

STANDARD 1

MISSION, GOVERNANCE AND ADMINISTRATION



Leading the undergraduate program: Paul Parsons, Frances Ward-Johnson, Don Grady, Jessica Gisclair (teaching in London this fall) and Kenn Gaither

HIGHLIGHTS

- ❖ Elon takes academic planning seriously. The School of Communications developed its own five-year strategic plan and operates with a series of annual priorities.
- ❖ Three faculty members in the school serve on the 16-member Academic Council, which is the faculty governance body at the university.
- ❖ The school has six faculty committees in 2011-12: curriculum, technology, awards, diversity, teacher-scholar and Fellows, plus a task force on student experiences.
- ❖ Nominated by the faculty, the dean received the national Administrator of the Year award presented in 2011 by the Scripps Howard Foundation and AEJMC.

1. *Attach an organizational chart of the unit showing the reporting lines from the institution's chief executive officer to the persons at the lowest level of administrative responsibility within the unit. Include both names and titles. Briefly describe the administrative responsibilities of each person shown within the unit and of the person to whom the unit administrator reports.*

An organizational chart for the School of Communications is on the following page.

The dean is the chief academic and administrative officer of the school. The dean works with the school's faculty and staff to build an outstanding program and is responsible for strategic planning, school quality, personnel, budgets, technology, facilities, faculty development, public service and accreditation. Paul Parsons came to Elon as founding dean in 2001 following 14 years as a professor and administrator at Kansas State University and a year each as a Fulbright Professor in China and as a visiting professor in Singapore. He holds academic rank as a tenured full professor, which he earned at Kansas State. He reports directly to Provost Steven House, who became provost in 2009-10 following eight years as dean of Elon College, the College of Arts and Sciences.

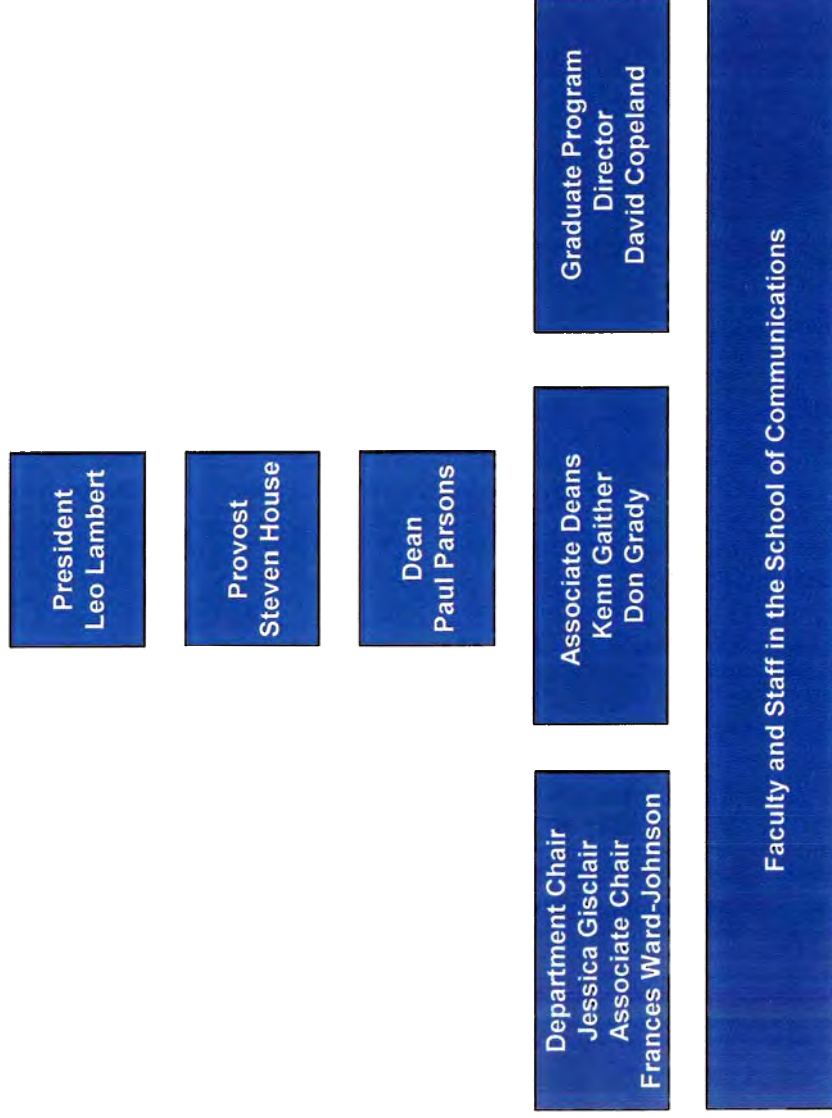
Associate deans handle internal administrative matters and provide oversight of the school's programs, centers and student experiences. When associate dean Connie Book was promoted to associate provost for academic affairs, Don Grady and Kenn Gaither both became associate deans in 2010-11. Grady had served the preceding six years as department chair, and Gaither had directed the Communications Fellows program. They both hold academic rank as tenured associate professors.

The department chair is a faculty member who accepts leadership responsibilities for a designated period of time. The department chair is responsible for course scheduling, teaching assignments, hiring of adjuncts, student advising, student and faculty issues, and daily operational matters. Jessica Gisclair became department chair in 2010-11 after serving for a year as associate department chair. She holds academic rank as a tenured associate professor. (Gisclair is the lead teacher in Elon's London program this fall and will not be on campus during the accreditation site visit.)

The associate department chair is a faculty member who handles internal matters at the direction of the chair. The associate chair is responsible for classroom observation, annual review of adjunct faculty, admissions events, student awards selection, and periodic meetings of students and faculty by major. Frances Ward-Johnson became associate chair in 2010-11. She holds academic rank as a tenured associate professor. (Because the department chair is in London this fall, Ward-Johnson will be serving in the role of department chair when the accreditation site visit occurs.)

The director of the M.A. in Interactive Media program is a faculty member who coordinates teaching assignments and programmatic initiatives on the graduate level. David Copeland became director of the graduate program in 2008-09. He holds academic rank as a tenured full professor and is the school's A.J. Fletcher Professor.

School of Communications Organizational Chart, Fall 2011



2. *Describe the unit's process for strategic or long-range planning. Attach a copy of the unit's strategic or long-range plan. This plan should give the date of adoption/revision and the timeline for achieving stated goals.*

Academic planning at Elon is systematic. All units complete five-year strategic plans on the same timetable. A copy of the school's 2005-10 strategic plan is attached, with checkmarks indicating goals successfully achieved.

The School of Communications created a new strategic plan during the self-study year. The self-study timetable happened to correspond with the university's timetable for the development of a 2011-16 strategic plan. The new strategic plan, now in effect, also is attached.

Faculty discussion of the new strategic plan began in August 2010 at a faculty retreat, followed by an idea-generating faculty meeting in September. Ideas continued to percolate through the year, eventually leading to the final version.

At Elon, a strategic plan does not sit on a shelf. Instead, it guides resource requests and priority emphases for the year or years to come. The university operates under a 10-year strategic plan known as **The Elon Commitment**, and the Office of Academic Affairs operates with a formal list of annual priorities carefully crafted by the provost, deans and others in leadership roles.

The School of Communications creates annual priorities as well to guide the school's progress toward its long-term strategic plan. The dean drafts a list of annual priorities in consultation with the department chair and faculty. Not surprisingly, the first priority in the school's 2011-12 list is "Host a successful ACEJMC site visit and be reaccredited with compliance in all standards."

SCHOOL OF COMMUNICATIONS

TOWARD ELON '11 ... A FIVE-YEAR PLAN, 2005-2010

BUILD ONE OF THE NATION'S PREMIER COMMUNICATIONS PROGRAMS.

- ✓ 1 Achieve national accreditation by ACEJMC.
- ✓ 2 Explore creation of an innovative graduate program in communications.
- ✓ 3 Attract significant gifts and endowment to enhance program quality.
- ✓ 4 Brand the School as a national model for faculty excellence and student engagement.

RECRUIT, EDUCATE AND REWARD OUTSTANDING STUDENTS.

- ✓ 1 Implement strategies to increase minority diversity and attract more international students.
- ✓ 2 Create a fund to support meaningful student projects and need-based student internships.
- ✓ 3 Implement the redesigned Fellows program as a center of student excellence.
- ✓ 4 Increase the number of students entering and winning national competitions.

BUILD AN OUTSTANDING FACULTY WITH APPROPRIATE RESOURCES FOR SUCCESS.

- ✓ 1 Establish a mentoring program to enhance teaching, and broaden the evaluation measures.
 - 2 Develop a professional-in-residence series.
- ✓ 3 Support faculty initiatives related to scholarship and public service that build national distinction.
 - 4 Seek to add a second endowed chair in communications.

DEVELOP THE CURRICULUM TO MEET FUTURE ACADEMIC CHALLENGES.

- ✓ 1 Implement an innovative convergence model for the senior capstone experience.
- ✓ 2 Consider new majors to stay abreast of student interests and the expanding discipline.
- ✓ 3 Explore adding study abroad and course fly-in components to internationalize the curriculum.
- ✓ 4 Investigate creating a Los Angeles program similar to Emerson and Ithaca.

STRENGTHEN THE COMMUNICATIONS FACILITIES TO MEET FUTURE NEEDS.

- ✓ 1 Complete the transition in broadcast communications to digital technology.
- ✓ 2 Implement the replacement cycle for equipment and software.
- ✓ 3 Design McEwen's entrance and open spaces to reflect the School's quality and creativity.
- ✓ 4 Plan future expansion for faculty offices, programs, and possibly student media/organizations.

Strategic Plan

2011-16

School of Communications, Elon University

In fall 2011, the School of Communications embarks on an ambitious strategic plan that reflects the school's mission statement and corresponds with *The Elon Commitment*, the university's 10-year strategic plan. *The Elon Commitment* is organized around eight themes, and these themes (minus the one on university athletics) serve as the organizing principles for the five-year plan in the School of Communications.

Highest Levels of Academic Achievement

- ❖ Be known as one of the nation's best communications schools by partnering on major projects with leading foundations, by further building an outstanding faculty and staff, and by supporting student successes.
- ❖ Achieve an overall Top 10 ranking in the national Hearst student awards competition.
- ❖ Expand the reach of the *Elon Journal of Undergraduate Research in Communications* as the national journal in the discipline.
- ❖ Update and revise the school's courses and curriculum in light of vast changes in the world of communications, with greater emphasis on creativity and analytical thinking.
- ❖ Implement a student portfolio assessment system involving professionals and alumni.
- ❖ Regularly re-examine the M.A. in Interactive Media program to serve a fast-changing media world.

Strategic and Innovative Pathways

- ❖ Inaugurate a leading-edge Ph.D. in Communications degree to produce exemplary teacher-scholars who can fulfill the growing need for communications faculty.
- ❖ Create an additional experience on campus for strategic communications and communication science students to augment their portfolios for internships and jobs.
- ❖ Develop clear connections between Sport & Event Management and sports media.
- ❖ Establish a semester or year-round Elon in Los Angeles program, and propose a third domestic summer program to join Los Angeles and New York City.

Premier Academic Facilities

- ❖ Build a state-of-the-art School of Communications facility that features a converged student media center, movie theatre, and designated wing for graduate programs.

World-Class Faculty and Staff

- ❖ Develop a more-sophisticated faculty mentoring program in the school to support the Elon teacher-scholar model.
- ❖ Double the financial support for professional development of faculty and staff to enhance conceptual and technological currency in the discipline.
- ❖ Broaden faculty involvement in the Imagining the Internet Center as the school's most significant public contribution nationally and internationally.
- ❖ Increase staff support commensurate with the school's growth.

Commitment to Diversity and Global Engagement

- ❖ Build upon the school's 2010 national Equity & Diversity Award by becoming a national exemplar for diversity initiatives.
- ❖ Launch new international student exchange programs with universities that have strong communications programs, and expand the exchange program with Singapore to include faculty exchanges.

Innovative Alumni Programs

- ❖ Create a School of Communications alumni network to forge lifelong partners, advocates and investors in the school.
- ❖ Honor alumni of the school and its predecessor department with school-based awards.

Stewardship To Remain a Best-Value University

- ❖ Attract significant gifts and endowment to double need-based undergraduate scholarships in the school, enhance program quality, and build a new school facility.
- ❖ Achieve annual giving goals of 100% participation of the school's Advisory Board, 75% of the school's faculty and staff, and 25% of the school's alumni.

2011-12 Priorities

School of Communications, Elon University

- ◆ Host a successful ACEJMC site visit and be reaccredited with compliance in all standards.
- ◆ Complete and advance a formal proposal for a Ph.D. in Communications degree.
- ◆ Convert the studios, control room and student camera fleet to a high-definition and tapeless environment and transition to new video-editing software.
- ◆ Begin planning for a new School of Communications building with a converged student media center.
- ◆ Support the school's two diversity infusion projects and implement the faculty exchange with A&T.
- ◆ Expand and strengthen the school's faculty mentoring program.
- ◆ Review, and revise as needed, the school's scholarship and peer-review document.
- ◆ Submit quality student entries in all categories of the national Hearst competition.
- ◆ Explore ideas for an organizational experience to provide additional portfolio-building opportunities for strategic communications and communication science students.
- ◆ Submit facility and curricular models for an Elon in Los Angeles program that spans a semester or year-round.
- ◆ Propose a Fellows funding model to achieve internal equity and meet external challenges.
- ◆ Brainstorm on ways to further connect Sport & Event Management with Communications.
- ◆ Begin curricular conversations, including the role of interactive gaming, following the GST process.
- ◆ Implement a faculty interview component in the recruitment of the 2012-13 iMedia class.
- ◆ Establish school-based alumni awards and proceed toward forming a Communications alumni board.
- ◆ Achieve 100% giving participation by the Advisory Board and two-thirds participation by faculty and staff.

3. *Describe the unit's policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.*

Elon is a centralized institution, operating with a university-wide Faculty Handbook rather than having schools set their own governance policies and procedures.

The Faculty Handbook specifies faculty rank and responsibilities, evaluation of teaching faculty and administrators, procedures for hearings/complaints, and policies and procedures of the instructional program. The Faculty Handbook is a publication of more than 200 pages. Sections are included throughout this self-study as appropriate. The full document will be available in the site team's workroom.

A shared governance statement in the front of the Faculty Handbook reads:

The administration of Elon University makes every effort to practice democracy in administrative matters. Authority for the administration of the university is vested in the Board of Trustees and in its selected administrative officer, the president. The faculty, however, is given the responsibility of making the decisions that involve the teaching program of the university. Faculty committees are asked to make studies and to report to the faculty, which renders decisions within the scope of its authority. On matters beyond the authority of the faculty, the faculty may make recommendations to the Board of Trustees. The administration recognizes that the most important function of the university is that of teaching. It is the aim of the administration to maintain an atmosphere that is conducive to good teaching and where faculty members can pursue the search for the truth in an atmosphere of academic freedom. In a democracy, such a freedom is obtained only as the faculty exercises that freedom and assumes its responsibility to guard that freedom against abuses.

Academic Council is the voice of the faculty. Its powers and responsibilities include formulating policy for faculty approval, nominating members of standing committees, serving as a hearing committee on sensitive faculty cases, and advising the president on university priorities. Three faculty members in the School of Communications – David Copeland, Anthony Hatcher and Frances Ward-Johnson – are among the 16 elected members of the 2011-12 Academic Council.

University standing committees include Faculty Research & Development (FR&D), which awards faculty sabbaticals, course releases for research and summer research funds. Major course and curriculum proposals go through the Curriculum Committee. The Promotions & Tenure Committee consists of eight faculty members from across the university. Graduate Council approves curriculum changes and recommends new graduate programs. In each case, at least one School of Communications faculty member sits on these major university committees.

The faculty as a whole develops curriculum and educational policy. The School of Communications faculty has adopted Professional Standards Policies to provide internal consistency on issues such as student attendance and grading (provided on the following pages).

The school also has compiled a Course Handbook with course goals and objectives to provide commonality among multiple sections (described in Standard 2 Curriculum) and has crafted a definition of peer review as part of a university initiative to better articulate scholarly expectations (described in Standard 5 Scholarship).

Faculty recommend students to serve on the Student Advisory Board, which meets with a dean each month to provide feedback on school issues and to suggest ways to strengthen student educational experiences. In years past, the Student Advisory Board has been a valuable feedback group for proposed curriculum revisions and the impetus for providing 24/7 access to the building and for placing computers and a printer in a second-floor study/snack area for student use.

School of Communications

Professional Standards Policies

The School of Communications has adopted the following minimum policies to provide students with a clear understanding and consistent application of course expectations, since journalism and communications are disciplines with rigorous professional standards. Teachers may designate more stringent policies on their course syllabi.

Attendance Policy

Students in the School of Communications are expected to attend all classes. Just as professionals go to work each day, we expect students in a professional school to come to class on time and be prepared to work.

A student who misses more than 20% of scheduled classes in a term (more than eight absences for classes meeting three times a week, more than five absences for classes meeting twice a week, more than three absences for classes meeting once a week) automatically receives an F because the student has missed too much content and participation to pass a course in a professional school.

Teachers will lower the final grade in a class for each absence beyond the equivalent of one week of class (three absences for classes meeting three times a week, two absences for classes meeting twice a week, and one absence during winter term, a summer session, or a once-a-week class during a regular semester) as indicated in the course syllabus. An exception may exist for a student who misses more than a week of classes for a sanctioned university activity, such as presenting research at a national forum, class travel or university athletic travel. Students participating in such events must submit a written request in advance to the professor.

Coursework

If students miss a class because of illness, participation in a university-sponsored activity, job interview or other causes, they have missed valuable content and engaged learning. In this sense, excused and unexcused absences are no different. To ensure that students avoid gaps in the progression of a course, professors may assign additional work. For example, a professor may require a student to write a 400-word summary of material covered in a missed class session or complete an additional lab assignment that demonstrates comprehension of material covered.

In this course, a student missing a class will be required to: (insert individual policy)

Tests and Examinations

If students miss a quiz, test or examination they must submit a written request for a makeup to the professor. Students who miss a **final** examination must secure permission for a makeup from the department chair. As indicated in the Elon University Faculty Handbook, “students are not guaranteed permission to make up examinations and have no guarantees about the impact of the absence on their final grade for the course.”

Grading

Faculty members determine their own grading scale. Ordinarily a 10- or seven-point scale is used in courses. Teachers also establish the numerical standards for plus and minus grades. The university defines grades as follows:

- A indicates distinguished performance,
- B indicates above-average performance,
- C indicates an average performance in which a basic understanding of the subject has been demonstrated,
- D indicates a passing performance despite some deficiencies, and
- F indicates failure.

Assignments

Professionals meet deadlines. All assignments should be submitted on time, and they are due on the assigned date even if the student is absent from class. A teacher may choose not to accept late work, or to lower a grade by one letter for each weekday it is late.

Honor Code

All students are expected to uphold the four fundamental values of the Elon Honor Code:

- Honesty
- Integrity
- Responsibility
- Respect

Breaches of these values will result in an academic or social honor code violation report. Honor code violations include: plagiarism, lying, cheating, stealing or vandalism, and facilitating academic dishonesty. These violations may result in the lowering of a grade or failure of a class. While “intent” may be considered in assigning sanctions, it is not a factor in determining responsibility for an offense. Students should consult with their professor if they are uncertain about whether specific activities are violations of the honor code.

Academic Honesty

The School of Communications takes plagiarism seriously, just as businesses and other media organizations and scholars do.

All forms of dishonesty mentioned above may result in an F in a course and expulsion from the university. Although all of these are clear violations of the university Honor Code, plagiarism is a special concern for communications professionals and scholars.

What is plagiarism? It is using someone else's work such as passages, photographs, music, video, graphics and other images, and claiming it as your own. It can be copying work that has appeared in a journal, a magazine, a newspaper or online – anywhere, really – and presenting it as your own. Cutting and pasting passages from the Web into your work, for example, is plagiarism unless you credit the source of the material or images. Take this as your guiding principle: If you quote someone else's words or appropriate their image, attribute the source.

In brief, you may not adopt or reproduce the ideas, words or statements of another person without acknowledgment or attribution. In many cases, such work is copyrighted. Acknowledgment is required when borrowing facts, statistics, images or illustrative material, unless that information is common knowledge or in the public domain. (Example: China is the most populous nation on Earth. Or: Jupiter is the largest planet in our solar system.)

If you quote someone else's words or use information or material acquired or created by someone else, then you must attribute the source.

Definitions and examples of Elon Honor Code violations above may be found at <http://www.elon.edu/e-web/students/handbook/judicialhonor.xhtml>

4. *How often did the faculty meet during the most recent academic year?*

Communications faculty and staff met 12 times last year. The academic year begins with a day-long retreat and then two meetings during the university's Planning Week. After that, faculty have monthly departmental meetings. The regular meeting date is the first Tuesday of each month, although holidays and university events sometimes change that schedule.

Meeting dates during the 2010-11 academic year were August 20 (the full-day retreat), August 23, August 26, September 3, September 7, October 5, November 2, December 7, February 4, March 1, April 5 and May 3. Minutes of each faculty meeting will be available for review in the site team's workroom.

Between faculty meetings, the dean writes an electronic newsletter named **COMMUNICATOR** to inform faculty and staff about upcoming events, statistical reports, student awards, alumni updates, and other news in the School of Communications. The dean produced 31 issues of **COMMUNICATOR** during the 2010-11 academic year. These also will be available in the site team's workroom.

The full-day school retreat each August allows the faculty to review the past year, discuss assessment measures, and consider significant issues in a more deliberative context. The retreat is scheduled for the week prior to the beginning of school. Attendance is not mandatory, but nearly all faculty members participate each year, and the university provides a \$75 special stipend to each participant.

5. *List faculty membership and responsibilities of the unit's standing and ad hoc committees.*

The School of Communications has six standing committees and one task force for 2011-12.

Faculty were given an opportunity to express committee preferences at the August retreat, and the department chair did her best to accommodate as many first choices as possible. The school's 2011-12 committees are Awards, Curriculum, Diversity, Fellows, Teacher-Scholar and Technology, plus a task force to explore an additional on-campus experience for students. In addition, a faculty search committee will be formed if the university approves a new position in the school for the coming year.

Committee chairs call their own meetings, and a dean or department chair serves as a liaison to each committee. Committee rosters and responsibilities are provided on the following page.

SCHOOL OF COMMUNICATIONS

2011–12 FACULTY STANDING COMMITTEES

AWARDS COMMITTEE – Chair: Michael Frontani

- Members: Janna Anderson, Paul Castro, David Copeland and Amanda Gallagher (Frances Ward-Johnson)
- Make recommendations for awards that recognize outstanding personal and professional achievement of School of Communications students and alumni

CURRICULUM COMMITTEE – Chair: Harlen Makemson

- Members: Michelle Ferrier, Ray Johnson, Rich Landesberg, Julie Lellis, Phillip Motley and Hal Walker (Don Grady)
- Coordinate and monitor course and curriculum proposals; consider how a new General Studies curriculum may impact the school and its students

DIVERSITY COMMITTEE – Chair: Nagatha Tonkins

- Members: Brooke Barnett, Vanessa Bravo, Anthony Hatcher and Qian Xu (Jessica Gisclair)
- Develop initiatives to implement the School of Communications diversity plan; investigate ways to enhance the international and domestic initiatives of the plan

FELLOWS COMMITTEE – Chair: Naeemah Clark

- Members: Colin Donohue, Barbara Miller, George Padgett and Michael Skube (Kenn Gaither)
- Review and implement the Fellows selection process; select class and organize program elements for Communications Fellows

TEACHER-SCHOLAR COMMITTEE – Chair: Amanda Sturgill

- Members: Lucinda Austin, Derek Lackaff, Byung Lee and Staci Saltz (Don Grady)
- Plan teaching development programs and SURF Day faculty scholarship presentations; review and make recommendations for the Teaching Enhancement Plan, Scholarship and Peer-Review Statement and Professional Standards Policy

TECHNOLOGY COMMITTEE – Chair: Vic Costello

- Members: Brad Berkner, Gerald Gibson, Randy Piland, Nicole Triche and J McMerty (Paul Parsons)
- Monitor developments in technology and consider needs; develop procedure for implementation of HD in the School of Communications; draft an annual recommendation of technology needs

ON-CAMPUS EXPERIENCE TASK FORCE – Chair: Lee Bush

- Members: Dan Haygood, Sang Nam, Max Negin and Tom Nelson (Kenn Gaither)
- Investigate initiatives to create an on-campus experience for strategic communications and communications science majors.

6. *Describe the procedures for selecting and appointing unit administrators.*

The dean of the School of Communications is appointed by the provost with faculty and administrative input. In 2001, Dean Parsons was selected through a national search coordinated by a consulting firm, with a campus search committee that included four School of Communications faculty members.

The dean appoints associate deans in consultation with the faculty and provost. In 2009-10, the school initiated an internal search for two associate deans. Two faculty members expressed interest, gave presentations to the faculty, received strong faculty support, and were named as associate deans.

The dean also appoints the department chair based largely on faculty input. With the former department chair becoming one of the associate deans, the school initiated an internal search for a new department chair. One candidate expressed interest, received strong faculty support, and was given a four-year term as department chair. The chair then led the process to select an associate department chair.

7. *Describe the process for evaluating unit administrators.*

Each spring, the provost invites faculty and staff to evaluate the school's dean and department chair. The evaluation forms, along with a description of the process, are in the Faculty Handbook. The university's Office of Institutional Research electronically sends the evaluation forms to the school's faculty and staff.

Evaluations of the dean are provided to the provost, who meets with the dean to share the feedback. Evaluations of the department chair are returned to the dean, who meets with the department chair to share the feedback. Evaluations are anonymous.

In addition, the provost conducts an annual review of each dean, using a standard evaluative instrument, and the dean writes an annual review on the department chair.

Elon does not have a faculty and staff evaluation system for those in associate roles. Associate deans receive an annual written evaluation by the dean, and the associate department chair receives an annual written evaluation by the department chair.

Evaluation of Dean

To be completed by each member of the faculty.

Evaluations for deans are normally conducted during March of each academic year. Evaluation forms are sent electronically to faculty members by the Office of Institutional Research and are to be completed by March 20.

(Name of Dean being Evaluated)

These responses are reviewed by the provost and are included as part of the annual review. The forms are returned to the individual being evaluated.

Faculty Status of Person Completing this Form:

- Full-Time Teaching Faculty
- Admin. Staff with Faculty Rank
- Other
- Part-Time Teaching Faculty
- Academic Support Staff with Faculty Rank

To what degree is each item below descriptive of this administrator?

Highest		Average		Lowest	Do Not Know	Not Applicable
5	4	3	2	1	X	X

- _____ Provides positive leadership in conceiving and executing academic programs.
- _____ Follows the letter and intent of *Faculty Handbook* guidelines.
- _____ Handles routine duties effectively.
- _____ Delegates responsibility when appropriate.
- _____ Encourages faculty development through scholarly activities and research.
- _____ Communicates with and keeps the faculty informed.
- _____ Is approachable, accessible, considerate, and courteous.
- _____ Effectively mediates and arbitrates conflict.
- _____ Performs position-related duties with integrity, credibility and fairness.

Please comment on particular strengths or weakness related to the areas listed above. Feel free to make any additional comments that are appropriate.

Administered annually (March 1) by the Office of Institutional Research

(6/09)

Evaluation of Department Chair

To be completed by each member of the department.

Evaluations for chairs are normally conducted during March of each academic year. Evaluation forms are sent electronically to faculty members by the Office of Institutional Research and are to be completed by March 20th as follows:

Chair's Evaluations

Responses are reviewed by the dean and are included as part of the annual review. The forms are returned to the individual being evaluated.

Name of Department Chair Being Evaluated _____
Department _____

To what degree is each item below descriptive of this administrator?

Highest		Average		Lowest		Do Not Know		Not Applicable
5	4	3	2	1		X		X

- _____ Provides initiative for the improvement of department curriculum.
- _____ Provides or encourages departmental extracurricular activities for student majors.
- _____ Encourages faculty development through workshops, research, professional meetings, or completion of advanced degree.
- _____ Gives personal support through constructive individual evaluation conferences or through other means.
- _____ Includes department members in decisions about use of department budget.
- _____ Includes department members in decisions about curriculum changes and/or waivers.
- _____ Effectively represents the department interests to the administration.
- _____ Effectively represents the faculty member to the administration.
- _____ Assigns duties equitably and appropriately.
- _____ Communicates effectively with department members.
- _____ Performs position-related duties with integrity, credibility, and fairness.

Department Meetings: Check those choices that apply.

1. Number of meetings: ___ Adequate ___ Too frequent ___ Too infrequent
2. Effectiveness of Meetings: ___ Highly effective ___ Adequate ___ Ineffective

Please make any comment that you feel would be helpful.

Administered annually (March 1) by the Office of Institutional Research
(6/09)

8. *Report the findings of the most recent evaluation of unit administrators.*

Faculty and staff in the School of Communications gave Dean Parsons a cumulative 4.7 on a 5-point scale in their spring 2011 evaluation. The highest evaluations were for providing positive leadership, being approachable and accessible, communicating effectively, and performing duties with integrity, credibility and fairness. In the provost's spring 2011 evaluation, the dean received the highest possible score on all 12 items (position knowledge, quality of work, organization, creativity, adaptability, initiative, dependability, judgment, working relationships, communication skills, leadership, and professional development). The provost referred to the dean as trusted, respected and "simply the best Dean of Communications in the country."

Nominated by the faculty in 2011, the dean received the national Administrator of the Year award presented in St. Louis by the Scripps Howard Foundation and AEJMC.

Faculty and staff gave Department Chair Gisclair a cumulative 4.5 on a 5-point scale in their spring 2011 evaluation. Highest evaluations were for effectively representing faculty and department interests, curricular inclusion, and performing duties with integrity, credibility and fairness. In the dean's spring 2011 evaluation, the chair received praise for her organizational skills, unflappable decision-making, and constructive leadership in her first year in the position. The dean wrote that she "has played an important and beneficial role in making seamless the leadership changes in the School of Communications the past year. She is a great asset to the school."

9. *Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.*

Informal concerns by faculty, staff and students are handled at the department chair and dean levels. Since the School of Communications operates with an open style (faculty and staff usually can walk into any office throughout the day), concerns often can be addressed immediately. Students typically schedule a meeting with the department chair or dean, depending on the type of complaint.

For formal complaints, a grievance procedure is outlined in the Faculty Handbook (attached), and a similar procedure exists in the Staff Manual. No complaints have ever been filed involving the school. Student complaints usually are related to grades. The university's grade appeal procedure also is described in the Faculty Handbook (attached). Elon requires students to contact professors about a grade concern in the first two weeks of the following semester; students must file a grade appeal within the first four weeks; and the department chair makes a ruling within the first six weeks. Students may appeal the chair's decision to a university grade appeal committee.

The following policies contain Elon's official procedures for handling a variety of hearings and complaints.

[1] Title: **Hearing Procedures for Employees with Faculty Rank**

From: 2010-11 *Faculty Handbook*; Section II-10; Starting on page 1 of 14.

Use: This process applies in cases involving the dismissal or suspension of an employee with faculty rank or charges of unprofessional conduct against an employee with faculty rank.

[2] Title: **Faculty Grievance Procedure**

From: 2010-11 *Faculty Handbook*; Section II-10; Starting on page 3 of 14.

Use: This process applies to full time and part-time teaching faculty. It lists grievable and non-grievable issues as well as procedures for reporting and processing complaints.

[3] Title: **Workplace Harassment (includes sexual harassment)**

From: 2010-11 *Staff Manual*; Section A-18; Starting on page 1 of 2.

Use: Policies for harassment. Applies to all employees, interns, temporaries, contractors, vendors, student workers, students, and others in the university work environment. This section defines harassment and first steps to be taken.

[4] Title: **Grievance Procedure for Alleged Violation of the Professional Boundaries Policy**

From: 2010-11 *Faculty Handbook*; Section II-10; Starting on page 6 of 14.

Use: These sections relate to a student's complaint against a faculty member for unprofessional behavior and/or sexual harassment, outlining the informal and formal procedures. This policy does not cover cases where a student is harassed by another student. Administrative Staff with Faculty Rank and Academic Support Staff with Faculty Rank, as well as all other staff members, should use [3] above.

[5] Title: **Professional Boundaries Between Faculty, Staff and Students**
From: 2010-11 *Student Handbook (online)*
Use: Mirrors the Professional Boundaries statement in the faculty handbook – what students are told about the process in their handbook.

[6] Title: **Sexual Harassment**
From: 2010-11 *Student Handbook (online)*
Use: Defines Sexual Harassment, procedures for reporting including abuse, rape and violence.

[7] Title: **Respecting Diversity**
From: 2010-11 *Student Handbook (online)*
Use: Describes violations of respect and how to process them

[8] Title: **Grade Appeal Procedure**
From: 2010-11 *Faculty Handbook*, Section II-10; Starting on page 10 of 14.
Use: Describes process student should take to appeal a final course grade. Includes deadlines for filing an appeal and the bases for appeals. This policy does not cover an appeal for an assignment in a course – only for the final course grade. Site includes form to be completed by student and by the faculty member in an appeal.

[9] Title: **Grade Appeal Procedure**
From: 2010-11 *Student Handbook (online)*
Use: Shows what students see about grade appeals when they look in the student handbook. NOTE: forms for student and professor are NOT included in the student handbook....only the faculty handbook.

[10] Title: Honor Code (Academic) Incident Report

From: Elon Webpage { http://www.elon.edu/academics/docs/acad_integrity.pdf }

Use: Form to be used by faculty member when he/she believes a student has violated the honor code through such behaviors as cheating, plagiarizing, lying, stealing, destroying property or facilitating the dishonesty of others.

[11] Title: Tenure/Promotion Appeal Process

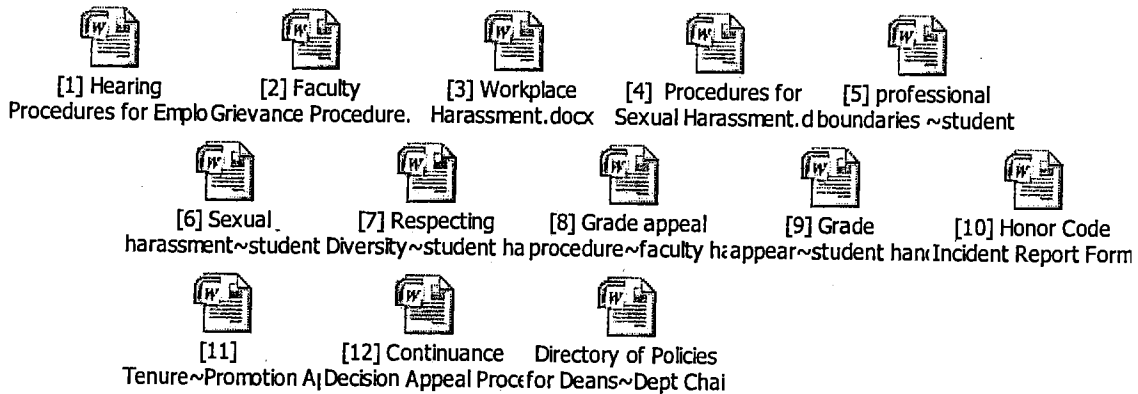
From: 2010-11 *Faculty Handbook*; Section II-11; Starting on page 1 of 4.

Use: Process to appeal the procedure (not outcome) of the tenure or promotion decision.

[12] Title: Continuance Decision Appeal Process

From: 2010-11 *Faculty Handbook*; Section II-11; Starting on page 3 of 4.

Use: Appeal process for faculty member on continuing track or lecture track who are denied a continuing contract.



Graduate Program

10. *Describe the role of the graduate director or other persons assigned to the program.*

The M.A. in Interactive Media program is led by a graduate director and assisted by two administrative staff.

The graduate director, David Copeland, is a member of the school's leadership team. He determines the iMedia course listing, scheduling, student placement and teaching appointments at the graduate level. He also approves apprenticeships and independent studies. The graduate director leads a weekly proseminar and oversees the activities of the staff positions. He discusses the program with potential students, is the final arbiter in terms of admitting applicants who do not meet all program requirements, works with a committee to determine scholarship recipients, oversees program components (open houses, fly-ins, showcase, commencement), approves spending from the iMedia budget, and creates partnerships with external constituencies.

The coordinator of graduate outreach and special programs, Maggie Mullikin, provides administrative support to iMedia faculty and is responsible for outreach efforts such as prospective student tours and program orientations. She increases awareness and generates interest in the iMedia program by promoting it to students in all disciplines, Elon alumni, and national audiences. She works with faculty and Graduate Admissions to develop an iMedia recruiting event schedule, strategically coordinating visits and representing the program at events and industry shows. She also builds relationships with key external audiences that can provide value to the iMedia program.

The coordinator of interactive media projects, Brad Berkner, assists faculty in production courses, helps students with software and other issues that arise, and serves as a Digital Media Workshop instructor. During the year, he is responsible for weekly Friday workshops where special instruction is provided to graduate students, oversees the program's South By Southwest competition, updates the iMedia website, publicizes the showcase, and catalogues work from the program's fly-ins. He also is responsible for student checkout and maintenance of iMedia equipment and the iMedia lab.