



HUSSMAN SCHOOL
OF JOURNALISM AND MEDIA

2019-2020

ACCREDITATION SELF-STUDY

ACCREDITING COUNCIL ON EDUCATION IN
JOURNALISM AND MASS COMMUNICATIONS

The November 2020 site visit was postponed due to the pandemic. Any updates to the self-study since the original submission are indicated with shading.



PART II: STANDARD 4

Full-Time and Part-Time Faculty

Executive summary

A two-track tenure system (research track and professional track) creates a faculty that is balanced in scholarly and professional expertise across two primary areas of study: journalism and advertising/public relations.

The school's faculty has a range of disciplinary specializations, areas of teaching, demographic diversity, and academic rank.

More than 60% of all course sections are taught by full-time faculty. Research-track faculty teach a 2/2 load, professional-track faculty teach a 3/2 load and fixed-term faculty teach a 3/3 load.

Students rate their courses and teachers highly. Many of the school's faculty have been recognized for excellence in teaching.

INTRODUCTION

The Hussman School of Journalism and Media has an excellent balance of faculty in terms of disciplinary expertise, functional areas, demographic diversity, academic rank and research and professional tenure track. The school’s faculty members realize that different people have different strengths. Indeed, this is celebrated, and the differences are respected. Overall, the school has a strong faculty.

For decades, the school has had a goal of true faculty excellence. Administrators and faculty members realize that every individual cannot be an expert in every aspect of mass communication, and every individual faculty member will not be excellent in all three functions of academe: teaching, research/creative activity, and professional and public service. The faculty must be appropriately balanced in demographics, such as gender,

race, ethnicity and age, and faculty members should be appropriately spread over the academic ranks.

The school has two tenure tracks. The research tenure track is a traditional research track that is like most universities. Faculty in this track hold a Ph.D. and conduct academic research as well as teach and carry out public service, but research and teaching are usually the primary responsibilities. The professional tenure track is for faculty members who have years of professional experience, but usually not a Ph.D. Faculty in this track emphasize creative activity and/or applied research, teaching, and professional and public service. In recognizing the value of both tenure tracks, the school’s philosophy is that all faculty members cannot, need not and should not be exactly alike.

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



Full-time Faculty Members (Spring 2021)

The Hussman School has 28 tenured faculty and administrators, eight pre-tenure faculty and seven fixed-term faculty for a total of 43 full-time faculty.

Table 2 ([Part II – Supplementary Information](#)) provides a complete faculty roster for Spring 2021.

As shown in Figure 4.1, just over half (24) of full-time faculty have a terminal degree (Ph.D., M.D., or Ed.D). Fifteen hold a master’s degree and four non-tenure-track faculty have a bachelor’s degree.

Figure 4.1 – Academic Credentials of Full-time Faculty Spring 2021

	Terminal Degree	Master’s Degree	Bachelor’s Degree	Total
Full-time Faculty	24	15	4	43

In terms of rank, there are ten full professors, nine of whom hold named professorships; 18 associate professors with tenure; eight pre-tenure assistant professors; five fixed-term teaching faculty and two professors of the practice.

Of the 43 full-time faculty, 14 (33%) members are nonwhite. The faculty is nearly evenly comprised of male and female members. There are 21 (49%) male faculty and 22 (51) female faculty.

Figure 4.2 shows the rank and demographic distribution of full-time permanent and fixed-term faculty.

Figure 4.2 – Demographic Distribution of Full-time Faculty Spring 2021

Rank	Male	Female	Nonwhite	White	Total
Full Professors (named professorships)	5	4	2	7	9
Other Full Professors	1	-	-	1	1
Associate Professors w/tenure	11	7	7	11	18
Assistant Professors	2	6	2	6	8
Professors of the Practice	-	2	1	1	2
Fixed-Term Teaching Faculty	2	3	2	3	5
Total	21	22	14	29	43

Seventeen (40%) of the full-time faculty have 15 years or more of college teaching experience; nearly one-third have been teaching at the Hussman School for 15 years or more. Twenty-three (53%) of the school’s full-time faculty members have a decade or more of professional experience; the average is 11 years of professional experience.

Curriculum vitae of each full-time faculty member are provided in [Supplement III](#).

Part-time/Adjunct Faculty Members

The school values its part-time faculty members because they are integral to the operation of the program. They are able to share their unique and often high-level professional expertise with our students and provide the school with much-needed flexibility in its curricular offerings.

Approximately 45 part-time faculty teach as adjuncts at the school each semester. In Fall 2020, 45 adjuncts taught at the school; in Spring 2021 (when sections were reduced), 30 adjuncts taught at the school.

Of the 50 adjuncts who taught one or both semesters in academic year 2020–21, 34 (68%) have 15 years or more of professional experience. Twenty-four (48%) have 5 or more years of teaching experience, 12 (24%) have 10 or more years of teaching experience.

As shown in Figure 4.3, over one-third (17) of part-time faculty who taught in academic year 2020–21 have a master’s degree and three have a doctoral degree. The majority (28) have a bachelor’s degree. The two part-time faculty who do not hold a degree have extensive professional experience and are seasoned instructors.

Figure 4.3 Academic Credentials of Part-time Faculty AY 2020-21

	Terminal Degree	Master’s Degree	Bachelor’s Degree	No Degree	Total
Part-time Faculty	3	17	28	2	50

Twenty-six (52%) of adjuncts are male and 24 (48%) are female. Forty-one (82%) of adjuncts are white and eight (16%) are nonwhite. Figure 4.4 shows the demographic distribution of adjunct faculty.

Figure 4.4 Demographics of Part-time Faculty AY 2020-21

	Male	Female	Nonwhite	White	Total
Part-time Faculty	26	24	8	41	50

As for graduate students, we encourage them to acquire teaching experience during their time in the program. Seven graduate students taught in Fall 2020, two graduate students taught in Spring 2021 and three graduate students taught in both Fall 2020 and Spring 2021.

The resumes of part-time faculty and graduate students serving as teachers of record are provided in [Supplement IV](#).

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.



Search committees for new or vacant full-time faculty positions are appointed by the dean and comprise full-time, tenure-track and nontenure-track faculty members and at least one student. Job descriptions are approved by faculty vote. All positions are advertised in appropriate professional and academic publications, and information on positions is disseminated by email, on the school's website, etc. Examples of published advertisements are included as [Appendix 4-A](#).

Search committees typically recommend three to four finalists to the school's faculty and dean to bring to campus for interviews, where each candidate meets with the search committee and the dean, teaches a class, and gives a research or creative presentation. Finalists also have open sessions to meet with students and faculty members. After the on-campus visit, the search committee votes and makes a recommendation to all ranks of the full school faculty, which then discusses the candidates and votes by secret paper ballot. The faculty vote goes to the dean as a recommendation, and if the dean accepts the recommendation, the selected candidate goes through normal UNC human resources review and up the university administrative ladder for approval. A full description of the search and appointment process is available in the [Hussman School Faculty Handbook](#) (Supplement I).

The school occasionally hires full-time, tenure track faculty members through the university's VITAE (Valuing Inclusion to Attain Excellence) program. This program, which is managed by the executive vice chancellor and provost, enables us to bring talented candidates from underrepresented and other groups to campus for an interview without the delay of a job posting or need for a search committee. As with other candidates, full-time faculty members discuss the VITAE candidate and then vote by secret ballot on whether to offer the position.

For part-time faculty members such as adjuncts, the senior associate dean for undergraduate studies regularly receives resumes and CV's from interested parties and reviews them for potential hiring. Adjuncts are hired based on their professional expertise, and usually teach specialized skills. Others are hired to cover faculty members who are on leave – for grant-related course buyouts, research and study assignments, administrative course releases or parental leaves.

The school makes an effort to provide continuous teaching opportunities for its top part-time faculty members. Many part-time faculty members are local professionals, and the school believes their involvement in the professional world brings real-world expertise to the classroom that is invaluable to students. Each semester, consideration is given as to which faculty members would be best to teach available courses.

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 digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)



The Hussman School has high standards for every faculty member regarding teaching, scholarly research/creative activity, and service. Standards and policies relevant to re-appointment, tenure, and promotion are taken very seriously and continue to be reviewed and, if deemed necessary, revised to improve clarity and equity. The school conforms to requirements at three levels, as described in the documents below:

- [Hussman School Faculty Handbook](#) (see pp. 7–31).
- [Code and UNC Policy Manual](#) (see 400.3.1.1[G]–400.3.3.1[G])
- [Trustee Policies and Regulations Governing Academic Tenure in the UNC at Chapel Hill](#) (see pp. 2–5)

Other policies, procedures and information referred to in this section can be found on the [Academic Personnel Office website](#) under “[Policies and Procedures.](#)”

Faculty Ranks

As described in UNC-CH *Trustee Policies and Regulations* guidelines (pp. 2–5), there are four full-time faculty ranks and a fixed-term appointment:

- Professor (either promotion or initial appointment confers permanent tenure)
- Associate Professor (promotion to this rank confers permanent tenure; initial appointment is usually for a five-year probationary term)
- Assistant Professor (initial appointment for a probationary term of four years)
- Instructor (expectation that faculty will progress to the professional rank)

- Fixed-term or special rank (teaching professors and professor of the practice)

Faculty Classifications

Because the school combines professional undergraduate education with a research and scholarship tradition, there is a dual tenure-track system: the research track and the professional track. A faculty member is employed in only one of these tracks with corresponding expectations for appointment, reappointment, promotion and tenure. The initial rank for tenure-track faculty members varies depending on qualifications.

Research Tenure Track. This is a traditional academic track. Faculty members in this track have a doctoral degree and are expected to establish a national (and international, as appropriate) reputation as a scholar, demonstrate they are an outstanding teacher, have significant service, and serve as members and possible chairs of master’s and doctoral committees.

Professional Tenure Track. These faculty must have significant professional and teaching experience, or the promise of excellence in teaching, when appointed. Faculty members in this track are expected to establish a national (and international, as appropriate) reputation in professional work, demonstrate they are an outstanding teacher, have significant service, and serve as members and possible chairs of undergraduate honors and master’s committees.

In addition, the school hires teaching professors and professors of the practice on fixed-term contracts. Part-time adjunct instructors are hired on a per-course basis.

PART II – STANDARD 4
FULL-TIME AND PART-TIME FACULTY

Detailed descriptions of the expectations for tenure-track and fixed-term faculty are provided in the [Hussman School Faculty Handbook](#) (Supplement I, pp. 12–40).

Faculty Expectations

The current standards for the school are summarized below and appear in the *Hussman School Faculty Handbook* for tenure-track faculty appointment, reappointment, promotion and tenure (pp. 12-31), and for fixed-term faculty policies and procedures (pp. 32-40). Each year the dean meets with pre-tenure faculty members and their mentors to review progress and expectations.

As described in the *Hussman School Faculty Handbook*, basic expectations for tenure-track faculty include “outstanding scholarship, professional work, excellent teaching and excellent service to the school, university and to the discipline.” Below are summaries of the four considerations used in making decisions regarding all tenure-track faculty members.

Teaching. The school prides itself on excellent teaching and places a great priority on it. Among the documentation of teaching quality are the school’s required course evaluations completed by enrolled students each semester. The results of the evaluations are reported as part of a teaching statement with an explanation of the person’s teaching performance, evidence of improvement over time, stability or decline. Teachers, including tenure-track faculty members, are observed by fellow faculty (e.g., an assistant professor is observed by a tenured associate professor, an associate professor is observed by a full professor) in the classroom at least once within each review period. A written report of that observation is given to the instructor and placed in the instructor’s file. These reports are reviewed as part of the evaluation process.

Scholarly activity. Faculty members in the research track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national – and in some instances, international – reputation in his or her field. No set number of publications is required. Both quality and quantity are important. The reputation and quality of the venues of publication (e.g., academic journals, the publisher or press if a book) are considered (see [Hussman Faculty Handbook](#), pp. 16–18).

Creative and professional activity. Faculty members in the professional/creative track are expected to regularly engage in creative/professional activity appropriate to their areas of expertise and interests. The nature of such work will vary widely, depending on the faculty member’s field of practice. No set number of publications or projects is required. Both quantity and quality are important. The reputation and quality of the venues in which the faculty member’s work appears are considered. Quality of published material and creative works may also be evaluated by winning national or other awards or being accepted by juries for major exhibits (see [Hussman Faculty Handbook](#), pp. 18–20).

Service. With the exception of new faculty members in their first semester, all faculty members are expected to share in the service functions of the school, including membership on committees, student advising and participation in other school activities. Faculty are also expected to engage in service outside the school. This service can include activities such as holding international and national offices, working in appropriate scholarly, professional and academic organizations and associations, reviewing the work of others (e.g., academic journals), holding university positions or serving on university committees, hosting workshops and engaging in appropriate professional consulting.

Reappointment, Tenure, Promotion, and Salary

Review and approval of faculty reappointments, promotion and the award of tenure take place through a multi-tiered process.

For reappointment as assistant professor, the faculty candidate prepares a dossier for internal review by the school's P&T committee that includes the CV; teaching, research/creative activity, and service statements; up to six examples of recent work; teaching observations; and course evaluations. The committee conducts a thorough review of the dossier and submits a report to the dean on the candidate's performance in the areas of teaching, research/creative activity and service. The committee makes a recommendation regarding the candidate's reappointment to the tenured faculty, which votes whether to recommend reappointment to the dean. After the vote, the dean and the chair of the school's P&T committee meet with the candidate and his or her mentor(s) to discuss the committee's report and share the results of the faculty vote. If there were concerns raised by the committee during its review, or by the tenured faculty during discussion of the candidate, a plan of action is created to close those gaps prior to the candidate's review for promotion to associate professor.

Ordinarily, an assistant professor is in rank for six years before being reviewed for promotion to associate professor, which, at UNC-CH, confers tenure. An earlier review is possible in exceptional cases. The process for promotion or initial appointment above the assistant rank (both fixed-term and tenure-track) is similar to that for reappointment review, however, the internal dossier requires letters from outside reviewers: a minimum of four letters for tenure-track promotions and a minimum of two for fixed-term promotions. The dean solicits letters of evaluation from outside reviewers for promotion cases. External reviewers are provided the candidate's CV; teaching, research/creative activity and service statements; up to six examples of recent work; and the school's guidelines for promotion. The school's P&T committee reviews the candidate's dossier in

conjunction with the external review letters and makes a recommendation to all faculty who are at or above the proposed rank of promotion. The faculty vote is submitted as a recommendation to the dean, who decides whether to put the candidate forward to the university's committee on appointments, promotion and tenure for review and approval.

There is no fixed length of time for an associate professor to be in rank before being considered for promotion to full professor, although most do not go up for consideration before the first five-year post-tenure review after promotion to associate. To be promoted to full professor, associate professors are expected to make significant contributions in their field of study, maintain an excellent teaching record, and grow in service activities.

Fixed-term assistant professors and fixed-term associate professors are expected to serve a minimum of six consecutive years in their respective rank before being considered for promotion to a higher rank.

Upon promotion to a higher rank, both tenure-track and fixed-term faculty receive a salary increase of \$7,000.

Once a tenure-track faculty member receives tenure, he or she is reviewed every five years by the school's Promotion and Tenure Committee. Fixed-term faculty are reviewed no later than four months prior to the end of their term. Fixed-term faculty with one-year appointments are reviewed at least every three years but no later than every five years of consecutive one-year appointments. (see [Hussman Faculty Handbook](#), pp. 12–27).

During the 2018–19 academic year, a task force of representatives from across the university was convened to discuss and make recommendations for changes to the university's promotion and tenure guidelines. These recommendations were submitted to the provost for consideration and then sent to the deans for an initial courtesy review in Fall 2019. The final set of recommendations will be sent to all academic units to guide revision of existing policies in the 2020–2021 academic year. In anticipation of

PART II – STANDARD 4
FULL-TIME AND PART-TIME FACULTY

these changes, no revision to the school's promotion and tenure policies have been made since the university task force was formed.

At the end of each Spring semester, faculty submit an annual report of their scholarly/creative activity, service and/or administration, teaching innovations, other activities, and accolades. Raises are not predictable in the university system. There are years when raises are provided by the state legislature and others when they are mandated by the university. Those raises are sometimes a set flat percentage and sometimes

designated to be merit-based. There are other years when no raises are given. When there are merit raises, the dean allocates increases based on faculty annual reports and, on occasion, to make equity adjustments. The school's Faculty Salary Committee, which consists of four faculty members representing fixed-term, assistant, associate, and full ranks across professional and research tracks, reviews the salary increases and monitors conformity with the school's policy. Grievances regarding salary adjustments follow the university grievance policy and procedures (see [Hussman Faculty Handbook](#), pp. 56–57).

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



The [UNC Center for Faculty Excellence](#) (CFE) is the university's primary faculty development center. It provides a wide array of resources to support and develop faculty at every level and across all disciplines. For example, the CFE Teaching and Learning Group provides individual faculty consultations, group workshops, webinars, a "Course Design Institute," and grant opportunities. Many of our faculty have taken advantage of the Center's opportunities to enhance their instruction and enrich the classroom experience for our students.

It should be noted that the Center was a critical resource for faculty after the pivot to online instruction in Spring 2020. The CFE conducted a series of faculty training in online instruction and led the development of the ["Keep Teaching"](#) website as a central source of

information, tutorials and discussion to support the transition. The school organized its own training specific to our full-time and part-time faculty to augment those provided by CFE, both in Spring 2020 in response to the early closure and again in Summer 2020 to prepare for the changed environment for Fall 2020. Those sessions focused on both pedagogy and the technical tools used to deliver instruction.

Faculty regularly participate in other programs and training as well, some offered through other campus resources and others provided through professional organizations. A full list of professional development programs, workshops and other programming that faculty have participated in over the last six years is included as [Appendix 4-B](#).

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.

Full-time tenure-track faculty members on the research track normally teach two courses in each the Fall and Spring semester for a 2:2 teaching load per year. Full-time tenure-track faculty members on the professional track teach three courses one semester and two courses the other semester for a 3:2 or 2:3 teaching load.

As described in the *Hussman Faculty Handbook* ([Supplement I](#), pp. 32–40) fixed-term faculty are on one of three tracks: Teaching Track, Research Track, or Professor of the Practice. Ordinarily, fixed-term faculty teach three courses in both semesters for a 3/3 teaching load. Faculty may teach as part of UNC-CH's Summer School, but this activity does not have any bearing on the annual teaching loads noted above.

Some faculty members receive course releases due to other commitments, such as administrative roles in the school or editing an academic journal. Specific policies are in place to guide adjustments in teaching loads due to a course buyout (e.g., external grant funds) or a course release (e.g., administrative appointment). These policies are described in the *Hussman Faculty Handbook* (pp. 47 and 49).

In 2017, the school approved and began offering a semester-long release for a research and study assignment. This option provides a one-semester release of two courses and service duties to all untenured tenure-track assistant professors who have successfully passed their third-year review for re-appointment and who have not yet begun the review process for tenure. New in 2019, the school began offering a competitive semester-long research and study assignment for tenured faculty. Faculty are also

able to apply for university or other external study leaves that provide release from a semester of teaching and service duties. The academic unit is compensated accordingly for these competitive assignments (see *Hussman Faculty Handbook*, pp. 50–55). Per university guidelines, faculty members with a leave are not assigned a graduate student assistant and may not collect an administrative stipend while on leave.

After consulting with both the senior associate dean of undergraduate studies and senior associate dean of graduate studies, faculty may choose to teach a course overload. For example, a faculty member could teach four courses in a Fall semester, in exchange for a course release later to fulfill the scheduled teaching load for that academic year. Course overloads and later releases (“course banking”) must be taken in this order and within an academic year (see *Hussman Faculty Handbook*, p. 48).

A minimum course enrollment policy is also in effect, which might alter a faculty member's teaching load. Undergraduate courses in the school are required to have a minimum of 10 students to avoid cancellation due to low enrollment. Courses with enrollment of fewer than 10 students may be cancelled, after consultation with the senior associate dean of undergraduate studies. If a course is cancelled because it has fewer than 10 students, a faculty member may be assigned to a different course in order to fulfill their course load for the year. The faculty member does have the option to teach the under-enrolled course as an uncompensated overload (see *Hussman Faculty Handbook*, p. 46). In all cases, the dean makes the final decision on changes to workload.

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.



As was the case at the last accreditation review, the majority (over 60%) of all MEJO course sections are taught by full-time faculty. However, we're fortunate to have a network of highly qualified part-time (adjunct) instructors who help us fulfill the teaching mission and serve our growing student body. Most adjuncts teach classes regularly – typically one of the two required

gateway skills courses – though some teach classes that they have developed and that are now permanent courses in the curriculum.

Figure 4.2 shows the percentage of core and required courses (MEJO 121, MEJO 153, MEJO 340, MEJO 137, MEJO 379) taught by full-time faculty:

Figure 4.2 – Teaching Distribution: Core and Required Courses Only

	2017–2018		2018–2019		2019–2020	
	Fall	Spring	Fall	Spring	Fall	Spring
Total number of sections taught	39	40	41	40	41	42
Number (and %) taught by full-time tenured, tenure-track or fixed-term faculty	11 (28.2%)	13 (32.5%)	11 (26.8%)	11 (27.5%)	8 (19.5%)	11 (26.2%)
Number (and %) taught by temporary part-time faculty or graduate students	28 (71.8%)	27 (67.5%)	30 (73.2%)	29 (72.5%)	33 (80.5%)	31 (73.8%)

*Source: GA SDM; Campus Solution as of February 25, 2020
Prepared by: Institutional Research and Assessment, February 26, 2020*

Our need for part-time faculty has increased since the last accreditation visit. Some of that increase can be attributed the increasing success of our full-time faculty members in the research funding arena, which leads to course buyouts that enable them to spend needed time on their research projects. In addition, though the university does not provide sabbaticals, our school implemented competitive research and study assignments (RSAs) for pre-tenure faculty in 2018 and

tenured faculty in 2019, and those RSAs provide course releases. Typically, we either fill an RSA open sections with an adjunct, or assign a full-time faculty member to cover the section, and then must fill the course section vacated by that faculty member.

However, our increased use of part-time faculty is largely due to enrollment growth and the addition of a skills course (MEJO 121) to the core curriculum.

PART II – STANDARD 4
FULL-TIME AND PART-TIME FACULTY

At the time of the last self-study (2013–2014), the school reported 781 majors and 345 pre-majors. In academic year 2019–2020, the school reported 1,022 majors and 375 pre-majors: a 31% increase in majors and a 9% increase in pre-majors since the last self-study. To support our enrollment and curricular requirements, we must now teach an average of 40 sections of core and required courses each semester. However, we have only 43 full-time faculty members and nearly one-half (20) of those faculty are in the research track, meaning they teach a maximum of two courses each semester.

In response, the school has developed a strong part-time adjunct teaching corps that enables us to meet the needs of students with a blend of faculty resources. This is particularly evident in our two gateway skills courses, MEJO 121-Introduction to Digital Storytelling and MEJO 153-Writing and Reporting, which account for nearly 70% of our required course sections every semester because they are capped at 20 students. The director of the journalism area regularly teaches MEJO 121 and is responsible for developing the common syllabus. Two other full-time instructors also teach the course, but the remaining sections are taught by adjuncts. Similarly, MEJO 153 is taught under a common syllabus that is developed by the director of the journalism area in conjunction with the school's adjunct director. The adjunct director is a 40-year veteran of the reporting industry who spent the last 12 years as editor of one of the state's major regional

newspapers. He teaches MEJO 153 every semester and supervises the remaining sections that are taught by adjuncts.

These two entry-level courses are monitored closely, as they are foundational to all other courses in the school. In assessing the ACEJMC skills-based competencies that are fundamental to MEJO 121 (competencies 5 and 12) and MEJO 153 (competency 9), our graduating seniors exhibit consistent improvement compared to the baseline measures of incoming majors. This finding is discussed in more detail in Standard 9.

We believe that our strategy of focusing our full-time faculty resources in higher-level courses and providing entry-level instruction in foundational skills from well-qualified part-time faculty (many of whom are practicing professionals) effectively educates our students and serves our mission as a professional school in an R01 university. The effective use of part-time faculty is further evidenced in three other standards in the self-study. Standard 5 demonstrates that our full-time faculty are producing nationally recognized scholarly, creative and professional works that advance our field. Standard 6 shows that students report a high degree of satisfaction with the instruction they receive in the school. And Standard 9 demonstrates that our students perform at a high level academically and are highly sought-after by employers, and as evidenced by assessment results, students graduate with marked improvement in skills-based competencies.

7. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.



The school follows all university policies, procedures and guidelines for evaluating its full-time and part-time faculty members. Many of these evaluation points are noted in the procedures for evaluation that are described in the school's re-appointment, promotion, and tenure guidelines (see [Hussman Faculty Handbook](#), beginning on p. 12).

Student Evaluations

Course evaluations are completed by students in all classes for instructors of record each semester. Effective Fall 2017, these course evaluations were changed to provide a set of four common questions as follows:

1. The course syllabus, learning objectives, schedule and grading scheme were clear to me.
2. The course content included a variety of cultures and/or perspectives, acknowledging diversity of society, thought and opinion.
3. The instructor provided opportunities to ask questions of and/or provide comments to the instructor (in class, during office hours, via e-mail, etc.).
4. The instructor provided feedback that allowed me to improve upon my work throughout the semester.

Students are also asked to evaluate the following items:

- My overall evaluation of the course.
- My overall evaluation of the instructor.
- (Open-ended comments)

Depending on the designation of a course as “skills” or “conceptual,” the following four questions are asked:

Skills Course Questions

1. The course helped me develop the ability to communicate clearly about this subject.
2. The instructor’s way of teaching allowed me to develop or enhance the skills covered by the course.
3. The instructor provided useful examples to illustrate the principles behind skills taught in the course.
4. The instructor was able to demonstrate the skills taught in the course.

Conceptual Course Questions

1. The course provided a good understanding of concepts/principles in this field.
2. The course helped to improve my analytical and critical thinking skills.
3. The instructor demonstrated knowledge of the subject matter.
4. The instructor expressed ideas clearly.

Thus, the course evaluation has a total of 10 questions pertaining to the instructor and course, with space for open-ended comments. Sample skills course and conceptual course evaluations are included as [Appendix 4-C](#).

Individual faculty scores are compared with mean scores of all courses in the school. Courses that receive scores below the mean are flagged by the senior associate deans for undergraduate and graduate studies, who meet regularly with faculty members to discuss how they can improve their results.

PART II – STANDARD 4
FULL-TIME AND PART-TIME FACULTY

Of particular importance are the course evaluation metrics for two question items tracked by the school: “My overall evaluation of the course is” and “My overall feeling about this instructor is.” Both questions are scored on the following 5-point scale:

- 1 = Very poor
- 2 = Below average
- 3 = Average
- 4 = Above Average
- 5 = Excellent

The mean scores for these two evaluation items for the previous six years are displayed in Figure 4.5.

The mean evaluation scores for both the course and the instructor consistently exceed “Above Average.” We note that instructors have historically received higher scores than courses. We attribute this to the high quality of our faculty’s teaching.

In addition to course evaluations, teaching observations are conducted for all tenure-track and fixed-term faculty in their first year of appointment

and prior to their next review (e.g., third-year re-appointment, tenure, promotion, post-tenure, or renewal of contract). Also, these observations are conducted every semester for all graduate students who are instructors of record, and for a random sample (typically 20%) of adjunct instructors.

For teaching observations, untenured faculty are reviewed by a tenured faculty member at least one rank above them (e.g., an assistant professor is evaluated by a tenured associate or full professor). Graduate students and adjunct instructors are observed by a member of the full-time tenure-track or fixed-term faculty. The notice informing faculty of the course-observation evaluations is found in [Appendix 4-D](#).

A fillable form is provided to the observer and observee, which details the areas for observation. Observers are asked to take note of the following: teaching context (e.g., surroundings, primary method of instruction), structure and organization of the lesson, subject matter (depth, breadth, mastery), and teaching behaviors and student rapport.

Figure 4.5 – Mean Scores for “Overall Course” and “Overall Instructor”



PART II – STANDARD 4
FULL-TIME AND PART-TIME FACULTY

A space for additional notes for further comment is provided on the course-observation form which is included as [Appendix 4-E](#).

A feedback loop is expected, wherein observers are expressly asked to meet with the observed instructor to discuss the observation and potential areas for

improvement. This process has been effective and is viewed as non-threatening to the instructors, with many seeing it as an opportunity to exchange good information (teaching tips, etc.) with each other. We believe that it facilitates better instruction and encourages our instructors to seek constant improvement in their classroom performance.

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 each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)



2019–2020

Boynton, Lois. UNC Center for Faculty Excellence, Large Course Redesign Grants Program. \$4,500. 2019–2020 academic year.

Gibson, Rhonda. Hussman School of Journalism and Media, Course Development Grant, \$6,000, Fall 2019.

Robinson, John. Student Undergraduate Teaching Award, 2020.

Ruel, Laura. (2019) Innovative UX Methods for Information Access based on Interdisciplinary Approaches: Practical Lessons from Academia and Industry. Association for Information Science & Technology, Melbourne, Australia.

Sheppard, Kate (with collaborators). “IDST 190–008 - Fake News, Real Science,” pilot “Ideas, Information, and Inquiry” (Triple I) program. \$5,000 course development funds and up to \$40,000 per semester for instructional support, Spring 2020.

2018–2019

Barnes, Spencer. Tanner Award for Excellence in Undergraduate Teaching, UNC Chapel Hill, 2019.

Ekstrand, Tori. UNC Technology in Teaching Grant (\$750), to introduce more interactive components to the online section of the media law course, Summer 2018.

Mino, P., & Gibson, R. (2019). Intercultural competencies needed for evolving media professions: Educating the next generation of globally minded communicators. Journalism & Mass Communication Educator. Online first: doi.org/10.1177/1077695819893863

McMahan, Dana. Chancellors Award for Undergraduate Teaching, UNC Chapel Hill, 2019.

Reid, Amanda. UNC Center for Faculty Excellence, Professional Exploration and Growth Grant. \$1,923, Fall 2018.

2017–2018

Austin, L. L. Panelist. Incorporating ethics in the public relations classroom: Tips, tools and resources for communications educators. (2017, Sept.). Public Relations Society of America, Educators Academy. Online Webinar.

Czabovsky, J. David Brinkley Award for Teaching Excellence, Hussman School of Journalism and Media, May 2018.

PART II – STANDARD 4
FULL-TIME AND PART-TIME FACULTY

Hochberg, Adam. Val Lauder Award for Teaching, Hussman School of Journalism and Media, May 2018.

King, Steven, Edward Vick Prize for Innovation in Teaching. Hussman School of Journalism and Media, 2018.

Villamil, Lisa. (2017). From Strategy to Innovation: Startup Principals, Data Visualization and Visual Storytelling. AEJMC Annual Conference, Chicago, 2017.

2016–2017

Austin, Lucinda. Arthur W. Page Center, Pennsylvania State University, Ethics for Public Relations Writers Teaching Module, \$2,000, Fall 2016.

Czabovsky, J. Measurement and diversity: How to get your students to like research by understanding the value of diversity, Presented at the PRSA Educators Academy Conference, Indianapolis, IN, 2016.

Kreiss, Daniel. Edward Vick Prize for Innovation in Teaching. Hussman School of Journalism and Media, 2017.

McDonald, Trevy. David Brinkley Award for Teaching Excellence, Hussman School of Journalism and Media, May 2017.

Robinson, John. Val Lauder Award for Teaching, Hussman School of Journalism and Media, May 2017.

2015–2016

Abernathy, Penelope. UNC Tanner Undergraduate Teaching Award. 2016

Boynton, Lois., & Knott, D. M. (2015). Teaching the fundamentals of public relations: Ideas for the introductory course. In B. Neff and T. L. Johnson (Eds.), Learning to teach: What you need to know to develop a successful career as a public relations educator (4th ed.) (pp. 315–326). New York: Public Relations Society of America Educators Academy.

Fields, Valerie. Edward Vick Innovation in Teaching Award, Hussman School of Journalism and Media, May 2016.

Oliver, Terence. David Brinkley Award for Teaching Excellence, Hussman School of Journalism and Media, May 2016.

Ruel, Laura. 5 Ways to Design Collaborative Courses for Digital Publications and Interactive Media. Panelist at the Association for Education in Journalism and Mass Communication Annual Conference, San Francisco, Calif., August 8, 2015.

2014–2015

Austin, Lucinda. “SuPRstar” Award, Association for Education in Journalism and Mass Communication, Public Relations Division. 2014.

Austin, Lucinda. Promising Professors Award, Association for Education in Journalism and Mass Communication. 2014.

Bechtel, Andy. Student News Project contest sponsored by Newspaper and Online News Division of AEJMC, 2015.

Heartwood, Chad. Edward Vick Innovation in Teaching Award, Hussman School of Journalism and Media, May 2015.

Ruel, Laura. Edward Vick Prize for Innovation in Teaching, Hussman School of Journalism and Media, 2015.