

STANDARD 4

FULL-TIME AND PART-TIME FACULTY



Faculty and staff in the School of Communications, Fall 2011

HIGHLIGHTS

- ❖ The school's 41 faculty members average 10 years of professional experience and reflect balance among journalism, strategic communications, broadcast and cinema.
- ❖ Most faculty teach five or six courses a year. With Elon's winter term, a 2-1-2 teaching assignment is common, thanks to the university's reassigned-time plan.
- ❖ 80 percent of classes in the school are taught by faculty in permanent positions.
- ❖ The school's faculty receives a cumulative 4.2 on a 5-point scale for instructional effectiveness, and students rate classes highly in terms of academic effort required.
- ❖ Fifteen faculty members in the school are teaching in the iMedia master's degree program this year.

1. *Describe faculty balance in terms of degrees, professional experience, gender, race and rank.*

The School of Communications has 41 full-time faculty and administrators in permanent positions (omitting faculty in the Sport & Event Management Department, which was added to the school a year ago and is not part of this accreditation review). Another four full-time teachers in Communications have fixed-term appointments. See Table 2 for a complete faculty roster for fall 2011.

Of the 41 permanent faculty, 25 have a Ph.D. degree, one is completing the Ph.D., six have a Master of Fine Arts degree or equivalent, one has a Juris Doctor degree, seven have a master's degree, and one has a bachelor's degree (and a Pulitzer Prize). At Elon, the MFA and JD degrees are terminal degrees, meaning that about 80 percent of the faculty have a terminal degree.

The school has recruited a faculty that demonstrates a philosophy of engaged learning. The faculty averages 10 years of professional experience and 12 years of university teaching experience.

The school has three full professors (Book, Copeland and Parsons), 20 associate professors, 16 assistant professors, one senior lecturer and one lecturer. The additional four full-time teachers in fixed-term appointments include a visiting assistant professor and three instructors.

The school's permanent faculty is 27 percent minority (11 of 41) and 44 percent female (18 of 41), as described in greater detail in Standard 3 Diversity and in Table 7.

Another area of faculty balance relates to curricular expertise. The faculty consists of 11 in journalism, 11 in strategic communications, 11 in media arts and entertainment, and five in interactive media. (This excludes the dean, internship director and associate provost.) Primary teaching areas can create an artificial distinction in some ways because many faculty enjoy teaching in multiple areas. But the school strives for a breadth of faculty expertise reflecting the curricular interests of students.

2. *Describe how the unit selects full-time and part-time faculty and instructional staff.*

New full-time faculty positions are approved by the provost and president by October of each year. Deans can advertise the positions once approval has been given.

The School of Communications generally places advertisements in *The Chronicle of Higher Education*, the AEJMC jobs site, Diversityjobs.net, HigherEdJobs.com, and other sources depending on the nature of the position. The school's own website also carries all faculty and staff openings.

For certain positions, the school targets special publications and associations. As an example, the school would advertise a broadcast-oriented position with the Broadcast Education Association. When the school had four open faculty positions in fall 2010, a broader net was cast to include advertising with Poynter Institute and the International Communication Association, among others.

The dean appoints a faculty search committee in consultation with the department chair and designates the search committee chair. The dean meets with the search committee and requests that one member be the “diversity advocate” to ensure full consideration of women and minority applicants who meet qualifications. The committee reviews all applications and recommends those to be invited to campus. Invited candidates spend a day on campus meeting with faculty, teaching a class, and presenting their scholarship or creative activity. All faculty are invited to provide feedback to the search committee, and students provide feedback from their class with the candidate. The dean meets with the search committee to discuss the candidates and to review feedback and determines whether to extend a contractual offer to a candidate.

Adjunct faculty are hired without advertising. Elon’s central location in the state attracts a significant number of applicants wanting to move to the area. Normally, the school prefers long-term adjuncts who will commit to the program rather than those who come to campus to teach one course and leave. This philosophy better ensures consistency in the curriculum. It is common for adjuncts to be given two courses per semester, or even a full-time assignment of three courses per semester.

The School of Communications has seven staff positions: an administrative assistant (financial matters, special events, dean’s scheduling), a program assistant (phone calls, office visitors, a faculty resource), an internship director, coordinator of student media, coordinator of video projects, coordinator of interactive projects, and coordinator of graduate outreach and special programs. In addition, the school houses an assistant director of career services who reports to the Career Services director and interacts on a daily basis with the school’s faculty.

3. *Provide copies of published advertisements for faculty openings in the past six years (prior to the self-study year) that show required and preferred qualifications of candidates.*

Published advertisements for faculty searches are provided on the following pages.



Strategic Communications

The School of Communications at Elon University invites applications for a tenure-track assistant or associate professor position in strategic communications, effective August 2011.

We seek an outstanding faculty member with a Ph.D. and professional experience who is committed to being a teacher-scholar and contributing in meaningful ways to the life of the university. Teaching expertise should include Strategic Writing, Strategic Campaigns, Communications Research or Corporate Publishing. Faculty also teach in the School of Communications core curriculum and participate in the University's general education program. The school welcomes expertise in interactive media related to strategic communications.

Please send an application letter, CV and list of references to Dr. Jessica Gisclair, department chair in the School of Communications, at commsearch@elon.edu. Review of applications begins November 15.

Elon's nationally accredited School of Communications is home to 40 full-time faculty members and 20 percent of the student body. Students select among majors in Journalism, Strategic Communications, Media Arts & Entertainment (broadcast and cinema), and Communication Science. The School also offers an M.A. in Interactive Media. To learn more about the School of Communications, visit www.elon.edu/communications.

Elon is a dynamic private university of 5,000 undergraduate students and 700 graduate students in the heart of North Carolina. *Newsweek* recently named Elon the nation's leading college for engaged learning. *U.S. News & World Report* ranks Elon #2 among the 199 master's-level universities in the South. The University is located in the corridor that includes Duke, Wake Forest and UNC Chapel Hill. Elon's campus is designated as a botanical garden.

Elon is an equal opportunity employer committed to a diverse faculty, staff and student body. Candidates from under-represented groups are encouraged to apply. To learn more about Elon, visit www.elon.edu.

ELON UNIVERSITY
School of Communications

The School of Communications at Elon University invites applications for a visiting assistant professor of interactive media to start in August 2011.

We are seeking a colleague to teach Interactive Writing and Design in Elon's interactive media M.A. graduate program. The School offers courses such as Digital Media Convergence, Web Publishing and Interactive Media. Besides potentially teaching in the School's core curriculum or in General Studies, the candidate will value the dynamic interaction of content and technology. Faculty members typically teach two courses one semester and three the other, with a course (or study abroad) in a special January term.

Candidates must have a master's degree, with a terminal degree such as an MFA degree preferred, professional experience, and proficiency in creating interactive projects across platforms. Desired experience in software programs includes Final Cut Studio, Adobe Illustrator, HTML/5, CSS3, CMS, and experience teaching database-driven interactive website development. Experience in mobile application development is a plus. The candidate will have a nine-month contract and the possibility for renewal for additional years.

Elon is a private university of more than 5,000 students renowned for its small classes, engaged students, international focus and advanced technology.

The School of Communications – home to 20 percent of Elon's student body – has approximately 40 full-time faculty members in journalism, strategic communications, media arts and entertainment, communication science, and interactive media. The School is nationally accredited.

Please electronically submit a letter of application, vita, samples of your work (or links), and a list of four references to imediasearch@elon.edu. If samples of work cannot be attached or linked online, please mail DVDs or other materials to Interactive Media Search Committee, School of Communications, 2850 Campus Box, Elon University, Elon, NC 27244.

Elon University is an equal opportunity employer committed to a diverse faculty, staff and student body and welcomes applicants from underrepresented groups.

Review of applications begins immediately and continues until the position is filled. For more information about the School, please visit www.elon.edu/communications.



Interactive Media, Media Communications, Multimedia and Strategic Communications

The School of Communications at Elon University is searching for four tenure-track assistant or associate professors to join our current 40 full-time faculty members, effective August 2010. Dr. Connie Book, associate dean of the school, is chairing these searches. Review of applications begins November 15th and continues until the positions are filled.

INTERACTIVE MEDIA POSITION: We seek a faculty member with a Ph.D. and professional experience to teach undergraduate and graduate courses in interactive media. The ideal candidate will have an interactive media professional background and a theory driven scholarship agenda in interactive design and/or strategies. Teaching expertise can be from any of the following fields: broadcast, cinema, journalism, new media, photojournalism, strategic communications or other related field. Please send an application letter, CV and list of references to imediasearch@elon.edu.

MEDIA COMMUNICATIONS POSITION: We seek a faculty member with a Ph.D. and professional experience to teach courses in our core curriculum, such as Communications in a Global Age, the senior capstone and courses in the communication science sequence. The School specifically seeks a faculty member who will be engaged in global perspectives and interdisciplinary teaching. Please send an application letter, CV and list of references to mediacomsearch@elon.edu.

MULTIMEDIA POSITION: We seek a faculty member with a terminal degree (Ph.D. or M.F.A.) and professional experience in digital media to teach courses in visual design and basic multimedia production. This faculty member will teach a core course required of undergraduate majors in communication, Digital Media Convergence. In this course students learn design theory and a broad range of hardware and software skills. Skills include, but are not limited to, graphic design, photography, audio/video and web-design work. The successful applicant's area of expertise can be in any of the following fields: should be rooted in broadcast, cinema, journalism, new media, photojournalism, strategic communications or other related field. The ideal candidate will have a strong digital media background and a solid theoretical foundation. When applying please specify your hardware and software skills and include examples of work in the form of a digital portfolio available online or by DVD. Please send an application letter, CV and list of references to multimediasearch@elon.edu.

STRATEGIC COMMUNICATIONS POSITION: We seek a faculty member with a Ph.D. and professional experience to teach courses in our Strategic Communications major. Teaching expertise should include Strategic Writing, Strategic Campaigns, Communications Research or Corporate Publishing. Research area is open, but the school has current needs in interactive media as it relates to strategic communication. Please send an application letter, CV and list of references to stratcomsearch@elon.edu.

We seek outstanding teachers who are committed to being teacher-scholars and contribute in meaningful ways to the life of the university. Elon operates on a 4-1-4 calendar, with a fall term, a three-week winter term (January) and a spring term. Most faculty rotate between teaching five courses a year (for instance, a 2-1-2) and six courses a year. All faculty teach in the School of Communications core curriculum and participate in the University's general education program.

Elon is a private university of 5,000 students and almost 700 graduate students in the heart of North Carolina. *Newsweek* recently named Elon the nation's leading college for engaged learning. *U.S. News & World Report* ranks Elon #2 among the 199 master's-level universities in the South. The University is located in the corridor that includes Duke, Wake Forest and UNC Chapel Hill. Elon's campus is designated as a botanical garden.

Elon's nationally accredited School of Communications is home to almost 20 percent of the student body. Students select among majors in Journalism, Strategic Communications, Media Arts & Entertainment (broadcast and cinema), and Communication Science. The School also offers an M.A. in Interactive Media. The School of Communications has six Mac labs, two television studios, and a large field production inventory for faculty and students. Final Cut Studio 7, Adobe CS4 Design Premium, and Pro Tools 8 are the primary software tools currently used in our curriculum. The school is known for having one of the best technology infrastructures in the nation. To learn more about the School of Communications, visit www.elon.edu/communications.

Elon University

Visiting Faculty in Cinema

The School of Communications at Elon University seeks qualified candidates for a visiting faculty position in cinema. We seek an established filmmaker and screenwriter who holds an M.F.A. or M.A. and will bring a proven professional track record and commitment to mentoring our students. We anticipate hiring the qualified candidate as a visiting assistant professor for the fall of 2010 with the opportunity to also teach in the spring of 2011. The faculty member will teach two courses in the fall: Screenwriting and Producing Narrative Cinema.

In addition, the visiting faculty member will conduct workshops with students involved in creative media arts and entertainment, as well as provide educational opportunities, screenings, and experiences for students engaged in the cinema student organization, Cinelon.

Resumes and cover letters should be sent to commsearch@elon.edu. Review of applications will begin immediately and continue until the position is filled. Prospective applicants interested in learning more about the position may contact Professor Brooke Barnett in the School of Communications, via email at bbarnett@elon.edu.

Elon is a private university of 5,000 students and almost 700 graduate students in the heart of North Carolina. *Newsweek* recently named Elon the nation's leading college for engaged learning. *U.S. News & World Report* ranks Elon #2 among the 199 master's-level universities in the South. The University is located in the corridor that includes Duke, Wake Forest and UNC Chapel Hill. Elon's campus is designated as a botanical garden.

Elon's nationally accredited School of Communications is home to 20 percent of the student body. Students select among majors in Journalism, Strategic Communications, Media Arts & Entertainment (broadcast and cinema), and Communication Science. The School also offers an M.A. in Interactive Media. Elon University also has a highly successful Elon in Los Angeles program that runs during the summer months and is in its third year. The School of Communications has top-notch facilities that include six Mac labs with more than 100 seats of Final Cut Pro 7, two television studios, 18 private editing suites, and a large HD field production inventory for faculty and students. Final Cut Studio 7, Adobe CS4 Design Premium, and Pro Tools 8 are the primary software tools currently used in our curriculum. The school is known for having one of the best technology infrastructures in the nation. To learn more about the School of Communications, visit www.elon.edu/communications.

Elon University

Interactive Media Positions

The School of Communications at Elon University is expanding its faculty again. We seek new colleagues with both the concepts and skills to teach in Elon's innovative M.A. in Interactive Media degree program that begins in Summer 2009. See <http://www.elon.edu/imedia> for program information.

Tenure-track positions require completion of a Ph.D. or MFA and professional experience. Lecturer positions are available for those with an M.A. and significant professional experience. Faculty will teach both M.A. courses and undergraduate courses in their area of expertise in journalism, broadcast, strategic communications or cinema. All faculty members participate in the school's core curriculum. The ideal candidate will have an interactive media background and a solid theoretical foundation in interactive design and strategies. Professional experience should include strong scripting and authoring skills and a working understanding of today's professional digital media toolset (Adobe Creative Suite, Final Cut Pro Studio, ProTools). While not essential, skills in 3D modeling/animating, motion graphics design, audio production and game theory add value to a candidate's application. Dr. David Copeland is chairing this search. Please send an application letter, CV (including examples of your work in the form of an interactive portfolio available online or by DVD) when applying to this position.

We seek outstanding teachers who are committed to being teacher-scholars (being intellectually active and having research interests) and contributing in meaningful ways to the life of the university (by advising student organizations and participating in shared governance). Teaching experience at the college level is highly desirable. Elon operates on a 4-1-4 calendar, with a fall term, a three-week winter term (January) and a spring term. About two-thirds of the faculty teach five courses any given year (for instance, a 2-1-2).

Elon is a private university of 5,000 students in the heart of North Carolina. *Newsweek* recently named Elon the nation's leading college for engaged learning. *U.S. News & World Report* ranks Elon #2 among the 199 master's-level universities in the South. The university is located in the corridor that includes Duke, Wake Forest and UNC Chapel Hill. Elon's campus is designated as a botanical garden.

Elon's nationally accredited School of Communications is home to almost 20 percent of the student body. Students select among majors in Journalism, Strategic Communications, Media Arts & Entertainment (broadcast and cinema), and Communication Science. The school is known for having one of the best technology infrastructures in the nation. The school has a strategic partnership with the Pew Internet & American Life Project in Washington that has spawned multiple grants, news coverage by the *New York Times* and CNN, a web site and book titled *Imagining the Internet*, and Elon faculty/student coverage of Internet forums in Athens in 2006, Rio de Janeiro in 2007 and Seoul in 2008 (www.imaginingtheinternet.org).

**Elon University
School of Communications
Assistant/Associate Professor, Corporate Communications**

The School of Communications at Elon University invites applications for a tenure-track assistant or associate professor in corporate communications, effective August 2008.

We seek a colleague who loves to teach and who is excellent at it. Courses include Strategic Writing and Presentation, Corporate Campaigns and other courses in corporate communications, as well as core courses in the School or university. Faculty members typically teach two courses one semester and two or three the other, with a course (or study abroad) in a special January term. Last January, six Communications professors taught Elon study abroad courses in Europe or Africa.

A tenure-track position at Elon has two other primary roles: service to the university and scholarship or creative activity. We envision our new colleague serving as faculty adviser to our student chapter of PRSSA, which has more than 100 members and won two awards at this year's national convention. Candidates also should have a research agenda and be intellectually active.

Candidates need to have a Ph.D. in communications (or closely related field) and significant professional experience. Teaching experience at the college level is highly desirable.

Elon is a dynamic private university of 5,000 students renowned for its small classes, engaged students, international focus, advanced technology, and one of the nation's most beautiful campuses in the heart of North Carolina near Chapel Hill, Durham and Greensboro.

The nationally accredited School of Communications – home to almost 20 percent of Elon's student body – has 32 full-time faculty members in journalism, corporate communications, broadcast and new media, and cinema. The School's faculty is now in the process of designing a graduate program. An ACEJMC team last year found the School in compliance on all standards and praised the School's collegiality, teaching, scholarship, facilities, technology, and strong contributions to the public good.

Please electronically submit a letter of application, vita, and a list of three references to Dr. Kenn Gaither, chair of the search committee, at corpcommsearch@elon.edu. To enrich education through diversity, Elon encourages applications from women and minority candidates.

Review of applications begins immediately and continues until the position is filled. For more information about the School, please visit www.elon.edu/communications.

4. *Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service.*

Expectations in teaching, service and professional activity are the same across campus, as outlined in the Faculty Handbook. Being an excellent teacher is the first criterion, and contributions to the life of the university (internal service) and professional activity (research, creative activity and external service) are co-equal second criteria.

The Elon Teacher-Scholar statement (provided on the next page) specifies the role and expectations of faculty. Expectations have evolved considerably since the early 1990s, when Elon had modest scholarly productivity among its faculty. One reason for the evolution is that Elon now attracts students of higher academic caliber. Another is the "New American Colleges" model, developed by the late Ernest Boyer, that proposes the need for universities such as Elon that are neither small teaching colleges nor large Research I institutions.

Faculty members in the School of Communications are on one of four faculty tracks:

- ◆ **Tenure track.** A terminal degree is required, and an increasing body of research or creative activity is expected. Sixteen faculty members in the school are tenured, and 14 more are on tenure-track. Candidates for tenure submit a portfolio for initial consideration by a university Promotions and Tenure Committee and the dean.
- ◆ **Professional track.** This track, no longer offered at the university, is for those with or without a terminal degree. Two faculty members in the school have successfully gone through review and now have professional-track status. Candidates for professional-track status also went through the P&T process.
- ◆ **Continuing track.** This track has a stronger service expectation and a lesser scholarly expectation. Four faculty members have successfully gone through review and have continuing-track status, and two more are on continuing-track. Candidates for continuing-track status submit a portfolio for initial consideration to a Senior Faculty Review Committee in the school rather than the P&T committee.
- ◆ **Lecturer track.** This track is for faculty who do not have a terminal degree, and the teaching expectation is seven courses a year. The school has one senior lecturer and one lecturer, and both have successfully gone through review. Candidates for lecturer-track status submit a portfolio for initial consideration to a Senior Faculty Review Committee in the school rather than the P&T committee.

The 41st faculty member is the internship director who is an assistant professor on a 12-month administrative staff appointment. All others – even those with a full teaching assignment – have fixed-term appointments and usually carry the title of Instructor.

All promotions – to senior lecturer, associate professor and full professor – go through the P&T committee process.

The Elon Teacher-Scholar

Elon strives to attract gifted and well-educated faculty who are deeply committed to the potential of their disciplines to enhance our understanding of the human condition and the world. As teachers, mentors, and scholars, the faculty are dedicated to modeling the intellectual values they seek to impart to students, including a learned, reflective, and critical approach to life. In these roles, the faculty take joy in the process of inquiry and sharing their knowledge with others. As active members of the academy, the faculty participate in professional activities that keep them current and enlarge the intellectual and practical opportunities available to students. And finally, as responsible members of the university community, Elon teacher-scholars also dedicate their talents, experience, and leadership skills to activities that sustain, develop, and improve the entire institution.

The Elon faculty embrace the idea that scholarship and teaching are inseparable because scholarship is the foundation of teaching. The scholarly and professional activities of faculty connect them to a vital intellectual community beyond the walls of Elon, ensure their continuing development as enlightened seekers, contribute to the body of knowledge and wisdom, and renew their enthusiasm to engage students. The Elon community is committed to creating an environment that allows the faculty to excel as teachers, scholars and mentors.

Elon University is principally dedicated to teaching undergraduates in and out of the classroom. Faculty strive to instill in their students a commitment to intellectual endeavors and a life-long devotion to learning and the ideals of citizenship. They share with their students a sense of the history and vitality of scholarly inquiry that emerges from disciplinary depth and expands to interdisciplinary inquiry. All faculty recognize their responsibility to convey a foundation of established knowledge, but their ultimate goal is to cultivate informed critical thinking, creative expression, and a desire to serve the common good.

While classrooms, laboratories and studios are the traditional focal points of an intellectual community; scholarly inquiry extends beyond these environments. As teacher-scholars, the faculty are committed to improving the content and pedagogy of their teaching. By developing classroom environments in which all persons are respected and informed engagement is valued, faculty challenge students to develop the skills necessary to understand complex issues and topics. Simply stated, the classroom is a place to challenge students to be engaged learners and to establish mentoring relationships that extend interactions beyond the traditional classroom. The challenge to be engaged learners extends not only beyond the classroom but even beyond the confines of the institution.

Elon recognizes, values, nurtures and provides support for innovative approaches that strengthen the linkages between knowledge and experience through programs such as international study, service learning, cooperative learning, leadership training,

undergraduate research, internship experience, and civic engagement. As a consequence of this broader view of faculty engagement with students, the university encourages productive interactions that blur the boundaries separating traditional teaching activity, scholarship, and professional activity. For example, faculty may experiment with service-learning projects that combine classroom learning with direct applications in the local community, use their professional consulting expertise to develop case studies for the classroom, or employ web-based technologies to guide and enhance student internship experiences with employers located across the country. One of the strongest connections between disciplinary expertise and student experience occurs when faculty mentor students in the process of scholarly inquiry, encouraging and supporting presentations at student research forums and professional disciplinary meetings. Scholar-mentor activities combine traditional teaching, experiential education, and professional expertise to mold graduates ready to take their place as working members of their profession or to continue their academic training in graduate or professional school.

The faculty's ability to model intellectual engagement is based on their intentional and continual development as professionals. While they share common goals, each Elon faculty member possesses unique gifts, skills, training, perspectives, and approaches that enrich the academic community. The university recognizes and values the differences between individual faculty members and encourages each to grow and develop as a teacher-scholar. Thus, the Elon faculty reflect the comprehensive nature of the institution and the variety of their disciplines in that they are scholars, mentors, philosophers, theoreticians, researchers, artists, writers, educators, and professional practitioners.

At Elon, professional activity is broadly defined as any activity involving the serious practice of disciplinary expertise. Scholarship is essential to an intellectually vibrant and enriching community, and so it represents the most fundamental form of professional activity. Other forms of professional activity include service to the profession, developing new research skills, taking special courses, attending workshops related to one's discipline, attending workshops on teaching pedagogy and attending conferences, performances, or exhibits. As they mature professionally, faculty may serve as consultants and accept leadership roles in disciplinary organizations.

Scholarship is a creative process of inquiry and exploration that adds to the knowledge or appreciation of disciplinary or interdisciplinary understanding. It is the serious exercise of what is being taught in the education of students -- clear goal setting, adequate preparation, intense inquiry, and critical reflection. 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.

Distinct differences exist in the types of scholarly activities that are valued both within and between disciplines as a consequence of the unique historical development of each discipline. However, across all disciplines, recognized scholarly work shares some common features:

- It results in a product, presentation, exhibition, or performance that expands knowledge, skills, or understanding that can be shared with others.
- It extends beyond the limits of the institution.
- 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 greater community (scholars, artists, researchers, professional practitioners).
- The work is reviewed by those outside the institution who have appropriate expertise.

The tangible results of scholarship include academic publications, presentations at professional meetings, grant proposals, artistic performances, musical scores, screenplays, art exhibits, computer software, patented inventions, professional manuals, video productions, and other work determined by each faculty member's academic department. Scholarship is also reflected in pedagogical innovations (such as textbook ancillaries, laboratory manuals and experiential activities) that are shared with the academic world outside of Elon. Works of synthesis that translate knowledge for those lacking expertise or summarize current understanding for those with expertise further represent important scholarly work valued by the institution.

Elon University is a rich intellectual community committed to providing a dynamic and challenging curriculum that emphasizes learning across the disciplines and encourages students to put knowledge into practice. Faculty model a life of learning through their engagement with students and their scholarly accomplishments. As a part of a vibrant academic community, they share with their students the joy of mental, physical, and spiritual transformation, guiding them to become informed and caring citizens of the global community.

(6/09)

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

The teaching norm at Elon is six courses a year, but the reality is that many faculty teach five or fewer courses by receiving reassigned time for scholarship or service.

Elon's academic schedule includes fall and spring semesters and a three-week winter term in January. Faculty teaching six courses a year may teach a 2-1-3 course schedule, or 3-1-2, or 3-0-3. January is not vacation time for those not teaching in winter term; it is part of the faculty contract. Most faculty are assigned to teach in winter term, and those without teaching duties are expected to be engaged in professional activity and expected to attend any regular meetings. Lecturers teach seven courses a year (3-1-3), with less expectation of professional activity.

Course releases are awarded for duties such as department chair, and a small number of releases are granted to faculty for special roles in the school or for outside projects. Janna Anderson receives a course release as director of the Imagining the Internet Center, Vic Costello receives a course release for overseeing the school's technology infrastructure, and Byung Lee receives a course release for editing the *Elon Journal of Undergraduate Research in Communications*.

Faculty who advise student media are granted course releases. Rich Landesberg receives a course release for advising Phoenix14News, Elon's student newscast. Staci Saltz receives a release for advising the entertainment side of Elon Student Television (ESTV). Randy Piland receives a release for advising the university yearbook, as does Lee Bush for advising Live Oak Communications, the school's student-run agency.

New faculty receive a course release in their first semester to help them focus on their teaching and transition to the Elon teacher-scholar model. New faculty typically teach five courses in their first year and teach six courses in their second year.

Faculty on tenure-track and continuing-track are granted a teaching sabbatical around the midpoint of their tenure or continuation clock. This one-term teaching sabbatical includes two course releases, meaning that a faculty member may teach a 3-1-0 that year. Faculty granted a teaching sabbatical are expected to continue participating in faculty meetings and student advising, among other non-teaching related activities. The purpose of the teaching sabbatical is to devote concentrated time on building a record of meaningful scholarship and creative activity.

Faculty members receiving teaching sabbaticals in the past year are Mandy Gallagher, Naeemah Clark, Dan Haygood, Michelle Ferrier and Phillip Motley. Gallagher used her sabbatical to research media images and messages and their impact on viewers, especially women. Clark's sabbatical centered on a book proposal for a reader on African-Americans in mass media. Haygood used his sabbatical to work on a journal article about the professional relationship between advertising executives David Ogilvy and Rosser Reeves. Ferrier's sabbatical was spent researching women's community

news franchise as part of a McCormack Foundation grant. Motley's sabbatical focused on communications professional practices in an international service-learning environment.

The school has awarded 2011-12 teaching sabbaticals to Julie Lellis and Sang Nam.

The university offers course releases to faculty who assume important service roles. For instance, Brooke Barnett receives release time to work in the president's office as the Faculty Administrative Fellow for Diversity and Global Engagement, and Barbara Miller received a course release in 2010 for serving as interim associate director of the university's Honors Program.

Faculty also are eligible for course releases for scholarly purposes through university Faculty Research and Development (FR&D) grants. Janna Anderson received an FR&D release in fall 2010 to work on her book *Challenges and Opportunities: The Future of the Internet IV*, co-authored with Lee Rainie of the Pew Internet & American Life Project.

Starting in 2004, the university began offering another form of faculty reassigned time through departments, with one reassigned time each year for every two permanent faculty positions. In 2010-11, Communications had 36 full-time faculty and received 18 reassigned times from the university. Faculty members apply for the one-course reassignments to enhance their pedagogy, to compensate for the time devoted to a service project, and to engage in scholarship. All schools are expected to distribute reassigned times evenly across projects related to teaching, service and scholarship.

Once the school awarded course reassignments to new faculty, to those having teaching sabbaticals, and to two faculty teaching a heavy load of capstone sections, nine course reassignments remained for 2010-11. They were awarded in this way:

Vic Costello (*service*)

develop a series of eLearning resources to assist faculty in the use of teaching and learning technologies

Michelle Ferrier (*professional activity*)

research the field of media entrepreneurship and develop "Create or Die" programming for the Journalism That Matters event in Greensboro

Michael Frontani (*teaching*)

plan a new course on the history and aesthetics of experimental and avant-garde cinema

Ray Johnson (*service*)

archive Communications videotapes accumulated over 26 years at the university and create a "highlights" to show the program's growth

Harlen Makemson (*teaching*)

explore data visualization for an information graphics course

Barbara Miller (*professional activity*)

research for a book on marketplace advocacy for Cambria Press

George Padgett (*service*)

identify university-level scholarship/fellowship opportunities for communications students and connect qualified students with faculty

Staci Saltz (*teaching*)

revamp courses by incorporating emerging technologies and innovative assignments

Nicole Triche (*professional activity*)

produce a documentary on the people who create, collect and curate taxidermy

Significant faculty hiring over the past decade has allowed the school to create a more positive advising ratio. In May 2011, faculty members advised an average of 20.6 students, compared to about 60 apiece when the school began. New faculty are not assigned advisees in their first semester at Elon, receive a small number their second semester, and transition to a normal advising assignment the second year.

6. *Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.*

The School of Communications regularly monitors three instructional benchmarks – student perception of instructional effectiveness, student perception of “effort” required in a course, and the university’s calculation of grading rigor.

The university evaluates all classes each fall, and here are the fall 2010 results:

Instructional effectiveness	University	4.31 on a 5-point scale
	Communications	4.21
Effort required in the course	University	3.89 on a 5-point scale
	Communications	4.15
Overall GPA in classes	University	3.17 on a 4-point scale
	Communications	3.09

The school’s five-year rolling average for instructional effectiveness is 4.24, which matches the university’s five-year rolling average for fall classes.

Because the university does not evaluate spring classes, the School of Communications gathers feedback using its own form, with these results for spring 2011:

Class is well-prepared and well-organized	4.24 on a 5-point scale
Effort required in the course	4.24

Tenure and promotion candidates at Elon are required to submit student evaluations only for each fall term, but the School of Communications believes students should have the opportunity to provide feedback for all courses. Year-round perceptions also provide a more accurate picture of a professor’s teaching for annual faculty review.

Each full-time faculty member submits an annual summary of accomplishments, and the department chair writes an evaluation following a conversation with the faculty member to discuss the year’s work. The evaluation is based on the university’s three criteria: teaching, contributions to the life of the university, and professional activity.

The school maintains a mentor program in which more-experienced faculty observe and mentor newer faculty, and a member of the school’s leadership team – the dean, associate deans, graduate program director, department chair and associate department chair – seek to observe all faculty in the classroom every two years or as requested.

The course evaluation form used in all university classes each fall is provided on the next page, followed by the school’s own course feedback form used in spring term, and the university’s evaluation form for graduate courses.

MARKING INSTRUCTIONS



RIGHT MARK



WRONG MARKS



INSTRUCTOR ID NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

TODAY'S DATE

INSTRUCTOR'S NAME: _____

COURSE NUMBER AND SECTION: _____

STUDENT EVALUATION OF THE LEARNING PROCESS AT ELON UNIVERSITY

INSTRUCTIONS: Darken only one response for each item. Leave the item blank and proceed to the next if you feel that the statement is not applicable or if you are not able to give a knowledgeable response. Please give each item careful and thoughtful consideration. Your opinions are anonymous and you should feel free to answer honestly.

Please indicate the extent to which you disagree or agree with each of the following statements using this scale:

1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

Course Organization and Goals

- 1. The instructor has clear student learning objectives for the course.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
- 2. The instructor's class is well prepared and well organized.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

Communication

- 3. The instructor communicates course material clearly.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
- 4. The instructor displays interest in the subject.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
- 5. The instructor summarizes or emphasizes important points in class.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

Faculty/Student Information

- 6. The instructor stimulates my thinking about the subject.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
- 7. The instructor provides opportunities for student contact out of class.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
- 8. The instructor expresses concern about student progress in the course.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

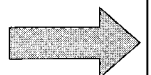
Assignments, Exams, and Grading

- 9. The instructor provides useful feedback on exams and assignments.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)
- 10. The instructor clearly indicates how my work will be evaluated.
(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

The Student

- 11. My class standing at Elon is
 - ① Freshman
 - ② Sophomore
 - ③ Junior
 - ④ Senior
 - ⑤ Other
- 12. The relationship of this course to my major is
 - ① In major field
 - ② Required for major
 - ③ Required for minor
 - ④ General Studies
 - ⑤ Elective Course
- 13. My cumulative grade point average is
 - ① 4.0-3.5
 - ② 3.4-3.0
 - ③ 2.9-2.5
 - ④ 2.4-2.0
 - ⑤ Under 2.0
- 14. My current grade in this course is
 - ① A
 - ② B
 - ③ C
 - ④ D
 - ⑤ F
- 15. I have put a lot of effort into this course compared to other courses
 - ① Strongly disagree
 - ② Disagree
 - ③ Undecided
 - ④ Agree
 - ⑤ Strongly Agree

Please continue on the reverse side.



Course Feedback

School of Communications, Elon University

Course Name _____ Course No. _____ Term _____

Instructor _____

THE COURSE

What are the most beneficial aspects of this course for you?

What suggestions, if any, do you have for changes in course content, assignments or structure?

THE INSTRUCTOR

List five words that best describe the instructor of the course.

The instructor's class is well prepared and well organized.

(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

YOUR EFFORT

Evaluate your effort in this course. How much time and energy are you expending?

I have put a lot of effort into this course compared to other courses.

(Strongly Disagree) ① ② ③ ④ ⑤ (Strongly Agree)

(Please include additional comments on the back if you wish)

MARKING INSTRUCTIONS



RIGHT MARK



WRONG MARKS



INSTRUCTOR ID NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

TODAY'S DATE

INSTRUCTOR'S NAME: _____

COURSE NUMBER AND SECTION: _____

**STUDENT EVALUATION OF THE LEARNING PROCESS
FOR FACULTY TEACHING GRADUATE COURSES**

INSTRUCTION: Darken only one response for each item. Leave the item blank and proceed to the next if you feel that the statement is not applicable or if you are not able to give a knowledgeable response. Please give each item careful and thoughtful consideration. Your opinions are anonymous and you should feel free to answer honestly.

THE COURSE

Strongly Agree ← → Strongly Disagree

1. The course provides an advanced level of theory, skills and/or techniques.	5	4	3	2	1
2. The course provides for a combination of theory and application.	5	4	3	2	1
3. The course content and activities are consistent with objectives described in the syllabus.	5	4	3	2	1
4. The course requires outside readings, research and/or reports appropriate to goals of the course.	5	4	3	2	1
5. Examinations evaluate comprehensive knowledge of the course content.	5	4	3	2	1
6. The textbook(s) and/or required readings are appropriate for the level and goals of the course.	5	4	3	2	1
7. The course stimulates interest in continued learning and professional growth.	5	4	3	2	1
8. Overall, I rate this a good course.	5	4	3	2	1

THE INSTRUCTOR

Strongly Agree ← → Strongly Disagree

9. The instructor clearly specifies course expectations.	5	4	3	2	1
10. The instructor clearly specifies grading criteria.	5	4	3	2	1
11. The instructor assigns grades according to specified criteria.	5	4	3	2	1
12. The instructor stimulates thinking and discussion about course content.	5	4	3	2	1
13. The instructor encourages active participation during class.	5	4	3	2	1
14. The instructor stimulates interest in the field of study.	5	4	3	2	1
15. The instructor demonstrates current knowledge of course material.	5	4	3	2	1
16. The instructor provides prompt and beneficial feedback on student progress in the course.	5	4	3	2	1
17. The instructor is available for student assistance outside class hours.	5	4	3	2	1
18. Overall, I rate this instructor a good teacher.	5	4	3	2	1

COMMENTS

7. *Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.*

Tenure and promotion are university-based decisions at Elon. Standards for promotion and tenure are published in the Faculty Handbook (key sections are provided on the following pages). The School of Communications does not have separate standards.

Here is the process: A committee comprised of eight tenured faculty – one currently from the School of Communications – reviews candidate files beginning in October and makes a recommendation (yes or no) to the provost by December. Independently, the dean reviews the files of candidates from the School of Communications and makes a similar recommendation to the provost. At this point, neither knows of the other's recommendations. In February, the provost hosts a meeting of the committee and respective dean to discuss the recommendations. If the recommendation is positive in each case, discussion may be brief. In the event of a split recommendation or two negative ones, the provost will lead a lengthy discussion of the candidate's merits and shortcomings. The provost then makes a recommendation to the president, who recommends decisions to the Board of Trustees. Tenure and promotion decisions are announced in March.

Elon uses a numerical system in describing this evaluation process. The candidate's file includes the Unit I (a faculty member's annual summary of accomplishments), Unit II (letters of recommendation), Unit III (a department chair's annual evaluation), Unit IV (student evaluations), and Unit V (the dean's mid-point review). In addition, the file contains a letter from the department chair assessing the candidate's performance relative to the evaluation criteria in the Faculty Handbook.

Those promoted from assistant to associate professor receive a \$3,000 salary increase on top of any base or merit increase for the year, and those promoted from associate to full professor receive a \$6,000 annual increase.

The process for awarding salary increases also has strong centralized elements. The university sets the average salary increase and decides whether to distinguish between base and merit increases. For 2011-12, Elon awarded a 1 percent salary increase to faculty and staff for acceptable performance in the job and another 1 percent increase based on merit. This salary pool is lower than the 3.5 percent at the time of the last accreditation report, but Elon's fiscal strategy is to remain a best-value university while adhering to one of its strategic goals of supporting a world-class faculty and staff.

In determining salary increases, the dean reads the annual evaluations and discusses faculty and staff performance with the department chair, graduate program director and associate deans. These discussions and the annual evaluations guide the dean to the salary recommendations. The provost reviews all salary recommendations before they are submitted.

Evaluation of Teaching Faculty

A. Introduction

So that personnel decisions may be systematic and equitable, a process for evaluating teaching faculty has been developed. This system provides for the periodic collection of information regarding faculty performance and for the subsequent review and evaluation of this information. On the basis of these materials, decisions concerning employment, retention, salary, tenure, and promotion are made. The process provides for multiple evaluations to give a broad and fair base of information for evaluation. It is not necessary that all evaluations be completed, but that the evaluation be comprehensive and substantive.

Some processes include evaluation by a Senior Faculty Review Committee. The following defines the membership and duties of that group

1. "Senior faculty" are full-time teaching faculty who hold the rank of senior lecturer, associate professor or professor.
2. A committee will consist of a minimum of three senior faculty members (as defined above) from one's department, when possible; appointed by the dean, in consultation with the chair.
3. Where there are an insufficient number of senior faculty members in a department, senior faculty from other departments will be appointed by the dean, in consultation with the chair.
4. A chair may serve as a senior faculty member on the review committee of another department within a school/division. However, a department chair may not serve on her or his department's review committee.
5. Appointments to the senior faculty review committee will be for 1 year on an as-needed basis.
6. Senior faculty review committees evaluate the teaching, service, and professional activity of candidates as is appropriate for contract extension. The committee prepares a written recommendation summarizing the conclusions of the committee and submits it to the dean by January 30.

B. Reviews

1. Annual Review

Each teaching faculty member is reviewed annually by the department chair (Unit III), whose evaluation reflects material included in the faculty member's annual report (Unit I), and the student evaluation of the learning process (Unit IV). The dean will indicate that he or she has reviewed all Unit III's by signing the Unit III report that is placed in the faculty member's personnel file. The dean will complete the Unit III for department chairs in his or her college/school.

2. Second Year Review

Occurs during the second year for teaching faculty on continuing track or lecture track and for those appointed to tenure track when the probationary review is scheduled for the fourth year of appointment. The faculty member's performance is thoroughly evaluated by the dean in consultation with the faculty member's department chair. This review could include classroom observations, annual evaluation material, and a conference between the faculty member and the dean. Results are forwarded from the dean to the faculty member and also are placed in the faculty member's personnel file.

3. Third Year Review

Occurs during the third year for teaching faculty appointed to tenure track when the probationary review is scheduled beyond the fourth year of appointment. The faculty member's performance is thoroughly evaluated by the dean in consultation with the faculty member's department chair. This review could include classroom observations, annual evaluation material, and a conference between the faculty member and the dean. Results are forwarded from the dean to the faculty member and also are placed in the faculty member's personnel file.

4. Continuance Decision Review

Occurs during the fourth year for teaching faculty on continuing track or lecture track appointments. The faculty member's performance is thoroughly evaluated by the dean in consultation with the faculty member's department chair and with the senior departmental faculty committee. This review could include classroom observations, annual evaluation material, and a conference between the faculty member and the dean. The decision to grant a continuing contract rests with the provost/vice president for academic affairs. Results are forwarded from the dean to the faculty member and also are placed in the faculty member's personnel file. Those candidates not offered a continuing track or lecture track contract may be given an additional year of employment.

(07/10)

5. Tenure Review

Occurs during the final year of the agreed upon probationary period (4, 5, or 6 years) for all teaching faculty on tenure track appointments. The review is similar in content to the second or third year review. Upon successful completion of this review, with the recommendation of the president and approval of the Board of Trustees, tenure will be awarded. (Refer to II-2 for further details regarding Contracts for Teaching Faculty.) The review is as outlined below in the Schedule of Activities for Evaluation of Teaching Faculty (Part H). The applicant is responsible to meet the guidelines in place at the year of application.

6. Promotion Review

- a. Faculty members eligible to stand for promotions appropriate to their appointment contract (refer to II-4, Faculty Rank and Responsibilities) shall be notified by the provost in the summer prior to the academic year in which they are first eligible. The faculty member must submit a formal letter of application to the provost/vice president for academic affairs indicating his or her desire to be reviewed for promotion. Faculty members who choose not to stand for review or who are denied promotion in a given year continue to be eligible in subsequent years. No further notification shall be sent to the faculty member. The faculty member must submit formal application in any subsequent year he or she wishes to be reviewed. The review is as outlined below in the Schedule of Activities for Evaluation of Teaching Faculty (Part H). The applicant is responsible to meet the guidelines in place during the year of application.
- b. Those teaching faculty not recommended for promotion should confer with their department chair and dean to understand the rationale for the recommendation and should outline methods to address existing concerns. It is recommended that these faculty members wait at least one additional year before re-applying for promotion.

7. Long Range Professional Development Review

This review occurs in the fourth year after successful completion of probationary review and every five years thereafter. The review should produce a professional development plan and a Unit V for each faculty member. These will be placed in the personnel file and the professional development plan will be updated annually in the faculty member's annual report (Unit I).

(6/08)

C. The Evaluation System for Teaching Faculty Applying for Tenure and/or Promotion

The evaluation system for teaching faculty involves four stages and follows the Schedule of Activities for Evaluation of Teaching Faculty (Part H).

1. Stage One

Involves the creation of a file, consisting of material drawn from the faculty personnel file as well as additional information included by the faculty member (see F,1). It is the responsibility of the individual faculty member to see that the file is in finished form by *October 15* of each year so that stage two may proceed.

2. Stage Two

Involves the separate evaluation of this file by the deans and by the promotions and tenure committee. Stemming from this evaluation, the deans prepare recommendations regarding employment, salary, tenure, and promotion while the promotions and tenure committee independently prepares recommendations regarding tenure and promotions.

3. Stage Three

Entails personnel decisions made by the president of the university on the basis of these recommendations.

4. Stage Four

Entails, as appropriate, personnel decisions made by the Board of Trustees.

D. The Evaluation System for Teaching Faculty Applying for Continuance at Elon on Continuing Track or Lecture Track Appointments

The evaluation system for teaching faculty on continuing track or lecture track during the fourth year involves two stages and follows the Schedule of Activities for Evaluation of Teaching Faculty (Part H).

1. Stage One

Involves the creation of a file consisting of material drawn from the faculty personnel file as well as additional information included by the faculty member (see F, 1). It is the responsibility of the individual faculty member to see that the file is in finished form by *October 15* so that stage two may proceed.

2. Stage Two

Involves the separate evaluation of this file by the chair, the senior departmental faculty committee and the dean. Stemming from this evaluation, the dean prepares recommendations regarding removal of probationary status. Recommendations

are given to the provost/vice president for academic affairs who will recommend the final decision to the president.

E. Criteria for Evaluation of Teaching Faculty

1. Criteria for Evaluation of Tenured and Tenure Track Faculty. (Also used for evaluation of Professional Status faculty.)
 - a. Full-time tenured and tenure track teaching faculty at Elon University are evaluated annually according to the criteria listed below and by the guidelines found in the Statement of Professional Standards.
 - b. The criteria for evaluation are divided into two levels of priority. All criteria are considered in evaluating faculty. Teaching is given top priority. The second level of priority is contributions to the life of the university and professional activity, each of which is considered necessary and of equal value.
 - c. Furthermore, a teaching faculty member is not expected to be accomplished in all indicators to fully meet the criterion. The list of indicators under each criterion is not intended to be a set of requirements, nor is the list exhaustive.

1.) First Level Criterion – Teaching

Effective teaching is activity which promotes the intellectual vitality of the university and the wider community. While the primary focus of this activity is transmission of knowledge and the development of new skills, insights, and sensitivities within the classroom, teaching is not limited to that setting. It also includes the advising, supervising and mentoring of students, the sharing of personal and professional growth with others, and the presentation of intellectual and moral concerns within the university community. Some indications of effective teaching are:

- a.) Modeling intellectual values and joy of inquiry
- b.) Fostering respect for diversity
- c.) Facilitating intellectual opportunities for students
- d.) Integrating scholarship and teaching
- e.) Conveying the foundation of established knowledge & theory
- f.) Creating class environments of mutual respect
- g.) Challenging students to be engaged learners
- h.) Cultivating informed critical thinking & creative expression
- i.) Integrating knowledge across disciplines
- j.) Extending learning beyond the classroom
- k.) Encouraging translation of knowledge into practice and service
- l.) Demonstrating an ability to communicate effectively with students

- m.) Being available to students
- n.) Demonstrating command of the subject matter
- o.) Demonstrating a commitment to improvement of teaching
- p.) Using appropriate and varied methods and strategies of teaching, assessing, and grading
- q.) Using current and relevant materials that enhance our understanding of the world
- r.) Being concerned for the wholeness and well-being of students
- s.) Using technology to meet course objectives

(7/11)

2.) Second Level Criteria – Contributions to the Life of the University and Professional Activity

a.) Contributions to the Life of the University

Contributions to the university community reflect a commitment to the university and its mission and a willingness to be responsible for the life of the university. Indications of involvement can include activities such as:

- 1 Leadership and service given to student organizations
- 2 Leader or service to the academic programs
- 3 Leadership or service within the wider community
- 4 Participation in formal university events
- 5 Participation in fund-raising, community relations, admission, trustee and alumni events
- 6 Service on appointed task forces and advisory groups
- 7 Service on school, college, or university committees

b.) Professional Activity

- 1 Peer-reviewed scholarship, as defined in a document generated by the department and approved by the dean, is a necessary but not sufficient condition for promotion and tenure to associate or full professor.
- 2 Other professional activities are also expected. These activities should promote the exchange of ideas and acquisition of knowledge that enrich one's teaching and contribute to the advancement of learning in the profession at large. Indications of scholarly or artistic activity may be:

- a Academic presentations, exhibitions and creative performances of a professional nature that are not defined as peer-reviewed scholarship
- b Attendance at professional meetings and conferences
- c Continued study in one's field
- d Faculty internships
- e Grant proposal writing
- f Interdisciplinary study
- g Leadership roles in a professional organization related to one's field
- h Participation in workshops and seminars
- i Pedagogical achievements
- j Professional involvement within the community
- k Research and experimentation, including that which involves undergraduate research associates
- l Service as a consultant
- m Service as a judge of artistic or scholarly works

2. Criteria for Evaluation of Continuing Track Faculty

Full-time continuing track teaching faculty at Elon University are evaluated annually according to the criteria listed above and by the guidelines found in the Statement of Professional Standards. Review of a continuing track faculty member is based primarily on demonstrated teaching and service, and secondarily on professional activities.

3. Criteria for Evaluation of Lecture Track Faculty

Full-time lecture track teaching faculty at Elon University are evaluated annually according to the criteria listed above and by the guidelines found in the Statement of Professional Standards. Review of a lecture track faculty member is based primarily on demonstrated teaching and service and on participation in professional activities that keep them abreast of their fields and enhance their teaching and service to the institution.

4. Criteria for Evaluation of Visiting and Limited Term Appointment Faculty

Full-time visiting and limited term faculty at Elon University are evaluated annually according to their primary assignment, normally teaching and service, and by the guidelines found in the Statement of Professional Standards.

5. Criteria for Evaluation of Part-Time Faculty

Part-time faculty members without other responsibilities are evaluated only in the area of teaching.

8. *Describe faculty members' activities outside the unit in service to the campus or university.*

Faculty in the School of Communications are at the center of university life. When the university created the academic structure now in place (schools of communications, business and education, and a college of arts and sciences), the structure for committee membership also was significantly revised to provide representation from each unit.

As a result, a School of Communications faculty member has a seat on every important committee at the university. Here are the major standing and ad hoc committees of the university, and the current School of Communications representatives:

Academic Council (David Copeland, Frances Ward-Johnson, Anthony Hatcher)
Student Communications Media Board (Connie Ledoux Book, chair; Kenn Gaither, Gerald Gibson)
Curriculum Committee (Jessica Gisclair)
General Studies Council (George Padgett)
General Studies Review Committee (Anthony Hatcher)
Faculty Research and Development Committee (Lee Bush)
Presidential Diversity Council (Brooke Barnett, chair; Kenn Gaither)
Promotions and Tenure Committee (Harlen Makemson)
Graduate Council (Vic Costello, David Copeland)
Study Abroad Committee (Frances Ward-Johnson)
International Studies Advisory Committee (Jessica Gisclair, Kenn Gaither)
Academic Standing Committee (Mandy Gallagher)
Academic Service Learning Advisory Committee (Frances Ward-Johnson)
Institutional Review Board (Michael Skube)
Center for the Advancement of Teaching and Learning Faculty Advisory Committee (David Copeland, Brooke Barnett)
Fellows Program and Scholarship Committee (Naeemah Clark)
Honors Program Advisory Committee (Barbara Miller, Mandy Gallagher)
Interdisciplinary Writing Committee (George Padgett)
Lumen Prize Advisory Committee (Janna Anderson)
Lyceum Committee (Nicole Triche)
Admissions Committee (Gerald Gibson)
Multifaith Center Committee (Anthony Hatcher)
Long-Range Planning Advisory Committee (Brooke Barnett)
Student Life Committee (Tom Nelson)
Tenure and Promotion Hearing Board (David Copeland)
Women's and Gender Studies Advisory Committee (Mandy Gallagher, chair)

Anthony Hatcher organizes a Religion and Media conference at Elon each spring, and School of Communications faculty members are widely sought as workshop leaders on campus. For example, Kenn Gaither conducts workshops on public speaking for new Residence Life staff and counselors, and he, Lee Bush and Tom Nelson present workshops for the Isabella Cannon Leadership Program.

Service occurs in many other ways on a campus. Staci Saltz and Mandy Gallagher have made the communications living-learning community on the first floor of Sloan Residence Hall a campuswide model for horizontal learning. Paul Castro secured Elon’s participation in the Sprite Refreshing Filmmakers national competition in 2011. Eleven Elon students were selected to participate in the competition among the 12 participating schools; the next closest school placed three. Don Grady and Randy Piland planned a series of faculty workshops titled “I Don’t Get It” that provided instruction in WordPress and Twitter among other social media platforms.

The School of Communications annually selects a faculty member to receive the Excellence in Service/Leadership Award. Recipients have been Gerald Gibson, 2004; Don Grady, 2005; Janna Anderson, 2006; Jessica Gisclair, 2007; Vic Costello, 2008; Lee Bush, 2009; and Rich Landesberg, 2010. The 2011 recipients were Byung Lee and Randy Piland. Lee serves as editor of the *Elon Journal of Undergraduate Research in Communications* and administers and analyzes the school’s assessment exam. Piland advises the university yearbook staff and is serving as Elon’s first Technology Fellow this year.

9. *Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the **majority of courses** for the three years before the site visit.*

Percentage of courses taught by full-time faculty:

2010-11 school year – 92 percent	80 percent by faculty in permanent positions 12 percent by full-time fixed-term faculty 8 percent by part-time faculty
2009-10 school year – 85 percent	77 percent by faculty in permanent positions 8 percent by full-time fixed-term faculty 15 percent by part-time faculty
2008-09 school year – 94 percent	84 percent by faculty in permanent positions 10 percent by full-time fixed-term faculty 6 percent by part-time faculty

In the graduate program, 100 percent of iMedia courses have been taught each year by full-time faculty.

10. *In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.*

Not applicable

Graduate Program

11. *List members of the graduate faculty and show that they meet the institution's criteria for graduate instruction. Tell how the unit ensures that graduate faculty members serve the needs of graduate students.*

The School of Communications does not have a “graduate faculty” in a formal sense. Instead, faculty who are qualified and interested are invited to teach in the M.A. in Interactive Media program. All faculty who teach in the graduate program also teach undergraduate courses.

These 15 faculty members (including one from the Physics Department) are teaching courses in the iMedia program during 2011-12:

Brooke Barnett, Associate Professor and Faculty Administrative Fellow in the President's Office
B.A., Georgetown College; M.A., Ph.D., Indiana University

Naemah Clark, Assistant Professor and Director of the Communications Fellows Program
B.S., Florida State University; M.A., Ph.D., University of Florida

David Copeland, A.J. Fletcher Professor and Graduate Program Director
B.A., Wake Forest University; M.Div., Th.M., Southeastern Baptist Theological Seminary;
Ph.D., University of North Carolina at Chapel Hill

Anthony W. Crider, Associate Professor and Chair, Department of Physics
B.S., Bowling Green State University; M.S., Ph.D., Rice University

Kenn Gaither, Associate Professor and Associate Dean
B.A., M.F.A. University of Pittsburgh; Ph.D., University of North Carolina at Chapel Hill

Jessica Gisclair, Associate Professor and Department Chair
B.A., Nicholls State University; M.S., University of Southern Mississippi; J.D., University of Toledo

Derek Lackaff, Assistant Professor
B.A., University of Nebraska-Lincoln; M.A., La Trobe University; Ph.D., State University of New York at Buffalo

Harlen Makemson, Associate Professor
B.S., University of Kansas; M.A., University of Missouri; Ph.D., University of North Carolina at Chapel Hill

Phillip Motley, Assistant Professor
B.F.A., Davidson College; M.I.D., North Carolina State University

Sang Nam, Assistant Professor
B.A., B.S., University of California at San Diego; M.F.A., Alfred University

Randy Piland, Senior Lecturer
B.S., Middle Tennessee State University; M.A., Ohio University

Glenn Scott, Associate Professor
B.A., M.A., California State University at Fresno; Ph.D., University of North Carolina at Chapel Hill

Amanda Sturgill, Associate Professor
B.A., University of South Carolina; M.S., Ph.D., Cornell University

Brian Walsh, Visiting Assistant Professor
B.A., University of North Carolina at Chapel Hill; M.F.A., California Institute of the Arts

Qian Xu, Assistant Professor
B.A., M.A., Nanjing University; Ph.D., Pennsylvania State University

The university's Faculty Handbook (Section II-15) provides the following criteria for teaching graduate courses at Elon:

1. The director of the graduate program will recommend faculty for approval to the provost. [This occurs through the dean.]
2. Criteria for approval of graduate faculty include a terminal degree in the field in which the faculty member will teach, two years of effective full-time university teaching, and evidence of productive scholarship. When approval has been granted, it will be effective continuously unless revoked by the institution.
3. In exceptional situations, a faculty member who does not meet the above criteria may be approved to teach. The faculty member must have a master's degree and should have substantial teaching experience and/or related professional qualifications. Such approval will be on semester-by-semester and course-by-course basis.

Faculty members who teach in the interactive media program meet the above criteria. All but one of the iMedia teachers this year have a terminal degree. That exception holds a master's degree and has more than 20 years of professional experience. He is the university's Technology Fellow, which means he is responsible for new technology initiatives for faculty and staff, and is a national award winner for his webpages.

In every case, the graduate program director, department chair and dean agree on the appointment of a faculty member to teach in the graduate program.