

University of Nebraska-Lincoln

Policies and Procedures

College of Journalism and Mass Communications

Approved by the Faculty
[Date]

I. College Organization

A. The Dean

The dean of a college shall be the officer primarily charged with the administration of the college. The dean shall be the presiding officer of its faculty and the chief adviser to the university's executive vice chancellor in regard to the college's welfare, and shall be in general charge, under the executive vice chancellor, of the administrative work of the college. The dean shall submit recommendations to the office of the executive vice chancellor concerning the appointment, reappointment, non-reappointment, promotion, granting of continuous appointment, demotion, transfer, dismissal, or removal of members of the college staff. All requisitions chargeable to funds apportioned to the college are subject to approval by the dean or the dean's designee. The dean is reviewed by the college faculty and higher administrative officers after five years of service.

B. The Associate Dean for Research and Faculty Affairs

The associate dean for research and faculty affairs shall be responsible for the development of faculty in their teaching, research and service. This associate dean shall oversee the processes for peer observations of teaching, making sure that all faculty receive such observations at least once a year. This includes supervising the methods and instruments for conducting the observations and registering the observer's evaluations.

The associate dean for research and faculty affairs shall take steps to encourage faculty research and creative activity, including arranging for regular meetings of faculty to share their research and creative accomplishments, learn of the efforts of faculty in other colleges, and connect with resources on campus for obtaining grants, faculty development leaves and other resources.

The associate dean for research and faculty affairs shall be a liaison to the faculty for matters regarding promotion and tenure. The associate dean for research and faculty affairs shall make sure the members of the faculty are aware of the guidelines for tenure and promotion for all levels and types of faculty appointments and that consistent standards are applied to all faculty seeking tenure and promotion. The associate dean shall also keep a record to make sure all tenure-track faculty and all faculty who are not fully promoted are receiving the required reviews from the faculty on the schedule prescribed by the university's guidelines.

The associate dean for research and faculty affairs shall stay informed about university policies on faculty development, promotion and tenure; university policies on research and grants; and opportunities for college faculty to obtain grants to support their research and creative activities.

When a faculty member seeks tenure or promotion, the associate dean for research and faculty affairs shall work with that faculty member to make sure the required materials are assembled in the form required by the university. The associate dean shall also develop, in consultation with the candidate and promoted faculty, a list of suitable

outside reviewers. UNL guidelines require that all candidates for tenure or promotion have outside reviews from at least three faculty of superior rank at Research 1 universities.

The associate dean for research and faculty affairs shall oversee the annual review process for all faculty and make sure that review materials are submitted in a timely fashion, that all faculty receive interviews with the dean and associate dean and, in consultation with the dean, prepare review letters for all faculty.

The associate dean for research and faculty affairs shall carry out other duties assigned by the dean.

C. The Associate Dean for Academic Programs

The associate dean for academic programs shall oversee—in collaboration with the appropriate staff of the college and the associate dean for research and faculty affairs—the scheduling and conduct of all undergraduate and graduate courses. No faculty member has ownership of particular classes. The associate dean for academic programs shall be responsible for assigning faculty to teach courses, taking into account the expertise and preferences of the faculty member and student demand for classes. No faculty members should be assigned to teach a course for which they do not have the appropriate professional or academic background or preparation.

The associate dean for academic programs shall conduct annual reviews of all lecturer-T faculty teaching undergraduate or graduate courses. In doing so, the associate dean may work with any faculty who are supervising multiple sections of undergraduate courses, where some of those sections are taught by lecturer-Ts. The associate dean for academic programs shall forward the evaluations of such faculty to the associate dean for research and faculty affairs, who shall prepare annual review letters for each lecturer-T.

The associate dean for academic programs shall carry out other duties assigned by the dean.

1. Undergraduate Programs

The associate dean for academic programs shall oversee undergraduate student services, working with appropriate college staff to make sure students have access to scholarship, internship and extracurricular activities that will help them succeed at the university and prepare for post-graduate careers.

The associate dean for academic programs shall serve as the chair of the Undergraduate Curriculum Committee. In this role, the associate dean shall encourage faculty to review the existing curriculum of the college for all majors and modify existing courses or create new ones to reflect changes in the communications industries and the needs of students as they prepare for post-graduate careers. The associate dean for academic programs may convene meetings with the faculty teaching in the college's majors to discuss the curriculum for each major and consider revisions.

The associate dean for academic programs also shall supervise and coordinate preparations for ACEJMC reaccreditation visits, including the preparation of the college's self-study.

2. Graduate Programs

The associate dean for academic programs shall work with the appropriate staff to identify graduate students who are suited to work as graduate teaching assistants and to assign them to college faculty or courses in accordance with the priorities developed by the faculty.

The associate dean for academic programs shall be the chair of the Graduate Program Committee. In this role, the associate dean shall encourage faculty teaching in the graduate program to review all courses, degree programs and certificate programs to assure the curriculum is rigorous and directed to preparing students for post-graduate careers.

E. The Faculty

The college faculty shall consist of those who hold a full-time faculty position within the college at the faculty rank of assistant professor, associate professor or professor, assistant professor of practice, associate professor of practice, or professor of practice, assistant research professor, associate research professor, research professor, lecturer or senior lecturer. The college faculty shall include any member of the college administration who holds faculty rank in the college.

The voting faculty of the college shall include all members of the college faculty and those granted voting privileges under the terms of the rules and procedures of the college.

F. The Staff

The college staff assist the students and faculty by providing advising, administrative, business, and technical support duties assigned to them.

The director of business and operations shall supervise the work of all staff members.

The staff members shall elect one of their members to serve on the executive committee.

II. Faculty Committees

A. College Major Committees

1. A faculty committee shall oversee each major in the college. The committee for each major shall consist of all college faculty who teach in or conduct research in or related to that major.

2. The faculty committee for each major shall meet at least once a month during the fall and spring semesters.

3. At the last meeting of the spring semester, the faculty shall elect a chair for the coming academic year.

4. The chair for each major shall be responsible for convening meetings of the faculty, preparing the agenda for each meeting, keeping records of the meetings, and providing the meeting records to the college website.

B. Procedures for Electing and Appointing Faculty to Standing Committees

1. Election Procedures

The elected chairs of each college major committee shall be members of the Executive Committee.

2. Appointment Procedures

Members of all other committees shall be appointed. Faculty members shall respond to a survey in the spring semester asking their preferences for committee assignments for the coming academic year. In consultation with the elected chairs of the major committees, the dean and the associate dean for research and faculty affairs shall use those preferences to assign faculty to the committees before the last day of classes in the spring semester. All faculty will be assigned to at least one committee. To the extent possible, appointments will be made to include on each committee faculty of all ranks and types of appointment and from all majors in the college.

C. Committees

1. Executive Committee

The Executive Committee shall consist of the dean, the associate dean for research and faculty affairs, the associate dean for academic programs, the director of business and operations, four elected faculty members, each representing one of the majors in the college, and an elected representative of the staff. The dean shall be the chair of the committee.

The executive committee is advisory to the dean on the business and general welfare of the college and shall provide review and feedback on proposals on college operations.

The committee shall

- Propose changes or review, analyze and evaluate proposals for changes to college operations.

- Review proposals of other committees before placing them on the agenda for full faculty consideration.
- Review this Policies and Procedures document at least once a year and consider whether any changes should be made. Recommendations for changes shall take effect only after having been approved by the full faculty of the college.
- Assess emerging industry trends that could significantly affect academic programs and propose changes to ensure excellent career preparation for students.
- Advise the dean on conditions affecting the faculty, staff and students and their ability to carry out their duties.
- Advise the dean on initiatives to enhance the college's position with students, alumni, other units of the university and other journalism and communication programs in the country.
- Hear appeals from students regarding grades and other matters in which a student might consider his or her standing or performance to have been adversely affected. If a student appeals a grade, both the student and the faculty member shall be invited to present any relevant information about the grade. The committee may request additional information from either party if it deems the information necessary to a decision. Grades shall not be changed unless the student is able to prove, by clear and convincing evidence, that the grade given was the product of caprice or prejudice on the part of the instructor.
- Carry out such other duties as assigned by the dean.

2. Strategic Planning Committee

The strategic planning committee shall oversee implementation of the college's strategic plan and assess the progress of the college toward achieving its goals. The dean shall be the chair of the committee.

The committee shall:

- Review the college's strategic plan and make recommendations for changes.
- Gather information on the progress of the college toward meeting the goals set in the strategic plan.
- Advise committees within the college on progress toward achieving strategic goals.

- Recommend actions necessary for achieving college goals.
- Set priorities for committees and faculty for achieving college goals.

3. Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee is responsible for ensuring that the courses and degree programs offered by the college meet standards of excellence as judged by the college faculty, the university curriculum committee and the Accrediting Council on Education in Journalism and Mass Communications. The committee may propose curricular changes to the full faculty and shall review and make recommendations on proposals submitted by faculty members. The associate dean for academic programs shall be the chair of the committee.

The committee shall

- Establish and maintain criteria for admittance to the college's undergraduate programs.
- Receive and review faculty proposals for changes to the curriculum by adding, eliminating or altering courses. The committee may also make its own recommendations for such curriculum changes. The committee shall submit to the full faculty for final approval any recommendations for curricular changes.
- Ensure the academic bulletin and course catalog is accurate and current.
- Assess industry trends that could significantly affect academic programs and propose changes to ensure excellent career preparation for students.
- Analyze the undergraduate programs for policies and procedures that are barriers to program retention, completion and graduation and propose changes to improve the college's retention and graduation rates. This should not be construed as reducing the overall rigor of the academic programs.
- Coordinate with the college diversity committee to ensure the integration of issues of diversity, both domestic and global, throughout the undergraduate curriculum.
- Develop, maintain and oversee a comprehensive assessment program that assesses student learning on both ACE and ACEJMC learning outcomes.
- Assess how the program is meeting the ACEJMC values and competencies and university general education requirements and will record those activities and results in the appropriate archive.

4. Undergraduate Scholarship and Student Success Committee

The scholarship and student success committee administers the college's scholarship programs, internship awards, and student competitions and advises the faculty and dean on the quality of the student experience and ways to improve that experience. The assistant director of student advising shall be the chair of the committee.

The committee shall:

- Establish policies and procedures for the awarding of undergraduate scholarships, internship and student competition awards in the college of journalism and mass communications.
- Review all applications for undergraduate scholarships and awards and select recipients based upon donor agreements and established criteria.
- Propose changes to the scholarship process to maximize the utilization of scholarship funds and ensure donor requirements are met.
- Organize and oversee internship awards and student competitions in the college in accordance with donor requirements.
- Oversee student organizations, promote student involvement in such organizations, and help sponsoring faculty members expand participation in the organizations.
- Assist in developing and promoting engagement of students in college and community through initiatives and events, including guest speakers and lectures on matters of interest to the college.

5. Graduate Program Committee

The Graduate Program Committee is responsible for the quality of graduate education in journalism and mass communications and assuring that the curriculum is of such rigor as to prepare students for advanced employment in the field or further academic work in the discipline. The associate dean for academic programs shall be the chair of the committee.

The committee shall

- Establish and maintain criteria for admittance to the college's graduate programs.
- Establish the process by which students are admitted, ensuring all decisions are made expeditiously by clearly established deadlines.
- Review the college's graduate programs to ensure appropriate levels of rigor, academic and professional preparation and integration across the media spectrum.

- Receive and review faculty proposals for changes to the curriculum by adding, eliminating or altering courses, certificates or programs. The committee may also make its own recommendations for such curriculum changes. The committee shall submit to the full graduate faculty for final approval any recommendations for curricular changes.
- Ensure the graduate bulletin and course catalog are accurate and current.
- Assess industry and academy trends that could significantly affect academic programs and propose changes to ensure excellent career preparation for students.
- Coordinate with the college diversity committee to ensure the integration of issues of diversity, both domestic and global, throughout the graduate curriculum.
- Analyze the graduate programs for policies and procedures that are barriers to program retention, completion and graduation and propose changes to improve the college's retention and graduation rates. This should not be construed as reducing the overall rigor of the academic programs.
- Develop, maintain and oversee a comprehensive assessment program that assesses student learning outcomes.
- Ensure and maintain graduate faculty status for all faculty who qualify.

6. Diversity, Equity and Inclusion Committee

The Diversity, Equity and Inclusion Committee shall make recommendations for ensuring diverse representation in the college's faculty, staff and students; developing a culture of inclusion within the college; and ensuring issues of diversity and inclusion are infused throughout our curriculum. The associate dean for research and faculty affairs shall be the chair of the committee.

The committee shall

- Propose to the faculty a diversity plan for the college that addresses diversity of faculty, staff and students, college culture and climate and college curriculum.
- Monitor and evaluate issues related to diversity and inclusion in the college and advise the dean on changes to policies and procedures needed to address issues.
- Ensure implementation of the college's diversity plan and monitor implementation to ensure success.

- Annually review the college's diversity plan and make recommendations for changes.
- Advise the dean on new initiatives or changes to current initiatives, policies or procedures needed to improve diversity and inclusion goals.

7. Technology and Infrastructure Committee

The technology and infrastructure committee monitors the technology and physical needs of the college's academic programs and develops proposals, initiatives, and programs to address those needs. The director of business and operations shall be the chair of the committee.

The committee shall

- Review the college's capabilities, assess short-term and long-term needs and develop a technology proposal that advances the college's goals.
- Review and advise the dean and the faculty on the college's plan for the allocation of technology resources and physical space.
- Provide advice and suggestions on major technology and infrastructure initiatives.
- Assess trends that could significantly affect the college, including opportunities to take advantage of emerging technologies.
- Provide for faculty and staff technology training.
- Make recommendations concerning technology policy or space utilization in the college.

8. Research, Scholarship and Awards Committee

The research, scholarship and awards committee fosters research, scholarship and creative activity by the college faculty and students and oversees college awards recognizing achievement in such areas and assists faculty in pursuing university and external funding and awards. The associate dean for research and faculty affairs shall be the chair of the committee.

The committee shall:

- Receive and review nominations or applications for college awards recognizing faculty achievement and recommend award recipients.
- Review university awards available to faculty and the criteria for them and nominate or encourage applications from faculty who may qualify for such awards.

- Consult with university offices on external awards for which college faculty may be eligible and nominate or encourage applications from such faculty.
- Announce when endowed professorships become available and solicit applications from faculty.
- Review applications from faculty for professorships and make recommendations to the dean for awarding professorships.
- Recommend awards the college could establish and the criteria for such awards.

III. Faculty Meetings

A. Meetings of the Full Faculty

1. Calling and Scheduling Meetings

The faculty of the college shall meet at least once a month during the fall and spring semesters.

Faculty meetings also may be convened at the discretion of the dean or upon submission of a petition signed by a majority of the faculty.

2. Procedures

Two-thirds of the faculty shall constitute a quorum.

Faculty meetings shall be conducted according to Roberts Rules of Order. The faculty may set other rules governing its meetings. Such rules shall be compiled and included in this set of Policies and Procedures.

All matters requiring action by the faculty shall be submitted for consideration no less than seven calendar days prior to the meeting at which the action will be taken. Upon a vote of a majority of the faculty, however, a matter that was not submitted seven days prior to the meeting may be taken up as an emergency measure.

3. Records

Minutes shall be kept for all faculty meetings. The minutes for each meeting shall be reviewed and voted on at the next meeting. Once approved by the faculty, the minutes shall be posted on the college website.

The minutes shall include the full text of all measures submitted to the faculty for approval. The measures that are approved by the faculty shall be posted in

the appropriate document as quickly as possible and in no circumstance later than by the next faculty meeting.

The minutes shall include the number of faculty voting for and against any measure submitted for approval. This shall not include votes on approval of the minutes or other matters decided by voice vote.

B. Meetings of Faculty by Instructional Area

1. Frequency of Meetings

All faculty who teach or conduct scholarship in any of the majors offered by the college shall meet at least once a month, and more frequently if necessary, to consider curriculum changes, new initiatives and other matters pertinent to the major. Faculty members who teach courses in the graduate program shall meet at least once a month, and more frequently if necessary, to discuss curriculum changes, new initiatives and other matters pertinent to the program.

2. Organization

The faculty of each major group shall elect a chair. The chair shall call meetings, set agendas, see that minutes of each meeting are kept and published on the college website, and bring to the college leadership any matters the faculty wants communicated. The chair may invite to the meetings administrators, staff and guests as the faculty members may deem needed.

The chair for meetings of the graduate faculty shall be the associate dean for academic programs. The chair shall call meetings, set agendas, see that minutes of each meeting are kept and published on the college website, and bring to the college leadership any matters the faculty wants communicated. The chair may invite to the meetings administrators, staff and guests as the faculty members may deem needed.

IV. Annual Evaluation

The university requires that all faculty be evaluated annually. The evaluations are performed during the first two to three months of the calendar year. The focus of these evaluations is the faculty member's performance over the previous calendar year.

“The annual evaluation provides, on a regular basis, an opportunity to judge the progress of a faculty member's performance during the past year and to develop goals and objectives of achievement for the future; it forms the basis for any annual merit salary raises and other rewards. Cumulatively, the annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for promotion, tenure and other recognition. The annual evaluation process helps develop the best match between the faculty member's expertise and the institutional mission.” [“Guidelines for the Evaluation of Faculty” adopted by the Faculty Senate in 2001]

A. Faculty Evaluations

1. Purposes of Annual Evaluations

The annual review process is conducted in the context of each faculty member's apportionment to:

- Provide faculty members an opportunity to assess their work for the previous year and make plans for the coming year. For the faculty who are not fully promoted, this opportunity shall include discussion of the progress they are making toward promotion and/or tenure.
- Provide an opportunity for the faculty member and administrators to discuss the faculty member's contributions to the work of the college and to identify possible areas of excellence and areas of continuing development as well as ways to support accomplishing that development.
- Support the career development of each faculty member and strengthen the college as a whole.

2. Policy on Student Evaluations of Teaching Performance

a. All instructors of college courses should encourage their students to complete the university's student evaluations of teaching. UNL guidance on student evaluations, however, cautions against using bonus points or other rewards for completion of the evaluations.

b. Instructors should review the evaluations they receive and take into consideration the scores and comments as they plan their courses for the next semester.

c. The college follows the UNL guidance on interpretation of student evaluations, which says, "Student responses represent information that is fundamentally qualitative and should not be used for quantitative analysis. Any quantitative information gathered should be used for peer review and self-reflection."

3. Peer Observations of Teaching

a. Purpose and Frequency. Peer observations of teaching are an important tool for improving teaching and evaluating the classroom work of instructors. All faculty members shall have at least one peer observation of their teaching every academic year. The faculty member performing the observation should be of equal or higher rank to the faculty member whose teaching is being observed. To the extent possible, lecturer-Ts should have a peer observation at least once every academic year. The annual peer observations also will inform the more detailed peer

evaluation required for submission when a faculty member seeks tenure or promotion.

b. Forms for Peer Observations. Faculty members conducting peer observations shall use the forms available on the college website (<https://journalism.unl.edu/teaching-observation-program-top>).

4. Timeline for Annual Evaluations

- Deadline for faculty to submit materials: third Friday in January.
- Deadline for scheduling meetings with faculty: fourth Friday in January.
- Deadline for completing meetings with faculty: fourth Friday in February.
- Deadline for sending draft review letters to faculty: second Friday in March.
- Deadline for responses to draft review letters: last Friday in March.
- Deadline for final review letters to faculty: second Friday in April.
- Deadline for responses to review letters: 30 days after receipt of final letter.

5. Annual Evaluation Materials

a. Digital Measures

Faculty shall enter into Digital Measures (<https://journalism.unl.edu/digital-measuresfaculty-insights>) information about their research and creative activity, including publications; grants; awards; service; and other relevant matters. Information about courses taught and enrollments is automatically entered into Digital Measures. After faculty members have entered their materials for the calendar year, they shall have the program prepare a report for inclusion in the annual review materials.

b. Updated *Curriculum Vita*

Faculty members shall submit a current *curriculum vita* that includes all publications, grants, awards and other accomplishments throughout their career.

c. Other Materials

i. Teaching

The teaching component of the annual review materials should consist of the following:

- Student evaluations for all classes taught.
- Peer observation reports for the previous calendar year.
- A self-reflection in which faculty members, drawing upon student evaluations, peer observations and their experience, evaluate the previous year's teaching and discuss possible adjustments to improve for the coming year.

ii. Self-Reflection Statements on Other Components

Faculty members should submit a reflection statement on each component of their apportionments: research and creative activity, service, administration and extension. The reflection statements should describe what the faculty members accomplished during the previous calendar year, what obstacles they encountered, how they dealt with them, and what they have planned for the coming year. In reviewing these materials, emphasis will be placed on what was accomplished in light of unexpected opportunities and obstacles faculty members encountered and how they dealt with them.

B. Reviews of Probationary (Tenure-Track) Faculty and Not-Fully-Promoted Faculty

The university requires reviews for all personnel on an annual basis. For faculty on tenure track and faculty who have not been fully promoted, the university imposes additional review requirements.

1. Probationary (Tenure-Track) Faculty

UNL's ["Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion and Tenure"](#) identify several mandatory procedures for evaluations. Two of these mandatory procedures pertain to tenure-track faculty:

- a. In the case of probationary faculty, the supervising administrator must consult annually with the appropriate group of tenured faculty to discuss the performance of the faculty member being evaluated.
- b. The written evaluation of probationary faculty should clearly indicate any serious concern the evaluating administrator or faculty has regarding the faculty member's performance. Faculty members should be apprised, through the annual evaluations of performance, of deficiencies in time for them to take corrective action. The review will make recommendations for improvement and professional development which

will enhance the probationary faculty member's chances of eventually achieving tenure.

For the College of Journalism and Mass Communications, the “appropriate group of tenured faculty” shall be all tenured members of the faculty. Annual review materials submitted by tenure-track faculty shall be made available to the tenured faculty for review. The associate dean for research and faculty affairs shall convene a meeting of the tenured faculty no later than February 21. The tenured faculty shall elect a chair who shall preside over the meeting and draft a letter summarizing the tenured faculty’s evaluations of each tenure-track faculty member, noting any deficiencies and making recommendations for improvement and professional development to enhance each member’s chances of achieving tenure. Those recommendations shall be forwarded to the associate dean for research and faculty affairs for inclusion in the faculty member’s annual review letter from the dean.

2. Not-Fully-Promoted Faculty

This provision applies to all assistant professors of practice, associate professors of practice, assistant research professors, associate research professors and tenured associate professors. For these faculty members, the university requires reviews by fully promoted faculty once every three years. The purpose of the three-year reviews is to help faculty who are not fully promoted prepare for promotion. The relevant provision from the [UNL Guidelines](#) states:

In the case of not fully promoted faculty, either tenured or non-tenured, the supervising administrator will meet periodically, but at least once every three years, with the appropriate group of faculty to discuss the performance of the faculty member being evaluated. If the appropriate faculty group votes on a recommendation on the faculty member's status, that vote may be a secret ballot.

The associate dean for research and faculty affairs shall establish a schedule for the three-year reviews of faculty who are not fully promoted based on the date when the faculty member was hired. For assistant professors of practice, the “appropriate group of faculty” shall be all faculty holding the rank of associate professor, associate professor of practice, associate research professor, full professor, full professor of practice, or full research professor. For all associate professors, either tenured or of practice, the “appropriate group of faculty” shall be all full professors, full professors of practice or full research professors. Annual review materials submitted by faculty who are not fully promoted shall be made available to the relevant sets of promoted faculty members for review. The associate dean for research and faculty affairs shall convene meetings of the relevant sets of faculty members no later than February 21. The faculty members shall elect chairs who shall preside over the meeting and draft a letter summarizing the faculty’s evaluations of each faculty member who is not fully promoted, noting any deficiencies and making recommendations for

improvement and professional development to enhance each member's chances of securing promotion to the next higher rank. Those recommendations shall be forwarded to the associate dean for research and faculty affairs for inclusion in the faculty member's annual review letter from the dean.

C. Administrator Evaluations

All administrators in the college shall be evaluated by the dean on an annual basis. In addition, administrators shall receive cumulative reviews, usually every five years, in accordance with the procedures described in [§2.3.2.1](#) of the University of Nebraska-Lincoln Bylaws.

D. Evaluations of Lecturer-Ts (Part-Time Faculty)

The associate dean for academic programs shall be responsible for reviewing and meeting with lecturer-Ts who taught during the previous calendar year. In carrying out these reviews and meetings, the associate dean may have assistance from course coordinators who are supervising multiple sections of the same course.

The associate dean for academic programs shall submit to the associate dean for research and faculty affairs summaries of their evaluations of the work of the lecturer-Ts. These summaries shall be incorporated in annual review letters that will be signed by the associate dean for research and faculty affairs and the associate dean for academic programs and sent to the individual lecturer-Ts for signatures.

V. Guidelines and Procedures for the Evaluation of Faculty for Tenure and Promotion

Any statement on guidelines and procedures for promoting faculty and granting tenure (continuous appointment) must begin with the presumption that all faculty members will strive for excellence in all areas of their assigned duties. Typically, these duties include teaching, research or creative activity, and service. Some faculty also may have administrative or extension responsibilities. The proportion of each faculty member's responsibilities in these areas is determined by that person's apportionment, which is initially set in the letter of offer and which may be adjusted in consultation with the dean. The materials candidates submit with their applications for tenure and promotion should correspond to their apportionments. Similarly, the weight the reviewing body attaches to the materials should correspond to the apportionments.

All faculty members are expected to be productive in their assignments and to continue to improve their performance. The expectation of continuing productivity is of particular importance for faculty members who are working toward or hold tenure. The decision to award tenure to faculty members must be based on proof of their ability to perform at a high level in all areas of their apportionment and the expectation they will continue to do so. Similarly, the promotion of tenured faculty members to full professor must be based on evidence they have produced distinguished work and will continue to do so.

The introduction to the UNL Guidelines for Evaluation of Faculty notes "the work of faculty members as independent professionals is not easily categorized or measured. Because it is

inherently judgmental, the evaluation of faculty must be constrained by principles and procedures designed to protect academic freedom and to ensure accuracy, fairness, and equity.” This admonition carries special relevance for the College of Journalism and Mass Communications. Our faculty bring a diverse set of skills and insights to the task of preparing students to work in journalism, broadcasting, advertising, public relations and sports communication. The works the college’s faculty members create reflect that diversity in their nature and subject matter. The goal of these guidelines is to afford all faculty members a clearer understanding of what they must do to secure continuous appointment and promotion.

A. Criteria for Tenure and Promotion from Assistant to Associate Professor

1. Expectations for Research or Creative Works

a. Qualifying Works

Faculty who are working toward tenure and promotion to associate professor are expected to demonstrate the ability to produce research or creative works that receive or show the promise of receiving national or international recognition. The kinds of research and creative works that contribute toward a distinguished portfolio vary greatly. The faculty of the College of Journalism and Mass Communications value both research and creative works equally and do not consider one more important than the other. The following descriptions of the kinds of works that faculty members typically produce is not exhaustive but is indicative of what successful applicants for promotion and tenure have produced in the past.

i. Research

Faculty who are focusing on conducting research, a term that embraces both quantitative and qualitative research and documentary research for historical or legal studies, usually demonstrate their work in the following ways:

- Write research-based works published in peer-reviewed journals and authored books, edited books, monographs, book chapters, encyclopedia articles, conference proceedings, and book reviews.
- Edit a peer-reviewed journal or serve as co-editor or associate editor of a peer-reviewed journal.
- Edit collections of research or scholarly articles.
- Write integrative textbooks that advance the discipline.
- Present the results of research at national and international conferences.

- Develop an externally funded research program.

ii. Creative

The range of works that may fall under the heading “creative” is much greater given such works may take many forms. Here are some examples of endeavors that would fall under this heading:

- Visual art works, such as photographs or graphic designs. This includes the creation of such works; exhibiting visual works in a one-person or a group show; curating exhibitions of such works by other artists.
- Video and audio works, multimedia or slide presentations or video or audio recordings. The works may be documentaries, commentaries, or instructional materials. They may be distributed as broadcasts, podcasts, or online. Scripts or other components of video or audio work also fall in this category.
- Literary works such as books, newspaper stories or columns, and magazine articles. Generally, submissions in this area should be extended works of journalism, not fiction.
- Other evidence of creative work might include delivering invited lectures; participating in seminars and workshops; or serving in an artist/professional-in-residence program.

b. Quantity of Production

Although some universities set quantitative guidelines for the number of journal articles or other works expected from faculty members yearly or over the course of their probationary period, most say a faculty member seeking tenure and promotion should produce an extensive or substantial body of work with a unifying theme or focus. A large number of papers on many unrelated topics and published in obscure journals would be less helpful to a candidate than a smaller number of papers focused on one or two related areas of research and published in widely recognized journals.

The problem of specifying a quantity of production is compounded by the differing nature of the works faculty in the College of Journalism and Mass Communications produce. Specifying how many juried journal articles equal one book or how many photography exhibits equal one documentary film is difficult if not impossible.

The governing expectation, however, is that all faculty members pursuing tenure and promotion should demonstrate the ability to produce substantial work on a continuing basis. The work they produce should have subject matter or stylistic focus. It should also be of enough intellectual depth or artistic skill to merit national or international recognition.

c. Quality of Production

Although producing a substantial amount of research or creative work is essential for obtaining tenure and promotion, the quality of the work produced is more important. The quality of the work may be determined in a number of ways, and the criteria for research and creative works are slightly different.

Evaluating the quality of research begins with assessing the originality of the work, the soundness of the theoretical basis, the breadth and importance of the research questions, the soundness of the methodology, and the thoroughness and clarity of the presentation. The forums in which the research is published also influence the determination of quality. For research works, the preference is for publication in peer-reviewed journals. Some journals are more prestigious and have lower acceptance rates than others. If the work is a monograph, the eminence of the press publishing the work is relevant. These considerations will factor into the determination of quality.

For creative works, originality and breadth or importance of the creation are important measures of quality. Other indices of quality are the skill in the presentation of the materials, the range of materials that were accumulated to prepare the creation, the length or extent of the creation, and the clarity of the presentation. The forum in which the creative work appears also affects the determination of quality. For literary works, the identity of the publisher and the extent of the distribution of the work are relevant. For video or audio works, the distributor or broadcaster and the potential audience for the work indicate relative quality. For visual works, relevant measures are the location of the exhibition, the criteria for selection and the number of exhibitions.

Some additional factors that affect the determination of the quality of both research and creative work are citations by other researchers or authors, reviews, awards, recognition by peers, impact on the relevant professions or businesses, and contributions to the larger community. Quality can also be determined by awards of extramural funding to support research or creative works.

For both research and creative works, the reviewing faculty will make their own assessment of the work on these criteria. In doing so, they will

also draw on the evaluations by outside reviewers of the candidate's materials.

2. Expectations for Teaching

As a professional college, teaching is central to the mission of preparing students to succeed in careers in advertising, public relations, journalism, broadcasting, and sports communications. Successful candidates for tenure and promotion, therefore, must demonstrate effective teaching and dedication to teaching improvement. Candidates should engage in curriculum development through activities such as creating new courses, new degree or certificate programs, and new teaching techniques. Candidates will submit the following as evidence of teaching effectiveness:

- A statement of their philosophy of teaching and how that philosophy is carried out in their classes.
- Student evaluations from all courses taught. In accordance with university policy, the assessments will be considered qualitative assessments of the classroom experience by students. No numerical values will be used as determinative of the candidate's teaching effectiveness.
- All reports of peer observations of candidates' teaching by more than one peer reviewer through the college's Teaching Observation Program.
- A peer evaluation of the candidates' teaching prepared by senior faculty members who hold the rank the candidate is seeking.
- Evidence candidates have used peer and student assessments to modify, update or enhance classes better to meet the demands of the professional world.
- Sample qualitative student comments taken from the student evaluations from all courses taught.
- Evidence of working individually with undergraduate and graduate students in and out of class.
- Evidence of innovativeness in instruction and the development of new courses and/or new course materials.
- Evidence of advising student organizations.
- Participation in the university's Peer Review of Teaching program.

- Evidence of mentoring and helping other faculty, including lecture-Ts and graduate assistants, to improve their teaching
- Being a member or chair of undergraduate honors thesis committees and graduate committees.
- Mentoring students who receive awards in national competitions.
- Any other materials the candidates deem appropriate.

3. Expectations for Service

The members of the faculty of the College of Journalism and Mass Communications recognize the responsibility to serve the media, campus, citizens of Nebraska, and regional and national journalism and mass communications organizations. The College of Journalism and Mass Communication faculty members define service as professional or media participation and leadership in campus, regional and national academic organizations.

Typically, faculty on tenure track have a 10-percent apportionment for. This translates into membership on three or four college or university committees. If one has a leadership role in a college, campus, national or professional organization, then participation in fewer groups would be appropriate. In any case, faculty who are working toward tenure should limit their service work so that they can devote as much time and effort as possible toward research or creative work and teaching.

Generally, the service obligation is fulfilled by some combination of the following:

- Serving on college and university committees.
- Involvement in professional activities and associations related to the improvement of teaching and learning (for instance, holding national offices in teaching related associations or special interest groups, participation in national study groups, creation or leadership of professional conferences and associations focused on new and emerging issues).
- Involvement in regional, national or international industry organizations.
- National or international dissemination of instructional methods or materials.
- Service on teaching- and learning-related national review panels or advisory groups for government agencies or foundations.

- Receipt of internal or external grant funding for instruction- or training-related activities and innovations.

Faculty members seeking tenure and promotion usually have records of service and outreach activities inside and outside the college.

B. Criteria for Promotion from Associate Professor to Full Professor

Professor is the highest faculty rank in the university. Those who attain the rank have demonstrated continued excellence in research or creative activity and teaching. They also should have accumulated a strong record of service to the college, the university, the discipline or the profession. An important service expectation for tenured faculty is mentoring junior faculty, both those on tenure track and practice track. The record of a candidate for promotion to full professor should be one of outstanding accomplishment and distinction within the faculty member's field. While the rank is a reward for high accomplishment, it also carries the responsibility for the faculty member to continue to strive for productivity and excellence in research or creative activity, teaching, and service.

1. Expectations for Research or Creative Works

The qualifying works are the same as those described for tenure and promotion to associate professor (see §A.1.a. above). The quantitative and qualitative expectations are similar. The tenured professor seeking promotion to full, however, should present a record of sustained research or creative work over the time since receiving tenure. Ideally, the research or creative work should exhibit a focus on an issue or topic of importance to the discipline, the profession or the public. The work should have the extent and stature that the candidate is regarded as an expert of national or international renown on the issue or topic. The candidate's work should be appearing in forums of a high stature. Regardless of the nature of the candidate's work, it should have been evaluated by some independent reviewer prior to publication or exhibition. Such evidence may take many forms, for example juried selection for publication or presentation, editorial selection of a book or article for publication, external funding of a research or creative project, or an award presented through a contest.

2. Expectations for Teaching

A candidate for promotion to full professor should demonstrate a sustained and consistent pattern of self-growth in teaching activities and a commitment to student learning as well as leadership in curriculum development within his or her program. The candidate should be engaged in leadership in curriculum development through activities such as the development of new courses, new degree or certificate programs, and new teaching techniques. Mentoring students who receive awards in national competitions is considered evidence of teaching effectiveness, as are receiving teaching awards and excellent student evaluations.

Candidates will submit the following as evidence of teaching effectiveness:

- A statement of their philosophy of teaching and how that philosophy is carried out in their classes.
- Student evaluations from all courses taught. In accordance with university policy, the assessments will be considered qualitative assessments of the classroom experience by students. No numerical values will be used as determinative of the candidate's teaching effectiveness.
- All reports of peer observations of candidates' teaching by more than one peer reviewer through the college's Teaching Observation Program.
- A peer evaluation of the candidates' teaching prepared by senior faculty members who hold the rank the candidate is seeking.
- Evidence candidates have used peer and student assessments to modify, update or enhance classes better to meet the demands of the professional world.
- Sample qualitative student comments taken from the student evaluations from all courses taught.
- Evidence of working individually with undergraduate and graduate students in and out of class.
- Evidence of innovativeness in instruction and the development of new courses and/or new course materials.
- Evidence of advising student organizations.
- Participation in the university's Peer Review of Teaching program.
- Evidence of mentoring and helping other faculty, including lecture-Ts and graduate assistants, to improve their teaching.
- Being a member or chair of undergraduate honors thesis committees and graduate committees.
- Mentoring students who receive awards in national competitions.
- Any other materials the candidates deem appropriate.

3. Expectations for Service

Candidates for full professor should have a significant record of service to the college; the university; and professional, academic, and civic organizations. Tenured faculty are expected to carry more substantial service duties than faculty who are on tenure track. By the time faculty members seek promotion to full professor, the candidates should have a record of service to the profession through leadership positions in college, university, academic and professional organizations. This may include carrying out review functions, making presentations, holding office, and other related outreach activities to the profession and the public.

Generally, the service obligation is fulfilled by some combination of the following:

- Serving on and chairing college and university committees.
- Involvement in professional activities and associations related to the improvement of teaching and learning (for instance, holding national offices in teaching related associations or special interest groups, participation in national study groups, creation or leadership of professional conferences and associations focused on new and emerging issues).
- Involvement in regional, national or international industry organizations.
- National or international dissemination of instructional methods or materials.
- Service on teaching- and learning-related national review panels or advisory groups for government agencies or foundations.
- Receipt of internal or external grant funding for instruction- or training-related activities and innovations.

Faculty members seeking tenure and promotion usually have records of service and outreach activities inside and outside the college.

Administrative duties should not be considered service but should be specified in the faculty member's apportionment. While they are important, they are not a substitute for excellence in teaching and research or creative activity.

C. Criteria for Promotion from Assistant Professor of Practice to Associate Professor of Practice

The success of the college depends on significant contributions by faculty of practice. The nature of the work of this college requires a balance between faculty of practice and tenured and tenure-track faculty. The focus of faculty of practice is primarily on teaching and service or outreach. In general, faculty of practice will have heavier teaching and service or outreach loads than faculty on tenure lines.

While the college strongly encourages promotion of faculty of practice, the promotion process is independent of the decision to renew or not renew faculty member's contract. Faculty of practice should not be penalized for either seeking promotion or not seeking promotion. A candidate's failure to attain promotion or a candidate's decision not to seek promotion should not bear on the renewal of a faculty member's contract.

The review of faculty of practice seeking promotion should focus on the individual's apportionment of duties and the work submitted relevant to those duties. Typically, faculty of practice have their duties apportioned between teaching (usually 80 percent) and service or outreach (usually 20 percent). The materials candidates submit should reflect that apportionment, and the reviewing body should evaluate them in the same manner. Some faculty of practice may engage in research, professional work or creative work even though it is not part of their apportionments. Such work may enhance the candidate's portfolio, but the promotion decision should be based on materials submitted relevant to the candidate's apportionment. For faculty of practice who have some portion of their apportionments assigned to research, professional or creative work or administration, then materials relevant to those duties should be part of the basis for the promotion decision.

1. Expectations for Teaching

An associate professor of practice candidate is expected to be an accomplished teacher. Candidates should be able to demonstrate excellence in academic or professional instruction and mentoring of students. Candidates will submit the following as evidence of teaching effectiveness:

- A statement of their philosophy of teaching and how that philosophy is carried out in their classes.
- Student evaluations from all courses taught. In accordance with university policy, the assessments will be considered qualitative assessments of the classroom experience by students. No numerical values will be used as determinative of the candidate's teaching effectiveness.
- All reports of peer observations of candidates' teaching by more than one peer reviewer through the college's Teaching Observation Program.
- A peer evaluation of the candidates' teaching prepared by senior faculty members, selected by the associate dean for research and faculty affairs, who hold the rank the candidate is seeking.
- Evidence candidates have used peer and student assessments to modify, update or enhance classes better to meet the demands of the professional world.

- Sample qualitative student comments taken from the student evaluations from all courses taught.
- Evidence of working individually with undergraduate and graduate students in and out of class.
- Evidence of innovativeness in instruction and the development of new courses and/or new course materials.
- Evidence of advising student organizations.
- Participation in the university's Peer Review of Teaching program.
- Evidence of mentoring and helping other faculty, including lecture-Ts and graduate assistants, to improve their teaching.
- Being a member or chair of undergraduate honors thesis committees and graduate committees.
- Mentoring students who receive awards in national competitions.
- Any other materials the candidates deem appropriate.

2. Expectations for Service

Faculty of practice typically have a 20-percent apportionment for service. This may translate into service on four or five college or university committees. Faculty who have assumed leadership roles in one or more committees may serve on fewer. Similarly, a major commitment of time to an outside academic, professional, industry or civic organization may justify a reduction in the number of committee assignments. Generally, the service obligation is fulfilled by some combination of the following:

- Serving on college and university committees.
- Involvement in professional activities and associations related to the improvement of teaching and learning (for instance, holding national offices in teaching related associations or special interest groups, participation in national study groups, creation or leadership of professional conferences and associations focused on new and emerging issues).
- Involvement in regional, national or international industry organizations.
- National or international dissemination of instructional methods or materials.

- Service on teaching- and learning-related national review panels or advisory groups for government agencies or foundations.
- Receipt of internal or external grant funding for instruction- or training-related activities and innovations.

Faculty members seeking tenure and promotion usually have records of service and outreach activities inside and outside the college.

D. Criteria for Promotion from Associate Professor of Practice to Full Professor of Practice

The expectations for candidates for promotion to full professor of practice go a step further than those for promotion to associate professor of practice. Candidates for full professor of practice should merit recognition as distinguished authorities in their field and be respected by professional colleagues in their discipline. Such accomplishment is of the sort that would merit national or international recognition in appropriate arenas.

There is no set number of years that a person must serve as an associate professor of practice before applying for promotion to full professor of practice. As stated in the university's guidelines: "Ordinarily, in most units, it is highly unusual for faculty to move from Associate Professor to Professor in less than seven years." When faculty members consider applying for promotion to full professor of practice they are encouraged to first consult with the associate dean for research and faculty affairs and other fully promoted faculty for input and feedback.

As with candidates for promotion to associate professor of practice, the materials and the evaluation of them should follow the candidates' apportionments of duties.

1. Expectations for Teaching

Candidates for promotion to full professor of practice should present evidence of excellence in academic or professional instruction and mentoring of students. Candidates will submit the following as evidence of teaching effectiveness:

- A statement of their philosophy of teaching and how that philosophy is carried out in their classes.
- Student evaluations from all courses taught. In accordance with university policy, the assessments will be considered qualitative assessments of the classroom experience by students. No numerical values will be used as determinative of the candidate's teaching effectiveness.
- All reports of peer observations of candidates' teaching by more than one peer reviewer through the college's Teaching Observation Program.

- A peer evaluation of the candidates' teaching prepared by senior faculty members, selected by the associate dean for research and faculty affairs, who hold the rank the candidate is seeking.
- Evidence candidates have used peer and student assessments to modify, update or enhance classes better to meet the demands of the professional world.
- Sample qualitative student comments taken from the student evaluations from all courses taught.
- Evidence of working individually with undergraduate and graduate students in and out of class.
- Evidence of innovativeness in instruction and the development of new courses and/or new course materials.
- Evidence of advising student organizations.
- Participation in the university's Peer Review of Teaching program.
- Evidence of mentoring and helping other faculty, including adjuncts and graduate assistants, to improve their teaching.
- Being a member or chair of undergraduate honors thesis committees and graduate committees.
- Mentoring students who receive awards in national competitions.
- Any other materials the candidates deem appropriate.

2. Expectations for Service

Candidates for promotion to full professor of practice should not only be participating in college and university committees and professional and academic organizations. They should be assuming leadership roles in such groups.

Generally, the service obligation is fulfilled by some combination of the following:

- Serving on and chairing college and university committees.
- Involvement in professional activities and associations related to the improvement of teaching and learning (for instance, holding national offices in teaching related associations or special interest groups, participation in national study groups, creation or leadership of

professional conferences and associations focused on new and emerging issues).

- Involvement in regional, national or international industry organizations.
- National or international dissemination of instructional methods or materials.
- Service on teaching- and learning-related national review panels or advisory groups for government agencies or foundations.
- Receipt of internal or external grant funding for instruction- or training-related activities and innovations.

Faculty members seeking promotion usually have records of service and outreach activities inside and outside the college.

Administrative duties should not be considered service but should be specified in the faculty member's apportionment. While they are important, they are not a substitute for excellence in teaching and research or creative activity.

E. Process for Considering Applications for Tenure and/or Promotion

1. Timeline for Tenure and Promotion Applications and College Review

The promotion process begins in the spring semester of the academic year before the application is submitted. Candidates for tenure must submit their applications in their sixth year at UNL, unless they have received an extension of their probationary period or have been a faculty member at another university for which they have been granted credit toward tenure. Candidates may apply for tenure before the sixth year, but such applications are rare and should be submitted only after consultation with the dean. Failure to apply for tenure during the last year of a faculty member's probationary period is essentially an announcement of resignation from the university.

The decision on tenure and the decision on promotion to associate professor are separate decisions, but at UNL, the two decisions usually are made at the same time.

All persons seeking tenure and/or promotion shall have their applications and supporting materials reviewed by the faculty; however, the composition of the relevant faculty group for reviewing the applications varies. For all faculty seeking tenure and promotion to associate professor, the review shall be conducted by all tenured faculty. For all assistant professors of practice seeking promotion to associate professor of practice, the review shall be conducted by all faculty holding the ranks of associate professor, associate professor of practice, or associate research professor or higher. For all associate professors, associate professors of practice, or associate research professors seeking promotion to full

professor, full professor of practice, or full research professor, the review shall be conducted by all full professors, full professors of practice or full research professors.

Faculty members seeking promotion or tenure should discuss the matter with the dean and associate dean for research and faculty affairs no later than the end of February of the academic year before they apply. The purpose of this consultation is to make sure the candidate is aware of the procedures and required materials. Also, at this time, candidates and the associate dean shall commence the process of identifying outside reviewers for the candidate's promotion file. The university requires a minimum of three outside reviews from faculty members at Research 1 universities. For faculty seeking tenure, the reviewers must be tenured and hold the rank of associate professor or higher. For faculty seeking promotion, the reviewers must hold the rank the candidate is seeking or higher. In some instances, additional reviews may be sought from tenured faculty who are not at Research 1 universities.

Both candidates and the associate dean for research and faculty affairs shall suggest up to six possible reviewers each. At the same time, candidates shall complete the UNL form indicating whether they waive the right to know the identity of the reviewer and the reviewer's evaluation. The list of potential reviewers shall be submitted to the relevant set of faculty members for review no later than March 31. Candidates also shall review the list of potential reviews. Once the faculty and the candidates have approved the list, the associate dean shall write to potential reviewers asking them to review a candidate's portfolio. The candidates' waivers and most recent curriculum vitas shall accompany the letters. This process shall begin no later than April 15 and continue until the requisite number of reviewers has been secured.

The candidates shall submit their external review files (see §2.b. below) to the associate dean for research and faculty affairs no later than May 15. The external review files shall be forwarded to the external reviewers by June 1 or as soon as the person has agreed to perform the review. The associate dean shall ask the reviewers to submit their reviews, along with their curriculum vita, no later than August 31.

Candidates shall submit to the associate dean for research and faculty affairs the full tenure and/or promotion file (see §2.a. below) by the end of the Friday before the first day of classes for the fall semester. The file, along with the external reviews, shall be made available to the college faculty who will review the application no later than September 1. The faculty reviewers shall have until September 30 to review the file of each candidate for tenure or promotion.

The associate dean for research and faculty affairs shall convene a meeting of the faculty reviewers for the purpose of voting on the pending applications for tenure and/or promotion. The meeting shall be held no later than October 15. The faculty reviewers shall elect a chair to preside over the meeting and write

the letters summarizing the debate and conclusions, including the vote on both tenure and/or promotion, about each candidate whose application is under consideration. The letters shall be approved by each faculty member eligible to vote on the application as representative of the discussion and conclusions. All faculty are required to vote on each application on which they are eligible to vote and to provide comments of support or dissent. If a faculty member is unable to attend the meeting, that person shall vote by proxy. The associate dean shall turn the proxy over to the elected chair of the meeting, who shall include it in the final vote on the candidates.

The elected chair of the faculty reviewers shall forward the approved letter to the candidate and to the associate dean for research and faculty affairs. If the faculty recommendation is negative and a candidate wishes to appeal, the candidate shall immediately notify the chair of the tenured faculty of the intent to appeal. The candidate shall have two weeks to submit a response and offer any additional information that might be relevant. The faculty reviewers shall meet to consider any objections and new information within two weeks of receiving candidates' letters. The faculty shall vote again, and the chair shall summarize the discussion and conclusions, including the vote, in a letter. All faculty are required to vote on each application on which they are eligible to vote and to provide comments of support or dissent. If a faculty member is unable to attend the meeting, that person shall vote by proxy. The associate dean shall turn the proxy over to the elected chair of the meeting, who shall include it in the final vote on the candidates. Once the letter has been reviewed and approved by all tenured faculty, it shall be sent to the candidate and the associate dean for research and faculty affairs.

The associate dean for research and faculty affairs shall forward the candidate files, including external review letters and the letter from the faculty reviewers, to the dean no later than November 15. The dean shall make an independent review of all the materials and prepare a letter either supporting the application for tenure and promotion to associate professor or opposing it. The dean's letter shall be sent to the candidate no later than December 15. If the dean's recommendation is negative and the candidate wishes to appeal, the candidate shall immediately notify the dean of the intent to appeal. The candidate shall have two weeks to submit a letter of appeal to the dean along with any information the candidate considers relevant. The dean shall make an independent review of the appeal and any additional materials and prepare a letter either supporting the candidate's application or opposing it. The letter shall be sent to the candidate no later than January 15.

All materials for candidates seeking tenure and promotion to associate professor shall be forwarded to the office of the executive vice chancellor of the university no later than January 31.

All materials for candidates seeking promotion only shall be forwarded to the office of the executive vice chancellor of the university no later than February 28.

2. Required Materials for Tenure and Promotion Applications

Candidates are required to submit one combined pdf and one hard copy of their "file," one copy of their "appendix" and one combined pdf and one hard copy of their "external review file." All items must be submitted to the Dean's office by 5 p.m. the Friday before fall semester classes begin.

a. "The File" - one combined pdf and one hard copy

The "file" must be submitted first as a single pdf saved to a designated electronic folder. The naming convention for this file should be Last Name, First Name (Tenure File or Promotion File or, Recommendation Form) and appropriate year, i.e., Smith, Joe Promotion File 2022. Original electronic documents must be used whenever possible and scans of hard copy documents should only be used when necessary. The file must include "bookmarks," with each bookmark representing the appropriate page, rather than a section cover sheet. Second, one paper copy in a three-ring binder that is divided using tabs as labeled below. Items must be included in the binder(s) in the order indicated. Items to be added by other individuals (as indicated in the Person Responsible column) will be added immediately after submission or as the process unfolds, whichever is appropriate. Items should not be inserted in the binders in plastic sleeves/sheet protectors. Additional information/documentation will be included in the appendix and should not be included in the "file."

I. Administrative Section (to be prepared by the college)

- A. Appropriate transmittal form
- B. Original letter of offer and any attached MOUs
- C. Annual evaluations
- D. Reappointment letters by the dean
- E. Promotion and tenure evaluations, as applicable, in this order
 1. Internal evaluations
 - a) Letter from college or committee
 - b) Letter from the dean(s)
 2. External reviews, to be preceded by
 - a) Sample letter soliciting evaluation
 - b) Candidate's waiver form
 - c) Brief statement of how external reviewers were chosen, a brief justification of why they are positioned to provide a review, their qualifications, and their relationships to candidate

F. Teaching information

1. Peer evaluation of teaching (This peer evaluation is a review of the candidate's teaching based on an examination of syllabuses, student evaluations and peer observations.)
2. Completed Course Listing and Evaluation Form

II. Candidate Section (to be prepared by candidate)

A. Curriculum Vitae (clearly note refereed or juried work; extent of contributions if collaborative work).

B. Candidate Statement identifying that portion of the candidate's work that in the candidate's judgment represents that person's most significant work, explains why the candidate thinks this work is significant, and points out what its impact has been or will be. This statement should reference supporting materials in the Appendices, should be at most 15 pages, and should address all areas of the candidate's apportionment. As a guideline, the proportion of the narrative should approximately match the proportion of the apportionment. For example, a faculty member with apportionment of 40% teaching, 40% research, and 20% service might write a statement with 3-6 pages on teaching, 3-6 pages on research, and 1-3 pages on service; faculty members should adjust this guideline based on their own apportionment.

1. Teaching goals, practices, accomplishments, and summary of evidence that documents local and broader impact (must be included if candidate's apportionment includes teaching)
2. Research/Creative Activity goals, achievements, significance and impact (must be included if candidate's apportionment includes research/creative activity)
3. Service goals, achievements, significance, impact at the department, college, university, professional and community levels (must be included if candidate's apportionment includes service)
4. Extension goals, achievements, significance and impact (must be included if candidate's apportionment includes extension)
5. Administration goals, achievements, significance, and impact (must be included if candidate's apportionment includes administration)

"The Appendix" - 1 copy

The appendix items should fully support the candidate's case for promotion and tenure, as outlined in the candidate statement. The candidate entirely prepares the appendix.

The appendix can be submitted in whatever format the candidate believes best demonstrates their accomplishments. However, the appendix should be clearly labeled and include a complete table of contents.

Candidates should include only the following:

- Significant and relevant information
- The information referred to in the Candidate Section
- Information required by the college

Possible examples of supporting evidence in the following areas are listed below.

- Quality and Effectiveness of Teaching
 - Student evaluations
 - Course portfolio
 - Number of undergraduate advisees
 - Curriculum/course development
 - Student achievement/outcomes
 - Number of graduate students produced
 - International activity
 - SOTL activities (Scholarship of Teaching and Learning)
- Quality of scholarly, professional, and creative activity:
 - Publications (including electronic)
 - Performances/exhibitions
 - Reviews
 - Citations
 - International activity
 - Funded grant proposals
- Quality and significance of professional and institutional service activities:
 - Editorships
 - Committee service (department, college, university)
 - Leadership in professional organizations
 - International activity
 - Community service related to assignment
- Quality and significance of extension activities:
 - EARS (Extension Accomplishments Reporting System)
 - Citations
 - Programming highlights and impacts
 - Publications

- International activity
- Funded grant proposals

b. External Review Files - one combined pdf and one hard copy

The external review files must be submitted in two ways. First, as a single pdf saved to a designated box folder. Last Name, First Name (Tenure File or Promotion File or, Recommendation Form) External Review and appropriate year, i.e., Smith, Joe Promotion File External Review 2022. Original electronic documents must be used whenever possible and scans of hard copy documents should be used only when necessary. The external review file must include “bookmarks,” with each bookmark representing the appropriate page, rather than a section cover sheet. Second, four paper copies in three-ring binders or professionally bound. The paper copies should include a table of contents and dividers to facilitate the review. The

External Review files should include: Current College Promotion and Tenure Guidelines

- Curriculum Vita
- Candidate Statement
- Selected evidence of the quality and effectiveness of the candidate’s teaching; scholarly, professional, and creative activity; professional and institutional service; and extension activities, as appropriate to the candidate’s apportionment.

VI. Academic Curriculum

A. Procedures for Initiating Undergraduate Curriculum Changes

Proposals for changing the undergraduate curriculum may start with

- An individual faculty member.
- A group of faculty members.
- The Undergraduate Curriculum Committee.
- An administrator.

A proposal could suggest creating a new course, changing an existing course, abolishing an existing course, changing the graduation requirements for a major, or changing the graduation requirements for all students in the college.

Proposals shall be submitted to the associate dean for academic programs. If the proposal consists of the creation of a new course, it must include a statement of the purpose of the course and a tentative syllabus for the course. If the proposal calls for the elimination of a course or the modification of the requirements for a major, it must describe the purpose of and justification for the elimination or modification.

Where the proposal is for a course in a specific major, the associate dean for academic programs shall submit the proposal to the faculty who teach in that major to discuss and vote on the proposal. If the faculty who teach in that major approve the proposal it shall be submitted to the Undergraduate Curriculum Committee. If the committee approves the proposal, it shall be submitted to the full faculty of the college. If the full faculty approves the proposal, it shall be submitted to the University Curriculum Committee for final action.

Where the proposal affects requirements for all students in the college or is for a course that would be required for or open to all majors or offered by the college to students who are not majors in this college, it shall be submitted directly to the Undergraduate Curriculum Committee. If the committee approves the proposal, it shall be submitted to the full faculty. If approved by the full faculty, it shall be submitted to the University Curriculum Committee for final action.

B. Procedures for Initiating Graduate Curriculum Changes

Proposals for changing the graduate curriculum may start with

- An individual faculty member.
- A group of faculty members.
- The Graduate Program Committee.
- An administrator.

A proposal may suggest creating a new course, changing an existing course, abolishing an existing course, changing the graduation requirements, or creating or changing the requirements for a certificate program.

Proposals shall be submitted to the associate dean for academic programs. Proposals should include a statement of the reason for the change and, where it involves creating or changing an existing course, a tentative syllabus for the course.

The associate dean for academic programs shall submit the proposal to the Graduate Program Committee. If the committee approves the change, it shall be submitted to the full faculty. Proposals to add or change courses are final with faculty approval. If the proposal involves the creation of a certificate program or a degree program, it will require approval from the UNL Academic Planning Committee and the Nebraska Coordinating Commission for Post-Secondary Education.

VII. Academic Programs

A. Syllabus Policy

Faculty must prepare a syllabus for each course they teach. The syllabus must include information contained in the [syllabus template](#) available on the college website. The syllabus must provide students an accurate description of the course, the assignments, required texts and other materials, and the grading scale and criteria. The syllabus must be posted on Canvas before the start of the academic term. Faculty must send their syllabuses to the administrative associate no later than the first Friday after the start of the term.

B. Classes with Multiple Sections

Students who take classes with multiple sections taught by different instructors should have substantially similar experiences and preparation. Such classes should use a single syllabus with adjustments for only such matters as class dates and times. All faculty teaching a section of a class with multiple sections must follow the standard syllabus for that class. All must use the same textbook, have similar assignments and expectations, and use the same communication channel, if one is specified for that class. Because many of the classes with multiple sections are foundational ones that prepare students for later courses, a high degree of uniformity in the class is essential so that all students will be well prepared for more advanced studies.

C. Canvas

The University of Nebraska-Lincoln uses Canvas as its learning management system. Faculty members shall use the system for posting course documents, communicating with students, recording grades and other class functions. They can learn about the system through the [online tutorial](#) available through the college website. Those who are teaching a course with multiple sections should follow the policies for using Canvas set forth in the standard syllabus.

D. Class Meetings

Every class that meets in person has a scheduled time and place to meet. The university prohibits moving such a class to a different time because students sign up for multiple courses and changing times may upset their schedules. Also, many students work or have outside activities that prevent them from meeting at times other than the scheduled times. Classrooms may be changed, but only with the approval of the associate dean for academic programs and the college staff person in charge of scheduling rooms. If a room change involves one of the general purpose classrooms in Andersen Hall (Rooms 15 or 109), approval from the Office of the Registrar is necessary.

E. Grade Policies

[Section 5.3](#) of the Board of Regents Bylaws requires that all students receive an evaluation of their performance during the course of the semester, if requested. All

students must receive either a final grade or an incomplete at the end of the semester. Unless course requirements specify otherwise, all students majoring in the College of Journalism and Mass Communications must receive a letter grade for courses in any major in the college. The grade a student receives should reflect the instructor's honest evaluation of a student's work.

To provide early feedback to students and improve retention efforts, instructors should assign and provide a grade and feedback on the first assignment within the first two weeks of the semester. Instructors should ensure all grades are posted and current at midterm.

For students expecting to graduate at the end of the semester, instructors must submit degree grades in advance of the final grade. The degree grade given should indicate the lowest possible grade that student might receive at the end of the semester.

F. Incomplete Grades

Instructors may give the grade Incomplete or "I" only when a student is unable to complete a course due to illness, military service, hardship, or death in the immediate family. Incompletes will be only given if the student has already substantially completed the major requirements of the course. A contract for how and when the students will complete the course requirements must be approved by the student and the instructor.

G. Grade Appeals

[Regents Bylaw 5.3](#) specifies that students have the right to appeal grades they consider the product of caprice or prejudice on the part of the instructor. The provision requires the college to have a process for resolving disputes about grades.

Students first should talk to the instructor to seek a mutual understanding about the grade. If they are unable to agree, students may appeal the grade to the associate dean for academic programs. The associate dean may ask the instructor for information about the course, the grading policies and how the appealing student's grade was determined. The associate dean also may request information about the distribution of grades for other students in the class. Such information should be anonymized. The associate dean also may ask the student to explain the basis for believing the grade is the product of caprice or prejudice on the part of the instructor. Based on the evidence presented by the student and the instructor, the associate dean shall render a judgment. If the judgment is that the preponderance of the evidence shows the grade was the product of caprice or prejudice, the associate dean shall ask the instructor to change the grade.

Either the student or the instructor may appeal an adverse decision by the associate dean for academic programs to the Executive Committee. The evidence the student and the instructor presented to the associate dean shall be forwarded to the committee. The committee may request additional information from either or both parties. The committee, at its discretion, may schedule a hearing at which the student and the instructor may present evidence and answer questions. The burden of proof in such disputes is on the student to show by a preponderance of the evidence that the grade was

the product of caprice or prejudice on the part of the instructor. The decision of the committee shall be by majority vote. If the decision is that the grade was the product of caprice or prejudice by the instructor, it may order the grade to be changed. If the instructor refuses to change the grade, the associate dean shall administer the grade change.

F. Faculty Office Hours

Faculty shall post on Canvas, in their syllabuses and outside their offices, the hours during which students may expect them to be available for conferences. In the alternative, faculty may ask student to schedule appointments for conferences. In either case, faculty shall make reasonable efforts to accommodate all students who need advice or assistance.

VIII. Support for Research and Creative Activity

A. College Grants

1. Description

Internal funds are available from the College of Journalism and Mass Communications to support research, scholarship and creative activities through biannual competitions.

These funds will provide seed money for projects that will enhance the grantee's ability to obtain external funding to support prominent scholarly work or creative activity. Priority will be given to eligible faculty who propose projects of high promise and who make a compelling case that this funding is critical to their success. The College of Journalism and Mass Communications will award these grants based upon the merits of the project and the availability of funds. All professors and professors of practice, regardless of rank, are eligible to apply for a seed grant. Professors holding professorships that provide operating support are ineligible to apply.

2. Program Objective

The seed grant program is designed to enable faculty to begin or extend projects that are likely to:

- Lead to peer-reviewed publication.
- Lead to national or international presentation or exhibition.
- Lead to other appropriate national or international exhibition.

3. Limitations

Funding is limited. Applications are limited to a maximum request of \$5,000. However, applications less than \$2,000 are more likely to be funded. Projects that are well thought out, reasonable in their size and scope, provide a detailed budget, provide a detailed plan to pursue external funding, and are likely to result in peer-reviewed publications or national/international presentations or exhibitions are more likely to be supported.

Applications will be considered in the order in which they are submitted. Faculty members are limited to two applications per year. Awards will be limited by available funding and applications may not be funded or may only be partially funded. Not all applications will be funded. Funds will not be awarded for work already completed.

4. Allowable and Unallowable Costs

All projects must comply with all University of Nebraska-Lincoln research policies, including policies related to human and animal subjects. Questions related to UNL's research policies should be directed to the Office of Research Responsibility.

The College of Journalism and Mass Communications will abide by all UNL purchasing and expenditure policies. All purchases must be pre-approved according to the established college process.

Funds cannot be used to support, replace or supplement faculty salaries.

5. Procedures for Applying

Funding Proposals should include:

- 250-word abstract
- 3-page (maximum) proposal that includes sufficient detail to convince reviewers of the projects scholarly merit and relevance
 1. Introduction
 2. Pose a clear research question
 3. Situate the project in existing literature
 4. Short term-objectives and a description of how the project fits into the applicant's long-term plan for scholarship
 5. Explanations of how the project fits with the applicant's previous/other research.
- Proposed Plan

1. Describe data/information sources, method of analysis, and expectations regarding outcomes.

2. Identify specific research/scholarly activities to be conducted, and how these activities will enhance the applicant's future research and scholarship.

3. Describe what the funds will accomplish that cannot be achieved through other means.

- Timeline for external funding proposal submission

1. Identify specific external funding opportunities (program and funding agency), submission deadlines and submission timeline

2. Articulate the fit of the proposed project, explaining how the project aligns with the program priorities.

- List of Key Personnel: Include a 250 biographical summary for all faculty not in the College of Journalism and Mass Communications.

- Current & Pending Support: List all funded and pending internal (university) or external grants for all faculty involved in the project, including title, award amount, funding period and fund agency. Include a summary of all previous funding from the College of Journalism and Mass Communications in the last five years.

- Include a budget (1 page maximum) and budget justification (1 page maximum).

The college's Research, Scholarship and Awards Committee will consider applications. Those applications that are funded will receive a cost object for their project or program. All expenses associated with the project should be charged to the given cost object. It is the applicant's responsibility to ensure expended funds do not exceed the awarded amount.

6. Criteria

The following will be considered when making funding selections:

- Significance of the project or program proposed
- Relationship of the project to the college's strategic priorities
- Number of awards or other college allocations previously received by the applicant

- Expected outcomes of peer-reviewed publication, national or international presentation or exhibition, enhanced student learning, or curriculum innovation
- Complete justification of all expenses
- Other sources of funding

Preference will be given to:

- Applications that have a detailed plan to pursue external funding
- Applicants who have completed the NuRamp basic training modules
- Applicants who do not have other college funding allocations

7. Reports

Applicants who receive funding shall submit a report (maximum of 1 page) on the results or status of their project within 90 days of the funding end date. The report should detail how well the project met the stated goals and objects.

B. Research Awards Program

1. Research and Extramural Funding Awards Program

The Research and Extramural Funding Awards program is designed to use salary release dollars from extramural grants to reward and encourage extramural funding procurement and publication of research results. In addition to advancing the industries we serve and our mission as a Carnegie Research 1 institution, extramural funding provides revenue to support facilities and administration. The Research and Extramural Funding Awards program is being established to encourage activities that will increase this source of revenue by incentivizing grant procurement, research publications and new grant proposals.

2. CoJMC provides three distinct mechanisms for rewarding faculty under the auspices of the Research and Extramural Funding Awards program.

- First, 2.5% of the faculty salary funds (2.5% of the salary release dollars contributed by each investigator) bought out with external grants or contracts will be spent by the College to fund internal grants to support research and creative activity.
- Second, 50% of the remaining funds available (i.e., 5% of the salary release dollars contributed by each investigator) will be returned to investigators who secured those funds as non-recurring salary for the hard work done and for the prestige and resources brought to the College.

c. Third, 50% of the remaining funds available will be allocated to reward activities that increase research program prestige and productivity.

The College allocates this third set of funds as follows:

a. Twenty-five percent (25%) of the remaining funds will be allocated to faculty who receive acceptance either of first-authored articles in top-tier research journals in journalism or communication (not teaching journals) or original scholarly books (not textbooks or the compilation of others' work in edited books). A scholarly book of original journalism or communication research will be considered the equivalent of three journal articles. This total pool of funds will be divided by the number of such acceptances by all faculty in the college in the period January 1 of the preceding academic year to December 31 of the current academic year (the award year). (For example, if there were a total of seven such acceptances for research journal articles and one scholarly book in the College during this period and the available funds were \$2,000, then each first author of a research journal article accepted would receive \$200 and the first author of the book would receive \$600). Each faculty member will receive a non-recurring increase in their salary of that amount for each acceptance. The maximum amount awarded per acceptance, however, no matter the total funds available, will be \$1,000 for a journal article or \$2,000 for a scholarly book.

b. Twenty-five percent (25%) of the remaining funds will be allocated to faculty who submit a new grant proposal or competitive renewal proposal as a principal investigator (with a minimum of \$50K in direct costs from an extramural source) for the first submission, between January 1 and December 31. As in item 1 above, this pool will be divided by the number of such submissions, and each faculty member will receive a non-recurring salary increase of that amount for each submitted proposal. The maximum amount awarded per submission, however, no matter the total available funds in this category, will be \$1,000.

3. List of research journals for publication awards:

Journalism and Mass Communication Quarterly
Journalism and Communication Monographs
Journal of Broadcasting and Electronic Media
Journal of Computer-Mediated Communication
Communication Methods and Measures
Journal of Communication Inquiry
International Communication Research
Journal Communication Law and Policy
Mass Communication and Society
Journal of Media Ethics

Communication, Culture & Critique
Communication Monographs
Communication Research
Communication Theory
Journal of Communication
Annals of the Association (Communication Yearbook)
Journalism
Journalism Studies
Journalism History
Community Journalism
Digital Journalism
Electronic News
Newspaper Research Journal
Visual Communication Quarterly
New Media and Society
Social Media and Society
Human Communication Research
Journal of Applied Communication
Research Health Communication
Journal of Health Communication
Journal of Advertising
International Journal of Advertising
Journal of Advertising Research
Public Relations Review
Journal of Public Relations Research
Management Communication Quarterly
Journal of Sports Media
Communication and Sport
International Journal of Sport Communication
Plus any journal with an impact factor of 2 or above.

C. Course Buyout Policy

1. The College of Journalism and Mass Communications will allow a faculty member to buyout one class per year provided that person meets the necessary criteria.

The primary concern that must be addressed when a faculty member applies for teaching buyout is the need to maintain a high-quality educational program at the College of Journalism and Mass Communications. It is also important that teaching buyouts be consistent with college policies and that guidelines for granting buyout be consistently applied across the college. Further, the process should be transparent in that the faculty members utilizing a buyout and the rate of each buyout are disclosed to the entire college.

2. The following criteria provide the basic guidelines by which faculty buyout requests will be considered:

- a. Buyouts are intended to provide release time for faculty with research commitments and external funding. The extent of a faculty member's research commitment and external funding will be considered when buyout requests are evaluated.
- b. Buyouts are intended to benefit the College by enhancing research productivity without adversely affecting teaching.
- c. The cost of a buyout of a single course will be 12.5% of a faculty member's academic year salary.
- d. If the cost of hiring an adjunct to teach the affected course is greater than 12.5% of the faculty member's academic year salary, the dean may request a higher buyout amount.
- e. Adjuncts must be capable of providing a high quality of instruction. The associate dean for academic programs will seek input from faculty within the affected program regarding the best available instructor, including individuals outside of those nominated in the request for a buyout. The final decision regarding selection of a lecturer will rest with the dean. The decision will be based upon the dean's evaluation of which of the possible candidates will provide the best educational program for the students. It is important to note that faculty buyout is a privilege that may not be available due to a shortage of qualified lecturers.

3. CoJMC Faculty interested in a course buyout must formally request the buyout in writing. The request must be submitted 90 days before the beginning of a semester to the associate dean for research and faculty affairs in order to allow maximum flexibility in determining the appropriateness of the request and adjusting teaching assignments to maintain educational quality. If the associate dean approves the request, that person will forward it to the dean for final approval. The written request for buyout must include the following information:

- a. The number and name of the course(s) to be bought out.
- b. An explanation of the purpose of the buyout that identifies faculty member's intended use of the additional time and how the buyout will benefit the college.
- c. Identification of the source of the buyout funds.
- d. The significance of the faculty member's research and external funding during the semester for which the buyout is requested.
- e. Identification of possible adjuncts who can teach the class. The candidate's resume and a summary of that person's teaching and professional experience should also be provided. Finally, the candidate's relationship to the faculty proposing the buyout should be clearly explained, including potential conflicts of interest.

4. Other limitations on faculty buyout include:

- a. Even when someone buys out of a class during the year, course buyout is not the equivalent of faculty development leave or a leave of absence.

Faculty are expected to continue to work with students, supervise graduate students and fulfill college service requirements.

b. The Chancellor's Faculty Residency Policy must continue to be observed. This policy states that faculty members are expected to be present on campus in order to hold office hours, teach, and advise students. (Faculty Residency Policy).

c. UNL's policy on outside employment must continue to be observed. This policy requires that any outside employment requiring more than two days a month must be approved by the board of regents. (Outside Activity Policy).

d. UNL's travel policy requires faculty to notify the dean any time they are away from campus during their academic appointment, including both business and personal travel. Faculty must also notify the dean when they are participating in business-related travel at times not during their appointment (i.e. summer). When travel is funded by the university faculty must obtain approval of a memo of absence and a pre-travel authorization in Firefly. When travel is funded through other means or is personal in nature, approval of a memorandum of absence must be obtain. This policy must continue to be observed during all course buyout situations.

D. UNL Grants and External Grants

The University's Office of Research and Economic Development offers a range of resources available for seeking funding from the university or from external sources. Faculty should consult the [information for researchers](#) on the ORED website and the information available on the website for the [Office of Sponsored Programs](#).

E. Faculty Development Leaves

1. Purpose and Criteria

The purpose of faculty development fellowships (or leaves) is to provide faculty members an opportunity to strengthen and update their scholarship and to engage in research so that they may be better able to fulfill the university's mission of developing new knowledge.

All full-time faculty holding the rank for six years or more of assistant, associate or full professor or assistant, associate or full professor of practice may apply for a faculty development leave. Faculty members who have received such leave may not apply until another six years have elapsed.

Leaves are awarded by the [office of the executive vice chancellor](#) on a competitive basis. [Section 4.2.3](#) of the Board of Regents Policies says: "A Faculty Development Fellowship provides full pay for one-half of the normal annual appointment period, or 50% of regular pay for all of the normal annual appointment period. In the latter case, the faculty member may accept outside

funds as a supplement, up to the level of the faculty member's normal full-time compensation. The University will continue to make its full contribution to the various employee benefit programs in which the individual is enrolled.”

Faculty members planning to apply for faculty development leave should consult with the associate dean for research and faculty affairs and the dean as early as possible in the process.

2. Application Process

Applications will be processed by faculty affairs in the executive vice chancellor's office as they are received. However, to enable appropriate planning both for the faculty member requesting the leave and for the university, it is recommended that applications for fall or academic year leaves be received by March 1 and applications for spring leaves be received by September 1. Colleges and departments may have additional deadlines.

Consult with the associate dean for research and faculty affairs and the dean about the appropriate time to apply for a faculty development leave and any unit-specific information that may apply. All requests for faculty development leave must contain:

- The [Application for Faculty Development Fellowship](#), with all appropriate signatures.
- A statement by the applicant (typically at most three pages) describing the proposed project. This statement should include an updated report on the activities and accomplishments from any previous paid leaves, a description of the work to be undertaken during the proposed leave, and an explanation of the benefits of the proposed leave to the university and the faculty member.

IX. Process for Handling Complaints Against Staff or Faculty

A. General Statement

This policy governs the internal handling of complaints brought against any member of the College of Journalism and Mass Communications staff or faculty. The complaints may come from other members of the staff or faculty, staff or faculty in other colleges, students, parents, or the general public. This policy does not cover complaints that raise issues under Title IX (such as sexual misconduct), which should be directed to the [Title IX coordinator](#) in the UNL Office of Institutional Equity and Compliance. Nor does it cover complaints that allege violations of federal, state or local laws, which should be directed to the appropriate law enforcement authorities.

B. Filing and Recording Complaints

Complaints regarding the conduct of a member of the college faculty should be brought to the associate dean for research and faculty affairs. Complaints regarding the conduct of a member of the college staff should be brought to the director of business and operations. The associate dean or director shall gather basic information about the complaint, including the name of the complainant, person against whom the complaint was made, the date, the nature of the complaint, and the response taken by the associate dean or director. The information shall be entered into a database accessible by only the director of business and operations, the associate dean for research and faculty affairs, the associate dean for academic programs, and the dean.

C. Investigation and Response

The associate dean or director shall confer with the person against whom the complaint was made. The identity of the complaining party ordinarily should be kept confidential, but the person against whom the complaint was made should be informed in as much detail as possible of the nature of the complaint. The target of the complaint shall be given the opportunity to respond or explain the events or situation that led to the complaint. If the matter can be resolved to the satisfaction of all parties through these discussions or if the associate dean or director concludes, on the basis of evidence from all parties, that the complaint lacks merit, the matter shall be deemed closed. The associate dean or director shall enter the resolution of the complaint in the database for complaints.

If the conversations with the parties involved do not lead to a satisfactory resolution or if the associate dean or director deems the matter serious enough to warrant more formal action or penalty, then the associate dean or director shall prepare a written statement summarizing the complaint, explaining why an informal resolution was impossible, and recommending a sanction for the faculty or staff member against whom the complaint was made.

The written statement shall be submitted to the dean, who may make an independent investigation of the complaint and who may approve, modify, or reject the proposed action or sanction. The dean shall send a letter containing a final judgment to the faculty or staff member against whom the complaint was made. The faculty or staff member shall have the opportunity to respond in writing. Both the statement of the associate dean or the director and the target's response shall be included in that person's personnel file.

D. College Appeal Process

The faculty or staff member against whom the complaint was made shall have the opportunity to appeal any adverse judgment to an appeals committee consisting of the five elected members of the college Executive Committee. The request for an appeal should be submitted in writing to the dean of the college, who shall schedule a meeting of the appeals committee and transmit all documents on the matter to the committee members. The committee members shall elect a chair to preside over the deliberations and write a report. The committee may request any additional documents it deems

relevant and may hold a hearing to take evidence from any of the parties involved, if it considers such evidence helpful in reaching a decision. Once the committee is satisfied it has the necessary information, it shall discuss the matter and vote on whether to affirm the judgment of the dean or overturn it. The chair of the appeals committee shall write a report summarizing the committee's decision, including the vote of the members, and the reasons for the decision. That letter shall be sent to the dean, the person who filed the complaint and the target of the complaint. It shall become part of the personnel file for the faculty of staff member against whom the complaint was brought.

E. Appeals Beyond the College

If the decision of the Executive Committee is adverse to the staff or faculty member against whom the complaint was made, that person has access to appeals processes outside the college. If the person is a member of the college staff, that person can use the grievance process available through the [UNL Office of Human Resources](#). If the person is a member of the faculty, that person can appeal the decision through the procedures established by the [UNL Academic Rights and Responsibilities Committee](#).

X. Business Procedures

A. Purchases

B. Travel

1. Faculty Travel

Travel at CoJMC

All travel on behalf of the University of Nebraska-Lincoln must comply with the University Travel Policy.

a. Mileage

The College of Journalism and Mass Communications does not pay mileage for any travel within the city of Lincoln, including transportation to the airport.

b. Funding

The college provides resources to support faculty travel in support of the teaching, research and service missions of the college.

c. Pre-tenure faculty

It is expected that pre-tenure faculty members will use start-up funds to support their travel in their first five-years with the college. If start-up funds are exhausted, pre-tenure faculty may apply for funding through the Seacrest Travel Grant Program.

d. Professorships

It is expected that faculty holding professorships that provide discretionary funding will use these funds to support their travel.

e. Seacrest Travel Grant Program

All other faculty may apply for travel funding through the Seacrest Travel Grant Program by completing a memorandum of absence. Funding will be based upon the availability of funds and the purpose of travel. Seacrest funds cannot be used to support student travel expenses.

f. Memo of Absence

A completed memo of absence is required for all travel during the academic year and business travel during the summer. The memo of absence serves as the required notification to the dean of the faculty member's absence and, if needed, the application for Seacrest travel funds. The form for the Memo of Absence can be found at <https://journalism.unl.edu/travel>.

2. Travel with Students

a. For Faculty

Travel can be an important part of the learning experience. As such, the college seeks to support travel that will benefit student learning as much as funding allows.

Please read the information and resources below to ensure sponsored travel is conducted in accordance with UNL policy. This resource is for domestic travel only. International travel must be coordinated through the UNL Office of Education Abroad.

b. Preparation

i. Funding

Faculty can request funding for travel as part of the courses they are teaching in the college or as part of other college activities. Faculty must secure funding for all education-related expenses related to the trip(s), if the trip(s) will be a required part of the course. Faculty can request full or partial funding for an optional trip(s) for students. Funding must be secured before travel arrangements begin.

To obtain funding, download and complete the student travel budget document and then complete the request to purchase, attaching the completed budget. Faculty members will be notified of the approval and the cost center to use to complete the purchases/reservations below. Funding can be approved for one trip or multiple trips for the same purpose in the same semester (blanket approval).

Faculty should provide students with the estimated cost of out-of-pocket expenses students can expect to incur during the trip.

ii. Student Travel Code of Conduct

All students participating in CoJMC-sponsored trips must review and sign the Student Travel Code of Conduct before departure. The form is available on the faculty and staff resources page of the website. The form is also available on the Student CoJMC-Sponsored travel page. The student should initiate and sign the form. Faculty should ensure all student participants have signed before departure.

iii. Student Field Trip Insurance

All CoJMC-sponsored trips outside the city of Lincoln require the completion of a student field trip insurance form. It is the responsibility of the faculty leader to complete the form no later than three days before departure. A copy of the form must be sent to riskmanagement@unl.edu AND cojmcaccounts@unl.edu. A field trip insurance form must be completed for each trip.

iv. Emergency Preparedness

Faculty should consider the safety and security of students during sponsored trips, including potential threats to their physical and psychological wellbeing and the security of their person and property. Faculty should discuss potential risks with students during transit and at the destination and should make students aware of resources available in the destination location.

Faculty should establish an emergency communications plan for use during the trip. The plan should include the protocol for verifying student whereabouts, reporting and communicating about emergencies and a primary and secondary designated meeting location in the event of an emergency.

The emergency preparedness plan should be documented and presented to students before departure.

It is expected that faculty will promptly report to the CoJMC dean and associate dean for research and faculty affairs all instances of student illness or injury, involvement in a crime as the victim or perpetrator, and/or violations of the student code of conduct.

v. Responsible Employees

Faculty who are leading, coordinating or supervising off-campus academic activities or programs of study are considered

Responsible Employees under Title IX. Faculty should review the obligations of responsible employees before the travel begins.

c. Travel Arrangements

i. Paid directly by the college

1. Airfare

Student airfare that is funded by CoJMC must be purchased through the University's travel agency, Travel and Transport. Faculty members should contact Travel and Transport to arrange for flights or to provide authorization for students to work with Travel and Transport directly on flights. If the faculty members are participating in the trip, they will need to complete the CoJMC faculty travel process, including an MOA and pre-trip in Concur, before making travel arrangements.

2. Ground Transportation

Students MAY NOT drive their own vehicles on CoJMC-sponsored trips. Students and/or faculty may reserve University vehicles for transportation by obtaining driver authorization and submitting a car reservation. Authorization and reservations can be completed on the UNL Transportation Services webpage.

ii. Paid by the student, reimbursed by the college

1. Lodging

Students are responsible for paying their own lodging during travel. If lodging is funded as part of the trip, students must obtain itemized receipts (folio) for their stay. If food is included in the lodging receipt, an additional itemized receipt of the food purchase is required.

2. Meals

Students are responsible for paying for their meals during travel. If food is funded, students must obtain itemized receipts for all food. Credit card receipts are not sufficient. The college will only reimburse three meals per day. Alcohol will not be reimbursed. Tips up to 20% will be reimbursed. If student meals are funded, faculty travelers can alternatively pay for student meals and seek reimbursement as on official function expense upon return.

3. Other Items

Students are responsible for any other expenses incurred during travel. If other items are funded as part of the trip,

itemized receipts are required for all expenses. Students will only be reimbursed for approved purchases necessary for participation in the learning experience. Personal purchases will not be reimbursed.

iii. Reimbursements

Within ten business days of the last day of the trip, students must submit to the CoJMC business office ALL receipts to be reimbursed. Place receipts in chronological order and complete the Student Travel cover sheet. Deliver the receipts and cover sheet to 147 Andersen Hall. If students undertake multiple trips, they must fill out a new cover sheet for each trip.

Student reimbursements will be processed by the college and applied to their student account.

Faculty travel reimbursements must be submitted through the normal process using Concur.