



The University of Oklahoma

GAYLORD COLLEGE

journalism | media arts | strategic communication

Policies and Procedures Manual

Updated November 6, 2008



Policies and Procedures Manual

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I. The Gaylord College Overview (Approved by faculty Oct. 24, 2008)

A. Vision:

The Gaylord College of Journalism and Mass Communication will be an outstanding journalism and mass communication program with excellence in student and faculty achievement, distinctive programs, and service to the profession.

B. Mission:

To educate producers and consumers of existing and emerging forms of public communication, and instill in them the value of freedom of expression, intellectual and cultural diversity, critical thinking, creativity, ethics, professional skills, and social responsibility.

C. Supporting Statements for Preamble of Policies Document

The Gaylord College of Journalism and Mass Communication is a full service academic program. The College:

- has five undergraduate majors: Advertising, Broadcasting and Electronic Media, Journalism, Professional Writing, and Public Relations. It also includes three graduate degrees: Master of Arts in Journalism and Mass Communication and Master of Professional Writing, as well as the Doctor of Philosophy in Mass Communication.
- provides diverse professional opportunities that offer students a comprehensive media education. Gaylord College is dedicated to preparing students for their role in the free flow of communication and information in America and the world.
- maintains a high standard of teaching that balances theory and practice.
- has a mission that is both academic and professional. Gaylord College is committed to scholarly research and creative activities that enrich students' understanding of the roles of mediated communication and media institutions in a democratic society.
- strives for strong mutually beneficial relationships with the campus community, professionals, and national and international academics.

D. History

The University of Oklahoma offered its first journalism course in 1908 in the Department of English. There, Theodore H. Brewer instructed the journalism courses until 1913, when the University hired Illinois newsman H.H. Herbert, formed a new School of Journalism, and named Brewer as its first Director. In 1917, Herbert succeeded Brewer as Director, a position he held for 29 years. The School, later named for Herbert, offered only a Bachelor of Arts degree until the mid-1930s, when a graduate degree was added.

Like most programs of the time, the School was geared to prepare students for reporting and editing careers at newspapers. The focus was gradually broadened to include advertising and radio in the 1930s. The School attained accreditation for the first time in 1949, and by the early 1950s, its program had expanded to include public relations and professional writing, which moved to the Journalism School after some 15 years in the English Department.

By the late 1950s, the School had expanded into the new mass medium of television. Existing programs in television also were being operated in the Department of Speech and the School of Drama, but the drama curriculum folded in the late 1960s and the speech curriculum in television was merged with journalism in the late 1970s.

The Herbert School was the first in the nation to offer a short course in news photography (early century) and the first to establish an independent press for production of a student newspaper. It also was the first to gain a full membership with the Associated Press. Its student press has a strong tradition of being among the most honored in the United States.

The School also is the founding home of Future Journalists of America and the Oklahoma Interscholastic Press Association, which was founded in 1916 by Professor Herbert and remains the oldest group of its kind in continuous service. It will celebrate its 82nd year in 2003.

During Spring 2000, the H. H. Herbert School of Journalism and Mass Communication received a \$22 million gift from the Edward L. Gaylord family of Oklahoma City. The School was separated from the College of Arts and Sciences, its home for decades, and made into a freestanding College, one of 15 now in place on the Norman and Tulsa campuses.

The Gaylord College was established in the Fall 2000; Dr. Shirley Ramsey served as Interim Dean for one year. Dr. Charles C. Self became the Founding Dean of the College and served until 2004 when he stepped down. Dr. Joe Foote was named Interim Dean in 2004 and permanent Dean in 2005.

E. Degree Programs

1. Undergraduate Degrees

Currently the College of Journalism and Mass Communication has five undergraduate majors organized in three areas. The majors in the Strategic Communication area include Advertising and Public Relations. The Media Arts area has Broadcasting and Electronic Media, and Professional Writing. The Journalism major is in it's own area.

2. Graduate Degrees

At the graduate level the college offers the Master of Arts in Journalism and Mass Communication with four options in Advertising and Public Relations, Broadcasting and Electronic Media, Journalism and Mass Communication Management. In addition there is a Master of Professional Writing. The new Ph.D. in Mass Communication has research interests in News and Information, Strategic Communication and Media Arts.

3. Detailed information on the degree programs is updated regularly and can be found on the college and university websites.

II. College Organization *(Approved by faculty Oct. 24, 2008)*

A. The Dean

1. Overall, the dean provides leadership and administrative support to the programs and faculty of the college in performing the missions of teaching, research/creative activity, and service. The dean represents the college in relations with the University Regents, the President, the Senior Vice President and Provost, other colleges, and other administrative officers of the University. The dean is responsible to the President through the Senior Vice President and Provost and is accountable to many constituencies including the faculty, staff, students, administrators, and alumni of the college. Whenever appropriate, the dean is expected to consult with, receive advice from, and communicate to the constituent members of the college decisions and recommendations of importance to the college.
2. Other duties of OU deans plus hiring, retention and evaluation procedures, are listed in the Faculty Handbook.
3. Additional JMC Dean duties include:
 - a. Maintaining alumni and industry relationships through JayMac and the Board of Visitors.
 - b. Overseeing ACEJMC and university accreditations and reviews.
 - c. Establishing and maintaining international initiatives.
 - d. Overseeing the JMC Institute of Research and Training.

B. Associate and Assistant Deans

1. The dean is responsible for an administrative organization designed to meet the particular needs of the college. Assisting the college deans in the responsibilities of their offices will be staff, including associate deans and assistant deans, as are necessary to fulfill the mission of the college.
2. The dean, in consultation with the faculty and area heads, will structure and select staff positions to best meet the obligations of the dean to the college. Associate and assistant deans serve at the behest of the dean.

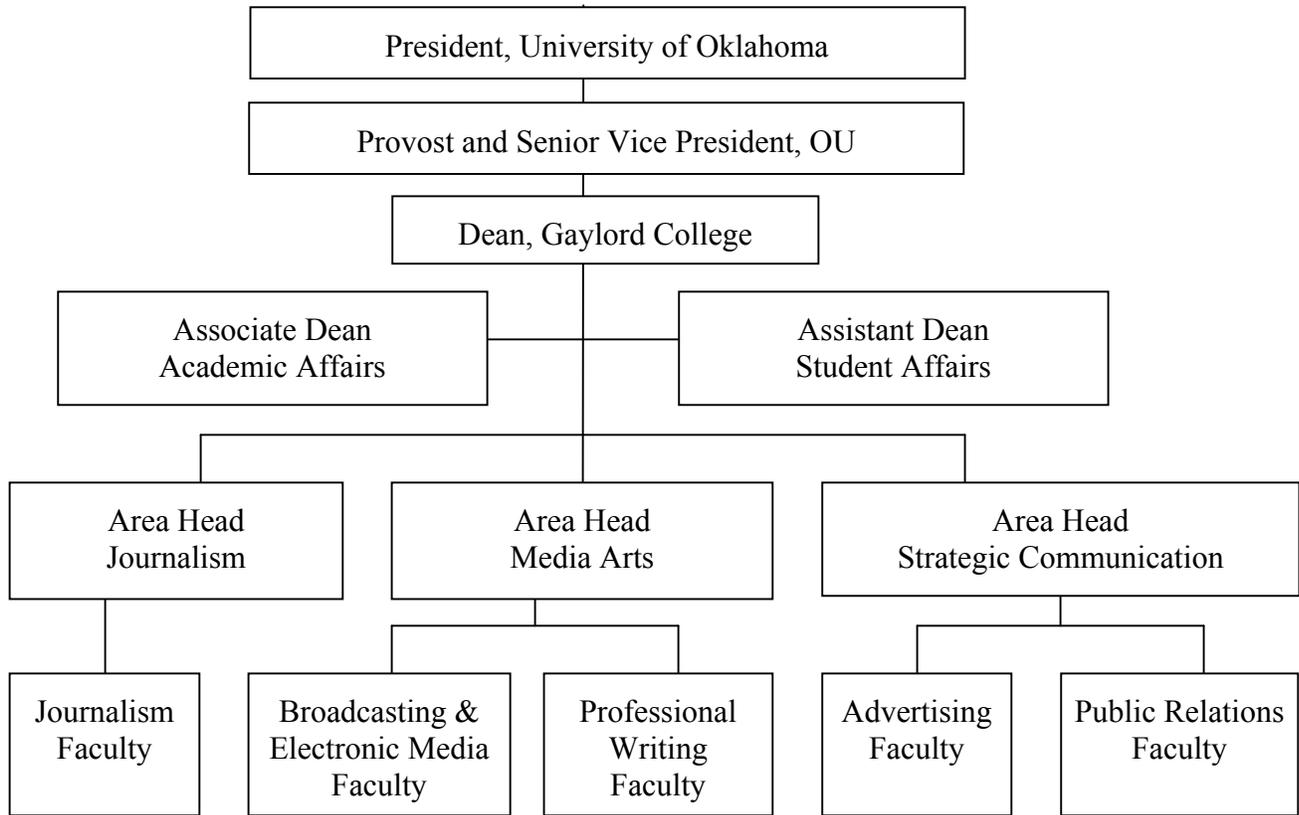
C. Area Heads

1. The faculty of the five JMC undergraduate majors has been grouped into three "areas." The area heads are selected by the dean to help in the administration of the college.
2. Area heads are to:
 - a. Take responsibility for the scheduling of all undergraduate classes in their curricular area in conjunction with the Student Service Office.
 - b. Coordinate with the Graduate Director on the scheduling of graduate classes.
 - c. Hire and evaluate all adjunct faculty in their curricular area.
 - d. Evaluate term faculty and make recommendations regarding their re-hire.
 - e. Develop and appoint course coordinators for courses with multiple sections and those taught regularly with by adjuncts.
 - f. Provide leadership to the faculty for curricular and co-curricular changes.
 - g. Serve as part of the leadership team, advising the dean as needed and participating in meetings of college leadership.
 - h. Make recommendations of technology spending their curricular area.
 - i. Serve as a liaison to co-curricular and media operations in our college (i.e. Student Media, Ad/PR agencies, TV4OU, broadcast production operations) and student organizations.
 - j. Serve as a representative at major events involving the area with students, alumni and professionals.
 - k. Create a mechanism to provide student feedback at least once per academic year, such as forums with students in the area.

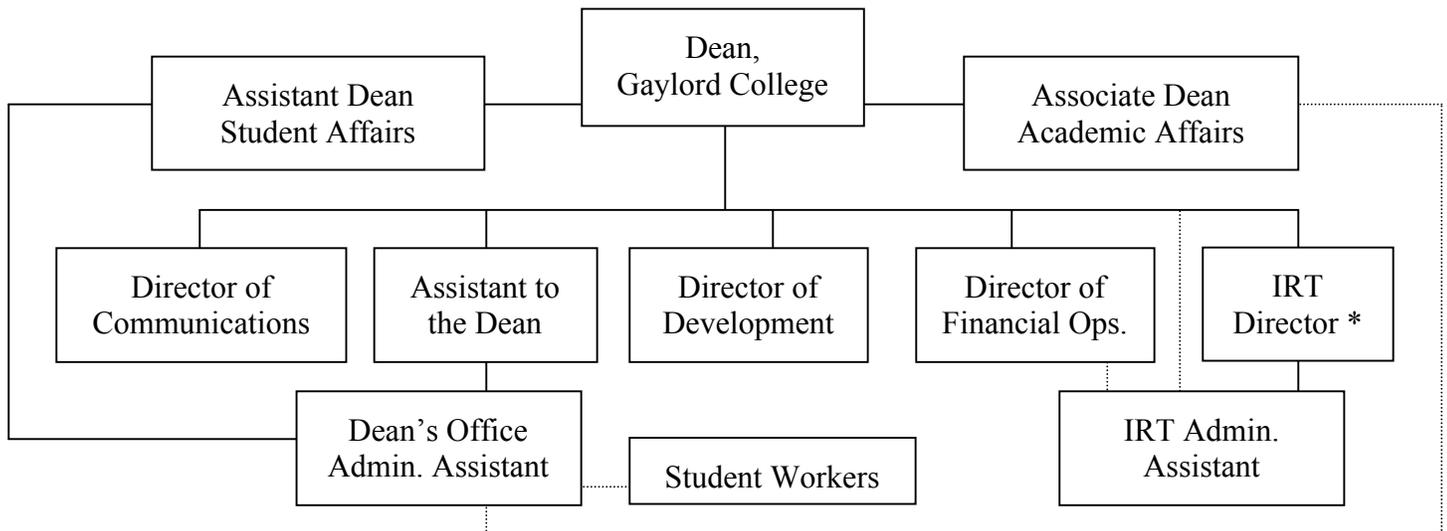
D. Organizational Charts

The following organizational charts are a snapshot of the college organization structure at a point in time and are subject to revision without faculty and provost approval.

Faculty & Administrative Organizational Chart



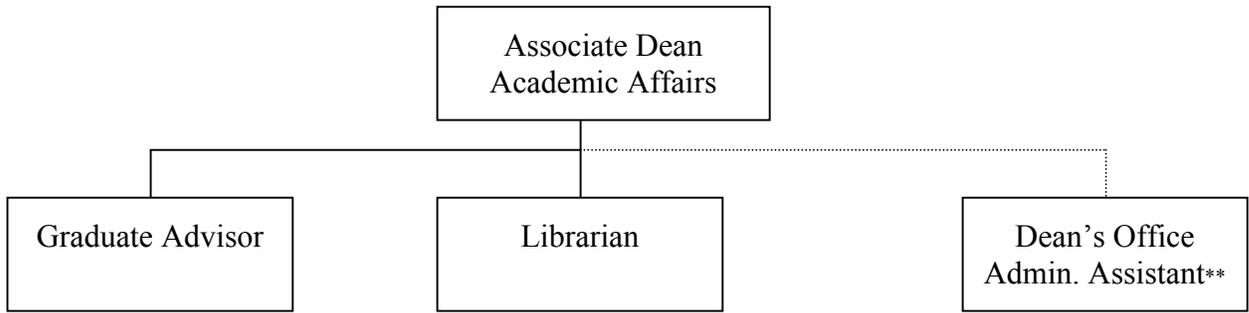
Administrative Affairs Organizational Chart



* Administration Duties Only

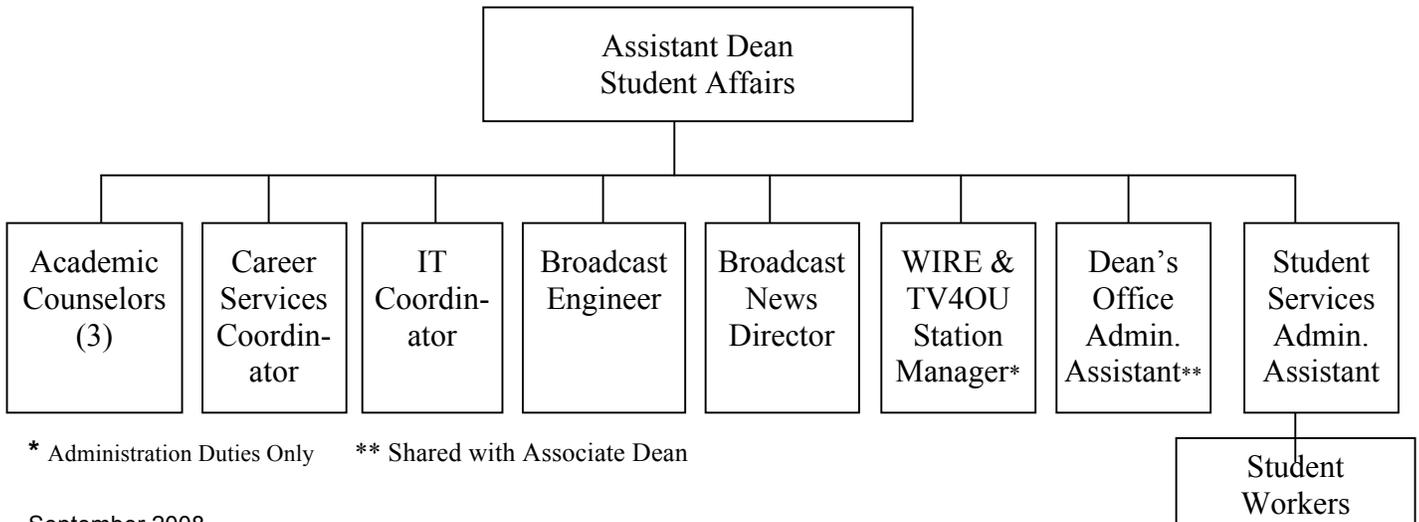
September 2008

Academic Affairs Organizational Chart



** Shared with Assistant Dean

Student Affairs Organizational Chart



* Administration Duties Only

** Shared with Associate Dean

September 2008

III. College Committees *(Approved by faculty Oct. 24, 2008 with amendments)*

A. Committee Structure and Procedure

The Gaylord College of Journalism and Mass Communication shall annually organize the following standing committees: Committee A, Student Services Committee, Technology Committee, Undergraduate Curriculum Committee, Graduate Committee, Faculty Development and Research & Creative Activity Grants Awards Committee, JMC Academic Appeals Board, Leadership Council, and additional ad hoc committees as the faculty or dean shall determine.

1. Membership
 - a. Great care should be taken to ensure that committee membership reflects the diversity of the faculty.
 - b. Whenever possible, no faculty member shall serve concurrently on more than two standing committees of the College.
 - c. Care should be taken that untenured tenure-track faculty members are not overburdened with committee assignments.
 - d. Student members of a committee serve as ex-officio on those committees with a student representative. The committee in consultation with the dean chooses the students. In meetings where sensitive, staff/faculty or individual student matters need to be discussed, the chair may ask student committee representatives to excuse themselves.
2. Powers and responsibilities:
 - a. Committees are responsible to the faculty as embodied in the Committee of the Whole, unless specifically instructed by the faculty or this document to report and make recommendations elsewhere.
 - b. Each committee shall report on its activities at each regular meeting of the Committee of the Whole.
 - c. Each committee has a list of assigned responsibilities. In addition, the Dean, as chair of the Committee of the Whole, may assign other tasks and deadlines to a committee.
 - d. Faculty are expected to attend committee meetings and make arrangements with the Associate Dean to be switched to another committee if meeting times cannot be met regularly.
3. Meetings of a Committee
 - a. Regular meetings shall be held by each committee. The times and dates for such meetings shall be determined and coordinated by the committee members.
 - b. Meetings may be called at the initiative of the committee chair or any two members of the faculty. Written notification of such meetings must be delivered to committee members no later than 24 hours prior to the meeting.
 - c. In cases of urgency, the 24-hour notification rule may be waived by the committee chair or dean.
 - d. Committee meetings are open to all faculty members. Meetings dealing with personnel issues may go into executive sessions. Meeting times and locations should be recorded in the dean's office no later than 24 hours prior to regular meetings, and 1 hour prior to emergency meetings.
 - e. Meetings will be conducted using "Roberts Rules of Order (Revised – Current Edition)."
4. Voting
 - a. The voting faculty of the College of Journalism and Mass Communication is composed of all full-time faculty members with at least 50% appointment in the College of Journalism and Mass Communication. Non-tenure-track endowed and term faculty members in the College have full departmental and College faculty voting rights, except to serve on Committee A and to vote on tenure/promotion. In addition, term faculty voting rights for approving changes to the curriculum is limited to those with multiple-year contracts.
 - b. Staff, while not having voting status as faculty members, serves in vital support and advisory roles.
 - c. Motions and resolutions shall be carried by majority vote, contingent upon a quorum of voting members being present.
 - d. Voting may be by show of hands. However, an individual faculty member may request a secret ballot on any issue. Personnel issues will always be by secret ballot.

- e. Proxy votes will follow Roberts Rules of Order, (Revised – Current Edition).
- 5. Quorum
A quorum shall consist of a majority of the members of any committee.
- 6. Committee Assignment Terms
Standing Committee assignments will be made by the Dean’s office before the start of a new school year and members shall serve for one year beginning August 16 unless otherwise specified in this document.
- 7. Officers
Each committee shall have a chair and a secretary. At the start of the school year the College Dean will designate an acting chair for each committee to call the first meeting. At the first meeting committee members elect a chair and secretary.
- 8. Duties of officers
 - a. The chair shall:
 - i. Preside over all meetings,
 - ii. Prepare, after consultation with committee members and other concerned persons, an agenda for each meeting.
 - iii. Appoint members of the committee to chair subcommittees.
 - b. The secretary shall:
 - i. Keep, and distribute to the committee members, minutes of all meetings,
 - ii. Notify all college faculty of meetings, times and dates.
 - iii. Transcribe or arrange for the transcription of all resolutions, reports, and recommendations for forwarding to the appropriate body or person.

B. Committee of the Whole

1. Membership

The College faculty, as defined above, shall serve as the Committee of the Whole.

2. Duties and responsibilities

The Committee of the Whole shall be the policy-making body of the College and make recommendations about policy to the dean.

C. College-wide Faculty Meetings

The Dean will schedule regular faculty meetings at the beginning of each year. The faculty should meet a minimum of five times per a year. Additional meetings may be called by the Dean or by petition of 10 percent of the regular faculty. The agenda of the faculty meeting should be distributed by the Dean’s office to faculty members at least 48 hours before a previously scheduled meeting. Faculty members may request that items be added to the agenda by contacting the Dean’s office at least 24 hours before the meeting. An individual shall be appointed to record the notes of the meetings and distribute the notes to the faculty in a timely manner. The meetings will follow Roberts Rules of Order (Revised- Current Edition). Meetings will begin with a motion to approve the minutes of the previous meeting.

D. Committee A

1. Membership

- a. The committee is composed of three tenured faculty members elected college-wide to staggered, three-year terms.
- b. Members shall be elected at or before the last faculty meeting of the spring term.

2. Duties and responsibilities

Committee A’s overarching responsibility is to help faculty succeed. It not only does this by evaluating and monitoring faculty’s performance, but also by assisting faculty in specific areas where they need support to achieve tenure and promotion goals. As such, Committee A:

- a. Advises the dean about faculty review and policy development to improve faculty performance. This is done through an annual review process as well as the tenure and promotion process. The dean then advises individual faculty members on their progress;
- b. Develops specific methods to help faculty set specific, measurable, written and realistic goals for the coming year. Committee A also assists faculty members to accomplish those goals.

These include workshops, briefings and written material to assist faculty in their tenure and promotion progress. Moreover, it launches initiatives that assist all faculty to improve their research, creative activity, teaching and service records;

- c. Maintains specific criteria for achieving tenure and promotion (including guidance on what constitutes research and creative activity) to which the dean and individual faculty members agree. The committee promulgates these criteria to the entire faculty throughout the year, but specifically to those working towards tenure and promotion;
- e. Develops specific mentoring efforts to help junior faculty stay on track for tenure and promotion; and
- f. Makes recommendations as to budget requests/allocations, increases in faculty salaries, faculty awards (unless donors have specified that the decision is to be made through another process), hiring of new faculty.
- g. Promotes and supports an ongoing program of excellence in faculty performance, including the college's mentoring program.
- h. Facilitates faculty support and advises the faculty and the dean on ways to improve support.
- i. Other duties as assigned by the committee chair or the dean.

E. Student Services Committee

1. Membership

The committee shall consist of the Assistant Dean (ex-officio), three faculty (one representing each Area), two staff members from Student Services (support/advisory) and one undergraduate student. Additional faculty members may be added as needed for the committee to meet its needs.

2. Duties and Responsibilities

- a. Provides strategic direction and oversight for the College's Student Services area.
- b. Makes recommendations to the Assistant Dean about how the Office of Student Services can provide stronger advising and expanded career and internship support to Gaylord students.
- c. Solicits and reviews applications for College scholarships.
- d. Forms and convenes (twice each long semester) the JMC Student Services Advisory Board composed of the presidents or representatives of the JMC student clubs and organizations to provide feedback on critical student issues. A representative will be elected from this group to serve on the Student Services Committee.
- e. Organizes Student Area/Sequence Meetings with the respective Area Heads at least once a year. These meetings will be open to any student in the major, for the purpose of seeking feedback and updating students on developments within the program. Area Heads should issue a brief report of any remarkable items that the Student Services Committee should be aware of or need some type of action.
- f. Other duties as assigned by the committee chair or the dean.

F. Technology Committee

1. Membership

The committee shall consist of the Assistant Dean (ex-officio), Area Heads (ex-officio non-voting), the Chief Broadcasting Engineer (ex-officio non-voting), the IT Director (ex-officio non-voting), the Station Manager (ex-officio non-voting), one faculty member from each area and one student representative. Additional faculty members may be added as needed for the committee to meet its needs.

2. Duties and Responsibilities

- a. Advisory to the Dean; review proposals and recommend planned technological expenditures that support classroom instruction and are purchased with student Technology Fees.
- b. Solicit and review equipment requests from Area Heads.
- c. Determine the appropriateness of using student Technology Fees to support a given request.
- d. Review and make recommendations regarding unplanned technology purchase requests.
- e. Other duties as assigned by the committee chair or the dean.

G. Undergraduate Curriculum Committee

1. Membership

The committee shall consist of the Associate Dean (ex-officio), five faculty members (one representing each major), the undergraduate academic advisors (support/advisory), and one undergraduate student. Additional faculty members may be added as needed for the committee to meet its needs.

2. Duties and Responsibilities

- a. Provides leadership in curricular innovation across the college.
- b. Reviews any course and curriculum changes proposed, including special topics courses.
- c. Reviews assessment plans and recommends improvements.
- d. Reviews and monitors JMC core classes and makes recommendations on course content, textbooks
- e. Makes recommendations to faculty for votes when needed.
- f. Other duties as assigned by the committee chair or the dean.

H. Graduate Committee

1. Membership

The committee shall consist of the Director of Graduate Studies (ex-officio), five graduate faculty, and the Graduate Student advisor (support/advisory), and one graduate student. Additional faculty members may be added as needed for the committee to meet its needs. At the first meeting of the year, the faculty will select a student to invite to join the committee.

2. Duties and Responsibilities

- a. Establishes and helps implement graduate program policies and procedures
- b. Reviews the graduate curriculum and recommends changes
- c. Reviews, recommends and approves graduate faculty status, admission of students, selection of graduate assistants and scholarship recipients.

I. Faculty Development and Research & Creative Activity Grants Awards Committee

1. Membership

The committee shall consist of the Director of the Institute for Research and Training (ex-officio), five faculty members and the IRT Administrative Assistant (support/advisory) Additional faculty members may be added as needed for the committee to meet its needs

2. Duties and Responsibilities

- a. Serves as the College general advisory committee for activities of the IRT, for team research and training initiatives and faculty development grant awards for the College
- b. Develop and maintain procedures for faculty and graduate students to apply for IRT research funds, distinguishing this from faculty development grants
- c. Oversee research & creative projects grants from the Gaylord Endowment and Research & Training funds from the IRT
- d. Host "brown bags" or other events where students and faculty can share research and creative activity.
- e. Advises the IRT on its international mission.

J. Diversity Committee

1. Membership

The committee shall consist of the Assistant Dean (ex-officio), five faculty members, an undergraduate academic advisor (support/advisory), and one undergraduate student. Additional faculty members may be added as needed for the committee to meet its needs.

2. Duties and Responsibilities

- a. Responsible for reviewing and facilitating the implementation of the College's diversity plan.
- b. Other duties as assigned by the committee chair or the dean.

K. JMC Academic Appeals Board

1. Membership

The committee shall consist of the three faculty members chosen to serve staggered three-year terms and three students (two undergraduate and one graduate), who will serve one-year terms. The faculty of the college will choose the faculty members for the Board. Student members of the Board are appointed by the dean of the college upon recommendations from the UOSA President.

2. Duties and Responsibilities

- a. This committee will meet on an as needed basis to hear unresolved cases as stipulated in the OU Student Code Academic Appeals Policy and the JMC Student Grievance Policy.
- b. It shall be the primary function of a Board to adjudicate disputes that have not been satisfactorily resolved on the area level.
- c. Each Board shall be given the responsibility of establishing its own rules of procedure. Such rules as it establishes must be consistent with the full protection of the rights of all parties involved.
- d. Meetings of a Board shall be confidential and closed to the public except as otherwise permitted by law and agreed to by all parties.
- e. The committee should refer to the OU Student Code Academic Appeals Policy for university policy regard student grievances.
- f. Each Academic Appeals Board will hear cases in which the issue to be resolved is that of prejudiced or capricious evaluation or alleged inability to speak the English language to the extent necessary to adequately instruct students.
- g. Decisions of the Board shall be communicated in writing to the Board's dean, the student's dean, the student, and the instructor/evaluator(s). The Board's decisions shall be final and shall be implemented unless either the student or the instructor/evaluator(s) makes written appeal to the Executive Committee (or comparable body) of the college within ten calendar days (excluding Saturdays, Sundays and University holidays from classes) after being notified of the Board's decision. The decision of the Executive Committee (or comparable body) shall be final and shall be implemented unless either the student or the instructor makes written appeal to the faculty of the college within ten calendar days (excluding Saturdays, Sundays, or University holidays from classes) after being notified of the Committee's decision. In the case of an appeal to the faculty of the college, the faculty's decision shall be final and shall be implemented. The faculty of a college, however, may delegate their authority to consider appeals under this policy to the Executive Committee (or equivalent body) of the college, in which case the decisions of the said body shall be implemented without appeal to the faculty.

L. Leadership Council

1. Membership

The committee shall consist of the Dean, Associate Dean(s), Assistant Dean(s), Area Heads and Director of Graduate Studies.

2. Duties and Responsibilities

- a. Examine vision, strategies, plans and issues in the college.
- b. Meets regularly at the call of the Dean or at the request of two or more of its members.

M. Ad Hoc Committees

The dean, area heads or other faculty may establish ad hoc committees to serve as an advisory body to the person(s) establishing the committee. When a committee is established, it should function with the same rules as standing committees. At the time a committee is established, the membership, meeting requirements, terms of service, duties and responsibilities should all be spelled out. Service to Ad Hoc committees is above and beyond service to standing committee. Whenever possible, college wide Ad Hoc committees should be established and assigned at the same time as standing committees each year. However, to meet immediate needs in the college, area or major, Ad Hoc committees may be established at any time. Whenever appropriate, students should be members of Ad Hoc committees.

N. Search Committees

Search Committees are Ad Hoc committees established whenever a position is available for hire in the college. They are appointed by the dean and serve until the position is successfully filled or the search is terminated. Committees will vary in size and composition for each search. But there basic guidelines that should govern committee membership and responsibilities:

1. Membership
 - a. In general, committees for tenure track faculty searches will consist of at least three faculty from the area of hire and at least one faculty from outside the area. Staff may be included on a committee in a support/ advisory capacity.
 - b. For faculty lines where there is not a clear major area, a committee that represents all three area should be established.
 - c. For Endowed Chair positions, the committee will be headed by the dean and must include a University member from outside the college, in addition to a member from outside the university.
 - d. Other search committees for positions within the college, may be set up by the dean based on the needs of the search.
2. Duties and Responsibilities
 - a. Help develop and approve job positions descriptions and announcements.
 - b. Offer suggestions for places to advertise position.
 - c. Review applications in a timely fashion. Identify those applications that do not meet the advertised and preferred qualifications of the position.
 - d. Make a recommendation of those the committee would like to bring in for an interview from the acceptable pool of candidates,
 - e. Conduct reference checks on all potential candidates.
 - f. Oversee the interview schedule and process, in conjunction with the dean's office
 - g. Solicit feedback from appropriate constituencies (i.e. student feedback on teaching, faculty reactions to research presentations, etc.)
 - h. Upon completion of interviews, collection of feedback and reference checks, make a formal recommendation for hire to the dean. If there is no recommendation to hire, the committee will recommend a next step. (i.e. Bring in additional candidates from the pool, re-advertise, cancel the search, start a new search, etc.)
3. The chair of the committee should ensure that university and college policy and procedures are followed in each search. Working in conjunction with the dean's staff, they should make sure there is a proper flow of communication both to selected and non-selected candidates.
4. Recommendations of the committee should be submitted in writing to the Dean.

IV. Faculty and Staff Policies and Information

A. Faculty Hiring & Appointment Policies *(faculty approved April 2007)*

1. All tenure-track faculty positions are advertised nationally with position descriptions and application deadlines in accord with university guidelines.
2. A search committee is established to review all applications. A student or students may be selected to serve as committee members.
3. During the committee's initial meeting(s), candidates who do not meet the minimum advertised requirements are removed from consideration. The committee then reviews all qualified candidates and ranks them in order of preference.
4. The Dean's office invites and makes arrangements for the preferred candidate or candidates to participate in an equivalent series of interviews, presentations, and campus visits.
5. All faculty are given the opportunity to meet with the candidates, either in public or, when requested, in private. Students may participate in the process by attending the research presentation or in attending open meetings with the candidates and their opinions will be invited.
6. Subsequent to a candidate's visit, opinions and recommendations are solicited from all faculty.
7. The committee advises the Dean of its recommendation for hiring, and the Dean, taking their recommendation under advisement, selects and negotiates with the preferred candidate.
8. Non tenure track faculty hirings may follow these guidelines as appropriate to the particular position, but may be handled without a search committee by the Dean's office or by the Dean's delegated representatives.

B. Mentoring Program for Junior Faculty *(faculty approved February 2007)*

The Gaylord College is committed to the nurturing and development of a strong junior faculty consistent with the University of Oklahoma's Faculty Mentoring Program as described in section 3.31 of the faculty handbook. This policy is designed to assist term and tenure-track faculty in continuing term status or achieving tenure and promotion to the rank of associate professor. No mentoring policy or program can guarantee continued employment, but the Gaylord College encourages a collaborative effort among term, tenure-track and tenured faculty and the administration to promote continued success inside and outside the classroom.

This policy will be administered and monitored by an Associate Dean, who will make regular reports to the Dean and systematically evaluate the success of the program. The mentoring relationship will involve continuing counseling on the applicable components of teaching, research and service, and assistance in preparing appropriate documentation for promotion and tenure or, in the case of term faculty, continuing appointment. Toward those ends, the Gaylord college mentoring program will function in four phases; matching mentors and mentees; the mentoring process; building and evaluating the portfolio; and rewards.

1. Phase I, Matching mentors and mentees
 - a. During the interview process, faculty candidates will be furnished a copy of the College criteria for tenure, term renewal, and promotion as well as a copy of this mentoring policy and procedure statement. The Dean or Associate Dean will review the process and encourage candidates to consider possible mentors, but no mentorships will be established until the first semester of employment.
 - b. During the two weeks prior to any long semester, the Associate Dean will identify new faculty who need a mentor assignment and seek volunteers from the tenured ranks to serve as mentors. New faculty will be asked to use the college webpage to research and identify potential mentors from a list of volunteers supplied by the Associate Dean. Mentor volunteers will be asked to review new faculty employment dossiers to determine their personal preferences for a mentorship match.
 - c. During the second week of the long semesters, the Associate Dean will arrange an informal conversation between the two groups. The Dean or Associate Dean will review the College criteria for tenure, term renewal, and promotion and encourage mentor and mentee candidates to explore mutual strengths and weaknesses.

2. Phase II, The mentoring process
 - a. During the first three years of the tenure-track term or term contract period, and before the mentee undergoes third-year review, mentors and mentees will meet on a regular schedule suitable to mentor and mentee. Mentors are encouraged to help new faculty get acquainted with the community, university and state.
 - b. The associate Dean will be available for informal meetings with mentors and mentees to answer questions or offer advice on any aspect of the mentoring relationship.
 - c. Mentors are encouraged to work with junior faculty on all areas of performance, but for those on the academic tenure track specific attention must be devoted to the research component of promotion and tenure. Mentors coaching those on the professional track should devote equal attention to the quality of teaching and service to the College and University and to professional organizations on the regional and national levels.
3. Phase III, Building and evaluating the portfolio
 - a. During the final years of the tenure-track or term contract period, mentors will assist their mentees in assembling annual review portfolios and a promotion and/or tenure portfolio suitable for presentation to the College and University. Junior faculty seeking tenure and/or promotion should seek guidance from mentors on University requirements for content and format of the portfolio.
 - b. At the mentor/mentee meeting with the Associate Dean during the spring semester prior to the call for portfolios, the mentorship team will present a substantially complete portfolio for initial review by the Associate Dean and Dean. Within two weeks of that meeting, the Associate Dean and Dean will schedule a meeting with the mentorship team to complete a final strategy for presentation of the portfolio in the fall. Once the tenured faculty in the College act on the mentee's application for tenure/promotion, the Associate Dean will review with the mentor and mentee any suggestions for improvement before the portfolio moves on to the University committee.
4. Phase IV, Rewards
 - a. Successful completion of a mentor relationship is the awarding of promotion, tenure, or term renewal. When that occurs, the Dean will recognize both parties with appropriate tokens of appreciation at the annual faculty retreat before the start of each school year.
 - b. Senior faculty who assume significant mentorship responsibilities – i.e., simultaneous assignments or continuous service to the program – will be given appropriate credit in the evaluation of service toward the rank of full professor or toward renewal of a term contract. While such service will not carry the weight of excellence in research or teaching, it will be considered equal to significant professional service on the regional or national level.
 - c. Conversely, Committee A, the Dean, and the Associate Dean should, when appropriate, further reward outstanding mentor service by nominating faculty mentors for any and all applicable and appropriate recognitions offered by the University or professional organizations.

C. Post-Tenure Review Policy (*faculty approved May 2007*)

1. University of Oklahoma policy mandates that “each faculty member shall undergo post-tenure review in the fifth year after the year in which the faculty member is awarded tenure or promotion, whichever is later, and every fifth year thereafter.” The Gaylord College is responsible for coordinating the initial work for that post tenure review.
2. The process begins at the time tenure and promotion are awarded. The faculty member is placed in a five year rotation cycle for the review. At the time of the review, the provost will initiate the process with a letter of notification to the college and the faculty member. The process is to begin immediately upon completion of the annual review process in the college.
3. Committee A and the college dean have overall responsibility for conducting the post tenure review process. Committee A will send out a set of instructions about how the post tenure review portfolio should be constructed and will establish a deadline for its review and recommendation to the dean.
4. The faculty member is responsible for constructing the portfolio and accompanying materials following the guidelines established in the University Faculty Handbook (Section 3.7.6). The Faculty Handbook outlines the review process and appeals processes and procedures. It also outlines any remedial steps that may be mandated.

D. Annual Evaluation Policy (*faculty approved May 2007*)

1. In accordance with the OU Regents' policy since 1977, annual faculty evaluations are conducted for each calendar year. The policy requires individual units to establish their own criteria, subject to Dean and Provost approval, and to the general standards and limits enacted by the Regents. The process of this annual evaluation usually begins in December and ends in April. It is the policy of the University of Oklahoma (Norman Campus) that all salaried faculty, temporary and permanent, tenure-track and non-tenure-track, are subject to the same performance evaluation process. The basic process of faculty evaluation is described in Section 3.11 of the Faculty Handbook; Sections 3.6.1, 3.6.2, and 3.6.3 provide definitions of teaching, research and service.
2. The College follows an annual review process that provides specific feedback to faculty members each year in all areas of professional life. Committee A provides direct feedback through its review of the annual review portfolio. Currently, the annual review portfolio submitted by the faculty member is required to contain a mini-vita on one page summarizing the year's activities in the form mandated by the Provost's office, a complete updated vita, and the average student teaching evaluation scores for each class taught and commentary provided by the instructor. Any additional materials that clarify or illuminate the faculty member's activities, such as a cover letter, may also be included.
3. The Dean provides an independent review of the portfolio and the recommendations of Committee A. The Dean's review is provided to the faculty member as a detailed examination of performance and a specific set of objectives and goals established for the coming year. All of this material is given to the faculty member. The faculty member is given the opportunity to meet with Committee A and with the Dean to discuss the review and to discuss goals and recommendations for the coming year.
4. Attendant to the annual review process, the Provost also requests that each faculty member create or update their Expertise Profile in OU's Community of Science Expertise database at <http://expertise.cos.com>. This resource, provided by the Office of Research Services, is an indispensable online tool for publicizing OU's expertise in research and scholarly activities. For additional information about Community of Science's resources, please contact the COS Liaison at (405) 325-6140.

E. Reappointment Procedures for Tenure-Track Untenured Faculty (*faculty approved May 2007*)

1. Each year prior to making a recommendation for reappointment, a letter must be sent by the Dean to faculty members advising them in some detail of their progress toward tenure. This letter will by nature be cumulative, and will cover the period since hiring. This letter must be separate from the annual evaluation form, which in most cases covers only the previous calendar year. The letter should be based on discussions with each faculty member, and should contain suggestions for improvement as well as an evaluation of overall performance.
2. Since the third-year reappointment comes in December of the second year, there will need to be two letters of evaluations in the second year, one in the spring prior to the March 1 deadline for second-year reappointment, and one in the fall prior to the December 15 deadline. Thereafter, the evaluation letter must simply precede the annual reappointment in May.
3. On an annual basis, the Provost's deadlines for notification of non-reappointment would be as follows:

March 1	Deadline for second year non-reappointment.
Dec. 15	Deadline for third year non-reappointment.
May 31	Deadline for fourth year non-reappointment.
May 31	Deadline for fifth year non-reappointment.
May 31	Deadline for sixth year non-reappointment.
May 31	Deadline for seventh year non-reappointment.
4. Tenure dossiers would be submitted no later than the fall of the sixth year of appointment, but may be submitted earlier if circumstances warrant early consideration.

F. Conflicts of Interest (*faculty approved May 2007*)

1. The Gaylord College of Journalism and Mass Communication supports the involvement of faculty in professional and voluntary activities outside the college. Faculty participation in these activities can make important direct and indirect contributions to the strength and vitality of the College. However, outside activities may bring potential financial conflicts that would appear to

affect or be affected by the faculty member's duties at the expense of the College. Potential conflicts must be disclosed.

2. Outside employment

Any external employment or activity for extra compensation must not interfere with the faculty member's assigned duties within the College. Any outside employment during the period covered by a faculty member's annual appointment must be approved as outlined in section 5.7 of the OU Faculty Handbook.

3. Financial Conflicts

Financial conflicts of interest may occur as faculty engage in activity outside the college. Such conflicts are not necessarily improper but must be disclosed on the annual disclosure of conflicts of financial interest form distributed by the Office of the Senior Vice President and Provost, as outlined in section 5.10 of the faculty handbook.

G. Sale of Required Course Material to Students (*faculty approved May 2007*)

1. In accordance with section 3.14.2 of the Faculty Handbook, instructional materials by faculty and staff is encouraged as part of scholarship and teaching, and ownership of the copyright in such materials is covered by the University of Oklahoma copyright policy. No faculty member should profit personally by requiring the purchase of any instructional materials for example syllabi, outlines, custom-published course packs, textbooks, or access to instructional material on the internet.
2. Royalties gained in the sale of textbooks to a faculty member's students maybe donated to benefit a university student organization, scholarship, or graduate student support.

H. Faculty Release Time (*faculty approved May 2007*)

All contract, tenure-track and tenured Gaylord College faculty members may request release time from their regular teaching assignments to pursue research, creative or service opportunities of exceptional merit. Requests for release time under this policy should be presented to the Dean, in writing. The Dean may seek advice from Committee A and appropriate staff members regarding how release time can be awarded to best serve the needs of the College.

I. Course Evaluations

1. The University of Oklahoma requires individual units to institute a program of continuing instructional evaluation of courses for the purposes of providing instructor feedback and assessment of instruction (Faculty Handbook, section 3.30). Students in all classroom courses taught in the Gaylord College will be given the opportunity to evaluate the course each semester. The term classroom courses refers to courses with regular meeting times and locations and excludes internship, independent study, directed readings and graduate project/thesis/dissertation courses.
2. The course evaluation is completed through use of the Gaylord College of Journalism and Mass Communication Instructor Evaluation Form. An appropriate number of copies of the evaluation form are to be distributed by the Student Services office to faculty along with a cover sheet containing the university code for each course taught. Such distribution is to occur to allow the course evaluation to take place during a regular class meeting within the last two weeks of an instructional period, or the equivalent for courses meeting for short periods such as intersession. Faculty may supplement the evaluation form with additional questions for quantitative or qualitative feedback.
3. The instructor of record for the course (faculty, adjunct faculty or graduate assistant) may not be present when students complete the evaluations and may not handle completed evaluations until final course grades have been submitted. The instructor may distribute the blank forms and leave the room, assigning another student to collect and return the forms to a designated secure location, or the instructor may request that another faculty or staff member administer the evaluation process.
4. Faculty may choose whether to allow the University of Oklahoma Student Association to publish results of individual course evaluations, indicating the choice on the evaluation cover sheet, which is to be returned with the completed evaluations. The choice of whether to allow publication will not be considered during the process of any evaluation of a faculty member.

VI. Procedures and Criteria for Tenure and Promotion

(approved by the faculty, May 2008; approved by the Provost, Aug. 2008)

A. Preamble

The Gaylord College of Journalism and Mass Communication (JMC) at the University of Oklahoma adheres to the promotion and tenure rules and procedures contained in the OU Faculty Handbook (Sections 3.6.1 through 3.6.3, 3.7 through 3.7.5 and section 3.11.3 and other sections as appropriate).

B. Governing Principles

1. The Gaylord College of Journalism and Mass Communication faculty members are hired and evaluated using the highest standards of rigor associated with higher education and with the media professions. Evaluation and assessment for merit, promotion, and tenure will be based on:
 - a. **Outstanding Achievement** in Teaching, Research/Creative Activity, and Service. This is a baseline expectation of all faculty. A faculty member who demonstrates quality performance in all three areas may be considered for promotion and tenure.
 - b. **Excellence** in an additional Focused Area of Specialization within one of the core areas of Teaching, Research/Creative Activity or Service agreed upon at the time of employment with the dean and the faculty of the College.
2. The Gaylord College recognizes the essential contribution of both academic and professional scholarly and creative activity in giving students the broad range of educational outcomes essential for individuals working in mediated communication disciplines for which we prepare our students. The College requires faculty members with a wide range of specialties to serve these needs. For this reason, we provide a program tailored to the "Focused Area of Specialization" (individual specialties) contributing to the educational processes in the college.
3. We evaluate all faculty based upon a record of Outstanding Achievement in three core sets of activities: Teaching, Research/Creative, and Service.
 - a. In Teaching, Outstanding Achievement will be judged through assessment of classroom teaching, classroom materials, and conceptual rigor.
 - b. In Research/Creative Activity, Outstanding Achievement will be judged through peer evaluation and recognition. The OU Faculty Handbook defines Research/Creative Scholarly Activity as:
 - i. **Research**, which is the development and validation of new knowledge, focuses upon faculty participation in the extension of knowledge and maintenance of professional development and vitality. Research means systematic, original investigation directed toward the enlargement of human knowledge or the solution of contemporary problems.
 - ii. **Creative/scholarly activity** is understood to mean significantly original or imaginative accomplishment in literature, the arts, or the professions. The criteria for judging the original or imaginative nature of research or creative/scholarly activity must be the generally accepted standards prevailing in the applicable discipline or professional area.
 - iii. To qualify as research or creative/scholarly activity, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question. Peer evaluation and recognition may be shown through:
 - **academic scholarship**, including peer judged publications, productions and creative work.
 - **pedagogical modeling** (or what the Carnegie Foundation has called the Scholarship of Teaching), including curricular innovation, receipt of grants and contracts, and demonstrable peer recognition and acknowledgement of modeling and innovation in the teaching commons.
4. In addition, each faculty member must demonstrate a sustained level of Excellence in one set of focused activities within one of the core areas of teaching, research/creative activity and service called the Focused Area of Specialization agreed upon with the dean and the faculty. This set of specified, focused activities must be related to the designated needs of the College and articulated in the employment agreement. However, in rare cases it may be changed if the Dean and the faculty agree that it is in the best interest of the College and the individual to do so.

5. In all cases, the specified set of focused activities must be related to the professional, creative, scholarly, studio, teaching, research or other achievements that are subject to critical evaluation in a manner that is appropriate to the disciplines and fields represented in the Gaylord College of Journalism and Mass Communication.
6. Faculty members in the Gaylord College of Journalism and Mass Communication are assigned differentiated teaching and research loads based on their skill sets.
 - a. The Dean will negotiate each faculty member's teaching, research and service responsibilities upon hiring.
 - b. Faculty members who engage in substantial traditional scholarship or creative works and choose research/creative activity as their area of excellence are typically assigned a 2 course per a semester teaching load with 40 percent of their time devoted to research/creative activity.
 - c. Faculty who engage in professional activities and/or choose teaching as their area of excellence are typically assigned a 3 course per semester teaching load with 20 percent devoted to research/creative activity.

C. Overview College Criteria for Tenure and Promotion

The following criteria are supplemental and subject to the policies and procedures set forth in the most recent edition of the *OU Faculty Handbook*.

1. The Gaylord College of Journalism and Mass Communication is a comprehensive college preparing students to understand, study and work in the full range of disciplines and fields related to mediated communication. All faculty members in the college are expected to have professional experience in mediated communication and a deep and sincere commitment to journalism and mediated communication and to higher education.
2. The awarding of tenure represents an institutional affirmation of the Overall quality of a faculty member's performance in the years preceding the awarding of tenure, as well as an expression of confidence that the faculty member will continue to develop the promise of the Outstanding Achievement that resulted in the awarding of tenure. Tenure is a mutual commitment to excellence by the institution in its support and encouragement of innovation and further achievement, but also by the recipient of tenure in that individual's commitment to further improvement and achievement in teaching, scholarship and service.
3. As a reflection of the relevance of institutional interests, candidates for tenure and/or promotion are evaluated independently according to the policies and procedures of the University as outlined in the *Faculty Handbook*. All faculty members have a responsibility to become familiar with the provisions of the University, the College and their own Area. For details about University standards and procedures, faculty members are encouraged to review the Provost's website at <http://www.ou.edu/provost/pronew/content/memorand.html>

D. Criteria for Merit for Promotion and Tenure

1. All faculty members are expected to demonstrate Outstanding Achievement in Teaching, Research/Creative, and Service activities.
2. In addition, each faculty member is expected to demonstrate Excellence in the Focused Area of Specialization agreed upon with the dean and the faculty.
3. Criteria for judging Outstanding Achievement are described using the principles articulated below. Each area will provide supplemental guidelines on how the criteria for judging outstanding achievement will be applied. The area will follow a standardized format developed by the college for articulating the guidelines. Any changes in the guidelines must be approved by the full faculty and attached to this document.
4. Each area will be asked to define "Peer Evaluation" and appropriate venues for Peer Evaluation for its disciplines.
5. Criteria for judging Excellence are described using the principles articulated below.
6. The Criteria listed in this policy and in each Area's Supplemental Guidelines will indicate a relative weighting for each. No criterion will be sufficient alone to indicate achievement.
7. It is the intent of this document to suggest that a greater accumulation of criteria with greater weightings shall indicate achievement of both Outstanding Achievement and Excellence.

8. It is the judgment of the faculty, Committee A, and the dean that will comprise the assessment by the College of the success of the individual candidate in achieving merit for promotion and tenure.

E. Areas for Evaluation

1. Teaching Activity—The College prides itself on its excellent teaching and places a great priority on it. Outstanding Achievement in teaching is judged in three areas: Classroom teaching, teaching materials, and conceptual rationale.
 - a. Documentation of classroom teaching may include a variety of evidence. It may include three things:
 - i. documentation of teaching quality taken from the University's required student course evaluation given each semester may include both qualitative and quantitative;
 - ii. documentation of peer evaluation made by colleagues in the College and/or the University; and
 - iii. documentation of other evidence of the success of the classroom teaching environment (may include materials such as achievements of students, video of teaching, letters and testimonials from students, letters from colleagues, etc.).
 - b. Documentation of teaching materials may include a teaching evaluation portfolio of syllabi, handouts, teaching manuals, sample lectures or other materials used in the classroom.
 - c. Documentation of the conceptual rationale of classroom teaching may include a teaching statement, charts or graphs demonstrating the approach, evidence of pedagogical development and/or the structure of the class or other materials deemed relevant by the candidate.
2. Research/Creative Activity—All members of the faculty are expected to model and expand knowledge through research and/or demonstrate original or imaginative creative activity. Outstanding Achievement in research and creative activity must be documented through peer evaluation and recognition. Outstanding Achievement in research and creative activity is judged in two areas: academic scholarship and pedagogical modeling.
 - a. Documentation of academic scholarship may include publication of scholarship in peer reviewed academic and professional venues, peer evaluation of creative academic and professional productions and projects, and peer acceptance of discipline conceptualizations; peer recognition by professional societies and experts of academic and professional works and peer acknowledgement of modeling and innovation in professional content, field conceptualization, and industry positioning.
 - b. Documentation of pedagogical modeling (or what the Carnegie Foundation has called the Scholarship of Teaching) may include receipt of competitive grants, and demonstrable peer acknowledgement of modeling and innovation in the teaching commons.
3. Service Activity—Academic citizenship demands service commitments by members of the faculty. Faculty members are primarily responsible for the academic advancement of their Disciplines, the University, the College and their Area. They have responsibilities for informing the larger society of progress in their disciplines and demonstrating the implications of disciplinary knowledge across broader social landscapes. They have special obligations as members of the Academic Community to their Area and College. Outstanding Achievement in service activity is judged by both the Quality and Quantity of contributions to four areas of academic citizenship: the College, the University, the discipline, and the Society.
 - a. Documentation of service contributions to the College may include accounts of individual leadership and team participation. These include leadership positions, committee memberships, and specialized project achievements.
 - b. Documentation of service contributions to the University may include accounts of individual leadership and team participation. These include leadership positions, committee memberships, and specialized project achievements.
 - c. Documentation of service contributions to the disciplines may include accounts of individual leadership with disciplinary organizations, publications and media; team activities with organizations, publications and media; individual achievement with specialized projects, and work with other educational institutions. Such documentation should indicate whether the achievements were on an international, national, regional or local scale.
 - d. Documentation of service contributions to the society may include significant discipline related contributions to public policy, political discourse, and social dialogue on public issues.

4. Focused Area of Specialization—Each member of the faculty is expected to exhibit Excellence in a Focused Area of Specialization agreed upon with the dean and the faculty. Such achievement is expected to represent the unique strengths that faculty member contributes to the overall success of the College. Excellence is judged within the unique circumstances of the focused specialization of the individual faculty member. Documentation of such achievement in each case will be tailored to the unique circumstances of the individual in consultation with Committee A, the Area Head, and the Dean. However, documentation of Excellence must demonstrate the independent judgment of peers in the discipline and the specialization of the individual of the quality and level of achievement in each case.

F. Criteria Priorities

To guide the efforts of faculty members in achieving excellence, the College offers the following broad principles for judging criteria for Outstanding Achievement and Excellence.

1. For Teaching Activity
 - a. **Teaching that reflects a firm grasp of current knowledge of the field and discipline will be valued**—The evidence of success should demonstrate that the concepts, principles, techniques, and skills taught reflect the best current thought about the fields of mediated communication and the disciplines studying those fields and evidence of curriculum development and innovation. Success may be demonstrated through portfolio of appropriate teaching materials.
 - b. **The pedagogical techniques that are best and most appropriate for the class taught will be valued**—The evidence of success should demonstrate that methods used are ethical, consistent with the course descriptions for the class, consistent with the national standards for appropriate instruction, and consistent with the goals and objectives set by the Gaylord College. Success may be demonstrated through teaching statement and portfolio of teaching materials
 - c. **Teaching that exhibits demonstrable assessment of students outcomes will be valued**—The evidence of success should demonstrate that specific goals and objectives for the class have been created and that measures of success have been built around student learning achievement for those goals and objectives. Success may be demonstrated by student evaluations, peer evaluations, teaching statement, and portfolio of teaching materials including assessment measures.
 - d. **Long-term success of students based on knowledge from the class will be valued**—The evidence of success may include testimony from students and professionals about the value of the learning the students acquired that is helpful for their later success in life and career. Success may be demonstrated by portfolio of student assessment measures and letters from students and professionals.
 - e. **Classes that are well run and well managed will be valued**—The evidence of success can include materials that demonstrate how the class is operated and progress of students through the class and by evidence of innovation in teaching. Success can be demonstrated through portfolio of teaching materials.
 - f. **The College recognizes that a variety of class loads are assigned to teachers and values the work of those who accept challenging assignments**—The evidence of success may include evidence of demanding instructional situations, new preparations, graduate classes, large classes, and classes that require extraordinary time commitments. Success may be demonstrated by the teaching statement, the portfolio of teaching materials, and records of teaching assignments.
 - g. **The College values the commitment of faculty to non-classroom pedagogical activities**—The evidence of success may include heavy advising assignments, graduate students mentoring, independent study loads, doctoral student assignments, training and supervision of graduate assistants, advising student clubs or organizations, and supervising academic competitions. Success may be demonstrated by teaching statements and the portfolio of teaching materials.
2. For Research/Creative Activity
 - a. **Peer review and judgment of quality reflects the highest value for the College**—The evidence of success of greatest import for merit, promotion and tenure will reflect the judgment of peers in assessing the value of the work of the faculty member. Such activity includes blind reviewed scholarly publication efforts, peer judged creative work, and peer acknowledged pedagogical modeling of the teaching commons.
 - b. **The effort and contribution of the individual should be clear**—The evidence of success should clearly demonstrate the contribution of the individual to the value of the work. In

cases of multi-authored manuscripts or team projects, clear evidence of the degree of contribution of the candidate must be offered.

- c. **The greater the impact of the work, the higher its value**—The evidence of success should demonstrate the impact of the work within the settings for which it is designed. This can be shown through publication impact, citation, the quality of the award or recognition, selectivity of publication or juried show, or other means offered by the candidate.
 - d. **Consistency and focus of the work**—The evidence of success should demonstrate the purpose of the research/creative work and should build toward a cohesive pattern of effort that can build its impact. Evidence of the relationship among individual efforts should be offered.
 - e. **Marketplace Research/Creative Activity**—The College recognizes the potential peer review value of having work accepted in the media marketplace. Such activity might include broadcast of programs, articles published in commercial publications, ad campaigns with significant reach, a commercial book publication, participation in a professional organization, etc. However, the quality of the peer review and motivation for acceptance is often difficult to determine. It is important for each candidate to clearly define the quality of marketplace peer review venues. Marketplace works with a secondary juried process usually rank higher than marketplace review alone.
3. For Service Activity
- a. **The greater the impact of the service activity performed, the greater the value the College will place on that activity**—Service activity may include international, national, regional, or local commitments. JMC places special value on service to the college or university that raises the quality of the institution.
 - b. **The College will value an appropriate mix of service among College, University, media professional, academic professional, and societal commitments**—Academic citizenship should be balanced with healthy participation among all of these commitments.
 - c. **The College recognizes that academic citizenship should grow over the life of the academic career**—The junior faculty member may necessarily focus more on other aspects of development. An escalating participation in service activities is appropriate and valued in the College.
 - d. **The overall focus of service activities should be related to the broader academic focus of the faculty member**—Service activities should be appropriate to the scholarly, creative and teaching expertise of the faculty member.
 - e. **Academic citizenship that can be related to the broader goals and mission of the College will be the most valued for purposes of merit, promotion and tenure**—Not all appropriate service activities count equally for the College. It is up to the candidate to demonstrate how appropriate activities are related to the overall goals and objectives of the College to receive maximum credit.

G. Procedures for Tenure and Promotion

1. A faculty member seeking either tenure and/or promotion should consult with the Dean and Committee A. If all agree that the candidate is eligible for consideration or if the end of the probationary period mandates consideration, the faculty member should observe the following steps:
 - a. In the Spring of each year, the Senior Vice President and Provost calls for recommendations for tenure and sends instructions.
 - b. Upon the Dean's notification, candidates submit materials for review. Candidates will be provided with a copy of instructions describing the type of material to be included in the dossier.
 - c. Candidates should consult with the Dean, Committee A, or with senior colleagues concerning materials to include. Committee A will oversee most parts of the evaluation process and advise candidates that a model tenure dossier is available in the Faculty Senate office for review. However, the primary responsibility for the contents of the packet resides with the candidate.
2. Selection of External Evaluators—The Provost suggests that the College solicit external evaluators during the Spring semester prior to the tenure application.
 - a. Each candidate will be asked by the Dean to provide the names, titles, and addresses of at least three external evaluators from which two will be selected. The external evaluators suggested by the candidate should be impartial and should exhibit the expertise to judge the quality of work done by the candidate. Academic evaluations should be at or above the

rank aspired to by the candidate. In certain circumstances non-academic evaluators may be chosen if they are deemed appropriate judges of the area of expertise of the candidate. Any connections between the evaluator and the candidate should be disclosed.

- b. The Dean, in conjunction with Committee A, recommends five names of potential evaluators. The external evaluators should be impartial and should exhibit the expertise to judge the quality of work done by the candidate. Any connections between the evaluator and the candidate should be disclosed.
 - c. Committee A initiates external letters of evaluation by choosing two from the faculty list and four from the Dean/Committee A list. The Provost requires three external evaluator letters and states that the norm is five or six letters.
3. Dossier Review Timetable
- a. Candidate should prepare the dossier required for external review and ready to turn in by **July 1**.
 - b. The external review dossier should be examined for completeness by Committee A and the Dean's office and then the dossier sent to the evaluators. Evaluators should be given at least one month for review. The evaluators need to send the review letter and a copy of their vita directly to the Dean.
 - c. By **October 1**, the dossier needs to be complete, including the letters from external evaluators, and available to all eligible voting faculty.
 - d. Faculty members must have at least two weeks to evaluate the dossier prior to their vote. The Provost recommends that a vote of the faculty take place **around October 21**.
 - e. Eligible voting faculty members discuss candidate's qualifications and vote in a meeting to be presided over by the dean. The candidate should be available to enter the faculty meeting to answer questions or to clarify circumstances relevant to the qualifications, if invited to do so.
 - f. A record of the secret ballot vote of eligible voting faculty will be made. Individual faculty votes on tenure decisions must be kept secret; however, the outcome of the vote may be revealed to the candidate at the candidate's request.
 - g. Beginning **around October 27**, Committee A prepares its tenure recommendation (with reasons) separate from the voting faculty.
 - h. By **November 1**, Committee A will notify the candidate in writing of the vote of the faculty and the vote of Committee A.
 - i. By **December 1**, the Dean's recommendation and five copies of all materials will be forwarded to the Campus Tenure Committee and one copy will be forwarded to the Provost. The Dean will notify the candidate of the recommendation in writing.
4. Method of Dossier Review
- a. The College's Tenure committee is an ad hoc committee consisting of all tenured professors, or in the case of promotion, all professors holding a rank above that of the candidate.
 - b. These faculty members will review the candidate's dossier and consider these questions, among others:
 - c. Has the work been regular, continuous and focused?
 - d. Has the work been perceived as significant in the field?
 - e. Is the work appropriate for the intended audience?
 - f. Has the work been recognized through some kind of juried, peer or professional evaluation?
 - g. Do the Teaching, Research/Creative, and Service Activities achieve the level of Outstanding Achievement required of all faculty members?
 - h. Does the Focus Area of Specialization achieve the level of Excellence for tenure or for the rank being considered?
 - i. The performance record of a person recommended for reappointment, tenure and/or promotion must be thoroughly documented, and is scrutinized accordingly.
 - j. Votes on Tenure and Promotion—Committee A will review the portfolio and render an independent judgment separate from the College Faculty and the Dean.

H. Tenure Track Faculty Promotion Ranks

Faculty in tenure-track positions are hired at the rank of assistant professor, associate professor, or professor with or without tenure. After an appropriate time in rank, they may be considered for tenure and/or promotion.

1. Promotion from Assistant to Associate Professor

Assistant professors are appointed for one-year terms during their probationary period. If they progress satisfactorily in teaching, research and creative activity, and service, they are reappointed. The period of probation of an assistant professor is stated in the person's "Contract of Employment" provided by the Senior Vice President and Provost. For promotion to Associate Professor, a person must have established a record of Outstanding Achievement in Teaching, Research/Creative, and Service Activity and a record of Excellence in a Focused Area of Specialization.

2. Promotion from Associate to Full Professor

Associate professors are in rank for six years or longer from time of appointment, but exceptional performance can reduce the time. For promotion to full professor, a candidate must have achieved excellence and national and/or international prominence and have maintained a record of Outstanding Achievement in his or her Teaching, Research/Creative, and Service Activities.

VI. Term Faculty (approved by the faculty, May 2008)

A. Adjunct Faculty

1. Definition and Title

Part-time faculty in the Gaylord College whose appointments are renewed semester to semester. Adjunct Faculty will be given the title of Instructor.

2. Hiring

- a. When needs arise to fill teaching positions for a specific class, area heads may submit requests and names to the dean on a per semester basis.
- b. Area heads will review adjunct teaching records and recommend rehires each semester.

B. Full-Time Term Faculty

1. Definitions and Titles

- a. **Visiting Faculty** may carry a variety of titles as specified in the Faculty Handbook (section 3.5.2). Visiting Faculty are not eligible for promotion. Visiting Faculty who work for the Gaylord College for three years must be placed on renewable term appointment or terminated for at least one year.
- b. **Renewable Term Faculty** in the Gaylord College are given the rank of Lecturer or Senior Lecturer with either single year contracts or multi-year continuing appointments. If they are performing at a satisfactory level, their contracts may be renewed.

2. Hiring, Review and Renewal

- a. The dean, with consultation of the area head, can appoint single-year contract term faculty.
- b. The hiring of term faculty to a multi-year contract requires a search committee. While the composition of these committees may vary, they are usually made up of at least three voting faculty and should include at least two representatives from the hiring area and one from another area of the college.
- c. After three years on a single-year contract, a term faculty must be considered for a multiple year contract or terminated for at least one year. A single-year contract term faculty may also be considered earlier if requested by the dean.
- d. If a term faculty is to be considered for a move from a single year contract to a multiple-year, continuing appointment, *a committee including at least three voting faculty (at least two representatives from the hiring area and one from another area of the college) should review the request and make recommendations to the dean. Single-year contract faculty may not serve in this review committee. In addition, the area head should make a recommendation to the dean.*
- e. Multiple year contracts range from 2-5 years based on experience and/or available funds.
- f. If a term faculty member is denied a multiple year contract, they may continue on a yearly contract with a yearly review after a one-year leave from working for the college. *If they return as a term faculty for Gaylord College, they must once again go up for a multi-year contract after three years.*
- g. In the final semester of each contract period, full-time term faculty will be evaluated by the area head who will make a recommendation to the dean regarding contract renewals.

3. Teaching Loads

- a. The standard teaching load for a full-time term faculty member is 4/4. There is no research or creative activity expectation of term faculty. Service is an expectation of all full-time faculty.
- b. The dean may provide release time for specific tasks to meet the needs of the college.

4. Graduate Teaching

Term faculty may apply for graduate teaching status as spelled out in the faculty handbook.

C. Full-Time Term Faculty Promotion

1. In the sixth year of service those hired as Lecturers become eligible for consideration for promotion to the rank of Senior Lecturer.
2. Promotion from Lecturer to Senior Lecturer

Lecturers are appointed for one-year and multiple-year terms. If they progress satisfactorily in teaching and service, they may be reappointed. Normal time in rank before consideration for promotion is six years. For promotion to Senior Lecturer, a term-appointed faculty member must have established an overall record of excellence in teaching and service.

3. Method of Selection of External Evaluators

At the appropriate time prior to term renewal or promotion, each candidate will be asked by the Dean to provide the names, titles, and addresses of at least two external evaluators. The external evaluators suggested by the candidate should be “unbiased” in the sense that they have no close personal or professional connections with the candidate. At least one of the evaluators will be selected from the candidate’s list. Three other evaluators will be selected by the Dean in consultation with Committee A using the same criteria. The external evaluators will be asked to write letters of evaluation to the Dean, and these letters will become part of the recommendation from the Dean and Committee A. The forwarded dossier will indicate which of the letters of evaluation came from evaluators suggested by the candidate and which came from evaluators suggested by Committee A.

VII. Student Policies

A. Syllabus Requirements

The syllabus represents a contract between the instructor and students. The course syllabus should be handed out during the first week of class. The instructor should review the syllabus with the students. Syllabi should contain the following information:

- Relevant information about the course:
- Course number and name
- Semester
- Professor's name
- Classroom
- Office phone number E-mail address
- Office hours
- TA information
- Course objectives
- Structure and sequence of class activities including due dates of graded activities, e.g., exams, term papers (if known)
- Text(s) and other reading material
- Grading procedures
- Basis of course grade
- Penalties for late work
- Make-up exam policy
- Course policies
- Attendance
- Academic misconduct (cheating)
- *include: <http://www.ou.edu/provost/integrity/>
- A statement on plagiarism
- Statement of reasonable accommodation. Suggested wording: "Any student in this course who has a disability that may prevent his or her from fully demonstrating his other abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities."

B. Gaylord College Academic Appeal Process (approved by the faculty, September 2008)

1. All procedures and deadlines specified in the OU Student Code must be satisfied.
2. The student attempts to resolve the grade dispute with the instructor.
3. If resolution is not reached with the instructor, the student should consult with the Associate Dean for Academic Affairs and attempt to resolve the issue at that level.
4. If the student does not believe the issue was satisfactorily resolved by following steps 1 and 2, the student may submit a written appeal to the Gaylord College of Journalism and Mass Communication Office of the Associate Dean for Academic Affairs. The appeal must include evidence of attempts to resolve the issue with the professor according to the *OU Student Code*. In addition, the appeal must include supporting evidence of prejudiced or capricious evaluation or alleged inability to speak the English language to the extent necessary to adequately instruct students.
5. The student's written appeal is forwarded to the instructor for review.
6. The instructor provides a written response to the student's appeal to the Gaylord College of Journalism and Mass Communication Office of the Associate Dean for Academic Affairs.
7. The instructor's response is forwarded to the student for review.
8. If the student does not believe the issue has been satisfactorily resolved, the student may request review by the Gaylord College of Journalism and Mass Communication Academic Appeals Board.
9. The board reviews the student's appeal and instructor's response to determine if the student's appeal has merit.
 - a. If the Board Deems there is No Merit:

The student has the opportunity to appeal that decision to the Gaylord College of Journalism and Mass Communication Committee A. There will not be a hearing, and Committee A's decision is final.

b. If the Board Deems there is Merit:

An administrative hearing will be held to determine if the student's coursework was evaluated in a prejudiced or capricious manner. This is not a legal hearing; however, the student and the instructor each have the option of consulting legal counsel. The student may consult with UOSA student attorneys or a private attorney. The instructor may consult with OU legal counsel.

- i. If the board determines the student's coursework was not evaluated in a prejudiced or capricious manner, a grade change will not be granted. The student has the opportunity to appeal the decision to the Gaylord College of Journalism of Mass Communication Committee A. There will not be a hearing, and the Committee A's decision is final.
- ii. If the board determines the student's coursework was evaluated in a prejudiced or capricious manner, the board will determine the appropriate grade to be assigned. The instructor has the opportunity to appeal the decision to the Gaylord College of Journalism and Mass Communication's Committee A. There will not be a hearing, and the Committee A's decision is final.

C. Class Attendance Policy

1. Student Attendance Policy

Students are obligated to attend each scheduled session of classes in which they are enrolled and are responsible for the content and requirements of all classes, even when a class is missed for a legitimate reason. Specific policies concerning absences from class or missing quizzes, examinations or assignments, including making-up work and penalties for missing class, are the responsibility of the instructor and should be presented to students at the beginning of the semester. Students have a responsibility to inform faculty prior to absences whenever possible.

Faculty should make every effort to find a reasonable accommodation for students whose absences are the result of verifiable medical reasons; Provost-approved University-sponsored activities; religious, legal, or family obligations; or similar serious interruptions. Students serving on jury duty must be accommodated.

(In accordance with Faculty Handbook 4.19) *CLASS ATTENDANCE STUDENTS*

Students are responsible for the content of courses in which they are enrolled. Specific policy concerning attendance requirements and announced and unannounced examinations is the responsibility of the individual instructor. Students have a responsibility to inform faculty prior to absences whenever possible. Faculty should make every effort to find a reasonable accommodation for students who miss class as a result of participation in Provost-approved University-sponsored activities or legally required activities such as emergency military service. Students missing class on account of jury duty must receive such an accommodation. Norman Campus – Faculty Handbook (Faculty Senate, 2-26-68, 3-20-95, 5-6-97; Presidential Approval, 3-5-68, 7-7-95, 2-5-98, Senior Vice President and Provost, 8-27-04)

2. Faculty Attendance Policy Faculty members are obligated to attend all of their assigned classes for the time allotted to them and actively to supervise the teaching of their assigned classes. Foreseeable absences from class sessions must be accounted for and reported to the area head and to the Dean's office in advance of the absence, preferably as soon as the absence is foreseen. The faculty member must also notify students in advance of any foreseeable absence or class cancellation. Foreseeable absences require that the faculty member provide a reasonable alternative to perform teaching duties, such as scheduling a make-up class, a substitute, an additional assignment or activity. The scheduling of make-up sessions should be done with consideration toward previous student commitments and convenience. Substitutes must be faculty members of the university. Unforeseen absences, such as those brought about by medical or family emergencies, do not require prior notification of the Dean's office, though reasonable efforts should be made to inform students as soon as possible of any changes to the course schedule that may be affected by the absence. It is the faculty member's responsibility to ensure that class time is accounted for and that the content of the course is not diminished by absences. The Dean of the Gaylord College is charged with ensuring that faculty members fulfill their attendance and teaching responsibilities. Classes are not to be dismissed or rescheduled for any extracurricular activity.

(In accordance with Faculty Handbook 4.19) *CLASS ATTENDANCE FACULTY*

A faculty member's assignment to teach a course is an important element of the faculty member's professional responsibilities, including the obligation of the instructor to attend all classes and to teach.

Academic units shall have a policy regarding faculty absences from teaching responsibilities and a procedure for instructors to arrange with their units plans for modifying scheduled class periods. Chairs and directors also are responsible for ensuring that faculty obligations for courses are fulfilled. For medical and family emergencies and other unforeseeable contingencies, a scheduled class meeting may be canceled. For legitimate, foreseeable obligations, the faculty member is responsible for finding a reasonable alternative way to perform teaching duties in the form of a substitute or a make-up session. (Faculty Senate, 1-23-95; President, 2-21-95) Classes are not to be dismissed or rescheduled for any extracurricular function. (1962 Faculty Handbook)

D. Student Leadership Council

The Student Leadership Council for the Gaylord College of Journalism and Mass Communication shall consist of the Presidents and three (3) at-large students from the active University of Oklahoma Student Association (U.O.S.A) recognized student groups and affiliated chapters of national organizations. The Chairperson of the Council will be elected by a simple majority vote of the entire Council. The Assistant Dean for Student Affairs and Administration will convene the Council no less than twice each long academic semester.

E. Enrollment Control Policy

The Gaylord College of Journalism and Mass Communication has instituted enrollment management procedures to better serve students. Students accepted into the College need to have a minimum cumulative GPA of 2.75 and need a cumulative GPA of 2.5 to graduate. Students must have passing grades in JMC 1013 and 2033 and pass the LST and AIT entrance exams. A grade of C or better is required in all JMC classes. Area Heads create the schedule of courses for their area. They are responsible for assigning faculty and adjuncts to these courses. Area Heads also set the enrollment limits on courses. There may be situations when there is greater student demand than course availability. In these situations, the Area Head may modify the schedule to meet the needs of students.

F. Student Organization Policy

The College may provide financial and/or in-kind support to University of Oklahoma Student Association (U.O.S.A.) recognized and active student organizations in the College, if sufficient funds are available. University of Oklahoma Student Association (U.O.S.A.) recognized student organizations, with support from the organization's faculty adviser, may request support as needs arise and funds are available. Funds allocated for student support shall be for academic or professional activities appropriate for the mission of the student groups. All requests for funding or support will be made in writing and presented to the Assistant Dean for Student Affairs and Administration and should include an itemized listing of requested items with associated financial costs. The organization's faculty adviser will need to sign the proposal along with the student group's president.

G. Course Enrollment Policy

The curriculum of the College has been designed to provide a systematic sequence of courses to students. The College has published the prerequisites and sequences of courses in the University Catalog. The Catalog reflects the will of the faculty. All students will register for their courses through the University's online enrollment system. This system controls access to courses through prerequisites. Faculty should not waive prerequisites for students. Many classes will reach the maximum number of students before online registration closes. Only the faculty member can override the class limit and give permission to a student to enroll in the class. Note that some JMC courses are taught in computer laboratories, therefore, consideration must be given to the finite amount of student workstations available in any classroom--usually no more than fifteen.

H. Student Complaints

If a student has a complaint about a grade or activity in the academic arena, the student should first try to resolve the issue directly with the faculty member(s), staff and/or graduate students involved. If there is no satisfactory resolution to the issue, a student may file a written complaint with the Associate Dean for Academic Affairs. The Associate Dean will maintain a file of the complaints and work towards a resolution in a timely matter. If the complaints are resolved to the student's satisfaction, they are removed from the file. If the matter is still not resolved, the student may ask for a hearing by the college's Academic Appeals Board. The specific "Academic Appeals Policy" is found in the "Student Code."