Part II, Standard 1. Mission, Governance and Administration

Self-Hall—Home and Administrative Building of the Communication Department

During the visit, the unit should provide the following documents in the workroom:
- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Executive summary (optional).

The Department of Communication enjoys a collegial atmosphere that encourages innovation and exchange of ideas among its faculty, staff, and students. Administration of the department relies on participatory governance, involving faculty, staff, and students as much as possible. This process is achieved through, among other strategies, the use of departmental committees to accomplish the goals and objectives of the department. We have five standing committees in the department—activity planning, publication and publicity, diversity, student grievance, and curriculum committees—each chaired by a faculty member. Four of the five committees have at least one student member in each. Each faculty member either chairs one or more committees or holds another leadership position in the department. This process allows for faculty and students to have active participation in departmental governance. Our department's policy manual specifies the role of faculty in departmental governance. See <u>Appendix</u> <u>II.1.0. Executive Summary. "Communication Policy Manual</u>."

Departmental operation follows the department's mission statement, which has been translated into our strategic long-range plan document that guides the department's regular activities.

The department head is a member of several committees both at the college and at the university levels, and chairs some of those committees. His membership on committees external to the department enables him to ensure that the department's interest is both represented and protected college-wide as well as university-wide.

Please respond to each of the following instructions:

1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

Department Head--Dr. Kingsley O. Harbor. This position is recognized as a primary leadership position in the university. The head manages five budgets—department, newspaper, radio station, endowed chair, and Foundation accounts. He oversees faculty hiring, class scheduling, curriculum development and management; and he represents the department to the higher administration and the outside public. The head interprets university policies and procedures to faculty, staff, and students, and participates in their implementation. The occupant of that position, Dr. Kingsley O. Harbor, has served as the head of this department since spring 2002.

He came to Jacksonville State University with more than eight years of experience as a department chair. He has a strong work ethics that demands a fair treatment of all faculty, staff and students, and he enjoys the respect of faculty, staff, students, and the higher administration.

Secretary—Mrs. Tammy Mize. The secretary maintains the department head's office calendar, schedules faculty meetings for the department, and helps students within the department. She is responsible for departmental records and maintains the budgets. She types and word-processes documents, and keeps track of departmental activities making sure they are executed timely.

Manager of Student Media—Mr. Mike Stedham. The manager oversees and ensures effective operation of both student media—radio station WLJS and newspaper, *The Chanticleer*—which are in the department. He also advises the student chapter of the Society of Professional Journalists (SPJ). He teaches for the department on a part-time basis.

Ayers Chair (Vacant). The Ayers Chair teaches half-time and engages half-time in professional activities that link the department to the professional world of communication. S/he brings prominence to the Department of Communication.

Internship Coordinator—Mr. Jerry Chandler. The internship coordinator organizes and oversees the department's internship program. Assistant Professor Chandler is a journalism

educator as well as practitioner, and that enables him to cultivate and develop additional internship sites for placement of our students.

Advisor, Public Relations Organization (PRO)—Dr. Augustine Ihator. The advisor oversees and advises the Public Relations Organization student chapter at Jacksonville State University. As the major professor in the public relations sequence, he engages students in the practical aspects of public relations so as to complement what he teaches them in class. For instance, the PRO is responsible for much of the department's publicity and promotional activities for communication week, alumni reunion, and other events held by the department.

Tech Master—Dr. Jeffrey Hedrick, assisted by Mr. Stedham, is in charge of technological innovation in the department—updating and maintaining the department's technological infrastructure.

The College Dean—Dr. John B. Hammett is the dean of the College of Education and Professional Studies. The Communication Department is a part of the professional studies arm of the College of Education and Professional Studies, and the Communication department head reports to the dean of that college. The dean administers the second largest college on campus. It offers both undergraduate and graduate programs in education. The dean articulates the needs of both the education as well as the professional studies components of the college to the university administration, and ensures equitable distribution of resources to the various departments making up the college.

2. **Describe the unit's process for strategic or long-range planning. Attach a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals.**

The Department of Communication's strategic plan derives from the mission and goals of Jacksonville State University—as expressed in the institution's strategic plan—and extends in the areas of the department's disciplinary interests that conform to the University's mission. The department's strategic plan begins with the department identifying and articulating its purpose—constituencies, geographic location, market niches, as well as its products—and how to achieve such a purpose. The department faculty meets and develops specific and measurable objectives that can be accomplished within a period of time, say, five years. Then the head of department, with continued faculty input, expressly develops these five-year goals into a step-by-step, carefully articulated plan aimed at achieving the goals. The resultant long-range (in this case, five-year) plan then goes into implementation following its schedule or timeline. The department's five-year plan (see Appendix II.1.2. "Strategic Long-range Plan.") follows a process of:
a) breaking down each goal into its component objectives, each of whose method of accomplishment is stated in a measurable term;
b) describing a step-by-step process for accomplishing each objective;
c) assigning responsibility for each task to a specific party;
d) determining and assigning a specific date for each task's accomplishment;
e) providing intermittent progress report between the begin-date and the end-date of a task; and
f) specifying the metric or benchmark for successful completion of each objective.

As the process progresses, each task, based on its intermittent progress reports, is discontinued upon accomplishment. At the end of the period, if any task remains incomplete, it is analyzed (to determine the reason for non-accomplishment), revised, and reinstituted into the plan for ultimate accomplishment during the next cycle of the plan. That next cycle of the strategic plan usually consists of new goals and any revised old ones that may remain from the previous cycle.

PRISM is Jacksonville State University's information management system that facilitates strategic planning at the University. Annual reports and continuous documentation of improvements are made possible through the use of PRISM. Currently the university is replacing the current version of PRISM with Compliance Assist, a new planning system, for its strategic planning.

3. **Describe the unit's policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum. (These may be included in the appendices binder or in a digital file.)**

Sources of departmental policies include the university catalog, student and faculty handbooks, as well as direct faculty and student inputs. See Attachment II.1.3. "Copies of Faculty Policy Manual and Handbooks." All full-time faculty members participate in faculty meetings. While part-time faculty members are not required by university policy to attend faculty meetings, they are welcome to participate in departmental meetings and other functions, and some do. The Department of Communication has five standing committees— Activity Planning, Publicity and Publications, Diversity, Student Grievance, and Curriculum Committees (see a table of Committees in the Department of Communication, below). Students serve on most departmental committees, and the department seeks and obtains their input into educational policies through these committees and senior exit surveys.

To initiate a change, any faculty member may propose a change to the head of department who reviews the proposal with respect to its possible conflict with existing University policy. If such a conflict exists, but is minor, and the department head views the change as necessary for the department, the head takes it up with the Council of Department Heads chaired by the college dean for discussion, and the head will relay the result of such a presentation back to the department faculty. If, on the other hand, the proposal is within the provisions of the university's policies and procedures, the department head will table such a proposal before the full (department) faculty meeting for discussion. Should the issue require additional information, the head of department, who chairs the department meeting, appoints an ad-hoc committee to study the matter further and come up with a recommendation for the full faculty meeting to consider. All committee and faculty meeting decisions, except administrative ones involving budgetary restraints, are decided by majority votes of members. Thus, policy changes are approved or disapproved based on the results of such votes.

At the University level, there are communication faculty representatives on numerous college and university committees. Many college committees have a communication faculty representative, and there is a communication faculty member of the University Faculty

Senate. These representatives, by liaising between department faculty and the respective university committees, become a conduit for policy formulation and/or revision.

Curriculum management—development of new courses, deletion or changes in existing courses, initiation of new programs, and program modifications—is the responsibility of the Curriculum Committee. As much as it is possible, we try to have as members of this committee representatives from each of the three concentrations in our department.

4. How often did the faculty meet during the most recent academic year?
Traditionally the department meets once a month, except during the summer months when meetings are called as the necessity arises. This schedule, however, changed during our self-study year—2012-2013—when we met as frequently as it was necessary to do the work. Specifically, we held department faculty meetings during the 2012-2013 session on July 13, 2012; October 8, 2012; October 29, 2012; March 1, 2013; and June 6, 2013. These did not include emergency/called meetings or meetings held during the fall of 2013.

5. List faculty membership on and responsibilities of the unit's standing and ad hoc committees. (The list should include the names of faculty serving on each committee.)

As the table on the next page shows**,** the department has five standing committees and one ad hoc committee. The ad hoc committee is the department's search committee. See table (below) for details.

STANDING COMMITTEES		
Committee	**Responsibility**	**Membership**
Activity Planning	Plans and executes all departmental activities	1. Mr. Jerry Chandler, chair 2. Mr. Mike Stedham, co-chair 3. Dr. Augustine Ihator 4. Dr. Patrick McGrail' 5. Zach Tyler, student member 6. Claire Jacobs, student member
Publicity & Publication	Oversees and produces all departmental publicities and publications	1. Mr. Mike Stedham, chair 2. Dr. Kingsley O. Harbor 3. Editor of *The Chanticleer* (student member)—Kara Coleman 4. Program director of WLJS (Student member)—Curtis Holman
Diversity	Plans and implements departmental diversity policies	1. Dr. Augustine Ihator, chair 2. Dr. Jeffery B. Hedrick 3. Eassey Kayla (student member) 4. LaTonya Bowie (minority & student member) 5. Brandon Bush (minority & student member) 6. Justin Johnson (minority & student member) 7. Mara Mattison (student member) 8. Benjamin Puckett (minority & student member) 9. Kaylen Simmons (student member) 10. Jacob Smith (student member) 11. Ellori White (minority & student member) 12. Kalina Durr (minority & student member) 13. Brianna Chester (minority & student member) 14. LaTonya Pyant (minority & student member)
Student Grievance	Oversees and adjudicates students' appeals	1. Mr. Jerry Chandler, chair 2. Dr. Augustine Ihator 3. Seth Cain, student member 4. Haleigh Tibbs, student member
Curriculum	Oversees and manages department's curricula	1. Dr. Augustine Ihator, chair 2. Dr. Jeffery Hedrick 3. Dr. J. Patrick McGrail 4. Dr. Kingsley O. Harbor, ex-officio
ADHOC COMMITTEE		
Search Committees	Recruiting faculty for the department	1. All full-time faculty members 2. Student member
OTHER LEADERSHIP POSITIONS IN THE DEPARTMENT		
Faculty Senator	Represents the department at the University Faculty Senate	Dr. J. Patrick McGrail
Library Liaison	Overseas department's library acquisitions	Dr. Jeffrey B. Hedrick

6. Describe the procedures for selecting unit administrators.

Jacksonville State University uses the term, "department head" rather than "chair," to denote its departmental leaders. Authorization for all academic employments—new or replacement positions—emanates from the office of the provost and vice president for academic and student affairs.

The procedure for selecting a department head begins with the dean obtaining approval for such appointment by completing and sending the necessary forms to the provost and vice president for academic and student affairs requesting to advertise such vacancy. Prior to submitting a request to the provost, the dean of the College of Education and Professional Studies (where the Department of Communication resides), with communication faculty input, develops an appropriate job description for the position. That job description is a part of the request forms sent by the dean to the provost for approval. The provost approves the request by signing and forwarding the relevant personnel forms to the university's Department of Human Resources, which then advertises the vacancy in several national job-advertising outlets. These outlets will include those suggested by the dean and the communication faculty as well as others identified by the Human Resources Department. Usually such outlets would include the AEJMC, the Broadcast Education Association (BEA), *The Chronicle of Higher Education*, *Diverse Issues in Higher Education*, Chronicle.com, HigherEDJobs.com, HBCU CareerCenter.com, InsideHigherEd.com, Alabama Job link, as well as the university's website.

The dean then forms a search committee and appoints its chair (usually the associate dean). The committee will comprise a number of communication faculty members, an outside member from across the campus, and a student member. Under the tutelage of the search committee chair, each of the committee members will rank the applications received based on agreed-upon criteria, which will include the desired as well as required qualifications for that position. Committee members' rankings will be aggregated by the search committee chair, and, usually, the top three applications are selected by the committee. The committee chair appoints three committee members who will call the three candidates to ascertain their continued interest in the position. Following the confirmation of candidates' continued interests, the callers would also inform them that the committee wishes to proceed with reference check.

Upon a successful reference check, the three candidates are invited to campus—one at a time—for interview. The names and complete files of the top three candidates are forwarded to the dean, the provost, and the president whose schedules would already have been checked to ensure they could meet with the candidates for interview.

Candidates' interviews include meeting with search committee members as a group at breakfast, lunch, and supper; meeting with the dean one-on-one; meeting with the provost one-on-one; meeting with the president one-on-one; teaching a class; meeting with students informally; touring departmental facilities, the campus, and the town; and meeting with the communication faculty for a question-and-answer session. At the end of each candidate's lecture session with students, students are immediately asked to complete a survey evaluating the candidate's performance. Upon completing all interviews, the search committee meets

again to evaluate candidates' overall performances within and outside the department—with the dean, the provost, and the president.

Committee members will finally rank the three candidates. The top candidate is slated for an offer. But before an offer is made, the decision to make an offer will be sent to the dean again with the candidate's file. The dean concurs or revises the offer and forwards it, with her/his comments, to the provost, who similarly concurs or revises it and forwards it with his/her comments to the president. The president makes the final decision to hire or not. Concurrent with this process of recommending an offer, the candidate is notified that a recommendation to hire has been made and that a criminal background check of candidate is required at this time. Candidate completes appropriate form and returns it to the Department of Human Resources for background check.

Upon a successful background check and presidential approval to hire, the dean calls the candidate to make her/him an offer. If the offer is rejected, this process is repeated with the next candidate in the hierarchy until an offer is accepted. Upon candidate accepting an offer, JSU sends the candidate a contract form to sign and return by a specific date. As soon as the completed contract is signed and returned to the office of the provost, the process is complete and that unit head joins the university and the unit on the date specified in the contract.

The hiring process is entirely online now. No paper is submitted at any point, except for the letter of appointment and contract.

7. **Describe the process for evaluating unit administrators and summarize the results of the most recent evaluation.**

Evaluation of department heads in the College of Education and Professional Studies here at Jacksonville State University has three components—teaching evaluation by students (this includes advisement), administrative evaluation by faculty, and overall evaluation by the college dean.

Teaching evaluation of all faculty, including the department head, is conducted toward the end of every semester including summer. In the last three academic years, the teaching evaluation system in the university has changed from classroom evaluation of instructors to an online system known as the IDEA CENTER. The IDEA, as it is generally known, is an evaluation system that sends out evaluation instruments to students electronically toward the end of each semester. Following that, students are reminded on several occasions to complete the questionnaire. Results of this evaluation are distributed to all faculty, including unit administrators—each receiving the results of the evaluation of each course the instructor taught during that semester.

Administrative evaluation of unit head by faculty is anonymous, and conducted directly by the dean's office. The dean confidentially sends out an evaluation instrument to all full-time faculty members in the department indicating a deadline for the return of completed questionnaire. The questionnaire solicits faculty responses in four areas—the department head's role as a mediator between the administration and faculty; department head's handling of budgetary matters; her/his leadership ability; and her/his professionalism. Questions

measuring these skills are quantified and tallied to produce a quantitative assessment of the head's performance on a scale of 1 to 5.

In academic year 2012-2013, Jacksonville State University added a university wide annual evaluation for staff that included department heads. The instrument requires department heads to develop personal goals and objectives for the upcoming academic year. At the end of the academic year, department heads are evaluated by their supervisor on performance criteria related to 1) Accomplishments, 2) Service and Relationships, 3) Accountability and Dependability, 4) Adaptability and Flexibility, and 5) Decision Making and Problem Solving. The rating system is 1 (Rarely Achieves Expectations) to 4 (Consistently Exceeds Expectations).

The third component of department head's evaluation—evaluation by the dean—is scheduled at the end of each academic year. The dean utilized the college level evaluation of department heads to score the new university-wide evaluation. The department head meets with the dean to discuss the outcome of the evaluation. At that time, goals and objectives are discussed. Job duties and professional growth goals are discussed. If necessary, appropriate performance improvement strategies are discussed.

A Summary of Department Head's Most Recent Evaluation

Presented below is a report of the **2012-13** evaluation of the head of the Department of Communication—Dr. Kingsley O. Harbor—reported verbatim in the dean's words.

Dr. Kingsley Harbor
Department Head Evaluation 2012-2013
July 2, 2013

Administration
Dr. Harbor continues to develop and maintain regular departmental reports that include the five-year plan, annual report, annual budget planning, scheduling, and monthly faculty meetings. He leads the department with the knowledge, skills, and abilities that reflect progress the department has made under his direction. Dr. Harbor's efforts in seeking ACEJMC re-accreditation are to be commended. Through much effort the department will be visited January 26-29, 2014, for its first re-accreditation review. The department has continued to collect data for the assessment report, and is currently undergoing a self-study in readiness for the 2014 visit by the ACEJMC. Dr. Harbor and his faculty have revised the departmental curriculum to reflect the new focus of the department. In compliance with recent changes in ACEJMC accreditation standards, the department's conceptual framework, The JSU 4+7—representing 4 values and 7 competencies that graduates accomplish while enrolled in the department—has been revised to five values and seven competencies or The JSU 5+7.

The Department continues its focus on Communication Week for students enrolled in the various programs. Emphasis during this week focuses on professionalism in the field of communication and is highlighted with a luncheon to honor graduating seniors and other outstanding communication students. An impressive list of guest speakers is always scheduled to provide motivation and encouragement for attendees. In addition, the Summer Journalism Workshop was offered to high school students interested in careers in communication. Students

from several surrounding public and private school settings attended. Responses from high school students, faculty, and parents were very positive. Dr. Harbor and his faculty devoted their personal time to hold the conference and provided various communication experiences for those enrolled. The department also sponsored the Ayers Lecture Series, held March 3-5, 2013. The speaker for this lecture series was the Civil rights historian and Pulitzer Prize winner, Diane McWhorter.

Teaching
Dr. Harbor's focus this past year has been on the ACEJMC re-accreditation review. Because of this focus and emphasis, he received a course reduction. He will resume full teaching responsibilities in 2014-2015.

Scholarship
In the years before the self-study, Dr. Harbor had presented at professional conferences, published in professional journals, and obtained grants for scholastic journalism. His most recent grant was from the Alabama Press Association (APA) for the June 9-13, 2013 Summer Journalism Institute here at JSU. He continues to review papers for the African Studies Review, an international journal on African studies.

Service
Dr. Harbor served on university (7), college (4), and departmental (1+) committees in 2012-2013. He holds membership in six professional associations. Committees include: Enrollment Management, Communication Board, Committee for Recruitment and Retention of African-American Faculty and Staff, Institutional Effectiveness Committee, Tuition Remission Committee, Printing and Publication Committee, Council of Department Heads, Communication Advisory Board, College Curriculum Committee, College Faculty Hearing Committee, College Advisory Committee. Memberships include: AEJMC, International Communication Division of AEJMC, Minorities and Communication Division of AEJMC, Ethics Div. AEJMC, Small Programs Interest Group of AEJMC.

Dr. Harbor participated in Preview Days and advised current and prospective students in the Department. He represents the Department of Communication well, serving as a leader for faculty within his department. He brings fresh ideas to the Council of Department Heads and should be considered a strength to the department, college, and university as a whole.

Professional Growth
His scholarship had slowed down during the past year, and understandably so given the ongoing self-study that he directs. He should continue to seek scholarly involvement through professional presentations and publication in the field of Communication, and resume full teaching responsibilities in fall 2014.

8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

Faculty and staff will usually channel their complaints to the department head, and the nature of the issue involved will determine how the department head approaches the resolution. If it is a complaint against another faculty or staff, the head will hold separate meetings with each party to listen to each side of the story. He comes up with what he considers a reasonable solution, and convenes a meeting of the two parties together to lay before them his proposed solution. The matter ends there if both agree to the solution, but if not, the three parties in the meeting will discuss the matter further until an agreeable solution is found.

If the complaint is by a student against a faculty member, but not about grade, the department head holds separate meetings with each party, weighs the faculty member's action against relevant University policies as well as against stipulations in the faculty member's syllabus for that class. (Dr. Harbor always encourages faculty members to regard their course syllabi as a form of contract with students in the sense that a course syllabus should guide that course's operation). The head then comes up with what he considers a reasonable solution, invites the faculty member separately to advise her/him of this possible solution to the problem. The head also relays that proposed solution to the student. If both parties are satisfied, then the instructor will carry out the proposed solution in the class and the matter ends there. However, should any of the parties not agree to the solution, then alternative solutions would be explored until the matter is resolve. The student is, however, advised of other available options should s/he decide to pursue the matter beyond departmental level.

Grade appeals follow a different process. The student appealing a course grade is required first to consult with the course instructor to clarify the reason for the grade. If the student is not satisfied with the outcome of that meeting, the student then can proceed to the department head—submitting to the department head a written letter, along with all supporting documents, protesting the assigned grade. The department head sends the documents to the department's Student Grievance Committee which also oversees grade appeals. The committee reviews the matter, invites the student to present her/his case before the committee, and later invites the instructor for the instructor's version. Based on the presentations, the committee deliberates and comes up with a recommendation for the department head regarding the appeal. The department head can endorse the recommendation or suggest to the committee a revision to the recommendation. If the head endorses the recommendation, he will advise the student of the result of the appeal as well as the student's right to accept or reject the recommendation. In the event of a rejection, the student is advised of her/his option to appeal that decision to the College of Education and Professional Studies Advisory Committee, which handles grade appeals at the college level. This committee reviews grade appeals, makes a recommendation to the dean who can accept, reject or modify the recommendation. The dean advises the appellant of the final decision and the appellant's right to accept or reject and proceed with further appeal beyond the college. The course instructor is also apprised of the outcome of the appeal.