

PTR Proposed Research Criteria: College of Journalism and Communications (CJC)

Typically, tenured faculty in this college have 40-50% of their FTE assigned to the research mission. The stated research metrics are expected to scale in comparison to the level of research assignment and expectations are to be adjusted accordingly. Because of the nature of the fields of journalism and mass communication (i.e., advertising, journalism, media management and production technology, and public relations), scholarship is defined broadly based on the scholar's approach to the discovery of knowledge through systematic inquiry. CJC values several kinds of contributions under the broad umbrella of research, including academic research, creative works, securing external grants, mentoring graduate students' research, and public scholarship's impact on law and policy, industry, and other organizations.

Research Criteria

A faculty member who **exceeds expectations** is generally expected to have produced evidence of research productivity and professional impact over the prior 5 years that demonstrates exceptional effort towards the research mission of the university:

- Evidence of scholarship and research productivity in at least A) or B) as performance indicators and as an optional supplement a combination of equivalence in the C), D) and E) as indicators:
 - A) Typically, 11 or more peer-reviewed/ refereed research articles or scholarly works of similar quality. This number could be lower if these articles appear in high-impact and high-quality peer-reviewed journals recognized as core outlets to the discipline or general science since these publications likely result in a greater impact on the field/society.
 - B) 3 or more long-form peer-reviewed or juried creative works reviewed positively or received awards by recognized professional and/or academic peer organizations and disseminated to others outside and within the academy. This could be equivalent to over 8 medium-form creative works or more than 15 short-form creative works.
 - C) A published book at an academic press or other high-quality press as sole or lead author.
 - D) 15 or more published book chapters in academic press or other high-quality press.
 - E) Evidence of success in receiving \$100,000+ in external research grants and funding as PI or CO-PI.

- Evidence of professional impact in three or more of the following performance indicators:
 - A) Serving as chief editor or associate editor of peer-reviewed journals.
 - B) Serving on multiple editorial boards of peer-reviewed journals.
 - C) Serving in a leadership role for a professional society.

- D) Serving on community or outreach advisory boards based on the faculty member's expertise.
- E) Receipt of awards or recognition for excellence related to research, scholarship, creative works or related activities.
- F) Serving as an invited jury member for creative or professional awards.
- G) Evidence of significant engagement in public scholarship that bridges the gap between scholarly research and public understanding of current events and/or contributes to industry thought leadership. Examples include widely disseminated news outlets, trade publications, workshops, invited presentations/talks, podcasts, or the popular press, and collaborative research projects with practitioners.
- H) Evidence of submission to one federal grant or multiple foundation grants.
- I) Evidence of significant engagement with professional communities, for example, regular participation in invited/peer-reviewed presentations, exhibits, commissions, or performances at key meetings, conferences, or other venues within one's field; seminar presentations at major research universities or state/federal agencies; and citations to or reviews of one's scholarly work. This might also include reviewing conference papers or grant applications or serving as a committee member for a professional society.
- J) Success in mentoring graduate students and junior faculty in research projects leading to publications and/or grant submissions.

A faculty member who **meets expectations** is generally expected to have produced evidence of research productivity and professional impact over the prior 5 years that demonstrates expected effort towards the research mission of the university:

- Evidence of scholarship and research productivity in at least A) or B) as performance indicators and as an optional supplement a combination of equivalence in C), D) and E) as indicators: :
 - A) Typically, between 8 and 10 peer-reviewed/ refereed research articles or scholarly works of similar quality. This number could be lower if these articles appear in high-impact and high-quality peer-reviewed journals recognized as core outlets to the discipline or general science since these publications likely result in a greater impact on the field/society.
 - B) Two long-form peer-reviewed or juried creative works recognized by professional and/or academic peer organizations and disseminated to others outside and within the academy. This could be equivalent to 5-8 medium or 10-12 short-form creative works.
 - C) A published book at an academic press or other high-quality press.
 - D) 10 - 14 published book chapters in the academic press or other high-quality press.
 - E) Evidence of success in receiving \$50,000+ in external research grants and funding as PI or CO-PI.
- Evidence of professional impact in two or more of the following performance indicators:
 - A) Serving as editor or associate editor of peer-reviewed journals.

- B) Serving on multiple editorial boards of peer-reviewed journals.
- C) Serving in a leadership role for a professional society.
- D) Serving on community or outreach advisory boards based on the faculty member's expertise.
- E) Receipt of awards or recognition for excellence related to research, scholarship, creative works or related activities.
- F) Serving as an invited jury member for creative or professional awards.
- G) Evidence of engagement in public scholarship that bridges the gap between scholarly research and public understanding of current events and/or contributes to industry thought leadership. Examples include widely disseminated news outlets, trade publications, workshops, invited presentations/talks, podcasts, or the popular press, and collaborative research projects with practitioners.
- H) Evidence of submission to one federal grant or multiple foundation grants.
- I) Evidence of engagement with professional communities, for example, regular participation in invited/peer-reviewed presentations, exhibits, commissions, or performances at key meetings, conferences, or other venues within one's field; seminar presentations at major research universities or state/federal agencies; and citations to or reviews of one's scholarly work. This might also include reviewing conference papers or grant applications or serving as a committee member for a professional society.
- J) Mentoring graduate students and junior faculty in research projects leading to publications and/or grant submissions.

A faculty member who **does not meet expectations** exhibits the following performance characteristics over the prior 5 years:

- Inconsistent productivity in research or other scholarship or creative works of quantity and quality as indicated by the following in at least A) or B) as performance indicators and as an optional supplement a combination of equivalence in C) and D) as indicators:
 - A) Typically, between 5 and 7 peer-reviewed/ refereed research articles or scholarly works of similar quality.
 - B) 1 or fewer long-form peer-reviewed or juried creative works reviewed positively by recognized professional and/or academic peer organizations and disseminated to others outside and within the academy. The equivalence would be 3-4 medium-length creative works or 5-9 short-length creative works.
 - C) Between 5 and 9 published book chapters in the academic or other high-quality press.
 - D) Lack of evidence of submitting applications for external research grants and funding as PI or CO-PI.
- Inconsistent evidence of professional impact in the following performance indicators:
 - A) Not serving on editorial boards of peer-reviewed journals.
 - B) Not serving in a leadership role for a professional society.
 - C) Not serving on community or outreach advisory boards based on the faculty member's expertise.

- D) Not serving as an invited jury member for creative or professional awards.
- E) Minimal engagement in public scholarship that bridges the gap between scholarly research and public understanding of current events and/or contributes to industry thought leadership. Examples include widely disseminated news outlets, trade publications, workshops, invited presentations/talks, podcasts, or the popular press, and collaborative research projects with practitioners.
- F) No evidence of federal or foundation grants.
- G) Minimal evidence of engagement with professional communities, as measured by participation in invited/peer-reviewed presentations, exhibits, commissions, or performances at key meetings, conferences, or other venues within one's field; seminar presentations at major research universities or state/federal agencies; and citations to or reviews of one's scholarly work. This might also include reviewing conference papers or grant applications or serving as a committee member for a professional society.
- H) Not mentoring graduate students and junior faculty in research projects.

A faculty member who is **unsatisfactory** has shown inadequate evidence of having engaged in the research mission over the prior 5 years or has not responded to an improvement plan for research in a probationary period of two annual evaluation periods:

- Substantial and chronic deficiencies or failure to meet expectations in research, scholarship, or creative works as expected in the faculty member's discipline, with minimal to no efforts to follow previous advice or other efforts to make corrections. Typically this would mean deficient performance in at least A) or B) as performance indicators as well as an optional combination of the other listed indicators
 - A) 4 or fewer peer-reviewed/ refereed research articles or scholarly works of similar quality.
 - B) No long-form peer-reviewed or juried creative works reviewed positively by recognized professional and/or academic peer organizations and disseminated to others outside and within the academy. The equivalence would be less than 3 medium-length creative works or less than 5 short-length creative works.
 - C) 4 or fewer published book chapters in the academic or other high-quality press.
 - D) No submissions to external funding.
 - E) Not mentoring graduate students and junior faculty in research projects.
- Little evidence of professional impact.
 - A) Absence of engagement in reviewing peer-reviewed publications, conference leadership, community engagement, and no evidence of public scholarship.
 - B) Absence of professional impact, as measured by participation in invited/peer-reviewed presentations, exhibits, commissions, or performances at key meetings, conferences, or other venues within one's field; seminar presentations at major research universities or state/federal agencies; and citations to or reviews of one's scholarly work.