

## Part II, Standard 4. Full-Time and Part-Time Faculty



**Anita Stiefel, ABD**



**Dr. Stacey Mann**



**Dr. J. Patrick McGrail**



**Dr. Jeffrey B. Hedrick**

**During the visit**, the unit should provide the following documents in the workroom:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2013 semester
- records on faculty promotion and tenure

## **Executive summary (optional).**

Department faculty comprises instructors with terminal degree and professional experience as well as others without terminal degree, but with extensive professional experience; and course assignments take into consideration each faculty member's background. Those with terminal degrees teach conceptual/theoretical courses mostly, while skills courses are taught by instructors with extensive professional experience in the relevant fields. The department uses part-time/adjunct faculty, although full-time faculty have primary responsibility for teaching, advising, research/creative activity and service.

Job advertisements stipulate both minimum and desirable qualifications for each advertised position, and applicants for faculty position in the department—full or part-time—must meet at least those minimum criteria set by the university.

While student evaluation of course instruction is done each semester, comprehensive evaluation of faculty performance is done annually. Such evaluation is based on three major criteria: (a) teaching effectiveness and advisement, (b) scholarly activities and/or research, and (c) professional, institutional, and community services.

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

#### **1. Describe how the unit selects full-time and part-time faculty and instructional staff.**

The department adheres to the employment policies and guidelines developed by the University. The head of department, working closely with the department faculty, identifies a vacant or new position, and develops a job description which stipulates minimum as well as desired qualifications. He discusses this with the dean of the College of Education and Professional Studies. Upon the dean's verbal approval, necessary paper work ("permission to post position") is completed and sent to the higher administration through the dean. Upon approval, a national search ensues.

The paper work completed and sent to the higher administration (which includes the job description) is sent to the Department of Human Resources by the provost and vice president for academic and student affairs. Human Resources places advertisements in several outlets—regional and national, professional/trade publications. They include *The Chronicle of Higher Education*, *HigherEd Jobs*, *Inside HigherEd*, *HBCU*, *Divers*, and *Al.com*. Our department also requests that the Human Resources include the *AEJMC News* and AEJMC website. The department further supplements HR postings with its own direct mailings that go to individual members of the AEJMC including members of the Minorities and Communication Division through its list serve. All advertisements encourage women and minority to apply.

The department head sets up a search committee. Because we are a small department, this always involves every full-time faculty, a part-time faculty who is also the manager of our student media, and a Communication student. Ms. Rosalynn Martin, Director of Human Resources, and Dr. Joe Delap, Associate Vice President for Academic Affairs, visit the committee during its first meeting to brief the committee on the necessity for a search that includes and considers diverse applicants. Upon receipt of applications, the committee reviews the pool of applicants, and

develops a short list. Applicants in the short list are invited for a telephone interview. Three finalists are selected, following the telephone interview, for an on-campus interview.

All candidates must meet minimum standard before being considered for a position at Jacksonville State University. That minimum standard is a master's degree in the discipline of interest or a master's degree in a closely related area, but with a minimum of 18 graduate hours in the discipline of interest. Depending on the course(s) to be taught, consideration is given to outstanding professional experience in lieu of degree. Selection of full-time faculty candidates who have met the minimum qualifications is based on: (1) the quality of their teaching credentials, (2) the quality and quantity of their research and/or creative activities, (3) the quantity of their public and professional service activities, (4) quality of their reference checks, and (5) the needs of the department, such as balance in degree, professional experience, gender, and race. The interview, which usually lasts for two days, includes classroom teaching; question and answer session with department faculty; meeting with the dean, the provost and vice president for academic and student affairs; and campus as well as city tours.

Finally, upon conclusion of the campus interview of the three finalists, the search committee meets, deliberates, and finally votes on the first, second, and third choices. The head of department sends the committee's recommendation, through the dean, to the provost and vice president for academic and student affairs. Upon the provost's approval of the committee's recommendation, the department head contacts and makes an offer to the first candidate, and if s/he accepts, the search closes. If not, the department head makes an offer to the second candidate, and if necessary, to the third.

Part-time faculty employment is less rigorous. However, similar to full-time faculty, part-time applicants must also meet minimum requirements. After ensuring that a prospective part time faculty member meets all the requirements, the head of department presents his recommendation to the dean and the provost. All final faculty employment decisions are made by the president of the University.

**2. Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.**

Please see Appendix II.4.2. "Published Faculty Searches."

**3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service.**

The Department of Communication expects all full-time faculty members to remain active in terms of faculty development, research and/or creative activities, and service. As stated earlier, faculty advancement—tenure, promotion, and raises—is closely tied to annual faculty evaluation, which itself is predicated upon performance in three major areas: teaching and advisement; research, creative and/or professional activity; and public and professional service.

Both during and after the process of hiring, faculty members are thoroughly informed of the above three requirements via orientations, faculty development, and annual evaluation. Each year, the university conducts an intensive faculty orientation for new faculty members, and it lasts for about one week. A part of this orientation deals with information on university

requirements for continuation and advancement as a faculty member. Along with this orientation, each faculty member receives a faculty handbook that clearly enunciates these standards and procedures. Also, faculty annual evaluation forms clearly show these three major areas, delineating the weight (percentage-wise) of each area in determining a faculty member's overall score (please see [Appendix II.4.3. "Faculty Expectations in Teaching, Research, and Service"](#)).

In terms of specific indicators of teaching expectation, our department's full-time faculty members currently have a 3-4 (i.e., three courses in fall, and four in spring) teaching load with the exception of one professional faculty who specifically requested to continue with 4-4 teaching load, the fourth course being internship.

On research, creative and/or professional activity, the university sets its general expectations while each college provides more specifics to those expectations.

The College of Education and Professional Studies requires, for tenure and/or promotion to associate professor, that a faculty member must have a minimum of five (5) major scholarly activities to include at least three (3) publications within the five years preceding the application for tenure and/or promotion. For promotion to full professor, a faculty member must have a minimum of six (6) major scholarly activities to include at least four (4) publications within the five years preceding the application.

As always, service, defined by the university as, "activities related to the University, the profession, and the community when related to the discipline" (*JSU Faculty Handbook*, 2013, p. 25) is also a component of this process. Although there is no specificity on the part of the university as to the quantity or quality of service, but the college does provide details as to what constitutes university service, professional service as well as community service (see [Appendix II. 4.3](#) above).

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

As stated earlier, the normal workload for full-time faculty members across College of Education and Professional Studies is 4-4, with the exception of our department. This adoption followed a 2003 recommendation by an ACEJMC consultant, Dr. Dan Lattimore (then vice provost at the University of Memphis), who reviewed our program and recommended, among others, a reduction of load for our faculty so as to free up some time for faculty research, creative and/or professional activity. The chart below shows our normal teaching assignments for the five full-time faculty members in the department. Assistant Professor Jerry Chandler has 4-4 because one of his classes is internship, and he has asked to retain the 4-4 structure given that internship is not a regular class. So far, it has not affected his creative activities. Kingsley Harbor, as the department head, teaches 50 percent, and performs administrative duties 50 percent.

**Department of Communication Workload  
for Full-time Faculty**

Full-time Faculty*	Fall	Spring
Jerry G. Chandler (MA)	4	4
Augustine Ihator (Ph.D.)	4	3
J. Patrick McGrail (Ph.D.)	3	4
Jeffery B. Hedrick (Ph.D.)	3	4
Kingsley O. Harbor (Ph.D.) head of department	2	2

*\* The department had six full-time faculty members up till the end of May, 2013, when one of them—The Ayers Chair—left, now leaving the department with five full-time faculty members.*

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

All teaching faculty—full-time and part-time—are evaluated at the end of every semester, but a comprehensive evaluation of full-time faculty is done once each academic year—at the end of the spring semester. Semester evaluations are limited to student evaluation of faculty and instruction, while the annual, comprehensive evaluation includes both student and department head’s overall evaluations. This end-of-year assessment looks at all work—teaching and advisement, scholarship and/or creative activity, and (department, university, professional, and community) services done by a full-time instructor throughout the year.

Criteria for evaluating full-time and part-time faculty

Two years ago, the College of Education and Professional Studies discarded its former evaluation instrument for a new one that is significantly different from the previous one. It consists of two major parts: (1) a portfolio which elaborately defines teaching effectiveness, advisement, scholarship and/or creative activities, and (departmental, university, professional, and community) services; and (2) a rubric which details the set of criteria as well as scales for measuring those qualities defined by the portfolio.

Teaching effectiveness is measured in terms of course preparation and delivery (which itself is a composite of several other criteria such as quality of syllabi, use of technology, pedagogical innovations, etc.), professional development, and advisement (measured by quality of advisement sheet, accessibility, and student evaluation, among others). For the past three to four years, the university has transitioned from classroom student evaluation of instructor to online evaluation using the IDEA program.

Scholarship is measured in terms of publication, conference presentation, and grants activities. Service has four dimensions—departmental, university-wide, professional, and community activities. Each of the above measures has three to four levels of performance-rating—exceeds expectation, meets expectation, below expectation, or in some cases, not applicable (please see [Appendix II.4.5. “Faculty Appraisal Forms”](#))

Similar to full-time faculty, adjunct faculty members undergo student evaluation every semester using the IDEA program, and they also undergo an annual evaluation. The only difference is that while full-time faculty members are evaluated on four major criteria (as detailed above), adjunct faculty members are evaluated only on teaching effectiveness because they do not advise and do not have service or scholarship expectations by our university.

The entire evaluation criteria are significantly informed by the department’s goals and student learning outcomes, among others.

#### Process of evaluating full and part-time faculty

Each year, on or before May 1, each full-time faculty member submits to the head of department, via Live Text online system, a report of her/his activities for the past year. The report comprises a self-evaluation narrative of how the faculty member has met the requirements for teaching, advisement, scholarship, and service for that year, as well as that faculty member’s goals for the next year. These materials and their supporting evidences are submitted electronically (vial Live Text) to the head of department. The department head reviews the whole submission and responds to the faculty member by May 15 or the first business day following May 15<sup>th</sup>. This is a formative feedback to the faculty.

Next, the department head and the faculty will meet to discuss the evaluation. This meeting will include feedback by the department head to the faculty on the faculty member’s proposed goals for the next year. At the end of the meeting, both will sign the evaluation form signifying their participation in the conference. There is a space for signatures at the end of the form. The faculty member has 10 days to provide a written comment about the conference, if any, to the department head and the dean. At the end of this, each party gets a copy of the entire document. The original document is submitted electronically to the dean of the College. That brings the annual evaluation to an end.

#### **6. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.**

According to *JSU Faculty Handbook* (2013), all faculty members employed under tenure track are eligible for tenure and/or promotion. Such faculty members have the responsibility to attain the standard listed in the *Faculty Handbook* (2013, pp. 15-30) as pre-requisites for tenure and promotion (T&P). In most cases, tenure and promotion will apply only to faculty members with professorial ranks—assistant professors and upward. To move from assistant to associate professor, the assistant professor must have: (a) a terminal degree or outstanding performance in the creative arts in lieu of an advanced degree, (b) taught for five years at the rank of assistant professor, (c) evidence of sustained noteworthy teaching effectiveness, and (d) evidence of noteworthy research—scholarly, creative, or professional activities, and (e) credit for the minimum number of hours of graduate work required by the relevant regional accrediting body.

To move from associate professor to full professor, the associate professor must have: (a) a sustained excellence in teaching, scholarship, and service, (b) an appropriate, earned doctorate or a widely acclaimed accomplishments in the creative arts or business, (c) a minimum of 10 years of full-time teaching, five as an associate professor, and (d) credit for the minimum number of hours of graduate work required by the relevant regional accrediting body (see [Appendix II. 5.5. “JSU Faculty Handbook—Tenure and promotion.”](#)) A faculty member applying for tenure and/or promotion has the responsibility of preparing an adequate and standard portfolio. The office of the provost and vice president for academic and student affairs has a list of guidelines that directs the applicant on how to assemble the portfolio. The dean of the College of Education and Professional Studies holds seminars and conferences every year on how to prepare for tenure and/or promotion, and aspirants are encouraged by the department head to attend such seminars/workshops which are publicized college-wide.

Each year in September, the provost and vice president for academic and student affairs sends out a campus-wide call for applications for tenure and/or promotion specifying deadlines for the applications to reach her office. The decision making process begins as soon as the applicant turns in her/his application/portfolio to the department head. Departments in the College of Education and Professional Studies do not have separate departmental tenure and promotion committees, but the college has a standing tenure and promotion committee that all departments under the college go through for tenure and promotion purposes. Although there are no separate tenure and promotion committees within departments, department faculty participates actively in the process.

It is the university’s policy that upon receipt of a tenure and promotion application from a candidate, the department head will invite all faculty members in the department, who have the same or a higher rank than that of the applicant, to review the document and submit letters to the department head regarding the application. The department head then submits his recommendation, letters from those eligible department faculty members, and the candidate’s portfolio to the dean. The dean in turn, invites faculty members in the whole college who are at the same or higher rank as the applicant to review and submit letters regarding the application. The dean submits her/his recommendation, letters from eligible faculty members, and the portfolio to the provost and vice president for academic and student affairs who eventually makes her recommendation to the president of the university, who finally approves or disapproves the application. The provost and vice president for academic and student affairs notifies the applicant of the action. For successful applicants, the promotion and/or tenure becomes effective on October 1 of the following academic year. Unsuccessful applicants may file an appeal in writing to the president of the Faculty Senate and the provost and vice president for academic and student affairs within seven days of the letter of denial.

Salary recommendations are based on faculty evaluation as discussed above. The department head makes recommendations to the dean of the college based on faculty performance during the relevant academic year. The dean, on the strength of the department head’s recommendation as well as other factors (such as comparison with other units in the college and the amount of money earmarked for salary increase), makes her/his recommendation to the provost and vice president for academic and student affairs who makes her own recommendation to the president for his final decision. The above process relates to merit raises only. For across-the-board raises, they are just that: across the board—everyone receives the same percentage.

**7. Describe faculty members' activities outside the unit in service to the campus or university.**

Assistant Professor Jerry G. Chandler

<b>Committee</b>	<b>Responsibility</b>	<b>Period of service</b>
Co-chair, Disciplinary-Action Committee	Student disciplinary issues	2007 – Present
Chair, University Integrity Committee	Ethical Issues in communication	2007-Present
Univ. Media Manager Search Committee	Hire Univ. PR staff	2007 – Present

Dr. Augustine Ihator, Professor

<b>Committee</b>	<b>Responsibility</b>	<b>Period of service</b>
Faculty Senate	Represents faculty—academic and other pertinent issues	2004-date
Faculty Senate Policies Committee	Review University policies relating to faculty	2004-2005
Board of Directors, Jacksonville State University Foundation	Foundation seeks ways and means to enhance University	2005-date

Dr. Jeffrey Hedrick, Assistant Professor

<b>Committee</b>	<b>Responsibility</b>	<b>Period of Service</b>
College Curriculum Committee	College curriculum matter within the College of Education & Professional Studies	2009-2013
CEPS Information Committee	Information dissemination with emphasis on content & updating of CEPS websites	2006-Present
Faculty Senator	Represents COM faculty-- Academic and other pertinent issues	Fall 2008-present
Faculty Senate Welfare Committee	Considers faculty welfare issues within the university	2010-present
Library Liaison	Interacts with University librarians in acquisition and maintaining of library resources related to Communication	2007-present



Dr. J. Patrick McGrail

<b>Committee</b>	<b>Responsibility</b>	<b>Period of service</b>
Curriculum Committee	Implements requests made by departments for new and revised courses; make changes in prerequisites for courses	2008-present
College Evaluation Committee	Deals with faculty rank, advancement, promotion and salary for faculty	2010-present
Student Recruitment Committee	Involved in getting word out to students by keeping them informed of JSU successes	2008-2011
Mentoring Committee	Connected junior faculty with more senior faculty and created a handbook and survey to assist with and assess the experiences of new faculty	2010-2012
TV-24 ad hoc committee	Met to discuss the smooth transition of TV-24 from Self Hall and the nature of its relationship with the university	2012-2013
CEPS public relations committee	Worked on a promotional video for CEPS	2010-2011
PSU LiveWire committee	Online radio committee for Penn State University, Altoona.	2007-2008

Dr. Kingsley O. Harbor

<b>Committee</b>	<b>Responsibility</b>	<b>Period of service</b>
Faculty Hearing Committee	Faculty evaluation processes and issues	2002-present
<i>Chair</i> , CEPS Advisory Committee	1. Reviews and recommends issues of potential importance to the college. 2. College Grade-appeals	2003-present
Council of Department Heads	Academic, administrative, regulatory issues	2002-present
College Curriculum Committee	College curriculum matters	2002-present
NCATE Diversity Committee	College Diversity issues	2002-2006
Enrollment Management Committee (EMC)	Managing JSU enrollment.	2003-present
<i>Chair</i> , Persistence Subcommittee of the EMC	Student retention	2005-2006

Committee on Recruitment & Retention of African-American Faculty and Staff (R&R Committee)	Study, manage, and make recommendations to the administration on black issues	2002-present
<i>Chair</i> , Brochure Subcommittee of the R&R Committee	Design, produce and maintain brochure for R&R committee	2003-present
African-American Org. for Responsive Education (AFORE)	Oversees overall black issues on campus	2002- present
JSU Printing and Publications Committee	University printing, publication, website & Other promotional media	2004-present
Institutional Effectiveness Committee	Program review, assessment PRISM system improvement	2006-present
Tuition Remission Review Ad-hoc Committee	Review and revise JSU tuition assistance program	2006-present
Faculty Handbook Committee	Review & revision of Faculty Handbook	2007-2008
Dean Search Committee	Recruit dean of library	2007-2008

**8. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.**

**Percentage of courses taught by full-time faculty:**

These data are based on JSU's catalogues that were current during the school years listed below. Each of those catalogues contained 29 communication courses, and the figures stated below represent the percentage of courses taught by full-time tenured, tenure-track and fixed-term faculty.

2012-13 school year: 89.7% (We had two adjuncts: one taught one course, and the other taught two)

2011-12 school year: 89.7% (We had two adjuncts: one taught one course, and the other taught two)

2010-11 school year: 100% (We had no adjunct faculty during the 2010-2011 academic year).

**9. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.**

N/A