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The Zimmerman School of Advertising & Mass Communications is not currently a multi-campus unit. If departmental faculty are hired at branch campuses we will modify

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Consistent with this mission, ZSAMC considers “excellence” in teaching to include teaching that effectively guides students in the acquisition of disciplinary knowledge, fosters students’ critical and creative thinking skills, and helps students develop proficiency in written, oral, and mediated communication. Candidates may demonstrate excellence in teaching through a variety of teaching activities, including but not limited to:

1. Classroom teaching
 - Undergraduate and graduate course syllabi as well as instructional materials, assessment activities, and other course material
 - Course evaluations, including numerical data and narratives
 - Development of new courses, substantial revisions of current courses, or adaptation of courses to new formats and media through incorporation of emerging technologies
 - Student performance on pre- and post-instruction measures
 - Exemplary student classroom work and outcomes, including awards
 - Peer observations and evaluations (these are strongly encouraged in any year before a faculty member will apply for tenure, promotion, or mid-tenure review)
 - Documentation of innovative teaching methods
 - Service-learning classes
2. Supervision of students/faculty • Supervision or serving on committees for undergraduate honors theses or master’s theses



Applications for extramural funding are strongly encouraged—if appropriate to a candidate’s field; however, funding is not required for tenure.

4. Authored research or scholarly books

An authored research or scholarly book is considered to be a work that provides a new understanding of a problem germane to ZSAMC disciplines. An authored research or scholarly book published by a reputable university or academic press is considered equivalent to no fewer than three and no more than five peer-reviewed articles. These works of research or scholarship should not be confused with discipline textbooks.

5. Peer-reviewed chapters in edited book

Chapters presenting original research or scholarship that undergo peer review and appear in edited books published by reputable university or academic presses (for which the faculty member is not an editor) can represent important research contributions. Although the effort involved in producing an edited book chapter may equal that of a peer-reviewed journal article, candidates are encouraged to concentrate the bulk of effort on articles.

6. Scholarly Monographs

A scholarly monograph is considered equivalent to no fewer than two and no more than three peer-reviewed articles. Scholarly monographs are to be placed in reputable academic presses, enforcing rigorous peer-review practices in their acceptance of manuscripts.

7. Edited Books

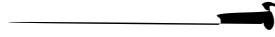
An edited book should be considered equivalent to between two and four peer-reviewed articles, depending upon the extent of the candidate’s original scholarly contribution and the prestige of the university or academic press. Assembling and editing an edited book is an important scholarly contribution in its own right. In addition, the candidate may also have contributed an introduction and one or more original chapters. Any such chapters should be considered in determining how much weight to place on the edited book; chapters should not be counted separately under point 5 above.

8. Additional Publications and Other Public Scholarship

Additional publications and other public scholarship meriting consideration toward tenure include, but are not limited to the following: technical papers, policy papers, articles not peer-reviewed or solicited for peer-reviewed collections, encyclopedia articles, reprints, revised manuscripts, articles published in conference proceedings, and substantial critical book reviews published in major journals.

Although candidates are expected to have averaged at least two peer-reviewed publications or equivalent per year over the course of their tenure-earning years, it is understood that evidence of scholarly productivity may vary widely from year to year.

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4. Profession

Participation in the peer-review process; credited involvement in a scholarly journal; administration of or regular contribution to a professional blog or newsletter; consulting for other department or institution; service as officer – or board or committee member – for a regional or national professional or scholarly society or association; serving as a consultant to media organizations; responding to media inquiries, participating in media commentary to news organizations; participating in professional training or educational workshops interviews and offering; giving invited talks, seminars, panels, and presentations for the profession, students, university, or the general public.

5. Community

Involvement in service-learning activities; participation in community outreach efforts; participation in local, regional, or national government or civic organizations that capitalizes on faculty professional expertise.

This document may be amended by a two-thirds majority vote of the voting members of the Faculty at any regular meeting of the Zimmerman School of Advertising & MTF [heorg0 0 0.24 12 5(r) -7 (5 0 0