

## Standard 4

### Full-time and Part-time Faculty



Professor Vic Costello provides instruction to Ethiopian filmmakers during a 2017 workshop in Africa

### Highlights

- ❖ The school's 58 full-time faculty members average 12 years of professional experience and reflect balance among Journalism, Strategic Communications and Cinema & Television Arts, with newer majors poised to add faculty.
- ❖ The official teaching expectation is six courses a year, but course releases for scholarship and service reduce that to five for the majority of faculty. With Elon's winter term, a 2-1-2 teaching assignment is common.
- ❖ 90 percent of classes in the school are taught by full-time faculty.
- ❖ Students regularly evaluate Communications classes above the university average in terms of high academic standards and effort required in courses.
- ❖ While all Communications faculty teach at the undergraduate level, a core of faculty regularly teach in the iMedia master's degree program.

## Standard 4. Full-time and Part-time Faculty

Make the following documents available online: curriculum vitae of each full-time faculty member and résumés of part-time faculty teaching in fall 2017. Print copy in the workroom only: records on faculty promotion and tenure.

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

The School of Communications has 52 faculty and administrators in permanent positions (omitting seven faculty in Sport Management, which is not under accreditation review). Another six full-time teachers in Communications have fixed-term appointments, for a total of 58 full-time faculty. Table 2 provides a complete faculty roster for fall 2017.

Of the 52 permanent faculty, 30 have a Ph.D., eight have an M.F.A. or equivalent, one has a J.D. degree, 12 have a master's degree, and one has a bachelor's degree (and a Pulitzer Prize). At Elon, the M.F.A. and J.D. are terminal degrees, meaning that 75 percent of the school's permanent faculty members have a terminal degree.

The school has built a faculty with significant professional and teaching experience. The 58 full-time faculty members average almost 12 years of professional experience and 14 years of university teaching experience.

The school has six full professors, 24 associate professors, 17 assistant professors, one senior lecturer and four lecturers. The six holding fixed-term appointments (including one who is a university pre-doctoral fellow) have instructor rank.

The school's full-time faculty is 28 percent minority (16 of 58) and 41 percent female (24 of 58), described in greater detail in Standard 3, Table 7.

Another area of faculty balance relates to curricular expertise. While many faculty teach in multiple areas, primary teaching areas of the permanent faculty (excluding the dean, associate provost and internship director) consist of 14 in Journalism, 15 in Strategic Communications, 11 in Cinema & Television Arts, five in Communication Design, and four in Media Analytics. As the two newest majors, Communication Design and Media Analytics have comparatively fewer faculty members. Also, five faculty members teach a significant amount of time in the M.A. in Interactive Media program.

**2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide online or digital file examples of published advertisements for faculty openings in the past six years that show required and preferred qualifications of candidates.**

Deans submit requests for new faculty positions in August, and the provost allocates new positions in early fall. Schools can advertise the positions once approval has been given.

Faculty openings are posted in *The Chronicle of Higher Education*, the AEJMC jobs site, and other comprehensive sources as well as diversity outlets (such as Insight into Diversity, NABJ and NAHJ) and discipline-specific outreach (such as BEA for a broadcast-oriented position). The university's website also lists all faculty and staff openings. Published advertisements for recent faculty searches conducted by the school are provided in the site-team workroom.

The dean and department chair jointly appoint a faculty search committee and designate the search committee chair. The full search committee is briefed on best practices for deepening candidate pools to ensure full consideration of women and minority applicants who meet qualifications. The search committee reviews applications and recommends those to be invited to campus. Invited candidates spend a day on campus meeting with faculty and administrators, teaching a class, and presenting their scholarship or creative activity. The search committee receives faculty and student feedback, and the dean then meets with the committee to discuss the candidates and determine whether to extend a contractual offer.

For adjunct faculty, Elon's central location in the population corridor of the state provides a pool of qualified candidates in 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 adjunct faculty to be assigned two courses a semester, or even given a full-time assignment of three courses a semester.

Besides the school's internship director who has faculty rank, the School of Communications has 10 staff members on 12-month contracts. Two of them teach: the director of student media (two courses a year) and the director of the North Carolina Open Government Coalition (four courses a year). Both were hired in national searches. The school also a director of multimedia projects, coordinator of graduate outreach and special programs, communications manager, video producer, coordinating producer of Maroon Sports, an administrative assistant and two program assistants. In addition, the school houses an assistant director of career services and an associate director of corporate and employer relations who work with Communications students. Both report to the university's Student Professional Development Center director.

**3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide online relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.)**

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

The [Elon Teacher-Scholar statement](#) specifies the role and expectations of faculty. Expectations have evolved considerably since the early 1990s when Elon had eight-course teaching assignments and little scholarly productivity. One reason for the evolution is that Elon now attracts students of higher academic caliber. Another reason is the "New American Colleges" model, developed by the late Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching, that called for universities such as Elon that are neither large Research I institutions nor small teaching colleges.

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. Twenty-three faculty members in the school are tenured, and nine more are on tenure track. Candidates submit a portfolio for consideration by a university Promotions and Tenure Committee and the dean, typically after six years on tenure track.
- ◆ **Professional track.** This track no longer is offered at the university. Two faculty members in the school successfully went through P&T professional-track review years ago and now have professional status.
- ◆ **Continuing track.** This track, for those with a terminal degree or significant professional experience, has a higher service expectation and a lesser scholarly expectation. Seven faculty members have successfully gone through review and have continuing status, and four more are on continuing track. Candidates submit a portfolio for consideration to a Senior Faculty Review Committee appointed in the school rather than to the university 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, two lecturers who successfully have gone through review, and two others on lecture-track. Candidates submit a portfolio for consideration to a Senior Faculty Review Committee appointed in the school rather than to the university P&T committee.

Full-time faculty on fixed-term appointments are called instructors. This refers to a one-year appointment as a teacher with no guarantee of continued employment and renewable annually for a maximum of four years. Limited-term faculty are evaluated annually according to their primary assignment, normally teaching. The school has a visiting associate professor on a limited-term contract and periodically has others as well. In addition, the internship director is an assistant professor on a 12-month administrative staff appointment.

All promotions – whether to senior lecturer, associate professor or full professor – go through the university P&T process.

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

Here is the process: A committee comprised of nine post-probationary faculty – with at least one 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 late January, 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 eventually 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 the 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 perceptions of teaching), 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 increase.

For more than two decades, Elon has provided an annual salary increase. The university sets an average salary increase and decides how to distinguish between base and merit increases. For 2017-18 contracts, Elon provided a 2 percent salary increase pool – 1 percent for faculty and staff with satisfactory performance in the job and another 1 percent based on merit. In determining salary increases, the dean reads the annual evaluations and discusses faculty and staff performance with the department chair and others in leadership roles. The provost reviews all salary recommendations before they are approved.

#### **4. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.**

The school hosts a wide range of programs to stimulate and support effective teaching. The Teacher-Scholar Committee holds lunch-and-learn sessions that, in recent years, have featured faculty speakers presenting to their peers on topics including classroom management, leading intellectual discussions, writing in the classroom, and the balance of teaching, professional activity and contributions to the university (service) expectations.

The school offers workshops for faculty and staff on topics ranging from academic advising to using the latest technology in the classroom. In August 2017, opportunities included a Google Tools workshop, drone training, Xpression Graphics and Carbonite Switcher training, and interactive touch screen training. In 2016, the school hosted faculty development sessions on gaming and entertainment media, machine-written news stories, and a production equipment showcase with instruction provided about the RED cinema camera, portable sound acquisition and other topics. In the move to Schar Hall, the school provided extensive one-on-one training and seminars for faculty using technologies in the new building.

The university itself provides faculty with an array of workshops and professional development programs related to curriculum and instruction. The Center for the Advancement of Teaching and Learning has developed an international reputation for promoting engaged learning in the classroom. Many Communications faculty members participate in the center's workshops, course-design groups, reading groups and guest presenters throughout the year. Recent examples include a workshop for mid-career faculty, a session on communicating teaching philosophy, and a seminar on breaking the bias habit in the classroom.

Elon's Office of Leadership and Professional Development hosts workshops and seminars for staff on topics such as using Excel, race and reflection discussions, mentoring, writing effective performance reviews, and understanding issues in higher education. The technology staff includes instructional designers and multimedia developers who work with faculty.

Communications faculty and staff have participated in national and international workshops and seminars, among them:

Jessica Gisclair, Council on International Educational, Digital Teaching Tools, Seville, Spain, 2017

Naeemah Clark, Scripps Howard Leadership Academy, Louisiana State University, Baton Rouge, 2017

Kenn Gaither and Jessica Gisclair, ACEJMC accreditation workshop, Chicago, 2016

David Copeland, Hands-On Digital Tools and Data Workshop, Poynter Institute, 2016

Derek Lackaff, International Educators Workshop, DIS Copenhagen, Denmark, 2015

Randy Piland, Seminar in Photojournalism, Atlanta, 2015

Vanessa Bravo, Plank Center Educators Fellowship, Hill & Knowlton, Tampa, 2015

Jessica Gisclair, Teachapalooza V, Poynter Institute, 2015

Janna Anderson, World Future Conference workshops and sessions, San Francisco, 2015

Don Grady, Time Warner/BEA College Professor Thought Leadership Seminar, New York, 2014

David Copeland, Wye Faculty Seminar, Aspen Institute, Queenstown, Md., 2014

Don Grady, Association for Authentic, Experimental and Evidence-Based Learning e-portfolio conference, Boston, 2013

David Copeland, Media Technology Summit, New York, 2014

Jessica Gisclair, Scripps Howard Leadership Academy, Louisiana State University, Baton Rouge, 2013

Anthony Hatcher and Randy Piland, Teachapalooza III, Poynter Institute, 2013

The school adopted a “Teaching Enhancement and Evaluation” plan in 2006 and revised it in 2013 with details to provide financial support for faculty development such as a professional internship, a voluntary process of peer mentoring, and the required and optional components of classroom observation and feedback. The plan will be in the site-team workroom.

**5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined.**

The stated teaching norm at Elon is six courses a year, but the reality is that many faculty members teach five or fewer courses by receiving reassigned time for scholarship or service. In fact, Communications faculty will receive a total of 75 course releases in 2017-18, meaning that the average teaching assignment for the year will be 4.5 courses per faculty member.

Course releases are awarded for duties such as department chair, graduate program director, journal editor and student media adviser. Other releases are granted at the university level for faculty who assume positions of elevated leadership and service, such as faculty fellows, Academic Council chair, or associate directors of the Honors program and the Center for the Advancement of Teaching and Learning.

New faculty members receive a course release in their first semester to help them focus on their teaching and to transition to the Elon teacher-scholar model. Faculty on tenure-track and continuing-track are granted a teaching sabbatical around the midpoint of their tenure or continuation clock. This one-semester teaching sabbatical involves two course releases, meaning that a faculty member would likely teach four courses that year. The purpose of the teaching sabbatical is to devote concentrated time to building a record of meaningful scholarship and creative activity. Faculty granted a teaching sabbatical are expected to continue participating in faculty meetings, student advising and other activities.

Because of the rise in course releases across the university, Elon is moving toward a standardized allotment of course releases per faculty member based on rank, with an application for additional release based on merit. This initiative, developed by a university committee that included a Communications faculty member, fits into a larger university goal of enhancing support for post-probationary faculty members.

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. Lecture-track faculty teach seven courses a year (3-1-3), with less expectation of professional activity.





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| Course effort required | Communications | 5.50 |
|                        | University     | 5.42 |

Communications faculty give grades at an aggregate level slightly below university averages. In fall 2016, the Communications GPA averaged 3.22, compared to the university average of 3.26. In 2015, Communications was 3.27 and the university 3.29. The overall decline has been welcome news as the school and university seek to ensure that students perform at an excellent level to merit an A.

The university requires evaluation of fall classes only, but the School of Communications evaluates all courses throughout the year to 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, professional activity (scholarship) and contributions to the life of the university (service).

The school maintains a mentor program in which more-experienced faculty observe and mentor newer faculty, and those in leadership positions in the school may observe faculty members in the classroom as needed or as requested.

The separate evaluation forms for undergraduate and graduate courses will be in the site-team workroom.

**8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations a year is sufficient, but the unit has the option of providing a full list online.)**

In 2017, A.J. Fletcher Professor David Copeland was named as Elon's sixth Distinguished University Professor – the first in the life of the relatively young School of Communications.

Since 2004, the school has annually designated a faculty member to receive the school's Excellence in Teaching Award. Since the last accreditation review, recipients have been Jessica Gisclair (2012), Janna Anderson (2013), Rich Landesberg (2014), Harlen Makemson (2015), Dan Haygood (2016) and Phillip Motley (2017).

Other faculty members have received recognition in other venues:

- ❖ Denise Hill was named the third-place recipient in AEJMC's Promising Professors competition in 2017 and was honored by the Mass Communication and Society Division at the AEJMC conference in Chicago in August. Hill's award was the fourth won by an

Elon faculty member in the past decade, following Vanessa Bravo (third place, 2015), Lucinda Austin (first place, 2014) and Dan Haygood (second place, 2007).

- ❖ Vanessa Bravo won a 2015 Plank Center Educators Fellowship and spent two weeks at Hill & Knowlton Strategies in Tampa.
- ❖ Janna Anderson finished in the top three nationally in the 2014 Scripps Howard Journalism Teacher of the Year competition facilitated by AEJMC.
- ❖ Lee Bush and Barbara Miller were separate 2012 recipients of the National Communication Association PRIDE Award for “Outstanding Contribution to Public Relations Education” for their publications on pedagogy in *Public Relations Review*.
- ❖ Glenn Scott received a Fulbright Scholars award in 2012 to teach at the University of the Ryukyus in Okinawa, Japan.

School faculty are active in publications and presentations on teaching. An abridged sample of such activity:

Lee, B. & Mincer, C. (2017). "Use of social media in the classroom." Presented at Global Communication Association conference, Greensboro.

Divan, A., Ludwig, L., Matthews, K., Motley, P., & Tomljenovic-Berube, A. (2017). Research approaches in scholarship of teaching and learning publications: A systematic literature review. *Teaching and Learning Inquiry, 4*.

Motley, P. (2016). Critique and process: Signature pedagogies in the graphic design classroom. *Arts and Humanities in Higher Education, 2016*.

Barnett, B., Hopgood, M. and Sanders, M. (2016). “From the newsroom to the classroom: What you need to know about teaching.” Half-day workshop for Asian American Journalists Association, Las Vegas.

Clark, N. (2016). “Teaching media history online.” Presented at American Journalism Historians Association conference, St. Petersburg, FL.

Anderson, J. (2015). Individualization of higher education; How technology evolution can revolutionize opportunities for teaching and learning. *International Social Science Journal, UNESCO*.

Motley, P. (2015). “Learning—to and from—the visual critique process.” *New Directions for Teaching and Learning, 2015* (141).

Clark, N. (2014). “Using television and film to teach diversity.” Presented at Association for Education in Journalism and Mass Communication conference, Montreal.

Bockino, D. (2014) “Preparatory journalism: An examination of the pedagogical functions of the college newspaper.” Presented at Association for Education in Journalism and Mass Communication conference, Montreal.

Sturgill, A. & Motley, P. (2013). Indirect vs. direct service-learning in communication: Implications for student learning and community benefit.” *Teaching Journalism and Mass Communication, 3* (2).

Hannam, B. (2013). Chair and presenter: "Chaos in the classroom," Foundations in Art: Theory and Education: PostHaus, Savannah.

Walsh, B., Sturgill, A., & Motley, P. (2013). "Developing mentoring relationships across classrooms." Elon Teaching and Learning conference, Elon.

Sturgill, A., Motley, P. & Saltz, S. (2013). "Using service-learning to teach communications skills in the context of economic diversity." *Teaching Journalism and Mass Communication*, 3 (2).

Parsons, P. (2012). "News21 and the teaching hospital model." Presented at Association for Education in Journalism and Mass Communication conference, Chicago.

## Professional master's program

### 9. List members of the graduate faculty and show that they meet the institution's criteria for graduate instruction.

Elon does not have a Graduate School that implements rules about graduate faculty. Instead, each school is in charge of its own graduate program. The university does expect that faculty teaching at the graduate level have terminal degrees. When an exception is made, the dean must write a letter of justification detailing the faculty member's professional experience and expertise.

All faculty in the School of Communications teach at the undergraduate level; none are graduate-only. Certain faculty, though, do have a concentrated teaching assignment in the iMedia program. The faculty members who teach in the program most years are identified below, following by faculty who periodically teach in the program.

#### Faculty who frequently teach iMedia courses

**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

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

**William Moner**, Assistant Professor  
B.S., M.A., Duquesne University, Ph.D., University of Texas at Austin

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

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

**Nicole Triche**, Assistant Professor and Director of the elondocs Program  
B.S., Appalachian State University; M.F.A., University of North Carolina at Greensboro

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

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

### **Faculty who occasionally teach iMedia courses**

**Bryan Baker**, Director of Multimedia Projects  
B.S., Middle Tennessee State University, M.B.A., Elon University

**Brooke Barnett**, Professor and Associate Provost for Academic and Inclusive Excellence  
B.A., Georgetown College; M.A., Ph.D., Indiana University

**David Bockino**, Assistant Professor  
B.A., Penn State University; M.B.A., Seton Hall University; Ph.D., University of North Carolina at Chapel Hill

**Brandon Booker**, Instructor  
B.A., Pembroke State University; M.A. in Interactive Media, Elon University

**Naeemah Clark**, Associate Professor  
B.S., University of Florida; M.A. Ph.D., Florida State University

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

**Dan Haygood**, Associate Professor  
B.A., North Carolina State University; M.A., Ph.D., University of North Carolina at Chapel Hill

**Jonathan Jones**, Instructor and Director of the North Carolina Open Government Coalition  
B.A., M.A., J.D., University of North Carolina at Chapel Hill

**Doug Kass**, Assistant Professor  
B.A., Wesleyan University; M.A., University of Southern California

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

**Max Negin**, Assistant Professor  
B.A., Rowan University; M.A., Temple University; M.F.A. University of North Carolina at Greensboro

**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, Fresno; Ph.D., University of North Carolina at Chapel Hill

**Ryan Witt**, Lecturer  
B.B.A., Kent State University; M.A., Savannah College of Art & Design

Three faculty members with M.A. degrees have taught or teach in the iMedia program. Brandon Booker teaches the 1-credit-hour Digital Video Production course and the video portion of the Digital Media Workshop. Booker, an iMedia graduate himself, has an extensive knowledge of software and video editing. Randy Piland has decades of professional media work and was Elon's first Technology Fellow. His extensive experience with digital technology makes him a strong faculty member for Interactive Project for the Public Good and the capstone. Ryan Witt has good professional experience to teach the video component of the Digital Media Workshop.

**10. Demonstrate that graduate faculty taught the majority of professional master's courses for the three years before the site visit.**

Elon does not have graduate-faculty designations, but expects those teaching at a graduate level to have a terminal degree unless professional experience can be cited as appropriate.

Full-time faculty members in the School of Communications teach virtually all courses in the M.A. in Interactive Media program each year. In 2016-17, a recent iMedia graduate taught the 1-credit-hour Digital Video Production course, resulting in 36 of the 37 iMedia hours being taught by full-time faculty last year.

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| 2016-17 school year: | 97%  |
| 2015-16 school year: | 100% |
| 2014-15 school year: | 100% |