

I. MEDIA SCHOOL FACULTY

1. Definitions

- 1.1 Voting core faculty consists of faculty members with at least 0.5 FTE in the Media School.
- 1.2 Partial FTE faculty consists of faculty members with less than 0.5 FTE in the Media School.
- 1.3 Affiliated faculty consists of faculty members with formalized affiliation but no FTE in the Media School.

2. Founding Faculty Members

Until the Media School units were constituted, the Media School's faculty was limited to faculty from Journalism, Telecommunications, and Communication & Culture who had indicated they wished to join. These faculty members were permitted to join the Media School with partial FTE. It was decided that all faculty appointments would need final approval from the Executive Dean of the College.

3. Transfer of FTE to Media School

The process for FTE transfer will be as per University and College procedure. Prior to constitution of the Media School on July 1, 2015, the Faculty Advisory Board represented the Media School faculty with regards to the requests for FTE transfer into the school from faculty who do not originate from Journalism, Telecommunications, and Communication & Culture. FTE transfers will require approval from the Executive Dean and the Dean of the Media School. Faculty whose transfers were approved had the opportunity to participate in school and unit organization during the 2014-2015 academic year.

The process for FTE transfer will follow College procedures (<http://college.indiana.edu/faculty/policy/collegepolicies/fte.shtml>). A member of the university faculty may seek reassignment to another department or unit with a full or partial transfer of budgeted FTE to the new department or unit. The procedures are as follows:

- 3.1 To initiate the process, the faculty member must submit to the Dean of the Media School a letter of intent to transfer that outlines: (a.) the reasons for the transfer; (b.) the percentage of FTE the faculty member aims to transfer and the effect that the transfer would have on the tenure or promotion home of the faculty member; (c.) a statement outlining how the faculty member's work aligns with the Media School's research, teaching (including a specific list of courses the faculty member is prepared to teach), and service mission; and (d.) the home unit and tie unit (choosing a tie unit is optional) with which the faculty member aims to affiliate.
- 3.2 Pending initial approval by the Dean, the home unit, as identified by the faculty member, will vote on whether it is in favor of proceeding and pass that recommendation on to the Dean.
- 3.3 Pending approval by the Dean, the faculty member will give a research talk open to the entire Media School faculty. The talks will be recorded on video and be available to Media School faculty who were unable to attend the live talk.
- 3.4 The faculty member's transfer will then be discussed in a forum led by the director of the intended home unit and voted on by the entire media school faculty. A two-thirds majority vote constitutes a

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recommendation by the school faculty. After the vote, the unit director will write a letter to the Dean of the Media School with a recommendation for acceptance or rejection of the proposed transfer.

3.5 The Media School Dean will accept or reject the proposed transfer in consultation with the Executive Dean.

Addendum 1: College Policy on FTE Transfer:

A member of the College faculty may seek reassignment to another department or unit (i.e. Program, Center, or Institute with affiliated faculty) with a full or partial transfer of budgeted FTE to the new department or unit. The approval process requires written statements from the chairs or directors of all departments or units whose budgets are affected by the proposed transfer. The statements should address any changes in the tenure or promotion home of the faculty member. All requests and supporting statements should be submitted to the Dean by no later than the first week of the fall or spring semester prior to the effective date of the transfer. The Dean will consult with the College Policy Committee prior to making a decision. The Dean will then communicate his or her decision in writing to all parties identified above.

4. Transfer of Media School faculty between Media School units

A member of the Media School faculty may seek reassignment to another Media School unit, provided the process is initiated at least one full semester before any period of unit review.

For example, this means the first transfer window closes at the end of the first week of the spring semester of the second year, in a standard contract, since the unit would require the full fall semester to prepare for the spring review in the third year.

Other, subsequent transfer requests should follow a parallel pattern.

All transfer requests should follow these steps:

- (i.) Faculty member indicates interest in moving to destination unit director
- (ii.) Faculty member meets destination unit faculty to discuss research/teaching alignment
- (iii.) Faculty member receives comments from destination unit faculty in a written response by the unit director
- (iv.) Faculty member communicates decision to destination and departure directors. Destination unit votes, with a majority being sufficient to approve transfer
- (v.) Transfers take place on schedule that matches external transfers into school; namely, requests must be made before end of first week of fall or spring semester before transfer date.

5. Units of Voting Core Faculty

5.1 Home Unit: Each voting core faculty member has a designated home unit -- (Cinema and Media Studies, Communication Science, Journalism, or Media Arts & Production).

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5.2 Tie Unit: A tie unit is defined as a second unit (different from the home unit) in which voting core faculty have voting rights and service responsibilities. Each voting core faculty member may designate one tie unit. Faculty members who designate a tie unit also designate whether their merit evaluations will occur in the home unit or by both units. A core faculty member may choose to engage in the activities of more units, within the parameters of the policies of the units, but his/her voting privileges will be limited to his/her home unit and tie unit (if s/he has one). Each unit will develop policies for admission to and continuation of tie member status.

5.3: When eligibility on a School-wide vote or committee is determined by unit, faculty must vote and run as a member of their home unit. No faculty member may vote twice on the same issue.

5.4 During the transition period ahead of the Media School's founding, faculty members from Journalism, Telecommunications, and Communication & Culture who had chosen to join the Media School selected their home unit. In addition, those who wished to have a tie unit could provisionally select their tie unit. Tie unit membership was to become final after the units had developed and put into practice a policy of admission of tie members.

6. Partial FTE Faculty (<.5)

Faculty members with < .5 FTE are designated as non-voting faculty for School-wide votes. They will have a designated home unit. The policies of the home unit will determine the rights, privileges, and responsibilities of the partial FTE faculty member within that unit.

7. Relationship of Affiliated Faculty

Ordinarily, an IU faculty member may seek affiliation with the Media School by petitioning the Faculty Advisory Board after making evident his/her commitment to the Media School by investing in at least two of the following activities (or their equivalents): (i) teaching joint-listed courses, (ii) serving on graduate student committees, (iii) serving on media-related Individualized Major Program (IMP) committees, (iv) serving on advisory boards of Media School centers and institutes, (v) publishing in Media School-related areas, (vi) serving on editorial boards of media journals, and (vii) collaborating on grants with Media School faculty (core and/or affiliated). The School may consider other kinds of extraordinary activities not listed here when considering affiliation requests.

7.1 Affiliated faculty members will be affiliated at the level of the Media School but will not have a home unit.

8. Eligibility for Media School Grants, Fellowships, and Awards

The awardee or designated leader of a project shall be a voting core faculty member.

II. Media School Administration

1. Dean

The Media School Dean will be the chief administrative officer of the Media School. The Dean will:

- Have a 100 percent administrative appointment;
- Be a tenured member of the faculty of a unit of the School with a full-time FTE in the School with preference going to full professors;
- Engage in fundraising;
- Maintain and enhance relationships with alumni, donors, foundations, corporations, government funding agencies, and other School constituencies outside of the University;
- Work with the College Executive Dean, School Associate Dean, Faculty Advisory Board, and unit directors to develop long-range plans for academic programs;
- Work with the School Associate Dean, unit directors and faculty search committees to recruit faculty;
- Hire faculty recommended by the faculty search committees, in consultation with the School Associate Dean;
- Make salary recommendations, in consultation with the Associate Dean, to the Executive Dean;
- Work with the School Associate Dean and unit directors to develop interdisciplinary graduate and undergraduate programs within the School and with other units outside of the School;
- Shape and manage overall School structure and systems in consultation with the School Associate Dean, Faculty Advisory Board, and unit directors;
- Meet regularly with School unit directors;
- Represent the Media School when necessary;
- Meet at least twice per semester with the School Faculty Advisory Board;
- Perform such other duties as assigned by the College Executive Dean;
- Report to the College Executive Dean.

2. Associate Dean

The Media School Associate Dean will be in charge of day-to-day operations of the Media School. The Associate Dean will:

- Be appointed by and directly report to the Media School Dean;
- Be a tenured member of the faculty of a unit of the School with a full-time FTE in the School with preference going to full professors;
- Have a 100 percent administrative appointment;
- Represent the School at Campus and College Associate Deans meetings;
- Work with the College Executive Dean, School Dean, Faculty Advisory Board, and unit directors to develop long-range plans for academic programs;

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- Work with the School Dean and unit directors to develop interdisciplinary graduate and undergraduate programs within the School and with other units outside of the School;
- Work with the School Dean, Faculty Advisory Board and unit directors to develop priorities for faculty and staff hiring within the school;
- Work with the School Dean, unit directors and faculty search committees to recruit faculty;
- Shape and manage overall School structure and systems in consultation with the School Dean, Faculty Advisory Board and unit directors.

In consultation with the Media School Dean:

- Develop the School budget and prepare budget documents;
- Hire faculty recommended by faculty search committees;
- Recruit and hire staff for the School and approve staff hires for the units;

And:

- Meet regularly with School unit directors;
- Serve as an ex-officio, non-voting member of the Faculty Advisory Board;
- Perform duties of the Dean in the School Dean's absence;
- Support the School Dean in development efforts, particularly alumni relations;
- Work with tenure and promotion committees on thorough and timely processing of all personnel matters, including the selection of outside reviewers;
- Perform such other duties as assigned by the School Dean.

3. Director of Graduate Studies

The Director will:

- Be appointed by the School Dean in consultation with the School Associate Dean;
- Serve a three-year term;
- Be a tenured member of the faculty of a unit within the School;
- Receive a compensation package set by the School Dean;
- Chair the school-wide graduate committee to coordinate enrollment for the school;
- Lead the graduate course-development process;
- Work with Units to develop graduate curricula;
- In consultation with the School's Graduate Committee and the School's Director of Undergraduate Studies, oversee the recruitment, training, and assignment of Associate Instructors/Graduate Assistants for teaching or research;

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- Work with the Director of Career and Internship Services¹ on professional opportunities for graduate students;
- Ensure that the School is complying with Campus and School policies regarding the compensation for Associate Instructors/Graduate Assistants and their working conditions;
- Lead and manage the grievance procedure for graduate students;
- Work with unit directors and faculty committees in the School and graduate associate deans and directors in other Campus units to develop interdisciplinary curricular programs for M.A. and Ph.D. students;
- Work with Director of Undergraduate Studies, unit directors and individual faculty to assign faculty to graduate courses;
- Report to the School Associate Dean.

4. Director of Undergraduate Studies

The Director of Undergraduate Studies will:

- Be appointed by the School Dean in consultation with the School Associate Dean;
- Serve a three-year term;
- Be a tenured member of the faculty of a School unit;
- Receive a compensation package set by the School Dean;
- Lead and manage the grievance procedure for undergraduate students;
- Lead the undergraduate course-development process;
- Recruit, hire, and mentor adjunct instructors and visiting instructors in consultation with the Associate Dean;
- Monitor enrollments and propose plans for improving them;
- Chair the School Undergraduate Curriculum Committee;
- Represent the School when necessary;
- Oversee the academic misconduct process;
- Oversee and manage the School's student organizations;
- Supervise the Honors Director in the School;
- Work with the Director of Graduate Studies, unit directors and individual faculty to assign and schedule faculty to undergraduate courses;
- Work with the Director of Career and Internship Services on internship and employment opportunities for undergraduate students;
- Report to the School Associate Dean.

¹ Job title(s) were to be coordinated with the report of the Staffing Task Force.

5. Director of Research and Creative Activity

The Director of Research and Creative Activity will:

- Be appointed by the School Dean in consultation with the School Associate Dean;
- Be a tenured member of the faculty of a unit in the School;
- Serve a three-year term;
- Receive a compensation package set by the School Dean;
- Aid faculty in finding appropriate sources of University and external funding for research and lead the School's efforts to increase levels of sponsored programs;
- Chair the School Research Committee, which oversees allocation of the School's research budget;
- Supervise School compliance officers, grant writers and other School staff aiding in faculty research efforts;
- Develop plans and programs to encourage collaboration between researchers in different School units and with other University academic units;
- Work with faculty committees and research center directors to develop policies regarding the use of shared research space in the School;
- Work with research center directors to help them develop plans for sustainability of the centers in regard to funding and programs of research;
- Help research centers and faculty develop partnerships for research with centers, faculty, and other appropriate co-investigators on Campus, in the University, and outside of the University;
- Report to the School Associate Dean.

6. Honors Director

The Honors Director will:

- Be appointed by the School Associate Dean;
- Be a voting core member of the faculty;
- Serve a three-year term;
- Report to the Director of Undergraduate Studies;
- Receive a compensation package set by the School Dean;
- Work with standing or ad hoc committees in the School to expand and enhance existing honors programs to include students in all units;
- Serve as a liaison with the Hutton Honors College on shared or cooperative programs;
- Supervise the selection process for students entering honors programs;
- Engage in outreach with parents, students and other constituencies to recruit students;
- Keep track of honors student academic performance to ensure that students maintain at least minimum requirements for the honors program;

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- Work with partners in the United States and abroad in planning special programs for honors students.

7. Unit Directors²

The Unit Director will:

- Be appointed by the School Dean in consultation with the School Associate Dean, after having received a recommendation from the voting faculty of the unit;
- Serve a three-year term, with the possibility of renewal at the discretion of the School Dean and consistent with unit by-law limits;
- Be a tenured and home member of the faculty of the unit or hold the rank of senior lecturer or professor of practice (who passed the first probationary review) in units with no or few tenured or tenure-track faculty;
- Receive a compensation package set by the School Dean;
- Oversee the process of developing, maintaining and altering unit governance policies and procedures;
- Mentor tenure-track and non-tenure track faculty within the unit to ensure they are progressing toward tenure, promotion to full professor or promotion to senior NTT status;
- Oversee tenure and/or promotion process for unit faculty, including the selection of external reviewers and writing a letter, independent of the unit's tenure and/or promotion committee, that is entered into the dossier. If the Unit Director is non-tenure track or an Associate Professor, please see additional policy details on page 12 under **Tenure and Promotion Expectations and Procedures**, General Procedure;
- Nominate and write letters of support for unit faculty applications for fellowships and other honors and monetary awards when required;
- Work with faculty to develop appropriate Unit committees and populate those committees;
- Meet regularly with other unit directors in the School and with the School Dean, School Associate Dean and directors to develop shared programs of study and research and to ensure that the units are not duplicating efforts;
- Oversee unit merit review process and make recommendations to the dean for salary raises;
- Handle unit-specific inquiries from upper administration;
- Report to the School Dean.

III. Media School-Level Committees

General Policies

- Committee members will serve staggered three-year terms (one-third of a committee will be replaced each year);
- No committee member may serve in the same capacity on the same committee for more than two consecutive terms;
- Units will determine their own policies concerning the appointment or election of their faculty representatives on the school-wide committees;
- This document can be amended by a two-thirds affirmative vote of the Faculty Advisory Board, subsequently submitted for ratification, by a simple yes/no vote, to those persons who are eligible to vote in the election of members to the Faculty Advisory Board. A majority of votes will determine the outcome. Should a tie occur, the amendment will fail, and the present document will remain unchanged. If the amendment is approved, the change will be posted promptly on the Committee's website.

1. Faculty Advisory Board

Effective Spring 2015, the Media School constituted a permanent Faculty Advisory Board (FAB), replacing the interim FAB board. The FAB will meet twice each semester with the Dean and on other occasions as needed.

In consultation with the School Dean, the FAB shall:

- Formulate and approve strategic direction and goals of the School;
- Periodically review degree programs and approve modifications to curricula in the School (by subcommittee);
- Advise the School Dean on major budgetary allocations in the School (by subcommittee);
- Communicate to the School and College Deans faculty concerns in the School;
- Apprise the School Dean of collaborative initiatives between units in the School;
- Serve as liaison with the External Board of the School (representative selected among elected members of FAB);
- Serve as the School's policy committee;
- Provide advice on Media School Dean searches;
- Review and vote on a unit's recommendation for reappointment or promotion in cases where a unit consists of fewer than 60% tenured or tenure track faculty. The FAB's recommendation will then be submitted to the Media School Dean.

1.1 Membership

Membership--In addition to the Associate Dean who will serve as an ex-officio non-voting member, the Board will be comprised of nine members, all elected.

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Unit directors are not eligible to be elected, and no FAB member can serve concurrently as a unit director. If a member of FAB is elected director of a unit, the unit should hold an election for a replacement member before the new director assumes unit duties. The new member serves the remainder of the unit director's term.

Neither the Director of Undergraduate Studies nor the Director of Graduate Studies is eligible to be elected or serve on the FAB for the duration of their term. If a member of FAB is appointed as DUS or DGS, the member should be replaced either by the unit he or she represents or by faculty vote in the case of an at-large or balancer member. The replacement member will serve the remainder of the outgoing member's term.

Membership will be for three years. Committee members must have a minimum .75 FTE in the School. To ensure continuity, beginning in the third year, one third will rotate off and be replaced by newly-elected members, who will serve beginning the following fall. Effective November 2017, a 10th "balancer" board member position was created to ensure adherence to university policies requiring a balance of 60-40 between tenured and tenure-track faculty, and NTT faculty, with this position effective for one full academic year.

By the last day of April every year, the FAB will elect a chair for the coming academic year. To provide continuity, the Chair must be elected from the FAB members who served during the current year and will continue to serve on the FAB in the coming year. The name of the incoming FAB Chair should be announced to the faculty before the summer recess.

The FAB Chair duties will include scheduling regular meetings, soliciting and setting agenda items for meetings, keeping the FAB on task, and serving as liaison between the faculty, the FAB, and the deans.

1.1.1 Election of members

Core faculty will be elected from among core faculty with at least .75 FTE in the School.

- 8—two from each core unit, each elected at the unit level for three years
- 1 at-large from the Media School Faculty
- 1 "balancer" Board member for one academic year

1.1.2 Election procedures

Every three years, the at-large member of the Faculty Advisory Board (FAB) will be selected by ranked voting. On a secret ballot, each eligible voter will list candidate preference in order. Faculty members may choose any eligible faculty member, which is any faculty member with a .75 or greater FTE in the Media School. After all ballots are collected, the FAB will use the following process to determine the winner. The number of first-place votes will be counted. The lowest first-place vote recipient will be removed from the pool. All voters who voted (1) for that candidate will have their votes transferred to their 2nd-place preference. Votes will again be counted and the lowest vote recipient will be dropped; those who voted (1) or (2) for that candidate will have their votes transferred to their next preference. The process continues until one candidate remains. That candidate is selected as the at-large member.

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Any ties in the process will be broken by a majority vote of the FAB, excluding any member who is a nominee for the at-large position. Ties include (but are not limited to) nominees tied for the lowest vote and nominees tied for the highest vote. If, for any reason, a majority of the FAB determines that the overall process has failed, vote-counting will cease and a new election will be held.

The same process will be used for choosing balancer members of the FAB when that position is required.

Core units will be responsible for determining their own policies for election of FAB representatives.

2. Standing School-level Committees

The following standing School-level committees shall be established.

2.1 Graduate Affairs Committee

- Members of this committee shall include: Director of Graduate Studies; two members from each unit, one appointed by the unit director and one elected by the unit faculty; and one non-voting graduate student representative elected by graduate students.
- The charge of this committee is to coordinate and administer graduate degree programs. This includes: graduate student admissions; resource allocation for graduate student assistantships and fellowships; graduate degrees and curriculum modifications; graduate program promotion; and graduate student orientation. This committee will recommend graduate program policies and procedures to the deans and will work in consultation with the School's Curriculum Committee.

2.2 Undergraduate Curriculum Committee

- Members of this committee shall include: Director of Undergraduate Studies; the Director of Graduate Studies; leaders from each undergraduate curriculum area (each appointed by the Media School's Director of Undergraduate Studies in consultation with unit directors); the undergraduate curriculum coordinator; and a representative from academic advising appointed by the Associate Dean.³
- The charge of this committee is to: work with curriculum committees of each track to coordinate track/specialization requirements; recommend to the deans policies and procedures regarding undergraduate programs and online initiatives; review and propose for consideration modules, specializations, and tracks; and consult with the School's Graduate Committee when appropriate.

2.3 Research and Creative Activity Committee

³ For the 2014-15 academic year only, the School Associate Dean appointed members representing the undergraduate curriculum areas.

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- Members of this committee shall include: Director of Research and Creative Activity and one faculty member from each unit. Each unit will determine if their representative is elected or appointed.
- The charge of this committee is to: support faculty and student research and creative activities; identify and facilitate funding opportunities; evaluate faculty proposals for Media School funding; promote lectures, workshops and colloquia; identify potential partners for collaboration outside the School and the University.

2.4 Student Advisory Committee

- Members of this committee shall include: one dean-appointed faculty liaison; one representative from each student media outlet; one member from each student organization; two elected at-large undergraduate representatives.
- The charge of this committee is to: serve in an advisory capacity to the School and Associate Deans and the School's committees; represent interests and concerns of Media School students.

2.5 Diversity Committee

- Members of this committee shall include two representatives from each Unit, appointed by the Unit director. The Associate Dean will serve as an ex-officio member and will ensure administrative support to achieve the committee's objectives.
- The charge of this committee is to: meet at least once per semester and report to the Media School faculty at least annually; establish quantitative and qualitative measures that indicate the success of the Media School's diversity efforts; act as a liaison for coordination with diversity committees and officers in other schools and units on the Bloomington campus; serve as a resource for faculty, staff, and students to offer suggestions or share concerns about diversity issues; solicit, at least annually, input from faculty, staff, and students on diversity matters; work with Media School administration and relevant campus offices to establish a process and platform for submission of sensitive and/or confidential concerns; work with Media School administration and relevant campus officers during its first year to conduct a survey to assess perceptions among faculty, staff, and students about the School's climate with regard to diversity and inclusion; draft a plan within a year after the climate assessment to address diversity issues as they pertain to Media School staff and students.

3. Unit-level Committees

3.1 Advisory Committee

- Members of this committee shall include: [at least] two faculty members.
- The charge of this committee is to: represent unit faculty; advise the unit director; develop and interpret unit policies.

3.2 Merit Review Committee

- Members of this committee shall include at least three faculty members.

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- The charge of this committee is to evaluate faculty and recommend annual merit salary increases to the unit director. The director shall send recommendations to the School Dean.
- Members of this committee shall be selected by the unit.

4. Tenure and Promotion Review Committee

- All members serve two-year terms.
- The charge of this committee is to: evaluate faculty and make recommendations on tenure and promotion cases to the Media School Dean.
- The Committee consists of a Tenure Review Committee, which handles tenure cases, and a Promotion Review Committee, which consists of only members of the Tenure and Promotion Committee who are full professors and which handles promotion cases. The Promotion Review Committee is expanded for NTT promotion cases to include non-tenure track faculty who have completed their major performance reviews.

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4.1 Tenure Review Committee

- Members of this committee shall include: ten appointed members of the Tenure and Promotion Review Committee. All must be tenured.
- Eight shall be appointed by the Media School Dean to represent the four units, with equal representation from each unit.
- Two members from outside the Media School shall be appointed by the Executive Dean to represent the College.
- Two alternate members, who must be full professors, shall be appointed by the Dean to serve in cases where, due to recusals or other circumstances, a quorum of six is not available.
- The Media School Dean will chair this committee.

4.2 Promotion Review Committee

- The Promotion Review Committee will be constituted following the exact procedures as for the Tenure Review Committee described above, except that all members must have attained the rank of full professor. For NTT promotion cases, the Media School Dean, in consultation with the director of the faculty member's home unit, will expand the committee to include two NTT faculty with appropriate experience and rank and who have completed their major performance reviews.
- The Media School Associate Dean shall chair this committee, provided he or she holds the rank of Professor. In the case that the Associate Dean does not hold the rank of professor, the Dean shall appoint a committee chair for these deliberations.

IV. Tenure and Promotion Expectations and Procedures

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Faculty with a tenure home in the Media School will undergo a process of review for tenure and promotion in accordance with established university and College of Arts and Sciences criteria.⁴

1.1 General Procedure

- Tenure and Promotion review will begin in the home unit. The home unit will carry out the initial review and vote on the recommendation for tenure or promotion.
- Following the home unit vote, the unit director will write a recommendation that will be sent, with the case, to the School Tenure and Promotion Review Committee.
- The School Tenure and Promotion Review Committee will consider the case and vote on a recommendation, which will be forwarded to the Media School Dean.
- After the Media School Tenure and Promotion Committee records its evaluation and recommendation, the Media School Dean prepares a letter evaluating the research/creative activity, teaching, and service, together with a recommendation (vote) on tenure and/or promotion. Before submitting the letter and recommendation, the Media School Dean will make the dossier available to the Executive Dean of the College and will consult with the Executive Dean. Following consultation, the Media School Dean will submit the letter and recommendation to the Vice Provost for Faculty and Academic Affairs by November 1 for tenure cases and December 1 for promotion to full cases.
- If an assistant professor or associate professor comes up for tenure or promotion in a unit with a non-tenure track unit director, a tenured associate or full professor (as required) from the Media School will be selected by the deans in consultation with the unit director, to direct the tenure/promotion case. If a lecturer goes up for promotion to senior lecturer in a unit with a non-tenure track unit director, a tenured faculty member from the Media School will be selected by the deans in consultation with the unit director, to co-direct the promotion case. The co-director will be chosen for expertise particular to the case. If an associate professor comes up for promotion in a unit with an associate professor as the unit director, a tenured full professor (as required) from the Media School will be selected by the deans in consultation with the unit director, to direct the promotion case.
- If there are fewer than five faculty members eligible to serve on a tenure/promotion committee in a unit, the director, in consultation with the deans, will select faculty members outside the unit (but in the Media School) to serve on the unit's committee.

1.2 Criteria and Expectations

⁴ It was decided that during the transition period some candidates may be governed by slightly different procedures in accordance with existing Memoranda of Understanding (MOU). It is understood that the School hopes to minimize the use of MOUs in favor of school-wide procedures. MOUs are not to be used to negotiate issues such as teaching expectations, salary, or any other issues outside the purview of the tenure and promotion process.

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- The School has developed expectations for tenure and promotion in its various domains of scholarly and creative activity. These expectations are included as Appendix 1 of this document.
- To that end, each unit with tenure lines in the Media School shall develop tenure and promotion expectations and criteria concerning teaching and service, as well as expectations and criteria that reflect the disciplinary and interdisciplinary foci of the research/creative activity of that unit.
- The FAB will develop teaching and service expectations for promotion and tenure in the School.
- The School in consultation with the FAB will review and publish these expectations, combining and integrating the expectations and criteria developed by each unit.

1.3 Annual Review Procedures

- Each tenure-track faculty member will be reviewed annually by the Unit Director. These annual reviews provide an opportunity to evaluate whether the faculty member is progressing favorably and offer units an opportunity to bring potential problems to the candidate's attention in a timely fashion. A written summary of the annual review must be provided to the candidate.

1.4 Midterm review for tenure-track candidates

- No later than the third year of the probationary period for a tenure-track faculty member, the member will receive a midterm reappointment review. The midterm review is a thorough review that involves a unit review, a vote of eligible unit faculty, a review by the Unit Director, which is then sent to the School Dean. This is an opportunity for senior colleagues to learn more about each junior colleague's work, provide mentorship, and evaluate the progress towards meeting the criteria towards tenure. In the case of a decision not to reappoint, candidates may appeal the decision. In the case where reappointment is made, it is important to emphasize that this decision does not guarantee tenure.

1.5 Review Procedures for Tenure

- Each unit shall establish the specific procedures for faculty participation in the review and vote for tenure and promotion, in accordance with University and College policy, with the following guidelines and conditions:
 - An ad hoc committee of three people will be formed from faculty in the unit with expertise in the candidate's research.
 - This committee will conduct, draft, and present the tenure review to the unit faculty, which will vote on the case in accordance with university and College policies. The unit review will become part of the tenure/promotion dossier.
- The Unit Director will write a letter summarizing the case and the unit's vote on the candidate. This will become part of the tenure or promotion dossier that will be forwarded to the Media School Tenure and Promotion Review Committee for consideration.

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- The Media School Tenure and Promotion Review Committee will consider each case, vote on the recommendation, and write a report.
- After the Media School Tenure and Promotion Committee records its evaluation and recommendation, the Media School Dean prepares a letter evaluating the research/creative activity, teaching, and service, together with a recommendation (vote) on tenure and/or promotion. Before submitting the letter and recommendation, the Media School Dean will make the dossier available to the Executive Dean of the College and will consult with the Executive Dean. Following consultation, the Media School Dean will submit the letter and recommendation to the Vice Provost for Faculty and Academic Affairs by mid-December.

V. Policies Relating to Responsibilities and Review of NTT Faculty (e.g., Professors of Practice, Lecturers and Senior Lecturers) in the Media School

It is recognized that lecturers and senior lecturers in the units come into the Media School with a wide variation in the tasks that they have been contracted to perform, the number of courses they are expected to teach and the extent to which they are expected to perform other activities, including those related to professional development and service. Further, merit and promotion evaluations have been made using different criteria in each of the original units. Within the limits imposed by these variations, the following criteria shall be met.

1. Service Responsibilities

An NTT faculty member's duties are normally heavily weighted toward teaching. NTT Faculty are also encouraged to perform service work at both the unit- and school-levels. The individual units will determine on which unit-level committees NTT Faculty are eligible to serve. Normally, this committee work would focus on the pedagogical and curricular activity of the unit or School. The Faculty Advisory Board will determine the school-level committees on which NTT Faculty are eligible to serve, in consultation with the Deans and in accordance with university policies.

2. Contractual Teaching Responsibilities

The default teaching responsibility of NTT Faculty in the Media School is six courses—or the equivalent in instructional support work—as approved by the Media School Dean. Within that framework, the Media School will consider teaching reductions for lecturers and senior lecturers to enable professional development, and creative activity, as relevant to the needs of the units and the School. Procedures will be developed by the Dean and Associate Dean of the Media School through which faculty can apply for these reductions.

3. Merit and Progress Evaluation Procedures

The preponderance of evaluation for NTT faculty members is focused on teaching. However, as noted above, the School recognizes very valuable service contributions that are being made by individual NTT faculty. Each unit within the Media School will develop procedures for evaluating the merit of NTT faculty in their unit. These may include separate assessments of teaching and service as specified by the unit. Procedures for evaluating each of these areas shall be established by each unit. The School

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shall consider the expectations developed by each unit, and develop a broader set of expectations to guide future hiring and promotion.

4. Promotion Procedures

NTT faculty are eligible for promotion from the rank of Lecturer to the rank of Senior Lecturer, following the College Policy on Non-Tenure Track Faculty. Evaluation of cases will take place in the Tenure and Promotion Review Committee.

VI. Merit Review Policies and Procedures

1. Elements common across units:

- 1.1 Merit Review committees will consist of at least three members of the unit, with at least one member from among untenured or NTT faculty in that unit.
- 1.2 Committee members are elected for two year terms. The Unit Director appoints one member to the committee. That member serves a two year term as well.
- 1.3 The committee elects its own chair – although the Unit Director attends its meetings.
- 1.4 Materials for annual merit reviews include each faculty member's FAR, resume, student evaluations, grade distribution report – and whatever supplemental materials, including, course syllabi, that each faculty member wishes to include.
- 1.5 Merit allocations will be based on the following breakdowns:
 - Assistant professors: 50-40-10 (research, teaching, service)
 - Associate and full professors: 40-40-20 (research, teaching, and service)
 - Lecturers: 90-10 (teaching, service)
 - Senior lecturers: 80-20 (teaching, service)
 - POPs expected to continue doing creative work: 80-20 (teaching, service including creative work)
 - POPs expected to focus internally: 90-10 (teaching, service)
- 1.6 Committee members will use the following five point scale for evaluating research, teaching and service contributions: 5 = outstanding, 4 = very good; 3 = adequate, 2 = needs some improvement, and 1 = inadequate.
- 1.7 Merit allocations will be based on rolling three year averages.
- 1.8 Merit raises will be based on performance using the following formula:

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- Merit raise = $(M/T)*P$ where M is the faculty member's merit score, T is the total of all merit scores for faculty in the unit, and P is the total pool of merit money allocated to the unit.

1.9 Committee merit allocations are recommendations and are advisory to the chair.
Chair merit allocations are advisory to the deans.

2. Elements not common across units:

2.1 Evaluation criteria, a function of unit and field expectations.

2.2 The role of the Unit Director in preparing reports for each member of their unit's faculty.

VII. Other ranks

Nothing in this document is intended to preclude the establishment of other ranks in the School, such as clinical or research titles.

VIII. Equity Review Policy and Procedures

Equity review in the Media School focuses on analysis of salary trends, scholarly performance, teaching evaluations, and the national market among faculty within disciplines at a comparable stage in the career cycle. Three faculty comparators need to be identified by the faculty member in seeking an equity review. Compensation for administrative service, retention in response to an outside offer, and salary compression due to recruitment are outside the boundaries of an individual equity review.

A faculty member who believes that an inequity exists over an extended period at the School or unit level should first discuss the matter with the unit director. Ideally, the unit director and faculty member will agree about the names of three faculty comparators. If three faculty comparators cannot be identified within the unit or school, then comparators can be identified from other departments with a similar disciplinary emphasis.

Deadline: 5 pm first Friday in November. Requested but not required notification by unit directors to Media School Dean of all equity cases anticipated from their unit.

Deadline: 5 pm Friday four weeks later. Required documentation submitted to Media School Dean from unit director and faculty member seeking an equity review.

It is the unit director's responsibility to compile the following documents:

1. A current CV for the faculty member and 3 comparators identified by the faculty member. In addition, a current CV for up to 3 alternative comparators if the unit director does not agree with the comparators identified by the faculty member.
2. Recent merit-ranking data for the comparators and the petitioning faculty member.
3. Teaching evaluations and Activity Insight (DMAI) Reports over the past three years for the petitioning faculty member.
4. A rationale (two to three pages) for an equity adjustment, including an explanation of why the department merit policy failed to reward the faculty member for their achievements.

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It is the faculty member's responsibility to write and submit:

1. A one- to two-page rationale in support of an equity adjustment.

The Office of the Vice Provost for Faculty and Academic Affairs will determine if the case is considered *Undisputed* or *Disputed*. An *Undisputed* case shows clear evidence of agreement in all critical elements of the rationales for an equity adjustment from the unit director and faculty member. *Undisputed* cases are submitted by the School Dean directly to the VPFAA with a recommendation for the level of salary adjustment. *Disputed* cases show clear evidence of disagreement or divergence between one or more critical elements of the rationales for an equity adjustment from the unit director and faculty member. *Disputed* cases are submitted to a faculty committee for review and recommendation. The VPFAA makes a recommendation for or against salary adjustment on the basis of equity to the School Dean, who makes the final determination.

Please note: faculty may only submit a petition for a salary review once every three years, irrespective of the decision.

The expected date for decisions on *Undisputed* cases is the first Friday in February and for *Disputed* cases the Friday four weeks later.

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Appendix 1: Media School Guidelines for Tenure and Promotion

I. Preamble

Promotion and tenure are governed by procedures and guidelines at multiple levels of the institution. Preferred procedures and a digest of official policies endorsed by the Bloomington Faculty Council (BFC) and the College of Arts and Sciences are described on the website of the Office of the Vice Provost for Faculty & Academic Affairs:

https://www.indiana.edu/~vpfaa/academicguide/index.php/E_Tenure/Reappointment/Promotion/Salary

This document is a statement of *guidelines* for Media School faculty rather than a document of policy.

The Media School's guidelines for tenure and promotion stand at the intersection of supporting the professional careers of faculty, contributing to the research and creative reputation of our institution, and advancing our discipline. Granting tenure to junior faculty and eventually promoting them to full professors count among the most consequential acts of faculty governance. Thus, the tenure review process is grounded in the enduring principles and collegial values of the academy: (1) transparency and consistency in procedure and expectations and (2) fairness and justified decisions based on the merits of each case.

At IUB, tenure is earned in one of four ways: (1) excellence in research or creative activity with effectiveness in teaching and satisfactory service; (2) excellence in teaching, which requires demonstration of a national standing in pedagogy, along with satisfactory research or creative activity and satisfactory service; (3) excellence in service; and (4) a balanced case where the faculty member whose research/creative, teaching, and service accomplishments all are at least very good. The Media School expects tenure-line faculty to achieve tenure based on excellence in research or creative activity and this document highlights the markers of success in earning tenure on the basis of excellence in research or creative activity. The Media School will follow College and IUB guidelines for those seeking tenure on the basis of teaching, service or a balanced case.

II. Research

To earn tenure based on excellence in research, the Media School expects candidates will have an exemplary record of programmatic scholarship and consistent productivity pointing to national or international leadership in their field of inquiry. Greatest weight will be assigned to rigorous peer or equivalently reviewed manuscripts published as journal articles, monographs, books or book chapters. These contributions may be supplemented by conference papers and presentations, edited collections, non-refereed book chapters and additional forms of scholarship that the departmental unit determines has an important impact in the public domain.

Research fields are changed continuously by technology, therefore new forms of scholarly production and distribution continue to emerge and grow. Candidates may pursue these new forms of digital scholarly communication. However, candidates assume responsibility for providing evidence that digital publications meet the standards of rigorous peer review applied to more traditional scholarship.

III. Creative

To earn tenure based on excellence in creative activity, the Media School expects candidates will have an exemplary record of programmatic creativity pointing to national or international leadership in their medium. Greatest weight will be assigned to rigorous peer or equivalently reviewed works appearing publicly in some form (including but not limited to grant-funded work, screening, publication, online distribution, and exhibition). These contributions may be supplemented by conference presentations, non-reviewed or refereed forms of distribution, public and commercial commissions and contracts, professional practice, and work that has an important impact in the public domain. Creative fields are changed continuously by technology, therefore new forms of production and distribution are encouraged. However, it is up to the candidate to demonstrate that novel works meet the standard of rigorous peer review that applies to more traditional forms.

IV. Teaching

Junior faculty are expected to be thoroughly engaged in the enterprise of teaching across the graduate and undergraduate curriculum and demonstrating effectiveness in small and large class settings. Faculty are expected to maintain rigorous academic standards and incorporate pedagogical practices that stimulate thought, raise student aspirations and guide them to excellent performance. To this end, faculty are encouraged to make full use of university resources designed to enhance the quality of instruction in all our classrooms.

V. Service

Junior faculty are expected to contribute to the intellectual life, governance, and esprit de corps of their unit, school, college, and campus. They are also expected to provide strategic service to their profession and, as appropriate, to the community at large.

VI. Timeline for Promotion of Tenure Track Faculty

1. First year

- 1.1 Orient new faculty to expectations. Early first semester meetings with deans and unit directors.
- 1.2 The Unit Director serves as official mentor for the first year.
- 1.3 Annual review conducted by tenured faculty in the unit, written by sub-committee, delivered no later than the end of the spring semester.
- 1.4 In-person meeting with the Unit Director to discuss/expand upon the year's written annual review.

2. Second year

- 2.1 Candidate submits the first draft of a personal statement outlining the path to tenure. This statement is revised annually.

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- 2.2 Junior faculty seek advice from mentors of their choice on research, teaching, or service. The method will be determined by the unit, including the degree of formality by which the mentoring process works.
- 2.3 Annual review conducted by tenured faculty in the unit, written by sub-committee, delivered no later than the end of the spring semester.
3. Third year
 - 3.1 Significant review, consistent with campus and College policies and expectations.
 - 3.2 Review includes at least one member from another unit in the school (or a representative on the school's tenure committee).
 - 3.3 Review includes clear assessment of how candidate's trajectory fits with expectations for tenure.
4. Fourth year:
 - 4.1 Serious conversation about the substance of the case and how to put the dossier together.
 - 4.2 Annual review conducted by tenured faculty in the unit, written by sub-committee, delivered no later than the end of the spring semester.
5. Fifth year:
 - 5.1 Annual review conducted by tenured faculty in the unit, written by sub-committee, delivered no later than the end of the spring semester.
 - 5.2 Media School will follow College practices (please see #7 under Compendium of Procedures) and timeline for lists of external referees. The timeline for the tenure dossier looks like this:
6. The spring semester before going up for tenure:
 - 6.1 By end of March, complete discussions with Unit Director regarding the names of external referees.
 - 6.2 1st week of April, submit list of External Referees to the Media School deans.
 - 6.3 The month of April, negotiate the final list of external referees with the deans.
 - 6.4 1st week of May, the Unit Director contacts referees.
 - 6.5 Mid-June, provide to the College the names of external referees who have agreed to write letters.
 - 6.6 1st week of September, tenure dossier due to unit level.
 - 6.7 1st week of October, tenure dossier due to the Media School tenure committee.
 - 6.8 Before Thanksgiving, tenure dossier due to the College dean.
 - 6.9 1st Week of December, tenure dossier sent to the VPFAA office and tenure and promotion committee.
 - 6.10 By May, notification to faculty on final decision.

Media School Guidelines for Promotion to Full Professor

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Media School parameters for promotion from associate to full professor fall within the guidelines set by IUB and the College. The Media School generally expects faculty to be promoted on the basis of excellence in research or creative activity. However, the Media School will follow College and campus guidelines for those seeking promotion to full professor on the basis of teaching, service or a balanced case.

Media School parameters are deliberately broad in order to encompass disciplinary differences at the unit level. However, in general this means:

I. Excellence in Research and Creative Activity

Faculty seeking promotion to full professor on the basis of Excellence in Research and Creative Activity are expected to have achieved national or, when appropriate, international intellectual or creative leadership in their area of practice or inquiry. They are also expected to have a record of substantive achievements in rank. In addition, faculty are expected to be *effective* classroom teachers. In addition, if there are advanced graduate students in their area of inquiry or practice, they should have demonstrated effective mentoring skills. Finally, candidates are expected to have undertaken service responsibilities that provide significant support for their academic and professional communities. Should a faculty member choose to go up on excellence in teaching or service the University requirements for excellence are listed below.

II. Excellence in Teaching (campus requirements).

Candidates seeking tenure and/or promotion on the basis of Excellence in Teaching must provide evidence for national/international visibility and stature in the area of pedagogy (effective teaching in the classroom is necessary but not sufficient). Indicators include: development of instructional/curricular materials; pedagogical publications (e.g., textbooks) and presentations; active engagement with the scholarship of teaching and learning (papers/books about teaching); participation in national conferences on teaching. External letters should focus on the candidate's contributions to the improvement of pedagogy, locally and beyond.

III. Excellence in Service/Engagement (campus requirements).

Candidates seeking tenure and/or promotion on the basis of Excellence in Service/Engagement must provide evidence for national/international visibility and stature resulting from service activities (even abundant local committee work is insufficient). The key is to demonstrate that the candidate's efforts have been sustained and transformative, for a professional association, government agency, or non-academic community.

In exceptional circumstances, candidates may be put forward on the basis of balanced strengths that promise excellent overall performance of comparable benefit to the university – their performance in all three areas must be Very Good (“**balanced case**”). Except for the “balanced case,” candidates must choose one and only one performance area on which to base their case for tenure or promotion (although that choice does not preclude the possibility that performance in one or both other areas will be judged Excellent).

IV. Timeline

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There is no set number of years in rank to be considered for promotion to full professor. In line with university expectations, associate professors will receive annual promotion reviews after seven years in rank. These reviews should serve as a guide assessing progress in rank. Associate professors may ask for a formal promotion review from their unit prior to the mandatory 7-year review. Consideration for promotion to full professor can be initiated by the candidate, the Unit Director, members of the faculty or by Media School deans. Faculty considering promotion to full professor are encouraged to discuss their prospects for promotion with their Unit Director. They also are encouraged to seek input from other full professors in their units.

During the spring semester prior to submitting their dossier for promotion to full professor, the candidate and the unit must prepare a list of potential external reviewers. Potential external reviewers are expected to be full professors, at peer or better institutions, who have distinguished careers with significant scholarly or creative accomplishments. On occasion, potential reviewers may have distinguished careers outside academe relevant to the faculty's candidacy. A description and listing of the relevant accomplishments of each potential external reviewer must be included. The campus requires a minimum of 6 external letters 3 from people selected from the candidate's list and 3 from people selected from the unit's list.

No later than the second week of April, the candidate and unit lists of potential external reviewers must be submitted to Media School deans. In turn, the Media School deans need to select at least 3 reviewers from each of the submitted lists by the third week in April so initial email requests to selected reviewers can be sent no later than the last week of April.

The candidate's statement and supporting research or creative material must be submitted to their Unit Director by May 1 so that material can be sent to external reviewers by the end of the last week in May.

Over the summer months, the candidate—working with the Unit Director as needed—will prepare the documentation needed for the electronic dossier. The dossier must be submitted to the Unit Director no later than the first day of Fall semester classes.

Units have until October 1 to review the candidate's dossier and to prepare and submit their vote and assessment of the candidate's dossier to Media School deans. This includes a separate Unit Director's statement.

The Media School's Promotion Committee will review, vote, and prepare an evaluative report on the candidate. It will be entered into the dossier together with a separate letter of evaluation co-authored by the Media School Deans. The next levels of assessment are the VPFAA & Campus Promotion Committee, the Provost & President, and the Trustees of Indiana University.

Media School Guidelines for Promotion to Senior Lecturer

I. Criteria

Lecturers seeking promotion to the Senior level are evaluated on teaching and service (for campus policy, please see: <http://policies.iu.edu/policies/categories/academic-faculty-students/academic-appointment-review/Regulation-of-clinical-and-lecture-appointments.shtml>).

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A four-option continuum is used to rate candidate performance in teaching: Excellent, Very Good, Effective and Ineffective. In service, the options are: Excellent, Very good, Satisfactory and Unsatisfactory.

Candidates for promotion to Senior Lecturer must be Excellent in teaching and at least Satisfactory in service at the school and unit level.

1. Excellence in teaching may include—but is not limited to—the following:

- 1.1 A record of high quality teaching demonstrated by sustained excellence in classroom performance.
- 1.2 A trajectory of improved teaching skills as shown by various measures of teaching, including student evaluations.
- 1.3 Evidence of peer observation and evaluation of teaching.
- 1.4 Evidence of successful teaching across the undergraduate curriculum within an area of expertise and, when applicable, in different teaching environments (large and small class sizes).
- 1.5 Unsolicited letters from students in addition to those solicited by the unit or school.
- 1.6 Undergraduate and graduate student advising/mentoring activities.
- 1.7 Teaching awards and other similar recognition of pedagogical excellence.
- 1.8 Participation in course and curriculum development and innovation.
- 1.9 Evidence of leadership/participation in the Media School's instructional goals and objectives.
- 1.10 Development of new teaching materials such as textbooks, cases, instructor manuals, student guides, websites, and videos.
- 1.11 Participation in teaching and learning activities within the Media School, IUB or peer professional groups. [For examples, see IUB's Mosaic Active Learning Initiative, <https://uits.iu.edu/mosaic> and the Faculty Learning Communities hosted by CITL, <http://citl.indiana.edu/programs/flc/index.php>.]
- 1.12 Published peer-reviewed, non peer-reviewed, and invited articles related to teaching.
- 1.13 Presentations at local, statewide or national/international conferences about teaching.
- 1.14 Supervision of independent study students.
- 1.15 Evidence of continued practice in the areas of teaching expertise.
- 1.16 Committee membership for IMP students.

2. Satisfactory service contributions may include— but is not limited to—the following:

- 2.1 Participation in service activities that support teaching/learning.
- 2.2 Membership on graduate student MA/MS committees.
- 2.3 Supervision and mentorship of AIs with significant instructional responsibilities.
- 2.4 Involvement in student groups/clubs that support student learning and professional development.
- 2.5 Development of service-learning components to the Media School's curriculum.
- 2.6 Internal or external service awards and grants.
- 2.7 Participation or leadership in unit, Media School, and campus committees.
- 2.8 Participation in Media School and IUB activities in support of the teaching mission (e.g., attending commencement, supporting activities related to student scholarship and professional development).
- 2.9 Development of educational programs, workshops, and other training ventures for Media School constituencies.
- 2.10 Public service to the community that calls upon professional expertise as a teacher, pedagogical scholar, or practitioner.
- 2.11 Leadership in service activities of professional organizations.

II. Timing

Lecturers are appointed initially for three years. After a successful third-year review, Lecturers will be considered for one-year renewable contracts through their seventh year, subject to annual performance reviews. Evaluations and contracts are staggered so that Lecturers are guaranteed a full year of employment following a negative performance evaluation (i.e., faculty have voted against reappointment or promotion).

Candidates apply for promotion to Senior Lecturer in their sixth year. In exceptional cases, Lecturers may seek promotion before the sixth year. Shortened probationary periods may be the result of demonstrated teaching excellence that predates appointment in the Media School or an exceptional record of teaching and service accomplishments in the Media School.

Faculty who earn promotion to Senior Lecturer receive a longer term contract, typically five years (see table below, also at: http://vpfaa.indiana.edu/docs/promotion_tenure_reappointment/ntt-review-reappoint.pdf). Those who do not earn promotion will not be permitted to teach full-time in the Media School at IU beyond the term of their contract.

The following structure and activities are designed to support a newly hired Lecturer through the process of promotion to Senior Lecturer:

1. First year
 - 1.1 Orientation to expectations through first semester meetings with deans and unit directors.
 - 1.2 The Unit Director serves as official mentor for the first year or appoints a mentor for the first year.
 - 1.3 Annual review completed no later than the end of the second semester of employment.
 - 1.4 In-person meeting with the Unit Director to discuss the annual review.
2. Second year
 - 2.1 Annual review completed no later than the end of the spring semester, typically the fourth semester of employment.
 - 2.2 Reappointment decision for the fourth year is made during the spring semester.
3. Third year
 - 3.1 Substantial review completed no later than the end of the spring semester. Lecturers are expected to prepare a dossier for this review. In addition to materials listed earlier (i.e., student and faculty evaluations of teaching, all syllabi and relevant course materials), a personal statement on teaching and service contributions at IU must be included. An effective narrative is likely to include broad goals, specific activities and contributions, and an assessment of growth and accomplishments.
 - 3.2 A positive third year review results in a contract for the fifth year, and allows the candidate to be considered for one-year renewable contracts through their seventh year, subject to annual performance reviews.
4. Fourth year
 - 4.1 Annual review completed no later than the end of the spring semester.
 - 4.2 In-person meeting with the Unit Director to discuss the annual review.
 - 4.3 Reappointment decision for the sixth year is made during the spring semester.
5. Fifth year
 - 5.1 Annual review completed no later than the end of the spring semester.

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5.2 Meeting with Unit Director to discuss the material that should be included in the dossier for promotion. The promotion dossier is a more detailed and updated version of the third year review dossier.

5.3 Reappointment decision for the seventh year is made during the spring semester.

6. Sixth year

6.1 Over the summer months before the start of the sixth year, Lecturers prepare their dossiers for promotion to Senior Lecturer.

6.2 The first day of Fall classes is deadline for submitting a promotion dossier to the Unit Director.

6.3 Units have until October 1 to review dossiers, vote, and prepare written assessments of candidates to the Media School deans.

6.4 The Media School Promotion Committee has until November 1 to review, vote, and prepare an evaluative report on candidates to the VPFAA.

III. Contract Renewal Process:

Lecturers are hired with the expectation that each will succeed and, after the probationary period, will be promoted to Senior Lecturer.

Lecturers are hired with an initial contract of three years, followed by one-year renewable contracts through the seventh year. Unit directors will follow unit-level review processes, working with unit-level review committees to facilitate contract renewals and the promotion review of Lecturers.

If a Lecturer's performance does not meet expected standards, the Lecturer's contract will be terminated in line with IU faculty policies. Specifically, the Lecturer must be informed at least one year in advance that a contract will not be renewed. Should performance reviews be negative, the implications for employment are as follows:

1. Second and third year

Should the third year review be negative, Lecturers may stay for their fourth year but their contract will not be renewed thereafter. However, if by the middle of the second year it becomes apparent the Lecturer is failing to meet expectations and it is highly unlikely that the third-year review will be positive, the Unit Director must inform the Lecturer of this trajectory before the end of the second year of employment. Under that circumstance (falling below expectation before the third year review), a Lecturer will not be given a fourth year of full-time teaching in the Media School at IU.

2. Fifth year

Based on negative unit-level evaluation the Unit Director will inform a Lecturer during the fifth year if promotion is unlikely. Lecturers may still prepare and submit a promotion dossier for consideration by their unit and by the Media School Promotion Committee. However, unless those promotion reviews are favorable, the sixth year will be the Lecturer's final year of full-time teaching in the Media School at IU.

For additional information about Lecturer appointments, please see:

<http://www.indiana.edu/~bfc/docs/policies/LecturerClinicalAppointments.pdf>

Major Performance Review and Reappointment of Professors of Practice

I. Description of Responsibilities (modified from the IU Academic Guide)

Professors of Practice are appointees who have achieved distinction in their fields of practice. They bring unique practical experiences and talents that will benefit students and strengthen the reputation of the Media School. The main responsibility of Professors of Practice is teaching, although they may be assigned research, creative and service responsibilities associated with their contributions to student development and placement.

II. Major Performance Review and Reappointment (modified from the IU Academic Guide and from the Office of the Vice Provost for Faculty and Academic Affairs)

Professors of Practice are initially appointed for three years. Assuming a successful substantive mid-term review, their contracts are then renewed annually through their seventh year in rank at IU. A major performance review will take place before the end of the seven-year probationary period, and if performance is judged excellent, appointees shall be given long-term renewable five-year term contracts.

Criteria for Major Performance Review and Reappointment

1. Teaching

All Professors of Practice seeking reappointment based on a major performance review are evaluated on teaching. The standard teaching load for a Professor of Practice is 2-2.

A four-option continuum is used to rate candidate performance in teaching: Excellent, Very Good, Effective and Ineffective.

Excellence in teaching must be demonstrated at the local—unit and Media School—level.

Excellence in teaching may include—but is not limited to—the following:

- 1.1 A record of high quality teaching demonstrated by sustained excellence in classroom performance.
- 1.2 A trajectory of improved teaching skills as shown by various measures of teaching, including student evaluations.
- 1.3 Keeping course content and mentoring up to date, in terms of new developments in their field of expertise.
- 1.4 Student involvement in the PoP's ongoing creative practice and management activity, as apprentices, assistants, interns, or advisees.
- 1.5 Evidence of peer observation and evaluation of teaching.
- 1.6 Evidence of successful teaching across the undergraduate curriculum within an area of expertise and, when applicable, in different teaching environments (large and small class sizes).
- 1.7 Unsolicited letters from students in addition to those solicited by the unit or school.
- 1.8 Undergraduate and graduate student advising/mentoring activities.
- 1.9 Teaching awards and other similar recognition of pedagogical excellence.
- 1.10 Participation in course and curriculum development and innovation.
- 1.11 Evidence of leadership/participation in the Media School's instructional goals and objectives
- 1.12 Development of new teaching materials such as textbooks, cases, instructor manuals, student guides, websites, and videos.
- 1.13 Participation in teaching and learning activities within the Media School, IUB or peer professional groups. [For examples, see IUB's Mosaic Active Learning Initiative, <https://uits.iu.edu/mosaic> and the Faculty Learning Communities hosted by CITL, <http://citl.indiana.edu/programs/flc/index.php>.]
- 1.14 Published peer-reviewed, non peer-reviewed, and invited articles related to teaching.

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1.15 Presentations at local, statewide or national/international conferences about teaching.

1.16 Supervision of independent study students.

2. Service

All Professors of Practice are expected to make service contributions although the extent and nature of these contributions may vary based on initial expectations set forward in each contract of employment. A four-option continuum is used to rate candidate performance in service: Excellent, Very Good, Satisfactory and Unsatisfactory. Professors of Practice up for reappointment are expected to be at least Satisfactory in service.

Satisfactory service contributions may include— *but is not limited to*—the following:

2.1 Participation in service activities that support teaching/learning.

2.2 Membership on graduate student MA/MS committees.

2.3 Supervision and mentorship of AIs with significant instructional responsibilities.

2.4 Involvement in student groups/clubs that support student learning and professional development.

2.5 Development of service-learning components to the Media School's curriculum.

2.6 Internal or external service awards and grants.

2.7 Participation or leadership in unit, Media School, and campus committees.

2.8 Participation in Media School and IUB activities in support of the teaching mission (e.g., attending commencement, supporting activities related to student scholarship and professional development).

2.9 Development of educational programs, workshops, and other training ventures for Media School constituencies.

2.10 Public service to the community that calls upon professional expertise as a teacher, pedagogical scholar, or practitioner.

2.11 Leadership in service activities of professional organizations.

2.12 Serving as liaison with industry to develop or maintain industry internships, guest lectures and other activities and events that either bring industry to campus or give our students opportunities in the industry at large.

3. Creative practice and management activity

Professors of Practice may be expected to continue their work as creative artists and media practitioners in their chosen fields of practice or to contribute to the management of media industry processes. The extent and nature of these contributions will vary based on initial expectations set forward in each contract of employment.

A four-option continuum is used to evaluate those evaluated on this dimension of activity: Excellent, Very Good, Satisfactory and Unsatisfactory. Professors of Practice who are expected to contribute in creative, professional or management activities are expected to be at least Satisfactory in this endeavor when they go up for a major performance review and reappointment.

Creative and professional activities and management contributions may include – *but are not limited to* – the following:

3.1 Participate in the creative process (e.g., produce, write, direct, perform, stage, shoot, score, edit) with local, regional, national or international groups or outlets.

3.2 Participate in the distribution of creative work with local, regional, national or international groups or outlets.

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- 3.3 Serve as a management consultant in the creative development process or distribution of creative work.
- 3.4 Collaborate with media practitioners or media industry leaders in innovative projects.
- 3.5 Create, organize or head an entity that shepherds the creative process or distributes creative work.
- 3.6 Publish invited or peer-reviewed papers or participate in presentations about creative works, new techniques or other advances in their fields.

III. Timing

No later than the sixth year as a Professor of Practice, a faculty member will undergo a major performance review in order to receive a long-term contract. Shortened probationary periods may be the result of demonstrated teaching excellence that predates appointment in the Media School or an exceptional record of teaching, service or creative accomplishments in the Media School.

Evaluation of a candidate for a long term Professor of Practice position within the Media School results in an up or out decision: Faculty either receive a longer term contract, typically five years (see http://vpfaa.indiana.edu/docs/promotion_tenure_reappointment/ntt-review-reappoint.pdf) or they will not be permitted to teach full-time in the Media School at IU beyond the term of their contract.

Reappointment decisions are made at least one full year in advance (i.e., the decision to renew a contract for a Professor Practice's fourth year is made during the Professor of Practice's second year of work). Professor of Practice therefore are guaranteed a full year of employment following a negative performance evaluation (i.e., faculty have voted against reappointment).

The following structure and activities are designed to support a newly hired Professor of Practice:

1. First year
 - 1.1 Orientation to expectations through first semester meetings with deans and unit directors.
 - 1.2 The Unit Director serves as official mentor for the first year.
 - 1.3 Annual review completed no later than the end of the second semester of employment.
 - 1.4 In-person meeting with the Unit Director to discuss the annual review.
2. Second year
 - 2.1 Annual review completed no later than the end of the spring semester, typically the fourth semester of employment.
 - 2.2 Reappointment decision for the fourth year is made during the spring semester.
3. Third year
 - 3.1 Substantive mid-term review. Review completed no later than the end of the spring semester. Professors of Practice are expected to prepare a dossier for this review. In addition to materials listed earlier (i.e., student and faculty evaluations of teaching, all syllabi and relevant course materials), a personal statement on teaching and service contributions at IU must be included. An effective narrative is likely to include broad goals, specific activities and contributions, and an assessment of growth and accomplishments.
 - 3.2 A positive third year review results in a contract for the fifth year, and allows the candidate to be considered for one-year renewable contracts through their seventh year, subject to annual performance reviews.
4. Fourth and fifth years
 - 4.1 Annual review completed no later than the end of the spring semester.
 - 4.2 In-person meeting with the Unit Director to discuss the annual review.

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4.3 Reappointment for sixth year is made during spring semester of the fourth year. Reappointment for the seventh year is made during spring semester of the fifth year.

5. Sixth year

- 5.1 Over the summer months before the start of the sixth year, Professors of Practice prepare their major performance review dossiers.
- 5.2 The first day of Fall classes is the deadline for submitting their major performance review dossiers to the Unit Director.
- 5.3 Units have until October 1 to review dossiers, vote, and prepare written assessments of candidates to the Media School deans.
- 5.4 The Media School Promotion Committee has until November 1 to review, vote, and prepare an evaluative report on candidates to the VPFAA.

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Appendix 2-- Media School Policy for Hiring Faculty Based on Tested Experience

(Adopted 5/30/2018)

The Media School strives to prepare students to enter a wide range of media-related careers including journalism, law & policy, game design, film production, advertising, public relations, management and interactive systems design. Preparation for these professions demands theoretical understanding of media effects, skills to critically reflect on media, ethical awareness and practical training in the techniques and methods of message creation and dissemination in a democracy founded on free speech. In this sense we hope to train thoughtful and skilled future professionals who are also prepared for graduate school. Our faculty is well positioned to cover the practical, theoretical, critical, and law/policy courses in our curriculum. We also proudly count among our full-time faculty seasoned professionals, appointed as lecturers, senior lecturers, and professors of practice. Given the sizeable demand for professional skill-based instruction, we rely on a number of adjunct faculty members who are employed in the media industry to support our instructional mission.

In addition to our pedagogical mission to prepare future media workers, the Accrediting Council on Education in Journalism and Mass Communications(ACEJMC) prescribes close instructional ties to the industry. The Council's nine accrediting standards include two that speak directly to the appropriateness of instruction by faculty who are current in professional practice and first-hand knowledge of the changing skillsets required to work in media industries. Given that a large portion of the School's curriculum is accredited by ACEJMC, we are motivated to honor the organization's standards on curriculum and instruction.

Relevant ACEJMC Accrediting Standards:

2. Curriculum and Instruction

The unit provides a curriculum and instruction, whether on-site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. The unit has an ongoing process in place to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

4. Full-Time and Part-Time Faculty

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The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

The Media School defines tested professional activity, expertise, ability, and talent to align with at least one of the following dimensions:

1. Full-time employment at a reputable media organization.
2. Public acclaim.
3. Peer recognition of professional achievement.

Evidence used to access the experience comes in the form of the C.V. Employment is confirmed by making a phone call to the supervisor at the media organization. Peer recognition can be verified by contacting known luminaries in the profession, a past record of speaking engagements, significant professional publications and/or artifacts, and/or examining an organization's website to verify awards. Public acclaim can be verified by stories published in trade or mass media.

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Appendix 3: Media School Hiring Policy

Hiring Policy for The Media School (Adopted 12/7/18)

1. The standing Hiring Committee consists of the DGS, DUS, and the unit directors.
2. During the spring semester, the Hiring Committee—in collaboration with unit faculty— creates a prioritized list of hiring needs for research, creative, and teaching positions. The Hiring Committee considers the impact of failed searches from the previous year when developing this list.
3. The hiring committee provides this list to the Deans no later than 1 week after the end of Spring semester.
4. The Deans, in consultation with the Hiring Committee, select the research and/or teaching positions for the year’s searches. Decisions about number of positions, rank of positions, and mix of teaching/research needs are determined by the Deans in consultation with the Hiring Committee. A search committee is formed for each position and includes representatives of the appropriate unit(s) and a non-voting graduate student representative. Search committees are formed by the Deans and approved by a majority vote of the Hiring Committee.
5. At least one faculty member of each search committee must attend the Diversity Training Session sponsored by VPFAA. All searches must comply with diversity policies of the University and Media School.
6. The following process is conducted for each line:
 - a. The Deans, in consultation with the search committee, craft the job announcement.
 - b. Each job announcement is circulated to the faculty for comment.
 - c. Following a 5-working day comment period, the search committee and the Deans finalize the job announcement and place it in appropriate publications and websites.
 - d. After the application deadline, the search committee recommends a list of no more than 10 applicants for further consideration. The list of candidates and corresponding applicant files is made available to the faculty for comment.
 - e. Following receipt of comments, the search committee may engage in electronic (e.g., Zoom) interviews to narrow the pool. The committee may move directly to the identification of preferred candidates for campus interviews if all finalists are subject to the same process.
 - f. The search committee recommends to the Dean candidates for campus visits.
 - g. Once the finalists are approved, the search committee works with the Deans’ staff to arrange campus visits and maximize faculty participation during those visits.
 - h. The search committee chair works with each finalist to arrange for letters of recommendation to be submitted and made available to the faculty.

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- i. The search committee provides the schedule of visits to the entire Media School faculty.
 - j. The search committee chair is responsible for working with the facilities staff to record the job talks and disseminate them to the faculty.
 - k. Upon completion of the finalists' visits, the search committee solicits electronic comments from all faculty and students and holds an open forum to discuss the candidates.
 - l. The search committee meets to evaluate the finalists, first determining whether each meets the requirements of the position and then ranking them.
 - m. The search committee sends a report, including the ranking recommendation, to the faculty.
7. All faculty members of the Media School are eligible to vote on all hires (within university guidelines).
 - a. Voting consists of two parts:
 - i. A yes/no vote on whether each candidate meets the requirements of the position.
 - ii. A ranking of candidates. Each candidate must be ranked by each voter.
 - b. The results of the vote and rankings are reported to the search committee chair who communicates them to the search committee.
 - c. The search committee makes a recommendation to the Deans about the hire.
 - d. The Deans then communicate the vote results to the Media School faculty.
 - e. For a candidate to be hired, 60% of the faculty who voted must have indicated that the candidate meets the position requirements before an offer can be extended.
8. If no finalists are determined to meet the position requirements, or all offers are rejected, the Dean and the search committee will discuss the possibility of additional interviews of applicants. If there are sufficient funds for additional interviews and potential candidates, the process resumes as of 6f.
9. After a hire is made or a search fails:
 - a. The chair of the search committee works with the Deans' staff to send an email to applicants who were not interviewed thanking them for their interest and notifying them that the search has concluded.
 - b. The chair of the search committee works with the Deans' staff to notify other finalist(s) of the search's completion, preferably within 48 hours.

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Appendix 4: Media School Diversity Policy (Adopted 4/22/19)

1. Statement of Values and Vision

The Indiana University Media School believes the composition of its faculty should represent the broad array of intellectual, cultural, and demographic diversity of society as a whole. We embrace diversity of thought in faculty research, creative activities, and teaching, and we affirm the right of all to work and learn in The Media School, regardless of background, belief or status. This plan reflects our philosophy that a university should be a place for dynamic exchanges among a wide variety of people and ideas.

To that end, we will strive to increase racial, sexual, ethnic, class, and gender equity and diversity in our academic programs; we will ensure access to people of varying economic means; and we will encourage political, ideological, scientific, religious, and artistic variety in our media research and creative activities.

We endorse the concept of “inclusive excellence” as expressed in the College of Arts and Sciences’ Diversity Plan, which calls for “integrating the values of diversity, equity, and inclusion into the decision-making processes and practices of the organization.” In addition, we incorporate the following language from The Media School’s strategic plan:

The idea that a marketplace of ideas is the best way for societal solutions to surface also brings with it another task. Freedom to communicate implies that all sectors of society should have the ability to participate in this marketplace. Everyone should have a place at the table. This means that the Media School supports diversity in its programs as a way to maximize the number of voices that participate in vital debates. It means that we seek to encourage diversity in many ways: through encouraging gender, racial, sexual, ethnic, and class diversity of our students and faculty; through ensuring access to our programs to people of varying economic means; and encouraging as much political, ideological, scientific, religious, and artistic variety as possible in our School. We believe that vigorous debate requires many contending voices.

Our goal and our ultimate measure of diversity is that every qualified student be able to attend our School without regard to social background or economic means. Similarly, our goal in faculty and staffing should be to attain a diversity of ideas and approaches, representing the entire spectrum of media issues.

This plan outlines specific goals and actions The Media School will undertake to recruit and retain a diverse faculty as part of its commitment to Indiana University’s broader push to be a globally relevant institution of higher learning.

2. Action and Accountability Strategies

Administrative Infrastructure

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By the spring of 2019, the four Media School unit directors will appoint two members each to a standing diversity committee charged with advancing the goals described in this document. The Associate Dean will work with the units to establish a committee that includes both tenure track and non-tenure track faculty, with representation from various ranks, backgrounds, and perspectives. Language establishing this committee should be included in The Media School governance document as a new paragraph III.2.5.

- The Associate Dean will serve as an *ex officio* member of the committee and the senior administrator tasked with assisting the committee to carry out its activities. The Associate Dean should ensure sufficient administrative support to achieve the objectives listed below.
- The diversity committee will meet at least once per semester and report to The Media School faculty on at least an annual basis. The committee is charged with establishing both quantitative and qualitative measures that indicate the success of The Media School's efforts. These will be developed in consultation with the relevant administrative support offices across campus, including the Office of the Vice President For Diversity, Equity and Multicultural Affairs (OVPDEMA), the Office of the Vice Provost for Diversity and Inclusion (OVPI), and the Office of the Vice Provost for Academic Affairs (OVFAA). Those measures should be incorporated into the committee's first annual report.
- The committee will serve as The Media School's liaison for coordination with diversity committees and officers in other schools and units on the Bloomington campus.
- The establishment of the committee will be publicized and promoted among all Media School constituencies, and it will serve as a resource for faculty, staff, and students to offer suggestions or share concerns about diversity issues.
- The committee will, on at least an annual basis, take proactive steps to solicit input from faculty, staff, and students on diversity matters. In addition, the committee will work with The Media School administration and relevant campus offices to establish a process and platform for submission of sensitive and/or confidential concerns.
- During the first full academic year following its formation, the committee will work with The Media School administration and relevant campus offices to conduct a survey to assess perceptions among faculty, students, and staff about the School's climate with regard to diversity and inclusion.
- Within a year after completion of the climate assessment (see previous), the committee will draft a plan that addresses diversity issues as they pertain to Media School staff and students.

3. Faculty Recruiting

The Media School will work to infuse values of diversity, equity, and inclusion into the process of recruiting all faculty.

- In selecting members for search committees, The Media School Associate Dean, in consultation with the Hiring Committee, will consider diversity along with issues such as field of expertise, rank, and other factors.
- Job postings will be phrased in ways that do not unduly limit the size or intellectual breadth of applicant pools. Postings will also include a strong statement concerning the institution's commitment to diversity and The Media School's desire to encourage a broad array of candidates to apply.

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- A copy of the IUB faculty recruitment guide (“Policies, Procedures, and Best Practices for Faculty Recruitment: A Guide for Search Committees and Administrators,” <http://vpfaa.indiana.edu/policies/Policies,%20Procedures,%20and%20Best%20Practices%20for%20Faculty%20Recruitment.pdf>) will be provided to all search committee members before a search begins and as a reference during the remainder of the recruitment process. Search committees should explicitly discuss hiring expectations, assessment methodology, and diversity goals at their initial meetings. A campus official specializing in faculty diversity or HR matters may be invited to these meetings if the search chair anticipates questions that could best be addressed by these individuals.
- Search committees are expected to present a diverse list of possible candidates for consideration by The Media School faculty. Before recommending candidates for interviews, search committees must report to the Media School hiring committee, in writing, their proactive efforts to diversify the candidate pool. These reports will be provided to the School’s associate dean, who will provide a copy to the OVPFAA. As indicated by campus diversity policies, a lack of diversity in a candidate pool may trigger an inquiry from OVPFAA and potentially a delay in authorization for continuation of a search. Search committee chairs may request OVPFAA’s assistance in charting the diversity of candidate pools at every stage of the recruiting process.
- At least one representative of each search committee should attend (or have attended within the previous two years) an orientation for search committee chairs sponsored by OVPFAA each fall.
- Consistent with past practice, individual units in The Media School may continue to develop and maintain informal lists of strong prospective job candidates that include underrepresented individuals. Unit directors will provide these lists to search committee chairs to help ensure diversity in applicant pools.
- Search committees are encouraged to send job announcements directly to underrepresented candidates as well as institutions that serve large minority populations.
- Search committees should take full advantage of their own collegial contacts and networks to facilitate search objectives. Strategies could include contacting colleagues at other IU campuses to solicit nominations of candidates; sending job ads directly to women and minority candidates to encourage them to apply; sending job announcements to units and institutions that serve large minority populations; reaching out to qualified post-docs and faculty candidates who may be under-placed at lower-ranked institutions; and requesting that faculty, alumni, and graduate students of the recruiting unit distribute copies of job announcements to relevant conferences, professional meetings, and industry associations.
- Members of The Media School faculty at large will be encouraged to act as ambassadors by reaching out to potential hires at academic and industry/professional conferences as well as maintaining solid working relationships with the sponsoring organizations. Further, The Media School will encourage and assist faculty members to attend national events (conferences, workshops, etc.) that attract faculty from underrepresented groups.

4. Faculty Retention

The Media School acknowledges the importance of retention efforts that address the unique challenges faced by historically underrepresented faculty members once they are hired. The diversity committee will work with The Media School administration to establish initiatives designed to support and retain

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existing faculty from underrepresented backgrounds. Examples that will help foster a supportive atmosphere could include:

- Formal recognition and acknowledgement of the fact that diversity is everyone's responsibility, not just that of faculty from underrepresented backgrounds.
- Establishment of a formal mentoring program for all new faculty.
- Formulation of a policy regarding service and leadership opportunities that acknowledges the unique burdens service can place on faculty who come from underrepresented backgrounds. All faculty should feel welcome to assume leadership roles within the school if desired, but unit directors should be on guard against overloading junior and NTT faculty, particularly those from underrepresented backgrounds. Further, while underrepresented faculty members should be encouraged to pursue leadership and service opportunities, such opportunities should not be limited to those involving diversity initiatives.
- Formulation of a policy regarding support and rewards for service and research and creative activities related to diversity.
- Dedicated assistance to fund or obtain funding for research, creative activities, and professional development opportunities related to diversity, in addition to supporting underrepresented faculty members in ways that will enhance their ability to achieve promotion and/or tenure at The Media School.
- Events, career development opportunities, lecture series and visitor presentations that consist of diverse speakers, scholars, and topics. These include established programs such as The Media School's annual speaker series, M600 colloquium speakers, and invited guests. In addition, the diversity committee should, in concert with The Media School administration, work to develop additional programming.

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Appendix 5: Media School Guidelines for Promotion to Teaching Professor (Adopted 4/7/21)

Media School parameters for promotion from senior lecturer to teaching professor fall within the guidelines set by IUB and the College. Media School parameters are deliberately broad in order to encompass disciplinary differences at the unit level. Candidates will be evaluated in the two areas of teaching and service. They are expected to demonstrate excellence in teaching and a satisfactory level of service in support of teaching.

The rank of teaching professor is appropriate for individuals who have demonstrated a sustained record of excellence in classroom teaching as a senior lecturer and who are pedagogical leaders at the school, college, campus or university level and recognized at the regional, national or international level. Not every Senior Lecturer is expected to achieve the rank of Teaching Professor; a negative promotion decision or decision not to pursue promotion should not be viewed as a reason for non-reappointment.

To earn excellence in teaching, candidates seeking promotion to teaching professor must provide evidence of visibility and stature in the area of pedagogical leadership beyond their unit (excellence in the classroom and a satisfactory level of service to the unit are necessary but not sufficient). Units may define their own criteria for “excellence in classroom teaching” based on professional and disciplinary expectations. Indicators for pedagogical leadership include but are not limited to:

- development of substantive and innovative instructional/curricular materials
- pedagogical publications (e.g., textbooks) and/or presentations
- disseminated creative work (e.g., media writing, films, games, photographs) in support of teaching
- active engagement with the scholarship of teaching and learning (e.g., papers/books about teaching)
- leading sessions and panels in national conferences on teaching or in support of teaching.

Indiana University-Bloomington requires six (6) letters, four of which must be from outside Indiana University. These external letters should testify to the candidate’s pedagogical leadership, excellence in classroom teaching, and satisfactory service according to the above-stated criteria. The letters should be solicited from individuals at peer institutions at a rank comparable to Teaching Professor, Tenured Full Professor, or Professors of Practice who have completed their probationary periods. Some, but not all, of the letters may be solicited from referees holding non-academic positions if they are a leader in their field or organization at a level comparable to that of a senior faculty member. Referees should not hold any special relationship with the candidate (mentor, student, collaborator, former colleague, familial attachments, commercial ties, etc.). There may be exceptions to these rules but they should be justified in the unit director’s (or dean’s) letter. The letters should come from two lists, one proposed by the candidate and one proposed by the department/unit leader (or promotion review committee), and letters in the dossier must include three from each list. Deans must approve all referees proposed in these lists before letters are solicited, and the letters must be requested and received by the department/unit leader. While adhering to these broad requirements, units may further define the qualifications and expertise of external reviewers based on professional and disciplinary differences.

Candidates must demonstrate excellence within the broad area of teaching. The Media School defines two areas where quality pedagogical leadership that has an impact beyond the unit (and IU as a whole)

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can be demonstrated: 1) research and creative activity available to others and 2) student development, curricular innovation and professional engagement. Candidate dossiers must include evidence of teaching activities that speak to pedagogical leadership in both areas. Candidate performance in these two areas will be considered together and evaluated to determine the case for excellence in teaching.

Research and creative activity in support of teaching is work that improves the quality of teaching and the level of student participation in learning beyond the candidate's own unit, including but not limited to the following examples:

1. Engaging in substantive pedagogical or creative practice resulting in presentations and/or publications.
2. Leading and engaging in the Scholarship of Teaching and Learning (SOTL) and other professional development efforts.
3. Engaging in research or creative work that involves students and provides curricular or extracurricular opportunities to practice skills developed in coursework.
4. Developing high-quality teaching materials available for use by others (e.g., textbooks, book chapters, lessons, tutorials, etc.).
5. Creating professional quality media works distributed beyond the unit that demonstrate continued professional/creative practice in the areas of teaching expertise and contribute to instructional reputation and prowess.
6. Receiving instructional development grants and/or contracts.
7. Receiving grants to support creative practice in the areas of teaching expertise.
8. Delivering lectures/presentations about teaching and learning to professional associations or organizations.

Student development, curricular innovation and professional engagement are activities which demonstrate pedagogical leadership outside the unit, including but not limited to the following examples.

1. Demonstrating a commitment to student development and mentoring through service and leadership on advisory and research committees.
2. Creating and promoting opportunities which involve students in research, community engagement, presentation, or the publication process.
3. Creating or assisting in opportunities for students to engage in learning about their chosen field through internships, fellowships and/or grants.
4. Providing mentoring in teaching, including to AI, TA, and GA appointments.
5. Providing advice, tutoring, sponsorship, and other forms of support to guide, counsel, and coach students to greater levels of effectiveness, productivity, and development. This may be demonstrated in a variety of ways, including receiving unsolicited letters from students on job acquisition/impact of teaching.
6. Providing leadership and other substantive contributions to the curricular activities of one's unit, school, campus, or university.
7. Contributing to major curricular advancement, including course enhancement and new course development critical to the teaching missions of the department and school.
8. Mentoring colleagues in the development of teaching skills and/or in the area of pedagogical designs.

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9. Contributing substantively to the school's efforts to engage students and colleagues with media professionals and industry leaders.
10. Guiding students in service-learning and other contemporary forms of or community-engaged teaching.
11. Demonstrating a commitment to pedagogical leadership through participation in workshops, seminars, or courses.
12. Contributing to teaching excellence through mentoring and reviewing junior faculty.
13. Awards and/or recognition of excellence in teaching that demonstrate pedagogical leadership.
14. Leading sessions and panels in national service organizations focused on teaching.