

Faculty Development Plan

Name

Assistant Professor

School of Communications

June 2018

Personal Statement

As a professor and researcher in the School of Communications at Brigham Young University, I commit to meeting the aims and mission of a BYU education through engaged and mentored learning, while also developing as leading researcher in my area of scholarship. That objective has been my personal statement for each university I have previously taught but the most remarkable part of my employment at BYU is that I get to embrace that edict in partnership with the Gospel of Christ. I commit to framing my pedagogical and scholarship efforts through faith. I understand the unique opportunities placed upon those employed at BYU and I seek to represent my faith, colleagues, and students in a way that reflects my stewardship as professor of this great institution.

Strengths

I have a strong understanding of my field and I believe that knowledge is manifest in my classroom.

I seek to stretch my student's abilities and consistently ask that they try harder and go farther in their work.

In my teacher evaluations, I generally score at or above the averages for the School of Communications.

My evaluations generally reflect my commitment to the students and my passion for their success.

I try to respond quickly to emails, be cordial in my correspondence, and patient in my tone.

I create an active and engaged classroom, where students work together to develop problem solving aptitude and the technical skills required for employment in the field.

Areas of Growth

I am committed to creating a spiritually strengthening pedagogy; however, it has been a challenge finding ways to infuse gospel principles into the classroom experience. I have developed habits from teaching at other institutions (keeping the material strictly secular) that have created artificial personal barriers for me, and which keep me from directly infusing the spirit into the classroom. I would like to improve in that regard.

I constantly seek ways to bring more active learning opportunities into the classroom. I feel like I do an adequate job but I can improve.

I would like to experiment with more advanced technology in the classroom. I do several writing seminars in my courses and I would like to develop a process that allows students and professor to work on editing scripts in a collective environment where all can see and participate.

I would like to develop a higher proficiency in the technical skills necessitated in my field. That knowledge will be passed onto my students and allow for a more dynamic classroom experience.

Short-term Objectives (1-3 years)

Work with the Center for Teaching and Learning (CTL) to develop a purposeful course outline.

Read *Educating Zion*, the text given to those who attended the Faculty Development Seminar.

Use the SCOT resource provided by the CTL.

Enroll in the DSLR basics course offered through the Harold B. Lee Library.

Persistently seek out unique in-class activities and case studies that promote critical thinking and create an engaged learning environment.

Incorporate tests of student knowledge to better measure their mastery of the material and to be flexible in my course outline to provide time to address issues that arise.

Evaluate my course objectives and assessments to be sure they are appropriate for the course and meet stated objectives.

Pray each day before classes so that I may receive divine help.

Invite faculty colleagues into my classroom this next academic year for peer evaluation and implement their suggestions into my teaching methodology.

Long-term Objectives (3-5 years)

I have high expectations as an educator. My goal for my teaching evaluation scores are to meet or exceeded the standard set in the School of Communications.

I would like to see my average course GPA drop by a point. I often teach small, upper-level courses where students generally perform well. I feel the grading and expectancy is rigorous but perhaps there is room to implement more comprehensive assessments that can make getting an “A” more challenging.

Contribute to the development of a revamped News Media Sequence.

Develop and implement an upper-level content creation course in sports media that fits seamlessly within the News Media lab design.

Develop an Olympics mentored learning experience where I take news media students to Summer (or possibly Winter) Olympic games to cover events for our news programs and other distribution partners.

Get more involved with the graduate program and teach at least one graduate-level course in the next five years (preferably a research methods course).

Each summer enroll in at least one summer software training course offered by the Harold B. Lee Library. Possible courses include: After Effects, DSLR basics, Illustrator, and Photoshop.

Strengths

I have developed a clear line of research in the area of sports communication.

I maintain a project cue of at least three to four articles in various states of development. I like to plan out my research agenda a year in advance but I also try to be flexible as ideas evolve or new opportunities arise.

My work is appealing to journals and I maintain a high submission-to-acceptance rate to the journals where I submit my work.

I understand the standard for producing scholarship in my area is high and I consistently get accepted to present my work at the leading conferences in my field.

I have published articles as a solo author, as a two-person team, and in larger groups.

I network well and enjoy collaborating on projects with scholars from other institutions.

My findings are relevant and I look for opportunities for my scholarship to inform what I do in the classroom.

Much of my work emulates and/or builds off what the leading scholars are doing – especially at this point in my formative years as a scholar. I want to develop successful and well-developed scholarship habits. I feel that emulating and building off—in some cases working with—the leading scholars in my area will help me develop and maintain this skill set.

Areas of Growth

Consistently publish in the top journals in my field.

I would also like to expand the types of journals to which I submit. Most of my work is published in the leading sports communication journals, but I would like to get more works published in broader communication publications. This will better promote my work and provide a more well-rounded CV.

Utilize conferences to expand my research network; seek out the top scholars at these gatherings and propose joint projects in hopes of working with them.

Use the summer months more effectively. Often times, I do most of my work in the Fall and Winter semesters when I'm the busiest and, at times, it can create a hectic work environment in the weeks leading to submission deadlines. I want to use the summer months for more data collection and analysis – freeing up the semester for writing and revisions.

Diversify my list of publications to include book chapters, book reviews, and other publishable works.

Diversify my methodological approach. Most of what I do is quantitative but I would like to incorporate more qualitative and historical methodologies in my research.

Short-term Objectives (1-3 years)

Publish three scholarly articles and one book chapter that are currently under review.

Operationalize and submit for presentation (and afterwards, publication) the next five research projects in my cue prior to my third-year review.

Make better use of the Faculty Editing Service. I have used the service once before and found it to be extremely helpful.

Become more familiar with the School of Communication's rank and status document.

Develop a list of leading journals in my field and consult it before I submit works for publishing. I hope this will help me diversify the my publishing agenda.

Set aside 2-hour blocks for writing each day not in the classroom. As deadlines approach, expand those blocks to four hours.

Strive to have at least two works under review at all times.

Strive to have at least three more projects in development at all times.

Work with at least one colleague—either from the School of Communication or outside it—on each quantitative and/or qualitative article under development.

However, I do want at least one more solo authored work on my CV before my six-year review. I plan to develop one more historical journal article in the next two years and get it published before my sixth-year.

Long-term Objectives (3-5 years)

Develop three research projects each year that lead to peer-reviewed journal articles.

Expand my network of co-authors.

Publish in a variety of communication journals – not just journals specific to my narrow field.

Publish at least two articles with colleagues at BYU.

Publish a variety of works including peer-reviewed articles, book chapters, book reviews, etc..

Expand my methodological approach to include more qualitative and historical approaches.

Apply for both external and internal grants to help fund conference attendance and research development.

If awarded Continuing Faculty Status, I would like to turn my dissertation into a book. I have shopped it around to several publishers already but I do not have the time at this point to obtain a contract and complete the necessary revisions. I see it more as a project for full professor.

Short-term Publication Goals (1-2 years)

Research Project	Status
Johnson, R. & Romney, M. (2018). <i>How the West Was Lost: Geographic Bias on Sports Network Highlight Shows. Journal of Sports Media.</i>	<i>Journal of Sports Media.</i> Published Summer 2018
Johnson, R. & Romney, M. (2018). Life in Black and White: Racial Framing by Sports Networks on Instagram. <i>Journal of Sports Media.</i>	<i>Journal of Sports Media.</i> Published Fall 2018
Hull, K., Romney, M., Pegmann, A., Stillwell, M. (under review) #SelfPromote: A Visual Analysis of Promotion on NBC and CBC's Official 2016 Olympic Instagram Accounts. <i>Journal of Media Business Studies.</i>	<i>Journal of Media Business Studies.</i> Currently under review
Romney, M., and Johnson, R. (under review). Show Me a Story: A Qualitative Analysis of Narrative, Image, and Audience Engagement on Sports Network Instagram Accounts. Submitted to <i>Information, Communication, and Society.</i>	<i>Information, Communication, and Society.</i> Currently under review.
Romney, M., & Johnson, R. (under review) <i>The ballgame is for the boys: the visual framing of female athletes on national sports networks' Instagram accounts.</i>	<i>Journal of Broadcasting and Electronic Media.</i> Currently under review
Romney, M. (under review) Radio Act of 1927. <i>The International Encyclopedia of Mass Media and Society.</i> SAGE.	<i>The International Encyclopedia of Mass Media.</i> Currently under review
Hull, K., Romney, M. & Cassula, D. (2018) <i>Time it or stream it? Can Millennials and the Internet save ESPN?</i>	Submitted as a book chapter. Currently under review by editor.

Long-term Publication Agenda (2 - 3 years)

Research Project	Status
Harrison, G., Hull, K., Romney, M., & Pegoraro, A. (2018). "How Race, Gender, and American Politics Influenced User Discourse Surrounding the Jemele Hill Controversy."	Paper competed – summer 2018. To be submitted to journal fall 2018.
Olympics, race, and gender visual framing (lead author)	Under development – summer 2018. To be submitted to the Broadcast Educators Association, 2019
Division I teams, race, and gender visual framing (second author)	Under development – summer 2018. To be submitted to International Communications Association, 2019
Instagram, sports networks, narrative, and visual framing (lead author)	Under development – summer 2018. To be submitted to Association of Educators in Journalism and Mass Communication, 2019
Twitter, sports journalists, stick to sports, and bias. (second author)	Under development – summer 2018. To be submitted to the Broadcast Educators Association, 2019
Twitter, sports journalists, and minorities in sports (lead author)	Under development – summer 2018. To be submitted to Association of Educators in Journalism and Mass Communication, 2019.
Twitter, gender, harassment (second author)	Under development – summer 2018. To be submitted to Association of Educators in Journalism and Mass Communication, 2019.
Romney, M. (under development) Herb Jepko and the All-Night Listener: A Uses and Gratifications Analysis of the First Nationwide Interactive Audience. (solo author)	Under development – fall 2018. To be submitted to Association of Educators in Journalism and Mass Communication, 2020

Course Development Project

Name
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School of Communications
June 2018

Featured course

Comms 486 Advanced Reporting

Course Adjustment

In June 2018, I attended a three-day seminar with Mike Johnson from BYU's Center for Teaching and Learning. Together, we brainstormed ways in which I could improve my course outcomes. The seminar focused on creating a clear statement of purpose, learning outcomes, and proper assessment techniques. The seminar was enlightening and as a result, I have revamped my advanced reporting course to better meet pedagogical best practices. In the following sections, I outline ways in which my new syllabus reflects these changes. I also include the syllabus in my report.

Course purpose. The original statement of purpose communicated the reason for the class but it was convoluted and perhaps too wordy. The new course purpose is much more succinct and focuses explicitly on what students will be asked to learn during the course.

Learning objectives. My original learning objectives were robust, overly inclusive, and honestly, not directly in line with what students were doing in the course. As the course evolved over the years, I realized that I strayed from the original learning outcomes, which rendered several of them obsolete. Mike challenged us to be poignant, direct, and concise with our new learning objectives. I believe that what is now manifest, is better in line with what I am hoping students take away from the course.

Assessment. Of the three, this is the area which I did the least tweaking. Mike stressed utilizing best practices in test questions (which we do little of in this course) and providing detailed rubrics for assignments, which clearly outline how students will be assessed. My rubrics were already detailed and in line with best practices; nevertheless, I did make a few adjustments to our story rubric that will more clearly outline students social media expectations. That is something that I have incorporated more into my courses the last few semesters, and it was helpful to use tips from the seminar to nail down how these new assignments will be assessed.



Comms 486

Advanced Broadcast Reporting

COURSE PURPOSE

This course will teach you to discover, analyze, synthesize, and present visually compelling stories that connect with your target audience.

COURSE LEARNING OBJECTIVES

Identify and generate visually compelling stories:

- Research, analyze, synthesize, and organize information for your stories.
- Analyze information, deconstruct it, and present it in a compelling/interesting way that has meaning to ElevenNews audiences
- Students will apply proper storytelling methodology to their stories
- Utilize/experiment with new platforms to distribute visual stories

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 Channel:
#Comms486w18

My Office Phone Number:
 (801) 422- 0868

Class Times
 M/W/F
 1:00 - 1:50 pm

Lab Days/Times
 M/T/W/Th/F
 8 am - 12:50 pm



THE BASICS

This class will run a lot like a workshop. We will bounce ideas off of each other and experiment with concepts in the field. To use this method effectively, you will have to get used to having other people critically analyze your work. Everything we produce in the class will be watched in front of your peers. Critiques will be collective and public, which speeds up the learning curve as we learn from each other's success and struggles. This criticism should be constructive, which means the class will provide feedback on both strengths and weaknesses and how to improve future work without demeaning anyone. We will critique the work and not the person. For some of you, this will be painful. But learning to accept criticism is an important skill that will serve you well in both your personal and professional life.

This class combines lectures, readings, and assignments designed to develop the knowledge base and practical skill set you will need to create quality visual content. To make this class interesting, the last thing you (or I) want is to have a professor who stands in front of the class regurgitating information from the textbook. Therefore, it is your responsibility to come prepared to class having read the materials for the day. My lectures are designed to enhance your understanding of the material - not replace reading!

ATTENDANCE

When our class meets, you are expected to attend. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. If you miss more than three classes, expect to have your final average lowered by one letter grade. You don't want to miss class. Additionally, missing class does not change a deadline. You may not miss a class to work on a story, so please schedule your shoots outside our regular meeting times.

LATE ASSIGNMENTS

I will not accept any late assignments. Period. You have to learn to hit deadlines as a journalist and mass communicator. There will be no exceptions. No late work will be accepted.

Assessment Activities

SHOW AND TELL: Each student will be required to present one news story to the group that reflects the principles that have been discussed in class. The presentation is worth 25 points. This presentation will take place at the beginning of each class and should last five minutes or less. Students should come prepared to show the story and include a one-page outline of their presentation notes (which you will hand in). The presentations will be scheduled after the first week of the class.

NEWSROOM TRAINING CHECKLIST: Each student will be required to complete the Newsroom Training Checklist. This assignment is worth 20 points. It will include the completion of several newsroom trainings such as ENPS and Premiere training. Please see Melissa or Alan for more information.

FOCUS LABS: Several focus labs will be held throughout the semester. On these days, you will bring your best work (up to that point) and present it to the class for peer review. This will allow you to see what your peers are producing and will allow them to provide valuable feedback on your work. Similar to the live labs, if you miss a session you will be docked 10 points. If you miss more than two, you will lose the full 20 points.

PACKAGES: You will be expected to turn 11 - 12 news PKGs for the class. We will get into more detail about what is expected from each PKG as the semester progresses. Each PKG is worth 30 points and includes posting a social media component to the ElevenNews social media accounts. You are required to fill out a grading sheet for each story. These grading sheets are located in the newsroom. Each of these PKGs will coincide with your lab day. Keep an eye on the class schedule for when these assignments are due.

FINAL RESUME SITE: Students will be expected to produce a resume site for their work as the final project. The site can be built using Wix or Weebly. Sites should include at minimum the following: (1) high resolution photos; (2) resume reel; (3) links to other works (i.e. other journalism works); (4) a bio or about me section; (5) links to your personal social media. We will discuss this assignment in greater detail as the due date nears.

EXTRA CREDIT: We will discuss opportunities for extra credit throughout the semester. Stay tuned.

THE BREAKDOWN

Newsroom Training Checklist	20
1 Show and Tell Assignment	25
5 Live Labs (a missed lab means a loss of 5 points)	50
2 Focus Labs (a missed lab means a loss of 10 points)	20
PKGs (12 total)	300 (30 pts each)
Resume Site	50
Total	480

The Fine Print

The BYU School of Communications is accredited by ACEJMC, the Accrediting Council on Education in Journalism and Mass Communication. As a member of this body, we are committed to student learning that achieves core professional values and competencies such as freedom of speech, ethics, diversity, writing, research, critical thinking, and the application of tools and technologies of the field. More information is available at: <http://byucom.mt/acejmcinfo>

Participation & Attendance:

Students are expected to practice professionalism by attending class regularly and being punctual. More than two absences will result in your grade being reduced by one-half a letter grade. Each additional absence will reduce your overall grade by 4%.

Electronic Devices:

The use of computers, tablets and cell phones are prohibited during class. Critique and lab sections when laptops and devices can be used will be announced as they occur.

Deadlines:

The School of Communications faculty has identified meeting deadlines as a significant learning outcome for this class. The content of this class is intended to help you be prepared for the real world. The ability to meet deadlines is essential and will not be waived, modified or accommodated, except in rare cases to be determined by the instructor. Thus, unless there are extreme circumstances, LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Honor Code:

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code Office at 422-2847 if you have questions.

Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. Title IX also prohibits sexual harassment of students by university employees, students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following:

- 1) The Title IX Coordinator at 801-422-2130
- 2) The Honor Code Office at 801-422-2847
- 3) The Equal Employment Office at 801-422-8898
- 4) Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hour)

Student Disability:

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. The UAC can also assess students for learning, attention, and emotional concerns. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-8898, D-288 ASB.

Academic Honesty:

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work.

Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. In some cases, plagiarism may also involve violations of copyright law. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution.

Course Development Plan Grant Proposal

Name
Assistant Professor
School of Communications
June 2018

Course Development Plan Grant Proposal – Drone Module

Courses

*Comms 486 Advanced Reporting

Comms 239 Introduction to Journalism

* I would use the drone primarily in this course but I may also include it in the into course

Statement of Need

Emerging technology has altered how news and information is gathered and disseminated audiences. Drones, with HD cameras attached, are one of the tools that organizations are utilizing in their methods. These devices offer all types of videographers opportunities to get creative visuals otherwise inaccessible. The cost to own and maintain drons has dropped over the last several years and, now, there are several entry-level models that make them a viable option for videographers. I would like to use funds from this grant to purchase an entry-level drone for my advanced news reporting class and teach the students, in a mentored-learning environment, how these machines can improve their visual storytelling. I could also include a drone module in the entry-level Comms 239 course - if the module proves successful in the more advanced course.

The teaching module would include:

Two class periods focused on how drones can enhance visual storytelling

The various types of drones how they are used to gather news

Basic flight information and restrictions

Basic flight instruction

One class where I physically pilot the craft and allow the students to see it function in real time.

**An optional fourth class period could include inviting a professional drone pilot employed by local news organizations to speak to the class (for example both the Universe and KSL have staff who are certified pilots).

The Drone

Holy Stone GPS Quadcopter RC Drone 100 with camera live video and GSP return.

Total costs: \$279.00

Scholarship Strategies Project

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Summary

My scholarship adds to the growing body of sports communication research. I have an established pipeline that leads to several publications each year in the top journals in my field. I generally work as the first or second author on my publications and I actively seek to work with some of the top scholars in my area. I'm cognizant about how quality research is developed but I need to prioritize my time and be more efficient with my work to accomplish the research goals I have established for myself. In this document, I outline what measures that I, and my faculty mentor, have identified as the pathway to help me accomplish my research objectives to fulfill the scholarship portion of the School of Communication's Rank and Status requirements.

Broadly, my scholarship strategies include consistent writing times, continued collaboration with top scholars in my area, regular academic conference attendance (where I present research), expanding the group of journals in which my work is published, utilizing graduate and undergraduate students as research assistants, and always be in a consistent stage of project development and manuscript submission.

Gathering Ideas

Block out time each week to review the top journals in my field to help spur ideas for future research.

Attended university sanctioned research symposiums to stimulate research ideas.

Chat with colleagues about their research and look for opportunities to collaborate.

Utilize students: what are they interested in, what social platforms do they use, how do they access sports news and information, how is that information constructed?

Network with like-minded scholars at national conferences such as ICA, NCA, IACS, and AEJMC.

Join journal, division, and interest group listservs and/or online groups to stay connected with what other top scholars are working on.

Research and Data Analysis

Publish three journal articles (or their equivalent) each year.

Block out consistent time each week for data analysis.

Regularly meet (via videoconference) with co-authors to discuss, plan, and benchmark research projects.

Apply for research grants that can help fund projects.

Utilize undergraduate and graduate students in my data collection and analysis.

Diversify my methodological approach. I mostly publish quantitative papers but I would like to expand to qualitative and history methodologies.

Begin working on a solo authored work beginning in the fall 2018 with hopes for publication in 2019 or 2020.

Writing

Block out each week consistent times to write. It works best for me to write on days I do not teach and/or after classes conclude for the day (late afternoon).

Write as I go, rather than once the data is collected. I write most of the literature reviews for the articles I co-author. I find it best to get that part of the article done early so it can help speed things along and better frame how we write the results and discussion sections. I would like to maintain that effort on all future projects.

Take better advantage of the Faculty Publishing Service.

Participate in university-sponsored writing seminars, whenever possible.

Feedback

Regularly submit manuscripts to the Faculty Publishing Service.

Seek out feedback on my manuscripts from my faculty mentor and others within the School.

Deliver semi-monthly reports to my faculty mentor on my research progress.

Ask research assistants to look over manuscripts to better refine my writing, prose, and the conclusions I present within the document.

Ask for feedback on nearly-completed manuscripts from top scholars in the field.

Publishing

Publish at least three scholarly articles (or their equivalent) each year for the next five years (and then reassess at that juncture).

Expand the journals I regularly publish to include not just the top publications in my field but also the broader spectrum of communication journals.

Read and notate the School of Communication's research expectations, as outlined in the rank and status document.

Compile a list of leading journals in my field and consult it before I submit works for publishing.

Method of Evaluating Success

Take time each Friday to review my productivity for the week and recalibrate or recommit if necessary.

In monthly meetings with my mentor, discuss my productivity, strategies and goals. I anticipate that these meetings will help keep me on target for CFS publication expectancies.

When the opportunity permits, keep my director and dean informed of my progress and solicit advice when needed.