each committee shall include a student in the School, who shall be a voting member of the committee. The student should be selected to avoid creating a real or perceived conflict with the faculty member being considered. For example, the student should not be currently in a course the faculty member is teaching, should not be required to take a course from the faculty member in the future, should not be the faculty member’s advisee and should not otherwise be in a position to be judged by the faculty member under review. The committee chair should be a member of the School’s tenured faculty.

The candidate should meet with the Director and the chair of his/her tenure and promotion committee during the spring semester of the academic year the review is to begin, to discuss the nature and organization of the materials to be provided to the peer committee. The candidate should submit to the committee his/her external review materials no later than May 15, to include the materials specified in the Guidelines, and in these School guidelines. It is emphasized that these materials should include an updated C.V. and a personal statement of philosophy as to teaching, scholarship and service. In this statement, the candidate should specify whether he/she is seeking promotion and/or tenure and whether the candidate is seeking an early decision on promotion and/or tenure. The statement also should include years in rank/service at VCU and indicate whether the candidate has been credited with service from another institution. It should be emphasized that a candidate seeking an early decision on promotion and/or tenure may not seek the decision more than once prior to the mandatory year for review. Other types of materials that the candidate feels are necessary to document his or her activities and support his or her case may also be submitted. The candidate should submit his/her entire package of tenure and/or promotion materials for review no later than Aug. 15. The committee may request additional materials or clarifications of the materials that have been presented, if it deems this necessary.

The promotion and tenure committee (or the committee chair, working on behalf of the committee) and the candidate should contribute names to a list of external reviewers. At least three, but ideally five, should be selected by the committee (or the committee chair on behalf of the committee) from outside the University. Each reviewer will be asked to carefully examine the materials selected for external review, and provide an assessment. The candidate can

challenge for cause any reviewer listed. Only the peer committee or committee chair should make these solicitations.

External reviewers should be selected by May 15. The chair of the committee should then ensure that the appropriate materials are sent to each of these reviewers with adequate time allowed for a response. The deadline for responses should be by August 15.

External reviewers should be instructed to review the candidate's record in teaching, scholarship and service (or if not the entire record, a specified portion of the record, as appropriate), using the University, College and School promotion and tenure guidelines. External letters must be signed, dated and appear on official stationery.

As provided in the Guidelines, "The committee will protect, to the extent allowable by law, the confidentiality of letters, comments, and survey responses provided by students, peers, and external reviewers. This information may be viewed only by the committee members and other individuals responsible for reviewing the candidate's case for promotion and/or tenure."

The Dean will meet with the committee in the spring semester, if feasible, or as early as possible in the fall semester to formally charge it with its task. The committee will then meet as often as it deems necessary, but normally at least four times to organize its activities, discuss materials, review drafts of documents, and finally, to vote. The candidate for tenure and/ or promotion should be invited to attend one of the meetings to answer questions from the committee members.

Minutes should be taken of all meetings. These should be included in the file of the committee's deliberations. All of the committee deliberations, discussions and votes should be kept confidential. Any discussion of the committee's work outside of the committee should be limited to that needed to facilitate the committee's information gathering and other functioning. Care should also be taken in the content of e-mails sent among committee members. This content should be limited to the logistics of arranging meetings and gathering materials. Substantive and evaluative discussions should not be conducted via e-mail. Voting should be done by secret ballot, as described in the Guidelines.

After the vote, the committee members will sign and date a signature page that also contains the results of the votes. The peer committee chair will prepare a University cover sheet reflecting the committee's votes that will accompany the peer review report. All materials assembled and prepared for and during the peer review shall then be forwarded to the Director, along with the written report, minutes, votes and University cover sheet. The Director will prepare his/her report, complete the University cover sheet and forward the peer committee materials and the Director's recommendation and completed University form to the Dean.

If more than one tenure and promotion review is being conducted during an academic year, the Director should ensure consistency in the process and procedures across all of the reviews, to the degree possible.

Third-Year Review/Procedures:

Those faculty members who are hired as assistant professors with a six-year track toward tenure should undergo a review during their third year to determine if they are making satisfactory progress. This procedure is outlined in the Guidelines.

As that document states, this review should be conducted during the second semester of the faculty member's third academic year of appointment. The review should follow the same structure as tenure and promotion reviews, assessing teaching, scholarship and service, although it should avoid formal votes as to performance in those areas. The candidate should provide a curriculum vitae and a dossier of his or her work, to include teaching materials and evaluations, copies of published and presented materials and evidence of service activities.

The third-year review committee should consist of at least three members of the School's tenured faculty, to be chosen by the Director, in consultation with the faculty member to be reviewed. Each third-year review committee should include, insofar as possible, a mix of professional-track and research-track faculty. No student members are involved in the third-year review. Assessments of external reviewers are not necessary for the third-year review, but could be included if the committee feels it would be helpful in assessing some aspect of the faculty member's dossier. The faculty member being reviewed should meet with the third-year committee at least once.

According to the Guidelines, the committee will "evaluate the progress of the faculty member toward meeting the criteria for tenure in the department, guided by the faculty member's work plans developed in accordance with the Faculty Roles and Rewards Policy. The review committee will submit a signed report evaluating progress in the areas of teaching, scholarship and service to the department chair. If the committee finds the faculty member's progress to be unsatisfactory, then it should state its concern in the report and make recommendations. The department chair will then write the chair evaluation of the faculty member toward tenure in the areas of teaching, scholarship and service. The faculty member will receive these reports and discuss them with the chair as to perceived strengths and weaknesses in the areas of teaching, scholarship and service, as well as plans for improving performance in these areas in the future."

It should be emphasized that nothing in the third-year review should seem to guarantee—explicitly or implicitly—that tenure will be ultimately awarded if certain things are done or certain items produced.

Both the third-year report and Director report should be forwarded to the Dean as part of the annual evaluation, prior to the issuance of the fourth-year contract. The individual being evaluated has the right to submit a written statement of objection at this point. Finally, if both the committee report and the director's report agree that serious deficiencies exist—deficiencies that are unlikely to be remedied in the time remaining until the final promotion and tenure review—then the Director will recommend to the Dean that the appointment not be continued beyond the fourth year.

As noted in other parts of the School guidelines, when faculty members are hired, they choose to be assigned to either the professional or research faculty tracks. It is sometimes the case that a faculty member's activities more clearly fit in a different track from the one he or she chose at the initial appointment. In such cases, the third-year review committee may recommend that the person switch tracks. Whether this is done, however, is up to the candidate, in consultation with the Director. The candidate him/herself or the Director can also initiate this change of tracks after the third-year review is complete.

Expedited Cases:

According to the Guidelines, faculty candidates for promotion and tenure and new faculty hires should be evaluated using the processes and procedures described above. Those guidelines provide, however, a process for an expedited tenure decision when quick decisions must be made. For an expedited review, the Director or the Dean will appoint a peer committee of no fewer than three members of the School. The committee would review the candidate and make a recommendation. The Director would review the peer recommendation and make a recommendation to the Dean. The Guidelines also provide that the candidate materials "submitted in a dossier for expedited review should be as similar as possible to those normally included in a promotion or tenure dossier. For external hires, letters from at least three external reviewers must be part of the dossier. These letters may be the same as the reference letters using in the hiring decision provided they address the candidate's suitability for the faculty rank and tenure." It should be emphasized that the same rigor and standards for promotion and/or tenure will be applied in the case of such reviews.

Revised and approved by the faculty of the School of Mass Communications August 29, 2003

Revised and approved by the College of Humanities and Sciences Promotion and Tenure Committee,

April 21, 2004

Revised and approved by the College of Humanities and Sciences Faculty Council, June 2004

Revised and approved by the faculty of the Richard T. Robertson School of Media and Culture, March 21, 2014

Revised and approved by the faculty of the Richard T. Robertson School of Media and Culture, March 2019

Revised and approved by the faculty of the Richard T. Robertson School of Media and Culture, May 2020