Mission, Governance and Administration
KEY POINTS

Journalism education began at Iowa State University in 1905.

The Greenlee School of Journalism and Communication is the largest unit within the College of Liberal Arts and Sciences and the only LAS unit with school status.

The Greenlee School believes in shared governance and transparency.

Dr. Michael Bugeja has served as the school’s director since 2003.
EXECUTIVE SUMMARY

Journalism education at Iowa State University has a rich history, with journalism first taught at the institution in 1905. In 1925, The Department of Technical Journalism was founded in the College of Agriculture, offering majors in agricultural and home economics journalism. The unit was renamed in 1969 to the Department of Journalism and Mass Communication. And in 1990, Telecommunicative Arts, located in the Department of Speech Communication merged with journalism, which was moved that year from the College of Agriculture and Life Sciences to the College of Liberal Arts and Sciences. In 1998, the department became the Greenlee School of Journalism and Communication.

The Greenlee School of Journalism is one of the 22 departments in the College of Liberal Arts and Sciences (LAS), but it is the only unit with school status. The school is the largest unit in LAS enrolling 793 students (fall 2014). The school is administered by the director, who reports to the College of Liberal Arts and Sciences dean. The director is assisted by an associate director, director of graduate education and director of undergraduate education.

The mission of the Greenlee School is primarily undergraduate education. The school has a small master’s program, enrolling 30–45 students. The master’s program is not under review. The school is committed to a philosophy that draws its goals from the larger purposes of a land-grant university as well as its accrediting organization, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The school strives to serve students, the university, professional communicators and the general public of Iowa, the nation and the world through teaching, scholarship, service and professional outreach activities that:

- Educate students for careers in journalism and communication.
- Promote an understanding and appreciation of the First Amendment and the role of journalism and communication in all societies.
- Foster scholarship that contributes to the building of theory and helps to improve journalism and communication performance.
- Emphasize communication in an increasingly diverse and multicultural world; promote accountability and ethical performance.
- Increase communication effectiveness in a fast-changing technological society.

The school creates and evaluates its strategic plan on a five-year cycle through a standing Long Range Planning Committee. The committee facilitates faculty discussion to synthesize and capture a shared vision for the unit. The current strategic plan emphasizes a vision of expanded collaborations across units at Iowa State and beyond. Among other goals, the plan emphasizes the importance of applied knowledge appropriate for a land-grant university and a professional school by providing a balance of theory and skills in curricula. It also advocates for an inclusive curricula that values diversity and incorporates multicultural viewpoints in classes. The faculty is the legislative body of the school and has ultimate responsibility for approving educational policies and procedures.
The director is the school’s chief executive officer and is responsible for carrying out school, college and university policies. Current policies and procedures for faculty governance are described in the school’s governance document.

Faculty members have a formal meeting scheduled every month during the fall and spring semesters. The director does not set the agenda but puts out a call for proposals that report out of standing committees. If the director wants to add a main motion to the agenda, he presents the proposal to a standing committee for adjudication. Faculty may add to the agenda in new and other business. The agenda and all associated documents are prepared and distributed one week in advance so that everyone has time to read and consult on listed items. Faculty meetings are open to all faculty and staff members in the school. Part-time lecturers and staff regularly attend faculty meetings and participate in discussions.

Faculty members also contribute to the administration and governance of the university in both elected and appointed capacities. The school’s involvement at this level is especially strong with regard to elected bodies, such as the Faculty Senate, and in areas related to diversity and international research through the various panels and venues offered by the institution. Examples include membership on college and university technology, award and curriculum committees. The director is appointed by the dean of the College of Liberal Arts and Sciences and is evaluated by the faculty annually. All other administrative positions are appointed by the director. The appointees are evaluated annually.

Faculty members who believe they have been treated unfairly in matters related to their employment may appeal their cases through administrative channels or the University Faculty Appeals Committee. Students who believe they have been treated unfairly in matters related to their participation in the school program may appeal through the college and university hierarchy.

The president of Iowa State University is the highest administrative position within the university. Steven Leath was installed as Iowa State’s 15th president on Sept. 14, 2012. All academic units are organized under the Division of Academic Affairs, with each unit reporting to Senior Vice President and Provost Jonathan A. Wickert. The dean from each college reports to the senior vice president and provost. The Greenlee School of Journalism and Communication is a unit within the College of Liberal Arts and Sciences. The College of Liberal Arts and Sciences is led by Dean Beate Schmittmann and three Associate Deans, Arne Hallam, Martin Spalding and Amy Slagell. Greenlee School Director Michael Bugeja, reports to the dean of the College of Liberal Arts and Sciences. Bugeja, Associate Director Joel Geske, Director of Undergraduate Education Dennis Chamberlin, and Director of Graduate Education Daniela Dimitrova have administrative responsibility within the unit.

President Leath is responsible for the operation of the university and reports to the Board of Regents, State of Iowa.

Dr. Jonathan Wickert serves as the senior vice president and provost overseeing all aspects of the university’s academic mission. Dr. Wickert is responsible for planning, budgeting, diversity programs, information technology initiatives and the recruitment and retention of faculty, staff and
students. Reporting to the president, the senior vice president and provost is responsible for the formulation and implementation of institutional policies and operations, consulting with academic deans; associate provosts; vice presidents; senior administration; senior staff and university governance bodies.

Dean Beate Schmittmann of the College of Liberal Arts and Sciences oversees one of Iowa State’s largest colleges with 6,964 majors among 22 academic departments and one professional school. The dean of the College of Liberal Arts and Sciences reports to the senior vice president and provost. The dean's responsibilities include developing the college strategic plan and overseeing budget, curriculum, policies and personnel, as well as daily operations and staffing needs.

Three associate deans, with specific administrative functions, report to the dean of the College of Liberal Arts and Sciences. (1) The associate dean for administration, Arne Hallam, is in charge of the budget, personnel, affirmative action, promotion and tenure, space, Miller lecture series, Computation Advisory Committee, online and distance education, study abroad and international students and scholars. (2) The associate dean for academic programs, Amy Slagell, oversees curriculum development, cross-disciplinary studies programs, community college articulation and regents connection, external reviews of LAS programs – policies and planning, regents committee on educational relations, learning outcomes and assessment, student grievances and undergraduate certificate programs. (3) The associate dean for research, Martin Spalding, is responsible for faculty professional development assignments, faculty start-ups, graduate programs and policies, matching funds for grants, research and economic development council, research grants and contracts policy, signature research initiative and small grants.

The Greenlee School director’s overall responsibilities include faculty development, program development and administration of the school. The director annually reviews all full-time faculty members; oversees shared governance of the school, its standing committees, promotion, tenure and other school policies; administers the budget, private accounts / fundraising; oversees facilities and personnel for three undergraduate programs and one master’s program; and balances faculty members’ teaching, research and service responsibilities to ensure equity among all faculty members, insofar as possible. The director is also responsible for appointing administrative positions and, where appropriate, committee chairs and members.

The associate director reports to the director. The associate director is a faculty member who is appointed by the director after consulting with the dean and the school's faculty. The associate director serves in at least a half-time capacity. The associate director works collaboratively with the director on budgets and/or teaching duties, and other matters assigned by the director; helps oversee school policy; acts on behalf of the director in his/her absence; coordinates course scheduling; and supervises lecturers and advising staff.

Director of Undergraduate Education Dennis Chamberlin reports to the director. The director of undergraduate education chairs the Undergraduate Committee and is responsible for carrying out school policy and making day-to-day administrative decisions concerning the undergraduate
program. The director of undergraduate education calls meetings for the Undergraduate Committee; coordinates student and faculty awards; facilitates scholarships, recruitment and retention; administers policies associated with the advertising, journalism and mass communication and public relations degree programs, including internships and student appeals; and works with the associate director on scheduling of undergraduate courses.

Director of Graduate Education (DOGE) Daniela Dimitrova reports to the director. The director of graduate education chairs the Graduate Steering Committee, and is responsible for carrying out school policy and making day-to-day administrative decisions concerning the graduate program. She is also responsible for calling meetings of the Graduate Steering Committee. The DOGE coordinates admissions, recruitment, retention, scholarships, graduate advising and policies for the graduate program; schedules graduate courses; coordinates assistantships and serves as the liaison to the Graduate College.

Program Coordinator Alyssa Rutt reports to the director. The program coordinator assists the director with external constituents, including the Greenlee Advisory Council and Alumni & Friends; coordinates assessment and accreditation; external recruitment and retention; manages school communications; oversees the Student Advisory Board; plans school events, including Greenlee’s signature events; and supervises the school’s communication specialist.

Administrative Specialist Kathy Box reports to the director. The administrative specialist is the school’s fiscal officer; serves as the personnel-human resources liaison; assists in decisions pertaining to the budget and resource allocation; serves as the building manager; supervises merit staff and brings personnel issues to the attention of the associate director or director; and helps facilitate the functions of the professional and scientific staff.

The Greenlee School of Journalism and Communication was established in 1998. The school first developed a strategic plan for 2000–2005. The creation and evaluation of the school’s strategic long-range planning documents are facilitated by the school’s standing Long Range Planning Committee. Each strategic plan is intended to provide vision over a five-year period. Near the beginning of the last year of each ongoing strategic plan, the LRP Committee leads a discussion with the faculty evaluating the progress made toward the goals in the current plan and brainstorms future directions for the school. These discussions occur during faculty meetings and relevant committee meetings. The LRP Committee then synthesizes the goals and visions offered by the faculty and drafts a strategic plan for the next five years. This draft document is presented to faculty for further discussion, revision and eventual approval. This process ensures that each strategic plan is a product of shared governance that establishes a vision supported by the faculty who will be working to achieve it.

The most recent strategic plan was approved on Jan. 30, 2015, and aims to provide vision for the years of 2015–2020. Because most of the goals proposed in the previous strategic plan were met – including defining learning outcomes and capturing assessment data annually, creating a public relations major, filling specialized positions and nurturing a climate...
that celebrates diversity – the faculty were able to define a vision for the current strategic plan that builds off these successes. Specifically, the current strategic plan emphasizes a vision of expanded collaborations – including the creation of student and faculty activities that can engage the communities and stakeholders served by the school, enhancing collaborative connections to the campus community by building linkages across interdisciplinary lines and solidifying existing industry partnerships, while cultivating new relationships that will expand the school’s reach. The faculty feel that strengthening our connections outside the school is an appropriate direction for our future as it will both serve external groups, following the spirit of our land grant institution, as well as enrich the school with diverse and pragmatic projects and ideas.
The strategic plan, included in appendix 1, includes specific strategies and indicators. The timeline for achieving these goals is the five-year period noted in the plan itself.

The Greenlee School follows shared governance outlined in a governance document created and approved by the faculty. The faculty is the legislative body of the school and has ultimate responsibility for approving educational policies and procedures of the school, including curriculum and course revisions and grading procedures. Committees are responsible for advising the faculty regarding the development of educational policies and procedures of the school. The director is the school's chief executive officer and is responsible for carrying out school, college and university policies.

The Long Range Planning Committee is tasked with maintaining the governance document by proposing amendments to keep the document aligned with any policy changes at the broader college- or university-level and to facilitate amendments proposed by faculty in the school. All changes require a two-thirds vote of faculty. The most recent version of the governance document was approved on April 4, 2015, with the majority of changes made to remove redundancies within the document and align policies with changes made at the college and university levels, mainly regarding promotion and tenure procedures. Please see appendix 1 for the complete governance document, which includes details on specific policies and procedures.

Faculty members have a formal meeting scheduled every month during the fall and spring semesters. During the 2014–2015 academic year, the faculty met nine times, which included a faculty planning meeting on Aug. 19, 2014. The faculty met four times during the fall semester and five times during the spring semester. Typically faculty meetings are scheduled for an hour and a half. In addition to the regularly scheduled faculty meetings, special meetings can also be called to handle special assignments, such as the search for a new faculty member. In the spring, a special faculty meeting was called for the faculty to review the candidates for an assistant professor position, vote on which candidates were acceptable or not acceptable, and vote for extending an offer to a candidate. Faculty meetings are open to all faculty and staff members in the school. Part-time lecturers and staff attend faculty meetings and participate in discussion.

In addition to faculty meetings, standing committees meet on a regular basis during the semester. Representation on standing committees includes tenured and tenure-track professors as well as senior and full-time lecturers. Staff members and lecturers are appointed to committees as non-voting members where appropriate. Participation on the school’s committees is one of the principal ways in which the faculty shares in the governance of the school. It is within committees that school policies and procedures are debated and developed before they are recommended to the faculty for approval.

The faculty’s standing committees are Long Range Planning, Curriculum, Graduate Steering, Undergraduate, Diversity and Director’s Advisory. Ad hoc committees, such as those formed for faculty searches, are named by
the director and voted on by the faculty at a faculty meeting, pursuant to Section VII of the governance document.

**Long Range Planning**, chair: Dahlstrom; members: Lucht, Boyles; ex officio: Rutt.

The Long Range Planning (LRP) Committee develops the school's strategic plan and provides continuing advice to the school regarding changes in the plan. The strategic plan outlines the direction of the school for at least the next five years in regard to curriculum, faculty hiring, funding, computer usage and equipment, and facilities needs. All standing committees provide the LRP Committee with their respective long-range plans for incorporation in the school's strategic plan.

**Curriculum**, chair: Geske; members: Dahlstrom, Wilgenbusch, Ames, Kim, Gibson, Berghefer, Wald; ex officio: Rutt, Hansen, student representative.

The Curriculum Committee monitors the curriculum and makes recommendations regarding all curricular changes on both the undergraduate and graduate level. It also prepares a long-range plan regarding the school's curriculum and handles all changes and updates to catalog copy. The Curriculum Committee monitors journals, newspapers and electronic sources for students and makes subscription recommendations.

**Graduate Steering**, chair: Dimitrova, DOGE; members: Han, Lucht. DOGE appointed, two graduate faculty elected by faculty.

The director of graduate education chairs the Graduate Steering Committee. The Graduate Steering Committee advises the graduate faculty regarding all graduate program matters. The committee includes three members of the graduate faculty – the director of graduate education and two members elected by the graduate faculty. The two elected members serve two-year terms. The policy recommendations of the Graduate Steering Committee are presented to the graduate faculty for approval, except for curriculum recommendations, which are presented to the Curriculum Committee before being considered by the full faculty.

The director of graduate education heads the graduate program and reports to the school's graduate faculty members. He/she monitors all aspects of the graduate program, including admissions, assistantships and scholarships, student progress, curriculum, academic standards and teaching assignments. He/she is responsible for encouraging and guiding research and creative activities in the graduate program.


The director of undergraduate education heads the undergraduate program and reports to the school's faculty members. He/she chairs the Undergraduate Committee that coordinates the operation of the school's undergraduate program, with particular emphasis on advising, academic standards, internships and placement and teaching assignments. The committee also oversees software and technology functions and administers the school's scholarships, awards and contests, and the
programs or ceremonies where recipients of scholarships and awards are announced. The Undergraduate Committee comprises five faculty members with voting rights.

**Diversity** (a sub-committee of undergraduate), chair: Cozma; members: Lucht, Geske, Wiegand.

The Diversity Committee is a standing subcommittee within the Undergraduate Committee, tasked with tracking and assessing needs and accomplishments in diversity and inclusiveness across the unit’s four action plans (diverse student body; diverse staff and faculty; diverse curriculum; supportive climate). The subcommittee reviews activities across these action plans in annual year-end reports to be presented to the director and faculty.

**Director’s Advisory**, chair: Bugeja; members: Geske, associate director & curriculum chair; Newell, P&T; Dimitrova, DOGE; Chamberlin, undergraduate chair; Dahlstrom, LRP chair; Cozma, diversity chair; Boyles, assistant professor rep; ex officio: Box and Rutt.

The Director’s Advisory Committee includes the chairs of each standing committee in addition to one assistant professor chosen on a rotating basis. The DEO advises the director regarding a broad range of school matters, such as finances, fundraising, affirmative action, sabbaticals, faculty performance and course scheduling.

**In addition to the above standing committees, tenured faculty members also serve on the Promotion and Tenure Committee.**

**Promotion and Tenure**, chair: Dimitrova; members: Dahlstrom, Chamberlin, Abbott, Cozma. Five faculty elected to three-year terms, the committee elects chair.

The Promotion and Tenure (P&T) Committee is responsible for collecting and presenting information relevant to the evaluation of tenure track candidates from promotion or tenure or both. The committee conducts post-tenure reviews of tenured faculty every seven years and advises the director on any adjunct or temporary appointments at the assistant-, associate- or full-professor level. For non-tenure eligible faculty, the P&T Committee conducts reviews of faculty with appointments of three years or more.

Greenlee faculty are actively involved in administration and governance at the university level. These responsibilities are primarily shared among tenured and tenure-track faculty. The school has had at least one representative serving on the Faculty Senate every year during this re-accreditation period. In other elected positions, Daniela Dimitrova serves on Iowa State’s Graduate Council as the arts and humanities representative and Joel Geske serves on the College of Liberal Arts and Sciences’ Representative Assembly.

In keeping with the unit’s commitment to fostering an inclusive environment, the school has been involved in university efforts related to diversity. Joel Geske has served on standing Diversity Committees at both the college and the university levels. Other faculty members help administer programs related to international research and teaching.
Additionally, faculty members are encouraged to serve on university task forces and advisory committees related to their research and teaching interests. The following is a list of individual faculty members’ involvement in university administration and governance:

**ERIC ABBOTT, PROFESSOR**  
Coordinator, Technology and Social Change Interdepartmental Minor Program (1999–2016)

**JAN LAUREN BOYLES, ASSISTANT PROFESSOR**  
Elected representative, Faculty Senate (2015–present)  
Member, ISU Office of the Vice President for Research, Faculty Leadership Steering Committee on Big Data (2014–present)  
Coordinator, Technology and Social Change Interdepartmental Minor Program (2016–)

**MICHAEL BUGEJA, PROFESSOR**  
Executive Committee member, Presidential Task Force to Address Student Alcohol Use

**DENNIS CHAMBERLIN, ASSOCIATE PROFESSOR**  
Board member, International Studies Advisory Board (2012–present)  
Board member, Center for Excellence in the Arts and Humanities (2008–2010)

**MICHAEL DAHLSTROM, ASSOCIATE PROFESSOR**  
Elected representative, Faculty Senate (2009–2013)

**DANIELA DIMITROVA, PROFESSOR**  
Elected member from Arts and Humanities, Iowa State Graduate Council (2013–2016)  
Member, LAS Faculty Development Committee (2009–present)

**JOEL GESKE, ASSOCIATE PROFESSOR**  
Chair, LAS Diversity Committee (2009–2013)  
Member, LAS Representative Assembly (2012–2014)  
Member, Iowa State Committee on Diversity Planning (2006–2013)  
Member, LAS Curriculum Committee (2009–2015)  
Elected representative, Faculty Senate (2006–2012)

**DEB GIBSON, SENIOR LECTURER**  
Member, ISU Performing Arts Council (2007–present)

**GANG HAN, ASSISTANT PROFESSOR**  
Elected representative, Faculty Senate (2012–2015)
Describe the process for selecting, appointing and evaluating unit administrators.

The school is administered by a director, who is appointed by the dean of the College of Liberal Arts and Sciences, subject to the approval of the provost of the university, the president of the university and the Board of Regents, State of Iowa. The director of the school is evaluated annually during the spring semester. The Promotion and Tenure Committee consults with the Office of the Dean to ensure the evaluation is undertaken in a timely manner and administers an anonymous evaluation form to the faculty. The form includes an overall rating as well as open-ended questions asking faculty and staff to comment on areas of positive performance and areas where performance may be improved. The Promotion and Tenure Committee tabulates the data and submits both a summary and the original data to the dean of the college. The dean provides a summary report on the performance of the director to faculty and staff in a timely manner.

The associate director is a faculty member who is appointed by the director after consulting with the dean and the school’s faculty. The associate director serves in at least a half-time capacity in the position. The associate director is evaluated annually by the director, who consults with the faculty.

Both the director of graduate education and director of undergraduate education are appointed by the school director after consulting with the faculty. They are evaluated annually by the director, who consults with the faculty, or with just the graduate faculty in the case of the director of graduate education.

The director is permitted to make other administrative appointments where appropriate after consulting with the faculty. Please see the governance document in appendix 1 for more specifics associated with these positions.
Faculty members who believe they have been treated unfairly in matters related to their employment may appeal their cases through administrative channels or the University Faculty Appeals Committee. For either remedy, the steps to be taken are described in the university faculty handbook. For appeals through school channels, the director must, in accordance with the university faculty handbook, respond within 15 working days of the date the grievance was received. Grievants desiring a written response from the director should present their grievances in writing to the director. In investigating a grievance, the director may consult with members of the school as appropriate. In addition, the director may name an ad hoc committee to aid in the investigation. If the grievance is not resolved on the school level to the satisfaction of the faculty member, the faculty member may appeal through the university’s administrative hierarchy to the provost, who may refer the matter to the University Faculty Appeals Committee.

In accordance with the university’s formal complaint process, students who believe they have been treated unfairly should first try to resolve the issue informally with the faculty/staff member or department directly involved. If the student is not satisfied after working informally to resolve the complaint, the student may file a formal complaint with the appropriate dean or senior vice president. The university policy library and current university catalog outline the formal complaint and appeals process for students. Excerpts from the above documents are included in appendix 1.
**APPENDIX**

- Greenlee School 2015-2020 Strategic Plan
- Greenlee School Governance Document
- ISU Faculty Handbook: Formal Complaint Process for Faculty, Resolution of Conflicts
- Formal Complaint / Grievance Process for Students

**WORKROOM**

- Internal Reports on Curriculum
- Files on Complaints or Concerns
- Complete ISU Faculty Handbook