

To: Dr. Matt Gill, Chair, School of Communication and Journalism

From: Ryan C. Hendrickson, Provost

Date: April 26, 2024

Cc: Brad Tolpannen, AVPAA
Barbara Bonnekessen, Dean, College of Liberal Arts and Sciences

I am writing to thank the School of Communication and Journalism for submitting the 2024 revisions to the Departmental Application of Criteria. As required by the EIU-UPI agreement, I have reviewed the materials and am pleased to approve the revised DAC..

Please note that with this approval the revised DAC is now in effect. Unit A faculty members who elect to be evaluated under the previous Departmental Application of Criteria must give notice to the Chair, Dean, and Provost prior to October 1, 2024 (Article 8.7.f.3).

The current Departmental Application of Criteria are available at: <https://www.eiu.edu/acaffair/DACnew.php>

School of Communication and Journalism
School and Division Application of Criteria
2023 - 2026

All faculty are expected to meet their employment obligations as set out in Articles 6 of the 2022- 2026 EIU-UPI Unit A and Unit B Agreements. Evaluations shall be conducted according to criteria set out in Articles 8 in the Agreements. For purposes of evaluation, a portfolio containing a narrative summary, listing of activities and documentary evidence of achievement organized in the order presented in this SDAC shall suffice and be submitted in accordance with the University Schedule for Personnel Actions.

In addition to those materials defined as required by this SDAC and the bargaining agreement, the faculty member shall follow all portfolio guidelines put forth by the Provost. Throughout the evaluation process, the candidate is responsible for documenting claims made regarding retention, tenure, promotion, and professional advancement activities. The candidate is expected to discuss and document as appropriate the contribution and quality of his or her achievements and impact. Except where noted as required in the contract or this document, these materials and activities will differ among the faculty according to their areas of expertise.

For evaluation of research/ creative activity and service, Unit A faculty members in the School of Communication and Journalism will follow the criteria of the division (Communication Studies or Journalism) into which they were hired. It is the responsibility of the candidate to be familiar with the evaluation criteria and the evaluation process. The School encourages newly hired faculty members, and/or candidates with concerns, to seek advice and example portfolios from existing faculty members. It is the responsibility of the chair to meet with candidates who request a meeting and to provide them with clarification and counsel relevant to improving evaluations.

I. Definitions

- A. For information about evaluation time frames, primary duties, non-teaching assignments and evaluation categories, faculty should refer to the EIU-UPI 2022-2026 Agreements.
- B. Evaluation will be categorized as Unsatisfactory, Satisfactory, Highly Effective, and Superior. (8.4.a, EIU-UPI 2022-2026 Agreement)
- C. For Unit A faculty, student, peer, and chair evaluations of teaching/primary duties as well as the evidence provided by faculty members will be examined of equal value and will have priority over other items in assessing teaching effectiveness of faculty members. For Unit B faculty, student and chair evaluations of teaching/primary duties as well as the evidence provided by the faculty member will be examined.
- D. Activities listed herein are not listed in order of significance, unless otherwise noted.
- E. Official School Student Evaluations are the Purdue Evaluation Form with the five University Core Questions. Faculty may include additional questions on the form at their own discretion. Forms should be ordered through the Office of Testing and Evaluation.
- F. It is the responsibility of the faculty member to request peer and chair evaluators visit their classes during the evaluation period. Peer and chair evaluators will use the School Peer/Chair Evaluation forms for in-person and online teaching.
- G. Except where noted, items listed below apply to both Unit A and Unit B faculty.
- H. Except where noted, all items listed below are applicable to classes taught solely online.

II. Teaching/Performance of Primary Duties

Faculty in the School of Communication and Journalism value adaptable, reflexive, and ethical teaching. Regardless of course format, teaching should be student-centered, interactive, and culturally responsive. Along these lines, faculty should relate course content to student experience, adopt varied teaching strategies, provide regular feedback, and use up-to-date course materials. We also value student accessibility, including use of the university's LMS and other appropriate technologies. We expect that all Communication Studies and Journalism classes will foster student engagement, ethical behavior, and critical thinking, while maintaining rigor. We expect that our teaching will enhance the reputation of the School and acknowledge that our performance in the classroom and in all primary duties affects both our students and colleagues. We expect that all faculty in the School of Communication and Journalism will recognize their impact on the degree program. We appreciate the importance of learning and growing as a teacher and professional and we value the creation and maintenance of a supportive culture for our students and for one another. While we expect all faculty in the School of

Communication and Journalism to demonstrate these values, how they are applied within each course is at the discretion of the faculty member teaching the course.

In addition, while we recognize that student evaluations are an opportunity for students to communicate the quality of their classroom experiences to the faculty, we are also aware that there are multi-faceted issues associated with student evaluations. Substantial research has indicated that implicit biases exist toward characteristics such as skin color, age, gender, religion, and sexual orientation of the instructor, and they often affect student evaluations; that the voluntary and anonymous nature of student evaluations make it difficult to tease out the source of a particular evaluation; and that students' perception of certain instructor behavior, such as whether the instructor was engaging, is not correlated with student learning. Thus, when making personnel decisions, the School will use student evaluations carefully. The School is committed to a holistic assessment of faculty performance on teaching effectiveness based on all evidence provided by the faculty.

- A. Required Portfolio Materials: The following materials must be included in a faculty member's portfolio each retention or tenure period; the faculty member may choose the semester and classes for chair and peer evaluations. Faculty members are encouraged to schedule chair and peer evaluations in separate class periods.
 1. Chair and Peer Evaluations:
 - a. Chair Evaluations: At least one chair evaluation.
 - b. Peer Evaluations: At least one peer evaluation (from a Unit A faculty member).
 - (1) Unit B faculty may submit peer evaluations as supplemental material.
 - c. All classroom visitations conducted for the purposes of complying with the DAC during an applicable evaluation period must be included in the portfolio. No more than one classroom visitation evaluation from the same peer during an evaluation period may be considered.
 2. Student Evaluations: Official School student evaluations will be required for each course taught by the faculty member during the evaluation period, including summer courses. Student evaluations are not required, but may be included, for supervisions and tutorials (see 2022-2026 Faculty Assignment of Duties guidelines).
 3. Evaluations of Academic Advising if applicable, which are required once during the evaluation period for advisors:
 - a. Student evaluations AND/OR
 - b. Chair evaluation
 4. Evaluations of Other Teaching and Primary Duties:
 - a. In consultation with the faculty member, the chair shall evaluate activities including, but not limited to:
 - (1) Advising student publications, media, or organizations

- (2) Coordinating programs, such as introductory course coordinator, dual-credit coordinator, and academic programs
 - (3) Advising departmental and university honors students
 - (4) Supervising Internships
 - (5) Directing study abroad trips
 - (6) Advising student theses
 - (7) Directing independent studies and practicums
 - (8) Student research presented outside classroom requirements, such as on campus or at conferences and conventions
 - (9) Materials related to non-teaching primary duties such as administrative duties
5. Course syllabi and sample assignments (one per class) for each course taught during the evaluation period. One syllabus and sample assignment will be sufficient if multiple identical sections of a course are taught during the evaluation period.
- a. Course syllabi must:
 - (1) Include items required by the University Syllabus Policy as adopted by the Council on Academic Affairs.
 - (2) Comply with course descriptions as approved by the Council on Academic Affairs and Council on Graduate Studies.
 - (3) Journalism Division syllabi must also meet standards of the Accrediting Council for Education in Journalism and Mass Communication.

- B. Additional Supporting Materials: The following materials may be submitted to support claims regarding Teaching/Performance of Primary Duties. These items are not listed in order of importance.
- 1. Incorporation and use of new and evolving technologies
 - 2. Participation in professional development activities designed to improve teaching and learning
 - 3. Course and curriculum development or revision including the creation of special topics classes
 - 4. Significantly updating course materials
 - 5. Participation in primary duties on an interdisciplinary, interdepartmental, and intercollegiate basis
 - 6. Participation in instructional activities, including student engagement and mentoring, recruitment, or off-campus instruction
 - 7. Development or participation in integrative research and service-learning activities that bridge classroom learning with real-world experience and academy
 - 8. Receiving awards and special recognition for teaching or primary duties
 - 9. Receiving teaching grants (on or off campus)
 - 10. Developing and engaging in student learning experiences outside of the traditional classroom including but not limited to practicums, internships, and integrative learning experiences

11. Development of extensive interactive class activities
12. Feedback and materials generated from the conduct of courses and workshops directly related to curriculum and instruction
13. On-campus presentations related to curriculum and instruction
14. Taking courses and workshops directly related to curriculum and instruction
15. Invitations to speak at other universities on curriculum or instruction
16. Peer mentorship or peer engagement related to teaching improvement
17. Sample class outline, activity, or PowerPoint to demonstrate high quality teaching
18. Other relevant documentation

C. Portfolio Narrative

1. Faculty are encouraged to use the structure and criteria of the chair/peer evaluation form and the DAC teaching preamble as guides to construct their narrative related to teaching.
2. Faculty should address their command of the subject matter, their ability to organize, analyze, and present their knowledge of course material, and their ability to encourage and interest students in the learning process.
3. Faculty are encouraged to articulate how their courses are well designed and up to date, how they demonstrate responsiveness to students, how they encourage critical thinking and maintain rigor, and how they integrate teaching, research and service (if applicable).
4. Faculty are encouraged to reflect on integration of diversity, ethics, professional development, accessibility, and support for students and colleagues.
5. Other important topics deemed by faculty as relevant to teaching can also be discussed

D. Course Evaluation Procedures

1. Chair Evaluations
 - a. The chair will visit at least one class during the period since the candidate's last evaluation
 - b. The instrument of evaluation shall be the School-Approved Chair Evaluation Form. A copy of the completed evaluation form shall be presented to the instructor being observed as soon as possible after the classroom visit. The evaluation should reflect the evaluator's perception of the instructor's teaching techniques and general effectiveness in the classroom setting and in course materials and syllabi.
 - c. Faculty may choose to have the chair evaluate an online class. In this case, the faculty member will open a module/ section of the faculty member's choosing. The faculty member will give the chair access to relevant course materials to reflect their teaching techniques and general effectiveness in the online class setting. The chair should utilize the school-approved Chair Evaluation of Online Classes Form.

2. Peer Evaluations (Unit A only)

- a. The instrument of evaluation shall be the Eastern Illinois University Approved Peer Evaluation Form. A copy of the completed evaluation form shall be presented to the instructor being observed as soon as possible after the classroom visit. The evaluation should reflect the evaluator's perception of the instructor's teaching techniques and general effectiveness in the classroom setting and in course materials and syllabi.
- b. Faculty may choose to have a peer evaluate an online class. In this case, the faculty member will open a module/ section of the faculty member's choosing. The faculty member will give the peer access to relevant course materials to reflect their teaching techniques and general effectiveness in the online class setting. Peer evaluators should utilize the School-approved Peer Evaluation of Online Classes Form.

3. Student Evaluations

- a. Official departmental student evaluations may be administered in class or online as follows: For in class evaluation, the faculty member will schedule a time for the School's office administrator, department chair, or department chair's designee to visit their classroom to present and explain the evaluation materials. The faculty member will excuse themselves from the classroom while the evaluation takes place. The departmental representative who administers the evaluations will collect the materials as described in the instructions included with the packet and submit them to the Office of Testing and Evaluation. For online evaluations, the faculty member shall provide all information necessary to the Office of Testing and Evaluation, which will administer online course evaluations.
- b. Peer, chair, and student evaluations as well as evidence provided by the faculty member shall be examined holistically by evaluators. Evaluators may take into consideration conditions beyond the control of faculty members, such as class size, classroom environmental factors, poor technological support, difficulty of the course, whether the course was elective or required, time allotted to prepare the course, whether the course was comprised of majors or non-majors, and teaching beyond an eight-hour schedule in any one-day period as well as other factors such as experimental teaching approaches. Traditional lecture formats, class discussions, and other teaching methods are all acceptable for evaluations. Courses taught outside the department will also be considered for evaluation purposes.

III. Division of Communication Studies

For evaluation of both research and service activities and accomplishments, quality as well as quantity of performance will be considered.

A. Research/Creative Activity

Faculty are expected to be professionally active, maintaining an ongoing research or creative agenda, and continuously learning. We value engagement in the research and creative process, including progress on projects from conception to execution, and also acknowledge the importance of demonstrable outcomes relevant to the field/expertise of the faculty member. We value scholarly and applied research and creative/artistic endeavors for their impact and contribution to the field or community. Such efforts should enhance the quality and reputation of the faculty member and the School.

The Communication Studies division values the integration of research/ creative activity, service, and teaching. Candidates are encouraged to discuss integrative efforts in their portfolio narratives. We recognize that a candidate's work might produce significant projects, of which components may count in different categories. In general, items should be categorized as either Teaching/Primary Duties, Research and Creative Activity, or Service, and may not be counted in more than one category.

1. Categories of materials and activities

a. Research Activity.

- (1) Books, print or electronic, excluding self-published; Editing a book or journal; Peer-reviewed journal articles; and book chapters, including invited chapters
- (2) Published proceedings (print or electronic)
- (3) Encyclopedia entries
- (4) Presentations of research at international, national and regional conferences and workshops, including invitations to speak about research at other campuses.
- (5) Non-peer reviewed journals (print or electronic)
- (6) Authored newspaper or magazine articles
- (7) Creating or developing instructor resource materials such as outlines, test banks, or other materials for existing published textbooks in the discipline
- (8) Finished works under consideration for publication or presentation; documented works in progress or unpublished manuscripts; or grants for review or discussion of one's research agenda
- (9) Receiving a fellowship/internship/sabbatical related to research and/or creative activity
- (10) Chairing thesis committee work

- (11) Serving as a reviewer for books, journals, or other professional research; refereeing research proposals/panels, etc., for professional organizations, meetings, or conferences.
 - (12) Research-related activities with undergraduate or graduate students
 - (13) Supervised graduate or undergraduate coursework and research projects that lead to student conference presentations and/or publications
 - (14) Research leading to curriculum and course development
 - (15) Research to support student learning for class projects or service learning
- b. Creative/Artistic Endeavors
- (1) Presentation or publication/distribution of materials in peer reviewed (or juried) venues (examples include film/media festivals, academic conferences, gallery settings, distribution through a media organization/institution [ex. television station, record label, film/video distributor]).
 - (2) Presentation, awards, or publication of materials in non-peer reviewed (or juried) venues (such as film/media festivals, academic conferences, gallery settings, distribution through a media organization/institution [ex. television station, record label, film/video distributor]).
 - (3) Materials created and distributed for other purposes related to faculty member's academic expertise including community exhibitions, research or creative projects for a university, non-profits, businesses, libraries, etc.
 - (4) Editing or screening for professional organizations or publications; participation in professional seminars or workshops to advance research agenda.
 - (5) Exhibiting creative works accepted for peer-reviewed exhibits/showcases/conferences.
 - (6) Self-distribution/publication of creative materials directly related to courses taught.
 - (7) Self-distribution/publication of creative activity not directly related to courses taught.
- c. Grants
- (1) External grants received
 - (2) Internal grants received requiring extensive applications
 - (3) Internal grants received requiring short, structured applications
 - (4) Application for external grants
 - (5) Application for internal grants requiring extensive application
- d. Presentations of competitively-selected research
- (1) National/international conferences including specialized conferences
 - (2) Regional conferences
 - (3) State conferences

- (4) Invitations to speak about research in the department, in other departments, or on other campuses
- (5) Invitations to speak at or present research at local community sponsored events
- (6) Participation in roundtable discussion groups and/or seminars at local/state/regional/national level related to research and creative activities within the discipline
- (7) Developing and/or presenting community resources based on research related to the discipline
- e. Receiving awards for research or creative activity
- f. Proposals, submitted or in progress, for books, CU release, IRB applications or other research or creative activity
- g. Demonstrable preparation for research or creative activity. Faculty should address the research or creative process in their narrative and provide additional evidence of in-progress research or creative activity in their portfolio, such as extensive readings lists or bibliographies. Projects should demonstrate progression from year to year in multi-year portfolios.
- h. Efforts to improve research or creative skills including courses, workshops, webinars, etc. provided by professional associations or other outlets.
- 2. Relative importance
 - a. Published research and creative/artistic activity as well as documentation of progress towards publication are of equal value and most important.
 - b. Peer-reviewed (or juried) research and creative/artistic activity are valued more highly than non-peer reviewed (or non-juried) research and artistic/creative activity.
- 3. Method of Evaluation
 - a. All members of the DPC will review and discuss the candidate's documentation of research/creative activity. They may request written statements as to the quality of the materials from peers within the department or experts in the field outside the department if the work is not peer-reviewed. Such statements may be requested only with the knowledge of the candidate.
 - b. The evaluation is an aggregate over the evaluation period. The candidate is not expected to have items in every category.
 - c. When considering a faculty member's research, evaluators are encouraged to take into consideration the overall workload of the faculty member, for example recognizing the increased workload of tenured faculty members.
 - d. The candidate may submit other documentation deemed pertinent.

B. Service

Faculty are expected to engage in ongoing, collegial, and meaningful ways of contributing to the department, university, profession and potentially the

community. Such efforts should ensure that the work of the school and division is spread equitably across all faculty and faculty members will be evaluated on the quality of their service. In total, service activities should enhance the quality and reputation of the faculty member, division, and School.

We value collegiality and departmental citizenship, demonstrated by participation in division and school events and attendance at faculty meetings. Faculty members should demonstrate involvement in shared governance, engagement with colleagues and students, and contribution to the building and maintenance of community. The service narrative should exhibit the faculty member's consistent engagement in and connection to the university, school, and division.

1. Categories of materials and activities
 - a. Professionally related service to international, national, regional, or state professional organizations
 - (1) Holding office in professional organizations
 - (2) Fulfilling committee assignments in professional organizations
 - (3) Other (candidate elaboration)
 - b. Reviewing research or creative projects
 - (1) Reviewer for a journal
 - (2) Reviewer for a conference
 - c. University-related service in the form of contributions to the academic department, college, and university such as:
 - (1) Leadership or participation in governance, formulation and direction of the department, college, or university programs through membership on committees and councils and/or special assignments.
 - (2) Advising student organizations
 - (3) Engaging in any activity with a goal of recruitment or retention of students
 - (4) On-campus presentations such as workshops, guest lectures, and media interviews
 - (5) Acting as a fiscal agent or treasurer
 - (6) Reviewing credit for prior learning portfolios
 - (7) Writing letters of recommendation for students and alumni
 - (8) Working with students and colleagues in support of mental health
 - (9) Connecting students with professional opportunities or career advancement
 - (10) Managing or contributing content to School or division social media accounts, webpages, or other promotional outlets
 - (11) Peer mentorship
 - (12) The candidate may submit other documentation deemed pertinent.
 - d. Community-related service which is related to the faculty member's academic interest or expertise in the form of activities which aid the varied publics of Eastern Illinois University such as:

- (1) Service to non-academic organizations, councils, committees, and/or government agencies
 - (2) Engaging in activities which advance the university's ability to relate teaching and research activities to community concerns
 - (3) Serving as a consultant where assistance is a result of the faculty member's expertise
 - (4) Membership in any professional or service-oriented international, national, regional, state or local organization relevant to the field of communication studies.
 - (5) Engaging in global outreach
- e. Receiving awards for service activities.
2. Relative importance
 - a. In general, departmental, university, disciplinary, and professionally related community service (categories a-e) will be considered equal.
 - b. It is expected that individuals will document service activities at multiple levels.
 3. Method of Evaluation
 - a. All members of the DPC will review and discuss the candidate's documentation of service. They may request written statements as to the quality of service from professional persons involved in the service activity documented by the candidate. Such statements may be requested only with the knowledge of the candidate.
 - b. The candidate may submit other documentation deemed pertinent.

IV. Division of Journalism

Items may be categorized as Teaching/Primary Duties, Research and Creative Activity, or Service, but may not be counted in more than one category.

A. Research and Creative Activity

Items mentioned below shall be considered illustrative and not exhaustive. Research and sabbatical assignments shall be considered as research/creative activity. First-year retention criteria for appropriate research/creative activity will include demonstrated potential for achievement of the satisfactory level of performance as described in IV.A.1 below. Publication will be given priority over work in progress. The faculty member is obligated to submit supporting materials for items.

The Division values and encourages a variety of approaches to scholarship that includes theoretical research, empirical and applied research, and creative activities, all of which contribute to the body of knowledge and to disseminating information in and beyond the classroom. These areas are equally important to the Division's mission.

Theoretical and empirical research leads to greater understanding of journalism. Applied research is designed to solve practical problems, improving the field of Journalism or Journalism education. Creative activity contributes to society at large through practical, journalistic methods that result in exemplary work. All four approaches demonstrate the value of continued learning to our students. The weight that is accorded these materials will be judged by their adherence to professional standards within the discipline, by their contribution to the profession, by the quality of their execution, and by the distinction they may bring to the university.

In recognition of the length of the academic publication process, the creation, submission, acceptance and publication of research or creative activity shall count as distinctive, separate activities when included in a multi-year portfolio for tenure, promotion or PAI.

When considering a faculty member's research, evaluators are encouraged to take into consideration the overall workload of the faculty member, for example recognizing the increased CU and service load of tenured faculty members.

Activities are not listed in order of significance.

1. Satisfactory Research/Creative Activity will include some of, but not be limited to:
 - a. engaging in scholarly/creative work
 - b. engaging in work toward a graduate degree program related to the discipline
 - c. attending workshops, seminars, conventions, related to the discipline
 - d. belonging to professional organizations
 - e. contributing to publications for the Division or School
2. Significant Research/Creative Activity will include some of, but not be limited to:
 - a. making a substantial progress on the scholarly or creative work
 - b. engaging in journalistic activities, such as writing a guest column, freelance reporting and writing, editing, photojournalism, videography and/or design
 - c. making presentations related to the discipline, to such groups as the Illinois Community College Journalism Association, area high school workshops, etc.
 - d. making substantial progress toward completion of a terminal degree related to the discipline
 - e. reviewing journals, papers, and books before publication
 - f. editing papers before publication
 - g. preparing a university or external grant proposal
 - h. engaging in substantial collaborative research or creative activity with students with the intent to publish or present their creative work and research
3. Superior Research/Creative Activity will include some of, but not be limited to:
 - a. acceptance for or publication or exhibition of scholarly/creative work
 - b. presentation of scholarly/creative work at regional, national or international conventions, seminars, or workshops related to the discipline.
 - c. contributing to published books, parts of books or other scholarly or educational media products.
 - d. editing journals and books before publication
 - e. receiving a university or external grant
 - f. being recognized for expertise and/or creative activity through such means as citations in others' work
 - g. completion of an appropriate terminal degree.
 - h. contributions to the educational mission of the Division or School, such as curriculum revision/development, innovations in the pedagogy of teaching and learning, or application of assessment data to curricular changes
 - i. contributions to the educational mission of the university, such as curriculum revision/development, innovations in the pedagogy of teaching and learning, or application assessment data to curricular changes
 - j. editing a publication or creating media products for the division, school, university, community, professional organizations, or other publics

- k. engaging in professional development activities to gain knowledge and skills that further creative activity and research
- l. publishing or presenting substantial collaborative research or creative activity with students with the intent to publish or present their creative work and research

B. Service

First-year retention criteria for appropriate service will include showing potential for achieving the satisfactory level of performance described in 1. below. Service will tend to reflect the expertise, interests, and concerns of the faculty member. The extent of such service must be measured in terms of impact upon the Division, the students served by the Division, the University as a whole, the profession of Journalism and the community outside the University. In general, service to the larger publics—the community, the profession, the students, and the University—will be given priority in assessing service contributions over the smaller publics cited.

Recruitment being essential to the health of the division, this DAC recognizes and singles out recruitment activities for special emphasis.

The faculty member is obligated to submit supporting materials for items. Activities are not listed in order of significance.

1. Satisfactory service will include some of, but not be limited to:
 - a. attending and participating in faculty Division or School meetings
 - b. attending and participating in Division or School committees and activities
 - c. engaging in evaluation or judging of journalism competitions or other activities at the local or community level
 - d. belonging to organizations related to discipline, university mission or community
 - e. attending and participating in program assessment efforts at the classroom level
 - f. attending and participating in recruitment activities, such as working at open houses
2. Significant service will include some of, but not be limited to:
 - a. heading division or school committees and directing significant division activities
 - b. participating in college-level and university committees
 - c. engaging in evaluation or judging of journalism competitions or other activities at the state or regional level
 - d. advising student organizations for which CUs are not assigned
 - e. contributing to publications for the division, school, university or community

- f. creating or participating in the creation of assessment instruments and/or rubrics that measure and improve learning outcomes
 - g. actively researching and writing sections of the ACEJMC accreditation self-study
 - h. actively participating in professional organizations related to discipline or university mission or community organizations
 - i. making presentations in classes other than those of the faculty member
 - j. actively participating in recruitment activities, such as corresponding with prospective students or coordinating shadowing experiences
3. Superior service will include some of, but not be limited to:
- a. heading a college or university level committee/activity
 - b. extensively participating in a college or university-level committee/activity
 - c. engaging in evaluation or judging of journalism competitions or other activities at the national or international level
 - d. Providing sustained superior advising of student organizations for which CUs are not assigned
 - e. providing sustained outstanding service to the division or school
 - f. engaging in leadership of program assessment efforts that measure and improve learning outcomes
 - g. engaging in leadership of program efforts to secure continued ACEJMC accreditation
 - h. Providing a leadership role in organizing and/or hosting professional seminars, workshops, conventions, journalism competitions or similar activities
 - i. providing leadership in professional organizations related to discipline or university mission or providing leadership in community organizations
 - j. engaging in sustained recruitment activities, such as representing the division on the school's open house, creating recruitment materials, following up with interested students, or similar services