Finding Your Way Through Subsequent Appointments, Advancement in Title, and Being Creative
Today’s Session

- Goals
- Your Resources
- Subsequent Appointments
- Advancement in Title
- Portfolio Content
- Creative Endeavors
- Importance of Communication
Goal

1. Provide Resources
2. Provide Inspiration
3. Provide Connectivity
4. Learn About Gaps
5. Continue Conversation About Non-Tenured Track Faculty
Your Resources

Where to find information:

Faculty Manual Part VIII

Covers:
- Selection and Appointments – includes requirements for ranks and titles (Part VIII Section 1 D3)
- Faculty Workload
- Annual Evaluation brief information for fixed-term faculty members – mentions in Part IX
Your Resources

Where to find information:

Faculty Manual Part IX

Covers:
- Fixed-term timeline for reappointment
- Evaluation policies including suggesting a portfolio
- Brief information on advancement & portfolio
- Refer to Unit Codes
Your Resources

Where to find information:

Unit Codes

<table>
<thead>
<tr>
<th>Academic Unit Codes of Operation</th>
<th>Effective Dates of Code</th>
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</thead>
<tbody>
<tr>
<td>Colleges</td>
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<tr>
<td>Allied Health Sciences*</td>
<td>03-13-19</td>
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<td>History</td>
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<td>Mathematics</td>
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<td>Philosophy and Religious Studies</td>
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<td>Education</td>
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<td>Engineering and Technology</td>
<td>10-07-15</td>
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<td>Fine Arts and Communication</td>
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<td>Art &amp; Design</td>
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<tr>
<td>Communication</td>
<td>06-01-16</td>
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<td>Music</td>
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<td>Theatre and Dance</td>
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<td>Health Education and Promotion</td>
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<tr>
<td>Human Development and Family Science</td>
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<td>Interior Design and Merchandising</td>
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<td>Medicine</td>
<td>02-10-15</td>
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<td>Other Academic Units</td>
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<td>Academic Library Services</td>
<td>06-12-18</td>
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<td>Coastal Studies</td>
<td>03-03-20</td>
</tr>
<tr>
<td>Health Sciences Library</td>
<td>09-27-19</td>
</tr>
</tbody>
</table>
Who to ask:

- personnel committee chair
- the unit administrator (chair/director)
Starting the conversation about gaps in information with unit administrators.

Fixed-Term Faculty Senate Subcommittee
Dr. Puri Martinez – martinezp@ecu.edu
Chair of Faculty Senate
Subsequent Appointments
Fixed-Term Subsequent Reappointment

Fixed-Term Appointments:

Notified in a letter terms of service
  • Dates of beginning and end of service
  • Type of appointment
  • Pay status
Fixed-Term Subsequent Reappointment

Timeline for Subsequent Reappointment:

1. Submit letter and required material for subsequent reappointment 75 days before term ends
2. Unit personnel committee sends notification of subsequent reappointment 45 days before term ends
Fixed-Term Subsequent Reappointment Gaps

Best resources for you: Unit Chair/Director, Personnel Chair, Peers, Code
Fixed-Term Positions - Ranks/Titles

Fixed-Term Ranks/Titles: Instruction
• Teaching Instructor
• Senior Teaching Instructor
• Teaching Assistant Professor
• Teaching Associate Professor
• Teaching Professor

Criteria includes:
➢ Degrees
➢ Demonstration of teaching effectiveness
➢ Qualifications
Fixed-Term Subsequent Reassignment and Fixed Term Ranks/Titles

Fixed-Term Ranks/Titles: Research

• Research Instructor
• Research Assistant Professor
• Research Associate Professor
• Research Professor

Criteria includes:

➢ Degrees
➢ Demonstration of effectiveness in research
➢ Qualifications
Fixed-Term Subsequent Reassignment and Fixed Term Ranks/Titles

Fixed-Term Ranks/Titles: Clinical Teaching

- Clinical Instructor
- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor

Criteria includes:

- Degrees
- Demonstration of effectiveness in clinical practice and teaching
- Qualifications and trainings
Fixed-Term Subsequent Reassignment and Fixed Term Ranks/Titles

Fixed-Term Ranks/Titles: Library
- Library Assistant Professor
- Library Associate Professor
- Library Professor

Criteria includes:
- Degrees
- Demonstration of effectiveness and knowledge in area
- Qualifications
Portfolio Content
What to include for subsequent reappointment portfolios

Letter and Required Material for Subsequent Reappointment:

Bottom Line  Always Refer To Your Unit Code

Letter
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C.V.
Course Load Letters
Proof of Teaching Effectiveness
Proof of Service
Proof of Scholarship/Creative Activity
Peer Observations
Student Surveys
January 8, 2019

Dr. Linda Kean & Personnel Committee
East Carolina University
School of Communication
102 Joyner East
Greenville

Re: Fixed-Term Reappointment, Brittany Thompson

Dear Committee:

I am writing this letter to express my desire to be reappointed for another year as a Teaching Instructor in the School of Communication at East Carolina University. Included in my reappointment documents, you will find extensive support of my effective teaching and my dedicated service to the school, the university, and the students.

First, I would like to express my deepest gratitude for the opportunity to teach and serve the School of Communication. This is an intensely rewarding career and I strive every day to give the students and the school everything that I have to offer. I work tirelessly to create a positive learning environment for the students, build meaningful relationships with our students and alumni, and improve my teaching each semester to give the students the tools they need to succeed in life. Additionally, I constantly strategize how best to promote the School of Communication, our faculty and staff, our alumni, and our students via our website and social media. At the end of the day, I may leave this campus exhausted, but I leave with the immense pleasure of knowing that I love what I do and cannot wait for the next day to start.

I look forward to the opportunity to continue as a fixed-term teaching instructor within the School of Communication.
Teaching Instructor
East Carolina University
School of Communication

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III. Annual Evaluation – Spring 2015
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   B. Spring 2015
   C. Fall 2015
V. Effectiveness in Teaching
   A. Syllabi
      1. Fall 2014
      2. Spring 2015
      3. Fall 2015
   B. Assignments Fall 2015 – Interpersonal Communication
   C. Exam and Quiz Fall 2015 – Introduction to Communication Theory & Interpersonal Communication
   D. Interpersonal Lecture
VI. Service Evidence
   A. Guest Presentations
      1. Health Communication, Dr. Kris Kirschbaum - Risk and Crisis Communication
      2. Fall 2015 Colloquium Presentation - Agricultural Social Media Use & Advocacy qualitative research
   B. Photography
   C. Social Media Posts
VII. Scholarship – Abstract
VIII. Peer Observations for Academic Year
   A. Spring 2015
   B. Fall 2015
IX. Student Evaluations/SPOTS for Academic Year
   A. Fall 2014
Brittany Thompson

252-737-4707
thompsonbri14@hotmail.com
https://www.linkedin.com/in/brittanympthompson/

EDUCATION

East Carolina University
Masters of Art in Communication with an Emphasis in Health Communication
01/2013-05/2014

Randolph Community College
Associates of Art in Photographic Technology
08/2005-08/2007

North Carolina State University
Bachelor of Science in Animal Science
08/1998-05/2001

TEACHING EXPERIENCE

Teaching Instructor, East Carolina University, Greenville, NC
08/2015-present

Develop universal learning design to provide optimal learning environment for all students, create comprehensive syllabi, develop and implement in-class small group activities, plan and encourage in-class discussion, create a facilitated learning environment, generate relevant assignments, coordinate with professionals in other departments at ECU and outside of ECU to improve students’ understanding about assignments and career pathways, incorporate service-learning projects and instruction into the course, manage Blackboard and Canvas course site, implement student use of online digital media sites, and prepare and research material to present in class to supplement lessons, supervise and mentor a graduate teaching assistant, maintain and manage all School of Communication social media sites, maintain School of Communication website, conduct research for potential publication and presentation opportunities, supervise School of Communication intern, developed a workshop for resume and cover letter optimization through ECU Writing Center workshop, developed service-learning partnership with Sugg-Bundy Elementary School, Farmville Middle School, and Pet Food Pantry of Eastern North Carolina, participate in information literacy learning community, design creative learning opportunities such as case studies and podcast development, collaborate with ECU Career Services to create opportunities for job search preparation.

Adjunct Instructor, East Carolina University, Greenville, NC
08/2014-present

Develop comprehensive syllabus, develop and implement in-class small group activities, plan and encourage class discussion, create a facilitated learning environment, generate relevant assignments, coordinate with professionals in other departments at ECU and outside of ECU to improve students’ understanding about assignments and career pathways, incorporate service-learning projects and instruction into the course, manage Blackboard and Canvas course site, implement student use of online digital media sites, and prepare and research material to present in class to supplement lessons.
## Required Material for Subsequent Reappointment

### Course Load Letters

From: Linda G. Kean, Ph.D  
Director  

Subject: Fall 2016 Course Load  

Your course load for Fall 2016 has been approved.  

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
<th>Course Title</th>
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<tr>
<td>COMM 1001</td>
<td>002</td>
<td>M W F</td>
<td>1100 – 1150</td>
<td>JOYEAS</td>
<td>Introduction to Communications</td>
</tr>
<tr>
<td>COMM 2410</td>
<td>001</td>
<td>M W F</td>
<td>1300 – 1350</td>
<td>JOYEAS</td>
<td>Public Speaking</td>
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<td>COMM 2410</td>
<td>002</td>
<td>M W F</td>
<td>1400 – 1450</td>
<td>JOYEAS</td>
<td>Interpersonal Communication</td>
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<td>COMM 3152</td>
<td>001</td>
<td>M W F</td>
<td>1000 – 1050</td>
<td>JOYEAS</td>
<td>Senior Comm Capstone</td>
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<td>COMM 4080</td>
<td>001</td>
<td>M W F</td>
<td>0900 – 0950</td>
<td>JOYEAS</td>
<td></td>
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</table>

Your course load includes an overload:  

X Yes  
No

If yes, your overload class is: COMM 3152-001 – Interpersonal Comm Theory

Your course load includes a course release:  

X Yes  
No

If yes, this reduction is for:  

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ECU
Proof of Teaching Effectiveness

Capstone Project Introduction

For our capstone project, we are going to produce a podcast series! Sound exciting? Sound adventurous? Sound creative? Sound intimidating?

As media studies and interpersonal/organizational communication seniors, you have the skills to create a meaningful collection of stories about communication phenomenon. What skills you do not have, you will learn and practice. And then add them to your resume!

For our project or rather podcast:
- We will develop and create a cohesive podcast series this semester about Communication in 2020.
- We will have 10 episodes from topics determined by you!
- Tentatively these episodes will be around 15 minutes long - this is a point we can decide as a class, see the video to understand my reasoning on 15 minute episodes.
- I am your producer but we will all work together to make sure we produce a cohesive, creative piece that showcases communication phenomenon from 2020.

Why are we doing this, Brittany?
A capstone pulls on all of your knowledge from your degree.
- You will research, organize, plan, write, and evaluate - all transferable skills learned or expanded on during your time in college.
- You will build strong teams and execute a project - small groups, organizational communication, interpersonal communication, persuasion theory.
- You will turn your communication eye to the communication around you and of the past four years, and you will critically evaluate how and why.

Course Syllabus

Instructor: Brittany Thompson
Office: Home Indefinitely
Email: thompsonbri14@ecu.edu
Office Hours: Available Monday-Saturday for virtual meetings via Microsoft Teams

Get specific SOC info at:

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Material/Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview and Introduction</td>
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<tr>
<td></td>
<td>Handshake Introduction - Carol Woodruff ECU</td>
</tr>
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</table>
Proof of Service

School of Communication
Announcement of Student Success

For this announcement, a professor informed me of a student’s success in a public relation competition for Ketchum PR firm. With the permission of the student, a post was created to show the accomplishment of a School of Communication student. This post was also very successful with 844 people reached.
## Required Material for Subsequent Reappointment

### Student Surveys

**Instructor Questions**

<table>
<thead>
<tr>
<th>1. My instructor has an extensive knowledge of the subject matter.</th>
<th>2. My instructor demonstrates the importance and significance of the subject matter.</th>
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<tbody>
<tr>
<td><strong>Options</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neutral</td>
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<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
<tr>
<td>N/A</td>
<td>NRP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. My instructor explains new ideas by relating them to familiar concepts.</th>
<th>4. My instructor presents sufficient and relevant examples.</th>
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<tbody>
<tr>
<td><strong>Options</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Strongly Agree</td>
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<tr>
<td>N/A</td>
<td>NRP</td>
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</table>

<table>
<thead>
<tr>
<th>5. My instructor provides opportunity for questions during class or in online course modules.</th>
<th>6. My instructor asks questions which challenge me to think.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Options</strong></td>
<td><strong>Score</strong></td>
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Peer Observations

Brittany Thompson Peer Observation – Rebecca Dunlao  
FACULTY SENATE RESOLUTION 05-03  
Approved by the Faculty Senate: January 25, 2005  
Approved by the Chancellor: February 7, 2005

Peer Review Instrument to include Review of Distance Education Courses

Professor: Brittany Thompson  
Class COMM 2410, Public Speaking  
Time: 1pm 10/18/2017  
# of Students: 23 students

EAST CAROLINA PEER OBSERVATION OF TEACHING INSTRUMENT FOR NON TENURED AND FIXED TERM FACULTY  
(Peer Version)

Using the items below, record your observations. Your mark(s) on or somewhere between the distinctions “does well” and “needs improvement” should indicate what overall assessment for the category is assigned.

<table>
<thead>
<tr>
<th>Category 1: Organization</th>
<th>Needs Improvement</th>
<th>Does Well</th>
<th>NA/U Q</th>
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<tbody>
<tr>
<td>Begins the instructional session in a timely fashion</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Provides needed information in a timely manner</td>
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<td>X</td>
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<tr>
<td>Clearly states goals or objectives for the instructional session</td>
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<td></td>
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<tr>
<td>Reviews prior instructional material to prepare the students for the content to be covered.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Summarizes and/or distills main points at the close of the instructional session</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Presents topics in logical sequence and flow</td>
<td></td>
<td>X</td>
<td></td>
</tr>
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</table>
Teaching for me continues outside of classroom walls. These are a few activities that I enjoy with colleagues and peers that inform my teaching:

1. Peer Reviewer for Carolinas Communication Association — continue to read communication research that interests me and helps me to stay current in the field.

2. Collaborate with SOC colleagues on revamping course content, trying new activities and assignments in the classroom. In COMM 4080 and COMM 2010, I’ve enjoyed sharing and learning from my colleagues on ways to continue to engage the students in a meaningful way that will serve them beyond graduation.

3. Collaborate with former grad student colleagues on comm pedagogy research. Most recently we’ve presented panels surrounding the ideas of using “controversial topics” in the college classroom. Continuing to work beside my peers at other institutions in this way, while focusing on communication pedagogy research, often informs decisions I make inside the classroom.

4. Member of Greenville Women’s League — I enjoy being a member of this community organization because it supports initiatives that are meaningful to women. Much of my research and honestly, world view, involves gender and social construction. All elements of human interaction can act as a research background for communication scholars. Having the ability to engage in my community in ways that I personally find important, reflect how/what I emphasize in the classroom.
I’ve published essays, short stories, and poems. I’ve shot both fictional short films and a documentary. This might seem impressive until you realize that this work has been done in two decades of teaching. I usually can do some creative writing over summer break, but I have trouble finding time and energy once the semester begins. I’ve found that teaching four classes can fill all of my time. I can always give students more feedback. I can always spend more time preparing teaching material.

Strangely enough, even though I sometimes think of teaching as an obstacle to my creative work, two of my short stories and one of my essays arose from samples I wrote for students. Teaching literature reawakens my desire to write critical essays. Teaching creative writing sparks my short story and poetry urges.
Creative Endeavors

It comes from internal motivation

• The reason I write is because I have to. It’s as simple as that. It’s not dependent on how the department or university supports or doesn’t support my creative activities. I have to do it for myself, because the words come and the characters take shape and beg to be given life and to deny that request is to deny myself life in some ways. I do it because it’s a huge part of who I am.

• I pursued the terminal degree to prove to myself that I could and — frankly — to challenge myself since I knew that I would not be moved into a T-TT position at ECU and had no intention of moving to pursue a teaching position elsewhere.

• I got my MFA for myself. I’d reached the point of saying “If not now, when?” regarding my writing, so I pursued an MFA in creative writing for my own benefit. That it’s had an added benefit as far as my job is a bonus, but it wasn’t my motivation for getting the degree and pursuing publication. Being a published writer was one of my goals since childhood.
To be honest, I think most fixed-term folks say yes to most things we are asked to do. But in general, there are a few things I seek out without being asked. Here are two examples. Outside of teaching, which is most of my job depending on the year, I complete research. Grants, presentations, and one publication so far. I enjoy research and the topic I have been studying lately, sport communication. It has broadened my view of communication and allowed me to be creative with my courses. I am currently designing an honors college seminar based off of some of the research. That is exciting and keeps the job fresh.

Other activates I really enjoy are seeing student success. Given this I sought out a role on the graduation recognition ceremony committee a few years ago. After a few years I became the Chair and in non COVID-19 times I really enjoy the buildup to the event and seeing students walk across the stage. Meeting their families is really nice too.
Starting the conversation about gaps in information with unit administrators.

Fixed-Term Faculty Senate Subcommittee
Dr. Puri Martinez – martinezp@ecu.edu
Chair of Faculty Senate
Questions?

Gaps?

Contact me for brainstorming, consultations, chats
Brittany Thompson – thompsonbri14@ecu.edu