

## Part II, Standard 3. Diversity and Inclusiveness



Award Recipients at the 2014 Communication Week Luncheon

### Executive summary (optional).

Headed by a minority faculty member, the Department of Communication sees itself as a natural leader on issues of diversity across JSU's campus. In terms of full-time faculty, we are among, if not, the most racially diverse academic department on the campus of Jacksonville State University. Currently, of the five full-time faculty members in the department, three are minority. As a member of the Committee on the Recruitment and Retention of African American Faculty and Staff (R&R Committee), and of the Joint Committee of R&R and Affirmative Action (AA), the department head notices that most departments on campus do not come close to the above percentage. Further, we were the first and remain the only unit in the history of this university to hire a female and a minority endowed Chair (although both were found in one faculty member, who is no longer with the university).

Most of our curriculum is diversified, and while there are no data at hand to show that our curriculum is among the most diversified on campus, a cursory survey of the university's catalog would suggest that it is. Also, our minority student enrollment as well as graduation rates are both competitive as compared to the general university statistics in those areas.

Dr. Kingsley Harbor, head of the Communication Department, is actively involved in diversity issues both within the department and across campus. As mentioned above, he serves on the two university-wide committees that deal with diversity issues. In 2003-04, Dr. Harbor chaired the subcommittee that designed and produced the first university brochure for the recruitment of African American faculty and staff titled, *JSU---Reaching Out to African Americans* (see Appendix II.3.9. “JSU . . . Reaching out to African Americans”). In 2007, he also served on the committee that developed and produced the university’s *Diversity Strategic Plan*. Please see Appendix II.3.0B. “Jacksonville State University Diversity Strategic Plan 2007.”

Dr. Harbor is a member of the AFORE—the African American Faculty Organization for Responsive Education, which monitors and responds to issues pertaining to African Americans, and advises the administration on those matters. In 2005, all communication faculty members participated in a campus-wide diversity workshop conducted by a nationally known diversity guru—Dr. Jerome Rabow.

The above tone characterizes most of the department’s activities. Since 2002, when Dr. Harbor took over the leadership of the department, our curriculum has undergone extensive revisions. Similar to all changes, the process of diversifying the department’s curriculum was gradual, but extensive. Prior to 2002, there were 0 percent female, 0 percent minority, and 0 percent curriculum diversification in the department; today, as indicated above, that situation has improved significantly.

JSU has a reputation for high retention rate among minority faculty and staff, and the Department of Communication’s faculty retention statistics appear to fit that mode. In the past six years, the department has retained all except one of its faculty members. All three minority faculty members in the department are retained; two are tenured full professors, and the third is working toward tenure and promotion to associate professorship.

**Please respond to each of the following instructions:**

**1. Complete and attach the following tables:**

- Table 4, “Area Population”
- Table 5, “Student Populations”
- Table 6, “Faculty Populations”
- Table 7, “Full-time Faculty Recruitment”
- Table 8, “Part-time/Adjunct Faculty Recruitment”

**Table 4. Area Population Service Area: Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, counties, etc.).**

Jacksonville State University’s geographic service area consists of mainly Northeast Alabama with the largest percentage of students living in Calhoun County, Alabama. The 2010 Census Bureau shows a population of 118,572 residents in Calhoun County, 12,548 residents in Jacksonville, Alabama and 9,161 students enrolled for the Fall 2012 semester. Students from counties located in Northeast Alabama (Blount, Calhoun, Cherokee, Cleburne, Dekalb, Etowah, Jackson, Jefferson, Madison, Marshall, Saint Clair, Shelby, and Talladega Counties) constitute 68 percent of JSU’s enrollment.

**Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit's geographic service area as described above?**

<b>Group</b>	<b>% of population</b>
Black/African American	20.9
White	76.2
American Indian/Alaskan native	0.5
Asian	0.8
Hispanic/Latino (any race)	3.4
Native Hawaiian/other Pacific Islander	0.1
Two or more races	1.6
Other race	0.0
Female	51.9

**Table 5. Undergraduate Student Populations**

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.  
Use figures from the most recent academic year for which complete data are available

**Academic year: 2012 – 2013**

<b>Group</b>	<b>Male</b>	<b>Female</b>	<b>% of total in unit</b>	<b>% of total in institution</b>
Black/African American	53	44	35.40	27.42
White	73	88	58.76	66.14
American Indian/Alaskan native	0	0	0.00	0.48
Asian	0	0	0.00	0.85
Hispanic/Latino (any race)	2	2	1.46	1.48
Native Hawaiian/other Pacific Islander	0	0	0.00	0.00
Two or more races	0	0	0.00	0.00
Other race	5	7	4.38	3.55
International students (any race)	2	2	0.01	0.02

**Table 6. Faculty populations, Full-time and Part-time**

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

**Academic year: 2012 – 2013 Full-time faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	0	0	2	31
White	0	0	3.5	54
American Indian/Alaskan native	0	0	0	0
Asian	0	0	1	15
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International students* (any race)	0	0	0	0

**Academic year: 2012 – 2013 Part-time/adjunct Faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	0	0	0	0
White	2	100	0	0
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International faculty (any race)	0	0	0	0

*University's definition of International faculty: Jacksonville State University defines international faculty as those faculty members who require sponsorship through the United States Immigration Office for the purpose of living and working in the United States.*

**2. Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision and any designated timelines for reaching goals.**

Please see Appendix II.3.2. “Communication Diversity Plan and Procedure.”

**3. Describe how the unit assesses its progress toward achieving the plan’s objectives.**

The department assesses progress toward its objectives by analyzing and comparing its diversity status at three different periods of time: (a) pre-2002, (b) 2002-2007 or pre-accreditation, and (c) 2008-2013 or post-accreditation. The rationale for choosing these three time periods is this: prior to 2002, the department had not shown any serious intention to embrace diversity. For instance, prior to spring 2002, the department had zero percent minority faculties or staff members (even though it had minority students), and zero percent curriculum diversification. The first time the department showed any serious intention toward diversification was in spring of 2002 when it hired a new department head—Dr. Kingsley Harbor—who is African-American. Under Harbor’s tutelage, the Department of Communication developed and adopted this diversity plan in the fall of 2002, thus embarking upon diversification of the department. From 2008 to 2013 was a period when the department became accredited for the first time. It would, therefore, seem appropriate to assess the department’s progress toward achieving the plan’s objectives by comparing the department’s statuses at the above different stages.

### **DEPARTMENT’S MILESTONES**

**Pre-2002**

Percent minority fulltime faculty	=	0 percent
Percent minority adjunct faculty	=	0 percent
Percent female fulltime (although there was a female faculty in the Department at about 1998)	=	0 percent
Percent female part-time	=	0 percent
Curriculum diversification	=	0 percent

**2002-2007 or Pre-Accreditation**

Percent minority fulltime faculty	=	73 percent
Percent minority adjunct faculty	=	0 percent

Percent female fulltime	=	18 percent
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(In fall 2004, the department became the first at JSU to ever hire a female and minority (African American) endowed chair.

Curriculum diversification

In 2007, department curriculum is diversified in race, gender, and life-style (see Outcome Maps of the three concentrations in our department’s self-study report).

Minority Faculty Retention

From fall 2004 to spring 2007, minority faculty retention was 100 percent. With the departure of our female (African-American) faculty in summer 2007, it fell to 75 percent. From fall 2008 to present, minority faculty retention has gone back to 100 percent.

Each of the two African-American associate professors in the department became tenured and promoted to full professor, after teaching at JSU for two years.

The female African-American endowed chair was successfully recommended by the department head for the RTNDA summer fellowship.

The female African-American faculty was encouraged to use university support to pursue a doctorate, but she chose not to.

Use of Adjuncts

In 2007, the department hired five adjunct faculty members to supplement fulltime faculty. Three of the five adjuncts were female, and one of the males was African American.

Student Recruitment

In 2003, the department held its first ever Minority High School Journalism workshop and has since then mounted an aggressive minority recruitment program that culminate in bringing high school students (including minorities) to campus every summer for a four-day intensive workshop.

**2008-Present (i.e., Post-Accreditation)**

Faculty diversification

Percent minority fulltime faculty	=	54.5 percent
Percent female fulltime	=	0 percent
Percent female adjunct faculty	=	100 percent (2 females)

Curriculum diversification

Department’s curriculum continues to be diversified in race, gender, and life-style (see Outcome Maps of the three concentrations in our department’s self-study report).

Minority Faculty Retention

From 2008 to the present time, our minority faculty retention rate has remained at 100 percent.

**4. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.**

The department's curricula—broadcasting, digital journalism, and public relations—contain a significant amount of issues and perspectives that address diversity. Each concentration in the department has an outcome map (see Standard 2, #2 above, pp.48-50), that displays curricular implementation of The JSU 5+7, the 12 professional values and competencies. For instance, the map for the broadcasting concentration shows that of the 14 core communication courses that the department offers and identified in that map, 12 have “diversity” as their major objective. That is 87 percent infusion of diversity (content) into the BR core curriculum.

For digital journalism concentration, the outcome map shows that of the 14 core communication courses offered and identified in that map, 10 have “diversity” as their major objective (71 % infusion). For the PR concentration, the outcome map shows that of the 14 core communication courses identified in the map, 11 have “diversity” as a major objective (79 % infusion). For more information on this, please see our course syllabi.

**5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

The Department of Communication aspires to have a friendly workplace for all its constituencies, and one of the ways it attempts to do this is by establishing and maintaining a climate that is conducive to learning and working.

Listed below are several actions the department takes in order to achieve this objective among its faculty members and staff.

- \* The department head has an open-door policy.
- \* Faculty conducts an annual, anonymous evaluation of department head.
- \* Faculty is encouraged to present papers at conferences and workshops, and publish in academic journals and/or publish creative works through other outlets. The department pays 100 percent for the cost of such trips.
- \* The department head recommends all faculty members with paper presentation and/or publication for annual faculty research award by the university. The university currently accords this recognition to academic scholarships only. The department, however is planning to include other creative activities for recognition. That will have to be on departmental level, since the university does not do that.
- \* The department pays annually for faculty membership in professional organizations in journalism and mass communication. This includes both academic scholars and faculty members that engage in creative work.

- \* **The Disability Accommodation Statement.** All syllabi in the department must contain this language, “Any individual who qualifies for reasonable accommodations under The Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 should contact the instructor immediately.”

Upon their review of syllabi, those students who qualify for the above preference will approach the course instructor with a written paper from the Disability Support Service certifying that the holder of such a letter is authorized to receive such a service. The faculty member will then adjust class policy as much as it is reasonably possible to accommodate the student(s) with disability. Such accommodations, in the past, had included, but were not limited to, allowing more time for a student to take tests, sending a test to the Disability Support Service to administer (without compromising such exam), providing an interpreter, and providing a note taker.

The department has ramp access to the building for people using wheel chair. Other facilities for the handicap in the building where the department resides (Self Hall) include an elevator on the second floor that goes back and forth to the basement, handicapped parking spaces, and handicapped restrooms.

- \* The department supports faculty progress toward tenure and promotion through mentoring and advisement. Through evaluation and advisement of faculty, the department steers junior faculty in the right direction for tenure and promotion. Thus, it becomes easier for the faculty member to apply and obtain tenure when it is time for that. This approach proved effective for one of our minority faculty members—Dr. Augustine Ihator—who received tenure and promotion to full professor a few years ago.
- \* Faculty is given reduced load to enable them engage in scholarly activities and service. For instance, Dr. Jeffrey Hedrick (Asian America) and Dr. Augustine Ihator (African America) both have a reduced load of 3-4.
- \* The department promotes the university’s junior minority faculty program that assists junior faculty to obtain doctoral education.
- \* The university has a mentoring program for minorities, directed by Dr. Derby Curry, Assistant Professor of Nursing. That program, specifically designed for African American faculty, employs a program that pairs new faculty members with older faculties with comparable personalities as mentors and mentees. The department subscribes to that mentoring program.
- \* The departmental has a Diversity Committee, chaired by a minority faculty—Dr. Augustine Ihator. This committee is charged with the responsibility of advising the department on matters of diversity and inclusiveness in the department. Membership includes faculty and students.

**6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

The department mounts aggressive recruitment efforts directed at seeking out, recruiting, and retaining minority students. A major component of this effort involves the department's scholastic journalism activities.

The department holds its Summer Journalism Institute—a workshop designed to recruit high school, especially minority students—annually. It is a four-day intensive workshop given free-of-charge to qualified high school students. While the workshop is open to all students from Alabama, its regular attendees tend to be high school students from the immediate service area of the university.

The workshop is open to 11<sup>th</sup> and 12<sup>th</sup> grade students (with opportunity for exceptional 10<sup>th</sup> graders) with a cumulative grade-point-average of a "B" in their school work. Other requirements include a 500-word essay on "What I would do if I were a Journalist" (please see Appendix II.8.6A. "Summer Journalism Institute Program"). Subjects covered in the workshop include: television production, internet production, radio production, electronic newspaper production, public relations and advertising, and overview of the communications field and career prospects.

The department used to hold a separate minority workshop sponsored by a grant from Alabama Press Association. However, that workshop was later merged with the general workshop. Instead of two separate summer workshops, we now hold one general workshop for all races. This action was a result of the court case affecting the Dow Jones Newspaper Fund Journalism workshops. In spite of this, the department still conducts aggressive recruitment for minority students to attend the workshop. The 2013 workshop, for instance, was made up of 50 percent minority and 50 percent white; 75 percent female and 25 percent male.

Listed below are other student recruitment efforts made by the department.

- \* Faculty members serve as pro-bono resource persons to high school student newspapers, or as speakers or consultants.
- \* Minority students are part of our team of chaperones for Summer Journalism workshops.
- \* The department participates in the university's year-long recruitment drive. We provide them with our brochure as well as written advertisement for our department each time they are out on recruitment. This provides another viable avenue for minority student recruitment.
- \* The head of department occasionally visited minority schools in the area to initiate and sustain a relationship with them. The department also uses surrogates—minority faculty members from other departments who are from our service area—to recruit for the department. Currently such surrogates include faculty as well as non-faculty members. For instance, instructors Lynetta Owens, Sandra Sudduth (both from the College of Education and Professional Studies), and Ms. Valerie Rimsey Hamilton, from the English Department (all minority faculty and professionals).

- \* The university has a slogan—the friendliest campus in the South—and the administration truly believes in that. That perception seems to produce a realism of friendliness that trickles down from the administration to the rest of the university community. Projected to the external community, this perception becomes a self-fulfilling prophecy that has recently manifested itself in data collected by the Office of Institutional Research and Assessment showing that students believe that JSU is indeed the friendliest campus in the South. This does contribute positively toward student enrollment.

#### Retention of students

The department employs several strategies aimed at facilitating student retention. Listed below are some of them.

- \* The department provides opportunities for minority students to participate in departmental governance—serving on faculty committees, and participating actively in student organizations. Several have served in leadership positions in these organizations. For instance, Jimmese Warren (African American) served as the president of the Public Relations Organization; she also served as the student representative in the department’s Faculty Search Committee in 2004-05. Constance Glen (African American) served as vice president of the Public Relations Organization in 2005-06. Deshunn Johnson (African American) served as the vice president of the Public Relations Organization in 2006-07; and as student member of the Faculty Search Committee. Gerhard Mathangani (African American) worked in the newspaper as sports editor. Before him was Anthony Hall (African American) who also worked at the newspaper as sports editor. Also, Shundretta Adamson and Brittany Pearson (both African American) worked for the department as chaperones during our Summer Journalism Institute—2005 and 2013 respectively.
- \* Avenue for student feedback is provided and the procedure enforced. Students are made aware—orally and in writing—of the availability of a Student Grievance Committee and directed to the chair of that committee. For instance, this is announced at student-faculty meetings, and every syllabus in the department contains a statement indicating the availability of such a committee, its chair and her/his phone number.
- \* The department assists students, including minorities, in acquiring internship positions.
- \* The department assists students, including minorities, in securing permanent jobs.
- \* The department offers scholarships to qualified students, and occasionally explores opportunities for other kinds of financial assistance to struggling students, including minorities. Several times the department head had interceded (with the International Student House at JSU) on behalf of students, such as Katja Sunnaburg and Elizabeth Maduka, (female, minority, international students) in order to secure financial assistance for them to complete their studies, and both have successfully graduated.

- \* Faculty determines if a need exists for additional advisement for students who may be struggling to succeed academically.
- \* We ensure that we include minority speakers (from outside the department) among the visiting lecturers during workshops, Communication Week, Summer Journalism Institute, and other such events, and those efforts have yielded positive results over the years because minority students will emulate those as role models.

**7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.**

N/A (Admission to the department does not vary from the general university's.)

**8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process**

In the past several years since the Department of Communication shifted its focus toward improving its status on diversity, attracting, retaining and graduating minority students have remained a priority for the department, as shown in its diversity plan (Appendix II.3.2. Communication "Diversity Plan and Procedure").

**Minority Enrollment Rate**

The department's first minority-enrollment record since after 2002, when it shifted its focus toward improving its record on diversity, was 37 percent—recorded in 2003. Since then, with the exception of 2005-06, our annual minority enrollment has steadily surpassed that seminal figure, yielding a four-year average of 38 percent during that period—2003-2007—(see Table W below). Even better are our recent minority enrollment statistics, which have gone from 48.08 percent to 51.8 percent, yielding a four-year (2009-2013) average of nearly 50 percent (see Table X below).

**Minority Graduation Rate**

Our graduation rate, while not as high as our enrollment figures, has basically followed a trend similar to that of our enrollment. In the period between 2003 and 2007, it had gone from 21 percent to 33 percent with a four-year average minority graduation rate of 26 percent (see Table Y below). More recently (2009-2013), our graduation rate has gone from 28.9 percent to 47.5 percent with a culminating four-year average of 40.1 percent (see Table Z below).

**Table W--Communication Department Enrollment: 2003-2007**

	2003-2004	2004-2005	2005-2006	2006-2007	Average Majority	Average Minority	Percent Minority (Average)
<b>Total Minority</b>	98	94	84	98		94	
<b>Total Majority</b>	170	137	162	152	155		
<b>Percent Minority</b>	37%	41%	34%	39%			38%

*Data from JSU's Office of Institutional Research and Assessment*

**Table X--Communication Department Minority Enrollment: 2009-2013**

	2009-2010	2010-2011	2011-2012	2012-2013	Average Majority	Average Minority	Percent Minority (Average)
<b>Total Minority</b>	100	122	143	139		126	
<b>Total Majority</b>	108	127	133	135	125.8		
<b>Percent Minority</b>	48.08	49	51.8	50.7			49.9

*Data from JSU's Office of Institutional Research and Assessment*

**Table Y--Communication Department Minority Graduation: 2003-2007**

	2003-2004	2004-2005	2005-2006	2006-2007	Average Majority	Average Minority	Percent Minority (Average)
<b>Total Minority</b>	8	7	11	10		9	
<b>Total Majority</b>	28	27	27	20	26		
<b>Percent Minority</b>	22%	21%	29%	33%			26%

*Data from JSU's Office of Institutional Research and Assessment*

**Table Z--Communication Department Minority Graduation: 2009-2013**

	2009-2010	2010-2011	2011-2012	2012-2013	Average Majority	Average Minority	Percent Minority (Average)
<b>Total Minority</b>	13	13	19	19		16	
<b>Total Majority</b>	32	18	21	26	24.3		
<b>Percent Minority</b>	28.9	41.9	47.5	42			40.1

*Data from JSU's Office of Institutional Research and Assessment*

We are pleased with the improvements we have made over the years since our change of direction toward diversification, although we are not complacent, and will continue to seek ways of improving on where we currently are.

As is commonly known, among the reasons for lack of student retention are academic, socio-cultural, as well as motivational factors. In order to address the academic dimension of this problem, and given the small size of his department, the department head took it upon him to monitor communication students with signs of academic difficult, especially minority students who are usually at a higher risk. The head requested from the college, and now receives, at the end of each academic year, a list of students with Ds and Fs in communication courses. This allows him to determine when and where intervention may be necessary to avert potentially serious academic problem for a student. Such inspections are very useful in view of our policy that a student cannot continue as a major or a minor in communication if s/he makes a D or an F twice in the same course. Further, it (the inspection) had in the past led to sending students for special advising, counseling, or in a few cases, advising such students to change major so as to avert dropping out of school completely because of repeated failure to meet the standards set for communication majors and minors.

The department has also tried to address the socio-cultural and motivational dimensions of minority retention by establishing a diversity committee headed by a minority faculty member. This committee must include minority students as members. The charge of this committee is to monitor minority issues in the department, innovate and make recommendations to the department for improvements. Further, the department encourages minority students to become members of student organizations in the department. They are encouraged and supported to run for offices in the department. Several have successfully done so and successfully held leadership positions in the department. The department head ensures that appointment to faculty search committees include minority and female students as often as possible.

**9. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, “Full-time Faculty Recruitment”).**

The department recognizes the importance of diversity in the work force, including the academy, and makes all efforts to recruit women and minorities at any given opportunity. We utilize several channels to reach out to minorities and females with job advertisements. Such avenues include the AEJMC newsletter, the Minorities and Communication (MAC Division of AEJMC) list-serve, the Broadcast Education Association, *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 website. Another very important avenue is networking. As a member of several minority organizations/committees, the department head networks with other members in order to recruit women and minorities.

Since after 2002 when the department became very involved in diversification, we have had periods of high activity—2002-2003, 2004-05 and 2006-07—in recruiting women and minorities, most of whom we have also been able to retain thus far. In 2002-2003, we hired two African-American faculty members (males); in 2004-2005, we hired our first African-American female endowed chair; and in 2006-2007 we hired our first Asian-American faculty (male). However, in the last three academic years—2010-2011, 2011-2012, and 2012-2013—we have not, as Table 7 shows, had any activities in full-time hiring because we have not had any openings.

**Table 7. Full-time Faculty Recruitment**

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

Academic years:	2010 - 2011	2011 - 2012	2012 - 2013
Openings	0	0	0
Total applicants in hiring pool	0	0	0
Females in hiring pool	0	0	0
Female finalists considered	0	0	0
Offers made to females	0	0	0
Offers accepted by females	0	0	0
Minorities in hiring pool	0	0	0
Minority finalists considered	0	0	0
Offers made to minorities	0	0	0
Offers accepted by minorities	0	0	0
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

**10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.**

Following a conscious decision in 2002 to improve its credentials on diversity and inclusiveness, the Department of Communication has continued to make serious efforts not only to recruit women and minorities, but also to retain them after hiring. We use several methods in order to achieve this objective.

The department encourages and supports efforts by faculty, especially members of the minority, to engage in traditional research (for those with terminal degrees) and/or creative activities (for the professional staff). For example, we have, in the Department of Communication, a tradition of paying 100 percent for both faculty conference presentations and faculty professional organization membership. Although we have not been able to do both for the last two years because of budgetary constraints, we have resumed that practice since 2013.

As a minority faculty, the department head recognizes that one of the complaints or perceptions that minority candidates have against historically white institutions is that they may hire minorities, but they find it difficult to promote or tenure them. Against this backdrop, the department ensures that once a faculty member is hired, the department begins the process of grooming that new faculty in preparation for tenure and promotion. This is accomplished through frequent advisement and instructions that steer the faculty in the right direction that will eventually result to successful tenure and promotion application. For example, we recommend JSU's minority mentoring program to minority faculty members. Dr. Augustine Ihator, an African American who came here as an untenured associate professor, was a graduate of that mentoring program. He successfully went in for tenure and promotion after his second year at JSU. The head of department, Dr. Kingsley Harbor, also an African American, was mentored by several people, and especially Dr. T. Allen Smith, former dean of College of Arts and Sciences (now retired). Dr. Harbor also applied successfully for tenure and promotion after two years at JSU. Currently, Dr. Jeffrey Hedrick, our newest minority faculty member (Asian American), is being prepared for his tenure and promotion.

The department gives faculty members reduced load to enable them conduct research that will aid them in their bid for tenure and promotion. Faculty members in the college carry 4-4 teaching load per academic year, but our department is the only one that offers this incentive of 3-4 teaching load to its faculty, a situation that we were able to achieve because of ACEJMC accreditation.

The head of department encourages African-American faculty members, both in and outside his department, to utilize the JSU scholarship program designed for minority graduate education in order to further their education. The Grow-your-own scholarship program is an example. It allows African American faculty members who wish to obtain a doctorate degree to pursue such endeavor while they retain their tenure as faculty members at JSU. That program is a result of a settlement in the case, [Knight and Sims v. The State of Alabama](#), which charged the state of discrimination against African American faculty and staff in Alabama universities.

As stated earlier, the departmental has a Diversity Committee, chaired by a minority faculty, which looks into and makes recommendations to the department on matters affecting minorities—faculty and student alike—in the department.

We were the first and only department in this University to hire a female and a minority (African American) as a distinguished chair. We are also the first and only academic department in the university to have a minority as a department head. The retention rate of our minority faculty since fall 2007 has remained at 100 percent. Despite all this, we are continuing to work toward improving our gender diversity by getting at least one female on our full-time faculty. We have a full-time faculty opening at present, and that will provide us an opportunity to accomplish that goal.

**11. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 8, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.**

The department has not had a tradition of using adjunct faculty members a great deal mainly because of the location of the university vis-à-vis large media markets. Located about 110 miles and 80 miles from Atlanta and Birmingham respectively (the two metropolitan cities in the area with larger media presence), the department has not had an easy time attracting professional adjuncts to teach here because of prohibitive commuting distance. Similar to the situation of the professional media, there are no nearby universities where we could draw potential adjuncts from. Thus, the use of adjuncts had never been a strategy the department could count on in terms of staffing its faculty. This situation, however, has begun to improve over the past several years for two reasons. As fledging media outlets, especially electronic media, that have come to the area grew stronger and more stable, the propensity for the department to align itself with them grew. The second reason relates to the relationship which the department had begun to cultivate with already-existing media outlets, such as *The Anniston Star* and *The Jacksonville News*. As that relationship matured, both sides saw the need for a closer collaboration in producing future journalists and other mass communicators. This improvement manifests itself more prominently in the areas of news editorial and public relations and less so in the electronic media, which have much fewer outlets in this area.

In summary, while the last three academic years in the department have seen no activity in full-time hiring, part-time employment by the department has not been as dormant. Prior to 2010, we lost four adjunct faculty members (three females and one African-American male). One of the females went back to school—changing her career from journalism to nursing after working many years as a journalist; another went back to school to obtain a master’s degree in secondary education; the third left because of the heavy load of holding a full-time job as a journalist, teaching adjunct for us, and expecting a baby; and the male minority adjunct moved to a new job in Huntsville, Alabama. Soon after that we embarked upon replacing the lost faculty and, as Table 8 below shows, in 2011-2012, we hired two adjunct faculties (females), and a third one to follow in January, 2014. Below is a list of these adjunct faculty members.

**Minority: None**

**Females**

Ms. Anita Stiefel

Ms. Pamela Hill

Dr. Stacy Mann

Communication instructor, Troy State University

Web-based and Computer-based Training Developer,  
SAIC/EAI Corporation, Anniston, AlabamaAssistant professor of emergency management, and former  
instructor of journalism and veteran news woman.**Table 8. Part-time/adjunct faculty recruitment**

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

<b>Academic years:</b>	<b>2010–2011</b>	<b>2011–2012</b>	<b>2012 –2013</b>
Openings	2	2	0
Total applicants in hiring pool	2	5	0
Females in hiring pool	0	3	0
Female finalists considered	0	2	0
Offers made to females	0	2	0
Offers accepted by females	0	2	0
Minorities in hiring pool	0	0	0
Minority finalists considered	0	0	0
Offers made to minorities	0	0	0
Offers accepted by minorities	0	0	0
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

**12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.**

The following professionals and/or professors have been invited by the department at various times to share their experiences, knowledge, and expertise in Communication with our students.

**2010**

Monday, April 5, 2010: Public Relations Day - Miranda Myrick, Anniston Army Depot  
[*White, female*]

Tuesday, April 6, 2010: Print Journalism Day - Chris Foshee, Sports Editor, St. Clair County News [*White, male*]

Wednesday, April 7, 2010: Broadcasting Day - Jamie Langley, Co-anchor, CBS 8 News, Montgomery Alabama [*White, female*]

Thursday, April 8, 2010: Awards Day Luncheon Keynote Speaker: Mr. Trebor Banstetter, Corporate Communication Specialist, Delta Airways [*White, male*]

**2011**

Monday, April 11, 2011, Broadcasting Day - Ms. Hollie Thrasher, Reporter/Producer, TV 38, Georgia [*White female*]

Tuesday, April 12, 2011: Print Journalism Day - Mr. Jon Alred, Publisher, Jacksonville News & Piedmont Journal [*White male*]

Wednesday, April 13, 2011: Public Relations Day - Mr. Brandon Glover, Alabama Power Company [*White, male*]

Thursday, April 14, 2011: Luncheon Keynote Speaker: Ms. Geni Certain, Managing Editor, The Daily Home [*White, female*]

**2012**

Monday, April 2, 2012 Public Relations Day – Mr. Tom Potts, Jr., Potts Marketing Group [*White, male*]

Tuesday, April 3, 2012 Broadcasting Day - Mr. Mike Mote, News Director, WHMA radio [*White male, Blind*]

Wednesday, April 4, 2012 Print Journalism Day - Mr. Justin Thurman, Regional Manager, Advance Digital [*White, male*]

Thursday April 5, 2012 Luncheon Keynote Speaker: Mr. Mike Abrams, Public Affairs Officer, US Army Chemical Materials Agency [*White male*]

**2013**

Monday, April 1, 2013 Digital Journalism Day – Mr. Anthony Cook, editor of AL.com [*African American, male*]

Tuesday, April 2, 2013 Broadcasting Day - Mr. Mike Parris, voice of the JSU Gamecocks [*White, male*]

Wednesday, April 3, 2013 Public Relations Day – Ms. Jessica Brown, Marketing Director of United Way of Etowah County [*White, female*]

Thursday April 4, 2013 Luncheon Keynote Speaker – Mr. Lantz Croft, Operations Manger of WBRC Fox-6 TV in Birmingham [*White, male*], [*com. Alumnus*]

June 9, 2013 Summer Journalism Institute keynote speaker—Mr. Roy Williams  
[**Male, African American**], Marketing Director, Holy Family Cristo Rey Catholic High School, Birmingham, Alabama. Also a newspaper journalist for 23-years at *Birmingham News*. [**Also com. Alumnus**]

### **Ayers Lecturer**

March 25, 2010 Mr. H. Brandt Ayers [**White, male**], publisher of the *Anniston Star* and chairman of Consolidated Publishing Company

February 24, 2011 Ms. Jackie Northam [**White, female**], Washington, D.C. based foreign correspondent for National Public Radio

March 8, 2012 Ms. Connie Schultz [**White, female**], American writer and journalist; nationally syndicated columnist based at *The Cleveland Plain Dealer* newspaper

March 14, 2013 Ms. Diane McWhorter [**White, female**], Civil Rights historian and Pulitzer-Prize winning author and commentator who has written extensively about race and the history of Civil Rights.

### **Guest Speakers in classes**

#### **COM 440 Public Relations Campaign Management** taught by Dr. Augustine Ihator

- FALL 2012 - Jessica Brown [**White, female**], Resource Development & Marketing Director, United Way of Etowah County, AL.
- SPRING 2012 - Sandy Knight [**female**] and Dev Wakeley, Owners of Wake & Bake Pizza Restaurant, Jacksonville, AL.
- SPRING 2012 - Kristy Farmer [**female**], Owner/General Manager of Peerless Grille and Saloon, Anniston, AL.
- FALL 2011 - Vernon Thomas [**African American**], General Manager of Sunny King Toyota, Oxford, AL.
- FALL 2011 - Mrs. Jill Waters [**White female**], Owner of Jillybean's Cupcakes & Ice Cream Restaurant, Jacksonville, AL.
- SPRING 2011 - Cindy Young [**female**], Owner (2<sup>nd</sup> time). Java Jolt Coffee House, Jacksonville, AL.
- FALL 2010 - Brandon Glover [**White male**], PR Officer: Alabama Power – A Southern Company, Anniston, AL.
- SPRING 2010 COM 440 Campaign Management - Cindy Young [**female**], Owner Java Jolt Coffee House, Jacksonville, AL

#### **COM 315 Intro to News**, taught by Mr. Chris Waddle.

Larry Amerson, Calhoun County sheriff, [**White male**], for COM 315, fall and spring semesters, 2010 and 2011

**COM 330 Intro to Public Relations**, taught by Dr. Jeffrey Hedrick

From Fall 2009 through Spring 2012, the following guests visited EVERY semester:

- Andy Green [**White male**], Director of Enrollment Management, JSU Admissions office
- Angie Finley [**White female**], Public Relations Specialist, Jacksonville State University
- Patty Hobbs, [**White female**] Public Relations Director, Jacksonville State University
- Tim Garner [**White male**], Director of Marketing & Communications, JSU

From Fall 2009 through Spring 2012, the following visited two or three semesters:

- Susan Williamson, Vice President Advancement at Community Foundation of Northeast Alabama in Anniston; former PR director at Anniston Regional Medical Center [**female**]
- Alison Ortiz, Admissions Counselor, JSU Admissions [**Latin American, female**]
- Meredith Harvey, Admissions Counselor, JSU Admissions [**female**]

March 8<sup>th</sup>, 2012 Connie Shultz [**White, female**] Q & A session in COM 330, Intro to Public Relations, open to all students

March 14<sup>th</sup>, 2013 Diane McWhorter [**White, female**] Q & A session in COM 330, Intro to Public Relations, open to all students