STANDARD 5

SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

HIGHLIGHTS

- School of Communications faculty members have authored more than 20 books and produced 1,100 scholarly and creative works in the past six years.

- The school’s definition of scholarship and peer review embraces traditional research, creative activity, and professional and trade publications.

- The school stimulates professional activity by providing an academic membership each year plus substantial travel funding for conference presentations.

- Newer faculty members receive a one-semester teaching sabbatical around the midpoint of their tenure timetable to help them achieve scholarly goals.

- Eight faculty members have taken full sabbaticals in the past six years, including one currently serving as a Fulbright Professor in Japan.
1. Describe the institution's mission regarding scholarship by faculty and the unit’s policies for achieving that mission.

At Elon, teaching is the first priority, but not the only priority. Faculty are expected to contribute to intellectual discovery in their disciplines and beyond.

Elon is not a Research I institution and does not aspire to become one. Nonetheless, peer-reviewed publication, creative activity and other forms of professional activity have become increasingly important at the university, and the faculty promotions and tenure committee expects to see peer-reviewed scholarship in candidate files.

Because the definition of scholarship can differ so substantially among disciplines, each department was instructed in 2004 to define “peer review” in its discipline. The Communications faculty created a scholarship statement that defines the breadth of professional activity in the discipline as well as defining “peer review.” The document (provided in response to #5, as requested) serves as a guideline for the faculty member as well as for the tenure and promotion committee.

The statement says the school is open to many forms of professional activity, ranging from traditional research to multimedia activity to professional publications. The document says of the faculty: "We have teacher-scholars who study in humanities areas such as history and ethical practice, who conduct social science research into communication processes and effects, and who engage in creative activity through documentary, screenwriting and other artistic expression."

To help faculty achieve scholarly goals, tenure-track and continuing-track faculty receive a teaching sabbatical around the midpoint of their tenure and promotion cycle. As noted in Standard 4, faculty also receive course reassignments and financial support from the school and institution to support research and creative activity. The school monitors scholarly productivity during the annual evaluation process and provides guidance as needed to assist faculty members pursuing scholarly activity.
2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

This section includes the scholarly and creative activity of the 41 Communications faculty members listed in Table 2 as full professors, associate professors, assistant professors and lecturers as of fall 2011.

While faculty members are to be productive scholars at Elon, the university does recognize the intellectual and creative contributions that faculty have made elsewhere. If a scholarly work has not previously been considered for tenure or promotion, the university will value it as part of the developing scholarly record of a faculty member. As a result, the grid includes some scholarly productivity that precedes time at Elon.

The grid does not include scholarly work by individuals no longer on the Elon faculty, and the school remarkably has not had a faculty member retire in its 11-year history.

Because of growth and the increase in course reassignments, the school has hired 13 new faculty members – a third of its total faculty – in the past three years. Three were newly minted Ph.D.s (a fourth is to earn the Ph.D. this fall), and the rest came to Elon from other universities or the professions. Those hired into permanent positions are eligible for associate professor rank if they have six or more years of full-time teaching experience, and they are eligible to seek an accelerated tenure/continuation cycle (four or five years instead of six years) if they have two or more years of full-time teaching experience elsewhere.

3. Using the grid that follows, provide counts of the unit’s productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

The school’s intellectual climate is reflected in the quality and quantity of faculty research and creative activity. The fact that faculty members have authored more than 20 books in the past six years is a significant statement for a non-Research I university.

Faculty productivity is robust as well in terms of book chapters, journal articles, conference presentations, creative activity, and awards and honors. Overall, the school counts more than 1,100 scholarly and creative works and honors among its faculty during the past six years.
<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>Totals by Unit</th>
<th>By Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Professors (3)</td>
<td>Associate Professors (19)</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>96</td>
<td>12</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>86</td>
<td>3</td>
</tr>
<tr>
<td>Grants Received External</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-Authored</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-Authored</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Books Edited</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>Monographs</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>101</td>
<td>7</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>233</td>
<td>2</td>
</tr>
<tr>
<td>Invited Academic Presentations</td>
<td>209</td>
<td>27</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>Articles in Non-Refereed Publications</td>
<td>134</td>
<td>10</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>49</td>
<td>0</td>
</tr>
<tr>
<td>Non-Juried Creative Works</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1,106</td>
<td></td>
</tr>
</tbody>
</table>

Notes

- “Other Faculty” was changed to “Lecturers” to reflect a category of permanent faculty at Elon.
- To better reflect institutional mission and unit policies, the category “Invited Academic Papers” was revised to “Invited Academic Presentations” to reflect participation at academic conferences.
- Totals by unit differ from totals by faculty because co-authored works are counted a single time in the totals by unit.
4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.)

The following is a listing of faculty scholarly activity such as books, book chapters, journal articles, newspaper and trade publications, academic presentations and panels, and creative projects. The listing is not exhaustive; some faculty listings would span many pages if every panel presentation were cited.

Janna Anderson
Associate Professor


Anderson, J. (2011). “Imagining the Internet.” Danish Top Executives Summit video appearance; also televised on Danish National Television, Copenhagen, Denmark.


Lucinda Austin
Assistant Professor


Brooke Barnett
Associate Professor


**Connie Book**  
*Professor*


**Vanessa Bravo**  
*Assistant Professor*


**Lee Bush**
***Associate Professor***


**Paul Castro**
***Associate Professor***


**Naeemah Clark**
***Assistant Professor***


David Copeland
A.J. Fletcher Professor


Vic Costello  
Associate Professor


Michelle Ferrier  
Associate Professor


Mike Frontani  
Associate Professor


Kenn Gaither
Associate Professor


Mandy Gallagher
Assistant Professor


**Gerald Gibson**  
Assistant Professor


**Jessica Gisclair**  
Associate Professor


**Don Grady**  
**Associate Professor**


**Anthony Hatcher**  
**Associate Professor**


Hatcher, A. (2006). “Reflections From the Experienced: Lessons Learned About the Challenges and Rewards that Faculty and Staff Experienced When They Were New and Junior.” Associated New American Colleges Summer Institute, Naperville, Ill.

**Dan Haygood**

*Assistant Professor*


**Ray Johnson**

*Assistant Professor*


Richard Landesberg
Associate Professor


**Byung Lee**  
**Associate Professor**


**Julie Lellis**  
**Assistant Professor**


Harlen Makemson
Associate Professor


Barbara Miller
Assistant Professor


Sang Nam  
Assistant Professor  


Max Negin  
Assistant Professor  


Tom Nelson  
Associate Professor  


George Padgett
Associate Professor


Paul Parsons
Professor


**Randy Piland**  
**Senior Lecturer**

Piland, R. (2010). Best of Festival Award, Interactive Multimedia Faculty Competition, Broadcast Education Association, Las Vegas.


**Glenn Scott**  
**Associate Professor**


**Michael Skube**  
**Associate Professor**

Amanda Sturgill
Associate Professor


Nagatha Tonkins
Assistant Professor


Nicole Triche
Assistant Professor


Frances Ward-Johnson
Associate Professor


Qian Xu
Assistant Professor


5. Attach relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research, and creative and professional activity in criteria for hiring, promotion and tenure. Describe how the unit’s criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.

Faculty in the School of Communications have broadly defined the scope of scholarly and creative activity in such a fertile and fast-changing discipline as communications. The faculty’s statement, titled “Scholarship and Peer Review as a Form of Professional Activity,” is provided on the following page.

The university’s Faculty Handbook identifies ways for faculty to demonstrate their professional activity toward the standards for tenure, continuation and promotion. As a general guide, the Elon Teacher-Scholar statement (provided in Standard 4 Faculty) refers to five areas of scholarship that meet the university's standards:

Elon University encourages and recognizes a broad array of scholarly endeavors just as it has adopted a broad view of faculty engagement with students. Scholarship adds significantly to our understanding by: 1) discovering or uncovering new knowledge or insights, 2) generating new theories and techniques that guide discovery, 3) integrating knowledge within or across disciplines, 4) applying knowledge responsibly to solve problems, and 5) developing pedagogical innovations that facilitate the dissemination of knowledge.

The Teacher-Scholar statement also identifies some common features of recognized scholarly work: 1) It results in a product, presentation, exhibition, or performance that expands knowledge, skills, or understanding that can be shared with others; 2) It extends beyond the limits of the institution; 3) It develops and/or expands the expertise of the faculty member and lifts the faculty member’s standing within the institution and in his/her great community (scholars, artists, researchers, professional practitioners); and 4) The work is reviewed by those outside the institution who have appropriate expertise.
Scholarship and Peer Review as a Form of Professional Activity

School of Communications, Elon University

Adopted by the faculty on March 16, 2004

Scholarship is one form of professional activity at Elon. The Elon Teacher-Scholar document states: “The Elon faculty embrace the idea that scholarship and teaching are inseparable because scholarship is the foundation of teaching.” In the School of Communications, we seek in our faculty a desire to search for the truth (discovery), have these findings examined for their importance and quality (peer review), communicate these findings (publication and presentation), and make an important impact in the broad intellectual community (significance).

BREADTH OF SCHOLARSHIP: Communications scholarship resides at the intersection of the humanities, the social sciences, the fine arts, and the practical application of the three. We have teacher-scholars who study in humanities areas such as history and ethical practice, who conduct social science research into communication processes and effects, and who engage in creative activity through documentary, screenwriting and other artistic expression. Scholars may work in multiple areas of discovery and creativity.

METHODS OF SCHOLARSHIP: We embrace both qualitative and quantitative methodologies as they relate to communications, and research on the pedagogy of teaching. We abide the five areas of scholarship as defined in the Elon Teacher-Scholar statement: discovering or uncovering new knowledge; generating new theories and techniques that guide discovery; integrating knowledge within or across disciplines; applying knowledge to solve problems; and developing pedagogical innovations that facilitate dissemination of knowledge.

FORMS OF PRESENTATION: The form of this scholarship may be equally diverse, ranging from traditional outlets such as books, monographs and scholarly journals to scholarship in the form of trade publications, documentaries, screenplays, films and new media. Scholars in the School of Communications should aim for a permanent and lasting form of presentation so that their ideas may reach students and scholars throughout the field and across boundaries of place and time. Conference presentations also are important in the expression and review of scholarship and may represent the first step in the production of a permanent and lasting addition to the field.

PEER REVIEW: Peer-reviewed scholarship is a subset of scholarship in general. Peer-reviewed scholarship is evaluated externally by academic or professional peers who are most qualified to examine the quality and importance of the completed work. Examples include academic peers for scholarly journals and presentations; professional peers for significant articles or productions accepted by the media for publication or broadcast; competitions for both academic and creative work; and professional organizations for significant invited publications or presentations based on the faculty member’s expertise. Most peer review occurs prior to the presentation or publication of the scholarship; however, peer review may occur afterward, as with annual awards by academic or professional organizations. As faculty members prepare their annual reports or their tenure or promotion files, they should be able to clearly document the manner and quality of the peer review.
6. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc.

Full-time faculty may apply for a sabbatical in their sixth year at Elon. The university's Faculty Research & Development Committee (which has a School of Communications faculty member on it) considers all requests and makes the selections. Faculty can choose a one-semester sabbatical at full salary, or a one-year sabbatical at half salary. In practice, the first sabbatical is timed for the period shortly after the granting of tenure.

Leaves of absence are determined by the dean in consultation with the provost, based on the specific circumstance and in accordance with the Faculty Handbook.

7. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.

Seven faculty members in the school have taken sabbaticals in the past six years: Byung Lee (fall 2010), Don Grady (spring 2010), Harlen Makemson (fall 2008), Brooke Barnett (spring 2008), Jessica Gisclair (spring 2008), George Padgett (fall 2007), and Mike Frontani (spring 2007).

Lee used his sabbatical to develop software to analyze data using factor analysis and to work on two scholarly papers, both of which were presented at the International Society for the Scientific Study of Subjectivity Q Conference in Ohio in fall 2010. Grady’s sabbatical project entailed the research and writing for a book tentatively titled “Great Ideas in Communication.” The book will identify, categorize and discuss those ideas that have had the greatest impact on communication, ranging from important theoretical notions to established conventions. Makemson used his sabbatical to spur activity for his book Media, NASA and America’s Quest for the Moon, published by Peter Lang in 2009. Barnett traveled to research and write the book Terrorism and the Press: An Uneasy Relationship, also published by Peter Lang in 2009. Gisclair developed new courses and enhanced present courses in media law and ethics with specific emphases on intellectual property issues on the Internet for her spring 2008 sabbatical. Her sabbatical led to two conference papers, one publication and one conference panel. Padgett spent his 2007 sabbatical working on a diversity dictionary that eventually morphed into a revision of his 2006 book New Directions in Diversity with a dictionary supplement. For his spring 2007 sabbatical, Frontani researched the Beatles for his book, The Beatles: Image and the Media, which won an American Library Association selection as a Choice Outstanding Academic Title in 2008.

Outside of maternity or medical leave, faculty rarely request leaves of absence at Elon. The dean has received three special requests in the last six years and granted them all
after consulting with the provost. Glenn Scott received a Fulbright Professorship to Japan for 2011-12 and the university provided a leave of absence, and Kenn Gaither took a leave of absence from Elon for the winter and spring terms of 2005 and 2008 to sail as executive dean on the Semester at Sea program.

8. Describe travel funding, grant support, or other methods or programs the unit uses to stimulate scholarship, research, and creative and professional activity.

The university provides about $1,000 a year per faculty member for travel, which doesn’t come close to meeting the needs of an energetic and widely traveled faculty. As a result, the school reallocates from other budget lines or draws from private funds to cover travel costs for faculty. In addition, the school offers to pay for one academic or professional membership for each faculty member each year.

The result is twofold: 1) Faculty are far more prominent at AEJMC, BEA and other conferences and have shown a significant increase in scholarly productivity, and 2) The school is scrambling to cover both more faculty travel and the escalating costs of travel.

As Table 11 shows, the school spent $115,300 for faculty travel, memberships and other forms of professional development in 2010-11. This compares to $64,900 for the same purposes two years previously.

Another means for encouraging scholarship and professional activity are course reassignments that reduce a faculty member's teaching assignment by one course to provide more time and focus for scholarship.

Summer research funding is another motivator. The university's Faculty Research and Development Committee awards summer grants of $8,000 to promote scholarship and awards of varying amounts to cover the expenses of research or publication. (FR&D also awards pedagogy and technology grants, outlined in Standard 2 Curriculum). The dean has a $17,000 summer allocation to support professional development, which can range from conference travel to the school creating its own technology workshop. Through the years, summer funding has provided stipends for a faculty workshop to enhance the new Digital Media Convergence course and has helped faculty members attend Poynter Institute workshops.

In 2005, the university began offering Hultquist Awards for first-year faculty members pursuing summer faculty development. Five or more awards are given each year across the university through a competitive process. Communications faculty have been highly competitive. Summer 2010 recipients were Naemah Clark, Dan Haygood and Phillip Motley. Each received approximately $1,000.
9. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

All faculty use travel funds – literally. One year, every faculty member in the school participated in at least one conference that was reimbursed from the travel budget. Most faculty follow up on the school’s offer to pay for an academic or professional membership each year.

In terms of competitive FR&D summer fellowships, faculty members in the school have been successful through the years:

2011  Barbara Miller, for a book on marketplace advocacy
       Frances Ward-Johnson, to research icons of African American politics

2010  David Copeland, for two books, *The Media’s Role in Defining the Nation: The Active Voice* and *Handbook of Digital Media Production: Visual Theory and Practice in Interactive World*
       Vic Costello, for a book on multimedia foundations for digital design
       Harlen Makemson, to research and write for *Handbook of Digital Media Production: Visual Theory and Practice in Interactive World*
       George Padgett, to revise his *New Directions in Diversity* book
       Glenn Scott, for a chapter in *Global Journalism: Topical Issues and Media Systems*

2009  Michael Frontani, for “Solo Years” in *The Cambridge Companion to the Beatles*
       Byung Lee, for a Q study on Koreans’ attitude toward downloading songs illegally in the *Journal of Human Subjectivity*
       Barbara Miller, for an article in the *Journal of Advertising* on issue advocacy

2008  Brooke Barnett, for two journal articles related to journalism, patriotism and terrorism in *Electronic News* and *Feedback*
       Kenn Gaither, to co-author the book *International Public Relations: Negotiating Culture, Identity and Power*

2007  Byung Lee, for a conference paper at the International Society for the Scientific Study of Subjectivity on illegal music downloads
Tom Nelson, for professional development as a reporter for KXMB-TV CBS in Bismarck, N.D.

2006  Brooke Barnett, for two book chapters in *Communication and Law: Multidisciplinary Approaches to Research*

10. *Describe actions by the unit administration to alert faculty members to opportunities to engage in scholarship, research, and creative and professional activity and to encourage faculty to engage in these activities.*

Opportunities are circulated on the school’s bulletin board near faculty mailboxes, through the School’s listserv (comm@elon.edu), or through the dean’s COMMUNICATOR newsletter emailed to all faculty and staff. The department chair and others encourage faculty during the annual review discussions to engage in professional activity.

11. *Describe the unit’s efforts to foster a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.*

An academic community thrives on intellectual curiosity, analysis and free expression.

Faculty enjoy teacher-scholar discussions through its “Sacks and Scholars” lunch series that offers encouragement and support in an informal environment. Each session includes a colleague’s presentation of a research topic, followed by discussion of a teaching-related issue. Presenters last year included Dan Haygood, who discussed his work on a book relating to sports broadcasting history, and Phillip Motley, who talked about the mastery of conceptual material in classes with a high technological learning curve.

One of the school’s strengths is that faculty work together. David Copeland and Anthony Hatcher co-edited a book that includes chapters and essays by other faculty members. George Padgett and Byung Lee have published together. So have Lee Bush and Barbara Miller. So have Phillip Motley and Harlen Makemson. So have Dan Haygood and Naeemah Clark.

Because of rising scholarly expectations for tenure and promotion, the school has formalized a faculty mentoring process so that more-experienced faculty can offer guidance to newer faculty about building a teaching, service and scholarly record of quality. Faculty are encouraged to visit each others’ classes and to go to lunch – on the university’s dollar – to discuss life in the academic world.
On the national level, Elon faculty have established a prominence at AEJMC and Broadcast Education Association conferences by presenting research, serving as moderators and panelists, and assuming leadership roles in the associations. The school supports faculty who wish to apply for a Fulbright Professorship, attend a Poynter Institute seminar, or participate in an American Society of Newspaper Editors program.

Each year the School of Communications presents an Excellence in Scholarship Award to one faculty member. Recipients are David Copeland, 2004; Connie Ledoux Book, 2005; Brooke Barnett, 2006; Kenn Gaither, 2007; Mike Frontani, 2008; Harlen Makemson, 2009; Barbara Miller, 2010; and Janna Anderson, 2011.