

Standard 4 Full-Time and Part-Time Faculty

Executive Summary

Hiring and retaining top quality faculty who are excellent teachers and researchers has been one of the College of Journalism and Communications' (CJC) primary goals during the last seven years. Our long-standing commitment to excellence in teaching has netted clear results. For example, in the last 10 years, four members of the College faculty were selected as the University of Florida's Teacher of the Year.

At times, maintaining this high quality of outstanding faculty has proven challenging because of budgetary constraints. However, despite these challenges, and because of a renewed commitment to expanding our revenue sources, we have continued to make some excellent hires for our full-time faculty and supplemented them with the strategic selection of top quality adjuncts. In August 2017, the College was informed that it was approved for the addition of 15 faculty lines – 10 lecturers and 5 tenure track teacher/scholars – by Fall 2018. This expansion will go a long way toward alleviating the reliance on adjunct and graduate student teachers.

The College's recent full-time hires are highly qualified faculty who provide both the academic and professional expertise needed to prepare future journalism and communication professionals. Likewise, they are producing the scholarly work expected of faculty at a major AAU research university. Our full-time faculty repeatedly win top awards in scholarship, as detailed in Appendix 5C and 5D, and many more awards for teaching and service as outlined in Appendix 4A. Our adjunct professors are also a very impressive group. Many have advanced degrees and most have outstanding professional experience (see Table 3 on page 26), which gives our students exposure to the latest industry trends.

The College has detailed policies and procedures for faculty selection and evaluation. Full-time faculty members have primary responsibility for teaching, scholarship, and service. At the same time, however, as part of its preparation of doctoral students for future teaching positions, the College has a standard process for assigning graduate students to instructional responsibilities and evaluating their effectiveness, just as is done for full-time and adjunct faculty. In addition, faculty mentoring of graduate students often results in students' research being presented at regional and national conferences as well as published in leading refereed journals. Although this occurs most frequently with doctoral students, students in the professional master's specialties also bring their work to such competitive venues. Non-tenure track faculty also play significant roles due to their depth of professional experience and connections to the industries we serve. Nonetheless, tenure-track faculty also have significant professional and research expertise, advancing our dual mission as both a professional and research college.

In 2011-12, the College had 53 full-time faculty members. Currently, the College has 57 full-time faculty members. The College also has approximately 19 staff members who are designated as full-time employees in our immersion venues like the seven media properties and The Agency, but who also provide considerable instructional support to students.

New faculty positions have been added through a combination of resources from the dean's start-up package, funding from our distance learning programs, and the University's preeminence initiative which was funded by the state to bring in top-level researchers to state institutions. Unfortunately, the number of full-time faculty members remains inadequate as enrollment growth has outpaced faculty growth. The College's student-to-full-time-faculty ratio overall is currently 36.2 to 1. (A total of 2,519 students divided by 69.63 FTE.) However, our skills classes are limited to 20 students. Once the 15 new hires are made, with the same number of students, the student-faculty ratio will drop to 29.8 to 1. We recognize that this student faculty ratio is higher than we desire and we will continue to work to increase funding for additional faculty positions through our entrepreneurial activities, development efforts, and university allocations.

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

The table below reports the profile of the 57 full-time faculty employed in 2017 in terms of formal education, professional experience, gender, race, and rank. In particular, they are diverse (45% female, 55% male, 23% minority). They average 17 years of teaching experience and 12 years of professional experience. They average 13 years on the College's faculty. This represents a solid balance of faculty with both research expertise and industry experience. The majority are tenured (60% in spring) or on tenure-track (13% in spring). More balance in terms of non-tenured and tenured/tenure track should increase with the allotment of 15 new positions from the university. The vast majority of faculty have an advanced or terminal degree.

Faculty Demographics

Gender	Fall 2011		Spring 2017		Fall 2017	
	#	%	#	%	#	%
Male	29	55	29	55	31	54
Female	24	45	24	45	26	46
Total	53	100	53	100	57	100

Race	Fall 2011		Spring 2017	
	#	%	#	%
White	39	73.6	41	77
African American	7	13.2	4	8
Asian	5	9.4	6	11
Hispanic	2	3.8	2	4
Total Non-White	Not available		12	23
Total	53	100	53	100

Faculty Rank	Fall 2011		Spring 2017	
	#	%	#	%
Professor	21	39.6	21	40
Associate Professor	14	26.4	11	21
Assistant Professor	10	18.9	9	17

Associate In	1	1.9	1	2
Assistant In	4	7.5	2	4
Lecturer	2	3.8	7	14
Master Lecturer	1	1.9	1	2
Total	53	100	*52	100

*Diane McFarlin is listed as a Dean and Scholar

Tenure Status	Fall 2011		Spring 2017	
	#	%	#	%
Tenured	34	64	32	60.4
Non-tenured	10	19	7	13.2
Not on tenure track	9	17	14	26.4
Total	53	100	53	100

Years on College Faculty	Fall 2011		Spring 2017	
	#	%	#	%
1-4	11	20.8	17	32
5-9	12	22.6	4	7
10-14	9	17	8	15
15-24	14	26.4	13	25
25 and over	7	13.2	11	21
Total	53	100	53	100

Experience of Faculty (Average)	Fall 2011	Spring 2017
	#	#
Years Teaching	15	17
Years on Faculty	13	13
Years Professional Experience	11	12

Highest Degree Obtained	Fall 2011	Spring 2017
	#	#
Ph.D.	37	35
J.D.	1	1
M.A.	8	11
M.B.A.	4	2
B.A./B.S.	1	3
Other	Unknown	0

Of the 15 full-time faculty members hired since the last self-study, nine (60%) are female and six (40%) are male. Eleven (73.3 %) are white; one (6.7%) is African American; and three (20%) are Asian. Of the faculty who have left from the group of 32, 16 (50 %) are males and 16 (50%) are females. And, among this 32, 26 (81%) are white, two are African-American, three (10%) are Asian, and one (3%) is Latino.

Question 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 (before the self-study year) that show required and preferred qualifications of candidates.

The University has written criteria for the selection of full-time and part-time faculty and instructional staff that allow for shared participation of the affected faculty and units in the decision making process. The University requires that all job openings be posted [online](#). [Sample published advertisements of faculty positions](#) of the past six years are found online.

As noted earlier, the University has developed detailed, written procedures that describe and guide the process for hiring new faculty. These are specified in the [UF Faculty Toolkit](#) in the [Faculty Contract, Article 12](#), and in [UF's Regulations](#).

The toolkit is a series of PDFs and is designed as a companion to the online Faculty Search Tutorial, which is required for members of search committees. The toolkit contains [specific information and practical resources for search committee members](#), including appointing an Equity Adviser to the committee to assist in ensuring an unbiased and inclusive process, what topics are acceptable and unacceptable, and inclusion statements in job ads.

Whereas the focus of the Faculty Toolkit is a proactive outreach to develop, interview, and hire from the best and most diverse pool, the goal of the Faculty Contract is to detail procedures that protect faculty members' rights and ensure that faculty input and shared governance procedures are part of the search and hiring processes. A detailed description of the procedure articulated in the Faculty Contract is found in Appendix 4B.

Question 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.)

The College expects almost all faculty members to achieve records of distinction in teaching and research/creative activities and to have a record of satisfactory service as outlined in the College's [guidelines for tenure and promotion](#). These guidelines also follow UF's [tenure and promotion policies and procedures](#).

Generally, distinction is research is achieved when faculty members achieve a national/international reputation for significant contributions in his/her field of expertise through research outputs such as refereed journal publications, book chapters, books, and extramural funding. For faculty who produce creative output, it includes documentary films, photo exhibitions, books, and national magazine journal articles. For teaching, it includes obtaining above average teaching evaluations, advising graduate students, mentoring students, and using innovative teaching approaches in the classroom. In service, membership and leadership in national and international academic and professional associations are key indicators of distinction.

The College has several faculty members whose assignments require them to achieve distinction in teaching and service and a satisfactory record in scholarship to earn promotion. Departmental criteria for merit salary increases also articulate performance expectations in advertising, public relations, journalism, and telecommunication.

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

The College, through the state, foundation and gifts, annually contributes more than \$70,000 to support professional development for faculty. Many faculty members attend academic conferences relevant to their discipline that focus on both scholarship and teaching. The major conference events routinely attended by our faculty include:

- International Communication Association.
- Association for Education in Journalism and Mass Communication.
- American Academy of Advertising.
- Broadcast Education Association.
- National Communication Association.
- Public Relations Society of America.
- American Journalism Historians Association.

In addition, faculty attended other events relevant to their field and area of study, including:

- National Institute for Computer-Assisted Reporting.
- Online News Association.
- Poynter Institute *Teachapalooza*.
- Qualtrics Insight Summit.
- Inter-university Consortium for Political and Social Research.
- Arthur W. Page Society.
- International Public Relations Research Conference.
- Global Alliance.

The University and the College also offer professional development opportunities, including:

- Annually: Adjunct Orientation Workshop providing tools and guidance to new adjunct faculty.
- Annually: New Faculty Orientation, providing new faculty with insights about the college.
- 2014: Distance Learning Workshop on how to create and run an online class.
- 2013 -16: Journalism Interactive (in partnership with Missouri and Maryland), an event for journalism educators on using emerging technology and tools.

- 2016: 360 Video Workshop for students and faculty on how to create 360 immersive videos.
- 2016: Faculty Summer Awards including a research program designed to provide faculty an opportunity to conduct original communication research, engage in creative activities and to pursue sponsored funding and a professional program providing faculty an opportunity for a high-quality, state-of-the-art professional experience in an industrial setting.
- 2017: Diversity and Inclusion Workshop conducted for the College by UF's Division of Multicultural and Diversity Affairs on recognizing inherent bias and micro-aggressions in themselves and others and how to address in teaching and curriculum.

The University of Florida Office of Faculty Development and Teaching Excellence offers a range of online and in-person services for faculty across campus, including:

- Workshops and discussions series, such as the Active Learning Initiative, Creative Video. Workshop, Teaching More Effectively workshop and Team-Based Learning.
- Faculty Institute for online teaching/distance education.
- Academy of Distinguished Teaching Scholars.
- Teaching Strategy Consultation.
- Quality Assurance Online Course Review.
- Teaching and learning guides on a range of topics, including academic integrity, classroom response systems, disability support, inclusivity in the classroom, motivating students and seven principles for good practice in undergraduate education.

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

The College has both tenure-track and non-tenure track faculty. Assignments are made by the chairs or dean/executive associate dean in the case of administrators or certain 12-month faculty members. The standard for a tenure-track faculty member is a teaching load of two courses per semester, a scholarship expectation of either traditional research or creative output, and service that is visible at the national or international level. If a faculty member is not productive in research for an extended period of time, they may be reassigned to a higher teaching or service load in order to maintain equity with other tenure-track faculty members.

Faculty members hired under the UF Preeminence program usually teach one course per semester with a much higher expectation of research.

For non-tenure track faculty, the workload is typically at least three courses per semester with service that is visible at the national or international level. In recent years, the tenure and promotion committee has developed more specific guidelines regarding how non-tenure track faculty can be successful in service via paths in academic/professional associations or via thought leadership in terms of high-quality professional output. Variations in workloads may be made based on performance or heavier assignments in one area over the other.

Administrators usually receive a one course reduction per year or per semester depending on their role. The remainder of their assignment remains consistent with other full-time faculty members.

Question 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.

Full-time College Faculty Teaching Core and Required Courses by Academic Year

Academic Year	Weighted Average for College
2015	42.0%
2016	40.3%
2017	38.5%

Use of full-time and adjunct faculty

As noted, in recent years, the College has increasingly relied on a strong lineup of adjunct faculty to teach many of our core and elective courses. As a professional school, we believe this provides our students with a strong mix of applied and theoretical approaches. In many cases the adjunct faculty members are as – or more – qualified to teach required skill classes as full-time faculty, because of their recent industry experience. For example, in the Journalism Department, Pulitzer Prize-winning reporters and editors have taught our required *JOU 3110 Applied Fact Finding* class which covers public records processes and practices. In the required *JOU 3101 Reporting* class, eight labs are staffed by both full-time faculty and adjuncts who have significant newsroom experience. (By illustration, the specific adjunct faculty hired in Spring 2017 are detailed in Table 3 on page 26.) While chairs recommend adjunct hires, all are further vetted by the Dean and the Provost to ensure they meet University standards. Additionally, we have 19 staff members who, while not officially designated as “faculty,” do have substantial teaching responsibilities. They largely work through our immersion opportunities.

However, over time, this has been an area of concern for the College. We recognize that while these adjunct faculty members provide many valuable services to our students, there are College functions that they cannot perform, including serving on governance committees, advising graduate students, etc. We have specific plans to alleviate this situation with the addition of 15 new faculty lines, starting in 2018. These positions, including 10 lecturers and 5 tenure-track teacher/researchers, should make a significant impact on decreasing our current reliance on adjunct teachers.

Question 7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide online any course evaluation forms, peer review forms or other documents used in evaluations.

Excellence in teaching continues to be a major criterion for retention, tenure, and promotion of faculty. All instructors and courses are evaluated each term (Fall, Spring, and Summer) throughout the year, and results are accessible online. As of Summer 2016, all instructor evaluations are conducted online using the evaluation instrument that is required of all four-year colleges/universities in the State University System, including UF. To be considered as performing satisfactorily, faculty members are expected to have evaluations above the mid-point on the 5-point scale (1=Poor and 5=Excellent) for their teaching effectiveness.

Evaluations of teaching in the College for all semesters from Fall 2012 through Summer 2017 (see figures below) show that the College's average rating is near or above 4.00 for all semesters. This rates as "very good" on the university's five-point scale.

Faculty Teaching Evaluations for the College, 2012-2017 (5-point scale)

College of Journalism						
	2012	2013	2014	2015	2016	2017
Spring	4.30	4.20	4.22	4.37	4.37	4.40
Summer	4.46	4.38	4.27	4.30	4.50	4.41
Fall	4.26	4.27	4.29	4.40	4.40	4.42

Faculty Teaching Evaluations for Departments, 2012-2017 (5-point scale)

Advertising						
	2012	2013	2014	2015	2016	2017
Spring	4.18	4.23	4.01	4.18	4.18	4.31
Summer	4.47	4.56	4.10	4.02	4.43	4.29
Fall	4.01	4.13	4.11	4.12	4.11	4.25
Journalism						
	2012	2013	2014	2015	2016	2017
Spring	4.38	4.22	4.36	4.48	4.50	4.46
Summer	4.53	4.49	4.36	4.43	4.57	4.66
Fall	4.27	4.36	4.49	4.50	4.52	4.55
Public Relations						
	2012	2013	2014	2015	2016	2017
Spring	4.11	3.71	3.87	4.22	4.19	4.36
Summer	4.39	4.32	4.04	4.14	4.46	4.36
Fall	4.25	4.01	3.99	4.28	4.37	4.50

Telecommunication						
	2012	2013	2014	2015	2016	2017
Spring	4.30	4.43	4.39	4.23	4.44	4.28
Summer	4.33	3.23	4.71	4.24	4.10	3.85
Fall	4.42	4.36	4.39	4.26	3.92	

Faculty members also are evaluated in their classrooms by at least three faculty colleagues of a higher rank in the College. For junior faculty, these observations occur during the Spring of their second year and the Spring before they submit their packet to be reviewed for tenure and/or promotion. For associate professors, associate-ins, and senior lecturers, another observation is conducted the Spring prior to submitting their packet to be reviewed for promotion. At least one of the three evaluators must be from a department different from the department to which the candidate is assigned. Each evaluator completes a [peer evaluation form](#) that is shared with the individual faculty member being reviewed and that is included in the faculty member's review file.

When there is merit pay to be distributed, each department chair ranks his or her faculty each year in teaching, research, and service. For the teaching component, he or she reviews the teaching evaluations, which are part of the faculty member's annual self-evaluation. Procedures for faculty members' annual self-evaluation are stipulated in the [Faculty Contract, Article 18](#). The College's template for the self-evaluation has been updated through a proprietary partner called Digital Measures and essentially mirrors the university's [tenure and promotion template](#). It also requests additional data for strategic planning.

The annual evaluation process is conducted in the Spring semester or early summer and includes evaluation of assigned duties for the current academic year and the preceding summer terms, if the faculty member had an appointment in that summer term. The College system for the annual self-evaluation is available year-round to faculty. Student evaluations of classroom instruction for the preceding Fall semester also are provided to faculty members immediately after grades are posted. Faculty members are required to submit their completed annual self-evaluation to their department chair by March 15 of each year.

Department chairs complete the annual evaluation for each faculty member taking into account the faculty member's self-evaluation and other sources of evaluative information permissible under Article 18, Section 2, of the Faculty Contract (e.g., student teaching evaluations). The chair's evaluation must identify any major performance deficiencies and, if any deficiency is identified, must provide the faculty member with written constructive feedback designed to assist the faculty member in improving his or her performance. By July 1 of each year, the chair provides to the faculty member the proposed written annual evaluation. Faculty members must be offered the opportunity to discuss the evaluation with their chair prior to its being finalized and placed in the faculty member's evaluation file. The evaluation must be signed and dated by the person performing the evaluation and by the faculty member being evaluated, who may attach a concise comment to the evaluation. A copy of the completed, signed evaluation then is provided to the faculty member.

Adjunct and Part-time Faculty

A strong group of qualified adjunct faculty has helped us deliver core courses and specialized topics to our students. Adjunct faculty normally are required to hold a master's degree and to have substantial professional and/or teaching experience. Individual departments maintain files on qualified adjuncts within commuting distance. In addition, doctoral students lacking significant professional and/or teaching experience are required to serve as teaching assistants in a course under the supervision of a full-time faculty member for one semester before they are allowed to teach that course as instructor of record. All teaching assistants are evaluated each semester in a letter submitted by the faculty member supervising them or the department chair. The letters of evaluation are co-signed by both parties.

Question 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.

Faculty Receiving Awards and Honors for Teaching and Student Service

Year	Award	Recipient
2017	UF Outstanding Service by a Faculty Member on Behalf of Graduate Students	Frank Waddell
2017	UF Teacher of the Year	Ted Spiker
2017	Mary Alice Shaver Promising Professor Award	Eunice Kim
2016	Planck Center Milestones in Mentoring Educator Award	Linda Hon
2016	Association for Education in Journalism and Mass Communication Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition	John Freeman
2015	UF Teacher of the Year	Ann Christiano
2015	Association for Education in Journalism and Mass Communication Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition	John Freeman
2013	SPJ Distinguished Teaching in Journalism Award	Mike Foley
2012	Association for Education in Journalism and Mass Communication Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition	John Freeman
2011	Association for Education in Journalism and Mass Communication Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition	Amy Jo Coffey