

Annual Faculty Evaluation Policies and Criteria

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Approved unanimously by faculty vote

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Nomenclature Changed from Department to School

And editorial changes to reflect School Bylaws adopted in 2010

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Revised Sept. 1, 2017 to reflect UNT policies 06.004 Faculty Reappointment, Tenure and Promotion, and UNT policy 06.007, Annual Review. Also reflects the new position of Associate Dean that replaced Director and aligns with Mayborn School bylaws passed September 1, 2017.

Revised November, 3, 2017 to align with updated university policies.

INTRODUCTION

The following guidelines are designed to assist in the assessment of the qualifications of faculty members for continuing probationary appointment, tenure, promotion and merit increases in the Frank W. and Sue Mayborn School of Journalism. These guidelines also apply, when appropriate, to UNT's policy for all levels of full-time lecturer positions.

The Mayborn School of Journalism has a history of following the basic core values, strategic goals and key themes of the University. Therefore, the School's evaluation criteria for faculty have been and will be closely aligned with the University.

Because the Mayborn School of Journalism is a nationally accredited professional and academic unit, the School's criteria take into account both professional and academic activities expected of its faculty.

SCHOOL PROCEDURES FOR ANNUAL EVALUATION

Committee membership

The Mayborn School's Personnel Affairs Committee (PAC) will provide peer evaluations of faculty. The committee structure is outlined in the School Bylaws.

Faculty to be evaluated

All full-time faculty members on continuing appointments will be evaluated annually. All PAC evaluations will be provided to the Associate Dean and/or appropriate unit administrator, who will write formal faculty evaluations. These will be shared with the Dean and individual faculty members for review and discussion.

PAC Chair: The PAC will provide an evaluation of the PAC chair to be written by a committee member selected by the PAC. This narrative will be sent to the Associate Dean and/or appropriate unit administrator, who will write the PAC chair's formal evaluation.

Evaluation of new faculty and faculty on leave

Evaluation of faculty members who have not taught for one of the two semesters in a given year's evaluation period will be evaluated only for the semester in which they were in residence. This includes newly hired faculty, faculty on sabbatical, or those on paid or unpaid leave.

Faculty workloads

At the beginning of the fall semester, the Associate Dean and/or appropriate unit administrator will provide the PAC chair with a complete list of faculty to be evaluated and the workload percentages for these faculty. Workload percentages are developed in consultation with the Associate Dean and/or appropriate unit administrator and the individual faculty members. Either the faculty member, Associate Dean, and/or appropriate unit administrator, or Dean may propose changes in workload percentages. The Associate Dean and/or appropriate unit administrator must approve any workload changes.

System for providing faculty evaluation

Each faculty member is responsible for submitting materials for evaluation in the Faculty Information System (FIS) by the deadline set by the PAC. Those materials will include activities for the year in the FIS and an optional accompanying summary not to exceed 500 words. The review is conducted annually, but reflects a cumulative three-year window record as stated in UNT policy 06.007 Annual Review, Section I.

That analysis will be divided into teaching, research/creative work and service. Faculty members must submit documentation for publication, presentations, awards, workshops, training, interviews, consulting work, major course revisions, or any other claims for substantial work. Such documentation could include links to articles or copies of conference programs that show the faculty member's presentation. If it is not possible to provide documentation for work, the faculty member should provide a clear narrative statement explaining the nature

of the work. The PAC will not count work that is not documented or explained. All faculty members are expected to provide accurate information each year.

Use of evaluations for salary increases

School administrators may use faculty evaluations as one tool in requesting salary increases, including merit raises and market adjustment raises.

Time period of evaluations

The evaluations will be based on the most recent three-year window of time at the University beginning January 1 through December 31.

For new faculty, that three-year window will build in the first three years at the University.

Appealing an evaluation

A faculty member wishing to appeal an annual evaluation from the Personnel Affairs Committee should contact the PAC chair and the Associate Dean and/or appropriate unit administrator in writing with a statement of what is being questioned or challenged within 10 working days of receiving his or her annual evaluation. The PAC and the Associate Dean and/or appropriate unit administrator will respond to the faculty member within 10 working days.

The faculty member is also permitted to write a response to his/her final evaluation, which will be shared with the PAC, Associate Dean, and/or appropriate unit administrator, and Dean, and placed in the faculty member's permanent file. These responses must then be included in any dossiers for tenure and/or promotion.

Review of annual faculty evaluation criteria

This document will be reviewed annually and revised as needed.

Note: This document is in no way at variance with policies of the University of North Texas. It is understood that the University of North Texas policies supersede the policies of the Mayborn School of Journalism.

TEACHING

Guidelines for Evaluating Teaching

The Mayborn School of Journalism and UNT expect that each faculty member will demonstrate excellent capabilities as a teacher. Strength in other functions will not compensate for indifferent teaching, although it is recognized that a new teacher may at first display a somewhat irregular pattern of performance, depending on the person's prior experience and subject expertise.

For continuing appointment, the full-time faculty member should demonstrate sufficient strength in the classroom to indicate potential for consistent, excellent teaching. There should also be evidence that the faculty member is capable of developing curricular materials, organizing and presenting course content effectively, working competently and harmoniously with students, faculty, and staff, and showing promise for supervising research efforts of both graduate and undergraduate students.

UNT policy 06.007 Annual Review, pp. 3-4, gives criteria of what constitutes evidence of excellent teaching.

Sources of Evidence. The following documentation may serve as the basis for evaluating the teaching function of a faculty member in the Mayborn School:

1. Curriculum vita, showing educational and experiential preparation for teaching in assigned areas and documenting appropriate continuing education experiences.
2. Course files, including syllabi and/or materials indicating the objectives of each course, the organizational structure, assignments, bibliography, examinations and assessment tools used in each course.
3. Records of evaluations submitted by students in each course, as summarized by the Associate Dean and/or appropriate unit administrator.
4. Statements concerning numbers of interns, graduate assistants and research projects supervised, usually drawn from the faculty member's annual update.
5. Personnel Affairs Committee statements showing the annual evaluation of the faculty member in terms of teaching and related activities.
6. Peer reviews of teaching by members of the Personnel Affairs Committee (by request of the faculty member).
7. Additional statements submitted by students, alumni or members of the community relating to the teaching and advising abilities of the faculty member.
8. A teaching performance summary submitted by the faculty member.
9. A written teaching philosophy.

Annual Evaluation Criteria for Teaching

For a faculty member to meet expectations in teaching, she or he must:

- Fulfill teaching load as specified in a professional manner (e.g., meeting and being on time for classes, returning work in a timely manner).
- Provide documented efforts to improve and/or enhance teaching (e.g., participation in seminars, webinars, teaching workshops at UNT or elsewhere, including teaching workshops at AEJMC and other such conferences; introducing new teaching methods or technologies).
- Incorporate an understanding of diversity issues into coursework.

Activities that can help a faculty member exceed expectations in teaching:

- Receive a teaching award.
- Nomination for a teaching award.
- New course preparation or extensive revision. This must be documented with an original and revised syllabus or other appropriate material. This is not intended to reflect the updates that all faculty members are expected to do to keep their material current.
- Chair a thesis committee. List student name, title of work, and semester.
- Serve on a thesis or dissertation committee. List student name, title of work, and semester.
- Supervise research for undergraduate students. List student name, title of work, and semester.
- Supervise research for graduate students. List student name, title of work, and semester.
- Have an advisee's article accepted for publication or conference presentation.
- Publish instructional materials for use at institutions outside the University of North Texas.
- Receive an optional acceptable peer evaluation at least once a year by request from a member of the PAC.
- Teach extra classes during the long semesters, based on faculty workload assignment.
- Supervise/coordinate multi-section courses (e.g., the Introduction to Media Writing class). This does not mean teaching multiple sections of the same class.
- Teach courses in the University's Honors College.
- Guide student work that receives an award. (The faculty member must provide documentation and an explanation of the extent of the supervision. This is not intended to reflect the advice and consultation that faculty members are expected to provide to students.)
- Have an advisee's article accepted for publication or conference presentation. (Faculty members may not take credit for such work if they are also claiming it under Research.)
- Teach a distance-learning or web-based course.
- Teach at another UNT campus or another location other than the Denton campus.
- Guest lecture in classes at other institutions.
- Guest or substitute lecture at UNT, including within the Mayborn.
- Scholar-in-residence programs due to teaching expertise.
- Incorporate international aspects into coursework (first time only).
- Internship supervision. List name, organization and semester.
- Application for external grant for teaching projects.
- Receipt of external grant for teaching projects (more weight than application).
- Application for internal grant for teaching projects.
- Receipt of internal grant for teaching projects (more weight than application).
- Evidence of creating learning opportunities for students (e.g., field trips, professional workshops, projects or other professional/creative work).

RESEARCH AND CREATIVE WORK

Guidelines for Evaluating Research, Scholarly, Creative and Professional Activities

The Mayborn School and UNT expect that each tenured and tenure-track faculty member (or lecturer who has chosen to do research/creative work and has it built into his or her workload) will demonstrate continuing growth and development through research or writing or other creative activities as well as through participation in professional activities appropriate to the many disciplines within journalism. Effective teaching, while desirable in every faculty member, will not compensate for a lack of scholarly or professional

accomplishments manifesting the individual's continuing professional growth and development. In the Mayborn School and the Mayborn Graduate Institute, a tenured or tenure-track faculty member is expected to demonstrate scholarly, professional, and/or creative activity during his or her career.

For continuing appointment, the full-time faculty member should demonstrate sufficient strength in the areas of scholarly publication, professional publication, and/or creative work to indicate a pattern of commitment to growth in these areas. It is expected that each person will show evidence of scholarly publication, professional publication, and/or creative progress during the probationary period. It is further expected that a faculty member's research or creative activities will give promise of leading to publication in a recognized scholarly journal, communication or mass media publication, or a publication/presentation related to one's academic specialty.

The faculty member's scholarly, professional, or creative record should demonstrate continued productivity in areas appropriate to the faculty member's expertise and teaching responsibilities.

UNT policy 06.007 Annual Review, pp. 4-5, outlines what is expected to achieve excellence in scholarship/creative work.

The following documentation shall serve as the basis for evaluating the research, publication and professional activities of a faculty member in the Mayborn School of Journalism.

1. List of research and/or creative projects undertaken and completed, describing title or topic, funding (if any), and brief summary for each.
2. List of academic activities that demonstrate a contribution to the discipline, such as international initiatives, originality of the work, grant writing and other similar evidence of creative and research contributions.
3. List of scholarly publications, showing title, date, where published and specifying those considered to be of major importance. Emphasis is on academic journals, books, and book chapters that have major importance in the field, such as those affiliated with major associations or organizations, those with low acceptance rates, those with high impact factors, and/or those from major and/or academic publishers (See Appendix A).
4. List of research reports, creative efforts, articles, videos, documentaries, photos, books, and other professional contributions appropriate to the faculty member's areas of expertise.
5. Other documentation associated with this function (e.g., letters of commendation, honors received).
6. Juried, invited, or refereed showings or exhibits of creative work.

Annual Evaluation Criteria for Research/Creative Work

The Mayborn School and Graduate Institute support creative activity in addition to academic research. This is most often articulated in annual faculty evaluations as well as in dossiers for promotion and tenure.

While it is necessary to assess faculty on an annual basis, it is the intent of the PAC to assess research and creative work holistically in three-year periods. Any one year should not be solely indicative of a faculty member's success. Faculty members may claim work in progress for major projects as long as they provide clear documentation. Minimum expectations are at least one peer-reviewed published work or one significant creative/professional work per year. It is incumbent on faculty members to demonstrate the significance of their work to the field.

Examples of the types of research and creative publications and projects faculty members are expected to complete:

Peer-reviewed scholarly work may include the following:

- Journal article.
- Paper, presentation or panel at regional, national or international conference.
- Scholarly, analytical, critical and/or interpretive books.
- Edited books.
- Encyclopedia entries.
- Book chapter.
- Monographs.
- Textbooks.
- Work in press (faculty members must provide documentation from publisher that work has been accepted for publication).
- Recipient of outstanding research award (provide complete citation and date).

Scholarly, professional and creative work may include the following:

- Articles, reviews, research reports and commentaries in professional publications.
- Juried work in creative activities.
- Invited creative presentations or publications.
- Publications in non-refereed but recognized professional and other journals.
- Presentations at non-academic professional meetings.
- Invited book chapters.
- Invited lectures and presentations in symposia, conferences and professional (mass communications) meetings.
- Published reports and studies for not-for-profit or for-profit organizations.
- Professional writing, designing, and producing, such as radio, television, film, video, or photographic productions.
- Books for general audiences.
- Presentations, workshops or lectures based on creative activity.
- Published reviews of scholarly works.
- Articles published by the mass media or professional/academic newsletters.
- Analyses and critical reviews of professional topics.
- Non-refereed textbooks.
- Work of an original nature that advances the state of the art in any of the professional fields represented on the faculty (e.g. scripts, screenplays, films, photos, video).
- Performances, presentations, speeches or consulting related to faculty member's creative work.
- Distribution contracts for creative work.

Other:

- Documented efforts to keep current on research (e.g., attending seminars, webinars, workshops or conferences).
- Application for internal grant for research projects.
- Receipt of internal grant for research projects (more weight than application).
- Application for external grant for research projects.
- Receipt of external grant for research projects (more weight than application).
- Awards for creative or professional work.

SERVICE

Guidelines for Evaluating Service

Service to the Mayborn School, the Mayborn Graduate Institute and to UNT is required of all faculty members. Exceptional service that leads to major outcomes that further the academic enterprise may be a factor for recommending continuing appointment and/or the award of tenure or promotion. Service to the communities appropriate to the faculty member's area of expertise will be considered in recommending continuing appointments as well as in tenure and promotion decisions.

For continuing appointment, the full-time faculty member should at a minimum give evidence of having attended and participated regularly in faculty meetings and meetings of the Mayborn School and the Mayborn Graduate Institute committees to which he/she is elected or appointed. Evidence may include minutes of meetings or confirmation of attendance by committee chair.

The faculty member may also provide documentation concerning service to UNT (e.g., appointment or election to a UNT committee or organization) and community service activities associated with the faculty member's field.

Sources of Evidence. The following documentation shall serve as the basis for evaluating the service function of a faculty member in the Mayborn School and the Mayborn Graduate Institute:

1. Annual Faculty Information System (FIS) updates, showing service on the Mayborn School and the Mayborn Graduate Institute committees and University bodies, with specification of each office or appointment and date(s).
2. List of professional activities with type of function performed, organizations served, and dates for each.
3. List of academic activities that demonstrate a contribution to the discipline, such as regional and national/international initiatives, elected officer appointments, grant writing and fundraising efforts, consulting that demonstrates excellence in the field, and similar evidence of service contributions.
4. Other documentation (e.g., letters of commendation, awards, notes, or letters from students) relating to the Mayborn School, the Mayborn Graduate Institute and UNT, as well as community service.

UNT policy 06.007 Annual Review, pp. 5-6, outlines what is expected of a faculty member to reach excellence in the area of service and engagement.

Annual Evaluation Criteria for Service

An accumulation of activities such as the following, especially those showing leadership and/or initiative in the Mayborn School, on the university level, in the professional community, the academic community, or the community in general, including national and international service activities, will contribute to a faculty member's ranking of "exceeds expectations" in service.

Examples of leadership in service:

- Chair of a standing school committee (e.g., PAC; Undergraduate Curriculum; Advancement, Alumni and Marketing; Graduate).
- Chair of search committee (list job and semester).
- Elected officer on a professional or academic committee (international, national, or regional). This means a position such as president, secretary, newsletter editor, or similar.
- Program chair for an international, national or regional conference.
- Planning and coordination of international, national or regional workshops/seminars.
- Adviser to student media for the University, such as NT Daily, SWOOP, Gravitass, NT Daily TV, NT Daily Radio, Hatch Visuals.
- Chair of standing or ad hoc committee for the university.

- Conducting workshops, colloquia, or seminars for professionals, other academics or students (outside of regular teaching activities).
- Serving on the editorial board of a journal.
- Elected officer on a professional or academic committee.
- Research or program chair for international, national or regional conference.
- Award for outstanding professional service to the community or public at large.
- Officer of the Faculty Senate.
- Member of the Faculty Senate.
- Application for an external grant for service projects.
- Receipt of an external grant for service projects ((more weight than application).
- Application for an internal grant for service projects.
- Receipt of an internal grant for service projects (more weight than application).

Examples of expected faculty service roles:

- Member of a Mayborn school committee.
- Member of a university committee.
- Reviewer of journal article.
- Reviewer for a set of conference papers. This means faculty member read and commented on the papers.
- Reviewer of manuscript/grant proposal.
- Reviewer of tenure and/or promotion dossiers for other universities.
- Reviewer or jury member for professional or scholarly creative work.
- Judging professional or academic competitions (provide summary and date).
- Coordination of homecoming, Celebrate Mayborn, or other school event.
- Adviser to a formally recognized journalism student organization.
- Adviser to a formally recognized student club outside of the Mayborn School of Journalism.
- Member of a governmental commission, task force, board, or similar entity.
- Consultant for an outside business or organization.
- Fundraising efforts that contribute to the school, including scholarships, or other aspect of the university.
- Interview source for media (provide name of media and date).
- Expert witness testimony before governmental and legal entities (provide summary and date).
- Service based on professional/academic expertise outside the school/university to the community (provide documentation).
- Moderator, discussant or timekeeper for a session at a conference.
- Regular support of student media through documented volunteer assistance.

TENURE AND PROMOTION

The University's tenure process is outlined in UNT policy 06.004, Faculty Reappointment, Tenure and Promotion. Please refer to this policy for any information not included in this School document.

TEACHING: For consideration for the award of tenure, the faculty member should — in addition to demonstrating sustained, excellent teaching — demonstrate an ability to revise course content and/or develop new courses appropriate to Mayborn School programs, work cooperatively with a variety of constituents, and stimulate student outreach, research, and investigation. See specific examples in the previous section, *School Procedures for Annual Evaluation*.

UNT policy 06.007 Annual Review, pp. 3-4, gives criteria of what is expected to achieve excellence in teaching.

Because at UNT the decision concerning award of tenure is, except in unusual cases, made concurrently with a recommendation for promotion, the qualifications required for promotion to the rank of Associate Professor will normally be the same as those required for the award of tenure.

For promotion to the rank of Professor, the teaching record of the faculty member should continue to evidence all of the characteristics that made that person previously eligible for tenure and, in addition, indicate that the faculty member has been improving his/her teaching and mentoring skills since the time that tenure was awarded.

RESEARCH/CREATIVE WORK: Faculty members are expected to demonstrate sustained excellence in scholarship/creative work to achieve tenure. Scholarly work should include publishing in high quality, peer-reviewed journals and/or respected invited publications, distribution outlets, or venues. It is incumbent on the faculty member to demonstrate the publication's impact or reputation by providing information such as acceptance rate, ranking, and reputation of publisher. Appendix A contains a list of scholarly journals considered high quality.

It is suggested that the faculty member discuss the journal or publication with the Associate Dean and/or appropriate unit administrator, and/or PAC members before submitting to that publication to determine whether it is considered high quality. With creative work, faculty members are expected to create peer-reviewed, juried, refereed, invited, or other high-profile work. The faculty member should demonstrate ability to create original work that is accepted as high quality within his or her field.

RESEARCH PUBLICATIONS. The fields of journalism and mass communication and computer-mediated mass communication intersect with many topics (e.g., health, gender, race, culture, sports, history, politics), each of which entails diverse methodological and theoretical approaches (e.g., post-positivist, cultural, critical, feminist and more). The list of academic journals provided in Appendix A, which is certainly not exhaustive, shows some examples of reputable journals in these fields. We recognize that our scholars make contributions to various disciplines. Additionally, many publication outlets that have a large impact within these fields are not currently ranked by social scientific indices. Therefore, it is ultimately each faculty member's responsibility to demonstrate the journals that have published their work are of high quality. For example, faculty members should make every effort to find and report common measures (e.g., acceptance/rejection rates, number of citations, impact factor, reputation of the editorial board, etc.) in their curriculum vitae. See Appendix A for examples of journals we consider high quality.

CREATIVE WORK. Creative work may appear in print, broadcast, public exhibitions or screenings, or even live performance. Peer-review of creative publications remains an important indicator of the quality of a creative publication. However, while peer-review remains the gold standard for traditional academic research, the Mayborn School of Journalism recognizes that much of the most valuable creative publication in

journalism, public relations, and advertising occurs in publication venues where the discretion of editors, programmers, or curators, not peer-review, -is the norm. The value of those publications should be assessed according to the prestige of the publication venue, the exclusivity of the publication venue, the audience reach (size), the audience scope (international, national, regional, or local), and the impact of the publication.

It is incumbent on the faculty member to substantiate the significance of a publication or creative work. The use of metrics such as rates of acceptance, viewership or readership statistics, broadcast range, awards or other indicators are encouraged. A publication's significance may be demonstrated by citation metrics or other indicators of external validation such as awards or acquisition into prestigious archives or collections, such as museums or historical archive collections. It is incumbent upon the faculty member to demonstrate that work is high quality or high profile by providing such evidence as rankings, awards, audience reach, impact, and/or reputation. See specific examples in the previous section, *School Procedures for Annual Evaluation*.

UNT policy 06.007 Annual Review, pp. 4-5, outlines what is expected to achieve excellence in scholarship/creative work.

To encourage collaboration, all references to research/creative work publications and presentations are given equal weight whether a single author, co-author or other collaboration. However, tenure-track faculty must demonstrate an ability to do single-author and/or first-author (in the case of collaborative work) research. Tenure-track and creative/professional faculty must demonstrate an ability to continue high-quality, high-profile work.

SERVICE: Faculty members should demonstrate sustained effectiveness in service by completing activities at the school, graduate institute, or university level as needed. The PAC must consider workload and special service when making this determination. Junior faculty members are encouraged to minimize university service outside the Mayborn School or the Mayborn Graduate Institute. See specific examples in the previous section, *School Procedures for Annual Evaluation*.

UNT policy 06.007 Annual Review, pp. 5-6, outlines what is expected of a faculty member to reach excellence in the area of service and engagement.

For consideration for the award of tenure, the faculty member should, in addition to meeting the criteria for continuing appointment, show evidence of consistent and valuable contributions to the Mayborn School and the Mayborn Graduate Institute faculty meetings and committees. Appropriate contributions to community activities in the area of journalism and mass communication (e.g., service on a local board), providing continuing education or in-service training activities for local, regional or national/international organizations will strengthen the case for recommending tenure and promotion, including promotion to Professor .

To be considered for promotion to full professor: The *Annual Faculty Evaluation Policies and Criteria* require faculty to demonstrate sustained excellence in three areas: scholarship, teaching, and service. For promotion to the rank of Professor, the faculty member should maintain continued strength and growth in all three areas as a participating member of the Mayborn School, the Mayborn Graduate Institute and UNT and as a contributor to journalism activities in the local, regional, or national/international communities. In considering faculty for all distinguished service recognitions (such as professor emeritus), procedures will be consistent with current UNT policy. See specific examples in the previous section, *School Procedures for Annual Evaluation*.

REVIEW OF TENURED FACULTY

Tenured faculty members are expected to meet the minimum requirements for tenure in teaching, research/creative, and service listed in the Mayborn School's Promotion and Tenure Guidelines. A faculty member who received a single overall review of unsatisfactory or below expectations may be placed on a Professional Development Plan, per **UNT Policy 06.052 Review of Tenured Faculty**. Tenured faculty who do not meet the minimum requirements in two or more of the categories in any annual review or who do not meet the minimum requirements in two or more of the categories over a rolling three-year period are required to be placed on a Professional Development Plan.. See **UNT Policy 06.052 Review of Tenured Faculty** for details.

GUIDELINES FOR HIRING, EVALUATING, AND PROMOTING LECTURERS

Adopted March 2, 2012, and updated February 6, 2015 and September 1, 2017 and November 3, 2017.

Responsibilities/Expectations

Lecturers are primarily responsible for teaching courses and maintaining currency in their field of instruction. Depending on the needs of the School, their duties may also include, but are not limited to, program development, service, professional development, student advising, and/or meeting other student-related responsibilities. Lecturers are appointed to one of the following classifications: lecturer, senior lecturer, or principal lecturer. Lecturers are eligible to serve on any undergraduate committee as elected and/or appointed members. Lecturers are eligible to serve on search committees and vote on the hiring of faculty, including tenure-track faculty. Lecturers are not eligible to participate in the university's tenure system, to vote in tenure decisions, or the promotion of tenure-track or tenured faculty, nor are they eligible to serve on the Promotion and Tenure Committee. Visiting lecturers have faculty voting rights. Adjunct faculty members do not have voting rights. According to University policy 06.002, Academic Appointments and Titles, p. 4, visiting lecturers are limited to a two-year appointment.

- **Lecturer:** To be eligible for the classification of lecturer, the faculty member must demonstrate effectiveness in teaching. Lecturers may be appointed to an initial term of up to three years and are renewed annually. See University policy 06.005, Non-Tenure Track Faculty Reappointment and Promotion, p. 2.
- **Senior Lecturer:** To be eligible for the classification of senior lecturer, the faculty member must have a record of substantial and continued effectiveness in teaching and have the equivalent of three consecutive years (six semesters of full-time teaching at UNT) of college-level teaching and/or equivalent professional experience. Full-time senior lecturers may be eligible to apply for development leave and certain travel funds and grants if they meet university and college requirements. Senior lecturers may be appointed to a term of up to five years and are renewed annually. See University policy 06.005, p. 2.
- **Principal Lecturer:** To be eligible for the classification of principal lecturer, the faculty member must have a record of sustained excellence in teaching and have the equivalent of five consecutive years (10 semesters of full-time teaching at UNT) of college-level teaching including at least three years (six semesters of full-time teaching) qualified at the senior lecturer rank, and/or the equivalent professional experience. Full-time principal lecturers may be eligible to apply for development leave and certain travel funds and grants if they meet university and college requirements. Principal lecturers may be appointed to a term of up to five years and are renewed annually. See University policy 06.005, p. 2.

Qualifications

At a minimum, lecturers must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach, and/or certification, licensing, or equivalent professional experience, such as APR for public relations. Depending on the appointment or teaching needs, terminal degrees may be required by the university or program.

Evaluation Procedures

Lecturers will be evaluated annually by the Personnel Affairs Committee (PAC) with recommendations for renewal made to the Associate Dean and/or appropriate unit administrator. The evaluation process will be based on the school's "Annual Faculty Evaluation Policies and Criteria" and "Criteria for Professional and Creative Activity" documents. Lecturers must meet the minimum standards under the categories that reflect their workloads in order to earn consideration for renewal of their contracts.

Promotion

Lecturers seeking promotion must submit their intention in writing to the PAC and the Associate Dean and/or appropriate unit administrator by the date listed in the school's promotion and tenure calendar. Candidates for promotion must turn in their dossier to the PAC and the Associate Dean and/or appropriate unit administrator by the date listed in the school's promotion and tenure calendar.

Candidates should consult with PAC members or other senior faculty or the Associate Dean and/or appropriate unit administrator on the development of their dossier.

To be considered for promotion from Lecturer to Senior Lecturer a candidate must:

Teaching:

- Have served at least three consecutive years at the rank of Lecturer at UNT.
- Lecturers seeking promotion to this rank must show a demonstrated improvement in all aspects of their teaching effectiveness, and must demonstrate the characteristics of an excellent teacher, which include intellectual honesty, command of the subject, organization of material for effective presentation, ability to arouse students' curiosity, stimulation of independent learning and creative work, high standards, and thoughtful academic mentoring.
- Show evidence of teaching effectiveness during that time at the rank of Lecturer that exceeds expectations in its annual evaluations. Evidence of teaching effectiveness can include, but is not limited to:
 - Peer teaching evaluations
 - A statistical summary of student evaluations
 - Sample learning objectives and assessment of student learning
 - Sample course syllabi
 - Sample lesson plans, such as an outline or example of class exercise
 - Sample rubrics
 - Teaching awards
 - Teaching grant applications
- Participation in seminars on teaching strategies and technology, and other supporting documents.
- Show evidence of on-going instructional development such as revising or developing new courses, applying for teaching grants, and/or supervising independent study or school activities.

Service:

- Must show evidence of consistent and continuous service to the school, university, and profession during the time in rank as Lecturer that exceeds the minimum standards listed in the school's Promotion and Tenure Guidelines.
- Evidence could include, but is not limited to, service awards, policies and programs developed by the candidate or a committee the candidate chaired, and the work of individual students or student groups. Such student work must be in addition to the candidate's teaching load, not part of a class project. Additional evidence may include advising student organizations, recruiting students, and mentoring students.
- Lecturers should also provide evidence of interaction with the professional and academic communities to assist students and enhance the reputation and knowledge of the school's programs.
- The candidate should show leadership within the School, such as chairing committees, organizing workshops or seminars, or other initiatives.
- Show a sustained record of contributing to the School in ways that go beyond the university community, e.g. participation in local, regional, national or international organizations, seminars and/or conferences that contribute to the development of students, faculty and the industry (e.g., AEJMC, SPI, AAAA, PRSA, BEA).

Creative/professional work may be included in the Teaching or Service category, depending on its nature. Creative/professional work is not required for lecturers but will help a candidate reach the "exceeds expectations" ranking in the faculty evaluation:

While lecturers are expected to devote most of their time on teaching and service duties, they are encouraged to improve the practice and analysis of the professions affiliated with the Mayborn School of Journalism.

Creative work shall include but is not limited to the creation, either in whole or in part, of any one of the following literary, narrative, artistic or dramatic works:

- Screenplay or theatrical play
- Documentary or docudrama
- Film production
- Fiction or nonfiction book
- Photography
- Magazine, newspaper or digital article
- Computer game or computer program
- Advertisement
- Website design
- Newsletter (digital or print)
- Podcast
- Publications discussing or analyzing professional practice in the candidate's field (e.g., articles published in the *Public Relations Strategist* or *Nieman Reports*)
- Creation of online training modules to be used by both students and professionals in the candidate's field (e.g., courses for Poynter's NewsU or PRSA Webinars)
- Publications discussing or analyzing societal trends as they relate to democracy, pluralism, and the First Amendment (e.g., articles published in *The New York Times* or *The New Yorker*)
- Academic/scholarly research project, presentation or publication.

To be considered for promotion from Senior Lecturer to Principal Lecturer a candidate must:

Teaching:

- Have served at least five consecutive years of college-level teaching, including at least three consecutive years in the rank of Senior Lecturer at UNT and/or the equivalent professional teaching experience.
- Senior lecturers seeking promotion to this rank must show outstanding improvement and development in all aspects of their teaching effectiveness, and must demonstrate the characteristics of an excellent teacher, which include intellectual honesty, command of the subject, organization of material for effective presentation, ability to arouse students' curiosity, stimulation of independent learning and creative work, high standards, and thoughtful academic mentoring.
- Show evidence of teaching effectiveness during that time at the rank of Lecturer that exceeds the minimum expectations listed in the school's Promotion and Tenure Guidelines and exceed expectations in each of its annual evaluations. Evidence of teaching effectiveness can include, but is not limited to:
 - Peer teaching evaluations
 - A statistical summary of student evaluations
 - Sample learning objectives and assessment of student learning
 - Sample course syllabi
 - Sample lesson plans
 - Sample rubrics
 - Teaching awards
 - Teaching grant applications
 - Receipt of teaching grant (more weight than application)
- Demonstration of innovative teaching methods
- Demonstrated significant impact on the teaching and practice of the field of study
- Demonstrated opportunities of interdisciplinary teaching
- Participation in seminars on teaching strategies and technology, and other supporting documents.
- Show evidence of leadership and innovation in instructional development and teaching including, but not limited to, chairing committees, creating new courses and developing policies and programs.

Service:

- Must show evidence of consistent and continuous service to the school, university, and profession during the time in rank as Lecturer that exceeds the minimum standards listed in the school's Promotion and Tenure Guidelines.
- Evidence could include, but is not limited to, service awards, policies and programs developed by the candidate or a committee the candidate chaired, and the work of individual students or student groups. Such student work must be in addition to the candidate's teaching load, not part of a class project. Additional evidence may include advising student organizations, recruiting students, and mentoring students.
- Candidates should also provide evidence of interaction with the professional and academic communities to assist students and enhance the reputation and knowledge of the school's programs.
- The candidate should show leadership within the School, such as chairing committees, organizing workshops or seminars, or other initiatives.

Examples of leadership in service:

- Show a sustained record of contributing to the School in ways that go beyond the university community, e.g. participation in local, regional, national or international organizations, seminars and/or conferences that contribute to the development of students, faculty and the industry (e.g., AEJMC, SPJ, AAAA, PRSA, BEA).
- Show leadership by coordinating a student-led project that is published or aired locally, nationally or internationally and/or coordinating a student-led competition that receives local, national or international recognition; e.g. articles or essays published in *The Dallas Morning News*, *Denton Record Chronicle*, *HuffingtonPost*; broadcast packages aired on KERA, NPR, WFAA, CNN; public relations and/or advertising campaigns or competitions, e.g. PRSA, Gravitas, AAF; documentaries or other professional/creative work.
- Show leadership by leading a group of students on an extended learning experience nationally or internationally, e.g. study abroad program; chaperoning a group to a major national conference, e.g. NAB, NABEF, BEA, ASNE, PRSA, PRSSA, AAF, AEJMC, NABJ, NAHJ, AAJA, ONA, IRE.

Creative/professional work may be included in the Teaching or Service category, depending on its nature. Creative/professional work is not required for lecturers but will help a candidate reach the "exceeds expectations" ranking in the faculty evaluation:

While lecturers are expected to devote most of their time on teaching and service duties, they are encouraged to improve the practice and analysis of the professions affiliated with the Mayborn School of Journalism.

Creative work shall include but is not limited to the creation, either in whole or in part, of any one of the following literary, narrative, artistic or dramatic works:

- Screenplay or theatrical play
- Documentary or docudrama
- Film production
- Fiction or nonfiction book
- Photography
- Magazine, newspaper or digital article
- Computer game or computer program
- Advertisement
- Website design
- Newsletter (digital or print)
- Podcast
- Publications discussing or analyzing professional practice in the candidate's field (e.g., articles published in the *Public Relations Strategist* or *Nieman Reports*)
- Creation of online training modules to be used by both students and professionals in the candidate's field (e.g., courses for Poynter's NewsU or PRSA Webinars)

- Publications discussing or analyzing societal trends as they relate to democracy, pluralism, and the First Amendment (e.g., articles published in *The New York Times* or *The New Yorker*)
- Academic/scholarly research project, presentation or publication.

Appendix A: List of High-Quality Journals

This list is not exhaustive of high-quality academic journals in the fields of journalism and mass communication, and computer-mediated mass communication. They have been identified based on (1) major journalism/mass communication/communication associations (i.e., Association for Education in Journalism and Mass Communication, National Communication Association, International Communication Association), as well as major journal publishers (i.e., Taylor & Francis, Sage, Elsevier, Emerald, Springer, Walter de Gruyter GmbH, Oxford University Press, Cambridge University Press), (2) regional and state journalism/mass communication/communication associations, (3) the National Communication Association’s journal list (<https://www.natcom.org/academic-professional-resources/research-and-publishing-resource-center/journals-publishing>), and (4) other online resources. Although not perfectly accurate, “Beall’s List of Predatory Journals and Publishers” (<https://beallist.weebly.com/>; <https://beallist.weebly.com/standalone-journals.html>) and “Stop Predatory Journals” (<https://predatoryjournals.com/journals/>) were consulted to make sure the list contains no low-quality journals, which lack a peer-review process and/or require a payment for publication.

International and National

- *Communication Methods and Measures* (AEJMC)
- *Communication Law and Policy* (AEJMC)
- *Community Journalism* (AEJMC)
- *Electronic News* (AEJMC)
- *International Communication Research Journal* (AEJMC)
- *Journal of Advertising Education* (AEJMC)
- *Journal of Communication Inquiry* (AEJMC)
- *Journal of Magazine Media* (AEJMC)
- *Journal of Media and Religion* (AEJMC)
- *Journal of Media Ethics* (formerly *Journal of Mass Media Ethics*) (AEJMC)
- *Journal of Public Relations Education* (AEJMC)

- *Journal of Public Relations Research* (AEJMC)
- *Journal of Sports Media* (AEJMC)
- *Journalism & Communication Monographs* (AEJMC)
- *Journalism & Mass Communication Educator* (AEJMC)
- *Journalism & Mass Communication Quarterly* (AEJMC)
- *Journalism History* (AEJMC)
- *Mass Communication and Society* (AEJMC)
- *Newspaper Research Journal* (AEJMC)
- *Teaching Journalism and Mass Communication* (AEJMC)
- *Visual Communication Quarterly* (AEJMC)
- *Communication and Critical/Cultural Studies* (NCA)
- *Communication Education* (NCA)
- *Communication Monographs* (NCA)
- *Communication Teacher* (NCA)
- *Critical Studies in Media Communication* (NCA)
- *First Amendment Studies* (formerly *Free Speech Yearbook*) (NCA)
- *Journal of Applied Communication Research* (NCA)
- *Journal of International and Intercultural Communication* (NCA)
- *Quarterly Journal of Speech* (NCA)
- *Review of Communication* (NCA)
- *Text and Performance Quarterly* (NCA)
- *Annals of the International Communication Association* (formerly *Communication Yearbook*) (ICA)
- *Communication, Culture, & Critique* (ICA)
- *Communication Theory* (ICA)
- *Human Communication Research* (ICA)
- *Journal of Communication* (ICA)
- *Journal of Computer-Mediated Communication* (ICA)
- *Advances in the History of Rhetoric* (Taylor & Francis)
- *African and Black Diaspora* (Taylor & Francis)
- *African Journalism Studies* (Taylor & Francis)
- *Agenda* (Taylor & Francis)
- *American Journalism* (Taylor & Francis)
- *American Journal of Political Science* (Wiley)
- *American Politics Research* (Sage)
- *Applied Environmental Education & Communication* (Taylor & Francis)
- *Asia Pacific Translation and Intercultural Studies* (Taylor & Francis)
- *Asian Ethnicity* (Taylor & Francis)
- *Asian Journal of Communication* (Taylor & Francis)
- *Asian Journal of Comparative Politics* (Sage)
- *Australian Feminist Studies* (Taylor & Francis)
- *Behaviour & Information Technology* (Taylor & Francis)
- *Celebrity Studies* (Taylor & Francis)
- *Chinese Journal of Communication* (Taylor & Francis)
- *Comedy Studies* (Taylor & Francis)
- *Communication* (Taylor & Francis)
- *Continuum: Journal of Media & Cultural Studies* (Taylor & Francis)
- *Critical Arts* (Taylor & Francis)
- *Critical Discourse Studies* (Taylor & Francis)
- *Cultural Studies* (Taylor & Francis)

- *Cultural Trends* (Taylor & Francis)
- *Culture and Organization* (Taylor & Francis)
- *Culture, Health & Sexuality* (Taylor & Francis)
- *Culture, Theory and Critique* (Taylor & Francis)
- *Digital Creativity* (Taylor & Francis)
- *Digital Journalism* (Taylor & Francis)
- *Discourse Processes* (Taylor & Francis)
- *Early Popular Visual Culture* (Taylor & Francis)
- *Environmental Communication* (Taylor & Francis)
- *Ecquid Novi: African Journalism Studies* (Taylor & Francis)
- *Feminist Media Studies* (Taylor & Francis)
- *Folklore* (Taylor & Francis)
- *Gender & Development* (Taylor & Francis)
- *Geomatics, Natural Hazards and Risk* (Taylor & Francis)
- *Health Communication* (Taylor & Francis)
- *Health Marketing Quarterly* (Taylor & Francis)
- *Health, Risk, & Society* (Taylor & Francis)
- *Historical Journal of Film, Radio and Television* (Taylor & Francis)
- *Howard Journal of Communications* (Taylor & Francis)
- *Information, Communication & Society* (Taylor & Francis)
- *International Journal of Advertising* (Taylor & Francis)
- *International Journal of Health Promotion and Education* (Taylor & Francis)
- *International Journal of Listening* (Taylor & Francis)
- *International Journal of Strategic Communication* (Taylor & Francis)
- *International Journal on Media Management* (Taylor & Francis)
- *Inter-Asia Cultural Studies* (Taylor & Francis)
- *Italian Culture* (Taylor & Francis)
- *Italian Studies* (Taylor & Francis)
- *Javnost — The Public* (Taylor & Francis)
- *Jazz Perspectives* (Taylor & Francis)
- *Jewish Culture and History* (Taylor & Francis)
- *Journal for Cultural Research* (Taylor & Francis)
- *Journal of Advertising* (Taylor & Francis)
- *Journal of African Cultural Studies* (Taylor & Francis)
- *Journal of Broadcasting & Electronic Media* (Taylor & Francis)
- *Journal of Children and Media* (Taylor & Francis)
- *Journal of Chinese Cinemas* (Taylor & Francis)
- *Journal of Communication in Healthcare* (Taylor & Francis)
- *Journal of Family Communication* (Taylor & Francis)
- *Journal of Gender Studies* (Taylor & Francis)
- *Journal of Graphic Novels and Comics* (Taylor & Francis)
- *Journal of Health Communication* (Taylor & Francis)
- *Journal of Interactive Advertising* (Taylor & Francis)
- *Journal of Intercultural Communication Research* (Taylor & Francis)
- *Journal of International and Intercultural Communication* (Taylor & Francis)
- *Journal of International Communication* (Taylor & Francis)
- *Journal of Japanese and Korean Cinema* (Taylor & Francis)
- *Journal of Media Business Studies* (Taylor & Francis)
- *Journal of Media Economics* (Taylor & Francis)

- *Journal of Muslim Minority Affairs* (Taylor & Francis)
- *Journal of Political Marketing* (Taylor & Francis)
- *Journal of Popular Film and Television* (Taylor & Francis)
- *Journal of Race, Ethnicity, and Politics* (Cambridge)
- *Journal of Radio & Audio Media* (formerly *Journal of Radio Studies*) (Taylor & Francis)
- *Journal of Risk Research* (Taylor & Francis)
- *Journal of Visual Literacy* (Taylor & Francis)
- *Journal of Women, Politics & Policy* (Taylor & Francis)
- *Journalism Practice* (Taylor & Francis)
- *Journalism Studies* (Taylor & Francis)
- *Language and Intercultural Communication* (Taylor & Francis)
- *Media History* (Taylor & Francis)
- *Media Practice and Education* (formerly *Journal of Media Practice*) (Taylor & Francis)
- *Media Psychology* (Taylor & Francis)
- *M obilities* (Taylor & Francis)
- *New Review of Film and Television Studies* (Taylor & Francis)
- *New Review of Hypermedia and Multimedia* (Taylor & Francis)
- *NORA — Nordic Journal of Feminist and Gender Research* (Taylor & Francis)
- *Parallax* (Taylor & Francis)
- *photographies* (Taylor & Francis)
- *Political Communication* (Taylor & Francis)
- *Politics and Gender* (Cambridge)
- *Politics, Groups, and Identities* (Taylor & Francis)
- *Political Research Quarterly* (Sage)
- *Popular Communication* (Taylor & Francis)
- *Popular Music and Society* (Taylor & Francis)
- *PS: Political Science & Politics* (Cambridge University Press)
- *Psychology & Sexuality* (Taylor & Francis)
- *Quarterly Review of Film and Video* (Taylor & Francis)
- *Research on Language & Social Interaction* (Taylor & Francis)
- *Rock Music Studies* (Taylor & Francis)
- *Russian Journal of Communication* (Taylor & Francis)
- *Social Influence* (Taylor & Francis)
- *Social Problems* (Oxford)
- *Social Semiotics* (Taylor & Francis)
- *South Asian Diaspora* (Taylor & Francis)
- *South Asian Popular Culture* (Taylor & Francis)
- *Studies in Australasian Cinema* (Taylor & Francis)
- *Studies in Documentary Film* (Taylor & Francis)
- *Studies in Eastern European Cinema* (Taylor & Francis)
- *Studies in European Cinema* (Taylor & Francis)
- *Studies in French Cinema* (Taylor & Francis)
- *Studies in Gender and Sexuality* (Taylor & Francis)
- *Studies in Russian and Soviet Cinema* (Taylor & Francis)
- *Technical Communication Quarterly* (Taylor & Francis)
- *Terrae Incognitae* (Taylor & Francis)
- *The Black Scholar* (Taylor & Francis)
- *The Communication Review* (Taylor & Francis)
- *The Information Society* (Taylor & Francis)

- *The Italianist* (Taylor & Francis)
- *The Journal of International Communication* (Taylor & Francis)
- *The Journal of Politics* (University of Chicago Press)
- *The Translator* (Taylor & Francis)
- *Transnational Cinemas* (Taylor & Francis)
- *Visual Culture in Britain* (Taylor & Francis)
- *Voice and Speech Review* (Taylor & Francis)
- *Women: A Cultural Review* (Taylor & Francis)
- *Women & Performance* (Taylor & Francis)
- *Women's History Review* (Taylor & Francis)
- *Women's Studies in Communication* (Taylor & Francis)
- *American Journal of Health Promotion* (Sage)
- *Animation* (Sage)
- *Asia Pacific Media Educator* (Sage)
- *Big Data & Society* (Sage)
- *BioScope: South Asian Screen Studies* (Sage)
- *British Journalism Review* (Sage)
- *Business and Professional Communication Quarterly* (Sage)
- *Communication and Sport* (Sage)
- *Communication & the Public* (Sage)
- *Communication Research* (Sage)
- *Convergence* (Sage)
- *Crime, Media, Culture* (Sage)
- *Critical Studies in Television* (Sage)
- *Discourse & Communication* (Sage)
- *Discourse & Society* (Sage)
- *Discourse Studies* (Sage)
- *European Journal of Communication* (Sage)
- *European Journal of Cultural Studies* (Sage)
- *Games and Culture* (Sage)
- *Global Media and China* (Sage)
- *Global Media and Communication* (Sage)
- *Health Promotion Practice* (Sage)
- *Information Visualization* (Sage)
- *International Communication Gazette* (Sage)
- *International Journal of Business Communication* (Sage)
- *International Journal of Cultural Studies* (Sage)
- *International Journal of Press/Politics* (Sage)
- *Journal of Business and Technical Communication* (Sage)
- *Journal of Creative Communications* (Sage)
- *Journal of Information Technology* (Sage)
- *Journal of Language and Social Psychology* (Sage)
- *Journal of Social and Personal Relationships* (Sage)
- *Journal of Technical Writing and Communication* (Sage)
- *Journal of Visual Culture* (Sage)
- *Journalism* (Sage)
- *Management Communication Quarterly* (Sage)
- *Media International Australia* (Sage)
- *Media, Culture & Society* (Sage)

- *Media, War & Conflict* (Sage)
- *Mobile Media & Communication* (Sage)
- *New Media & Society* (Sage)
- *Nineteenth Century Theatre and Film* (Sage)
- *Public Relations Inquiry* (Sage)
- *Public Understanding of Science* (Sage)
- *Qualitative Health Research* (Sage)
- *Science Communication* (Sage)
- *Sexualization, Media, & Society* (Sage)
- *Social Media + Society* (Sage)
- *Television & New Media* (Sage)
- *Theory, Culture & Society* (Sage)
- *Visual Communication* (Sage)
- *Written Communication* (Sage)
- *American Journal of Infection Control* (Elsevier)
- *Discourse, Context & Media* (Elsevier)
- *Gastrointestinal Endoscopy* (Elsevier)
- *Information Economics and Policy* (Elsevier)
- *Journal of Interactive Marketing* (Elsevier)
- *Journal of Visual Communication and Image Representation* (Elsevier)
- *Language & Communication* (Elsevier)
- *Public Relations Review* (Elsevier)
- *Speech Communication* (Elsevier)
- *Sport Management Review* (Elsevier)
- *Studies in Communication Sciences* (Elsevier)
- *Telecommunications Policy* (Elsevier)
- *Tourism Management* (Elsevier)
- *Tourism Management Perspectives* (Elsevier)
- *Women's Studies International Forum* (Elsevier)
- *Women's Studies International Quarterly* (Elsevier)
- *Corporate Communications* (Emerald)
- *Direct Marketing: An International Journal* (Emerald)
- *International Journal of Contemporary Hospitality Management* (Emerald)
- *International Journal of Sports Marketing and Sponsorship* (Emerald)
- *Internet Research* (Emerald)
- *Journal of Communication Management* (Emerald)
- *Journal of Information, Communication and Ethics in Society* (Emerald)
- *Asian Journal of Sustainability and Social Responsibility* (Springer)
- *Corporate Reputation Review* (Springer)
- *Gender Issues* (Springer)
- *International Journal of Corporate Social Responsibility* (Springer)
- *International Review on Public and Nonprofit Marketing* (Springer)
- *Journal of Brand Management* (Springer)
- *Journal of Perinatal Education* (Springer)
- *Journal of Primary Prevention* (Springer)
- *Sex Roles* (Springer)
- *Communications: The European Journal of Communication Research* (Walter de Gruyter GmbH)
- *HUMOR* (Walter de Gruyter GmbH)
- *Open Cultural Studies* (Walter de Gruyter GmbH)

- *Semiotica* (Walter de Gruyter GmbH)
- *Text & Talk* (Walter de Gruyter GmbH)
- *International Journal of Public Opinion Research* (Oxford)
- *Public Opinion Quarterly* (Oxford)
- *Journal of Advertising Research* (Cambridge)
- *Journal for Specialists in Pediatric Nursing* (Wiley)

Other

- *Camera Obscura*
- *Canadian Journal of Communication*
- *Case Studies in Strategic Communication*
- *Cinema: Journal of Philosophy and the Moving Image*
- *Communications: The European Journal of Communication Research*
- *Discourse: Journal for Theoretical Studies in Media and Culture*
- *European Journal of Humour Research*
- *Explorations in Media Ecology*
- *Film International*
- *Film Quarterly*
- *Health Communication*
- *International Journal of Communication*
- *International Journal of Health and Communication*
- *International Journal of Sport Communication*
- *International Journal of Sport Management and Marketing*
- *International Journal of Sports Marketing and Sponsorship*
- *Journal of Applied Journalism and Media Studies* (Intellect Ltd.)
- *Journal of Asian Pacific Communication*
- *Journal of Cinema and Media Studies* (formerly *Cinema Journal*)
- *Journal of Communication in Healthcare*
- *Journal of Contingencies & Crisis Management*
- *Journal of Electronic Communication*
- *Journal of Film and Video*
- *Journal of Healthcare Communications*
- *Journal of International Students*
- *Journal of Medical Internet Research*
- *Journal of Popular Culture*
- *Journal of Religion and Film*
- *Journal of Religion, Media and Digital Culture* (Brill Publishers)
- *Journal of Research on Women and Gender*
- *Journal of Social Media in Society*
- *Journal of Sport Management*
- *Journal of Student Affairs Research and Practice*
- *Middle East Journal of Culture and Communication*
- *Narrative Inquiry*
- *Nordicom Review*
- *October*
- *Projections: The Journal for Movies and Mind*
- *Public Relations Journal*
- *Quarterly Review of Film and Video*

- *Rhetoric & Public Affairs*
- *Rhetoric of Health & Medicine*
- *Screen*
- *Sport Management Review*
- *Studies in American Humor*
- *Women & Language*
- *Women's Studies in Communication*
- *Women in Sport and Physical Activity Journal*

Regional

- *Communication Quarterly* (Eastern Communication Association [ECA])
- *Communication Reports* (Western States Communication Association [WSCA])
- *Communication Research Reports* (ECA)
- *Communication Studies* (Central States Communication Association [CSCA])
- *Journal of Communication Pedagogy* (CSCA)
- *Qualitative Research Reports in Communication* (ECA)
- *Southern Communication Journal* (Southern States Communication Association [SSCA])
- *Southwestern Mass Communication Journal* (Southwest Education Council for Journalism and Mass Communication [SWECJMC])
- *Western Journal of Communication* (WSCA)

State

- *Atlantic Journal of Communication* (New Jersey Communication Association)
- *Carolinas Communication Annual* (Carolinas Communication Association)
- *Discourse: The Journal of the Speech Communication Association of South Dakota*
- *Florida Communication Journal* (Florida Communication Association)
- *Iowa Journal of Communication* (Iowa Communication Association)
- *Kentucky Journal of Communication* (Kentucky Communication Association)
- *Louisiana Speaks: The Journal of the Louisiana Communication Association*
- *Ohio Communication Journal* (Ohio Communication Association)
- *Pennsylvania Communication Annual* (Pennsylvania Communication Association)
- *Texas Speech Communication Journal* (Texas Speech Communication Association)