Standard 5

Scholarship: Research, Creative and Professional Activity

Professor David Copeland has authored 12 books and edited a series on American war reporting

Highlights

- The school’s faculty reports more than 1,000 scholarly and creative activities in the past six years, from books and documentaries to conference papers and grants.

- The school’s definition of scholarship embraces both traditional research as well as creative activity, professional publication and newer media forms.

- The school stimulates professional activity by providing substantial travel funding and reimbursing an academic membership for faculty members each year.

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

- Eight tenured or continued faculty members have taken sabbaticals in the past six years, including two on sabbatical this fall.
1. **Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.**

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

Elon is not a Research I institution and does not aspire to become one. Nonetheless, professional activity including some peer-reviewed publication or creative activity is a vital component of the teacher-scholar-mentor model, and peer-reviewed scholarship is required for tenure and promotion.

Because the definition of scholarship can differ so substantially among disciplines, each department has defined “peer review” in its discipline. The School of Communications statement, drafted in 2004 and revised in 2014, is on the following two pages.

The statement says the school is open to many forms of professional activity, ranging from traditional research to multimedia activity to professional publications. The document says of the faculty: "Scholarship in the School of Communications resides at the intersection of the humanities, social sciences, fine arts, and professional practice… All forms of professional activity are valued, and much of a faculty member’s record may consist of work outside the realm of peer-reviewed scholarship."

To help faculty achieve scholarly goals, tenure-track and continuing-track faculty receive a teaching sabbatical around the midpoint of their tenure or continuation cycle. As noted in Standard 4, faculty also receive course reassignments and financial support from the school and university to support research and creative activity. The school monitors scholarly productivity during the annual evaluation process and provides guidance as needed to assist faculty members pursuing scholarly and creative activity.
School of Communications:
Peer-Reviewed Scholarship, Other Forms of Professional Activity, and Indicators of High Quality

Elon nurtures a rich intellectual community characterized by active student engagement with a faculty dedicated to excellent teaching and scholarly accomplishment. The Elon faculty embrace the idea that scholarship and teaching are inseparable, for scholarship is the foundation of teaching. The faculty of Elon also embrace the idea that scholarship is essential to an intellectually vibrant and enriching community, and so it represents the most fundamental form of professional activity. Professional activity is an essential criterion by which all faculty performance is judged, along with the criteria of teaching, which is given top priority, and contributions to the life of the university (service). Defined broadly, professional activity results in a range of valued work involving the serious practice of disciplinary expertise, including academic presentations, exhibitions, creative performances, leadership positions in professional organizations, consulting, and mentored student research.

Peer-reviewed scholarship is a crucial subset of professional activity and, with evidence of activity at a high level, a necessary but not sufficient condition for promotion and tenure. Scholarship is the creative process of inquiry and exploration that adds to the knowledge or appreciation of disciplinary or interdisciplinary understanding, and is not limited to traditional basic research, also sometimes referred to as “the scholarship of discovery.” Elon faculty embrace the full range of scholarly activity reflected in the Boyer Model (Ernest L. Boyer, Scholarship Reconsidered: Priorities of the Professoriate, 1990) as valued by and valuable to Elon’s intellectual community and traditions.

Across all disciplines, recognized peer-reviewed scholarship 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); and
- The work is reviewed by those outside the institution who have appropriate expertise.

However, distinct differences exist in the types of peer-reviewed scholarly activities, what characterizes high quality, and the tangible results of peer-reviewed scholarship that are valued both within and between disciplines. Though faculty who prepare their annual reports or tenure/promotion files carry the primary burden of clearly articulating the significance and quality of their scholarship, departments must – for both the effective development and review of their faculty – clearly distinguish and characterize high quality peer-reviewed scholarship in their specific disciplines.

Therefore, in what follows, the School of Communications characterizes peer-reviewed scholarship for its discipline(s), distinguishing it from more general forms of professional activity and also distinguishing what is generally considered high quality scholarly activity.
Scholarship in the School of Communications resides at the intersection of the humanities, social sciences, fine arts, and professional practice. This scholarship takes many forms: books, monographs, journal articles, presentations, trade publications, documentaries, screenplays, exhibitions, articles and programming in media, works in new media, external grants, and granted intellectual property rights. A teacher-scholar may work in multiple areas of discovery and creativity, including pedagogical research.

**Defining Peer-Reviewed Scholarship in the Discipline**

Peer-reviewed scholarship is academic, creative or professional work that is evaluated, in its entirety, by academic peers, editors or other professionals and is judged worthy of entering the public discourse or the domain of the discipline.

**Distinguishing Peer-Reviewed Scholarship from Other Scholarship and Professional Activity**

All forms of professional activity are valued, and much of a faculty member’s record may consist of work outside the definition of peer-reviewed scholarship. Other scholarship includes presentations or papers selected on the basis of an abstract, participation in invited panels, published or produced reviews, and self-published works. Other forms of professional activity include leadership roles in academic and professional organizations, professional internships, consulting or pro bono work, academic or professional judging, leadership or participation in workshops or seminars intended to improve command of the field, external grant applications, and professional involvement within the community.

**Characterizing “High Quality” in All Forms of Scholarship and Professional Activity**

The level of quality of scholarship and professional activity is measured by the impact of the work or activity, using a variety of measures, as appropriate. Measures of impact may include:

- **Substance**: Refers to the significant content and complexity of the work, such as a comprehensive work compared with one of less breadth or depth.
- **Reach**: Refers to the size and/or composition of the audience, such as a nationally presented work compared with a locally presented one.
- **Selectivity**: Refers to the stringency of the review process prior to the work entering the public discourse or the domain of the discipline, such as acceptance rates or qualified professional review.
- **Permanence**: Refers to the work’s durability, such as publication being more permanent than presentation.
- **Significance**: Refers to the importance of the work as measured by the use of the work by others, such as citation or adoption.
- **Recognition**: Refers to accolades that the work receives from qualified evaluators and critics, such as positive reviews, awards and honors.

Faculty members are responsible for making an evidence-based case for the quality of their academic, creative and professional works and explaining their roles in multiple-author works.
2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

This section includes the scholarly and creative activity of the 52 Communications faculty members listed in Table 2 as full professors, associate professors, assistant professors, and lecturers as of fall 2017. It does not include the six instructors on fixed-term contracts who do not have scholarly expectations, or the work of those no longer at Elon. Remarkably, the school has not had a Communications faculty member retire in its 17-year history.

Because of enrollment growth and additional course releases, the school steadily adds new faculty positions. Those hired into permanent positions are eligible to come with associate professor rank if they have six or more years of full-time teaching experience, and they are eligible to seek an accelerated tenure/continuation cycle (four or five years instead of six) if they have previous full-time college teaching experience.

3. Using the grid that follows, provide counts of the unit’s overall productivity in scholarship for the past six years by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

The school’s intellectual climate is reflected in the quality and quantity of faculty research and creative activity. Overall, the school counts more than 1,000 scholarly and creative works and honors among its faculty during the past six years. Faculty have authored six scholarly books, six textbooks, and 38 book chapters in the past six years—a significant statement for a non-Research I university. Faculty productivity also is robust in terms of journal articles, conference presentations, creative activity, and awards and honors.
<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>Totals by Unit</th>
<th>By Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Professors (6)</td>
<td>Associate Professors (24)</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>56</td>
<td>6</td>
</tr>
<tr>
<td>Grants Received, Internal</td>
<td>99</td>
<td>5</td>
</tr>
<tr>
<td>Grants Received, External</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-Authored</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-Authored</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Books Edited</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>Monographs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>121</td>
<td>13</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>277</td>
<td>36</td>
</tr>
<tr>
<td>Invited Academic Presentations</td>
<td>148</td>
<td>17</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Articles in Non-Refereed Publications</td>
<td>110</td>
<td>30</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>Non-Juried Creative Works</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>415</td>
</tr>
</tbody>
</table>

**Note**

- Totals by unit differ from totals by faculty because co-authored works are counted a single time in the totals by unit.
4. List online the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period.

The following is a listing of faculty scholarly activity such as books, book chapters, journal articles, newspaper and trade publications, academic presentations, panels and creative projects. The listing includes no more than 10 entries per faculty member.

**Bill Anderson**

Anderson, W.B. (2017). Labor’s denial: A case study of how labor used the media and public relations to block the first NBA-ABA merger attempt. *International Journal of Sport Communication, 10*, 1, 105-123.


**Janna Anderson**


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


Brooke Barnett

David Bockino


Vanessa Bravo


Lee Bush


Naeemah Clark


David Copeland


**Vic Costello**


Costello, V. (2016). “Transitioning to a networked TV studio operation and the effect on newsroom and production workflows, best practices, and curriculum.” Presented at Broadcast Education Association, Las Vegas, NV.


Costello, V. (2013). “This isn’t “A” work: Model rubrics for major feedback.” Presented at Broadcast Education Association District 2 Regional Conference, Boca Raton, FL.


**Ahmed Fadaam**

Fadaam, A. (2016). Baghdad Art Museum exhibits, including several award-winning works.

Fadaam, A. (2016). Iraqi refugees art exhibit, Raleigh, NC.

Fadaam, A. (2016). Building bridges Iraqi and Syrian artist exhibition, Wichita State University, Kansas

**Kenn Gaither**


Gerald Gibson


Jessica Gisclair


Gisclair, J. (2012). “Advocating and advancing ethics in the age of me: Best practices.” Presented at PRSA Southeast District Conference, Chattanooga, TN.


Don Grady


**Ben Hannam**


Hannam, B. (2016). “Oh @#$% I’m Graduating.” Southeastern College Art Conference, Roanoke, VA


**Sana Haq**


Haq, S. (2013). Panelist, “Pakistan’s Role in the War Against Terror.” Department of Politics and International Affairs, Wake Forest University.


**Anthony Hatcher**


Hatcher, A. (2014). “Is Journalism -- and journalism school -- still relevant in the age of blogs, tweets and citizen journalism?” Presented at Osher Lifelong Learning Institute, NC State University, Raleigh, NC.


**Dan Haygood**


Haygood, D.M. (2013). “This has been a C.D. Chesley Production: The Story behind the early broadcasting and sponsoring of Atlantic Coast Conference Basketball.” Presented at Association for Education in Journalism and Mass Communication, Washington DC.

Denise Hill


Jooyun Hwang


Ray Johnson


Doug Kass


Derek Lackaff


Byung Lee

Lee, B (2016). "Q, compared and contrasted with other Methods." Presented at International Society for the Scientific Study of Subjectivity (ISSSS), New Orleans, LA.


Lee, B (2012). “Q study: Does social networking lead to loneliness?” Presented at the ISSSS Q Conference, Pittsburgh, PA.

**Julie Lellis**


Harlen Makemson


Barbara Miller


Miller, B.M., & Lellis, J. (2015). Response to marketplace advocacy messages by sponsor and topic within the energy industry: Should corporations or industry trade groups do the talking? Journal of Applied Communication Research 43(1).


William Moner


thinking and social innovation.” Presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, Los Angeles, CA.


**Phillip Motley**


Motley, P., Chick, N., & Hipchen, E. (2016). A conversation about critique as a signature pedagogy in the arts and humanities.” *Arts and Humanities in Higher Education.*

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


Sturgill, A. & Motley, P. (2014). Methods of reflection: Guided vs. free, public vs. private, dialogic vs. expressive. *Teaching and Learning Inquiry, 2(1).*


Motley, P. & Sturgill, A. (2013). “Assessing the merits of international service-learning in developing professionalism in mass communication.” *Communication Teacher, 27(3).*
Max Negin

Tom Nelson

Youssef Osman
Osman, Y. (2016). “The Egyptian identity in Shady AbdelSalam’s The Mummy.” Presented at University of Film and Video Association Conference (CILECT), American University, Washington, DC.
Osman, Y. (2015). “Youssef Chahine’s Egypt: Film, politics and controversy.” Presented at University of Film and Video Association (CILECT), American University, Washington, DC.
Osman, Y. (2015). Director, “Just Human” short fiction film, University of Film and Video Association (CILECT), American University, Washington, DC.
Osman, Y. (2014). Presenter, Red Camera Workflow and Color Grading Workshop. University of Film and Video Association, Montana State University, Bozeman, MT.


George Padgett


Paul Parsons

Parsons, P. (2017). "Assessment is not a bad word." Presented at plenary session of the Standing Committee on Teaching, Association for Education in Journalism and Mass Communication conference, Chicago, IL.


Parsons, P. (2014). "Who will be the next academic leaders: A collaborative on the landscape ahead." Presented at Association for Education in Journalism and Mass Communication, Montreal, Canada.


Randy Piland


Staci Saltz


Glenn Scott


Scott, G. (2012). Fulbright lectureship grant, awarded for teaching at University of the Ryukyus, Okinawa, Japan.

Scott, G. (2012). Guest lecturer at academic and professional journalism gatherings in Naha, Ginowan, Fukuoka, Kitakyushu, and Sendai, Japan. Topics: Journalism ethics, cross-cultural educational approaches, and considerations for Japan’s bid to host 2020 Olympic Games.

Michael Skube


Jessalynn Strauss


**Amanda Sturgill**


Sturgill, A. & Gullquist, D. (2014). Get it first, get it fast, get it in fewer than 140 characters: local vs. regional news microblogging. Presented at Association for Education in Journalism and Mass Communication, Montréal, Canada


Nicole Triche


Hal Vincent


**Brian Walsh**


**Qian Xu**


5. **Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.**

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

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

Eight faculty members in the school have been awarded sabbaticals in the past six years: Janna Anderson (spring 2012), Barbara Miller (2013-14), Vic Costello (fall 2014), Jessica Gisclair (fall 2014), George Padgett (fall 2015), Julie Lellis (spring 2017), Lee Bush (fall 2017) and Anthony Hatcher (fall 2017).


Outside of maternity or medical leave, faculty rarely request leaves of absence at Elon. The dean has received three special requests in the last six years and granted them all after consulting with the provost. Glenn Scott received a Fulbright Professorship to Japan for part of the 2012 academic year, and the university provided a leave of absence. Kenn Gaither took a leave of absence from Elon for the 2014-15 academic year to serve as the president/CEO of the Institute for Shipboard Education, and in fall 2017 Jessalyn Strauss took leave to collaborate with the Clerk of Clark County (NV) and a professor at UNLV’s hospitality school to examine the recent decline in weddings in Las Vegas, a trend that has impacted the local economy.

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

The university provides about $1,000 a year per faculty member for travel, which doesn’t come close to meeting the needs of an energetic and widely traveled faculty. As a result,
the school reallocates from other budget lines or draws from private funds to provide up to $1,700 a year for a faculty member’s travel (and sometimes more when justified). In addition, the school offers to pay for one academic or professional membership for each faculty member each year.

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

The school spent $130,100 for faculty travel, memberships and other forms of professional development in 2016-17.

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

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

The university offers Hultquist Awards for first-year faculty members pursuing summer faculty development. Five or more awards are given each year across the university through a competitive process. Communications faculty have been highly competitive. Summer 2017 recipients were Doug Kass and Sana Haq. Each received about $2,000.

7. List faculty who have taken advantage of those programs during the past six years.

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

In terms of competitive FR&D summer fellowships, faculty members in the school have been successful. Across the university, only about half of applicants receive a summer funding award. In 2017, five of the 11 proposals submitted by Communications faculty for summer research fellowships were selected:

Bill Anderson: Social hygiene and public relations history
Vanessa Bravo: The role of diaspora communications in public relations and public diplomacy
Derek Lackaff: Indigenous language localization workshop and online localization platform development
William Moner: Design thinking as communication practice
Phillip Motley: Experiential learning program assessment and scholarship

In summer 2016, four faculty received summer fellowships: Barbara Miller, for corporate social responsibility and marketplace advocacy research for articles in Public Relations Review, Mass Communication and Society and Social Marketing Quarterly; Phillip Motley, for research on pedagogy and graphic design for Teaching and Learning Inquiry and two articles in Arts and Humanities in Higher Education; George Padgett for research on media law & ethics, diversity and the evolution of the publishing industry; and Nicole Triche, who served as producer, director, editor and cinematographer of “All Skate, Everybody Skate,” a documentary film that has garnered more than three peer-reviewed screenings.

In previous years, School of Communications faculty have been equally as successful in receiving FR&D support:

2017
Amanda Sturgill, for peer-reviewed articles in Journal of Radio and Audio Media and Journalism and Mass Communication Educator

Naemah Clark, for a chapter titled “Connection in the Scandalverse: The Power of Social Media and Parasocial Relationships” In Digital Technology and the Future of Broadcasting

2016
Barbara Miller, for an analysis of Coca-Cola’s Twitter feed in Public Relations Review and an article on marketplace advocacy in Mass Communication and Society

Qian Xu, for a book chapter titled “Public discourse on genetically modified foods in mobile sphere: Framing risks, opportunities, and responsibilities on mobile social media in China” in Mobile media, political participation, and civic activism in Asia: Private chat to public sphere

Dan Haygood, for an article in American Journalism exploring the advertising philosophies and professional relationship of legendary ad men Rosser Reeves and David Ogilvy

2015
Vanessa Bravo, for an article analyzing the role of public relations in ethnic advocacy and activism in Public Relations Inquiry

Barbara Miller, for articles on marketplace advocacy in the Journal of Applied Communication Research and Journal of Environmental Communication

Julie Lellis, for an article on FTC regulation of weight-loss advertising in Health Communication

2014
Janna Anderson, for several Pew Internet Project of the Pew Research Center papers on topics including net neutrality, cyber security and privacy
Vanessa Bravo, for two journal articles concerning communications in Latin America in *Revista Internacional de Relaciones Públicas* and *The Hague Journal of Diplomacy*

2013
Barbara Miller, to research and co-author *Introductory Statistics: A Conceptual Approach Using R*

Vanessa Bravo, for a book chapter on the importance of diaspora communities for international governments in *International Public Relations and Public Diplomacy: Communication and Engagement*

Julie Lellis, for a book chapter on strategic advocacy in *African Americans in the History of Mass Communication*

Qian Xu, for journal articles in *Computers in Human Behavior* and the *International Journal of Communication*

2012
Julie Lellis, for a co-authored article in *The International Journal of Organizational Diversity*