SCHOOL OF JOURNALISM
MICHIGAN STATE UNIVERSITY

CRITICAL THINKERS, EXCELLENT WRITERS AND SUPERB VISUAL COMMUNICATORS

SELF-STUDY REPORT FOR ACEJMC
2012-2013
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Self-Study Report
for Accreditation in Journalism
and Mass Communications

Undergraduate site visit during 2013-2014

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: Michigan State University

Name of Journalism/Mass Communications Unit: School of Journalism

Address: 404 Wilson, 305 Communication Arts and Sciences Building

Michigan State University, East Lansing, MI 48824-1212

Date of Scheduled Accrediting Visit: October 21-23, 2013

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: Lucinda D. Davenport

Title: Director, School of Journalism

Signature:

Administrator to whom journalism/mass communications administrator reports:

Name: Pamela Whitten

Title: Dean, College of Communication Arts and Sciences

Signature:
PART I: General Information

This general information section will be included in its entirety in the site team’s report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 13 – 19) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: Michigan State University

Name of Unit: School of Journalism

Year of Visit: Fall 2013

1. Check regional association by which the institution now is accredited.

   ___ Middle States Association of Colleges and Schools
   ___ New England Association of Schools and Colleges
   ___ North Central Association of Colleges and Schools
   ___ Northwest Association of Schools and Colleges
   ___ Southern Association of Colleges and Schools
   ___ Western Association of Schools and Colleges

2. Indicate the institution’s type of control; check more than one if necessary.

   ___ Private
   ___ Public
   ___ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

   From the State of Michigan, Michigan State University Act 269 of 1909 is the authorization evidence, found online at: http://www.legislature.mi.gov/(S(cbkeqhz1ugg0xv552e0yva2t))/documents/mcl/pdf/mcl-Act-269-of-1909.pdf
4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

√ Yes  If yes, give the date of the last accrediting visit: October 14-17, 2007

___ No

5. When was the unit or sequences within the unit first accredited by ACEJMC?

Continuously accredited since 1949

6. Attach a copy of the unit’s mission statement. Give date of adoption and/or last revision.

The School of Journalism mission statement follows here. The School’s complete mission statement and Michigan State University’s mission statement are in the appendices.

**Mission of the School of Journalism**

*In melding professional and technical instruction with a liberal arts education, the School of Journalism seeks to train men and women to gather, process and disseminate information for a society reliant upon the free flow of news and opinion. To achieve this goal, the School will instruct graduate and undergraduate students in:*

1. The role of the press in a free society;
2. Legal rights and responsibilities of journalists;
3. Social effects of journalistic practices;
4. Delivery systems;
5. Media literacy;
6. Professional training for careers requiring journalism skills, especially critical thinking, reporting, writing and visual communication.
7. Research skills

*In addition, the School will serve the public, professional media and journalism education by:*

1. Producing scholarly research and engaging in innovative, creative and professional activities that advance the role of media in society;
2. Conducting continuing education courses, seminars and workshops;
3. Providing interns and graduates for employment;
4. Providing faculty expertise for special problems and issues;
5. Improving mass media through positive evaluation and comment.*
Finally, the School will serve the University by offering courses of value and interest to non-journalism majors, thereby developing and strengthening the public understanding of the mass media and of freedom of the press.

Revisions approved by the Faculty of the School of Journalism, November 17, 2006; Revised December 14, 2012

7. What are the type and length of terms?
   Semesters of __15__ weeks
   Summer sessions of __7 & 15___ weeks

8. Check the programs offered in journalism/mass communications:
   ___√__ Four-year program leading to Bachelor's degree
   ___√__ Graduate work leading to Master's degree
   ___√__ Graduate work leading to Ph.D. degree

9. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit. __120 semester hours__

10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit. __1-4 semester hours__

11. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

    Not Applicable: The School offers no specialized sequences.

12. Number of full-time students enrolled in the institution: __48,800__

13. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

    No Sequences—500 for Fall 2013 (admitted and pre-majors)
14. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term.

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 200</td>
<td>001</td>
<td>Writing and Reporting News I</td>
<td>18</td>
</tr>
<tr>
<td>JRN 200</td>
<td>002</td>
<td>Writing and Reporting News I</td>
<td>17</td>
</tr>
<tr>
<td>JRN 200</td>
<td>003</td>
<td>Writing and Reporting News I</td>
<td>18</td>
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<tr>
<td>JRN 200</td>
<td>004</td>
<td>Writing and Reporting News I</td>
<td>18</td>
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<tr>
<td>JRN 200</td>
<td>005</td>
<td>Writing and Reporting News I</td>
<td>18</td>
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<tr>
<td>JRN 200</td>
<td>730</td>
<td>Writing and Reporting News I</td>
<td>17</td>
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<tr>
<td>JRN 300</td>
<td>001</td>
<td>Writing and Reporting News II</td>
<td>18</td>
</tr>
<tr>
<td>JRN 300</td>
<td>002</td>
<td>Writing and Reporting News II</td>
<td>17</td>
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<tr>
<td>JRN 300</td>
<td>003</td>
<td>Writing and Reporting News II</td>
<td>9</td>
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<tr>
<td>JRN 300</td>
<td>004</td>
<td>Writing and Reporting News II</td>
<td>9</td>
</tr>
<tr>
<td>JRN 306</td>
<td>001</td>
<td>Radio and TV News</td>
<td>11</td>
</tr>
<tr>
<td>JRN 306</td>
<td>002</td>
<td>Radio and TV News</td>
<td>14</td>
</tr>
<tr>
<td>JRN 310</td>
<td>001</td>
<td>Photojournalism</td>
<td>17</td>
</tr>
<tr>
<td>JRN 336</td>
<td>001</td>
<td>Designing for Print &amp; Online</td>
<td>17</td>
</tr>
<tr>
<td>JRN 338</td>
<td>001</td>
<td>Information Graphics I</td>
<td>12</td>
</tr>
<tr>
<td>JRN 400</td>
<td>001</td>
<td>Spartan Online Newsroom</td>
<td>18</td>
</tr>
<tr>
<td>JRN 400</td>
<td>002</td>
<td>Spartan Online Newsroom</td>
<td>16</td>
</tr>
<tr>
<td>JRN 400</td>
<td>003</td>
<td>Spartan Online Newsroom</td>
<td>17</td>
</tr>
<tr>
<td>JRN 400</td>
<td>004</td>
<td>Spartan Online Newsroom</td>
<td>14</td>
</tr>
<tr>
<td>JRN 403</td>
<td>001</td>
<td>TV News</td>
<td>8</td>
</tr>
<tr>
<td>JRN 405</td>
<td>730</td>
<td>Editing for Print and Online</td>
<td>20</td>
</tr>
<tr>
<td>JRN 406</td>
<td>001</td>
<td>Advanced TV News</td>
<td>2</td>
</tr>
<tr>
<td>JRN 407</td>
<td>001</td>
<td>Computer-Assisted Reporting</td>
<td>11</td>
</tr>
<tr>
<td>JRN 415</td>
<td>001</td>
<td>Public Affairs &amp; Business Reporting</td>
<td>13</td>
</tr>
<tr>
<td>JRN 417</td>
<td>001</td>
<td>Sports Reporting II</td>
<td>18</td>
</tr>
<tr>
<td>JRN 420</td>
<td>001</td>
<td>Capital News Service</td>
<td>5</td>
</tr>
<tr>
<td>JRN 472</td>
<td>001</td>
<td>Lab Environmental Reporting</td>
<td>7</td>
</tr>
<tr>
<td>JRN 491</td>
<td>001</td>
<td>Special Topics: Advanced Multi-Media Storytelling</td>
<td>3</td>
</tr>
</tbody>
</table>
15. Total expenditures planned by the unit for the 2013 – 2014 academic year:

$3,100,000. This is an increase of 7.35 percent from 2011-2012.

Percentage increase or decrease in three years:

5.3 percent increase. This is figured from 2011-2012 to 2012-2013 to est. 2013-2014.

Amount expected to be spent this year on full-time faculty salaries:

$1,869,152. This does not include funding from other units for split appointments.
16. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the University). Identify those not teaching because of leaves, sabbaticals, etc.

Howard Bossen       Professor
Serena Carpenter    Assistant Professor
Sue Carter          Professor
Manuel Chavez       Associate Professor
Lucinda Davenport   Professor/Director
Lori Anne Dickerson Specialist
Fred Fico           Professor
Eric Freedman       Associate Professor
Bob Gould           Instructor
Darcy Greene        Associate Professor
Joe Grimm           Instructor
Karl Gude           Instructor
Troy Hale           Specialist
Steve Lacy          Professor
John Molloy         Professor
Folu Ogundimu       Associate Professor
Cheryl Pell         Senior Specialist
Dave Poulson        Instructor
Michael Stamm       Associate Professor
Jeremy Steele       Specialist
Bruno Takahashi     Assistant Professor
Rick Wash           Assistant Professor
Jennifer Ware       Assistant Professor
Maral Minassian Zakharia Assistant Professor
Geri Zeldes         Associate Professor

17. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013.

Spring 2013          Fall 2013
Bonnie Bucqueroux    Brian Bowe**
Jackie Hawthorne     Bonnie Bucqueroux
Michele Joseph**     Steve Friess
Sheila Schimpf*      Michele Joseph **
Omar Sofradzija     Sheila Schimpf*
Ken Winter           Omar Sofradzija

*Sheila Schimpf edits news copy on Fridays for the syndicated Capital News Service course, JRN 420, and does not teach a course per se.
** Ph.D. Teaching Assistant responsible for class.
18. Schools on the semester system:
For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013 academic year</td>
<td>106</td>
<td>106</td>
<td>100</td>
<td>106</td>
<td>100</td>
</tr>
<tr>
<td>2011-2012 academic year</td>
<td>99</td>
<td>99</td>
<td>100</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

19. Schools on the quarter system:
For each of the last two academic years, please give the number and percentage of graduates who earned 116 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

Not Applicable.
PART II: Supplementary Information

1. Complete and attach in the main body of the self-study report Tables 1-3

   Table 1 – Students
   Table 2 - Full-time Faculty
   Table 3 - Part-time Faculty
Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2012 – 2013 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2012 – 2013. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

Add additional lines as needed.

<table>
<thead>
<tr>
<th>Undergraduate programs of study</th>
<th>Number of Students</th>
<th>Degrees Conferred 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frsh</td>
<td>soph</td>
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<tr>
<td>Pre-majors*</td>
<td>118</td>
<td>78</td>
</tr>
<tr>
<td>1. Business</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Editorial</td>
<td>4</td>
<td>9</td>
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<td>3. Environmental</td>
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<td>0</td>
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<td>4. Electronic</td>
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<td>19</td>
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<td>5. International</td>
<td>0</td>
<td>2</td>
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<tr>
<td>6. History</td>
<td>0</td>
<td>0</td>
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<tr>
<td>7. Media Marketing</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8 Public Affairs</td>
<td>0</td>
<td>1</td>
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<tr>
<td>9. Sports</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>10. Visual</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Total students</td>
<td>125</td>
<td>129</td>
</tr>
</tbody>
</table>

Students do not apply for concentrations, and may take these courses anyway. Concentrations are simply a way for students to study a topic in more depth. Courses within concentrations are themed (1-2 within Journalism and 3-4 outside the unit) and vary with each student.
Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit.
(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

Semester or Quarter: Spring Semester 2013

<table>
<thead>
<tr>
<th>name</th>
<th>years full-time professional experience</th>
<th>years full-time college teaching</th>
<th>years on this faculty</th>
<th>years at present rank</th>
<th>highest earned degree (y/n)</th>
<th>% of time taught per week</th>
<th>number of classes taught per week</th>
<th>% of time tchg. rsch. svc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davenport, Lucinda</td>
<td>14</td>
<td>26</td>
<td>25.90</td>
<td>14.00</td>
<td>Ph.D. y</td>
<td>2</td>
<td>40-40-20</td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Bossen, Howard</td>
<td>19</td>
<td>28</td>
<td>33.90</td>
<td>16.50</td>
<td>Ph.D. y</td>
<td>2</td>
<td>40-40-20</td>
<td></td>
</tr>
<tr>
<td>Carter, Linda Susan</td>
<td>21</td>
<td>19</td>
<td>21.80</td>
<td>7.50</td>
<td>J.D./D.Min y</td>
<td>2</td>
<td>40-40-20</td>
<td></td>
</tr>
<tr>
<td>Fico, Frederick</td>
<td>13</td>
<td>31</td>
<td>30.80</td>
<td>21.50</td>
<td>Ph.D. y</td>
<td>2</td>
<td>40-40-20</td>
<td></td>
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<tr>
<td>Lacy, Stephen R</td>
<td>12</td>
<td>28</td>
<td>27.90</td>
<td>18.00</td>
<td>Ph.D. y</td>
<td>2</td>
<td>40-40-20</td>
<td></td>
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<tr>
<td>Molloy, John D</td>
<td>12</td>
<td>46</td>
<td>46.80</td>
<td>41.50</td>
<td>Ph.D. y</td>
<td>1*</td>
<td>40-40-20</td>
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<tr>
<td>Associate Professors</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chavez, Manuel</td>
<td>17</td>
<td>19</td>
<td>19.90</td>
<td>4.50</td>
<td>Ph.D. y</td>
<td>2</td>
<td>40-40-20</td>
<td></td>
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<td>Freedman, Eric</td>
<td>27</td>
<td>17</td>
<td>16.90</td>
<td>5.00</td>
<td>J.D. y</td>
<td>2</td>
<td>40-40-20</td>
<td></td>
</tr>
<tr>
<td>Greene, Darcy D</td>
<td>17</td>
<td>39</td>
<td>28.80</td>
<td>24.50</td>
<td>MFA. y</td>
<td>2</td>
<td>40-40-20</td>
<td></td>
</tr>
<tr>
<td>Ogundimu, Folu F</td>
<td>9</td>
<td>22</td>
<td>21.80</td>
<td>16.50</td>
<td>Ph.D. y</td>
<td>1</td>
<td>30-35-35</td>
<td></td>
</tr>
<tr>
<td>Zeldes, Geraldine Marie</td>
<td>7</td>
<td>11</td>
<td>12.80</td>
<td>2.00</td>
<td>Ph.D. y</td>
<td>1</td>
<td>40-40-20</td>
<td></td>
</tr>
</tbody>
</table>
### Assistant Professors

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Years</th>
<th>A.U.</th>
<th>G.R.</th>
<th>Degree</th>
<th>Tenure</th>
<th>Classes</th>
<th>Classes Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter, Serena Myra</td>
<td>5</td>
<td>5</td>
<td>0.90</td>
<td>0.90</td>
<td>Ph.D.</td>
<td>n</td>
<td>2</td>
<td>40-40-20</td>
</tr>
<tr>
<td>Takahashi, Bruno</td>
<td>4</td>
<td>1</td>
<td>0.90</td>
<td>0.90</td>
<td>Ph.D.</td>
<td>n</td>
<td>2</td>
<td>40-40-20</td>
</tr>
<tr>
<td>Wash, Richard Lawrence</td>
<td>3</td>
<td>3</td>
<td>3.90</td>
<td>3.90</td>
<td>Ph.D.</td>
<td>n</td>
<td>2*</td>
<td>40-40-20</td>
</tr>
<tr>
<td>Zakharia, Maral</td>
<td>10</td>
<td>1</td>
<td>1.90</td>
<td>1.90</td>
<td>M.F.A.</td>
<td>n</td>
<td>2*</td>
<td>80-0-20</td>
</tr>
</tbody>
</table>

### Professionals in Residence, Instructors and Specialists

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Years</th>
<th>A.U.</th>
<th>G.R.</th>
<th>Degree</th>
<th>Tenure</th>
<th>Classes</th>
<th>Classes Type</th>
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*Faculty with split appointments teach full time. The number of classes for JRN is listed.*
Table 3. Part-Time Faculty

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add additional lines as needed.

**Semester or Quarter: Spring Semester 2013**

<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>years full-time professional experience</th>
<th>years teaching experience</th>
<th>highest earned degree</th>
<th>now working full-time as professional (y/n)</th>
<th>working toward degree (y/n)</th>
<th>credit hrs. teaching this semester</th>
<th>teaching responsibilities: in charge of course</th>
<th>assists lectures</th>
<th>assists in lab</th>
<th>assists teacher in charge</th>
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<td>Bonnie Bucqueroux, Instructor</td>
<td>49</td>
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<td>Jackie Hawthorne, Instructor</td>
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<tr>
<td>Ken Winter, Instructor</td>
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<td>X</td>
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</table>
2. Describe the history of the unit in no more than 500 words.

For more than 100 years, Michigan State University has shaped journalists and communication professionals with one of the premier journalism education programs in the world. These Spartans use their skills in many forms and in any medium to improve their communities and the global village, ensure justice and share stories to lift the human spirit.

In 2010, the School of Journalism held a year-long Centennial Celebration. Highlights of that 100-year past include the School’s continuous accreditation since 1949, as one of the first to be awarded national accreditation. And, the School is a core component of the nation’s first College of Communication Arts and Sciences, formed in 1955. The emphasis during these first years was training students in the craft of journalism, and professional news reporters and editors made up the great majority of faculty.

The professional emphasis of the School and the University was balanced with research in 1964 when MSU joined the American Association of Universities. Faculty hires in the early 1980s emphasized the terminal Ph.D. degree, and new faculty members were expected to produce peer-reviewed scholarly research to meet the high standards of a Tier One research institution and involve students in theory and research experiential learning. The emphasis was on balancing priorities rather than setting totally different ones. For instance, a major addition to the School in the 1990s was the Knight Center for Environmental Reporting, supported with multi-million dollar grants from the Knight Foundation. In addition to training environmental journalists, outreach and research efforts were a part of the center’s mission.

Michigan State University is committed to providing affordable education to students with a wide diversity of backgrounds. Many of its students are the first in their families in the state to attend college and others come from different points across the globe. Financial challenges have been continuous for the past three decades. State support as a proportion of total University costs has significantly decreased, leading to higher tuition and increase grant activity and entrepreneurial initiatives to support higher education values. Consequently, the University, College and the School of Journalism have maintained opportunities for students by providing scholarships and other forms of financial aid, and making the time to degree more efficient. These efforts have succeeded in keeping the student enrollment in the School broadly diverse and representative of the state’s population. (See also Standard 3.)

Leadership changes have more recently placed greater emphasis on grant-funded scholarship, entrepreneurial efforts, and activities that strengthen the College signature areas of communication technologies, health and environment communication, and international communication. (See also standards 1 and 5.) This has been accompanied by a reorganization of College accounting staff to support the grant process. Curricular changes and continuous reviews in the School have emphasized innovative ways of organizing classes and training students to become “critical thinkers, excellent writers and superb visual communicators,” hallmarks of an MSU JRN graduate.
In Roman mythology, Janus represented transitions, a doorway that links not only one place to another but also the past where one has been to the future where one is going. That metaphor is apt for the teaching and research missions of the School of Journalism. The teaching mission of the School requires bringing the timeless news values of truth, accuracy and fairness into the training we give to our students to use developing communication technologies to inform and enlighten news consumers. At the same time, the School must unite this professional teaching mission with its scholarly (research and creative) mission. This mission must generate new knowledge of communication processes and effects, but also bring that cutting-edge knowledge into our classrooms to prepare students to be tomorrow’s leaders and visionaries.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

Economic and political changes in Michigan have set the context for Michigan State University, and the University in turn has set the resulting context for the College of Communication Arts and Sciences and the School of Journalism. In brief, Michigan has undergone radical economic transformation, producing periods of repeated financial crises and political swings across the last three decades. Underscoring the direness of some of this transformation, Michigan was the only state in the nation to lose population during the last decade. The economic constant has been an unstable auto industry hit especially hard by increasing fuel prices, foreign competition and periodic recessions, with large effects on the state’s tax base and employment. Public-sector funding was affected, including support for higher education.

Consequently, the University has seen continuous reductions in the proportion of its budget financed by state revenues, with correspondingly near continuous tuition increases borne by students. The state provided 22.1 percent of MSU’s current $1.1 billion budget compared to 32.7 percent of the $876 million budget in 2007. Undergraduate students from Michigan, who pay a much lower tuition than others, saw tuition increase from $257 per credit hour in 2007 to $421 currently, a 64 percent increase. The University has raised revenue and eased student costs by building endowments, pursuing grant dollars, increasing student financial aid, streamlining student programs and recruiting more out-of-state and international students who pay higher tuition. The initiatives are mutual with colleges and departments. The School of Journalism meets these challenges with development for increased scholarships; outreach for internship opportunities; grant activity for faculty, student, and scholarship support; and creative educational opportunities for students to minimize their time to degree. (See also standards 6 and 9.)

During the past decade, two College developments have been especially significant for the context in which the School of Journalism performs its teaching and research missions. First, more faculty in the School have split appointments, an effort that benefits collaborations across disciplines and produces synergies to achieve academic goals. Second, faculty tenure
lines have been awarded to departments on a competitive basis rather than through replacement of those who retire or resign. This has also benefitted the School for faculty growth and diversity when faculty numbers may have remained the same otherwise.

Another recent development is that fixed-term faculty at MSU became unionized in 2010. This mandated a change in procedures and standardized the administration of fixed-term faculty. As with all changes of this magnitude, learning about the new policies led to much paperwork, meetings and discussions on the part of everyone. The union contract is up in Spring 2014, and Michigan’s recent Right to Work legislation may or may not have an effect on renegotiations.

4. Describe any recent major changes in the mission, goals or programs and activities of the unit.

Major changes were made during the last four years in the rules governing reappointment, tenure and promotion (see also Standard 5) and in the curriculum (see also Standard 2). Faculty bylaws were extensively revised in 2010 following College and School leadership changes in July 2009. The previous bylaws provided myriad options for demonstrating achievement in teaching, research and service/outreach, but provided no ordering of priorities in such activities and no weighting of them that a faculty committee or College official could use for assessing the relative value of such activities. Moreover, higher-level University officials, the new College dean and new School director put a priority on entrepreneurial activity, especially externally funded grants, and on continuous peer-reviewed or juried scholarship that may include research or creative activities. The School of Journalism subsequently revised bylaws to reflect these priorities. In tandem, the College hired staff support to help faculty with these expectations, especially in the areas of research collaborations, pre-award and budget and post-award support and seminars. This has resulted in a significant jump in faculty productivity, School revenue, student funding and faculty support. (See also Standard 5.)

A technologies-integrated curriculum was achieved in Fall 2009 and implemented in 2010. Improvements include the following: multimedia is integrated throughout the curriculum, students may start taking journalism courses in their first semester, the program is streamlined to build expertise and it offers more flexibility for electives outside the department. Also, the number of curricular offerings were brought in line with University policy to reduce or eliminate unnecessary prerequisites, to enable students to complete their programs in a more efficient, more timely and less costly manner (See also Standard 6.) Yet, another goal was the teaching model for JRN 400. Our capstone course was optimized to take advantage of different faculty strengths in teaching new media that have produced national award-winning stories and international award-winning media products such as interactive magazine apps and multimedia websites. (See also Standard 9.) Furthermore, with this new curriculum, MSU journalism graduates are strong in a minimum of five ways: 1) critical thinking, 2) writing, 3) understanding visual communication, 4) reporting stories in different forms and across innovative and traditional platforms, and 5) concentrating in
a thematic journalism skill or topic. Students are motivated to think “outside the box” to succeed in journalism in yet-undefined ways, and to think creatively in helping to shape the future of the evolving field of journalism.

The School also underwent the College’s first University Academic Program Review (APR), requested an audit of its budget to reinforce a strong and efficient accounting system and significantly revised its master’s program.

With the recession came an opportunity to review College and School procedures. As a result, redundant staff positions were streamlined within the departments and placed centrally in the dean’s office. This reorganization has produced greater efficiencies and standardized procedures.

5. **If the unit was previously accredited, summarize significant deficiencies noted in the previous accreditation report and indicate how they have been corrected.**

The School of Journalism was judged to be in compliance with all standards following the last accreditation assessment in 2007.

However, the report noted that a weakness due to lack of faculty turnover was no minority tenured faculty and it asked for more minority faculty in the ranks of tenure and tenure-track faculty. The School of Journalism now has three tenured minority faculty: a Black/African American, a Hispanic/Latino and an Asian. It has also hired two minority tenure-track faculty: two Hispanic Latinos.

6. **Describe the process used to conduct the self study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.**

The School has experienced a lot of introspection in recent years. Leadership changes in 2009 resulted in immediate and extensive self-studies focused on faculty research/grant activity and undergraduate curriculum that were both examined in 2009 and implemented in 2010 with revised reappointment, tenure and promotion guidelines and a new curriculum. The College reviewed the Journalism MA program in 2010 and the faculty significantly revised the program in 2011 and implemented it in 2012. The School asked for a University assessment of its budget in 2010 and received a clean bill of health with suggestions for more efficient accounting. Another major examination was a University Academic Program Review (self study of the unit) in 2011 that provided more introspection and planning, with an 18-month follow-up report that was approved by University administration in Spring 2013. The accreditation process of ACEJMC provides faculty with a broader context for such self-assessment. Throughout these multiple self-examinations, program weaknesses have been strengthened and ACEJMC standards have been on the forefront.
The Director attended her first ACEJMC accreditation meeting in 2011 and attended the first accreditation help session, offered in Chicago, in 2012. Throughout the curriculum revision process in 2009 and again in 2011, faculty discussions revolved around the advantages of being an accredited School of Journalism. During 2012-2013, the self-study was a formal part of faculty meetings, and faculty responded to parts of the self-study throughout the year. The Director of the School and the Chair of the Undergraduate Committee gathered input from faculty, reviewed at faculty meetings portions of the self-study report as they were completed. Different faculty members focused on separate sections. All faculty members reviewed and offered written and verbal comments to the completed self-study in preparation for a faculty retreat on the self-study in early August.

Faculty expressed its belief that an outcome of the self-study process was that the School was on track with its continuous and evident motivation to provide quality education for undergraduate students. By examining the program through the multifaceted lenses of the nine standards, the faculty said it felt that its efforts in improving the curriculum and the student experience and the faculty and the program overall were in the right direction. It also determined that it cannot slow down if the program is to continue to meet the needs of the industry and students.

Although the program has improved overall, faculty noted that some areas need more attention.

Many internship opportunities to students are annual, while other opportunities are invited as needed. Internships are a requirement and these opportunities with application deadlines could be put online or in a database to maximize these opportunities for students. In addition, the syllabus and policy as presented in Standard 2 should be updated and improved to include the objectives and importance of an internship holistically.

Students may choose themed courses inside and outside the unit while completing their program. Choosing a theme, or concentration, requires no application and is simply a way for students to study a topic closely. The enumeration of students within each theme in Part II’s Supplementary Information showed that these designated areas might not be as popular nor beneficial as faculty had thought and that faculty should re-examine the idea of themes or concentrations because students may take these courses anyway.

Faculty is committed to greater value in the undergraduate program. The assessment plan was developed in 2006, and has been carried out through two self-study periods in ways that successfully strengthened the program. Faculty discussed options to further improve assessment, Standard 9. For example, although the assessment plan noted in its timetable the frequency of gathering data, it did not call for the systematic reporting of this data. In addition, faculty members wanted to consider more closely the idea of revising questions within the surveys, although a change in questions might mean that we cannot directly compare some data that we’ve gathered for more than 10 years. Faculty also discussed that perhaps the School should focus on fewer measures.
7. Provide copies of pages of the undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (These items may be presented in the appendices binder.)

The undergraduate catalog is in the Appendices and is online at:  
https://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=118#s1208
Part II, Standard 1

Mission, Governance and Administration

Key Points:

• Former Provost Kim Wilcox appointed Dr. Pamela Whitten as Dean of the College of Communication Arts and Sciences in July 2009. Within a few weeks, she appointed Dr. Lucinda Davenport as Director of the School of Journalism, with Journalism faculty advisement and the Provost’s approval.

• The School of Journalism underwent a positive sea change that successfully aligned its strategic planning with that of the College of Communication Arts and Sciences and Michigan State University. This has resulted in substantially revised undergraduate and graduate programs that embed innovative technologies and creativity throughout the curriculum; the addition of new faculty; and a significantly increased number of peer-reviewed research, juried creative works, grant initiatives and awards and professional activities. The budget has expanded with grant dollars, development gifts, off-campus courses and entrepreneurial endeavors. The student experience has been enhanced with increased scholarships and funding; a streamlined program; increased experiential learning; and the opportunity to take journalism courses in the first semester and online in the summer, that can result in shortening the time to graduation.

• The School performed a year-long Academic Program Review, a University self-study, in 2010-2011, in which the School identified and strengthened areas that needed attention and growth.

• University, College and School strategic initiatives are transparent, the lines of communication are clear, team efforts are collaborative and successful, and procedures are standardized to achieve faculty and student goals.

• The School of Journalism has experienced no academic grievances in the 46 years the hearing process has been available to MSU students, except one in the 1970s about a grade.
Part II, Standard 1. Mission, Governance and Administration

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

From the University to the College to the School of Journalism, the lines of administration, communication and team efforts are standardized, efficient and clear, and are described below. Organizational charts illustrating the MSU and College systems are included in the Standard 1 Appendices.

University-level Administrators

Michigan State University, a public University, is broadly governed by trustees elected statewide, who appoint the president of the University. MSU alum Dr. Lou Anna K. Simon has served in that capacity since 2005. As provost with former President Peter McPherson for 11 years, they were the longest serving provost-president team in the Big Ten. The University president selects a provost who provides direct administrative oversight of the deans of 16 degree-granting colleges that make up the University. The Acting Provost and Executive Vice President for Academic Affairs is June Youatt, who is also the Senior Associate Provost. Associate provosts include Doug Estry for undergraduate education, Karen Klomparens for graduate education, Terry Curry for human resources, Linda Stanford for academic services and Hiram Fitzgerald for outreach and engagement.

College-level Administrators

The leader of the College of Communication Arts and Sciences is Pamela Whitten. President Simon appointed Dean Whitten in July 2009 in consultation with faculty and a search committee. Dean Whitten joined the College as a faculty member in 1998 and was a CAS associate dean for research and graduate education. The CAS Dean’s leadership team is made up of the chairs and director of the five departments, CAS associate deans, CAS budget officer, CAS development officer, CAS communications manager and the WKAR general manager. Associate Deans include Janet Lillie for undergraduate education, Kami Silk for graduate education and Maria Lapinski for research and scholarship. Sue Spaniolo is the budget officer, Katie Wolf is the communications officer and Gary Reid is the WKAR general manager. Meredith Jagutis is the new Senior Director of Development for the College of Communications Arts & Sciences. The Director of the School of Journalism works with the Dean’s Office staff to strengthen and achieve goals from the University to the College to the School levels.
Lucinda Davenport, the Director of the School of Journalism, was appointed in July 2009 by Dean Whitten in consultation with the faculty. Davenport has been a faculty member in the School of Journalism and a CAS associate dean for graduate education, among other administrative appointments. Steve Lacy is the director of the Journalism graduate program and Fred Fico is the newly appointed director of the Journalism undergraduate program. The School has four standing committees (undergraduate, graduate, research and service and outreach) and ad-hoc committees. The JRN budgets and office manager is Ken Beer, the administrative assistant is Margie Anderson, the academic & student affair staffer is Nancy Ashley and the Knight Center administrative assistant is Barb Miller. JRN also has three student workers and shares the expertise of CAS accounting and research team member specialist Deb Waters, post-award specialist Dania Diaz and pre-award specialist Bart Moore.

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

Strategic Planning Emanates from the University to the College to the School

Strategic planning for the School of Journalism follows that of the College and the University. The President’s strategic plan, called Boldness by Design, spanning 2005 to 2012, has five strategic imperatives (http://boldnessbydesign.msu.edu/default.asp). (See Appendices: MSU’s Strategic Plan Boldness by Design.)

• Enhance the student experience
• Enrich community, economic, and family life
• Expand international reach
• Increase research opportunities
• Strengthen stewardship

The new plan for 2013 to 2020, called Bolder by Design, has new goals within the five imperatives and added a sixth imperative:

• Advance our Culture of High Performance

Process for Strategic Alignment of the School to College and University Goals

Every fall, spring and summer, the MSU President and Provost each hold large meetings with the heads of units to share the current status of the University and its progress on strategic goals.

The Provost and the CAS Dean have an annual planning meeting in the fall semester to communicate the alignment of College strategic plans with University strategic goals, and in the spring semester a facilities planning and space management meeting to consider budget priorities and requests by units that align with the Provost’s goals.
The Director, along with department chairs, associate deans and other College administrators, are the Dean’s Leadership Team. Throughout the year, the Dean and her Team discuss how the College and its units can align with the directions of the University for both long-term and short-term goals. These initiatives are discussed with faculty at department faculty meetings and with the College Advisory Council, which is composed of faculty representatives from all departments.

Focusing on Boldness by Design imperatives, the Dean initiated College goals for the units to follow. For example, one was to group the strengths of the College into the signature scholarship areas of communication technologies; international communication; and health, environment and risk communication. Another was to significantly promote entrepreneurial endeavors to raise our own funds, especially in the areas of grant activity, and to include development and off-campus revenue. A third was to change the culture of the College to increase scholarship, whether it was peer-reviewed research or juried creative activities. A fourth goal was to enhance the student experience by offering creative ways for students to learn and make the time-to-degree more efficient.

In turn, the School proposed (and received) new faculty positions in innovative communication technologies, international communication and health and environment. It changed its Reappointment, Promotion and Tenure Guidelines to increase scholarship and require grant activity. And, it raised revenue with increased grant activity, online credit instruction and development (gifts from alumni and friends). It has enhanced the student experience by giving more scholarships, offering help sessions, organizing new student groups and developing more summer and online classes so that students may continue in their academic studies while working or doing internships.

The School has followed the strategic plan it developed in 2007 to train faculty in new skills, acquire new equipment, ease economic stress, and revise the undergraduate and master’s programs. The College leadership team, in which the director participates, has been meeting regularly during the spring and summer to develop new long-term strategic initiatives to align with the President’s new Bolder by Design strategic imperatives from 2013 to 2020. (See Appendices: School of Journalism Strategic Plan.)

**MSU Academic Program Review—Self Study**

The School of Journalism completed an MSU Academic Program Review (APR) self-study in 2010-2011 that determined, among other initiatives, to increase national visibility, recruitment and enrollment of diversity among students and faculty, and strengthen scholarship and grant activity—that align with University goals—as well as revise the master’s program and increase graduate enrollment to enhance the student experience. Thus, the School supports faculty travel to conferences for research presentations and professional development, partners with professional organizations for campus events, hired a nationally-known professional journalism diversity recruiter, offers scholarships and programs that support diversity, and rewards faculty for increased scholarship and grant activity. In addition, it has revised its master’s and doctoral programs and offers more scholarships and assistantships to its graduate students.
3. Describe the unit’s policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum. (These may be included in the appendices binder or in a digital file.)

It is important for all faculty and staff to have policies and procedures within easy reach for quick reference. At the first Journalism faculty meeting each academic year, all faculty, staff and graduate assistants are provided with an updated Faculty Reference Notebook in print and digital versions. (See Appendices: Faculty Reference Notebook.) This orientation notebook contains the following documents:

- Journalism Faculty Handbook is divided into sections such as support staff descriptions, general MSU websites, building information, office support services, teaching-related policies, workshops for new instructors and a quiz on student and faculty rights and responsibilities.
- School of Journalism Bylaws
- School of Journalism Reappointment, Tenure and Promotion Guidelines
- School of Journalism Grievance Procedures
- School of Journalism Mission Statement
- College of Communication Arts and Sciences Bylaws
- College of Communication Arts and Sciences Reappointment,Tenure & Promotion Guidelines
- ACEJMC Professional Values and Competencies
- J-School Student Code of Ethics and Standards

Faculty governance is covered by the School’s bylaws. All School policies and curriculum changes must be reviewed and approved by the College and then University committees. The School’s bylaws were revised in 2010 to reflect College and University priorities for grant activity and peer-reviewed and juried scholarship (research and creative). Specific and increased rigorous teaching and service standards were set.

Faculty members have broad power to initiate and participate in all aspects of department policy, and do so through monthly faculty meetings and standing committees. Standing committees are graduate and undergraduate education, research, outreach and tenure and promotion. Ad hoc committees are also created as needed. Faculty members are encouraged to engage in discussion also through digital communication (email).

All full-time tenure-system and fixed-term faculty members are eligible to participate and vote in faculty meetings. Student representatives from the undergraduate and graduate programs may also participate (except in matters that concern personnel). Students were heavily involved with recent curricular revisions, and the Director met with classes this past year to assess their thoughts on the program.
4. **How often did the faculty meet during the most recent academic year?**

Although the School’s bylaws require a minimum of two faculty meetings each semester, the faculty usually meets once a month. However, because faculty members care very much about the success of the School and its students, they will meet as often as asked and necessary. For example, when the School revised the undergraduate curriculum, the whole faculty met to review the undergraduate committee’s progress every two weeks.

The School held nine faculty meetings during 2012-2013, in addition to conducting some appropriate business through email. A faculty retreat was August 16, 2013, the first day academic staff report for work, although classes begin August 28.

In addition, the faculty of the College of Communication Arts and Sciences meets once every semester.

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

The Director usually sends out a call to faculty members, inviting them to volunteer for committees. The Director reviews these requests and assesses the goals of the committees to determine the composition of each committee. Standing committees are described in the bylaws. The following list of committees and responsibilities was for 2012-2013.

*Standing Committees*

A. Undergraduate Affairs Committee shall have responsibility for matters relating to curriculum, standards of instruction, waivers of courses, admission of students to the major and advanced placement examinations. Faculty members: Bossen, Dickerson (chairperson), Grimm, Hale, Minassian Zakharia, Molloy, Steele.

B. Graduate Affairs Committee shall have responsibility for matters relating to the graduate program, including curriculum, standards of instructions, admissions, waivers of courses and special programs. Faculty members: Zeldes, Freedman, Lacy (chairperson), Pell, Poulson.

C. Research Committee shall have responsibility relating to research as it affects the School and the faculty as a whole and the responsibility for encouraging and fostering research and for assisting individual members of the faculty in research projects, including the seeking of grants. Faculty members: Chavez, Fico, Ogundimu (chairperson), Wash, Lacy.

D. University Outreach shall have responsibility for matters relating to on-campus and off-campus conferences, courses, programs, assemblies and institutes. Faculty members: Carter, Dickerson (chairperson).
Ad-Hoc Committees

A. Entrepreneurial: Subset of Outreach Committee, with emphasis on revenue generation, with special emphasis on online course and skill offerings. Faculty members: Dickerson, Greene, Gould, Grimm (chairperson), Gude, Pell.

B. Knight Chair Faculty Search: Responsibilities for national search for Knight Center. Faculty members: Zeldes, Freedman (chairperson), Lacy, Poulson, Takahashi.

C. Digital Media Development Faculty Search: Responsibilities for national search for a Digital Media Faculty Member. Faculty members: Carpenter, Gude (chairperson), two faculty from APPR.

D. Technology: Deal with issues involving technology upgrades and maintenance that do not require the College Technology staff. Faculty member: Greene.

E. Interactive Curriculum Flow Chart Development with HTML5 (Fall 2012): Technology application for curriculum efficiencies in student experience. Faculty member: Gude.

6. Describe the procedures for selecting unit administrators.

This procedure is standardized in the University. The faculty will have shared responsibility with the Dean to determine procedures for the nomination of the Director to be selected by the Provost.

This procedure is noted in the School Bylaws in Section 3.4, and refers to section 2.1.3.1 of the Bylaws for Academic Governance and is noted in section 3.4.2 of the Bylaws of the College of Communication Arts and Sciences.

The MSU recommended Evaluative Form for the Review of Academic Administrators includes the following categories: administrative skills; program and resources management; initiative and leadership; personnel management; effectiveness with people; professional achievement; diversity, pluralism, equal opportunity, non-discrimination and affirmative action; academic governance; institutional commitment; relationship to students; and external relations. (See Standard 1 Appendices.)

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

The Director is reviewed at intervals not to exceed five years. The faculty has shared responsibility with the Dean to determine procedures for the review, and faculty and students advise the Dean in the review itself.
This standardized process is noted in the Journalism Bylaws (section 3.2). The review of the Director shall be governed by sections 2.1.4.2 and 2.1.4.3 of the MSU Bylaws for Academic Governance (http://acadgov.msu.edu/bylaws/index-1.html), and by sections 3.2.1, 3.4.3 and 3.4.6 of the Bylaws of the College of Communication Arts and Sciences.

The Dean has given the Director positive annual reviews. Because the Director has completed four years, the five-year evaluation process has not been enacted.

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

MSU policies govern the process for dealing with complaints and concerns by faculty, staff and students. Generally, attempts are first made to resolve such issues informally; a formal process is then used if informal resolution is not possible.

Student Grievances

No academic grievance has been heard in the 46 years that the process has been available to MSU students, except one in the late 1970s regarding a grade.

The School was among the first programs across the country to adopt a Student Code of Ethics and Standards. The process was a panel topic at an AEJMC convention a few years ago. The School is also among the first at MSU to adopt a Student Grievance Procedure (in 2003 and revised in 2005, 2006 and 2012). With input from the University Ombudsman, these closely mirror the general University procedure created by the University Ombudsman who was a Director of the School of Journalism for 16 years.

Complaints are infrequent, and most are minor and involve grades. Faculty members are encouraged to keep open communication to students about grades, and course syllabi are mandated to be explicit about grading standards and penalties. If the complaint is brought to the Director’s attention and it involves a faculty member, the Director advises the student to speak directly with the faculty member. If that is not workable for the student, then, if appropriate, a course coordinator is notified and meets with the student and faculty member, keeping the Director updated. If no coordinator is involved, the Director contacts the faculty member and the student to mediate the differences. If this informal effort does not resolve the issue, a formal grievance procedure is pursued.

Under the School of Journalism Grievance Procedure for Graduate and Undergraduate Students, speedy and fair due process is the hallmark for formal complaints. For undergraduate students, complaints must be referred to the Hearing Board “promptly.” That is usually within a few days of receipt. The exception occurs if a complaint is made in the summer term when full-time faculty members are generally unavailable. Then the process is delayed until the fall semester. Complaints may also go directly to the College Hearing Board or the University Hearing Board.

The University Ombudsman may also become involved.
Faculty Grievances with an Administrator

Grievances by a faculty member toward an administrator can first proceed informally through an Administrative Review or through a formal Faculty Grievance Procedure. In the informal process, the faculty grievance is heard by a Faculty Grievance Official, appointed by the University. In the informal process, faculty and academic staff can seek an independent review in actions involving salary, reappointment, promotion and tenure, etc., taken by a department chair or director, dean and the Provost’s Office. The Faculty Grievance Official first tries to resolve the issue between the parties and if that fails, then convenes a formal hearing panel to resolve the grievance. Appeals are heard by the University Committee on Faculty Affairs.

Faculty Grievances Between Faculty

Grievances between faculty members are first addressed by the Director of the School. The dean or his or her designee may become involved if matters cannot be resolved at the department level. In addition, MSU offers a mediation service that can be used to resolve grievances among faculty members. Discrimination and sexual harassment grievances are handled by University policies described on the MSU Human Resources website.

Faculty Grievance with a Student on Academic Conduct

If a faculty member feels a student has committed academic misconduct or a “serious code violation,” such as violations of University standards for classroom conduct, or breached the School’s Student Code of Ethics and Standards, then the matter is referred to the Director. The Director may be involved in resolution of such a dispute. A student found guilty of serious violations may be removed from a course, denied admission to the major and/or suspended and/or expelled from the University. These processes are handled under Articles 2.4.6 and 4.3.1.1 of the Academic Freedom for Students at Michigan State University, as well as regulations under the General Student Regulation 1.0, Protection of Scholarship and Grades, published in Spartan Life: Student Handbook and Resource Guide.

Staff Grievances

These are covered by union contracts. In the event of a dispute between staff and faculty, mediation may also occur.

Policies

The School of Journalism Grievance Procedures for Students and the School of Journalism Student Code of Ethics and Standards are both in the Faculty Reference Notebook and in the Appendices.

Information on the role of the MSU Ombudsman is in the workroom and found online: https://www.msu.edu/unit/ombud/

MSU Faculty Grievance Procedure is in the Faculty Reference notebook in the Appendices and can be found online: http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/facultygrievance.htm
The Union Non Tenure Faculty Grievance Definition and Procedure are in the Faculty Reference Notebook in the Appendices and can be found online: http://www.hr.msu.edu/documents/contracts/UNTFContract.pdf

Relevant passages in the Administrative-Professional Supervisors Association are in the workroom and can be found online: http://www.hr.msu.edu/documents/contracts/APSA2011-2015.pdf
Part II, Standard 2

Curriculum and Instruction

Key Points

• “Critical thinkers, excellent writers and superb visual communicators” describes Journalism students’ award-winning capabilities.

• Producing leaders for this evolving industry and training them to gather and package news and information in different forms across traditional and innovative media were central to goals for revising the curriculum that was implemented in 2010, while paying close attention to accreditation competencies and standards.

• Just as communication technologies are ubiquitous in the industry, they are pervasive in the new curriculum. Students start the fundamental skills classes learning news judgment and solid writing and reporting and move through visual communication and social media skills and end with the capstone, in which students produce award-winning content and design for interactive magazine apps and multimedia websites.

• The Director of the School published two research articles in Journalism and Mass Communication Educator from the curriculum revision process. The research on required courses in journalism programs was one of five “top read” JMCE articles in 2012 and the other research examined the value of ACEJMC accreditation. They were also presented at AEJMC in 2010 and 2011.

• Faculty receive recognition for high-quality instruction at all levels, such as the national Broadcast Education Association Faculty Instructional Video award, the AEJMC Best Practices in Teaching with Tools and Technology award, MSU’s Diversity Award for Enhancing Global Understanding in the Classroom, two MSU Curricular Service-Learning and Civic Engagement awards and two CAS Faculty Impact awards.

• Faculty members are engaged in leading and participating in workshops to strengthen and improve professional instructional skills, and in producing books, research, articles, papers, panel presentations and grants for teaching.

• Exemplary teaching is showing results. Students received more than 300 state to international awards from 2008 to summer 2013.
Part II, Standard 2. Curriculum and Instruction

1. Discuss any testing of language competence required of students entering or graduating from the program.

Michigan State University establishes minimum admissions requirements. Students may declare a preference for a major when they apply to the University, and then declare a major after 56 credits (third-year/junior status). In 2014, the University is expected to allow students in their sophomore year to declare a formal major, so they may obtain the advising they need sooner to progress through their program more efficiently and to graduate in a shorter time.

Journalism was the 15th most popular major out of 150 for undergraduate students entering MSU in 2012. Our College Academic and Student Affairs Office immediately contacts entering students who indicate a preference for journalism. Students may begin journalism classes their very first semester. For example, students usually begin with JRN 108, The World of Media, and progress to JRN 200, News Writing and Reporting I.

To enroll into JRN 200, students must pass the new JRN Grammar Readiness Review with a 100 percent score. The purpose of this review is to prepare students for journalism writing. The Grammar Review is an online, self-paced database of questions divided into the areas of punctuation, subject-verb agreement, possessives and plurals, parallel form, modifiers and grammar and spelling. If students answer a question incorrectly, they receive immediate feedback on grammar rules and a new question as they progress. The old process was greatly lacking. It was inconvenient for students to take; burdensome for staff to give; and was a paper-and-bubble sheet that was not helpful to students who simply received their scores by email, but needed feedback on what they missed and references for help. Questions were out-of-date and included AP style, which students are not expected to know at this point. Development of the new Grammar Review included both faculty and students, and took a year to research, develop, test and put online in March 2013. It has been used in spring and summer with good reports. We look forward to assessing it after one year.

2. Describe the unit’s curricular efforts to develop in its majors the professional values and competencies established by ACEJMC.

Having been continuously re-accredited since 1949, the faculty support and is familiar with the journalism curricular professional values and competencies, as well as all of the standards, established by ACEJMC.

Accreditation standards and professional values and competencies were a focal point in curriculum research and faculty discussions surrounding the major restructuring of the curriculum in Fall 2009 that was implemented in 2010. Using original research conducted at the time of the curriculum revision, the Director co-authored two articles in Journalism Educator on curriculum and accreditation.
ACEJMC competencies were a component of core course presentations in almost every faculty meeting in spring 2010 and again in 2012-2013.

The 12 competencies are represented in a summary list called The Big Ten: MSU Values in Journalism. The Director introduces all first-year and transfer students to these competencies in a slide presentation during the School of Journalism / Meet Your College fall orientation. Also, classrooms and hallways display The Big Ten: MSU Values in Journalism. A representative poster is on the following page. (We thank other accredited programs for the inspiration of this idea.)

In 2012, faculty assessed professional values and competencies in the curriculum as integral course objectives to student learning. The assessment tables on following pages show that students are aware of ACEJMC core values and competencies and are able to apply them. The first table is composed of required classes that all students must take and the second table is made up of elective skills and seminar classes.

Ethics is a professional value and competency. At the time of its implementation, MSU was the first University in the U.S. to create a Code of Ethics for its journalism students. All syllabi contain a reference to the J-School Student Code of Ethics and Standards. And, all students are required to sign the J-School Code of Ethics when they sign up for JRN 493, Journalism Professional Field Experience. (See also Standard 1, Mission, Governance and Administration, and Appendices: Journalism Student Code of Ethics in the Faculty Reference Handbook.)

In addition, MSU has established Liberal Learning Goals for its graduates that include effective communication, analytical thinking, integrated reasoning, cultural understanding and effective citizenship. The list of liberal learning goals is in the workroom.
Freedom of expression
History and roles of media influences
Diversity in our global village and local communities
Concepts and theories of visual and written communication
Ethics and the treatment of others as you would like to be treated
Critical and creative thinking
Evaluating and researching information
Writing and visualizing stories accurately and fairly
Understanding data and statistics
Engaging innovative tools and technology
# MSU School of Journalism Competencies in Core Courses*

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**Legend for Competencies in Core Courses**

The table shows that the core courses, that all students must take, apply the professional values and competencies established by ACEJMC.

Blue indicates that students apply the specific ACEJMC competencies in courses. Lime Green indicates that students gain awareness and/or understanding of the competencies. White indicates that students have no exposure to a particular competency in a particular course.

* JRN 493, Journalism Professional Field Experience (internships), is required of all students but is not reported in this table. Internships vary on content, and objectives could not be standardized. However, student evaluations of the professional skills imparted by these internships are reported in Standard 9.
### MSU School of Journalism Competencies in Skills and Seminar Courses

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**Legend for Competencies in Elective Seminar and Skills**

- Blue indicates that students apply the specific ACEJMC competencies in courses.
- Lime Green indicates that students gain awareness and/or understanding of the competencies.
- White indicates that students have no exposure to a particular competency in a particular course.
## MSU School of Journalism Competencies in Skills and Seminar Courses (cont.)

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<td>5. Concepts and theories in the use and presentation of visual and written communications</td>
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**Legend for Competencies in Elective Seminar and Skills**

- Blue indicates that students apply the specific ACEJMC competencies in courses.
- Lime Green indicates that students gain awareness and/or understanding of the competencies.
- White indicates that students have no exposure to a particular competency in a particular course.
3. If the unit has a core curriculum, briefly list and describe the courses required.

**Journalism Major = minimum 25 credits (to 31 credits)**

**Core:**
108  The World of Media (3 credits)
203  Visualizing Information (3 credits)
203  or CAS 110 Creative Process, 111 Digital Image, 112 Sound & Motion (6 credits)
200  Writing & Reporting News I (3 credits)
300  Writing & Reporting News II (3 credits)
430  News Media Law & Ethics (3 credits)
400  The Spartan Online Newsroom capstone (3 credits)
493  Journalism Professional Field Experience (1-4 credits)

**Requirement:**
Choose one skills course (3 credits)
Choose one topics course (3 credits)

**Concentration:** Of their own choosing and with advisor approval, students identify four related courses (1 to 2 in Journalism and 2 to 3 outside of the unit) for the following themes: business reporting, editorial reporting, electronic news, environmental reporting, international reporting, journalism history, media marketing, public affairs reporting, sports reporting and visual communication.

The theme or concentration, does not have an application procedure. It is simply a way for students to focus on a particular topic to augment their journalism major. For example, a student interested in sports reporting might take JRN 417, Sports Reporting; JRN 418, Advanced Sports Reporting; KIN 456, Ethical Issues in Athletics; and EC 370, Economics of Sports.

**Balanced Core and Electives:** The core is balanced in the number of required courses and credits in theoretical/conceptual courses and professional skills courses to achieve the student competencies listed by ACEJMC. Also, the number of electives is balanced for conceptual and skills courses. In addition, the 80/65 provision sets a framework for the curriculum. (Next year, ACEJMC will require a minimum of 72 credit hours outside the unit.)

**The Curriculum Revision Process**

The School of Journalism significantly changed the curriculum in 2009 for implementation in fall 2010. The process involved in the restructuring, students, faculty, higher administration, alumni and professionals. Faculty researched needs of the industry and other successful journalism programs. The faculty paid attention to accreditation standards, such as compliance with the 80/65 curricular balance provision of the curriculum standard. After one year, the faculty tweaked the curriculum for fall 2011, and will formally assess the curriculum again as the cohort of the new curriculum reaches senior status.
The School’s curriculum correlates with one of the several models of journalism core curricula in journalism programs across the nation, as noted in Director Davenport’s “Searching for the Core of Journalism Education: Program Directors Disagree on Curriculum Priorities,” in *Journalism and Mass Communication Educator*. This was one of five “top-read” JMCE articles in 2012, according to the journal editor.

**Spirit of the Curriculum**

The new curriculum was designed to prepare students for the future of the industry. In addition to teaching valuable journalism skills across platforms to propel MSU’s excellence in ethical professionalism, the School of Journalism is training critical thinkers to become researchers, leaders and visionaries in the field.

With the new curriculum, MSU journalism graduates will be strong in a minimum of five ways: 1) critical thinking, 2) writing, 3) understanding visual communication, 4) reporting stories in different forms and across innovative platforms and 5) concentrating in a thematic journalism skill or topic. While paying attention to ACEJMC competencies, faculty inspire students to think “outside the box” to succeed in journalism in yet-undefined ways, and to think creatively in helping to shape the future of this evolving field of journalism.

Innovative technologies are ubiquitous in our curriculum just as they are pervasive throughout the industry. JRN is also building on its strengths within the department and the signature areas of CAS: communication technologies in editorial and visual journalism, international journalism, environmental and health journalism, sports journalism and public affairs reporting.

4. **Describe the ability of students to plan individualized programs of study to meet their special interests and needs.**

All journalism students must meet the requirements of the major, in accordance with the ACEJMC accreditation guidelines. Furthermore, the program and its electives allow for flexibility if students want to focus on a particular emphasis or concentration, double major or study abroad.

5. **Describe the unit’s involvement in service courses to non-majors.**

MSU encourages collaborations and the sharing of knowledge among disciplines. And it is important for others to understand the relevance of journalism within the context of today’s world.

These following are service courses:

- JRN 108, the World of Media, is a highly popular journalism introductory survey course offered every semester.

- JRN 203, Visualizing Information, is offered every semester to University students.
• JRN 217, Sports Media I, is a well-received introduction to today’s media coverage of sports offered every fall.

* JRN 375, International Journalism, is open to all MSU students & is offered every fall semester.

• JRN 430, Media Law and Ethics, is offered every semester and was recently requested to be an elective for a new cognate area proposed in the Interdisciplinary Social Science major.

• JRN 445, Images and Messages, is offered in spring and was also recently requested to be included in a proposal for a new social science integrative specialization on Human Rights, Genocide and Global Justice.

• Study Abroad courses are offered every summer and include Reporting in the British Isles; Mass Media in Great Britain; Visual Communication and Infographics in Spain; Photo Communication in Europe.

• Our seminar & lecture courses do not require a prerequisite nor are they exclusive to journalism majors, and often attract a variety of majors whose backgrounds and training enrich classroom discussions. The following international courses are examples.

• JRN 375 and JRN 475, international journalism courses, each offered in different semesters, are taken by students in the different International Studies Programs. For instance, Latin American and Caribbean Studies students especially are attracted when the course is taught by our faculty member who was the former associate director of Latin American Studies, and African Studies students enrollment may increase when the course is led by our faculty member who is also the chair of the African Studies Center Advisory Committee.

6. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors’ qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

All students take JRN 108, World of Media, as their first required course into the major, which emphasizes the following from the description: traditional and new media and their content; decision-making, information gathering, content dissemination and activities; history, development and current structure of the media; society and careers; law and ethics. The text, *Media Now*, in its 8th edition and one of the top three textbooks in this market, is co-authored by Director Davenport and emphasizes mass communication theory, history, ethics and law throughout the chapters.

Media Law and Ethics is also a required stand-alone course and focuses on the legal and ethical nature of news gathering and dissemination; moral issues in gathering and reporting news; First Amendment principles of press freedom; libel, invasion of privacy, prior restraint and access to information; objectivity, sensitivity, covering victims and source relations.
History of Journalism is a popular stand-alone course, and many students enroll for their seminar requirement. Its description reads as follows: The development of journalism in the U.S. from colonial to the present; examination of evolving written and visual forms, print, electronic and multimedia; four themes covered: press function, technology influence, who is a journalist, and what kind of information is "journalism."

In every syllabus, students are reminded they are to adhere to the School of Journalism Ethics Code, which is given to them in the earlier courses and also found online. In addition, when students enroll in the required internship course, they are required to sign an agreement to adhere to the code. To better practice journalism and understand its importance and relevance, the topics of law, ethics, history and theory are woven throughout the curriculum in almost every course. The successful comprehension of these subjects is evidenced through assignments, such as writing and reporting stories, quizzes and exams, class discussions and the comprehensive review given to seniors.

Instructors:

Mass Media Law and Ethics is taught by several faculty whose scholarship includes professional experience, academic research and book authorship in almost every instance:

• Sue Carter is a journalism broadcast professional and a lawyer and holds a doctorate of Ministry of Preaching.

• John Molloy has taught ethics courses for years and authored 10 books on political science and U.S. constitutional freedoms.

• Manuel Chavez also has instructed ethics course for several years and authored books on democracy and press freedom.

• Thomas Quasarano is a lawyer in the Michigan Department of Attorney General and an expert on FOI and Open Meetings acts in promoting open government. He has presented at Michigan Press Association, SPJ and the First Amendment Center.

• Eric Freedman has taught the course, and is a Pulitzer Prize-winner from the Detroit News, lawyer, scholar on international press freedom and democracy and book author.

History of Journalism, a separate course, is taught by several faculty:

• Howard Bossen, an expert researcher, book author and museum curator in historical research, particularly in visual communication, uses primary documents and interviewing as qualitative methods.

• Lucinda Davenport teaches the undergraduate history course, the master’s level historiography course and the PhD-level historical research methods and qualitative research (that includes historical research) courses. Her research includes the introduction of new media in the past. She brings historical artifacts to every class and dresses up to fit the time period being studied.
• Michael Stamm has degrees in history with a focus on journalism, holds a joint appointment with the Department of History, and is an expert and book author on political economy of news and journalism, and the consideration of “new media” in historical perspective. He is co-author of a popular historical methods research textbook.

• Michele Joseph, a doctoral student, works closely with the Director (who frequently teaches the undergraduate and graduate history courses) to instruct the course for the first time this summer. She has been a professional journalist and teaches News Reporting and Writing I during the academic year and, through her doctoral studies on African-American news consumption and media economics, has gained an appreciation of how people and events in history have shaped today’s news business.

Theory of journalism and mass communication is embedded predominately and pervasively throughout the required introductory course, JRN 108, The World of Media.

• Bonnie Bucqueroux was the coordinator of our Victims and the Media program for 15 years and has won numerous professional journalism awards and is a web pioneer and entrepreneur.

• Geri Zeldes is a broadcast professional and researcher who has won numerous research “Top Paper” awards and national awards at film festivals for her documentaries that encompass diversity. She also won MSU’s Excellence in Diversity Award for "Advancing Global Competency.”

7. **Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.**

Three courses, Reporting and Writing I and Reporting and Writing II and the Spartan Online Newsroom capstone, consistently have multiple sections. Other courses may have multiple sections, depending on the demands of enrollment.

Students should have similar skill sets as they progress through the program. Thus, instructors of subsequent courses know what to expect from incoming students, and students are not disadvantaged when entering a more advanced class.

The School is made up of collegial faculty who talk a lot with each other on how courses fit together and ways to improve the program for students.

Courses with multiple sections have coordinators. The Director and coordinators of all of the core classes meet together annually in preparation for the upcoming academic year. The coordinators of sequenced classes meet with each other to fine-tune their understanding of course content, standards and expectations and to discuss consistency and challenges. Coordinators meet with section instructors to develop the syllabus and choose a common text or readings. In addition, coordinators visit the classrooms to observe and offer suggestions to improve instruction. JRN 400 instructors, for example, met about 10 times throughout the spring and summer, in addition to other communications, to improve the course for fall 2012.
The Director reviews student evaluations and grade metrics also for consistency and consideration of instructors for courses. Although faculty do not “own” courses, it is helpful for faculty to be frequent instructors of a course, as they develop and improve the course across time.

8. **List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.**

Faculty distinguish themselves by being excellent teachers and contributing to the teaching profession. They also care about helping others do a better job of educating students about journalism in its many forms. The following is only a sampling of the faculty’s excellence in this area.

**Awards, Recognition and Citations**

Sue Burzynski Bullard, Teaching Award, School of Journalism, MSU 2008  
Lifetime Achievement Award, Society of Professional Journalists, Detroit Chapter, 2008

Sue Carter, Michigan Journalism Hall of Fame, 2007  
Lucinda Davenport, Faculty Impact Award, College of Communication Arts and Sciences. “Honors a past or present faculty member whose teaching and mentoring has influenced and changed lives” 2010

Lucinda Davenport, National Honor Society of Phi Kappa Phi for the promotion of high academic standards and academic excellence, 2009

Lucinda Davenport, Noted in the MSU Alumni Director’s Message of the MSU Alumni Magazine as being an influential teacher, 2013

Eric Freedman, Fulbright Scholar, Vytautas Magnus University, Department of Public Communications, Kaunas, Lithuania, 2011

Eric Freedman, Curricular Service-Learning and Civic Engagement Award, Michigan State University, 2010


Bob Gould, Award of Excellence, Faculty Instructional Video, Broadcast Education Association, 2011

Joe Grimm, Michigan Journalism Hall of Fame, 2009

Joe Grimm, Curricular Service-Learning and Civic Engagement Award, Michigan State University, 2012

Karl Gude, Faculty Impact Award, College of Communication Arts and Sciences. “Honors a past or present faculty member whose teaching and mentoring has influenced and changed lives,” 2013

Steve Lacy, Honors College Professor of Distinction, 2011

Steve Lacy, AEJMC’s Paul J. Deutschmann award (2012)

Bill McWhirter, Teaching Award, School of Journalism, MSU 2009

Bill McWhirter, Learning Leader recognition for teaching, Department of Residence Life, Michigan State University, 2009

Cheryl Pell, Journalism Education Association (JEA) Lifetime Achievement Award (2013)

Cheryl Pell, Honors Lecturer, AEJMC Scholastic Journalism Division, 2012

Dave Poulson, “Excellent Progress toward Diversity Collaboration” award from MSU to the J-School’s Knight Center for Environmental Journalism, primarily for workshops for Detroit high school students on health, environment and science reporting, 2011

Dave Poulson, one of 15 MSU faculty members accepted into the first Walter and Pauline Adams Academy for Instructional Excellence and Innovation, 2008

Michael Stamm, Learning Leader recognition for teaching, Department of Residence Life, Michigan State University, 2011, 2010, 2009

Geri Zeldes, Excellence in Diversity Award for Advancing Global Competency, Michigan State University, 2010

Geri Zeldes, Candidate on the Fulbright Specialists Roster, September 2011-2016.

Geri Zeldes, Nominated for an Outstanding Faculty Award by the Senior Class Council, 2010

Faculty Mentors for Student Awards

Faculty members are exceptional teachers whose classroom instruction leads to student awards and regional and national scholarships every year. In addition, faculty members encourage undergraduate students to participate on their projects for experiential learning.

The number of state, regional, national and international awards to MSU Journalism students increased each year in the self study period for a minimum of 303 awards, from
2008 to early summer 2013: 69 (so far in 2013), 59 (2012), 48 (2011), 54 (2010), 40 (2009) and 32 (2008). A sampling of successful teaching and mentoring class or faculty projects is listed below with faculty names in parentheses. The full list of student awards is placed at the end of all responses to this standard.

AAF ADDY Awards (Minassian Zakharia)

BEA Broadcast Education Association (Gould, Hale, Zeldes)

CAS Media Sandbox Creative Challenge (Greene, Gude, Pell)

EMMY Regional Awards (Carter, Gould, Hale, Zeldes)

Film Festival National Awards (Hale, Zeldes)

Great Lakes Documentary Awards (Poulson)

Michigan Conservation Reporting Award (Freedman)

SND, Society of News Design International Design Awards (Greene, Pell, Freedman)

SPJ, Society of Professional Journalists Mark of Excellence National and Regional Awards (Carpenter, Gould, Greene, Grimm, Hale, Pell, Poulson, Steele, Zeldes)

UURAF – Undergraduate University Research and Arts Forum and Awards. Faculty must apply for funding for students to work with them on projects. A requirement is for students to present at UURAF in the spring. (Bossen, Bucqueroux, Carter, Freedman, Greene, Poulson, Zeldes)

Faculty Publications, Papers, Panels and Grant Support for Teaching

Serena Carpenter, “Reasons Underlying the Choice Behind Seeking a Major in Journalism: The Journalism Degree Motivations Scale,” presented to AEJMC, 2013


Lucinda Davenport, Reporting for the Media, 10th ed. (New York: Oxford University Press, 2012) and Instructor’s Manual: Reporting for the Media and online resources, with John R. Bender, Michael W. Drager. This continues to be the first or second top-selling reporting and writing textbook in the country.

Lucinda Davenport, Media Now, 8th ed. (New York: Cengage, 2012), with Joseph Straabhauer and Robert LaRose. This text is most often used in introductory survey courses in journalism. It is one of the top-selling textbooks for its market.

Lucinda Davenport, “Appendix: Annotated Bibliography: Graduate Education in Communication,” with Julie Goldmith in Getting the Most from your Graduate Education in


Lucinda Davenport, presenter, “Helpful Hints for Academic Administrators,” Informal Conversations with Terry Curry. This is one of a series of panels for new chairs, directors and deans, sponsored by the Vice-President for Human Resources, Michigan State University, 2013

Lucinda Davenport, Mentoring Panel for New CAS Faculty, Michigan State University, 2013


Eric Freedman, “Journalism Education in Changing Lithuania: Challenges Two Decades after Restoration of Independence” paper presentation with Juraite at the Association for the Advancement of Baltic Studies, 2012


Eric Freedman, “Ambitious in Theory but Unlikely in Practice: A Critique of UNESCO’s Model Curricula for Journalism Education for Developing Countries and Emerging Democracies,” paper presentation with Shafer at the International Association for Media and Communication Research, 2008

Bob Gould, panelist, “College TV Newscasts with Companion Websites” at the Broadcast Educators Association, 2012

Bob Gould, panelist, “College TV News Aircheck” at the Broadcast Educators Association, 2011


Joe Grimm and Cheryl Pell, grant PIs and leaders for “Grading the Teachers,” A Specialized Reporting Institute, two-day workshops in Detroit and Chicago, funded by MSU School of Journalism, McCormick Foundation and The Education Trust-Midwest, 2013


Karl Gude, funding awarded, infographics book and website tied to Study Abroad program, 2007


Steve Lacy, Media Management: A Casebook Approach (New York: Taylor & Francis, 2008) with George Sylvie, Jan LeBlanc Wicks, C. Ann Hollifield, and Ardyth Broadrick Sohn


John Molloy, panelist, “Teaching Economics in an Interdisciplinary Program,” Vanderbilt University Summer Institute

Michael Stamm, presenter, “Using Media in the Classroom, MSU History Department, 2010

Michael Stamm, consulting historian, “Teaching American History—Turning Points in American Freedom,” NEH-funded program in Calhoun County, Michigan, 2009-2010


Rick Wash, “Social Sensemaking: Propensity to Use Facebook to Reduce Classroom Equivocality,” paper presentation with Cliff Lampe, Nicole Ellison, Jessica Vitak, Yvette Wohn at ICA, 2010

Geri Zeldes, funding awarded, CASID-GenCen Curriculum Development grant to develop a module for use in JRN 306 and 403 titled “International Reporting Basics - Research and Practice for Broadcast Students,” 2010


9. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

Opportunities for professional development at Michigan State University are abundant. Even before faculty members first walk in the door, they are encouraged to take required orientations for tenure-stream faculty, fixed-term faculty and teaching assistants.

The MSU Office of Faculty and Organizational Development (FOD) offers workshops and seminars in Faculty and Instructional Development that provide support for teaching, learning and assessment (http://fod.msu.edu/faculty-and-instructional-development). Support is in the form of workshops, seminars, cohort and fellowship programs, consultation and other services, classroom observations and feedback, coaching, faculty mentoring and teaching resources.

The Director each semester summarizes common written comments from student evaluations and encourages faculty to participate in the MSU FOD Lilly Teaching Seminar Series or the Spring Teaching Institute, both of which offer many workshops throughout the year, and also the IT Technology Workshops described below. She also suggests the Ombudsman’s website and a teaching website to help faculty improve their syllabi.

MSU Instructional Technologies (IT) Services offers Teaching and Learning Technology Workshops and Seminars in Instructional Technology several times a year on 30 different types of software to support instruction. Other services are also available to faculty to help them in their teaching roles. (http://tech.msu.edu/events/tech-seminars/.)

The School of Journalism is a part of the mentoring program in the College of Communication Arts and Sciences, in which faculty and mentors regularly communicate about achieving expectations in several areas, including teaching. (Mentoring is further discussed in Standard 4, Faculty.)

The College also holds brownbags for faculty to talk about their expertise in scholarship and instruction. This is helpful for faculty to envision ways to collaborate in the classroom, experiential learning projects with students, and areas of scholarship.

The School of Journalism also holds informal professional development sessions, and also in the form of brownbags. For example, in spring 2012, Darcy Greene and Eric Freedman returned from their international scholarship travels and gave talks about their experiences, which helped to inform faculty instruction about visual communication and international journalism.

School of Journalism faculty also participated in a series of JRN brownbags for several years called “Come for a Byte” on Fridays at noon. These topics included exchanging ideas and training others on software for instructional purposes: Mogulus, SnapZ Pro, social networks, Facebook, Skype, Twitter, SEOs, entrepreneurial journalism, Lessons for New Media and Entrepreneurship, Prezi, i-timelapse, 10 Tech Trends to Watch, among others. (See Appendices: “Come for a Byte” flyer.)
The School purchased several iPads for faculty to experience this exciting new technology and its influence on journalism. Faculty in design and visual communication classes, especially, wanted to learn more about the tablet and use it in class. The next year, several more faculty requested iPads. And, the following year, the School ordered iPads for students to produce magazine apps in JRN 400 and JRN 492. Faculty are regularly encouraged to think outside the box and request whatever technology they need to stretch their thinking and support their instruction.

Faculty members annually take advantage of AEJMC and BEA preconference workshops for professional development and instruction training. And, faculty is encouraged to attend off-campus professional development seminars, such as the following workshops.

Lucinda Davenport, ACEJMC Accreditation Workshop, Chicago, 2012
Nancy Hanus, “NewsTrain,” APME, 2010
Fara Warner, Business Journalism Professors Seminar, Reynolds School of Journalism, Arizona State, 2009
Geri Zeldes, faculty fellow at the NATPE Conference, 2012

10. Describe the importance of teaching in promotion and tenure decisions.

The School has excellent teachers. Student evaluations in 2011 across courses showed that the faculty average in 2011 was 1.7 (1=superior, 2=above average, 3=average, 4=dissatisfactory, 5=inferior).

Similar to MSU’s mission statement, teaching figures prominently in the School’s mission statement. Thus, it is considered for annual reviews and salary increases (based on merit only). And, it is one of three criteria outlined in the School’s Reappointment, Promotion and Tenure Guidelines. The following is an excerpt for full professor status:

**Teaching**

*Candidates must achieve all of the following:*

- *SIRS “Instructor Items” should be 2.2 or less averaged across all courses taught.*
• Accomplishing two of the four achievements established below. The candidate may also specify some additional criterion that ought to be considered.
  a. National award for the candidate’s teaching or an MSU University-wide teaching award.
  b. Demonstrated innovation in course development or enhancement.
  c. Evidence of student accomplishment directly linked to course content or instruction.
  d. Winning of competitive grants or awards to support or enhance teaching skills or to teach constituencies outside the University.

• Involvement as an academic mentor to students and their successes.

When tenure-stream faculty members apply for reappointment, tenure and promotion, they submit their syllabi and discuss their innovations in course developments and contributions to improve the curriculum, with attention to ACEJMC competencies. Although seasoned colleagues or course coordinators visit a new faculty member’s classroom in their first year, a representative of the Reappointment, Tenure and Promotion Committee observes the instructor in the classroom, again, during this process.

11. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 9, “Student Aid.”

A highlight of the year is the School of Journalism annual Student Awards Convocation in late April to recognize and honor students who have achieved special distinction within the academic year and those who have been awarded scholarships (internal and external). Faculty, families, significant others and, of course, the students are there to receive their awards and celebrate the successes of their peers. Often at that event students, in their remarks, pay tribute to faculty who they believe have helped them to succeed. (See Appendices: Student Awards Convocation annual programs.) This event is immediately before the Michigan Journalism Hall of Fame Banquet. Student awardees are invited to the banquet as the guests of the Hall of Fame, courtesy of the faculty and other sponsors.

All-around high achievers are named as Mary Gardner Scholars, and wear a medallion representing this distinction at graduation. They are usually recognized in their junior year and are invited to special occasions, such as lunches with faculty and guest speakers.

12. Attach a copy of the unit’s internship policy.

Students are required to complete a professional experience of at least one credit and up to a maximum of four credits, according to ACEJMC standards. The syllabus/policy for JRN 493, Professional Field Experiences, follows Question 13.
13. Describe the methods used to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.

The School has employed a high-profile Internship Coordinator for 15 years. Prior to becoming a faculty member at MSU, she was a news and sports reporter with the *Detroit Free Press* for 15 years. She screens internship opportunities, organizes recruiter visits and interviews, communicates with students about internships, supervises the quality of the internship experience and oversees the JRN 493 Professional Field Experience credits. Her office is a hub of activity with a bulletin board directly across the hall that is filled with internship information for students. She also sends hundreds of global emails and tweets regarding job and internship opportunities.

Complementary to the School’s internship program is the CAS Center for Careers and Internships that helps students with their resumes, notifies them about career fairs and events and also talks with them about job opportunities. The Center for Careers and Internships also organizes a Speed Networking event, similar to Speed Dating, in which students meet with alumni and professionals for 10 minutes before moving to the next station.

Students may find internships that originate with the School or they may find their own. Nonetheless, students select their own internships. Our students average three internships by the time they graduate (usually only one is taken for credit, depending on the number of hours the student is working, and complies with ACEJMC guidelines).

Internships that come to the attention of students through the School fall into two groups: from employers who have a continuing relationship (i.e., give internships to our students on a regular basis) and those who are new. Recruiters who want to visit the School communicate with the Coordinator on what types of skills are sought. She contacts and advises students and sets up an interview schedule for the recruiter. She also collects resumes and sends them to employers who cannot travel to the J-School.

She continues to monitor the students and their experiences while they are doing their internship. If a student is enrolled in JRN 493, Professional Field Experience, then she sends employers a form to complete about the internship experience. She also talks with students who serve the internships. Occasionally, an employer has not provided a good experience for our students. The Coordinator notifies the organization regarding the problem.

Students are required to compile an internship portfolio describing their experience in detail. They also include examples of their work. The portfolios detail the student’s challenges and successes while on the job. Students assess their experience in a two-page personal evaluation.

Students also complete a survey with their assessment of the preparation provided by the School in their courses. The employer completes a similar survey. Those assessments are reviewed regularly and are a factor in curricular decisions.

At the end of the internship the Coordinator and student discuss the success or needed areas of improvement, based on his or her experience.
Step-by-Step:

The Coordinator supervises the internship experience and is available to students by email, office phone and cell phone 24-7 throughout the year. She meets with students whenever needed in her office as well as on-site at their internships. She also meets with students on occasion at her home or for coffee elsewhere.

She approves students and the internship before they can enroll for internship credit. Approved students receive the internship guidelines and application, which details expectations and the requirement to sign the Code of Ethics. Students must work a minimum of 15 hours per week to receive one credit of JRN 493.

Employers must write a letter noting they have read the JRN 493 guidelines and agree to the terms and conditions that qualify students to earn credit for work performed. Also, the employer separately agrees in writing that the interns will work the number of hours specified for each week of the approved internship.

The internship course can be taken for one to four credits—the equivalent of one course, as accepted by ACEJMC. The required hours on the job for credit are: one credit, 15 hours a week; two credits, 20 hours a week; three credits, 25 hours a week; and four credits, 30 hours a week. Internships generally last an academic semester.

At the end of the semester, employers also evaluate the internship experience and assess the level of skill and preparedness of both their MSU interns and those from other schools. This is placed in the notebook.

Students submit their internship portfolio no later than the final Friday of classes. Grading is a Pass/No Grade system.

The JRN 493 portfolio includes:
- An audience study
- A history of the media organization
- A profile of the supervisory staff
- Examples of work
- Evaluation of the experience by the student (used for ongoing assessment efforts)
- Evaluation of their preparedness by the supervisor (used for ongoing assessment efforts)

The next pages list examples of student internships from 2010 to 2013. (For purposes of FERPA, only last names of students are included.) This is followed by the Internship Application, the Internship Policy/Syllabus, the Intern Assessment Survey and the Employer Assessment Survey.
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<tr>
<th>Student</th>
<th>Internships &amp; Location</th>
<th>City</th>
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<tr>
<td>Abdilla, K</td>
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<td>Aquino, J</td>
<td>Men's Health Magazine</td>
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<td>Summit Media Corp.</td>
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<td>(Lansing, Grand Rapids)</td>
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<td>WLNSr TV 6</td>
<td>(Lansing)</td>
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Jacobsen, K
Jordan, A
Kalmar, J
Kanan, J
Kanclerz, J
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Kassa, A
Kelleher, A
Khalil, J
Killebrew, B
Killebrew, B
King, M
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Krier, D
Krietz, A
Krietz, A
Laimbeer, B
Lapthorne, M
Lennox, A
Loftus, K
Ma, J
Ma, J
Magee, E
Marlan, A
Marn, K
Marn, K
Marn, K
Martin, A
Marx, M
Marzec, V
McCallum, B
WXYZ-TV Channel 7
High Country News
Time Inc.
Vanity Fair
Easter Seals
Lansing City Pulse
Martin Waymire Communications
Michigan Apple Committee
Columbus Dispatch
Big Ten Network U
Grand Rapids Press
Grand Rapids Press
Columbus Dispatch
Radio America
FOX 2 TV
WDIV-TV
CNN
MacDonald Broadcasting
USA Today College
Nyaka AIDS Orphans Project
Awesome Mitten
McLaren Greater Lansing
MSU Athletic Communications
Grand Rapids Press
Patch.com
isportsweb.com
Beaumont Health Systems
Aylwin Communications
Nantong Daily
Buchholz an der Nordheide
Mackinac Town Crier
Big Ten Network U
ESPN Headquarters
ESPN
Big Ten Network U
FoxSportsDetroit.com
Ford Motor Co.
Big Ten Network U
ESPN Headquarters
Michigan House of Representatives
United States Basketball
WXYZ-TV Channel 7
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(NYC)
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(Chicago)
(Lansing)
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(Traverse City)
(Columbus)
(MSU)
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(Grand Rapids)
(Boston)
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(Lansing)
(Royal Oak)
(London, UK)
(Shanghai)
(Germany)
(St. Ignace)
(MSU)
(Bristol, CN)
(Los Angeles)
(MSU)
(Detroit)
(Detroit)
(MSU)
(Bristol, CT)
(Lansing)
(Colorado Springs, CO)
(Detroit)
J-School Internship (JRN 493) Application

You will sign the J-School Code of Ethics upon enrollment in JRN 493. Any infraction will result in a 0.0 for your internship and possible expulsion from the School of Journalism.

### Course & Credit Information

Students must have a grade of 2.0 or higher in JRN 200 to qualify for JRN 493 credit; if this requirement is unmet students are to apply for JRN 490 (1 credit max) with the J-School internship coordinator. Note: A max of 4 internship credits count toward a JRN degree.

1 credit = 15 hours/week for 14 weeks (210 total hours)  
2 credits = 20 hours/week for 14 weeks (280 total hours)  
3 credits = 25 hours/week for 14 weeks (330 total hours)  
4 credits = 30+ hours/week for 14 weeks (420+ total hours)  

# of Internship Credit(s) applying for: __________
Is this internship 50+ miles away from MSU’s campus?: __________
Will you concurrently be enrolled in physical classes at MSU?: __________

### For Administrative Use Only

Date Received: __________  (J-School/Coordinator): __________
Date: __________  (Student Affairs): __________
MSU Internship Coordinator: __________  Date: __________
JRN Adviser: __________  Date: __________
Override Type (circle one): AL  EL  LV  / Other: __________
Date Added to Course: __________  Date Student Emailed: __________
Section #: __________  Completed by (initial): __________
Notes: ________________________________________________________

### Internship (Employer) Information

Select one:

- Paid: _____  /  Unpaid: _____

Updated: 02/08/2013
JRN 493 (Spring 2013)
Professional Field Experience

Instructor: L.A. Dickerson
Office: 343 Communication Arts Building
Phone: cell-248-894-5518 (but please call before 8 p.m. and after 11 a.m. on weekends)
Email: dicker22@msu.edu
Hours: By appointment

Professional internships allow School of Journalism students to apply the skills they have learned in their classes. Internships are critical. Field experience allows students to interact and work in the real work with professionals who can share their experiences.

Internships also challenge students to perform under pressure on the job. Perfection is the goal. J-School students learn to gather information, interview and research in real life situations critical to the development of all professionals.

J-School students must have at least one credit of professional field experience to graduate. But they may do up to four credits of professional field experience if desired.

Students are encouraged to do as many internships as possible to build resumes which will result in jobs upon graduation. Students may do internships and NOT receive credit.

But if students do want to receive one to four credits -- if you are an undergrad -- you must have passed JRN 200 before you can receive credit... And yes, you will pay for those credits just like any other class. You should meet with your adviser to decide how many credits to do your internship for.

Graduate students are not subject to the JRN 200 requirement.
You must be doing journalism-related work for your internship.

You must work a minimum of 14 weeks per semester. You must work the entire semester. During the summer, you must work from May to August (not just a session).

One credit is 15 hours per week; two credits equal 20 hours; three credits equal 25 hours; and four credits equal 30 hours per week or more.

To enroll for JRN 493, Section 1 (internship credit), you must:

1) fill out the internship application located in the bins across from room 343. Or print out from angel.msu.edu
2) Read the attached ethics guide and sign.
3) Masters and doctoral students need the signature of a member of their committee.
4) Read about the internship notebook you will be required to turn in at the end of the semester (information below)
5) Get a letter from your proposed employer confirming that you are doing journalism-related work as well as the number of hours and weeks you will work. Attach that letter to your application. It can be one short paragraph.

All materials must be turned into and approved BEFORE you start your internship. The completed application can be returned to the J-School Internship Coordinator, L.A. Dickerson. She is in room 343 or you can turn your application into her mailbox in room 305. If you have questions, you can e-mail her at dicker22@msu.edu

If the materials are complete, Professor Dickerson will take your applications to the Office of Undergraduate Affairs to be signed by Stratton Lee. Joyce Crandell, in the Office of Undergraduate
Affairs, will contact you when your application has been approved to enroll for JRN 493, Section 1.

It is SOLELY your responsibility to make sure that you are successfully enrolled. You need to go online and verify that you are successfully enrolled in JRN 493.

At the end of the semester, your internship notebook will be due the final Friday of classes. There is a desk under the faculty mailboxes in room 305 in the J-School's main office. You may put your notebook in the top right drawer.

The notebook will be graded on a pass-fail basis. Students who are graduating MUST turn in their notebooks by the final day of classes or their diplomas will be withheld by the University.

Your notebook should be a minimum of five pages. It should include:

1) Audience study – For a newspaper, broadcast or online operation, this includes a demographic profile of readers, listeners and views. For a media relations or public relations position, this includes the target audience for the communication program. Include whatever source material is available.

2) A history of your organization – Historic information regarding the founding of this organization. How long it has been in existence etc. Who it is owned by now.

3) Profile of your supervisory staff – Brief work biographies of your main supervisors. How did they get from point A to point B.

4) Examples of your work – If you must have your work samples returned, please note that so your materials can be set aside and protected.
5) Supervisor Evaluation – The evaluation forms are in the bins across from room 343. Supervisors will evaluate how the student performed on their internship. Please make sure your supervisor’s phone number or e-mail address is included.

6) Personal evaluation – You should write a 500-word or more evaluation of your internship experience. You should put great thought and effort into evaluating the experience. It is one of the most important parts of the paper. Make sure you follow AP style, double-space, indent paragraphs, and watch for errors.

7) Student internship assessment form – Located in bins across from room 343. Students must complete and sign. Failure to include the assessment form will result in a 0.0 as this is also an integral part of the documentation of your experience.

8) Employer intern assessment – In the plastic bins, to be completed by your employer and included in your internship notebook materials.

If ANY of the above materials are not included in your notebook, you will be assessed a grade of 0.0…

Anyone with questions can e-mail L.A. Dickerson at
dicker22@msu.edu

L.A. Dickerson
J-School Internship Coordinator
Room 343 Comm Arts Building
Michigan State University
East Lansing, Michigan 48824-1212
INTERN ASSESSMENT
School of Journalism
Michigan State University

This is a survey to help us assess how well you were prepared for your internship. Your input will help us to continue to improve the J-School as we prepare future students for careers in media. Thank you for your help.

Part I

First, we would like to get some background information on your experiences on your internship. (Please circle the appropriate response. NA = Not Applicable)

1) How many internships have you had while at MSU?
   One Two Three Four More (#)____

2) In what media were the internships? (circle all that apply)
   Newspaper Broadcast Magazine Photo Online PR Other

3) Where did you complete your most recent internship:
   __________________________________________________________

4) How would you rate the internship experience just completed:
   Exceptional Above average Average Below average Unsatisfactory NA

5) How do you rate your level of preparedness for this job?
   Exceptional Above average Average Below average Unsatisfactory NA

6) What additional courses would have helped you better prepare for your internship
   __________________________________________________________

7) How do you rate the School of Journalism’s internship efforts?
   Exceptional Above average Average Below average Unsatisfactory

Part II
Career development and Learning
Please answer the following questions and statements.

1) My most recently completed internship helped prepare me to enter the job market.
   Strongly Agree Agree Neutral Disagree Strongly Disagree
2) The internship clarified my future career goals.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

3) The internship helped me assess my strengths.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

4) The internship helped me assess my weaknesses

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

5) I saw connections between classroom work and the workplace.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

6) The internship helped me to be better prepared to launch a career.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Part III
Please answer the following to determine the impact of your internship experience.

1) My internship strengthened my problem solving and analytical skills.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

2) My internship strengthened my information gathering and research skills.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

3) My internship improved my computer/technical skills.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

4) My internship strengthened my ability to work as part of a team.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

5) My internship improved my understanding and knowledge of local and national issues.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

6) My internship improved my verbal communication skills.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

7) My internship improved my writing skills.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree
8) My internship improved my news judgment.
   Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

9) My internship improved my ability to multi-task.
   Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

10) My internship improved my self confidence.
    Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

11) My internship improved my organizational skills.
    Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

12) My internship improved my professional demeanor.
    Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

13) My internship improved my understanding of job expectations in the professional world.
    Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Name ___________________________    PID ___________________________

Thank you again for your participation.
EMPLOYER INTERN ASSESSMENT

School of Journalism
Michigan State University

This is a survey to help us assess the level of preparedness of our students when they work as interns. Your input will help us to continue to improve the J-School as we prepare our students for careers in media. Thank you for your help.

Part I

First, we would like to know the quality of your experiences with students and graduates of the School of Journalism at MSU. (Please circle the appropriate response. NA = Not Applicable)

1) How long have you hired journalism students from the School of Journalism as interns?
   More than 10 years  5-10 years  Less than five years  This year only  NA

2) How reliable are references from MSU School of Journalism faculty members and other school officials?
   Very reliable  Above average  Average  Inconsistent  Unreliable  NA

3) How do you compare the job performance of MSU journalism students to students at other schools in your recruiting program?
   Exceptional  Above average  Average  Below average  Unsatisfactory  NA

4) How do you rate the performance of MSU journalism students in your employ?
   Exceptional  Above average  Average  Below average  Unsatisfactory  NA

5) How consistent is the job reliability and performance of MSU journalism students?
   Very consistent  Average  Inconsistent  Unsatisfactory  NA

6) How would you rate MSU journalism students in the following areas:
   a. Work ethic
      Exceptional  Above average  Average  Below average  Unsatisfactory  NA
   b. Professional character and values
      Exceptional  Above average  Average  Below average  Unsatisfactory  NA
   c. Job performance
      Exceptional  Above average  Average  Below average  Unsatisfactory  NA
d. Career potential

Exceptional  Above average  Average  Below average  Unsatisfactory  NA

e. Candidate for permanent employment

Exceptional  Above average  Average  Below average  Unsatisfactory  NA

f. Creative skills

Exceptional  Above average  Average  Below average  Unsatisfactory  NA

g. Writing skills

Exceptional  Above average  Average  Below average  Unsatisfactory  NA

h. Social and workplace skills

Exceptional  Above average  Average  Below average  Unsatisfactory  NA

7) How do you rate the School of Journalism’s job internship office?

Exceptional  Above average  Average  Below average  Unsatisfactory

8) Through which of the following channels do you prefer to interview and recruit job and internship candidates? (Circle all that apply)

School of Journalism  College of Communication Arts and Sciences  MSU

Part II

Finally, please take a few minutes to answer the following questions:

1) From your experience with MSU journalism students, what areas of the school’s professional training courses could use revision and improvement?

2) Are the job performance levels of MSU students increasing, declining or remaining the same? In what specific areas are you seeing change?

Intern Supervisor (Optional)  Company

Thank you again for your participation. We appreciate your willingness to hire our students as interns and hope to continue this partnership with you in the future.
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<thead>
<tr>
<th>Student</th>
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<tr>
<td>Ballentine</td>
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<td>Turcotte</td>
<td>Michigan State University’s Outstanding Senior</td>
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<td>Gibbons</td>
<td>Richard and Donna Milliman Community Scholarship</td>
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<td>Roy W. Howard National Reporting Competition</td>
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<tr>
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<td>AEJMC Top Honors for Specialized Business Magazine</td>
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<td>Awarded Trip to Japan</td>
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<td>Rowe</td>
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<td>Salvador</td>
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<td>Wan</td>
<td>NLGJA National Excellence in Journalism</td>
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<tr>
<td>Dumbleton</td>
<td>Second Place, SND Design Contest for College Students</td>
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<td>Dumbleton</td>
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<tr>
<td>Dzwonkowski</td>
<td>Honorable Mention, SND Design Contest for College Students</td>
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<tr>
<td>Staff</td>
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<td>Marzec</td>
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<tr>
<td>Dzonkowski</td>
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**2012**

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<td>Thiede</td>
<td>Carl Beck Memorial Scholarship</td>
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<td>Dow Jones Newspaper Fund National Competition</td>
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Part II, Standard 3

Diversity and Inclusiveness

Key Points

• The diversity of students majoring in journalism continues to increase with each self-study from when the School’s first Diversity Plan was approved in 2002. Domestic minority students made up 18 percent of the major in 2001, and 23 percent in 2006 and 31 percent in 2012. The School is higher than, or in sync with, the percentage of each minority group in the region and the population the School serves and where it is located.

• Faculty diversity in the School of Journalism also increased with each self-study: 9 percent in 2001, and 29 percent in 2007 and 31 percent in 2012.

• *Diverse Issues in Higher Education* in 2012 ranked MSU No. 7 for the number of undergraduate degrees in journalism, communication and related degrees awarded to African-American students and No. 19 overall for total minority bachelor degrees.

• The School of Journalism achieved MSU’s recent Assessment of Diversity in the Workplace goals for the department, as it also continues to improve under ACEJMC diversity standards.

• Faculty has been recognized with high-profile awards on diversity, such as MSU’s Excellence in Diversity Award and MSU’s Excellent Progress toward Diversity Collaboration.

• Student and faculty projects on diversity won national awards, and virtually all courses included topics that celebrate diversity. Examples included the following: *The New Bullying: How Social Media, Social Exclusion, Laws and Suicide Changed Bullying* book and website won an AEJMC Teaching and Technologies award and also was a finalist for the national SPJ Mark of Excellence in Journalism; the website *Mental Health and the Black Mind* won an SPJ regional Excellence in Journalism; *The LGBT Mind* won a NLGJA National Excellence in Journalism; and the documentary *Arabs, Jews and the News* won multiple awards such as the Award of Excellence in the Media Arts Festival from the Broadcast Education Association and top awards from the Indie Fest and Manhattan Film festivals.

• GreatLakesEcho.com, the School’s nonprofit environmental news service provides a significant number of stories to the *Bay Mills News*, a newspaper published by a northern Michigan Native American community.
Part II, Standard 3. Diversity and Inclusiveness

1. Tables 4-8 and a supplemental table are included at the end of this standard.

Table 4, Area Populations, shows the gender and racial population for the state of Michigan in the 2010 Census. Michigan State University was “the Pioneer Land Grant University” and pays particular attention to civic engagement with increasing attention to national and global outreach.

Table 5, Undergraduate Student Population, shows the undergraduate population by race and gender at both MSU and the School of Journalism. MSU is 28 percent minority, 53 percent female and 47 percent male. The School of Journalism is 31 percent minority, 65 percent female and 35 percent male. The minority percentage in Journalism increased from 18 percent in 2001 to 23 percent in 2006 to 31 percent in 2012.

Supplemental Comparison Table shows side-by-side the populations of the United States, the state of Michigan, Michigan State University undergraduate and the School of Journalism undergraduate populations. The School of Journalism student population is higher than, or in sync with, the minority groups in the regions the School serves and is located.

Table 6, Faculty Populations, shows the School of Journalism faculty population by race and gender. Full-time faculty appointments reflect 31 percent minority and 69 percent white, 37 percent female and 63 percent male. The minority percentage grew from 9 percent in 2001 and 29 percent in 2007 to 31 percent in 2013. Half of the new hires since 2008 have been female. Journalism students also regularly see two full-time advisors, a male and a female, both of whom are African American.

Table 7, Full-time Faculty Recruitment, shows full-time faculty recruitment for the past three years. Of the five new faculty hires, three are female, two are male, two are minorities and one is international.

Table 8, Part-time/Adjunct Faculty Recruitment, shows the School has not held searches for new part-time or adjunct faculty members within the past three years. The increase in full-time faculty and doctoral students with professional experience has decreased the need for part-time faculty.

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.

The following documents serve as guidelines for the School of Journalism:
• The School of Journalism Diversity and Inclusion Plan is after the responses to this question. It was adopted in 2006 and the faculty approved its revision in 2013.

• The School of Journalism’s Multi-year Plan for Diversity in Tenure System Faculty (2012) that responds to MSU’s Assessment of Diversity in the Workforce, is in the Appendices. (We achieved the benchmark of adding one female within the year.)

• Statement by MSU President Lou Anna K. Simon on MSU’s commitment to issues of diversity and inclusiveness is online: http://president.msu.edu/statements/diversity-inclusion/.

• Mission statement of MSU’s Office for Inclusion and Intercultural Initiatives is online: http://www.inclusion.msu.edu/.

• Faculty Search Toolkit: A Resource for Search Committees and Administrators at Michigan State University. This booklet serves as a guide to administrators and faculty on search committees regarding standard procedures that reflect the MSU core value of inclusiveness. It is online at: http://www.adapp-advance.msu.edu/Faculty-Search-Toolkit and in the workroom.

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

In addition to ACEJMC and accreditation standards, the University encourages vigilance to diversity. MSU’s president and provost sessions six times a year include diversity numbers (population, graduation rates, etc.). The provost provides financial incentives to Colleges that meet University goals for diversity, and CAS was rewarded for meeting its goals. Thus, Dean Whitten also presents and discusses diversity regularly with department heads and at College Advisory Council meetings with faculty.

MSU’s ADAPP-ADVANCE grant that includes Faculty Excellence Advocates (FEA’s) promotes regular multicultural advocacy for the recruitment, retention and mentoring of faculty. In addition to ACEJMC, the University requires we write diversity action plans and meet regularly with the College FEA, who is also a faculty member in the School of Journalism.

Also, the School of Journalism Multi-year Plan for Diversity in Tenure System Faculty responds to the MSU’s assessment of diversity in the workforce, as required by MSU. It noted Journalism was satisfactory in all areas but down by one female. We succeeded in hiring a new full-time female for Fall 2013 and met this goal.

Diverse Issues in Higher Education magazine every July lists the top 50 producers of degrees awarded to minority students in journalism, communication and related degrees in the United States. In the 2012 issue, MSU was ranked No. 7 for African-American bachelor’s and No. 19 overall for total minority bachelor degrees.
Other assessment includes documenting faculty awards, activities and projects, curriculum topics, diversity numbers in recruitment and retention for faculty and students, minority scholarships, and securing diverse guest speakers for classes and special events.

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 School integrates diversity and inclusiveness topics into its curriculum in many ways, including lectures and assignments across the curriculum, specialized courses, study abroad opportunities, student experiential learning in classes and on faculty projects and guest speakers. Courses that contribute to these efforts are described by the instructors;

Specialized courses:

**JRN 492, Seminar in Journalism (rotating topics):**

*Bias Busters: Using the Newest Publishing Tools to Break Old Stereotypes and Improve Cultural Competency and Diversity*

The purpose of the course is to have students interview across cultures and to write, edit and have members of a minority community offer their perspectives for another installment in our series of guides to cultural competence. The course also includes a guest lecturer from the Michigan Department of Civil Rights and from the under-represented community being studied. A new guide on a different community is published each time the course is offered.

*International News Reporting: Natural Disasters, Risk and Security*

Skills and strategies to report on international stories presented to the American public. Topics include earthquakes, hurricanes, epidemics, civil clashes (cultural, religions, etc.) and border issues and how these affect international communities.

*Visual Journalists Reporting in Asia*

This colloquium-based course features photographers, TV reporters, documentary filmmakers, as well as other visual journalists with extensive experience covering one or more countries in Asia. Course assignments include multi-media profiles of the journalists, as well as essays and projects that are Asian country-specific and rooted in visual journalism histories and theories.

*Telling Immigrant Stories*

Students learn about the diaspora of major immigrant populations in Lansing as they create short and long-form profiles and feature stories on local immigrants. The stories may be used as part of a city-wide museum tour of venues linked to immigrant contributions.

*Reporting on Islam*

Students analyze reporting on Muslims and Islam in the U.S. and international press, and will learn about the complexity of Islam as a religion and the cultural practices of Muslims.
International media courses, JRN 375 and JRN 475, focus on exposing students to differing issues, viewpoints and perspectives of culture, ethnicity, gender, sexual orientation, race and religion:

**JRN 375 International Journalism**
The course introduces students to international perspectives. Of seven guest speakers in Fall 2013, six were minorities. One lecture topic was “Diversity in the News and in the Newsroom,” and another was “Covering Human Rights, Disasters & Nongovernmental Organizations.”

**JRN 475 Regional Dynamics of International News Media and Governments**
Students examine the media within rotating regional contexts of Latin America and the Caribbean, Africa and the Middle East, Europe, and Asia and the Pacific. They learn about the historical influences that shape culture and policies. For example, the class pays attention to Latin America and Caribbean influences that account for the largest segment of arrivals into the United States. The class makes connections between international migratory process and their legacy and influence into the United States.

**Study Abroad courses:**
These are based on the premise that by taking students to other countries, students learn about differences and similarities among people from different parts of the world. The following courses have been offered every summer for many years.

Reporting in the British Isles
Mass Media in Great Britain
Photo Communication in Europe
Visual Communication and Infographics in Spain

**Student experiential learning about diversity is recognized in class capstone and specialized courses, many of which won international, national and regional awards:**

JRN 400: GLYPH magazine app: *College Mental Health*
JRN 400: GLYPH magazine app: *The Autism Puzzle*
JRN 400: Printed book, e-books and multimedia website: *The New Bullying: How Social Media, Social Exclusion, Laws and Suicide Changed*
JRN 400: Multimedia website: *Mental Health & the Black Mind*
JRN 400: Multimedia website: *Mental Health & Aging*
JRN 400: Multimedia website: *Mental Health & the LGBT Mind*
JRN 400: Multimedia website: *Immigration*
JRN 400: Multimedia website: *Diversity*
JRN 400: Documentary: *868 and the Growing Chinese Community at MSU*
JRN 400: Documentary: *The Ave*
JRN 420: Syndicated News Service: Capital News Service
JRN 472: Syndicated News Service: Great Lakes Echo
Experiential learning on diversity is evidenced in student participation on faculty projects that won international, national and regional awards:

Faculty/student multimedia website: IMAJE—Reporting about Islam and Muslim Peoples, A Reporters’ Guide

Faculty/student documentary: The Death of an Imam
Faculty/student documentary: The Kings of Flint
Faculty/student documentary: The Greening of Flint
Faculty/student documentary: Arabs, Jews & the News
Faculty/student documentary: Malaria & Malawi: Fighting To Save the Children
Faculty/student documentary: U.S. v. Narciso, Perez & the Press

Regularly offered courses:

JRN 108, The World of Media
Discussions of diversity are woven into the history of newspapers, magazines, films, radio, TV and music. Also, students are challenged to choose issues involving diversity for their team wiki projects, and many choose the history of the black press in the United States, portrayals of women, advertising and body image and the barriers the LGBT community has faced concerning inclusion. Guest lecturers routinely include women and people of color, and nationally recognized AIDS activist Todd Heywood of the American Independent News Network is a frequent speaker.

JRN 108-Honors, The World of Media
Students critically examine images and texts in media messages that communicate bias (gender, sexual orientation, socio-economic class and/or race and ethnicity). Course topics include themes of cultural imperialism and issues of national development that relate to diversity and cultural and ethnic nationalism. A major team project is to analyze if and how various groups have been ignored or unfairly portrayed in the media. Students often choose the role of women in sports or negative images of women in media.

JRN 200, Writing and Reporting News I
We discuss the importance of diversity in newsrooms to adequately recognize breadth of coverage, represent greater community and understand audience. Topics also include stereotypes in media, avoidance of stereotypes and -isms, and why journalists limit identification of race, gender, age, income, sexual orientation, etc., to only those factors directly relevant to the central context and audience understanding of a story.

JRN 200, Writing and Reporting News I
Audience orientation and importance of diversity in news reporting is covered extensively. Discuss the importance of, and need to, report without bias to show all sides of issues and situations. Throughout the semester we discuss that news means different things to different social groups. For every story, students do a tip sheet in which they break down the points and find diverse sources. The goal of all assignments is to seek diverse sources.
JRN 200, Writing and Reporting News I
We discuss that the presence of real diversity in the newsroom can prevent unintended biases from distorting news process decisions. We certainly talk about race and gender and sexual orientation. But I note examples of how diversity is meaningless if everyone thinks the same. For instance, the Washington Post apologized for not covering a pro-life march because none of its reporters knew pro-life people. The newspaper later gave the same explanation for writing that evangelical Christians were "poor, uneducated and easy to command."

JRN 300, Writing and Reporting News II (Public Affairs)
Students are grouped into multicultural reporting teams to cover local communities. Besides working closely in a diverse team, we talk in class about why diversity is essential to accurate journalism, and students are instructed to apply the diversities in their communities to the content and sources of their stories. Stories that bring diversity to the news sites are discussed in class.

JRN 300, Writing and Reporting News II (Public Affairs)
Almost immediately, we discuss on the importance of diversity in thought and in source usage, and students were encouraged to find sources representing diverse perspectives and demographics. While talking about ethics, students analyze media stories to determine if bias is present. Of the two guest lecturers that semester, one was a local TV reporter of Arabic descent and the other was a woman from a local newspaper.

JRN 306, Introduction to Radio and TV News
Students are exposed to diversity issues through assignments and guest lecturers and assignments. This semester we teamed up with a journalist who was setting up a radio bureau in Afghanistan. One challenge he shared was that women in the bureau were restricted from pursuing an education and a career. Another exercise required students to present to the class their favorite broadcasting legend, many of whom came from diverse backgrounds, e.g. Jesse Blayton, Casey Kasem, Yvonne Daniels, Ann Compton and Susan Stamberg. Two recent guest lecturers were a TV reporter of Arabic descent and a woman from the print world.

JRN 306, Introduction to Radio and TV News
For each story we talk about getting at least three interviews from different walks of life. We talk about how a story would be skewed if we interviewed three 20-year-old white females. We want to get a good representation of our community in our stories.

JRN 310, Photojournalism I
Because diversity is important and because my scholarship focuses on international photography and photographers, lectures have multicultural content. This extends to technical demonstration where images made in another country are used to incorporate discussion about that culture. An assignment is to research photographers whose work excites them. About half the students present non-American photographers, which leads to discussions of how that photographer's vision has been shaped by the culture in which he or she comes from.
**JRN 336, Designing for Print and Online**
I regularly assign students to design stories that have taken place in other cultures. For example, when China was preparing for the Olympics, I selected stories and art that dealt with the poor living conditions provided for workers who had moved from the countryside to the Olympic venue. Another time, the stories dealt with the artwork of Tyree Guyton, who created the Heidelberg Project in downtown Detroit. Another time I used the Gullah culture.

**JRN 400, Spartan Online Newsroom**
Each semester, this capstone course focuses on a different theme. Class projects result in magazine apps available on iTunes; printed books and e-books available from Barnes and Noble, Amazon, iTunes; multimedia and interactive websites, documentaries, etc. Themes have included the following: mental health with stories on LGBT and African-American communities and aging, to name only a few; The New Bullying that focused on different demographics (race, gender, sexual orientation, religion, etc.); immigrants and their challenges with policies, education and living conditions; The Ave.us, a project about people who work and visit Michigan Avenue, in which selected stories focused on an African American woman who sewed aprons and students of Puerto Rican descent who buy fig jam from a Jewish bakery; and 868, a project devoted to the rise, challenges, impact and effects of Chinese students on campus.

**JRN 405, Editing for Print and Online**
One editing and two writing assignments concern race. Another deals with religion. These can lead to discussions on the relevance of race in story and the way in which terms are used to describe different religions. In an assignment, students must research and argue a policy whether people should be called "Native American" or "Indian American" or another on "Hispanic" or "Latino." A similar assignment is on quoting dialect. This provokes research, thought and discussion about racial, regional and socioeconomic speaking patterns.

**JRN 407, Computer-Assisted Reporting**
We examine census data and how to pull demographic information for particular communities. We talk about using this data to understand the size and kinds of minority populations within a news community and how to target them in news stories. We also talk about data points that are outliers and the importance of not ignoring them as they may reflect an important minority view. Recent guest speakers included at least three women who are government officials doing data-related work.

**JRN 417, Sports Media**
We spend several lectures and examples on how sports has broken down barriers where race is concerned and use stories detailing their challenges and triumphs (e.g., The Jackie Robinson Story) We also discuss ways sports have broken barriers for those with physical or mental challenges (e.g., Olympic footage of Oscar Pistorious, and the movie Radio). In addition, we discuss and show that sports can bring people of all colors together (e.g., the movie Remember the Titans).

**JRN 420, Capital News Service**
Each semester students write stories on civil rights, discrimination and related topics. In Spring 2013, for example, students wrote stories about the economic impact of anti-LGBT
discrimination, school anti-bullying programs and health insurance costs for obese people. They also conducted a group interview with the director of the Michigan Department of Civil Rights.

*JRN 425, History of Journalism*
Journalism history is about the diversity of voices. Throughout the course we discuss various ethnic and religious presses and famous figures. And, for example, we examine how African Americans were depicted and covered in mainstream press compared to their representation in the African American Press.

*Journalism 430, Mass Media Law & Ethics*
A major theme is First Amendment protection of diverse viewpoints in the context of both freedom of the press and freedom of speech. The course includes case studies on race, ethnicity, culture and stereotypes. Some discussions focus on the history and importance of diversity in the newsroom, and students examine what several codes say (e.g., Hearst Newspapers, KGNU, Boulder, Colorado, and The Virginian Pilot). We also discuss changes in the AP Stylebook. We review case studies on diversity for print, digital, photography and video. Themes include issues of quoting public figures who use denigrating terminology in private and public conversations; stereotypes of ethnicity, age, physical challenges and gender; journalism practices in cultural contexts, etc.

*JRN 445, Images and Messages*
The course seeks to broaden the understanding of how images are made, why they are made the way they are and how meaning is encoded in those images. It also seeks to provide them the tools needed to be sophisticated consumers of images. The texts for the course speak for themselves, especially, Photography’s Other Histories, that gives the perspective of cultural anthropology and explores photographic representation of indigenous and marginalized people across the world and over the last 150 years. Students, often for the first time in their lives, are confronted with the fact that photography can be used, not just to inform, but also to oppress and control a people and the narrative by which we understand that group of people.

*JRN 450, Creating and Marketing Journalism and Mass Media*
Because the objective is to create and market journalism innovations, an integral part of the course involves exploring how to identify niche audiences in terms of gender, race, ethnicity, religion and sexual orientation, as well as age, education and income. Discussions include using various kinds of statistical resources to explore the dynamics of different communities. One of the teams this semester is creating a new online publication for the LGBT community that will aggregate and curate news of particular interest to them. Another team is creating a Community Heroes news site that will provide profiles of people from diverse communities within their target city.

*JRN 472, Environmental Reporting (Skills)*
We include discussions on environmental justice issues—how poor and minority communities bear a disproportionate share of pollution problems. Many class project stories deal with urban decay and revitalization—environmental issues that particularly affect minority communities. Guest speakers this semester included at least four women and one minority scientist or government official.
JRN 473, Environmental Journalism (Seminar)
We regularly include the topic of cultural models and international comparisons of media cultures. A regular guest speaker, Dr. Sanjun Wu from the Capital University of Business and Economy in China, talks about China’s media system. We also had a Skype presentation with a scientist from Peru.

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.

Colleagues strive to create a climate of acceptance that prevents harassment and discrimination, and enact appropriate policies that respond to any harassment or discrimination problems that occur. Examples of faculty taking the lead in creating a climate of tolerance include the following recognition of good efforts:

- MSU’s “Excellence in Diversity Award for Advancing Global Competency” was awarded to Geri Zeldes, 2010.

- MSU’s “Excellent Progress toward Diversity Collaboration” awarded to the J-School’s Knight Center for Environmental Journalism for “admirable efforts in creating a more diverse population of environmental journalists throughout Michigan, the United States and the world at large.”

- Creating an Inclusive Excellence Grant from the Office for Inclusion and Intercultural Initiatives at MSU was awarded to CAS Academic Advisor Lauren Gaines to work with minority first-year students and their retention in the College’s majors.


- Several diversity-focused interactive magazine apps, multimedia websites, documentaries and other student-produced projects have won awards for reporting, stories, design and production. These are examples of projects in courses that center on successful discussions of diversity.

All course syllabi include the following, as noted in the MSU Ombudsman’s website: Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). We have several recent examples of students with disabilities, particularly those with sight challenges, who have
been successfully accommodated in our classes in recent semesters. And, the Communication Arts and Sciences Building is handicap accessible.

Considerations, additional to those noted in other responses about this standard, include adhering to the MSU Equal Opportunity and Employment policies.

Moreover, in the long history of the School of Journalism, a grievance process has never been enacted except in the 1970s about a grade. Lengthy descriptions of faculty, staff and student grievance processes are described in Standard 1, Question 8 with website references and policies in the Appendices. If a complaint occurs, students may initiate a formal grievance. The grievance procedure is detailed in the Grievance Procedures for Undergraduate and Graduate Students in the School of Journalism. The prelude to the document states the following:

Academic Freedom for Students at Michigan State University (AFR) and the Graduate Student Rights and Responsibilities at Michigan State University (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the AFR and the GSRR, the School of Journalism and the College of Communication Arts & Sciences has established the following procedures for adjudicating student academic grievances, including non-disciplinary hearings regarding allegations of academic dishonesty, violations of professional standards and falsification of academic records when a failing grade has been issued.

The influence of Proposal 2 on the state of Michigan’s Michigan Civil Rights Initiative (MCRI), should be noted. Proposal 2 was ballot legislation passed into the Michigan constitution in 2006. The objective was to stop the preferential treatment of minorities (by race, color, sex, or ethnicity & national origin) in colleges and other public institutions and in obtaining jobs. Several appeals continue to challenge its constitutionality. Nonetheless, Michigan State University seeks to support multiculturalism and diversity.

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.**

*School of Journalism Diversity Population Comparisons*

Journalism’s undergraduate diversity populations make up 31 percent of our undergraduate students, an increase from the last self-study report (23 percent).

The School is home to a higher percentage of minorities or is in sync with the regions and populations it serves. The School of Journalism has higher populations than the state of Michigan for females, African Americans, Asians, Hawaiian or other Pacific Islanders and international students. And, we closely follow the state in Hispanics/Latinos and American Indian/Alaskan natives.
Comparisons in order of most to least of diversity populations for the United States, the State of Michigan, MSU and JRN are included in a Supplemental Comparison Table after Table 5 of the required tables.

- **Female**: JRN 65.5 percent; MSU 52.9 percent; Michigan 50.9 percent; U.S. 50.8 percent.
- **African Americans**: JRN 16 percent; Michigan 14 percent; U.S. 12 percent; MSU 6 percent.
- **Hawaiian or Pacific Islanders**: JRN .4 percent; U.S. .2 percent; MSU .1 percent; Michigan 0 percent.
- **Asian**: U.S. 4.8 percent; MSU 4.3 percent; JRN 2.45 percent; Michigan 2.4 percent.
- **Hispanic or Latino**: U.S. 16.3 percent; Michigan 4.4 percent; JRN 3.8 percent; MSU 3.4 percent.
- **American Indian/Alaskan native**: U.S. .7 percent; Michigan .6 percent; JRN .41 percent; MSU .3 percent.

Not comparable were the different reporting procedures for the students who listed two or more races, in which JRN was highest compared to the others; other races; international and not reported.

**Highlights of Recruitment Efforts**

- Annually, the School sponsors Detroit public school students to attend the Michigan Interscholastic Press Association (MIP) journalism summer camp.
- In Summer 2011, the School hosted the Asian American Journalists Association (AAJA) J-Camp that attracted multicultural high school students from across the country.
- For consecutive years, the Knight Center for Environmental Journalism organized workshops for Detroit high school students on health, environment and science reporting.
- The Knight Center is running a two-year collaboration for inner-city high school students from Chicago that focused on the environment and included visits to MSU.

Recruiting efforts include scholarships. The School has several continuing and new scholarships for diverse students. It contributes upwards of $20,000 a year in matching funds from the Provost’s office toward high school students in financial need who apply to the major and are a part of the College’s Media Sandbox curriculum. Several scholarships recently were established for new and current students from diverse geographic areas of Michigan. These are added to existing diversity scholarships, including our Hispanics in Journalism scholarship that benefitted three students in the past year.

**Highlights of Retention Efforts**

- Retention efforts include the start-up of several new diverse student groups, including NABJ (National Association of Black Journalists), AWSM (Association for
Women in Sports Media), and the formerly defunct student SPJ (Society of Professional Journalists) chapter. The School of Journalism and the College fund travel and registration for these students' trips to professional conferences for career networking.

- Housed in the Office of Supportive Services is a federally funded program, called Trio, that represents three programs to help minority students in college. At MSU, two of the programs are the College Achievement Admission Program (CAAP) and the College Assistance Migrant Program (CAMP). These programs are discussed in greater detail in Question 8 on the retention of minority students within the program.

- CAS Advisor Lauren Gaines proposed and received a grant from the MSU Office of Multicultural Affairs and Inclusion to run additional programs for minorities. She involves students who had the class previously to serve as role models. This special retention program for minorities is discussed further in Question 8 below.

Recruiting and retaining diverse students are important to the School. As part of that commitment, the School hired Joe Grimm, a nationally known diversity recruiter and staff development editor at the Detroit Free Press to recruit domestic minority students. He has received numerous diversity awards from various journalism organizations. And, he participated in more diversity job fairs than anyone in the country; therefore, he brought with him many connections. He and other faculty are active with recruitment, retention and perspectives that focus on African Americans, Hispanics, Asian Americans, Native Americans, Arab Americans, Muslims and LGBT communities. Additional diversity initiatives are in the Appendices.

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.

Students must declare a major in the junior year; however, the University is expected to move this process to the sophomore year so that students can get advising on coursework sooner to shorten time to graduation. Once students make themselves known as a pre-major, advisors contact them to begin their program plan of coursework.

During its curriculum revision, JRN removed from its admission process in 2010 an additional lengthy questionnaire, essay and clips. It found that, although these were requirements of admission, they were not evaluated. Thus, it was wasted effort on the part of students and perhaps perceived as a barrier into the major. We now only require a grade point average of 2.5 between JRN 108 and JRN 200, the foundation classes. The decision to change from the University’s 2.0 minimum to a 2.5 was approved in 2008, the year after the prior accreditation study. The Director reviews this special requirement each year in consultation with the CAS Director of Academic and Student Affairs to determine its effect on diverse students—and has found none. Also, if a student is not admitted to the JRN major then they are encouraged to petition for reconsideration or apply again.
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.**

Our student diversity numbers improve with each self-study, as one reviews the prior reports. Student diversity grew to 31 percent in 2012 from 23 percent in 2006-2007. The numbers that make up the 31 percent are 79 African American, 19 Hispanic/Latino, 13 of two or more races, 12 Asian, two American Indian, two Hawaiian/Pacific Islanders and 19 international students. (Not included in the percentages are five students who did not report their ethnicity.)

Academic Advisor Lauren Gaines was awarded a Creating Inclusive Excellence Grant in 2012 from the Office for Inclusion and Intercultural Initiatives at MSU. Gaines is also the Coordinator of Diversity and Multicultural Initiatives for the College and is the representative to the University. The purpose of the grant is specifically targeted toward minority first-year students and their retention and persistence in their program. This grant also helps faculty and advisors better understand how well the College is doing with diverse populations at all program stages.

In addition, the CAS Academic and Student Affairs Office watches College Achievement Admission Program (CAAP) and College Assistance Migrant Program (CAMP) students for how well they are progressing in their major. For example, the 43 CAAP/CAMP students majoring in journalism have an average gpa of 2.69. The College runs special sections of CAS 101 for CAAP/CAMP students with major preferences in the College.

The CAS Academic and Student Affairs Office advises all students who have majors within the College about curriculum. The faculty counsels students on career goals, internship suggestions, jobs, etc. The School’s primary advisor and back-up advisor are both African-American, and advisors pay attention to minority student problems. Unique situations are discussed with the Director of Academic and Student Affairs, the Associate Dean of Undergraduate Studies and the School of Journalism Director for resolution.

The Dean of the College, the Associate Dean of Undergraduate Studies and Director of Academic and Student Affairs annually review with the chairs/director of all CAS departments the numbers and trends on students who are “at risk” for matriculating in their program. The University watches these numbers, as well. The College and the Department do a better job of matriculating students than many other departments in the University.

The School and the CAS Academic and Student Affairs Office mentor and assist minority students to ensure their retention and graduation from the School. Much of the credit for the success is because of the outstanding efforts of faculty who work with students in their classes, then continue professional relationships informally with students beyond the course’s end. The School is a welcoming place, providing a nurturing and supportive environment that facilitates student recognition and achievement. Our students are known individually to most faculty. If a student is performing below expectations in a course, faculty members will work with them individually, making appropriate referrals to the Writing Center and/or other MSU resources to troubleshoot problems that are affecting classroom
performance. Many of our faculty members mentor and advise students about the realities of the media industry and the challenges that minority journalists sometimes face.

The National Association of Black Journalists (NABJ) student chapter, noted in Question 7, was founded to help with minority student retention and to motivate their enthusiasm for journalism. They meet with minority professionals and are partially funded to attend professional conferences. We are considering starting up an Asian American Journalists Association (AAJA) student organization.

Scholarships targeted toward minority journalism majors also help with their progress through the program. Some scholarships are for students from certain geographic areas that are predominately African American and others are for Hispanic students.

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

In addition to student percentages, our faculty minority percentages also improved with each self-study, as one reviews multiple prior reports. Full-time faculty minority population grew to 31 percent, up from 29 percent in the previous self-study in 2006-2007. The full-time faculty gender percentages are 37 percent female and 63 percent male. The percentage for females has increased with the hiring of a tenure-stream female for fall 2013.

In the past three years, faculty searches have successfully yielded three females, two males and three minorities. The School hired five new full-time faculty for eight searches. (In Table 7, each unfulfilled search is noted as a new search the following year. For example, two positions have taken two or more years to fill, but are noted as a new search each year.)

The College procedure for revitalizing faculty numbers has changed. Instead of simply replacing vacancies at the department level, now the vacant position reverts to the Dean. In spring, the departments may propose faculty positions to the dean and receive positions, whether or not they lost a faculty member. JRN has benefitted from this process because we can grow while most of our great tenure-stream faculty stay at MSU. (Only four tenure-stream faculty have left since 1997, which made it difficult with the prior procedure to increase diverse populations). Fixed-term full-time faculty who left the department within a year after the last accreditation visit (2007-2008) included four females, two males, and three minorities. The School remains stable with the remaining highly professional fixed-term faculty.

The search processes itself is structured to ensure a commitment to diversity and inclusiveness. Every faculty member on a search committee is given the Faculty Search Toolkit to aid in casting a wide net for the search and to give fair consideration of candidates. A diversity advocate faculty representative is appointed to every search committee. And position finalists are vetted through MSU’s Office of Inclusion before they visit campus.

In 2011, MSU received an ADAPP-ADVANCE grant that includes Faculty Excellence Advocates (FEA’s) with a 25 percent appointment to advocate quality and excellence for
inclusiveness within colleges. The College’s FEA is from the School of Journalism. For 2011 to 2012, Folu Ogundimu served on all search committees and met with the Director to review written diversity plans.

In addition, the College and School sponsors College-wide brown bags in which new faculty present their work. This provides a cross-college opportunity for faculty to see one another, but also to gain collaborations with new faculty. New faculty members are also introduced at College faculty meetings and in the College-wide newsletters to faculty and alumni.

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.

The School of Journalism has had an informal mentoring system for several years, pairing new faculty with experienced ones. Faculty members are motivated to see faculty achieve goals, which also adds to the good of the department. Faculty has always sought collaborations anyway with research and projects that help junior faculty succeed.

The mentoring system is now formalized with the recent ADAPP-ADVANCE grant that includes Faculty Excellence Advocates (FEA’s), noted in Question 9. The FEA’s responsibilities also include supervising the mentoring process. The FEA chairs the College Mentoring Committee (CMC) that developed a mentoring guide for faculty success, held four formal mentoring committees with tenure-stream faculty and assessed the mentoring program. Faculty members benefit from the FEA’s regular discussions and reports and participation in the program.

The Director of the School has a formal talk about the mentoring system with new faculty, asking if they would like a mentor and if so, whom. Some choose two. Junior faculty and mentors receive the formal mentoring guidelines. The Director has a formal meeting with the new faculty member and his or her mentor(s) to clarify procedures and expectations. The mentoring system has worked well.

We have had a fairly recent reorganization of staff within the College. The School of Journalism now shares a budgets and personnel staff member with another unit. He is in charge of the hiring and ongoing paperwork for all faculty and staff. Thus, multiple persons are paying attention to the needs of faculty.

Almost every semester, the Director reviews student evaluations of courses and summarizes to faculty the most commonly written remarks from students on strengths and weaknesses. At this and other times, faculty is encouraged to take advantage of the many teaching and technology workshops offered at the University. These are listed and described in Standard 2, Question 9.

The Director often visits faculty in their offices to gauge how they are doing. In addition, the faculty member and Director meet for an annual review and the Director writes an annual review letter for each tenure-stream faculty that is vetted by the Dean. Thus, the intent is that there is clear communication on expectations for success and multiple ways to help faculty achieve their goals.
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.

We have had the same part-time faculty for several years. This is a set of professionals willing to teach courses that cannot be covered by full-time faculty because of grants or Fulbrights or other opportunities that take them out of the classroom. Student evaluations reflect that they are effective and caring teachers.

One of our part-time Hispanic faculty who taught writing courses for the past three years has now been hired full-time at a local newspaper. We have a new African-American doctoral student who is in charge of a JRN 200 Reporting and Writing I section and taught a summer course, JRN 425 History of Journalism. A few doctoral students move in and out of teaching because they also need research experience.

Part-time faculty for Spring 2013:
- Bonnie Bucqueroux – JRN 108, The World of Media
- Michele Joseph – JRN 200, Reporting and Writing I
- Jackie Hawthorne – JRN 410, Advanced Photography
- Sheila Schimpf – Friday morning editor in Capital News Service

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 number of guest speakers was minimally 147 in 2012, 67 in 2011 and 85 in 2010. Each speaker is listed once, although they were often invited for the day and spoke in several classes. Featured speakers for panels and annual endowed lecturers, such as The Neal Shine Ethics Lecture and the Mary Gardner Lecture, gave public talks open to all students. Faculty searches provide guest speakers into courses and for public lectures, and are not listed. Faculty also appeared in various courses as guest speakers, and are not listed here.

2012 Guest Speakers

- Brian O’Connor – Cunard Cruise Lines, Director of Communications
- Vija Udenana – former ABC Producer and National Press Club director
- Carole Polan – Director of Communications, Governor Granholm
- Jam Sardar – WLNS News Director
- John Foren – Sparrow Hospital Communications Director
- Jason Brown – Pacific Media Watch
- Ed Pevos – Producer, Fox 2, Detroit
- Peter Ross – Political/business Reporter -WZZM
- Rick Pluta – Political reporter, Michigan Public Radio
Chad Livengood  Detroit News political reporter
Matt Resch  Campaign expert
Traci Carpenter  former Speechwriter for Bill Clinton
Katie Wolf  Senior Communications Manager, Comm Arts and Sciences
Carl Apple  Catholic diocese of Grand Rapids
John Hill  “Education Evangelist, LinkedIn”
Judy Katz  DirecTV
Sheri Jones  WLNS Anchor
Kevin Ragan  News Director WILX
Brad Temkin  Lecture on Private Places and Rooftop Gardens
Michael Unworth  MSU Library Staff
Sharon Ladenson  MSU Library Staff
Jen Lau  MSU Professor
Laura Rickard  SUNY ESF
Ricard Garcia  Graphics Editor at El Periodico, Barcelona
Juan & Alejandro Mingarro  Graphic artists and owners of Brosmind Studio
Dr. Jan Collins-Eaglin  Director of MSU Counseling Center
Dr. Talitha Easterly  Therapist, MSU Counseling Center
Sue Thoms  MLive
Traci Carpenter  speechwriter for former President Clinton
Adam Goldstein  Student Press Law Center
Rob Fowler  Small Business Association of Michigan
Michael Hansen  Michigan Community College Association
James Haveman  Michigan Department of Community Health
Chris Kolb  Michigan Environmental Council
Chuck Hadden  Michigan Manufacturers Association
Jamie Colver Adams  Michigan Department of Agriculture and Rural Development
Michael Flanagan  State Superintendent of Public Instruction
Ben Bodkin  Michigan Association of Counties
Colonel Kriste Kibbey Etue  Michigan State Police
Mohamed Kaita  Committee to Protect Journalists
Vikas Bajaj  New York Times
David Wu  Visiting International Professional Program
Navhabor Imamova  Voice of America
David Zeoli  DZP Media
Jane Zender-Merrell  Kids Count director
Karen Holcomb Merrill  Policy Director, Michigan League of Human Services
Rodney Stokes  Michigan Department of Natural Resources
Keith Creagh  Department of Agriculture and Natural Resources
Daniel Heyns  Michigan Department of Corrections
Olga Dazzo  Michigan Department of Community Health
John Hile  Read the Spirit publisher
Kevin and Tammy Epling  Activists, Bully Police USA
Rick Jones  Michigan State Senator
Jeremy Steele  Truscott/Rossman Group
Patrick Corbett  Cooley Law School
Glen Stutzy  MSU School of Social Work
Gretchen Whitmer  Michigan State Senator
Carl Werner  Washtenaw County Sheriff, retired
Sheryly Stolberg  New York Times
Susan Goldberg  Bloomberg News
Dan Dickerson  Detroit Tigers
Jim Price  Detroit Tigers
Alisha Green     MIRS
Steve Curran     Harvest Productions on music and advertising
Jane Aldrich     Anchor, WLNS-TV
Suban Nur Cooley Managing Editor of Lansing Capital Gains
Brett Kopf     from Silicon Valley - inventor of Remind101
Jeff Smith     Manager of Technology Innovation Center in East Lansing
Heather Boyer  SIREN, Eaton County-victim of serial rapist Curtis Marco Williams
Susan Wyche     MSU
Bruno Takahashi MSU faculty candidate
Mary Brady     FOX Sports
Matthew Brunn  Detroit Public Television
Brady Clyma     Fox Sports
Annie Cook     Internet Managing Editor
Ann Emmeric    WLNS-TV
Larry Forbes   Detroit Public Television
Neillie Giffune WEYI NBC25
Bill Harris     WEYI NBC TV
Jerry Rimmer   WXYZ TV
Jayne Hodak  ABC 12
Shannon Hogan  Fox Sports
Alex Kimbrough WJBK Fox2
Pat Livingston  TV 7&4
Matthew Myall  WLNS Lansing
Nick Perreault  WLNS Lansing
Kathy Reynolds WEYI NBC25
Jam Sardar     WLNS
Hannah Saunders WILX/WZZM
Genevieve Savage DePont Award Recipient
Stanton Tang   WZZM
Donald Thompson Detroit Public Television
Robin Tracey   Ringside Creative and Moonlink Studios
Federico Suverbi Director of Hispanic Media, Texas State University
Juan Velasco   Graphics Director at National Geographic Magazine
Mark Hernandez Art Director, Central Intelligence Agency

2011 Guest Speakers

David Bacon     Photographer
Marketa Luskacova Photographer
M. L. Elrick     Detroit Free Press Pulitzer Prize winning journalist
Tableau Webinar Tableau Mapping Software
Nancy Costello  J.D., director, MSU Law College First Amendment Center
Chris McClure   Motor Sports
Joe Rexrode     Lansing State Journal
Rick Church     MSU Athletics
Dave Ellis      MSU Athletics
Joe Block       LA Dodgers radio
Dean Holden     From the Bleachers
Lisa Byington   Big Ten Networks
Jen Smith       MSU Athletics
Al Toby         Yahoo Sports
Charles Robinson Yahoo Sports

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Jeff Genthner  Fox Sports South  
Mark Hollis  MSU Athletic Director  
Carrie Fisher  ESPN  
Brent Johnston MSU Office of Planning and Budgets  
Pat McPherlin  President of MSU Federal Credit Union  
Marty Bufalini  DTE Energy  
Kelly Rosman  Public Relations Firm  
John Truscott  PR firm  
Stuart Dunnings III Ingham County Prosecuto  
Rob Fowler Michigan Small Business Association  
Inspector Penny Fischer MSU Department of Police and Public Safety  
Sharon Terlep  Wall Street Journal  
M. Stone  Future of Journalism  
Dave McVety  Mlive.com  
Brandon Inge  Detroit Tigers third baseman  
Dan Dickerson  Play-by-play radio voice of the Detroit Tigers  
Jim Price  Color commentary for the Detroit Tigers  
Mario Impemba  Detroit Tigers television play-by-play  
Rod Allen  Detroit Tigers color analyst  
Trevor Thompson  Fox Sports Detroit reporter  
Lesley Clegg  Fox Sports Internship Coordinator  
Don Gonyea  NPR Radio (Washington DC)  
Rob Fowler  President, Small Business Association of Michigan  
Beth Arnovits  Executive director, Michigan Council on Crime & Delinquency and Director, Department of Agriculture  
Mike Boulus  Executive director, Presidents Council, State Universities of Michigan  
Chris Kolb  President, Michigan Environmental Council  
Kirk Steudle  Director, Department of Transportation  
Ben Bodkin  Legislative Director, Michigan Association of Counties  
Iris Salter  President, Michigan Education Association  
Dan Wyant  Director, Department of Environmental Quality  
Steve Hilfinger  Director, Department of Labor & Economic Growth  
Tom Crawford  Entrepreneur, musician, website founder  
David Millen  Senior Researcher, IBM  
Eun-Ju Lee  Associate Professor, Seoul National University and Visiting Scholar, Stanford  
Catalina Toma  Assistant Professor, University of Wisconsin, Madison  
Ted Wesler  Assistant Professor, Ohio University  
Simon Shayket  Fox 2 Detroit reporter  
Rob South  News Reporter and alternate host of Morning Edition and All Things Considered, 90.5 WKAR Radio, Lansing’s NPR affiliate  
Brian Dumont  Internship Coordinator, HOM-TV  
Simon Shayket  Fox 2 Detroit reporter  
Alexandra Bahou  Digital Reporter, Detroit Free Press  
Emily Lawler  MIRS News Agency reporter  
Rich Tupica  music freelancer, City Pulse  
Bonnie Bucqueroux  Publisher, The Sustainable Farmer  
Kevin Lavery  News Director, WKAR-Radio  
Mario Impemba  TV Voice of the Detroit Tigers  
Brian Kaufman  Detroit Free Press video journalist
2010 Guest Speakers

Alejandro Junco  CEO Reforma News group
Irasesma Coronado  Prof. of University of Texas at El Paso
Chris McClure  Motor Sports
Larry Lage  Sports writer for the Associated Press
Shannon Shelton  Sports writer for the Detroit Free Press
Joe Rexrode  Sports writer for the Detroit Free Press
Mike Kasavana  MSU Professor in the School of Hospitality Business
Rick Church  MSU Director of Sports Broadcasting
Earle Robinson  Sports Radio Talk Show Host on WKAR
Mike Konon  Jackson Citizen Patriot sports journalist
Paul Jacques  Professor of Political Science & Public Affairs Director,
              Alma College
Susanne Rust  Milwaukee Journal Sentinel
Peter Berg  MSU Librarian
Jeff Andersen  Michigan climatologist
Hui Hua Chua  MSU Librarian
Alexandro Cartagena  Mexican documentary photographer
Lynda Boomer  Executive Staff, MSU Physical Plant Division
Bud Ward  Environment writer
Zach Constan  MSU Cyclotron
Ken Kingery  MSU Cyclotron
Stephen Gasteyer  MSU Sociology professor
Dave Batch  Director of MSU Planetarium
Stephen Chester  former Director of Michigan Dept. of Environmental Equality
Tom Dietz  MSU Sociology Professor
Pam Rasmussen  MSU Museum
Laura Abraczinskas  MSU Museum
Aaron McCright  MSU sociologist
Pat McPharlin  CEO of MSU Federal Credit Union
Michael Jones  Chair of the Fisheries and Wildlife Department
Jeff Burnside  NBC-TV broadcast journalist from Miami
Michael Steger  MSU College of Natural Sciences
Jeannie Bisanz  Director of Pileus Project
Sarach Nicholls  Professor, MSU Department of Community, Agriculture,
              Recreations and Resource Studies
Jennifer Olson  MSU geography professor
Craig Miller  KQED Climate Watch, National Public Radio
Jerry Kooiman  MSU College of Human Medicine
Susan Sherman  MSU College of Human Medicine
Chris Detjen  NEXT Energy
Patricia Caruso  Director, Michigan Department of Corrections
Susan Corbin  Deputy Director, Michigan Department of Energy, Labor
              and Economic Growth
Amy Butler  Director, Energy Office of Michigan
Michael Flannigan  Michigan State Superintendent of Public Instruction
Roger Martin  Martin-Waymire Associates
Ted Iliff  International Center for Journalists
Sharon Parks  President, Michigan League of Human Services
Iris Salters  President, Michigan Education Association
Eddie Washington Jr.  Director, Michigan State Police
Chuck Hadden  President, Michigan Manufacturers Association
Mark Gaffney  President, Michigan AFL-CIO
Jim Sygo  Deputy Director, Michigan Dept. of Natural Resources and Environment
Frank Ruswick  Deputy Director, Michigan Dept. of Natural Resources and Environment
Rob Fowler  President, Small Business Association of Michigan
Anne Woiwode  Executive Director, Sierra Club
Terry Jungel  Executive Director, Michigan Sheriffs Association
Michael Hansen  President, Michigan Community College Association
Kirk Steudle  Director, Michigan Department of Transportation
Janet Olszewski  Director, Michigan Department of Community Health
Daniel Krichbaum  Director, Michigan Department of Civil Rights
Dan Dickerson  Radio voice of the Detroit Tigers
Don Gonyea  White House Correspondent, National Public Radio
Robin Stone  Author/journalist
George Simmons  BINGE, LCC (Washington, DC), Interactive Media Beta-test
Amos Hewitt  BINGE, LCC (Washington, DC), Interactive Media Beta-test
Anna G. Arutunyan  Russia Correspondent, Moscow Times
Nick Mrozowski  Design director, i, Lisbon, Portugal, Barcelona
Krissi Xenakis, i, Lisbon, Portugal, Barcelona
James McNiven  Fulbright Research Professor at Michigan State
Vincent Delgado  Residential College in the Arts and Humanities, co-founder of the Refugee Development Center and former journalist
Shirin Timms  Executive Director, Refugee Development Center
Rob South  News Reporter and alternate host of Morning Edition and All Things Considered, 90.5 WKAR Radio, Lansing’s NRP affiliate
Silvia Nuñez Garcia  Director and Professor, UNAM, Mexico
Salah Hassan  Associate Professor, English department
Steve Gold  Professor of Sociology
Saeed Khan  Wayne State University
Julie Reynolds Picot  Community Relations & Marketing Directo
Jennifer Ludden  National Public Radio
Steve Patterson  WZZM-TV Multimedia Journalist
Swarnavel Eswaran Pillai  TISM and Film Studies
Richard Beckman  Knight Chair of Visual Journalism, University of Miami
Kanni Huang  former Reporter and producer
Amy Thompson  freelance Photographer
Shyam Tekwani  Associate Professor, Asian Pacific Center for Security Studies
John Pirozzi  Cinematographer

**Journalism Centennial Celebration (alumni) 2010**

Don Gonyea  NPR White House Correspondent
Kathy Barks Hoffman  Director, Associated Press Michigan
Kelley Carter  Entertainment Journalist
Tara Tesimu  Regional Editor, Patch
Tracy Van Slyke  The Media Consortium
Kathy Kieliszewski  Detroit Free Press
Ari Adler  Delta Dental
Robin Miner-Swartz  Capital Region Community Foundation
Dante Chinni  Director of Patchwork Nation
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brant Houston</td>
<td>Knight Chair, University of Illinois</td>
</tr>
<tr>
<td>Joaquin Sapien</td>
<td>ProPublica</td>
</tr>
<tr>
<td>Jason Carr</td>
<td>FOX 2</td>
</tr>
<tr>
<td>Alicia Nails</td>
<td>Wayne State University</td>
</tr>
<tr>
<td>Vickie Thomas</td>
<td>WWJ News Radio</td>
</tr>
<tr>
<td>Tricia Bobeda</td>
<td>Lansing State Journal</td>
</tr>
<tr>
<td>Aaron Olson</td>
<td>Detroit News</td>
</tr>
<tr>
<td>Lauren Sommer</td>
<td>Radio Reporter and Multimedia Producer</td>
</tr>
<tr>
<td>Rob Davis</td>
<td>Voice of San Diego</td>
</tr>
<tr>
<td>Jason Colthrop</td>
<td>WILX-TV</td>
</tr>
<tr>
<td>M.L. Elrick</td>
<td>Detroit Free Press</td>
</tr>
<tr>
<td>Steve Patterson</td>
<td>WZZM-TV</td>
</tr>
<tr>
<td>John Pompeo</td>
<td>WDIV-TV</td>
</tr>
<tr>
<td>Rick Pluta</td>
<td>Michigan Public Radio</td>
</tr>
<tr>
<td>Alysia Sofios</td>
<td>KMPH Fresno reporter</td>
</tr>
<tr>
<td>Kate Sheppard</td>
<td>Mother Jones</td>
</tr>
<tr>
<td>Jennifer Carroll</td>
<td>Gannett Vice President, Digital Outreach</td>
</tr>
</tbody>
</table>
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.). (2010 Census Data)

The service area is the State of Michigan

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?

<table>
<thead>
<tr>
<th>Group</th>
<th>% of Michigan area population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>14.0%</td>
</tr>
<tr>
<td>White</td>
<td>76.6%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>4.4%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1.9%</td>
</tr>
<tr>
<td>Other race</td>
<td>.1%</td>
</tr>
<tr>
<td>Female</td>
<td>50.9%</td>
</tr>
<tr>
<td>Male</td>
<td>49.1%</td>
</tr>
</tbody>
</table>
## Supplemental Comparison Table

Population of U.S, Michigan, MSU and School of Journalism

<table>
<thead>
<tr>
<th>Group</th>
<th>U.S.</th>
<th>MI</th>
<th>MSU</th>
<th>JRN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>12.2%</td>
<td>14.0%</td>
<td>6.2%</td>
<td>16.12%</td>
</tr>
<tr>
<td>White</td>
<td>63.7%</td>
<td>76.6%</td>
<td>68.7%</td>
<td>69.18%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>.7%</td>
<td>.6%</td>
<td>.3%</td>
<td>.41%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.8%</td>
<td>2.4%</td>
<td>4.3%</td>
<td>2.45%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>16.3%</td>
<td>4.4%</td>
<td>3.4%</td>
<td>3.88%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>.2%</td>
<td>0%</td>
<td>.1%</td>
<td>.41%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1.9%</td>
<td>1.9%</td>
<td>1.9%</td>
<td>2.65%</td>
</tr>
<tr>
<td>Other race</td>
<td>.2%</td>
<td>.1%</td>
<td>0%</td>
<td>0 %</td>
</tr>
<tr>
<td>International</td>
<td>0.0%</td>
<td>0%</td>
<td>13.4%</td>
<td>3.88%</td>
</tr>
<tr>
<td>Not reported</td>
<td>0%</td>
<td>0%</td>
<td>1.7%</td>
<td>1.02%</td>
</tr>
<tr>
<td>Female</td>
<td>50.8%</td>
<td>50.9%</td>
<td>52.9%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Male</td>
<td>49.2%</td>
<td>49.1%</td>
<td>47.1%</td>
<td>34.5%</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>21</td>
<td>58</td>
<td>16.12%</td>
<td>6.2%</td>
</tr>
<tr>
<td>White</td>
<td>130</td>
<td>209</td>
<td>69.18%</td>
<td>68.7%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>2</td>
<td>.41%</td>
<td>.30%</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>8</td>
<td>2.45%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>5</td>
<td>14</td>
<td>3.88%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>.41%</td>
<td>.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>11</td>
<td>2.65%</td>
<td>1.9%</td>
</tr>
<tr>
<td>International students (any race)</td>
<td>4</td>
<td>15</td>
<td>3.88%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Not Reported *</td>
<td>1</td>
<td>4</td>
<td>1.02%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

| Total Female                       |      |        | 65.5%              | 52.9%                    |
| Total Male                         |      |        | 34.5%              | 47.1%                    |
| Total White                        |      |        | 69.18%             | 72%                      |
| Total Minority                     |      |        | 30.82%             | 28%                      |
Table 6a. Faculty Populations, Full-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**

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3.82%</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
<td>19.11%</td>
<td>9.01</td>
<td>34.43%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3.82%</td>
<td>.75</td>
<td>2.87%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>1</td>
<td>3.82%</td>
<td>2</td>
<td>7.64%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International (any race)</td>
<td>.41</td>
<td>1.57%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7.41</td>
<td>28.32%</td>
<td>12.76</td>
<td>48.76%</td>
</tr>
</tbody>
</table>

Black/African American  
Folu Ogundimu  
Asian  
Geri Zeldes  
Bruno Takashi*(75%)
Hispanic/Latino  
Serena Carpenter  
Manuel Chavez  
Karl Gude  
International  
Maral Zakharia*(41%)
White  
Sue Carter  
Lucinda Davenport  
L.A. Dickerson  
Darcy Greene  
Cheryl Pell  
Howard Bossen  
Fred Fico  
Eric Freedman  
Bob Gould  
Joseph Grimm  
Troy Hale* (25%)  
Steve Lacy  
John Molloy* (25%)  
Jeremy Steele  
David Poulson  
Rick Wash*(51%)

*Full-time faculty hired into MSU specifically for joint appointments in JRN & another department, usually within the College. JRN appointments range from 75% to 25%. Three of the five have JRN as their home department.*

**FULL-TIME Journalism Advisors  (journalism advisors = 2 total)**

Black/African American  
Lauren Gaines  
Stratton Lee
Table 6b. Faculty Populations, 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 Part-time/adjunct Faculty

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>3.82%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>11.46%</td>
<td>2</td>
<td>7.64%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International (any race)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>15.28%</td>
<td>2</td>
<td>7.64%</td>
</tr>
</tbody>
</table>

Black/African American                Michelle Joseph**
White                                 Bonnie Bucqueroux* Ken Winter*
                                          Jackie Hawthorne* Omar Sofradzija*
                                          Sheila Schimpf*

International

*Part-time professionals who provide instruction on a semester basis as needed in Journalism.
** Ph.D. student with multi-year appointments (solely responsible for courses).
Supplemental Table
Faculty Populations, Full-time only Percentages

This table shows the diversity percentages of the full-time faculty only. Tables 6a and 6b take into consideration part-time as well as full-time faculty for total percentages.

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

<table>
<thead>
<tr>
<th>Group</th>
<th>% of FT Female</th>
<th>% of FT Male</th>
<th>% of FT Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>0</td>
<td>1</td>
<td>4.96%</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
<td>9.01</td>
<td>44.67%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>.75</td>
<td>3.72%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>1</td>
<td>2</td>
<td>9.91%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International (any race)</td>
<td>.41</td>
<td>0</td>
<td>2.03%</td>
</tr>
<tr>
<td>Total</td>
<td>7.41</td>
<td>12.76</td>
<td>63.26%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Academic years:</th>
<th>2010 – 2011</th>
<th>2011 - 2012</th>
<th>2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>53</td>
<td>107</td>
<td>26</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>19</td>
<td>42</td>
<td>8</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>18</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>9</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Positions filled</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

The School has a stable network of part-time or adjunct instructors and does not conduct formal searches to fill part-time positions. Positions usually open shortly before the start of the term. The School has a file of resumes of media professionals interested in teaching. The Director, in consultation with media professionals and faculty, interviews and selects instructors from this network.

<table>
<thead>
<tr>
<th>Academic years:</th>
<th>2010 – 2011</th>
<th>2011 - 2012</th>
<th>2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female finalists considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to females</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International faculty considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Points

• The School has attracted exceptional new teachers and scholars for six new positions in the past four years.

• Faculty members achieved reappointment and promotion, of those who applied during the prior self-study period.

• Student evaluations are high for faculty instruction—averaging 1.7 with 1 as superior and 2 as above average.

• Faculty hold high-profile positions in service to the campus, in addition to participating on University and College governance committees. Examples during the self-study period include Sue Carter, chair of the Faculty Senate; Eric Freedman, Associate Dean of International Studies and Programs; Manuel Chavez, Associate Director of the Center for Latin American and Caribbean Studies and chair of the CAS College Advisory Council; Folu Ogundimu, chair of the African Studies Center Advisory Committee and also the CAS Faculty Excellence Advocate; Steve Lacy, CAS Associate Dean; and Lucinda Davenport, CAS Associate Dean.
Part II, Standard 4. Full-Time and Part-Time Faculty

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

The School of Journalism follows MSU procedures for faculty searches. Resources for search committees include the following documents found online and in the workroom.

- MSU Human Resources Academic Hiring Manual: http://www.hr.msu.edu/documents/facacadhandbooks/academichiring/
- Faculty Search Toolkit Handbook: A Resource for Search Committees and Administrators at Michigan State University: http://www.hr.msu.edu/documents/facacadhandbooks/aa%5Fsearches/
- Checklist for Search Committee Activities: http://www.hr.msu.edu/documents/facacadhandbooks/aa_searches/AAappendixC.htm
- Tenure-stream sample letter of offer is online: http://www.hr.msu.edu/documents/facacadhandbooks/aa_searches/sampleOfferLetter.htm
- UNTF (Union for Non-tenure Track Faculty) model letter of offer is online: http://www.hr.msu.edu/documents/untf/OfferLetternewAYUNTFappt.doc
- Annual Performance Review Tenure-stream Toolkit is online: http://www.adapp-advance.msu.edu/annual-performance-review-tenure-system-toolkit
- MSU Faculty Mentoring Toolkit is online at: http://www.adapp-advance.msu.edu/Faculty-Mentoring-Toolkit
- Reappointment, Tenure and Promotion Toolkit is online at: http://www.adapp-advance.msu.edu/resource/reappointment-promotion-and-tenure-toolkit

The procedure for faculty searches after the Dean of the College of Communication Arts approves faculty positions is summarized here:

**Committee:** The Director forms a search committee of four or more faculty. One of the members is designated as the Diversity Advocate. The College FEA (Faculty Excellence Advocate) is also a member of the committee. All committee members are given the website for the MSU Academic Hiring Manual. The Committee forms the job description that is then approved by the faculty, Director, Dean and the MSU Office of Inclusion through the internal digital approval site, called COMPASS.

**Posting:** The job description is posted in multiple and diverse venues, both print and digital, in addition to the University, College and School websites. All applications are electronic to the MSU job posting.
Review Process: The Committee reviews the applications and meets to discuss which applications appear to best fit the job description. Sometimes the Committee will Skype with several candidates, asking standardized questions, to determine a short list to invite to campus. References also are called. This short list is submitted to the Director, Dean and MSU Office of Inclusion for approval.

Campus Visits: Candidates usually visit the campus for two half days and one complete day. The Committee, in conjunction with a staff member, develops a campus interview schedule. This visit includes a research presentation and a teaching session that has been communicated to the candidate beforehand. The candidate meets with faculty, administrators, undergraduate and graduate students and perhaps other units on campus.

Feedback and Offers: All who meet with the candidate are urged to complete an evaluation form, based on job-related criteria. The Committee and faculty compile an evaluation of strengths and weaknesses of the final candidates to the Director. The Director makes the final recommendation to the Dean for approval. The Director calls the finalist and follows up with a modified MSU standard letter of offer. A report on the search is sent to University administration.

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.

All searches in the self-study period were in the past four years. Please see advertisements in the following pages for the positions for Computational Journalism; Communication Design; Journalism Innovations; Health, Environment or Risk Communication; Knight Chair for Environmental Journalism; Michigan Interscholastic Press Association Director; and Digital Media Development.
Digital Media Development
Position Description

The School of Journalism and the Department of Advertising and Public Relations in the College of Communication Arts and Sciences (CAS) at Michigan State University (MSU) seek a tenure track Assistant Professor of Digital Media Development to join their faculty in August 2013 or earlier. We are looking for an expert whose scholarship addresses the use of innovative communication technologies and whose creative capabilities include designing, developing and building new media.

Ideal candidates will have juried or peer-reviewed works to their credit and demonstrate evidence of obtaining external funding to support their scholarship. The candidate should have a Ph.D. or terminal degree in a relevant discipline prior to the start of the appointment.

This position is housed in Journalism and jointly appointed with Advertising and Public Relations. The successful candidate will teach a limited number of courses in each department and in the college-wide integrated media arts program called Media Sandbox, a multi-disciplinary curriculum developed by the College of Communication Arts and Sciences. Sandbox classes include creativity, storytelling, visual communication (photography, video, information graphics), multimedia, web design, game design, and animation: http://mediasandbox.cas.msu.edu/.

The School of Journalism and the Department of Advertising and Public Relations both house vibrant faculties and integrate internationally known scholars and professionals who offer a digitally based professional curriculum and nationally ranked interdisciplinary graduate programs. New media research and development is an area of excellence in the College of Communication Arts and Sciences, and opportunities abound for collaboration and program-building within the College and University. CAS was the first college of communication in the country, and MSU is the only university in the country with two Top-10 doctoral programs in the National Research Council’s rankings in the field of Communication.

To apply, please refer to Posting #6749 and complete an electronic submission at the Michigan State University Employment Opportunities website - https://jobs.msu.edu. Applicants should submit electronically the following: 1) cover letter summarizing qualifications for the position, 2) vita, 3) names and contact information of three references and 4) web link to an online portfolio or PDF document, if available. Please direct inquiries to Karl Gudek, chair of the search committee, at gudek@msu.edu. The search committee will begin its evaluation of applicants October 1, 2012, and continue until an exceptional candidate is selected.

MSU is an affirmative action, equal opportunity employer, and is committed to achieving excellence through cultural diversity. The university actively encourages applications and/or nominations of women, persons of color, veterans and persons with disabilities.
Michigan Interscholastic Press Association (MIPA)
Position Description

The School of Journalism at Michigan State University seeks a specialist as Executive Director of the Michigan Interscholastic Press Association, beginning August 16, 2012.

This MIPA position attracts to MSU annually:
• 4,500 Michigan high school and middle school journalism students and teachers to fall and spring conferences;
• 400 summer camp students from within Michigan and surrounding states;
• 3,500 entries for state-wide journalism contests;
• 150 Michigan schools that are a member of MIPA.

Responsibilities of this successful colleague include managing day-to-day operations and activities of MIPA; communicating effectively with middle school and high school teachers and students; working with MIPA board members; promoting MIPA and MSU visibility at a national level; and organizing several annual conferences, contests and summer camps. As a member of the School of Journalism, this specialist position requires faculty obligations, including teaching two courses a semester, organizing online and summer credit courses, advising students and participating on committees. This position covers the academic year and a portion of summer.

The MIPA executive director is an important and visible representative of MSU and must have teaching experience, the latest media technology skills and knowledge of scholastic journalism. A graduate degree and professional experience are preferred.

To apply, please refer to Posting # 5860 and complete an electronic submission at the Michigan State University Employment Opportunities website https://obs.msu.edu. Please submit electronically a cover letter summarizing your qualifications for the position, a 500-word essay on your vision of scholastic journalism in Michigan, a resume and the names of three references. Please direct inquiries to Prof. Darcy Drew Greene, chair of the search committee, (greeene@msu.edu). The committee will begin to review applicants March 1, 2012, and continue until an exceptional candidate is selected.

MIPA is the hub of high school journalism in the state of Michigan and an integral part of the MSU School of Journalism’s outreach efforts. Accredited continuously since 1949 by the Accrediting Council on Education in Journalism, the school offers bachelor and master of arts degrees with concentrations in scholastic journalism and participates in the doctoral program administered by the College of Communication Arts and Sciences.

The School of Journalism features creative and imaginative instructors who provide their students with critical thinking, excellent writing and superb visual communication skills necessary to compete in an evolving industry. The faculty has been honored for its cutting-edge scholarship, and students share an entrepreneurial spirit in reporting news and information in all forms and across all media platforms. As a result, the faculty is consulted by global industry leaders, students compete successfully in various competitions and the job market and alumni hold prominent positions throughout the world. For more information about the J-School and MIPA, please visit http://js.msu.edu and http://mipamspu.org.

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Journalism Innovations  
Position Description

The School of Journalism in the College of Communication Arts and Sciences (CAS) at Michigan State University (MSU) seeks a tenure track Assistant or Associate Professor of Journalism Innovations to join its faculty in August 2012. The successful candidate envisions an exciting future for journalism, will conduct externally funded research to bring about that future and teach our students to thrive in that future.

Our new colleague might accomplish scholarship and instruction in journalism innovations by designing and building new technologies; developing mobile media creating new technology-based business models; studying the relationship of new technologies and the industry; or understanding the development, adoption, use, and impact of innovations in journalism.

The successful candidate will teach multimedia and other courses in the School of Journalism and collaborate in interdisciplinary teams to seek research funding from government agencies and private foundations. This candidate should have a Ph.D., or other terminal degree in journalism, mass media, computer science, information science, HCI, or a related field. A history of funded research, teaching and professional experience is desirable.

The School of Journalism houses energetic faculty who research and teach the full range of journalism for all platforms. We are united in an exciting effort to lead this evolving industry and improve the interaction of society with news. Journalism education at MSU is more than a century old, and our students are future leaders who continue to win multiple national awards for their critical thinking, excellent writing and superb visual communication skills. CAS was the first college of communication in the country, and MSU is the only university in the country with two top 10 doctoral programs in the National Research Council’s rankings in the field of Communication.

To apply, please refer to Posting #5225 and complete an electronic submission at the Michigan State University Employment Opportunities website https://jobs.msu.edu. Applicants should submit electronically a cover letter summarizing qualifications for the position, a vita, and the names of three references. Please direct inquiries to Dr. Geri Alumit Zeldes, chair of the search committee, at alumitze@msu.edu. The search committee will begin its evaluation of applicants Nov. 1, 2011, and continue until an exceptional candidate is selected.

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Health, Environment or Risk Communication
Position Description

The School of Journalism and the Department of Communication in the College of Communication Arts and Sciences (CAS) at Michigan State University (MSU) seek a tenure track Assistant or Associate Professor in the areas of health, environment, science, and risk communication.

The successful candidate will conduct research about risk communication related to health, science, and the environment. Candidates could have expertise in areas such as: environmental journalism; health communication, science communication, crisis communication; international and intercultural communication of risks; public participation and advocacy; risk decision-making; policy and risks; or social influence and persuasion. The successful candidate would work with interdisciplinary teams to seek research funding from government agencies and private foundations.

This position is jointly appointed between Journalism and Communication and housed in the School of Journalism. The split of duties will depend on the expertise of the person hired, but the person will be expected to teach courses in both units. The candidate would be expected to work with faculty in the Knight Center for Environmental Journalism, the CAS Health & Risk Communication Center and other units at MSU. The candidate should have a Ph.D. in Journalism, Communication, Mass Communication, or a related field. Experience in funded research is desirable.

To apply, please refer to Posting #5234 and complete an electronic submission at the Michigan State University Employment Opportunities website https://jobs.msu.edu. Applicants should submit electronically a cover letter summarizing qualifications for the position, a vita, and the names of three references. Please direct inquiries to Dr. Lucinda Davenport (lmdavenport@msu.edu) or Dr. Charles Atkin (atkin@msu.edu), co-chairs of the search committee. The search committee will begin its evaluation of applicants Nov. 1, 2011, and continue until an exceptional candidate is selected.

The School of Journalism and Department of Communication are housed within MSU's world-renowned College of Communication Arts and Sciences, located in East Lansing, Michigan. The College of Communication Arts & Sciences at Michigan State University, established in 1955, was the first such college in the country. Today, with more than 4,000 students, it is one of the largest and most respected. The College of Communication Arts & Sciences at Michigan State University combines a research-intensive faculty with a strong professional mission to prepare students for rewarding careers and emerging technologies, and to influence the professional practice of communication globally. For additional information, visit cas.msu.edu.

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Knight Chair in Environmental Journalism
Position Description

The School of Journalism at Michigan State University is searching for candidates for the prominent Knight Chair for Environmental Journalism. We seek an internationally respected scholar or journalist committed to expanding the 13-year-old Knight Center for Environmental Journalism and developing a strong international program of research, teaching and outreach.

The ideal candidate will have a doctorate degree or a significant career as a journalist covering the environment and science. A record of high-quality academic research and experience with new media are preferred and a commitment to external grant activity is a must. The position also will involve undergraduate and graduate teaching in the areas of environmental and science journalism.

The successful candidate will be expected to serve as director of the Knight Center for Environmental Journalism and should have a record that warrants appointment as a full professor. The Knight Center is one of the few such centers in the world. It aims to improve public understanding of environmental issues through education, outreach and research about environmental journalism and the environment around the globe. It trains journalism students, professional journalists and citizens how to communicate about complex environmental issues. In addition, the Center faculty members work with world-class MSU scholars in diverse environment-related areas including climate, bioeconomy, water and sustainability.

Electronic application submissions are required. To apply, please refer to Posting #5293 and complete an electronic submission at the Michigan State University Employment Opportunities website https://jobs.msu.edu. Applicants must submit electronically the following materials: (1) a cover letter summarizing your qualifications for the position and your vision for the future of environmental journalism and communication; (2) a current curriculum vitae; and (3) the names and contact information for three references, who may be contacted by the search committee. Review of applications will begin November 30, 2011, and continue until the position is filled. If you have any questions prior to submitting an electronic application, please contact Professor Stephen Lacy, Chair of the Search Committee, School of Journalism, at slacy@msu.edu.

MSU's School of Journalism houses a vibrant faculty that integrates nationally known scholars and journalists who offer a digitally based professional curriculum and nationally ranked interdisciplinary graduate programs. New media research and design is an emerging area of excellence in the College of Communication Arts and Sciences, and opportunities abound for collaboration and program building within the College and University.

The School of Journalism is housed within MSU's world-renowned College of Communication Arts and Sciences and is located in East Lansing, Michigan. The College of Communication Arts & Sciences at Michigan State University, established in 1955, was the first such college in the country. Today, with more than 4,000 students, it is one of the largest and most respected. The College of Communication Arts & Sciences at Michigan State University combines a research-intensive faculty with a strong professional mission to prepare students for rewarding careers and emerging technologies, and to influence the professional practice of communication globally. For additional information, visit jrm.msu.edu.

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Communication Design
Position Description

The College of Communication Arts and Sciences is looking for a highly creative and talented colleague to join a growing and exciting integrated media arts curriculum, for either a non-tenure-track position or a tenure-track assistant professor position, depending upon qualifications. This position will be a joint appointment to the Department of Advertising, Public Relations & Retailing, as well as the School of Journalism.

The ideal candidate should have extensive hands-on experience in creative communication in advertising and/or journalism settings with a graduate degree (M.A., M.F.A., or Ph.D.) in a design-related field. Electronic portfolios of creative work and expertise in using technology to produce innovative media products at a high level are required.

Consideration of applications will begin January 10, 2010 and will continue until the position is filled. Salary is competitive. Position is effective August, 2011.

Questions and applications should be submitted to Dr. Jef I. Richards (jef@msu.edu). Applications should include a letter expressing your interest in the position, a résumé or vita, links to online work and/or portfolio, and names of three references. The letter should highlight experience and qualifications pertinent to the position.

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Assistant Professor of Computational Journalism
Position Description

The School of Journalism and the Department of Telecommunication, Information Studies & Media at Michigan State University are seeking an innovative, dynamic individual to fill a full-time, tenure stream position in Computational Journalism at the Assistant Professor level.

Candidates will be expected to gain recognition through peer-reviewed scholarly publications. Faculty are also expected to pursue external funding to support their research activity, which may result in a reduced teaching load.

Candidates will join an enthusiastic, multidisciplinary faculty team and should be able to contribute through research and design experience at the intersection of journalism and information or computer science. To fill this position we seek a person who uses information and communication technology to collect and disseminate news in a cutting edge fashion. The ability to use information technology to create new tools, services or technical systems to both gather and disseminate news is highly desired.

Expertise or experience in other disciplines is also welcome as individuals who can employ multidisciplinary approaches are sought to teach two courses a semester in our undergraduate and graduate programs, as well as advise graduate students on projects and theses. Visit http://cas.msu.edu/ for complete information on our majors, degrees, and specializations.

Qualifications: PhD required. University level teaching experience preferred. We seek a versatile scholar with a portfolio of innovative research.

Appointment Level: Assistant Professor

To Apply:

Applications may be sent via email or the postal service. All applications must include:

+ Curriculum Vitae
+ Names/addresses/telephone numbers of 3 references (no recommendation letters)
+ Teaching philosophy

Send materials to:

Cliff Lampe, Search Committee Chair
Computational Journalism Faculty Search
Department of Telecommunication, Information Studies, and Media
Room 409, Communication Arts and Sciences Building
Michigan State University, East Lansing, 48824-1212

E-mail: lampecl@msu.edu


MSU is an equal opportunity/affirmative action institution. MSU is committed to achieving excellence through cultural diversity. The university actively encourages applications and/or nominations of women, persons of color, veterans and persons with disabilities.
3. Describe the unit’s expectations of faculty members in teaching, research, creative and professional activity, and service.

MSU’s expectations are well known across campus. These expectations are highlighted in MSU’s mission statement that appears in the president’s homepage and in the introduction of the Faculty Handbook, and are repeated here (http://president.msu.edu/mission/):

*Michigan State University, a member of the Association of American Universities and one of the top 100 research universities in the world, was founded in 1855. We are an inclusive, academic community known for our traditionally strong academic disciplines and professional programs, and our liberal arts foundation. Our cross and interdisciplinary enterprises connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society’s rapidly changing needs.*

*As a public, research-intensive, land-grant university funded in part by the state of Michigan, our mission is to advance knowledge and transform lives by:*

- providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders
- conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally
- advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world

Tenure-stream full-time faculty members in the School of Journalism are held to the same general allocation of effort reflected in most units at MSU: 40 percent teaching (includes career advising or graduate committees), 40 percent scholarship (research and/or creative), 20 percent outreach and service. These expectations are noted in the School of Journalism Reappointment, Tenure and Promotion guidelines:

*Expectations of continued excellence are embodied in the following standards for reappointment, promotion and tenure as reflected in the evaluation of demonstrated accomplishments in the teaching, research and creative scholarship and service missions of the School, College and University. In addition to the criteria stated in this document, candidates may submit additional evidence of accomplishment.*

Tenure-stream faculty members are expected to produce an average of 1.5 to two peer-reviewed or juried scholarship works (research publications and/or creative works) and engage in grant activity annually; teach two classes a semester; and participate with outreach to the community and service to the profession and University.

While non-tenure stream full-time faculty members are not required to engage in scholarship, they are engaged in entrepreneurial and professional activities. Fixed-term
faculty members participate more in teaching or, in some cases, service and outreach. For instance, one faculty member manages the JRN website, promotions and recruitment outreach; another is the director of MIPA (Michigan Interscholastic Press Association); a faculty colleague is our diversity recruiter, while another works with students on internships and scholarships.

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.

Tenure-stream faculty members generally teach a 2-2 course load for the academic (fall/spring) year. Fixed-term faculty generally teach more courses or are involved more with service and outreach missions, in place of a research and scholarship mission. All regular faculty are on an academic year appointment; thus, summer classes and study abroad courses are in addition to AY salary.

Course releases may be used for scholarship (research or creative). All faculty are welcomed to use salary savings from their entrepreneurial activities and grants to remove them from a percentage of their teaching responsibilities, if they wish. For example, one faculty member has a three-year NSF grant for internet security and risk research that he used to remove one course a year for the past three years; another has an NSF grant to visualize the Tree of Life that he used to remove one course a semester; and another faculty member will use a Michigan Humanities Council grant to remove a course to shoot a documentary next year.

Faculty may have course releases to conduct administrative duties or may be a result of the Family Medical Leave Act. For instance, a faculty member is the JRN Director of Graduate Education and has a one-course release. This past year, he returned to the department from his administrative work as Associate Dean of Graduate Education for the College, another faculty colleague returned from his administrative job as Associate Dean of International Studies and Programs and another was the College Faculty Excellence Advocate; both had reduced course loads.

Also, new faculty frequently receive a course reduction in their first year to acclimate them to their new work environment, develop their courses and facilitate their research agenda.

Although the College has central advising for the undergraduate curriculum (but not MA of Ph.D.), faculty are expected to work with students on many levels, such as being the advisor of a student organization or campus media, counseling students on careers, including students in experiential learning with their projects and research, being on master’s committees for capstone projects and theses or participating on or chairing doctoral committees.

Furthermore, faculty members are expected to devote a portion of their time toward outreach with the industry or community, and service to the University or professional organizations.
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.

The whole is greater than its parts. It is the objective of the School of Journalism to be made up of great teachers and mentors of students who will be well equipped to immediately enter the industry and navigate successful careers as leaders in the field. To meet this spirit of accomplishment, transparency on the type and level of faculty performance to achieve and surpass annual expectations is important. To this end, the Director has discussions year round with faculty, individually and in groups, to talk about activities and expectations for success. In addition, MSU requires the Director to have annual meetings with all full-time faculty and write annual reviews. Annual reviews are based generally on Faculty Annual Professional Accomplishment Reports (submitted by faculty), SIRS (student course evaluations), observations and other evidence of performance.

Faculty members complete an annual Professional Accomplishments Report form in early spring semester for the prior calendar year. It is an exhaustive list of all teaching, scholarly and outreach and service activities.

The new UNTF (Union for Non-tenure Track Faculty) represents all fixed-term (non-clinical) teaching faculty at Michigan State University. Under Michigan labor law, the union is responsible for administering the collective bargaining agreement it signed with the University administration in May 2010 relative to wages, benefits and working conditions for about 500 fixed-term faculty. The UNTF has a standard Fixed Term Faculty and Academic Staff Annual Performance Evaluation Form that is completed by the Director and reviewed at the faculty member’s annual meeting. (The UNTF policy statement and form can be found online: http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/PerfReviewFAS.htm)

MSU policy is for tenure-stream faculty to receive an annual evaluation letter from the Director that is reviewed at the time of their annual review. (MSU guidelines on writing annual review letters and examples: http://www.hr.msu.edu/performance/facacadstaff/index.htm)

All new faculty members receive the Journalism Faculty Reference Notebook with policies and procedures for Journalism, College and University. (See Standard 1, Appendices.) Tenure-stream faculty also receives the Annual Performance Review Toolkit (located in the workroom).

SIRS (Student Instructional Rating System) "provide faculty and teaching units with student feedback on their instructional practices and provides teaching units with information considered in deciding on faculty retention, promotion, tenure, and salary. This survey is designed for departmental use only." (http://tech.msu.edu/news/2004/10/student-course-surveys-soct-and-sirs-are-now-online/) Online SIRS are available for faculty reference anytime. The 21 questions are organized into the five following areas concerning the course: 1) instructor involvement, 2) student interest, 3) student/instructor interaction, 4) course demands and 5) course challenge. Superior scores=1, above average=2, average=3, below average=4 and inferior=5. Full-time faculty scores in 2011 averaged 1.7.
Faculty bylaws require a 2.2 across all courses for promotion to full professor and a 2.4 for promotion to associate professor. A printed SIRS form follows.

**MICHIGAN STATE UNIVERSITY**

**STUDENT INSTRUCTIONAL RATING SYSTEM**

Your instructor hopes to use your thoughtful responses for the improvement of instruction. Please omit any of the items which do not pertain to the course that you are rating. With a number 2 pencil, respond to the items using the **KEY**.

<table>
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<th>S - SUPERIOR: exceptionally good course or instructor</th>
<th>AA - ABOVE AVERAGE: better than the typical course or instructor</th>
<th>AV - AVERAGE: typical course or instructor</th>
<th>I - INFERIOR: exceptionally poor course or instructor</th>
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1. The instructor's enthusiasm when presenting course material
2. The instructor's interest in teaching
3. The instructor's use of examples or personal experiences to help get points across in class
4. The instructor's concern with whether the students learned the material
5. Your interest in learning the course material
6. Your general attentiveness in class
7. The course as an intellectual challenge
8. Improvement in your competence in this area due to this course
9. The instructor's encouragement to students to express opinions
10. The instructor's receptiveness to new ideas and others' viewpoints
11. The student's opportunity to ask questions
12. The instructor's stimulation of class discussion
13. The appropriateness of the amount of material the instructor attempted to cover
14. The appropriateness of the pace at which the instructor attempted to cover the material
15. The contribution of homework assignments to your understanding of the course material relative to the amount of time required
16. The appropriateness of the difficulty of assigned reading topics
17. The instructor's ability to relate the course concepts in a systematic manner
18. The course organization
19. The ease of taking notes on the instructor's presentation
20. The adequacy of the outlined direction of the course
21. Your general enjoyment of the course

**STUDENT BACKGROUND: Select the most appropriate alternative.**

22. Was this course required in your degree program?

23. What is your sex?

24. What is your overall GPA? (a) 1.9 or less (b) 2.0-2.2 (c) 2.3-2.7 (d) 2.8-3.3 (e) 3.4-4.0

25. What is your class level? (a) Freshman (b) Sophomore (c) Junior (d) Senior (e) Graduate or other

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One way in which an instructor can improve his or her class is through thoughtful student reactions. This instructor hopes to use your responses for self-examination and self-improvement. If you have any comments to make concerning the instructor or the course, please write them in the shaded area below.

"It is the policy of Michigan State University to keep faculty members' SIRS ratings confidential to the extent possible. However, certain SIRS ratings may be subject to disclosure under state or federal law."

The Michigan State University Code of Teaching Responsibility holds all instructors to certain obligations with respect to, e.g., course content consistent with approved descriptions, timely statement of course objectives and grading criteria, regular class attendance, published office hours, and timely return of examinations and term papers. This Code is printed in full in the Schedule of Courses and Academic Handbook. It includes specifics about complaint procedures available to students who believe that their instructors have violated the Code.
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.

MSU policy is that all full-time faculty is appointed with a standard letter of offer that delineates individual responsibilities and expectations. Fixed-term faculty also signs an Appointment Memorandum that summarizes responsibilities and percentage of effort in each area. (Both tenure-stream and fixed-term union standardized letters are noted in Question 1.)

To help faculty understand JRN, CAS and MSU policies and procedures, all colleagues are given at the start of each year the annually updated Faculty Reference Notebook that includes the JRN Guidelines for Reappointment, Tenure and Promotion. (See Standard 1 Appendices.)

New faculty colleagues work with a mentor of mutual choice and attend College and University mentoring workshops geared toward success for RT&P. The Director, new faculty member and mentor meet to review the CAS Mentoring Policy, the Faculty Mentoring Toolkit and the Reappointment, Promotion and Tenure Toolkit (located in the workroom).

The year before applying for reappointment, promotion or tenure, the faculty member, Director and Dean meet to discuss progress and expectations for reappointment, tenure or promotion.

The following is a summary of the process for reappointment, tenure and promotion (RT&P) considerations: The Dean, Director and faculty candidate for reappointment, tenure and promotion meet a year in advance to review the candidate’s record of accomplishments and expectations for success. The Director makes a public call for anyone to submit their intention for RT&P. In fall, the School’s RT&P Committee, composed of faculty senior to the candidate, reviews the candidate’s nomination package and, in its advisory capacity, makes a recommendation to the Director. In turn, the Director makes a recommendation to the Dean. In early spring semester, the nomination package, JRN RT&P Committee recommendation and Director recommendation are sent to the College-level RT&P Committee, which reviews and ensures that the department process was objective and followed procedure. The Dean makes a recommendation and meets with the University Provost, Vice President of Research and Vice President of Human Resources, who have already reviewed the materials. If agreeable, the Provost recommends promotion and/or tenure to the President who recommends the decision to the Board of Trustees. The final decision is announced in June. Newly-promoted faculty receive an automatic $3,000 salary increase in addition to any School, College or Provost merit or market increase.

Tenure-stream salary increases are merit; unionized fixed-term faculty increases are standardized. Tenure-stream increases are determined by the University; fixed-term increases were designated by union-university agreement. School merit increases are determined by the Director and approved by the Dean. The Director may recommend faculty for College and Provost merit increases depending on their accomplishments. Faculty Annual Professional Activity Reports assist heavily with salary decisions.
The School and College guidelines for reappointment, promotion and tenure are in alignment with The Rules for Procedure for Reappointment, Promotion and Tenure of Faculty at Michigan State University. The School of Journalism’s were revised and approved in December 2010. The document is more objective, transparent and streamlined—and more uniform with University expectations; thus the tenure and promotion process should be easier to understand and navigate successfully. It now includes minimum SIRS scores, the number of scholarship works (peer-reviewed/juried research or creative) and the type of grant expectations at each juncture of promotion. It updated other teaching, research and outreach and service expectations, as well. Pertinent excerpts follow in the next few pages.

School of Journalism

Rules of Procedure for Reappointment, Promotion and Tenure

The decisions of the School of Journalism to promote and tenure faculty members are the most important in the School, for they will determine the reputation and prominence of the School of Journalism, the College of Communication Arts and Sciences and Michigan State University for many years to come. Faculty who are retained or promoted are expected to be motivated and engaged faculty within the School and the discipline, as well as in the community of scholars and society.

The School of Journalism and MSU require that achievement and performance levels must be competitive with peer faculties of leading scholarship-intensive, land grant universities. Departments, schools and colleges are expected to apply rigorous standards and to refrain from doubtful recommendations of reappointment, tenure or promotion.

Expectations of continued excellence are embodied in the following standards for reappointment, promotion and tenure as reflected in the evaluation of demonstrated accomplishments in the teaching, research and creative scholarship and service missions of the School, college and university. In addition to the criteria stated in this document, candidates may submit additional evidence of accomplishment.

University information and forms for reappointment, tenure and promotion are found online at: http://www.hr.msu.edu/promotion/facacadstaff/FacGuideTenure.htm#overview.

College (CCAS) standards, criteria and procedures are outlined in the College Reappointment, Tenure and Promotion Committee document (revised fall semester 2007) with university expectations for reappointment, tenure and promotion outlined in Appendix A.

Criteria for Reappointment as Assistant Professor

Candidates seeking Reappointment to a second three-year term must meet the following standards in the Research and Creative Scholarship, Teaching and Service missions.

Research and Creative Scholarship
Candidates must achieve all of the following:
• Publication or acceptance of an average of 1.5 peer-reviewed or juried scholarly or creative works per year during the review period, or publication of demonstratively equivalent books, peer-reviewed book chapters, creative projects, or documentary works.

• Participation as a Co-Principal Investigator or demonstrate a major role in external grant or external funding efforts and future potential for successful external funding.

• Evidence of continuous commitment to scholarship such as peer-reviewed or juried convention presentations, documentaries, creative projects, exhibits, edited books with significant work, etc., during the review period.

• Evidence that the candidate’s work has the potential to make an impact or unique contribution on a disciplinary field related to communication arts and sciences.

Teaching
Candidates must achieve all of the following:

• SIRS “Instructor Items” should be 2.7 or less averaged across all courses taught.

• Accomplishing two of the five achievements established below. The candidate may also specify some additional criterion that ought to be considered.
  a. National award for the candidate’s teaching or an MSU university-wide teaching award.
  b. Demonstrated innovation in course development or enhancement.
  c. Evidence of student accomplishment directly linked to course content or instruction.
  d. Winning of competitive grants or awards to support or enhance teaching skills or to teach constituencies outside the university.
  e. Involvement as an academic mentor to students and their successes.

Service
Candidates must achieve all of the following:

• Participation on school, college or university committees or special appointments.

• Participation in service activities related to the candidate’s academic roles for constituencies outside the university, such as service to the academic profession and community outreach.

Criteria for Promotion from Assistant to Associate Professor with Tenure

Candidates seeking promotion to associate professor with tenure must meet the following standards in the Research and Creative Scholarship, Teaching and Service missions.

Research and Creative Scholarship
Candidates must achieve all of the following:
• Publication of an average of two peer-reviewed or juried scholarly or creative works per year during the review period, or publication of demonstratively equivalent books, peer-reviewed book chapters, creative projects, or documentary works.

• Participation as a Co-Principal Investigator or demonstrate a major role in external grant or external funding success and future potential for successful external funding.

• Evidence of continuous commitment to scholarship such as peer-reviewed or juried convention presentations, documentaries, creative projects, exhibits, edited books with significant work, etc., during the review period.

• Evidence that the candidate’s work has made an impact or unique contribution on a disciplinary field related to communication arts and sciences.

Teaching
Candidates must achieve all of the following:

• SIRS “Instructor Items” should be 2.4 or less averaged across all courses taught.

• Accomplishing two of the four achievements established below. The candidate may also specify some additional criterion that ought to be considered.
  a. National award for the candidate’s teaching or an MSU university-wide teaching award.
  b. Demonstrated innovation in course development or enhancement.
  c. Evidence of student accomplishment directly linked to course content or instruction.
  d. Winning of competitive grants or awards to support or enhance teaching skills or to teach constituencies outside the university.

• Involvement as an academic mentor to students and their successes.

Service
Candidates must achieve all of the following:

• Participation on school, college or university committees or special appointments.

• Participation in service activities related to the candidate’s academic roles for constituencies outside the university, such as community outreach and service to the academic profession.

Criteria for Promotion from Associate Professor with Tenure to Full Professor

Candidates seeking Promotion to Full Professor must meet the following standards in the Research and Creative Scholarship, Teaching and Service missions.

Research and Creative Scholarship
Candidates must achieve all of the following:
• Publication of an average of two peer-reviewed or juried scholarly or creative works per year during the review period, or publication of demonstratively equivalent books, peer-reviewed book chapters, creative projects, or documentary works.

• Award of at least one external grant or external funding during the review period with the faculty candidate as the Principal Investigator, or award of multiple external grants or funding with the faculty candidate as a Co-Principal Investigator with demonstrated major contributions.

• Evidence of continuous commitment to scholarship such as peer-reviewed or juried convention presentations, documentaries, creative projects, exhibits, edited books with significant work, etc., during the review period.

• Evidence that the candidate’s work has made an impact or unique contribution on a disciplinary field related to communication arts and sciences.

Teaching
Candidates must achieve all of the following:

• SIRS “Instructor Items” should be 2.2 or less averaged across all courses taught.

• Accomplishing two of the four achievements established below. The candidate may also specify some additional criterion that ought to be considered.
  a. National award for the candidate’s teaching or an MSU university-wide teaching award.
  b. Demonstrated innovation in course development or enhancement.
  c. Evidence of student accomplishment directly linked to course content or instruction.
  d. Winning of competitive grants or awards to support or enhance teaching skills or to teach constituencies outside the university.

• Involvement as an academic mentor to students and their successes.

Service
Candidates must achieve all of the following:

• Participation and leadership on school, college or university committees or special appointments.

• Participation and leadership in service activities related to the candidate’s academic roles for constituencies outside the university, such as community outreach and service to the academic profession.
7. Describe faculty members’ activities outside the unit in service to the campus or University.

Faculty in the School of Journalism are involved in College and University initiatives and committees and with other units on campus. JRN colleagues are an integral part of University governance. They bring news of discussions and decisions directly to the College and to the School. All faculty members give of their time in some way to College and University initiatives. Some of the standing and ad-hoc College and University committees with School of Journalism representatives are listed below for 2012-2013:

**College Committees**

- College Advisory Council – Serena Carpenter, Manuel Chavez—chairperson
- College Reappointment, Tenure and Promotion – Fred Fico—chairperson
- Trifecta Faculty Search Committee – Geri Zeldes
- Media and Information Studies MIS PhD Committee – Steve Lacy
- WKAR Current Sports announcer search – L.A. Dickerson, Sue Carter

**University Committees**

- Faculty Senate – Sue Carter—chairperson
- Executive Committee of Academic Council – Sue Carter—chairperson
- Faculty Senate/University Council – Manuel Chavez
- Academic Human Resources Advisory Committee – Lucinda Davenport
- All University Awards Committee – Steve Lacy
- Academic Governance – Manuel Chavez
- Graduate Studies – Steve Lacy
- International Studies and Programs – Eric Freedman
- Faculty Tenure – Fred Fico
- Humanities, Social Sciences & Education Committee – Steve Lacy
- Integrity Board – Howard Bossen
- Undergraduate Studies – Fred Fico
- Research Strategic Partnership Grants Committee – Steve Lacy
Athletic Council – Geri Zeldes

As the University encourages collaborations and intellectual cross-fertilization, more faculty become involved with units across campus. Other current examples of service to CAS and MSU include the following:

- Honors College ReCUR journal editor — Steve Lacy and now Eric Freedman
- MSU Kresge Museum photography curator – Howard Bossen
- MSU Museum, photography curator – Howard Bossen
- The State News (student independent newspaper) Board of Directors – Jeremy Steele
- UURAF (University Undergraduate Research & Arts Forum) judge – Lucinda Davenport
- CAS Media Sandbox – Karl Gude, Troy Hale, Darcy Greene, Cheryl Pell, Maral Minassian Zakharia, Bob Gould, Geri Zeldes, Howard Bossen
- HARP (Humanities & Arts Research Program) Committee – Darcy Greene
- HARP Committees – Karl Gude, Bob Gould and Howard Bossen
- HARP Committee chair – Howard Bossen and Darcy Greene
- HARP Committee Judge – Bob Gould, Howard Bossen
- Study Abroad Visual Communication and Infographics in Spain – Cheryl Pell and Karl Gude
- Study Abroad Reporting in the British Isles – Sue Carter and Nancy Hanus
- Study Abroad Photo Communication in Europe – Howard Bossen and Darcy Greene
- Study Abroad Mass Media in the UK – Sue Carter and Troy Hale
- Freshman Fireside Chats for MSU Honors students – Howard Bossen and Geri Zeldes
- Freshman Seminars – Bonnie Bucqueroux

Several faculty served in administrative positions during this self-study period:

- Steve Lacy was the Associate Dean for Graduate Education of the College and, in this role, served on many committees both in the College and University.
- Lucinda Davenport was the Associate Dean for Graduate Education of the College before Steve Lacy.
Eric Freedman was the Associate Dean of International Studies and Programs and, in this capacity, served on many committees in the University.

Manuel Chavez was the Associate Director of the Center for Latin American and Caribbean Studies.

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 (classes) taught by full-time faculty:

2012-13 school year – 86 percent
2011-12 school year – 77 percent
2010-11 school year – 73 percent

Three changes have taken place over time: 1) Several JRN faculty in administrative positions in other units returned to the School full time in 2012-2013. 2) JRN was covering more than its share of PhD courses in the shared doctoral program because another department (ADPR) was low on research faculty. ADPR has now increased its faculty numbers and more JRN faculty have returned to undergraduate courses. 3) JRN full-time faculty numbers have increased in recent years, after a period of non-growth. With the addition of another tenure-stream faculty member in Fall 2013, an even greater percentage of full-time faculty will be in the classroom.

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.

NA
Part II, Standard 5

Scholarship: Research, Creative and Professional Activity

Key Points

• The work of MSU’s School of Journalism faculty was recognized with 80 awards and honors from 2007 to 2012.

• These colleagues are diverse and balanced: 15 scholarly tenure-stream faculty members include professionals and a Pulitzer-Prize winner, and nine professional fixed-term faculty colleagues embrace scholarship and grant activity.

• Productivity increased significantly in all 17 ACEJMC categories from 2007 to 2012, particularly starting in 2009; increases ranged from 50 percent to 650 percent. This scholarship often involved students and always informs classroom instruction.

• Valued professional and academic activities from 2007 to 2012 comprise the following numbers.

  289 professional publications and creative works
  176 refereed and invited conference papers and creative works
  125 non-juried creative works
  96 peer-reviewed published research and juried creative works
  58 unit grant awards from 90 grant proposals
  23 scholarly books and textbooks
  23 chapters in books and 22 book reviews
Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

1. Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.

The priorities in the work of faculty at the School of Journalism are set by the institutional mission of Michigan State University. Michigan State University is a land-grant, Tier 1 research-intensive, public university. The University has a broad commitment to inclusive undergraduate and graduate education in the liberal arts and in the social and physical sciences. The School of Journalism and the College of Communication Arts and Sciences share with the University a mission to discover, advance and disseminate knowledge. Faculty members are expected to bring their research and creative scholarship insights into their classroom instruction. The School of Journalism realizes this commitment, both in the work of individual faculty and in the mix of researchers and professionals educating our students. An excerpt of MSU Mission statement regarding scholarship is below.

**MSU Mission Statement**

*The following statement was approved by the Board of Trustees on April 18, 2008.*

*Michigan State University, a member of the Association of American Universities and one of the top 100 research universities in the world, was founded in 1855. We are an inclusive, academic community known for our traditionally strong academic disciplines and professional programs, and our liberal arts foundation. Our cross and interdisciplinary enterprises connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society’s rapidly changing needs.*

*As a public, research-intensive, land-grant university funded in part by the state of Michigan, our mission is to advance knowledge and transform lives by:*

- providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders
- conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally
- advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world
The School’s mission and the guidelines for reappointment, tenure and promotion integrate its research, creative and professional mission with that of the College of Communication Arts and Sciences and Michigan State University. The activities of the School’s faculty are reviewed at the School and College levels. Faculty is expected to perform at a level set by peer research-intensive Tier 1 institutions, and demonstrate “continuous improvement” over the years.

The following are guidelines for tenure-stream faculty success:

- School of Journalism Rules for Reappointment, Tenure and Promotion
  (See Standard 1 Appendices.)

- College Reappointment, Tenure and Promotion Rules
  (See Standard 1 Appendices.)

- MSU Faculty Guide for Reappointment, Tenure and Promotion Review is online at:
  http://www.hr.msu.edu/promotion/facacadstaff/FacGuideTenure.htm
  (See Standard 5 workroom materials.)

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all the previous six years (for example, new faculty and retired faculty).

The report for this standard reflects the activity of 30 tenure-system and fixed-term faculty who worked at the School during all or part of the period since the last accreditation. Specifically, the report reflects the research, creative and professional activity of 17 tenure-stream faculty (eight full, six associate, three assistant) and 13 fixed-term faculty members between 2007 and 2012.

Retirements and departures occurred during this period. One tenure-stream retired in 2012 and another took a two-year leave in 2009-2010 before retiring in 2012. Four fixed-term faculty members retired or left the School since the last accreditation report (in 2008, 2009 and 2010).

New faculty members were hired during the 2007-2012 period, starting in 2009. An editor-in-residence and diversity recruiter was hired in 2009, a tenure-system faculty member in 2010, a fixed-term colleague in 2011, and three (two tenure-stream, one fixed-term and a specialist who is the director for the Michigan Interscholastic Press Association) in 2012. Some of these faculty members hold joint appointments in other departments. A new tenure-track colleague joins us in 2013 and we have three new faculty searches for 2014.

The report below on faculty productivity in research, creative and professional activity therefore reflects appropriate periods of work in the School of Journalism by faculty from 2007 to 2012.
3. Using the grid that follows, provide counts of the unit’s productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

The two grids on scholarship, research, creative and professional activities in the following pages demonstrate the areas in which faculty have been active from 2007 to 2012. These activities were accessed through annual Professional Accomplishment Reports filed by each faculty member and from faculty vitas. This first grid (Table 1) is analyzed in terms of the distribution of faculty engaged in these activities. This grid shows that faculty activities mirror the differences in expectations for different types of faculty. In addition, a second grid (Table 2) was created to track faculty activities during each year from 2007 to 2012. This grid illuminates trends in faculty activities across these years.

Two broad observations emerge from 2007 to 2012 analysis of the research, creative and professional activities reported in Tables 1 and 2:

• Table 1 shows that School of Journalism faculty members of all types are broadly engaged across most of these activities, although not necessarily to the same degree.

• Table 2 shows that the School has demonstrated improvement, in a number of categories steadily, in all of these activities.

Table 1 further shows that distinctions in the expectations of faculty efforts can be observed. Traditional academic scholarship as indicated by production of scholarly books, refereed journal articles, refereed conference papers and invited academic papers, are pursued by mostly tenure-system faculty. For example, tenure-system faculty members accounted for 100 percent of refereed journal articles and 93 percent of refereed conference papers. Fixed-term faculty members also reflect high productivity and accounted for 92 percent of articles in non-refereed publications, as well as 93 percent of “other” (for example, website creation).

Table 1 also shows that in several areas, the distribution of activities is across ranks. From least to most, for awards and honors: full professors won 20 percent, fixed-term faculty won 32 percent and associate professors won 48 percent; for funded external grants: assistant professors won 17 percent, fixed-term faculty won 27 percent, associate professors won 28 percent and full professors won 38 percent; for funded internal grants: associate professors won 58 percent and fixed-term faculty won 34 percent. Similarly, non-juried creative works were mostly produced by associate professors (53 percent) and fixed-term faculty (45 percent).

Table 2 shows that the School of Journalism increased its research, creative and professional activity in every category between 2007 and 2012, ranging from 50 percent to 650 percent.

Traditional academic scholarly activities had a 350 percent increase in refereed journal articles, a 282 percent increase in refereed conference papers, and a 100 percent increase in invited academic papers. More professionally focused activities included a 50 percent increase in non-refereed publications, a 50 percent increase in juried creative works and a 240 percent increase in non-juried creative works.
Table 2 shows two particular indications of improved faculty quality are trends in awards and in funded external grants. Grant proposals also increased significantly.

Awards and honors won by faculty increased 200 percent across the period. These included research awards, professional awards and honors and recognition for research and professional accomplishments.

External funded grants increased 120 percent between 2007 and 2012. External grants are especially competitive nationally. External grants won by School of Journalism faculty members rose from 12 in 2007 and 2008, to 16 in 2009 and 2010, to 18 in 2011 and 2012.

Although it is not noted in these tables, faculty wrote 91 significant external grant proposals during this self-study period. Activity on grant proposals rose from 2 in 2007, to 9 in 2008, to 12 in 2009, to 27 in 2010, to 21 in 2011, to 22 in 2012.
Table 1 - Scholarship, Research, Creative and Professional Activities; 2007-2012

<table>
<thead>
<tr>
<th>Category</th>
<th>By Unit</th>
<th>Full Professors (8)</th>
<th>Associate Professors (6)</th>
<th>Assistant Professors (3)</th>
<th>Other Faculty (13)</th>
<th>Totals (30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards and Honors</td>
<td>79</td>
<td>16</td>
<td>38</td>
<td>0</td>
<td>26</td>
<td>80</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>12</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Grants Received External</td>
<td>46</td>
<td>13</td>
<td>13</td>
<td>8</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>Scholarly Books</td>
<td>13</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Textbooks</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Books Edited</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>23</td>
<td>3</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Monographs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Refereed Journal Articles</td>
<td>69</td>
<td>26</td>
<td>43</td>
<td>12</td>
<td>0</td>
<td>81</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>134</td>
<td>25</td>
<td>90</td>
<td>16</td>
<td>9</td>
<td>140</td>
</tr>
<tr>
<td>Invited Academic Papers</td>
<td>35</td>
<td>15</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>22</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Non-refereed Publications</td>
<td>289</td>
<td>13</td>
<td>8</td>
<td>1</td>
<td>267</td>
<td>289</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>14</td>
<td>2</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Non-juried Creative Works</td>
<td>15</td>
<td>10</td>
<td>156</td>
<td>1</td>
<td>125</td>
<td>292</td>
</tr>
<tr>
<td>Other (specified)</td>
<td>71</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>66</td>
<td>71</td>
</tr>
</tbody>
</table>
# Table 2 – Scholarship, Research, Creative and Professional Activities Change Percent

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards and Honors</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>18</td>
<td>18</td>
<td>21</td>
<td>200%</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Grants Received External</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>120%</td>
</tr>
<tr>
<td>Scholarly Books</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Textbooks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Books Edited</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>200%</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>1100%</td>
</tr>
<tr>
<td>Monographs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Refereed Journal Articles</td>
<td>6</td>
<td>3</td>
<td>10</td>
<td>21</td>
<td>14</td>
<td>27</td>
<td>350%</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>11</td>
<td>2</td>
<td>21</td>
<td>34</td>
<td>30</td>
<td>42</td>
<td>282%</td>
</tr>
<tr>
<td>Invited Academic Papers</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>75%</td>
</tr>
<tr>
<td>Non-refereed Publications</td>
<td>2</td>
<td>11</td>
<td>11</td>
<td>244</td>
<td>18</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>Non-juried Creative Works</td>
<td>22</td>
<td>34</td>
<td>101</td>
<td>20</td>
<td>40</td>
<td>75</td>
<td>240%</td>
</tr>
<tr>
<td>Other (specified)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>66</td>
<td>650%</td>
</tr>
</tbody>
</table>
4. List the scholarly research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note.

Individual faculty member activities are specified in the listing of faculty in the next few pages. These faculty produced the activities in the summary reports for the tables in Question 3.

As requested, the listing is organized by faculty appointment (full professors, associate professors, assistant professors and fixed-term faculty). Each individual faculty member’s activities are organized to conform to the tables in Question 3 that reflect collective faculty activities.
Michigan State University School of Journalism Full-time Faculty

Bossen, Howard

Detjen, James

Briggs-Bunting, Jane

Dickerson, Lori Anne

Bucqueroux, Bonnie

Fico, Fred

Burzynski Bullard, Sue

Freedman, Eric

Carpenter, Serena

Gould, Robert

Carter, Susan

Greene, Darcy

Chavez, Manuel

Grimm, Joseph

Davenport, Lucinda

Gude, Karl
Hale, Troy  Hanus, Nancy
Lacy, Steve  McWhirter, William
Molloy, John  Ogundimu, Folu
Pell, Cheryl  Poulson, David
Stamm, Michael  Steele, Jeremy
Takahashi, Bruno  Wash, Rick
Zakharia, Maral Minassian  Zeldes, Geri
Scholarship and Professional Activities from 2007 to 2012 are grouped according to activities and categories of professor, associate professor, assistant professor and fixed term, as noted in Question 4.

FULL PROFESSORS

HOWARD BOSSEN, Professor

Book Chapters


Articles in Refereed Journals


Refereed Conference Papers


**Juried Creative Works**


**Non-juried Creative Works**


JANE BRIGGS-BUNTING, Professor – on leave from 2009 to 2011 and retired in 2012

Awards and Honors


Non-juried Creative Works


Briggs-Bunting, J. (2007). Reporting and Writing for Multiplatform Newsrooms, Poynter Institute, St. Petersburg, FL.

SUE CARTER, Professor

Awards and Honors


Book Reviews


Juried Creative Works


LUCINDA DAVENPORT, Director/Professor

Awards and Honors

Davenport, L. (2010). Faculty Impact Award, College of Communication Arts and Sciences. “Honors a past or present faculty member whose teaching and mentoring has influenced and changed lives.”


http://fotologue.jp/workshop2009


Grants Received External


Grants Received Internal


Textbooks, Sole or Co-authored


Book Chapters


Articles in Refereed Journals

Blom, R., Davenport, L. and Bowe, B.J. (2012).“Reputation cycles: the value of accreditation for


**Refereed Conference Papers**


**JAMES DETJEN, Professor – retired in 2012**

**Articles in Non-refereed Publications**

Non-juried Creative Works


FRED FICO, Professor

Awards and Honors

Fico, F. (2008). Second place Best Paper Award in the Open Category of the Multicultural Studies Division of AEJMC, National Conference

Grants Received External

Fico, F. (2008). Scale and Complexity of Media Markets as a Determinant of Local Government News Coverage, National Science Foundation, co-PI with Steven Wildman (PI), Stephen Lacy, Thomas Baldwin, Frederick Fico and Daniel Bergan, Michigan State University, $498,097– Grant No. – 0819519

Articles in Refereed Journals


### Refereed Conference Papers


### Invited Academic Papers


STEVE LACY, Professor

Awards and Honors


Lacy, S. (2010). Paul J. Deutschmann Award for Excellence in Research-Career research award presented by the Association for Education in Journalism and Mass Communication.

Grants Received External


Textbooks, Sole or Co-authored


Book Chapters


Articles in Refereed Journals


Refereed Conference Papers


**Invited Academic Papers**


**Articles in Non-refereed Publications**


20


JOHN MOLLOY, Professor

Scholarly Books, Sole or Co-authored


Refereed Conference Papers

Molloy, J. “Nixon and the Press,” Midwest Political Science Association paper updated during the Watergate Era for an MSU American Studies Association program. While at Northwestern as Visiting Professor of Journalism at Medill, participated in Midwest Association for Public Opinion Research panels in Chicago.

Book Reviews


Non-juried Creative Works

Molloy, J. Made about 20 appearances on radio and TV panels in Milwaukee, Cincinnati and WKAR, East Lansing. Appeared with former Michigan Attorney General Frank Kelley on “The Reardon Report: Free Press and Fair Trial” taped several lectures for campus public radio station for

ASSOCIATE PROFESSORS

MANUEL CHAVEZ, Associate Professor

Awards and Honors

Chavez, M. (2012). Association for Education in Journalism and Mass Communication AEJMC, Presidential Citation for Outstanding Service and Leadership.

Chavez, M. (2011). Nomination for Best Book by the National Academy of Social Sciences of China

Grants Received External

Chavez, M. (2011-2012). Texas A&M. University Grant to conduct a survey of news media editors on violence and journalism on the U.S-Mexico border, in collaboration with Dr. Maria Flores. ($10,000).


Scholarly Books, Sole or Co-authored


Book Chapters


**Articles in Refereed Journals**


Refereed Conference Papers


**Invited Academic Papers**


ERIC FREEDMAN, Associate Professor

Awards and Honors


Freedman, E. (2011). Fulbright Scholar, Vytautas Magnus University, Department of Public Communications, Kaunas, Lithuania.


**Grants Received External**


**Grants Received Internal**


**Scholarly Books, Sole or Co-authored**


**Book Chapters**


**Articles in Refereed Journals**


29
Refereed Conference Papers


Invited Academic Papers


Book Reviews


Articles in Non-refereed Publications

Writer, articles in more than 125 U.S. and foreign newspapers:
Consumer magazines, trade publications and professional publications: Folio; Editor & Publisher; Writer’s Digest; Presstime; Magazine Matters (AEJMC Magazine Division); EJ Magazine; Outdoors Unlimited; Leadtime

Trade and Consumer Publications: Washington Post; Earth Island Journal; Crain’s Detroit Business; Automotive News; Los Angeles Times; Domemagazine.com; Boston Globe; Chicago Sun-Times; Cleveland Plain Dealer; Miami Herald; Lansing State Journal; Hour Detroit

International Publications: Toronto Globe and Mail; Melbourne (Australia); Herald Sun; London (Ont.) Free Press; Times of Central Asia; Christchurch (NZ) Press; Streats (Singapore)

DARCY GREENE, Associate Professor

Grants Received External

Greene, D. Designer, Decision Making with CAM Therapies w/ Celia Wills.

Greene, D. (2009). Ohio State College of Nursing, directed the development of intervention testing booklet and web site for an NIH proposal.

Grants Received Internal


Non-juried Creative Works

Pierre Verger Foundation, Newsletter, March 2012

FOLU OGUNDIMU, Associate Professor

Grants Received External


Grants Received Internal

Book Chapters


Articles in Refereed Journals


Refereed Conference Papers


Articles in Non-refereed Publications


MICHAEL STAMM, Associate Professor

Awards and Honors


Grants Received External


Textbooks


Articles in Refereed Journals


Invited Academic Papers


Stamm, M. (2010). “Using Media in the Classroom,” Michigan State University History Department, East Lansing, MI.


GERI ZELDES, Associate Professor

Awards and Honors


Zeldes, G. (2010). MSU’s Excellence in Diversity Award for “Excellence in Advancing Global Competency.”


Awards
- June 15, 2013: Received an Emmy® in the Documentary Cultural Category at the 35th Annual National Association of TV Arts & Sciences – Michigan Chapter at MotorCity Sound Board Theatre in Detroit, MI

Roles: Co-Director and Co-Executive Producer of this documentary film

Awards
- April 15, 2012: Award of Excellence from the Broadcast Education Association in Las Vegas, NV.
- March 14, 2012: “Best Mini-Doc or Series” at a Public TV station from the Michigan Association of Broadcasters, Lansing, MI.
- Nov. 13, 2011: Audience Award” and "Honorable Mention" in the Best Short Documentary category in the Lake Michigan Film Competition, East Lansing Film Festival, E. Lansing, MI
- May 19, 2011: Co-winner of “Best in Show” and the $1,000 prize.

Roles: Director and Co-Producer of this documentary film

Awards
- April 13, 2011: Nominated for an Emmy® by the Michigan chapter of the National Academy of Television Arts & Sciences.
- April 11, 2011: “Best of Competition Award” in the Faculty Video category and “Best of Festival Award” that came with a $1,000 prize donated by the Charles and Lucille King Family Foundation and Avid software.

Role: Producer of this documentary film

Awards
- Aug. 15, 2010: Special Jury Award - Documentary Film, Action/Cut Short Film Competition.
- July 2010: Film That Heals Award in the Manhattan Film Festival.
- April 2010: Award of Excellence in the Media Arts Festival, Broadcast Education Association.

**Grants Received External**


**Grants Received Internal**

Zeldes, G. (2012). Create a half-hour documentary film about the rise of Chinese International students on campus, $35K.


Zeldes, G. (2010). MSU’s Muslim Studies Fellowship, $8K.


Articles in Refereed Journals


Refereed Conference Papers


Invited Conference Presentations


Invited Academic Papers


Articles in Non-refereed Publications


Juried Creative Works


Zeldes, G (2010, 2011, 2012). “The Kings of Flint.” Documentary shown at the following film festivals and screenings: Garden of Cinematic Delights Film Festival. Honolulu Museum of Art Doris Duke Theatre. United Film Festival – Los Angeles. Wild and Scenic Film Festival on Tour. Chagrin Documentary and Discussion Series. Wild & Scenic Film Festival, Nevada City, CA. Red Rock Film Festival of Zion Canyon, St. George, Utah. Chagrin Documentary Film Fest, Chagrin, OH. Hot Springs Documentary Film Festival, Hot Springs, Arkansas. Urban Medimakers Film Festival, Duluth, GA. Atlanta International Documentary Film Festival. Chicago United Film Festival, Chicago, IL. Grand Rapids Film Festival, Grand Rapids, MI. Detroit Windsor International Film Festival, Detroit, Mich. Flint Film Festival as a featured selection at the Riverfront Banquet Center in downtown Flint. Film That Heals Award in the Manhattan Film Festival. Shaker Lakes Nature Center as part of the Chagrin Documentary Film Festival “on the road” program. Chagrin Fall Public Library as part of the Chagrin Documentary Film Festival “on the road” program. Choices Conference held in the Amway Grand Plaza in Grand Rapids. Comcast cable show called “The Bright Side.”


Zeldes, G. (2009). Presented “Islam, Muslims and Journalism Education (IMAJE)” web site and course to a delegation from Mali. Strengthening Civil Society through Dialogue on Faith and Community: A U.S. - Mali Exchange Program sponsored by MSU’s Residential College in the Arts and Humanities (RCAH), the Center for Advanced Study of International Development (CASID) and the University of Bamako.


ASSISTANT PROFESSORS

SERENA CARPENTER, Assistant Professor – joined faculty in 2012

Grants Received External


Carpenter, S. and Dodge, Nancie. (2011-2012). “CityCircles app light rail job classifieds.” Knight Bridge Grant. $8,000.

Book Chapter


Articles in Refereed Journals


Refereed Conference Papers


BRUNO TAKAHASHI, Assistant Professor – joined faculty in 2012

Articles in Refereed Journals

of Nature and Culture, 6(3), 346-364.


**Refereed Conference Papers**


Takahashi, B. (2012). “Mass Media Effects on Decision Makers: Climate Change in Peru.” Presented at The International Conference on Culture, Politics, and Climate Change, Boulder, CO.


**Articles in Non-refereed Publications**


**RICK WASH, Assistant Professor – joined faculty in 2010 (post doc in 2009)**

**Grants Received External**


Book Chapters


Articles in Refereed Journals


Refereed Conference Papers


**Invited Academic Papers**


Invited talks:


Wash, R. (2009). “Is ‘Social Tagging’ an Oxymoron? Understanding Incentives on del.icio.us.” At Drexel University, the iSchool at Drexel.


**Articles in Non-refereed Publications**


**FIXED-TERM FACULTY**

**BONNIE BUCQUEROUX, Specialist – retired from full-time in 2009**

**Scholarly Books, Sole or Co-authored**


**Non-juried Creative Works**


SUE BURZYNISKI BULLARD, Visiting Editor-in-Residence – left faculty in 2008

Awards and Honors


Articles in Non-refereed Publications


LORI ANNE DICKERSON, Specialist

Awards and Honors

CAS Finalist for MSU Quality in Undergraduate Teaching Award

BOB GOULD, Broadcast Journalist-in-Residence

Awards and Honors

Gould, B.: Award winner for many awards including: EMMYs, (and 8 nominations), BEA of Excellence, NPPA, Michigan AP, Best of Gannett, and Michigan Association of Broadcasters.

Gould, B., Professor and Executive Producer of Focal Point: Students have won 3 student EMMYs for “Best College Newscast.” – 12 student EMMY nominations in 2013 – 5 student EMMY wins in 2013 with more than 100 student awards since 2008

Gould, B., Award of Excellence, BEA, Faculty Instructional Video

Juried Creative Works

Gould, B., (2010). Documentary Film on Malaria research in Malawi, Africa; traveled to Malawi.

Non-juried Creative Works


JOE GRIMM, Visiting Editor-in-Residence

Awards and Honors

Grimm, J., Award, Center for Service-Learning and Civic Engagement commendation, Michigan State University. (2012).

Grimm, J., Member, Michigan Journalism Hall of Fame. (2009).

Scholarly Books, Sole or Co-authored or Edited


Articles in Non-refereed Publications


Non-juried Creative Works


KARL GUDE, Graphics Editor-in-Residence

Grants Received External

Gude, K. “Evolutionary Tree of Life.” NSF grant of $280,000.
Grants Received Internal

Gude, K. (2007). Funding for infographics book and website tied to study abroad program – funding from CAS dean’s office.

Invited Academic Papers


Gude, K. “Simplifying complex information using visualizations.” Lecture at the National Press Club in Washington, DC.

Juried Creative Works


Non-juried Creative Works


Gude, K. (2011). Created seven posters explaining how to manage cholera that were distributed to NGOs and 700 schools in Haiti to educate and save lives.

Gude, K. (2011.). Designed mural for Lansing Community College about history of information storage to be printed and placed on a 40-foot wall.

Gude, K. (2010). Co-wrote script for video to showcase the MSU Food Safety and Toxicology Center, generated animations for it and launched promo video.

Gude, K. (2010). Created slide show explaining the complex world of food for the MSU Food Safety and Toxicology Center.

TROY HALE, Academic Specialist – joined faculty in 2012

Awards and Honors

Hale, T.: Award Winner for many awards including EMMYs (40 nominations total), Telly, REMI, ADDY, NPPA, Edward Murrow and AP.

Hale, T. Official Selection United Film Festival Los Angeles, The Chicago United Film Festival, Charlotte Film Festival, Ft. Myers Beach Film Festival, Flint Film Festival, Worldfest Houston International Film Festival, Detroit Windsor International Film Festival, San Francisco Black Film Festival, Grand Rapids Film Festival.
Hale, T. “Izzo on Broadway” 30 Minute Documentary program that aired on The Big Ten Network and WKAR-TV. Program focuses on the behind the scenes of a Broadway show with MSU coach. The program won an Emmy, Telly and Remi award. Producer/Director.

Hale, T. “A Season with The Band” 1 hour documentary Film that aired on the Big Ten Network, WKAR-TV and for sale on DVD. The Film follows the MSU Marching band for a year from try-outs through the bowl game. The Film won an Emmy Award for Best Documentary. Producer/Director.

Hale, T. “Being Black” a 30 Minute documentary film focused on the life of African Americans today. Being Black was nominated for an Emmy Award in 2011. This film was begun before CNN’s “Black in America” The Film aired on WKAR-TV and a number of other Michigan PBS stations. The film was nominated for an Emmy in the Historical/Cultural Category. The film was also an official selection for the San Francisco Black Film Festival. Director/ Executive Producer.

Hale, T. “The Kings of Flint” a 30 Minute Documentary Film that focuses on urban farming in Flint. The Film aired on WKAR-TV and was nominated for a 2012 Emmy Award. Kings of Flint won best documentary with the Michigan Association of Broadcasters and won an award of excellence from the Broadcast Education Association.

Hale, T. “MSUToday” Multi Award winning 30 minute program that airs on the Big Ten Network, WKAR-TV and other PBS stations. Program is currently in production of its 30th episode with a number of other specials. Program has won 8 Emmys, 6 Tellys, 6 Worldfest Houston International Film Festival Awards, 1 CINNE, 1 Addy Award and many others. Producer/Director – MSU.

Grants Received External

Hale, T. Ruth Mott Foundation: Co-PI with Geri Zeldes; Produced “The Kings of Flint” Documentary, 2 Multicam Productions and Funded a spin off Documentary “Flint River Farm”.

Grants Received Internal

MSU Harp Grant: PI – The Greening of Flint. Produced “The Kings of Flint” Documentary

CAS Undergraduate Funding for a Number of Television and Film Projects

Applied for in 2012-Sundance Documentary Fund (Twice), MacArthur Foundation (3 separate projects), Gates foundation and MSU Harp grant

Juried Creative Works


Hale, T. “Mohammed.” 30-minute documentary film.
Non-juried Creative Works

Hale, T. “Mohammed In-Studio.” 30-minute interview program that aired on The Big Ten Network and WKAR-TV. Program focuses on the Soldiers and Medical personnel that helped a 12 year old Iraqi boy receive life changing surgery. Program won an Emmy, Telly and Remi award. Producer

Hale, T. “Bringing the World to Tanzania.” a 30 minute documentary featuring Solar powered, satellite computers being installed in a rural elementary school in the middle of nowhere in Tanzania. The Film aired on the Big Ten Network and WKAR-TV. Producer/Director

Hale, T. “The Indie Film Show.” 30 minute television program that focuses on Independent film in Michigan. The Program airs on WKAR-TV and a number of other Michigan PBS stations around the State. 10 Episodes produced. Funded by MSU College of Communication, Arts and Sciences and by NCG Cinemas. Executive Producer/Host

Hale, T. “Rival Filmmaking” A behind-the-scenes documentary Film about the Michigan Creative Film Alliance.

Hale, T. “World Medicine.” A 30-minute documentary that follows a number of American students and Professors as they travel to different parts of the world in order to bring medical expertise to these regions. Producer/Director.

Hale, T. “Wish for The World.” A 30-minute documentary that follow College students as they make a difference around the world.

Hale, T. “ASAP.” a 13 minute Documentary film that follows along a competitive BBQ team as they compete near St. Louis, MO. Shown at the Mitten Movie project in Royal Oak Michigan. Director

NANCY HANUS – left faculty 2010

Conference Presentation

MGM Conference Center, Detroit: Roundtable on PR and the news media, September 2008.

WILLIAM MCWHIRTER –retired in 2009

Awards and Honors


**CHERYL PELL, Senior Specialist**

**Awards and Honors**

Pell, C. (2012). Honors Lecturer, AEJMC Scholastic Journalism Division.

**DAVE POULSON, Associate Director, Knight Center**

**Awards and Honors**


Poulson, D. (2008). MSU, Excellence in Diversity Award, contributed to efforts leading to center’s recognition for diversity initiatives.

**Grants Received External**


Poulson, D. (2010). Research hurdles to reporting on Great Lakes climate change, National Science Foundation, $338,000, (two years; multiple PIs).

Poulson, D. (2010). Teaching journalists to report on beach contamination; reporting on nearshore ecosystem; U.S. Environmental Protection Agency, $83,000 (two years).


Grants Received Internal


Poulson, D. (2008). Travel grant, MSU’s Center for Advanced Study of International Development, to discuss environmental journalism program development in Nairobi, $500 - 2010

(MSU) Environmental Research Initiative, Echo news aggregator, $15,500.

Invited Academic Papers


Poulson, D. (2012). Challenges to climate change reporting in the Great Lakes, Climate change and journalism conference, June 8, 2012, Cleveland, Ohio


**Book Reviews**


*Taking Science to the People: A Communication Primer for Scientists and Engineers*, edited by Carolyn Johnsen, The University of Nebraska Press, Lincoln, NE 2009

**Articles in Non-refereed Publications**

Knight Citizen News Network; Outside-the-box community engagement 6/2010

Yale Forum on Climate Change and the Media: 3/17/2009 Reviewed Harvard Kennedy School criticism of news coverage of the economic impact of mitigating climate change. 3/17/2009 (One of four academics selected)

Poynter Institute: Following Michigan’s State of the State on Twitter 2/5/2009 ; Michigan Papers Downsize; See blogs and Twitter 11/13/08

Great Lakes Townhall: Supporting Great Lakes Journalism 12/19/08, Tapping the Web for Environment Reporters 12/18/08, Environmental News as Community Organizer 12/17/08, Confessions of a Corporate Greedhead 12/16/08, A Media Meltdown Threatens the Great Lakes 12/15/08.

**JEREMY STEELE, MIPA Director – joined faculty in 2012**

Executive Director, Michigan Interscholastic Press Association, East Lansing, Mich. May 2012-present

**MARAL MINASSIAN ZAKHARIA, Assistant Professor – joined faculty in 2011**

**Awards and Honors**

5. Provide relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research and creative and professional activity in criteria for hiring, promotion and tenure. Describe how the unit’s criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.

The scholarship, research and creative and professional activities expectations for tenure-system faculty in the School of Journalism are specified in detail in the Reappointment, Promotion and Tenure Guidelines. The guidelines specify standards for continual grant, peer-reviewed traditional research and juried creative activity. Faculty being considered for reappointment, promotion and tenure must achieve all of the following in the area of research and creative scholarship, according to key passages from the Reappointment, Tenure and Promotion Guidelines:

Candidates seeking Reappointment:

- Publication or acceptance of an average of 1.5 peer-reviewed or juried scholarly or creative works per year during the review period, or publication of demonstratively equivalent books, peer-reviewed book chapters, creative projects, or documentary works.

- Participation as a Co-Principal Investigator or demonstrate a major role in external grant or external funding efforts and future potential for successful external funding.

- Evidence of continuous commitment to scholarship such as peer-reviewed or juried convention presentations, documentaries, creative projects, exhibits, edited books with significant work, etc., during the review period.

- Evidence that the candidate’s work has the potential to make an impact or unique contribution on a disciplinary field related to communication arts and sciences.

Candidates seeking promotion to associate professor with tenure:

- Publication of an average of two peer-reviewed or juried scholarly or creative works per year during the review period, or publication of demonstratively equivalent books, peer-reviewed book chapters, creative projects, or documentary works.

- Participation as a Co-Principal Investigator or demonstrate a major role in external grant or external funding success and future potential for successful external funding.

- Evidence of continuous commitment to scholarship such as peer-reviewed or juried convention presentations, documentaries, creative projects, exhibits, edited books with significant work, etc., during the review period.

- Evidence that the candidate’s work has made an impact or unique contribution on a disciplinary field related to communication arts and sciences.
Candidates seeking promotion to full professor:

- Publication of an average of two peer-reviewed or juried scholarly or creative works per year during the review period, or publication of demonstratively equivalent books, peer-reviewed book chapters, creative projects, or documentary works.

- Award of at least one external grant or external funding during the review period with the faculty candidate as the Principal Investigator, or award of multiple external grants or funding with the faculty candidate as a Co-Principal Investigator with demonstrated major contributions.

- Evidence of continuous commitment to scholarship such as peer-reviewed or juried convention presentations, documentaries, creative projects, exhibits, edited books with significant work, etc., during the review period.

- Evidence that the candidate’s work has made an impact or unique contribution on a disciplinary field related to communication arts and sciences.

Fixed-term faculty members have their primary commitments in teaching and in creative and professional activity. The expectations for each individual fixed-term faculty member are broadly governed by the union and are specified in the hiring contract and appointment letter.

All faculty members are evaluated annually on their accomplishments during each calendar year. MSU governs the tenure-stream evaluations as based on the Reappointment, Tenure and Promotion Guidelines for tenure-system faculty and their appointment letters. A faculty rating of “exceeds expectations,” “meets expectations,” or “below expectations” is clearly noted in annual reviews with recommendations for those who fall below expectations. The union annual review forms and individual contractual agreements are guides for fixed-term faculty.

Raises for tenure-system faculty members are based on merit only, from department to college to Provost levels. Fixed-term faculty pay increases are governed by union contracts and by other contractual agreements.

6. Describe the institution’s policy regarding sabbaticals, leaves or absence with or without pay, etc.

Details on the University’s policies governing sabbatical and other leaves are found in the University Faculty Handbook. MSU provides extensive information to faculty on eligibility and conditions that apply upon obtaining them. Guidelines for MSU sabbatical leaves of absence are summarized below. (See online at: http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/sabbatical.htm and in workroom.)

Sabbatical leaves are available to tenure-system faculty members who have served for six years. Faculty seeking a sabbatical presents a specific proposal for the work to be done during the period, and it must be approved by the Director, the Dean and the Provost. Requests
for full-year sabbaticals at half pay for grant-supported work outside the geographic area are preferred. Faculty members who have completed sabbaticals file a report on their activities that includes an assessment and evaluation of accomplishments during the sabbatical.

Other types of leaves may be granted. Leaves for sickness or military service are automatically granted. Other types of leaves must be justified as having benefit for the faculty member and the University. Leaves with pay include those granted for medical problems (including long-term disability), parental leave (up to six weeks) and funeral/bereavement (three days). A leave of absence without pay may be granted with the recommendation of the Director and Dean to the Provost. Such leaves are not expected to exceed two years. In addition, optional leaves are granted only if arrangements can be made in advance to fulfill obligations ordinarily carried by the faculty member requesting the leave.

7. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.

The following faculty obtained sabbatical leaves from the prior six years:

- Howard Bossen (2007), book and museum research on photography on steel
- Jim Detjen (2012), Fulbright Award for research and teaching in China
- Eric Freedman (2011), Fulbright Award for research and teaching in Lithuania
- Darcy Greene (2007), serious game applications to news
- Folu Ogundimu (2008), field research in Nigeria
- Michael Stamm (2012-2013) Fulbright Award for research in Canada

8. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative professional activity.

In the last accreditation, funds for research came from internal grants from the University and travel disbursements were paid by the School of Journalism. During this self-study, Michigan State University encourages and requires faculty to seek grant and entrepreneurial activities for major scholarship (research and creative) and travel funding needs.

The School of Journalism has supported faculty research through internal funds enabling faculty to attend conferences to present and discuss research and to continue or launch research activities. Faculty members are also encouraged to attend conventions and conferences to be on panels or to make presentations on professional topics. Consequently, both tenure-system and fixed-term faculty members have utilized such funds.

Faculty members have been successful with grant awards. They spend funds first from their grants for scholarship, (research and creative) professional activity and travel. After that, they
may request funding from the School of Journalism. Each faculty member has a budget for travel that has increased steadily across the period since 2007. Yet, faculty members are always funded for travel for presentations and other scholarly and professional activities and professional development. Funding for travel grew by 111 percent from 2007 to 2012.

9. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

Virtually all faculty members who have worked in the School of Journalism in the past six years used School travel funding, grants or other programs to support their scholarship, research and creative professional activity. (The lone exception has travel funding available to him, but prefers to research his books locally.)

Scholarship and professional activities resulting from grants and travel funds are numerous and are evidenced in the response to Question 4.

Funds were used principally for scholarship, to present research findings or for attending conferences. Overall, about 63 percent of those using travel funds were tenure-system faculty and 37 percent were fixed-term faculty, but these proportions have also varied across the 2007-2012 period.

Travel funding alone for these endeavors is examined here: Fourteen faculty used travel money in 2007 and 2009, and 16 used travel money in 2010, and 17 used travel money in 2008, 2011 and in 2012. (In addition, the School funds undergraduate, master's and doctoral students for travel purposes.) Those faculty and years are listed below.

Howard Bossen: 2007 to 2012
Jane Briggs-Bunting: 2007 to 2011
Bonnie Bucqueroux: 2008
Sue Burzynski-Bullard: 2008
Serena Carpenter: 2012.
Sue Carter: 2010 to 2012
Manuel Chavez: 2007 to 2012
Lucinda Davenport: 2008 to 2012
James Detjen: 2007 to 2011
Lori Anne Dickerson: 2008
Eric Freedman: 2007 to 2012
Robert Gould: 2008 to 2012
Darcy Greene: 2007 to 2012
Joseph Grimm: 2008 to 2012
Karl Gude: 2007 to 2012
Troy Hale: 2009 and 2011
Nancy Hanus: 2008 and 2009
Stephen Lacy: 2007 to 2012
William McWhirter: 2007
Maral Minassian Zakharia: 2011
Folu Ogundimu: 2007, 2009 to 2012
Cheryl Pell: 2007 to 2012
Dave Poulson: 2007 to 2012
Jeremy Steele: 2012
Michael Stamm: 2012
Bruno Takahashi: 2012
Rick Wash: 2012
Geri Zeldes: 2007 to 2012
Part II, Standard 6

Student Services

Key Points

• Journalism was the 15th top major for incoming students to MSU in 2012.

• MSU, the College and the School of Journalism gave $3.617 million in scholarships to journalism majors in the past two years.

• MSU gave scholarships to 302 students last year and 404 the year before. In addition, the School gave scholarships to 51 students last year and 44 the year before. The School also employed 59 students last year and 54 the year before.

• Retention rate for entering journalism majors to study at MSU is more than 82 percent, exceeding the University average.

• Most journalism majors average 4.0 years to graduate, also exceeding the University average.

• More than 76 percent of surveyed MSU journalism graduates had a job offer by the time they graduated; this is above the national average.

• About 92 percent of surveyed journalism majors who graduated in 2012 say they are in their career-related jobs.

• Students have program advising by dedicated journalism advisors in the College of Communication Arts and Sciences Academic and Student Affairs Office; internship and scholarship help from a specialist in the School of Journalism; career advising from faculty in the School of Journalism; and job search advising from the CAS Center for Careers and Internships and also from alumni.

• Communications to students from the School of Journalism on their program and careers include Degree Navigator and the Electronic Student Academic Folder; CAS Advising Weekly; CAS News, emails from the School’s advisor, internship and scholarship specialist and faculty; Facebook; Twitter; and other social media. Students also receive communication in social media and other forms from the University.
## Part II, Standard 6. Student Services

1. Complete Table 9, “Student Aid.”

### Table 9. Student Aid

Provide information for each of the two years preceding the accreditation visit.

<table>
<thead>
<tr>
<th></th>
<th>2011 - 2012</th>
<th>2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total amount of scholarship dollars</td>
<td>$1,492,282</td>
<td>$1,878,495</td>
</tr>
<tr>
<td>from funds controlled by institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students receiving scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from funds controlled by institution</td>
<td>404</td>
<td>302</td>
</tr>
<tr>
<td>Median individual scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from funds controlled by institution</td>
<td>$3,693</td>
<td>$6,220</td>
</tr>
<tr>
<td>Total amount of scholarship dollars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from funds controlled by unit</td>
<td>$105,225</td>
<td>$140,893</td>
</tr>
<tr>
<td>Number of students receiving scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from funds controlled by unit</td>
<td>44</td>
<td>51</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by unit</td>
<td>$1,775</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

### UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students holding appointments</td>
<td>54</td>
<td>59</td>
</tr>
<tr>
<td>Range of stipends</td>
<td>from $1,500 to $8,500</td>
<td></td>
</tr>
</tbody>
</table>

- This represents University funds, College funds, and School of Journalism funds.
- Scholarship figures from Financial Aid office and verified through financial system.
2. **Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising.** Attach advising guides, manuals, newsletters or other internal communication with students.

The faculty of the School of Journalism cares about the experiences of our students during their programs and with their success in the job market or graduate school following completion of their degrees. They are part of the Spartan family. Beyond classroom interaction with students, faculty members are available for advising students about courses, internship opportunities and career guidance.

Formal advising is centralized in the Academic and Student Affairs Office in the College of Communication Arts and Sciences, and the School of Journalism works closely with staff in this office. Full-time and backup advisors from Academic and Student Affairs are assigned for journalism students. Faculty members of the School also provide informal guidance during class sessions and individually during office visits by students. In addition, electronic advising systems and communications enable students to obtain information on general degree requirements and to specifically keep track of their own degree progress.

The School and College also offer more specific employment-related guidance for students. The School of Journalism internship coordinator provides advice to students on writing resumes, on submitting portfolios for job applications and on interview presentation. The internship coordinator also contacts potential employers to proactively facilitate internships and job opportunities and invites potential employers to the School for on-site interviews with students. Another resource to students, the CAS Center for Careers and Internships helps students with resume writing, networking, job shadowing and also holds job fairs. These kinds of efforts help successfully launch many of our students into communications-related careers.

Most students get routine and authoritative advising from the journalism advisor in the CAS Academic and Student Affairs Office. Students make appointments for advising in person. Students may also take advantage of “walk-in Wednesdays” for unscheduled appointments. Advisors also answer questions by phone or email.

Students may also be referred to the Director of the School for advising or a particular faculty member for work in a particular course or approval of an independent study or broader discussions about career counseling.

Honors College students have three advisors: a faculty member, the journalism advisor and an Honors College advisor. School of Journalism faculty advisors for Honors College students must explicitly review and approve the courses taken by them each semester.

Students new to the University and College must have a one-on-one advising session with a College advisor in the weeks before the start of classes. New students (first year
and transfer) are introduced to the School and its faculty, CAS and the Academic and Student Affairs Office during Meet Your College, an orientation prior to the start of classes. Students are also given an orientation to the College of Communication Arts and Sciences building and its facilities.

General information is available to students in the Academic and Student Affairs Office or sent to them in routine communications. Responses to Question 5 below details specific ways the Academic and Student Affairs Office guides students on their programs.

Examples of internal communications to students are at the end of the responses to this standard (and more are in the workroom). The student weekly is several pages and sent by email; the Electronic Student Academic Folder (ESAF) records advising notes.

3. Describe availability and accessibility of faculty to students.

Faculty office hour availability and relevant contact information are available in the central office and posted on the doors of faculty offices. This information is also posted on the syllabi or on electronic sites for courses that faculty members teach. MSU policy is for faculty members to schedule two office hours a week for every class they teach. However, faculty members are frequently available to students far more often than during posted hours. Also, many faculty members provide a phone number and a global email address to all students seven days a week.

4. Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.

Information about students at MSU is kept in electronic academic files that are password protected with access restricted the individual student and to those explicitly designated by students (usually parents). The University sets the parameters for such access. No paper records are kept.

All MSU personnel who have access to student records of any kind must annually pass a FERPA (policy on student privacy) quiz with reading material and resources.

Two major online record-keeping systems are used, both maintained by MSU’s Registrar’s Office. The Electronic Student Academic Folder (ESAF) provides materials related to a student’s academic activities, including notes from meetings with advisors, chronological listing of courses, transfer credits on record, probation conditions, satisfactory progress forms, grade point average, and more.

Another online tool is Degree Navigator. This degree audit tool is for students to see what requirements they have satisfied, how credits can be applied to other majors or satisfy University degree requirements, how close they are to earning their degrees, and notes that the advisor writes summarizing each advising appointment or copies of email communications.
5. **Describe resources for academic and career counseling that the unit or institution offers to students.**

In addition to the electronic resources noted in the response to Question 4, students have access to academic and career counseling resources through other media. The MSU website includes information on courses, course schedules, exam schedules and much more. MSU resources available to students on the University Web site include the Learning Resource Center, The Writing Center, The Service-Learning Center, the Counseling Center and the Math Learning Center.

An important resource is a weekly newsletter that includes information from the Academic and Student Affairs Office, the CAS Center for Careers and Internships and the College, the School and the other departments. Students also may access MySpartan Career online job search tool. The Academic and Student Affairs office has handouts on College and career information, resumes, dress-for-success, interviewing tips, job shadowing and internships.

The College offers a service called Club 181, CAS Center for Careers and Internships, as well as a Career Services Network. All journalism students receive invaluable assistance with jobs and internships through Club 181-- located within the College of Communication Arts and Sciences. All CAS majors can meet with career service professionals who provide help with resumes, internships, jobs and networking. Club 181 is also in constant contact with students through extensive use of social media.

As noted, an internship specialist in the School of Journalism helps students obtain internships and jobs. The specialist arranges interviews between students and media companies, many of these on-site at the School. She also posts job announcements and sends out job opportunities directly to students’ emails or by Twitter.

In addition, the College and School maintain web sites with more specific information for students majoring in journalism and other College fields.

6. **Describe the unit’s methods and procedures to keep students informed about its activities, requirements and policies.**

The School informs students about activities, requirements and policies through the resources listed in Question 5 such as the CAS Academic and Student Affairs Office, the CAS Center for Careers and Internships, the School’s Internship Coordinator, faculty and University correspondence.

The School of Journalism communicates with students by Facebook, Twitter, email, the website, the CAS weekly advising newsletter to students, announcements in classes and
through the MSU online course system. In addition, flyers are posted on heavy-traffic areas such as building entrances and classroom hallways, bulletin boards in the main office area and in the classroom area.

The School of Journalism also communicates to students indirectly through personnel in the Academic and Student Affairs Office. The Academic and Student Affairs Office is kept up-to-date on all curricular and policy matters relevant to students as they are discussed or decided by faculty. The College advisor assigned to journalism students attends faculty meetings. Moreover, the Director of the Academic and Student Affairs Office works closely with faculty as curricular changes take place. Such close consultation is meant to maximize benefits of such changes to students and to minimize possible problems they may encounter. It also ensures that the College advisors provide students with accurate and timely information that helps them through their programs.

7. Describe student media, student professional organizations or other extracurricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students’ professional and intellectual abilities and interests.

An education through the MSU School of Journalism provides many opportunities to hone skills that lead to the best internships and jobs. Some of these opportunities are offered in our academic classrooms as students produce professional work under the supervision of a faculty member. Other experiences are provided by independent student campus media that students may join (as well as campus professional media organizations, such as WKAR public radio, TV and website). In addition, students have opportunities to join student journalism or media organizations with students who have similar media and career interests. A list of student organizations with online descriptions is below.

**Opportunities in the School of Journalism**

*Capital News Service (JRN402)* - A public affairs reporting class in which students provide state capital news to subscribing/paying newspapers and news sites around Michigan.

*Focal Point (JRN 406)* - Student produced TV news magazine. It's both a class and a student group that students can join in the freshman year.

*Great Lakes Echo (JRN 472)* - Students produce stories about environmental topics around the Great Lakes Region in Michigan. It is also a freelance opportunity for students.

*Professional Field Experience (JRN 493)* - Students learn practical skills in communications-related employment taken for course credit.
Opportunities in Student Campus Media

*Ing Magazine*—This student-run publication whose name is meant to denote continuous action and anything.

*SpartanEdge.com*—This edgy, alternative news source is student-run and managed. The blogs, coverage and events are intended to get the campus talking and thinking.

*Impact Radio (WDBM-89FM)*—With a varying play list, Impact Radio plays the music the students like to hear and hosts provocative talk show segments.

*The Big Green*—The writers and editors of this long-form online magazine showcase the writing talent of MSU students. It's another independent voice on campus.

*The State News*—The independent, award-winning print and digital newspaper covering campus, East Lansing and the region. With a circulation higher than many small dailies, this five-day a week paper and website pays its student journalists and has full-time professional advisors.

*The Red Cedar Log*—MSU’s yearbook that includes feature stories and news items.

*VOICE Magazine*—As an outlet for the multi-cultural community at MSU, it seeks to entertain, educate, and enlighten the multi-cultural community while also giving students a chance to be acknowledged in a positive way.

*VIM Magazine* is the student-run fashion, beauty and lifestyle magazine at Michigan State University. It is a registered student organization. The magazine released its first issue on November 1, 2010. VIM features content as it relates to the fashion, interior design, health, beauty and entertainment industries, providing a localized, college-age spin to it. Entirely student run, VIM is to be published biyearly accommodating each major season’s trends for both men and women.

*WKAR* is part of Michigan State University Broadcasting Services, a division of MSU Communication Arts & Sciences. It includes WKAR-TV, WKAR Radio, WKAR.org, Radio Reading Service, WKAR Ready To Learn Service and Interactive Video Services. Students have the opportunity to produce and report radio and television broadcast stories.

Communications-Related Student Organizations

*AWSM to MSU*—The Michigan State Chapter of the Association of Women in Sports Media. Support network and advocacy group for women who work in sports writing, editing, broadcast and production and public and media relations.

*MSU Documentary Filmmakers Club* — This club gives students the opportunity to produce short documentary films, and learn about the production process. Meetings are held to improve production skills, and to shoot and plan projects. The club films a few documentaries each year focusing on academic and social related topics, and
works on projects for other organizations around campus.

*Environmental Journalism Association*—EJA is made up of students who enjoy writing and learning about science, technology, medicine and the environment. The group hosts guest lecturers, puts on workshops and holds contests to improve members' abilities and knowledge in these areas, and to better prepare them for the real world.

*Michigan State University Association of Black Journalists (MSUABJ)*—Its goal is to empower students with aspirations of careers in the media, the pursuit of internships, scholarships and professional opportunities.

*MSU Telecasters*—Telecasters is a non-profit, student-run video production organization at MSU. The goal is to provide undergraduate students with hands-on training and experience within the field of video production.

*Public Relations Student Society of America (PRSSA)*—Its purpose is to enhance public relations education and to connect students with professionals. It focuses on professional development and preparing the student for future career opportunities.

*Society for News Design (SND)*—SND has more than 2,500 members in 51 countries: designers, artists, photographers, managers, students and faculty who design newspapers, magazines and Web pages. SND is dedicated to improving news presentation and design in all media.

*Society of Professional Journalists (SPJ)*—SPJ strives to bring Spartan journalists together in a community where all members can grow in their endeavors as student and professional journalists. Members have the opportunity to meet professionals from the field, learn about internship and training opportunities and build a community centered around the ideas of free speech and the free flow of information.

*The Spartan Broadcasters*—Provides opportunities for students interested in broadcasting to interact with professional broadcasters and learn from their experiences.

8. **Discuss retention and graduation statistics. Describe the unit’s (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.**

MSU policy is that students must maintain a grade point average of at least 2.0 to be in good standing in the major. Students who fail to achieve that grade point average are placed on academic probation. This policy is on the MSU Student Academic Affairs website at: http://uud.msu.edu/saa.html. It is also noted in the program catalog.

MSU developed a process call Satisfactory Academic Progress (SAP) three years ago in response to students who are at risk of not completing their degrees. All students with an
overall gpa of less than a 2.0 must complete a form, assessing what they think has
impacted their academics and what they need to be doing differently to succeed. They
meet with an advisor to discuss ways to help them with their progress, and the advisor
signs off on the plan for improvement.

The School of Journalism exceeds the university averages in retention, degree
completion, and mean time to degree. The MSU Office of Planning and Budget tracks
retention (called persistence) and graduation rates at MSU as a whole and for individual
colleges and departments.

School of Journalism students slightly exceed the university’s retention rate. Of
journalism majors entering in 2008, 93.2 percent finished the first year, 89.7 percent the
second year, 86.3 percent the third year and 81.5 percent the fourth year. The
comparable retention figures for MSU were 91 percent for the first year, 86 percent for
the second year, 84 percent for the third year and 81 percent for the fourth year.

Similarly, the School of Journalism exceeds the University in the percentage of first-year
journalism majors graduating in less than four years and in less than six years. About 55
percent of journalism majors compared to 48 percent for the University graduate in four
years. About 82 percent of journalism majors graduate in six or fewer years compared to
87 percent for the University.

Overall, the time to degree for journalism majors was also shorter. The average was 4.0
for journalism majors compared to 4.2 percent for MSU undergraduates as a whole.

9. Describe the unit’s placement operation for assistance in students’ searches for
employment. List placement statistics for the three most recent years (before the
self-study year) for which accurate information is available.

MSU, the CAS Center for Careers and Internships, the School of Journalism’s internship
specialist and faculty all assist students in searches for employment. These assistance
resources were described in responses to questions 2, 5 and 7.

Information on placements is summarized below and is described more fully in Standard
9 as part of self-assessment. Annual data provided by the Survey of Journalism and
Mass Communication Graduates by Dr. Lee Becker et al. (2012) of the University of
Georgia permits a comparison of MSU journalism graduates with a national sample. A
second set of annual data is provided by the MSU Center for Careers and internships
that tracks employment by graduates.

National Survey of Journalism Employment

School of Journalism graduates are succeeding at the same pace as journalism and
mass communication graduates nationwide, who responded to the Becker survey, in
terms of job offers, employment, communication-employment status and annual average
salaries.
Becker reported that 73 percent of respondents nationally received at least one job offer in 2011; the comparable average from School of Journalism graduates was 76 percent. Becker data indicated that 53 percent of respondents had full-time jobs and another 18 percent had part-time jobs; some 50 percent of School of Journalism graduates had full-time jobs and another 19 percent had part-time jobs. It should be noted that not all student desire a full-time job upon graduation; some plan to continue their education in graduate school while others have plans that deviate from typical expectations.

MSU School of Journalism graduates were more likely than other journalism graduates to find work in the communications field. Some 65 percent of MSU School of Journalism respondents reported such jobs; whereas, about 55 percent did in the national survey.

Journalism School Alumni Survey

The CAS Center for Careers and Internships conducts surveys for information about job status from alumni who graduate from the different academic units. Data were made available for journalism graduates for the years 2008 to 2012.

Respondents indicated that career-related jobs after graduation increased from 69 percent in 2008 to 92 percent in 2012, with a nearly steady increase in the intervening years (from 76 percent in 2009 to 82 percent in 2010 to 77 percent in 2011). Moreover, communications-related internships or full-time communications-related jobs increased from 60 percent in 2008 to a high of 78 percent in 2012.

Overall, then, the data from the alumni office paint much the same picture as the national job survey by Becker. Journalism School graduates are holding their own in the job market although the national recession has taken a toll on communication-related work opportunities.

10. Describe the unit’s operation, if any, for assistance to alumni in later employment searches.

Alumni who want post-graduation job counseling may contact the Director or individual faculty members. Graduates who wish to remain in a communications field may be helped with networking and even specifically directed to job opportunities. Alumni are also directed to job opportunities or resources described in the responses to questions above. MSU alumni organizations are helpful for networking purposes, welcoming and strong in most cities across the country and in other parts of the world.

11. Describe the unit’s process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

The Academic and Student Affairs Office surveys every student who uses its services, and compiles the evaluations every semester for all advisors and for each department
advisor individually. The compiled evaluations are used for the annual assessment of advisors.

Questions asked of students using the College advisors include the promptness of the advisor for an appointment, the accuracy of the information they received, how well they were listened to by the advisor, and the general respectfulness of the advisor. Response categories for these questions are: strongly agree, agree, no opinion, disagree and strongly disagree.

Data compiled for the journalism advisor for the most recent semester show a very high degree of satisfaction: 92 percent either strongly agreed (63 percent) or agreed (29 percent) that the advisor was prompt; 81 percent either strongly agreed (57 percent) or agreed (24 percent) that the advice was accurate; 89 percent either strongly agreed (63 percent) or agreed (26 percent) that they were listened to by the advisor; 96 percent either strongly agreed (80 percent) or agreed (6 percent) that the advisory showed students appropriate respect. The Director for CAS Academic and Student Affairs discusses the results with the journalism advisor and outlines ways to improve.
**Academic Advising**

**Spring 2013 Express Advising Hours**

**Wednesdays & Thursdays:** 8:00 am - 11:00 am & 1:00 pm - 4:00 pm

Express Advising is a walk-in service offered on a first-come, first-serve basis for a 15 minute advising session. Sign up in CAS 189 upon arrival.

**Make an Appointment**

To schedule an advising appointment with your academic major advisor, please click [here](#). Advisors post appointments for one week at a time. Each Wednesday by 8:30 am, appointments are posted for the following week.
Begin forwarded message:

From: “Ann Hoffman” <hoffman5@msu.edu>
Subject: RE: Communication to Students
Date: September 19, 2013 8:02:00 AM EDT
To: “Lucinda Davenport” <ludavenp@msu.edu>

I am copying sample notes from ESAF. If you would like some from other students let me know. This one was just easy because we have been working with her recently

ann

Other

Dear Coty,

I congratulate you on the successful completion of the JRN Grammar Proficiency Exam.

With this accomplishment you are eligible to apply for access into JRN 200; based on seat availability.

With this approval you will need to follow these three (3) steps to secure enrollment in the course.

1) Meet with a JRN Advisor to discuss your enrollment in JRN 200 for either Summer, Fall or Spring.
2) Once you/If you have your plan developed: you will wait until your Enrollment Appointment date (see StuInfo or Schedule Builder) to submit the course request form for JRN 200. (http://override.cas.msu.edu)

Note: requests submitted prior to your enrollment appointment will automatically be denied.

3) Once the course request form is processed you will receive a response of approval or denial.

Note: Approved requests will result in direct enrollment into an open section.

If the request is denied, for any reason, you will be notified by email.

I hope these three (3) steps help you get ready for future enrollment.

Wishing you the best,

Copy sent to Student
Part II, Standard 7

Resources, Facilities and Equipment

Key Points

- Michigan State University’s general fund budget to the School for Journalism has increased steadily, although state appropriations for higher education have markedly decreased. Department alignment with College and University goals and new faculty are significant reasons for the increases.

- The School of Journalism augments its general fund budget primarily with grants and other entrepreneurial activities, off-campus revenue, and development gifts that support student scholarships and assistantships, student and faculty travel and research, cutting-edge technologies in the classroom and other provisions that enhance the student experience.

- Students work with state-of-the-art computers and software, digital image projection and audio equipment in PC and Apple labs; fully equipped television production studios; video editing suites and audio recording facilities. Students work on professional video and audio recording systems, cameras and associated accessories to produce award-winning journalism.

- Capital News Service (CNS) newsroom was refurbished with all up-to-date and additional computers during Summer 2012.

- Advanced Photography in Spring 2013 received all new equipment including collapsible umbrella flash kits, radio triggers, stands and travel cases for studio and on-location work.
1. Complete and attach Table 10, “Budget.”

The state of Michigan has significantly decreased its funding to public institutions of higher education. Ten years ago, state appropriations were 48 percent of MSU's budget and now it is 22 percent. Thus, out of necessity, the University has raised revenue to compensate for the loss. Major avenues for income are tuition, grant and entrepreneurial activity and development.

Nonetheless, general funding from the University to the College and to the School of Journalism continues to increase. In addition, the School supplements its general fund budget from the University with revenues raised from grant and entrepreneurial activities; development gifts, such as endowments; and tuition from off-campus instruction, mostly in the form of online courses. The University also gives units additional technology funds to enhance the student experience.

Table 10 is divided into two tables and they appear on the next pages.

Table 10a is titled “General Fund” and shows planned expenditures from the University’s general fund to the School. This is comparable to the Journalism budget table in the past.

Table 10b is titled “All Funding” and reflects expenditures also from other accounts under the control of the School.
Table 10a. Budget (General Fund)

Show below the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures exclude expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
<th>2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,997,876</td>
<td>$2,104,473</td>
<td>$2,045,345</td>
</tr>
</tbody>
</table>

| Faculty salaries (full time)       | $ 1,614,601 | $ 1,698,808 | $ 1,709,122 |
| Teaching salaries (part time/adjunct) | 115,941     | 83,345      | 30,003      |
| Teaching assistants                 | 66,454      | 101,559     | 50,925      |
| Clerical salaries                   | 103,924     | 102,684     | 158,175     |
| Equipment                           | 1,259       | 7,547       | 3,216       |
| Equipment maintenance               | 55          | 95          | 856         |
| Supplies                            | 31,137      | 22,817      | 20,805      |
| Library resources                   | 1,256       | 2,669       | 0           |
| Databases, Online information services | 192        | 230         | 307         |
| Travel                              | 17,834      | 29,859      | 24,196      |
| Research                            | 0           | 0           | 1,531       |
| Facilities                          | 2,575       | 2,118       | 391         |
| Events/Hospitality                  | 5,091       | 9,610       | 7,572       |
| Hourly Labor                        | 23,992      | 29,159      | 37,911      |
| Miscellaneous                       | 13,565      | 13,973      | 335         |
Table 10b. Budget (All Funds)

Show below the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures exclude expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
<th>2012 – 2013 (Self-study year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty salaries (full time)</td>
<td>$1,619,713</td>
<td>$1,712,453</td>
<td>$1,739,802</td>
</tr>
<tr>
<td>Teaching salaries (part time/adjunct)</td>
<td>140,274</td>
<td>93,805</td>
<td>63,132</td>
</tr>
<tr>
<td>Teaching assistants</td>
<td>66,454</td>
<td>119,503</td>
<td>50,925</td>
</tr>
<tr>
<td>Clerical salaries</td>
<td>155,432</td>
<td>144,934</td>
<td>158,019</td>
</tr>
<tr>
<td>Equipment</td>
<td>13,799</td>
<td>28,473</td>
<td>38,013</td>
</tr>
<tr>
<td>Equipment maintenance</td>
<td>55</td>
<td>95</td>
<td>856</td>
</tr>
<tr>
<td>Supplies</td>
<td>51,324</td>
<td>37,982</td>
<td>38,944</td>
</tr>
<tr>
<td>Library resources</td>
<td>1,256</td>
<td>2,777</td>
<td>4,347</td>
</tr>
<tr>
<td>Databases, Online information services</td>
<td>321</td>
<td>734</td>
<td>1,114</td>
</tr>
<tr>
<td>Travel</td>
<td>22,228</td>
<td>39,333</td>
<td>30,236</td>
</tr>
<tr>
<td>Research</td>
<td>425,259</td>
<td>579,561</td>
<td>631,217</td>
</tr>
<tr>
<td>Facilities</td>
<td>3,438</td>
<td>3,141</td>
<td>16,693</td>
</tr>
<tr>
<td>Events/Hospitality</td>
<td>71,055</td>
<td>29,400</td>
<td>87,859</td>
</tr>
<tr>
<td>Hourly Labor</td>
<td>48,330</td>
<td>61,431</td>
<td>64,479</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>39,366</td>
<td>34,169</td>
<td>18,484</td>
</tr>
<tr>
<td>Total</td>
<td>$2,658,304</td>
<td>$2,887,791</td>
<td>$2,944,120</td>
</tr>
</tbody>
</table>
2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The fiscal year begins July 1. Final budget drafts are discussed in mid-July and the College of Communication Arts and Sciences and then the School of Journalism, receive their final budgets called the “general fund,” from the University’s Central Administration.

The annual process of determining funding and a timeline is summarized below and can be found online at: http://fod.msu.edu/sites/default/files/msubudgetplanning-12-13.pdf. The following process is described in more depth in Standard 1, Question 1, because strategic planning and budgets are closely aligned.

**Strategic Alignment of the School to the College and University Goals**

Every fall, spring and summer, the MSU President and Provost each hold large meetings with the heads of units (including the Director of the School of Journalism) to share views on the current status of the University and its strategic goals and to answer any questions. This spirit of transparency is important for working together to achieve MSU goals and faculty success.

At an annual planning meeting in the fall, the Provost and the CAS Dean discuss goals of the College with University strategic goals. In preparation for this meeting, the Dean has already held several planning sessions with the director and department chairs, outlining short and long term goals.

At a facilities planning and space management meeting in the spring, the Provost and the CAS Dean meet again to consider planning and budget priorities and requests by units that align with the Provost's goals.

Throughout the year, the College Dean and Associate Deans and School Director and Department Chairs discuss how the College and its units can align with the directions of the University for both long-term and short-term goals. These initiatives are discussed with faculty at School faculty meeting.

Every quarter, the budgets are reviewed in a meeting with the College’s dean and budget officer, the school’s director and budget officer, the College/school’s accounts representative and post-grants awards officer. The school’s director, budget officer and accountant also meet quarterly, before the meeting with the Dean. This new procedure is tremendously helpful in knowing the financial picture and determining appropriate ways to allocate funding.

Every fall semester, the Director offers a “State of the School address” to the faculty to have an overview of the status of the department, including the budget. This is usually putting all the pieces of the puzzle together because faculty members have discussed the pieces throughout the year.
Throughout the year, the Director initiates topics and issues, such as faculty entrepreneurial efforts or new faculty proposals that are discussed and then contemplated during the academic year and the summer. It is the Director’s objective that faculty members understand from whence their resources come and how the budget is built and funds are allocated.

Teaching and Learning Environment (TLE) Technology Funding

CAS has a Technologies and Facilities unit with knowledgeable staff that readily responds to faculty questions and issues with computers, software, cameras, projectors, etc. This College staff and the University maintain the computer labs in the College and purchase needed equipment, with the School’s request, approval and funding.

Every spring, the University asks for a list of needed technology and equipment for students to use directly in their learning, and that faculty use directly in support of student instruction (e.g., instructional software, computers for laboratory instruction, video and still cameras).

The School sends a list of faculty requests to the College Director of Technology and Facilities. He combines our list with the lists from the other units for a comprehensive TLE request. This is sent to the Office of the Vice Provost for Libraries, Computing and Technology, with copies to the Planning Office. Responses to requests are learned in late summer, in time to be implemented for the fall semester.

New Faculty Requests

Before 2009, new faculty positions generally replaced faculty departures. This made it difficult for the School to increase numbers or to move in strategic directions because current faculty did well and stayed with the School. The Dean’s new process moved all vacated positions from the different departments to the Dean, who then would ask departments in July to propose new positions. In turn, the Director asks faculty for their thoughts on faculty positions. With planning from the faculty on new faculty proposals, the School has been able to increase its faculty numbers and to better align with College and University strategic goals.

3. Describe how the allocation of resources is related to the unit’s long-range, strategic plan.

Funding moves toward the School of Journalism paths that align with the College and University strategic plans. The University process is described in Question 1 and is found online: http://opb.msu.edu/planning/index.asp?strategic.

The President’s plan, called Boldness by Design, spanning 2005 to 2012, has five strategic imperatives – areas in which we strive to excel and innovate (http://boldnessbydesign.msu.edu/default.asp):
1. Enhance the student experience
2. Enrich community, economic, and family life
3. Expand international reach
4. Increase research opportunities
5. Strengthen stewardship

The new plan for 2013, called Bolder by Design, has new goals within the five imperatives and added a sixth imperative:

6. Advance our Culture of High Performance

The School aligns itself with the College and University and moves its resources along those lines. For example, the first imperative to “enhance the student experience,” includes growing the number of online courses. It also includes reducing time to degree and increasing graduation rates. Thus, the School hired instructors and put much of its program online in the summer so that students could intern and work from home or across the globe while progressing in their program. The School ran workshops for the instructors to learn how to lead an online course.

In another example, the University’s third and fourth imperatives are to expand international reach and increase research opportunities. Thus, the Dean has approved Journalism’s requests for national searches and competitive start-up packages that align with College goals. The School hired four new full-time faculty in innovative technologies and another whose expertise combines the areas of international and environment, which are also College signature areas.

To continue its move into the forefront of innovative journalism, the School implemented a new curriculum that embedded innovative technologies throughout the curriculum and included courses in entrepreneurial journalism and social media. The School hired an instructor to teach the first MSU-course on “Mobile App Designs in Journalism,” bought new cameras for the reporting and writing courses and supplied iPads to students in our capstone class that develops national award-winning interactive magazine apps and multimedia websites. The School upgraded the Capital News Service lab and purchased all new equipment for the advanced photography course.

The School of Journalism completed an MSU Academic Program Review (APR) self-study in Spring 2011 that determined, among other initiatives, to increase national visibility, recruitment and enrollment of diversity among students and faculty, scholarship and grant activity—that align with University goals—as well as revise the master’s program and increase graduate enrollment. To achieve these goals, the School supports faculty travel to conferences for research presentations and professional development, partners with professional organizations for campus events, hired a nationally known professional journalism diversity recruiter, offers scholarships and programs that support diversity, and rewards faculty for increased scholarship and grant activity. In addition, it has revised is master’s program and offers more scholarships and assistantships to its graduate students.
4. Describe how the resources provided by the institution compare with similar units on your campus.

Budgets and figures are regularly reviewed in semester LEAD sessions with MSU’s President and the Provost, and this information is online at: http://budget.msu.edu.

Monthly meetings with the Provost and College deans, and weekly meetings with the CAS Dean and department chairs (and the Director) regularly focus on statistics and trends. Thus, the department heads see how their units are doing.

A trend analysis of MSU’s general fund distribution of salaries, labor, supplies, services and equipment to colleges and to units shows that funding to the College of Communication Arts and Sciences (one of 16 colleges) and to the School of Journalism (one of five departments in the College) has increased over time. An examination of the same reports for colleges and units shows that the School of Journalism is treated fairly with the other departments in the College. (http://opb.msu.edu/budget/budgetHistory.asp)

A change from the prior self-study is that the College has centralized common needs among departments into the Dean’s Office. Thus, resources and efficiencies increased even though the number of office staff decreased within the School. The Dean’s Office staff also expanded in areas, such as development, grants, accounting/budgets and communications, that benefit all of the departments. In addition, the Dean’s Office shares resources for special events, such as the School’s 2010 Centennial Celebration and the 2013 Spartan Sports Journalism Classic.

A major goal of the University is for colleges and departments to become less reliant on the general fund, just as the University has become less reliant on state appropriations. State appropriations 10 years ago were $326 million (47.8 percent of budgeted revenue); at the last self-study, $292.2 million (35.6 percent of budgeted revenue); and for this self-study, $244.5 million (22 percent of budgeted revenue).

The School has become more successful in operating on its resources, in addition to the general fund, for instructors, salary savings, technology, guest speakers, student funding, scholarships, travel, etc.

5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include undergraduate and graduate tuition, for both in-state and out-of-state students.

Students can figure their costs from the University Tuition, Fees and Housing Calculator: http://ctlr.msu.edu/COStudentAccounts/TuitionCalculatorFall.aspx
Undergraduate Tuition and Fees in 2012-2013:

In-state for 1 semester credit: $442.
In-state for 15 credits each semester, totaling 30 credits for two: $12,674.
Out-of-state for 15 credits each semester, totaling 30 credits for two: $32,632.

Graduate Tuition and Fees in 2012-2013 (graduate not included in accreditation):

In-state for 1 semester credit: $609.
In-state for 9 credits each semester, totaling 18 credits for two: $10,785.
Out-of-state for 9 credits each semester, totaling 30 credits for two: $21,153.

The School of Journalism no longer assesses fees nor requires deposits for equipment, as it did during the last self-study. It also does not charge for its grammar review, as do some programs, which is a prerequisite for Reporting and Writing News I.

6. Describe fund-raising goals and efforts undertaken by the unit.

As noted in Question 4 above, a major goal of the University is for colleges and departments to become less reliant on the general fund, just as the University has become less reliant on state appropriations.

The faculty in the School are involved with diversified entrepreneurial efforts that benefit the School of Journalism. The main areas in which we focus include development, off-campus credit instruction and grant awards.

The primary fundraisers for the School are the Dean, the Development Office and the Director, although all faculty members share a role. Since the last self-study, alumni and friends have given the School more than $2.6 million for programmatic and student funding. Notable efforts included raising matching funds for a Knight Challenge grant, initiating a special telemarketing campaign and achieving a Second Century J-School endowment as part of the School’s Centennial Celebration in 2010.

University Off-Campus Credit Instruction (OCCI) is another opportunity to raise funds for the School. A department may receive 75 percent of an enrolled student's fee rate for OCCI (i.e., online, hybrid, distance learning) if the student is not concurrently enrolled in a campus class. In 2011, the University implemented a policy in which departments could no longer receive both summer school funding and revenue from the University. (http://opb.msu.edu/budget/documents/OCCIpolicy.pdf) With this initiative, the School marshaled its resources to fund instructors for summer online classes in order to benefit from the revenue. OCCI revenue to the School was $190,000 this year (for 2012 courses), up from $54,000 the prior year when the policy was implemented. Since 2007-2008 (the prior self-study), the School has made $588,080 in off-campus instruction. Students have responded enthusiastically to progressing with their program through distance learning while working or interning—
aligning with the goals of the University for departments to enhance the student experience, minimize time-to-degree and to raise revenue.

Faculty are also involved with grant activity that may provide salaries and wages for faculty, graduate students, undergraduate students, technical and clerical support; fringe benefits; equipment and supplies and materials; publications; consultant services; travel for scholarship presentations and invited panels; and opportunities to teach special topics classes. In addition, grant awards may help faculty members spend more time on a project by funding part-time instructors to lead their courses and also provide indirect funding. Indirects are split among the University (80 percent) and the College (10 percent) and the School (10 percent).

Faculty increased its grant activity this self-study period and wrote a total of 91 grant proposals: 21 proposals (in 2012), 22 proposals (2011), 27 proposals (2010), 12 proposals in 2009, nine (2008) and two (2007). These proposals that are run through MSU Contracts and Grants Administration, in addition to several proposals of $3,000 or less that are not run through CGA.

7. Describe the unit’s classrooms, offices, computer labs or other building spaces. If the unit administers University media or student publications, include a description of equipment and facilities devoted to those operations.

The Communication Arts and Sciences Building was opened in 1981 and has five floors. The School of Journalism shares lecture and seminars rooms of varying sizes on the first floor and labs with Macintosh or PC computers on the second floor. Faculty offices are on the second and third floors. A more detailed description follows here.

Space—Offices and Classrooms

The administration of space has been reassigned from the departments to the Dean’s Office. This has enabled the reallocation of space to meet demands. For example, another department in the College—Communicative Sciences and Disorders (CSD)—occupied the Oyer Building across the street. With the elimination of its clinical labs, more space is available for classrooms and is shared with the rest of the College. Also, WKAR public radio and TV is now under the umbrella of CAS and staff was streamlined. Some office space was reallocated, and the other departments may reserve WKAR studios, facilities and space for faculty meetings and other occasions. In addition, graduate students from the College’s nine graduate programs may share individual offices, but incoming students now occupy two large rooms to form a cohort, which is a key element in student success. This also has freed up space for faculty offices.

Classroom space also may be secured in other University buildings. And, the University publicizes unique, shared spaces throughout the campus. A large, informal room in CAS houses student organizations and they are welcomed to reserve rooms for meetings.
The School of Journalism occupies 34 offices of 3,432 total office square footage that averages 123 square feet per faculty. This includes storage. Research and lab space is provided to centers and faculty who have secured grants and need the room for their work and student assistants. Recently renovated shared classroom space also includes the new undergraduate collaborative corridor on the first floor, remodeled with funds from Microsoft, and the innovative technology classroom in the basement of Hubbard Hall.

**Computers Labs and Software, Studios and Editing Bays and Equipment**

The College operates eight computer labs with 20 stations each (plus an instructor station). Each lab is equipped with digital image projection studios. All major software titles for graphics composition, web authoring, and media editing (audio & video) are installed in each lab (Adobe Design Premium, Avid, Final Cut Pro, etc.). The list of software in each numbered lab follows at the end of this question’s response, and is found online for students at: http://infotech.cas.msu.edu/labs/.

The College also operates two fully equipped television production studios, six video editing suites and five audio recording facilities. (This is in addition to video and audio editing software available in the computer labs.) WKAR studios also are available for instructors and classes on a reservation basis.

In addition, students have access to a pool of 50 field video & audio recording systems and associated lighting and cabling accessories. Still photography education utilizes 48 professional cameras and associated accessories.

The CAS Technology and Facilities staff handles all of the equipment needs in the building (maintenance, upgrades, installation, general “how to” help, estimates and ordering of equipment.) The staff is knowledgeable, helpful and responsive. The CAS Information Technology Office has a website that includes resource to students and faculty and staff about CAS and MSU computing, room scheduling and facilities, FAQ and equipment checkout: http://infotech.cas.msu.edu.

Faculty computers, classroom cameras and lab software programs can be acquired and updated annually, if necessary. Every spring, the University offers departments the opportunity to request funds for technology and equipment for instructional purposes, called Teaching and Learning Environment (TLE funds), as described in Question 2 above.

All of the computers in the labs are rotated out every three years. And, faculty computers are rotated out as faculty needs arise, usually every three to five years.

**Administration of Student Media**

The School of Journalism does not administer University or student publications, per se. Students in JRN 406, Advanced TV News, produce Focal Point TV News. It is also a student organization, open to students who would like to learn more about producing TV news. Reporting takes place during the course and filming is in a CAS
studio on the first floor. Focal Point students also have a small office with editing equipment on the third floor.

Capital News Service, JRN 420, is a course in which student stories are syndicated to news organizations across the state. A newsroom on the second floor is devoted to this course. In summer 2012, the number of computers was increased and a new set of upgraded computers was installed.

Great Lakes Echo, the School’s non-profit environmental news service, has a newsroom on the third floor with five computers and access to a digital SLR camera.

Student-run media abound, and they usually have their own arrangements. Faculty members always agree to be advisors so the group may become a formal student organization and receive funding. The campus newspaper, The State News, is an independent news organization.
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8. Describe the unit’s most urgent needs for space or equipment, if any, and the plan to address these needs.

The School of Journalism jockeys with the other units for classrooms and especially labs as those units increase their lab instruction. The School of Journalism was the first MSU department to install an Apple lab (and then networked Apple labs), and it was the only department in the College that ran classes in labs and had a need for a department IT committee. Today, those and other labs, similar to all of the rooms in the building and the technology staff, are shared amongst the five departments. It takes time and finessing to schedule most of our classes in the CAS building.

In addition, as faculty win more research and scholarship grant awards, they need more research space to house their work and their graduate assistants.

As faculty members increase their purchase and use of servers for scholarship and instruction, climate controlled space to store the servers may be a near-future need.

Instructional equipment type and number are satisfactory; yet it would be advantageous to increase the number and type, so that students could check out video and recording equipment for longer periods of time.

(We are excited that the building will get new flooring this year.)
Part II, Standard 8

Professional and Public Service

Key Points

- Faculty is engaged in myriad professional and public service activities that span collaborations on local community and international issues and events.

- Faculty won 2010 and 2012 MSU Curricular Service-Learning and Civic Engagement awards for classes that promote professional and public service.

- Capital News Service (CNS) is syndicated to about 25 news organizations in Michigan that publish students’ coverage of state government. Greatlakesecho.org stories are reposted on websites across the globe. Spartan Network websites cover public affairs in 12 local communities. And, the School’s MI First Election was Michigan’s largest 2012 election coverage newsroom. The New Bullying: How Social Media, Social Exclusion, Laws and Suicide Changed Bullying is a book and website used by schools and other organizations.

- The former director of MIPA won a 2013 Lifetime Achievement Award from the National Journalism Education Association (JEA).

- The Michigan Interscholastic Press Association is one of the largest and most robust high school journalism associations in the country. About 2,000 high school and middle school students attend each fall and spring conference and 400 students attend MIPA summer camps.

- The Knight Center for Environmental Journalism trains domestic to international professionals and students to cover the environment through workshops, online training modules and outreach and service to the public.

- About 146 professionals and alumni were guest speakers in classes and special events in 2011-2012, talking with students and faculty about the industry, careers and the curriculum. They were especially active in the School’s 2010 Centennial Celebration, the 2013 Spartan Sports Journalism Classic and the annual CAS Alumni Awards banquets.

- The School continually communicates with alumni through several methods. “Go Green! Go White!” can be heard in almost every country.
1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

The School of Journalism is attentive to and engaged in professional and public service in myriad ways that include, but are not limited to, events noted in this response. Some specific programs, annual events and standard activities that exemplify the faculty and the unit’s care to professional and public service are listed below.

Ongoing Programs

Knight Center for Environmental Journalism (KCEJ)
http://j-school.jrn.msu.edu/knightcenter

The Knight Center for Environmental Journalism trains professional and student journalists to cover the environment. It is a world-class player in the environmental journalism movement and a leader in public service. The Center offers classes and professional workshops for the study and practice of environmental journalism. In 1994, the John S. and James L. Knight Foundation created at MSU the nation’s first endowed chair in environmental journalism; in 1998, it added funding to create the Center. The faculty, staff and students of MSU’s Knight Center for Environmental Journalism provide significant outreach and service to the public and to journalism. This partial list gives a sense of the extent and diversity of such activity during the study period.

Media

- Great Lakes Echo—greatlakesecho.org, a nonprofit environmental news service employing students and freelancers in covering the Great Lakes region. The year-round service receives about 1,200 unique visits each day, is distributed to about 25 newspapers and online news outlets through the J-School’s Capital News Service and is often used by outlets as diverse as government agencies, environmental organizations and bloggers. The service has been recognized by the national Knight Batten Awards for innovations in journalism and by Healing Our Waters Coalition for outstanding regional news coverage. The publication has a partnership with WKAR public radio; University of Minnesota and Kent State University students also contribute environmental news stories.

- EJ Magazine – A print magazine whose student reporters received numerous Society of Professional Journalists awards.

- Training videos: Two on beach monitoring (2012), 16 on journalists, scientists and climate change (2012)
• Documentaries appearing on Public Broadcasting: Bad Company (2010), The Night Shift (2009), Meltdown (2009), Dying to be Heard (2008)

Workshops organized

• Three workshops to help scientists and journalists better communicate climate change issues (2012-13, Cleveland, West Michigan’s Kellogg Biological Station)

• Two workshops to help reporters better report on the nearshore ecosystem (2011-2012, Mackinac Island, MSU)

• Workshop on teaching environmental journalism in the U.S., Global Environmental Journalism Initiative, University of Tasmania, (Hobart, Australia, 2011)

• Workshop on using digital tools to transcend political boundaries and create environmental newsheds, Environmental Politics and Conflict in an Age of Digital Media, University of Tasmania, (Hobart, 2011)

• Workshop in Tanzania to help East African journalists better cover climate change. (2010, Arusha)

• Environmental Journalism Summit (MSU, 2010)


• Environmental media training for (30) state resource managers, (2008, Lansing)

• Alaska: Reporting on the Climate Frontier, 12 reporter (2008, Alaska)

• Social Media Techniques Michigan League of Human Services workshop (2008, Lansing)

• Workshop on climate change with University of Maryland (2008)

• Increasing diversity in environmental journalism, Unity Conference (2008, Chicago)


Short courses/lectures for professionals and students

• Organized and moderated climate change communications plenary panel, Society of Environmental Journalists national conference (2012, Lubbock)

• The Future of University-based News Services, August, 2012, Association of Educators in Journalism and Mass Communications, Chicago
• Climate Change and the Media, An International Short Course in Communicating Science and Technology, MSU, East Lansing, Aug. 14, 2012

• Educating Environmental Communicators, An International Short Course in Communicating Science and Technology, MSU, East Lansing, Aug. 15, 2012

• Techniques for Engaging Audience with University-based News Services, June, 2012, Washington DC, J-Lab: The Institute for Interactive Journalism

• Challenges to Informal Educators Explaining Climate Change, Climate Change Education Symposium, Environmental Science and Policy Program, Michigan State University, Feb. 23, 2012

• Barriers and Bias in Reporting on Great Lakes Climate Change, Climate Change Educational Partnership, National Science Foundation, Ann Arbor, Mich., October, 2011

• New Methods of Communicating Old Environmental Messages, U.S. Society for Ecological Economics, Michigan State University, June 2011

• Interactive Tools for Communicating Environmental Issues, J-Lab: The Institute for Interactive Journalism, American University, Washington, D.C., April 2010

• New Definitions of Environmental News Communities, The Rivers Institute, Hanover College, Louisville, Ky., February 2010

• Finding Public Support for Environmental Journalism, Knight Center for Environmental Journalism summit, Michigan State University, October 2010.

• Social Media and Energy Michigan DELEG conference, fall 2010

• Journalism and Geographical Information Systems, annual meeting of IMAGIN, Improving Michigan’s Access to Geographic Information Networks, May 2010

• Educating Journalists to Report on Nanotechnology, Center for the Environmental Impact of Nanotechnology, University of California – Santa Barbara, 2009


• MSU Alumni Association Antarctica expedition (2009, lecture)

• WIKI’s in Journalism Education, Online News Association (2008, Washington)

• Communicating Economic Benefits of Restoring Michigan’s Great Lakes Areas of Concern (2008, Lansing)

• Data for Visualizing Rural Health, Association of Health Care Journalists Center for Excellence national conference (2008, Columbia, Missouri)
High school activities

• Judge National Wildlife Federation’s national environmental reporting contest for high school students (2013)

• Workshops for Chicago high school students (2013 University of Notre Dame, 2011 MSU)

• Workshops for Detroit high school students (2009, 2007)

• Frequent speakers at Michigan Interscholastic Press Association events

Board memberships

• Michigan Sea Grant, Great Lakes Commission technical advisory committee, Society of Environmental Journalists

Contests judged

• Waldo Proffitt (Florida)

• John Oakes (national)

• Southern Environmental Law Center

Publications

• Venues as diverse as SEJournal; an environmental reporters guide for journalists in Kazakhstan; the Knight Citizens News Network; the Yale Forum on Climate Change and the Media.

• Knight Center projects have been featured by Columbia Journalism Review, the Poynter Institute, Dome Magazine

• Researched and created The MichEEN, a social media energy information tool for the Michigan Department of Energy, Labor and Economic Growth (2010)

Michigan Interscholastic Press Association (MIPA)
http://www.mipa.msu.org

MIPA is a unique and thriving organization that benefits middle school and high school journalism students and teachers and media advisors (and it is discussed in more detail in Question 6 below). Certainly, it is in large part due to MIPA that journalism is the 15th most popular major to entering MSU students. MIPA annually sponsors workshops, conferences and camps that attract more than 4,500 attendees from high schools and middle school from across the state. Students and their teachers and media advisors are exposed to the MSU campus and School of Journalism teachers and resources.
Each Fall, MIPA activities include a conference of 80 sessions for 2,000 high school students and teachers. Also in Fall, the middle-school conference is the first time that some of the 200 to 300 participants have visited a college campus. In Spring, MIPA offers a conference for about 2,000 high school students and teachers. In summer, MIPA orchestrates a week-long camp for 400 students from Michigan and surrounding states that includes about 30 sessions on writing, design, photo, business, leadership, social media, newspaper, yearbook online and video.

*MIPA Contests and Judging:* A focus of the spring conference is the awards program that attracts about 4,200 nominations for many categories in newspaper, yearbook, writing, video and photo. It also holds on-site contests for video, photo, special projects, yearbook, news writing, feature writing and editorial writing with winners announced a week later. Faculty members judge many of the entries.

Throughout the year, MIPA holds workshops and college credit courses for high school and middle school journalism teachers and media advisors.

MIPA was created in 1921 and has been at MSU for more than 30 years. In 2012 MSU alum, public relations professional and former SPJ regional president Jeremy Steele replaced the nationally lauded Cheryl Pell who had been Director of MIPA since 1987.

MIPA is discussed in more detail in Question 6.

*The Michigan Journalism Hall of Fame (HoF)*

http://j-school.jrn.msu.edu/halloffame/

The School of Journalism is the home of the Michigan Journalism Hall of Fame. The Michigan Press Association had a Newspaper Hall of Fame from 1952-1968 that was discontinued because the selection process became too political. Under the leadership of former School Director Stan Soffin, the MSU School of Journalism Advisory Council and the Michigan Press Association established the Journalism Hall of Fame in 1985. The bylaws note the purpose of the Hall:

*The Michigan Journalism Hall of Fame was established to recognize those who have advanced the legacy of a free and responsible press and who have inspired others to improve the quality of the profession. It acknowledges the service AND dedication of individuals whose distinguished contributions to the profession in their communities, regions or the state have earned them a place in the Michigan Journalism Hall of Fame. Induction memorializes extraordinary and outstanding careers.*

Inductees come from all news media and represent different types of journalists. For example, inductees in 2013 were a photojournalist, an editor of an alternative weekly, an investigative reporter, a journalism educator and the publisher of an Arab American newspaper and website. Ethnicities and genders represented were Asian American, African American, Arab American, men and women. The selection committee is composed of representatives from non-profit journalism associations throughout Michigan, such as the Michigan Association of Broadcasters, SPJ, Michigan Press Women, NABJ, AAJA and journalism programs at Michigan universities, for example.
The School's Director serves as Chair of the Hall of Fame Committee. The Director and a School staff member administer and organize the banquet. The Chair calls and oversees meetings, announces nomination deadlines and communicates with committee members. This induction banquet has become the major social event for Michigan journalists.

The School benefits in several ways from being the host of the Hall. The event fosters strong, positive relationships with media around the state, connects the School with professionals for course guest speakers and instructors, offers students and faculty an opportunity to network with these exceptional journalists and their media guests, and has led to the gifting of scholarships.

As an example, the School has its Student Awards Convocation immediately preceding the Hall of Fame induction banquet. MSU and other universities' J-School students can attend the Hall of Fame banquet free of charge. This banquet provides a good forum to stimulate students’ interest in the profession of journalism and to meet successful journalists. The Hall of Fame banquet also helps to promote an understanding of living in a diverse society because it exposes students and journalists to the work of many different men and women and minority journalists.

Focal Point TV News
http://www.focalpoint.cas.msu.edu

*Focal Point* is an EMMY award-winning student-produced newscast, and has been the only student-produced newscast at MSU for more than two decades. It is a community service program in that it is both a television news show and a student organization that provides news and information about MSU events and issues to mid-Michigan residents on its own Focal Point website and is streamed online and broadcast on WKAR-TV-World Channel (23-4), mid-Michigan’s public television station. WKAR is part of Michigan State University Broadcasting Services, a division of MSU Communication Arts & Sciences.

Focal Point is the focus of JRN 406: Advanced TV News. Students' stories from the JRN 403: TV News class may also air on Focal Point if the quality is high and the topics are relevant. In the past two years, these students have teamed with Telecommunications students to produce the show. Students produce six to seven shows per semester, and each show has between 12 and 15 stories, all about some aspect of Michigan State University and the surrounding communities. This program serves the community by providing information about campus activities and issues.

Other students who are majors in the College of Communication Arts and Sciences or elsewhere are welcome to participate as an extracurricular activity. A training program allows students to learn to become TV news reporters/writers/announcers or production assistants who can help with camera shoots and during the TV studio tapings. Reporters/writers train to write, shoot, interview, edit, and create news packages. Production assistants train to run cameras and do studio tasks like lights, audio, teleprompter, etc. The time commitment is flexible, but students need to attend at least one evening meeting per week for information and training.

Winning regional and national awards annually reflects the quality of *Focal Point* news. For instance, in 2012-2013, *Focal Point* journalism students won the following: two top awards
at BEA, 13 SPJ Region 4 Mark of Excellence Awards, two National SPJ awards, and 12 EMMY finalist nominations with 5 student EMMY wins. *Focal Point* has consistently been recognized with annual awards from the Broadcast Educators Association (BEA), the Michigan Association of Broadcasters (MAB), the Society of Professional Journalists (SPJ) Region 4 Mark of Excellence Awards and the National Academy of Television Arts and Sciences (NATAS) Michigan Chapter EMMYs. A 17-year veteran of TV news, former president of the National Press Photographers Association (NPPA) and multiple EMMY winner Bob Gould is the faculty advisor of *Focal Point*.

**Capital News Service**  
http://news.jrn.msu.edu/capitalnewsservice/

Capital News Service is a public affairs news service and variable-credit course (JRN 420) to cover state government—issues and personalities—and write stories syndicated to 25 to 30 member news organizations across the state. It was launched in 1981 under the supervision of Dick Milliman, president of the Milliman Newspaper Group (who also offers CNS students a scholarship each year).

Students contribute more than 100 original stories each semester, totaling at least 400 published stories for the academic year. Thus, it is probable that much of the information folks in Michigan receive about state government comes from CNS student staffers. CNS provides a valuable service to news organizations across the state and to the residents of Michigan. CNS has become even more important to news organizations in the recent hard economic times with reduced staffs and diminished news resources.

Member news organizations choose stories they’d like to publish in print or online and request stories to be covered. Staffer responsibilities include developing individual story ideas; interviewing state and local officials, representatives of trade associations and lobbying groups, experts, press aides and other news sources; and attending legislative committee meetings and floor sessions. In addition, Michigan governors and legislators visit the MSU CNS news bureau for interviews and press conferences. Associate Professor Eric Freedman, a Pulitzer Prize winner formerly of the *Detroit News*, won an MSU Curricular Service-Learning and Civic Engagement Award in 2010 for his work with CNS.

**Spartan Online News Network—Community News Websites**  
http://news.jrn.msu.edu

Students provide residents in the Greater Lansing area with valued, relevant and indepth news coverage that is published on community websites. The multiple sections of JRN 300: Writing and Reporting News II do local public affairs beat reporting—gathering news from multiple sources and disseminating that news in writing, photos, video and graphics through digital and social media. Through JRN student-designed and content-driven websites, citizens turn to updated news about local government, budgets, education, transportation, law enforcement and environment and their roles in their hometowns of Bath-DeWitt, Clinton, East Lansing, Grand Ledge, Holt, Ingham County, Lansing, Mason, Meridian, Old Town and Williamston, among others. The number of communities being served sometimes varies with the number of enrolled students to adequately cover beats.
Google analytics informs the School of Journalism about readership. Generally, each news site has more than 50 hits per day with spikes into the hundreds. In addition to other hits for stories on the same site on the same day, we experienced the following: On June 18, 2011, a Super Bowl story on the Holt Journal site (http://news.jrn.msu.edu/holtjournal/) had 1,072 hits. In 2012, another Holt Journal story hit 500 in one day when the school district emailed a link to district parents. On February 5, 2013, a story in the Mason Times site (http://news.jrn.msu.edu/masontimes/) reached 289 hits. Just yesterday, this site had 90 hits. Several area chambers of commerce also link to our sites. And, readers appear comfortable to post their comments on stories. Former Detroit Free Press editor and recruiter Joe Grimm started the Spartan Online News Network three years ago and he and other instructors of JRN 300 continue to refine them. Similar to Freedman, Grimm has been recognized with MSU Curricular Service-Learning and Civic Engagement Award, in 2012.

**Cultural Competence Series: 100 Questions & Answers about Indian Americans**


School of Journalism published the first in a series of cultural competence guides in paperback and e-readers available through Amazon (Kindle) and Barnes and Noble (Nook). *100 Questions & Answers about Indian Americans* will be followed by guides on Hispanic/Latin Americans, Arab Americans and Native Americans, among others.

The JRN 492 cultural competence series was created in Spring 2013 so that journalism students at Michigan State University could use their skills as interviewers, writers and content producers to increase understanding among groups of people. Increasingly, we all live with people who are different from ourselves in some important way. This series recognizes and celebrates that.

As the guide on Indians in America went to press, a Consumers Energy contractor brought in hundreds of Indian IT workers to the nearby city of Jackson. Also during the semester, Indians picketed a bank in the Novi suburb of Detroit that was set up to attract Indian customers, but where executives used slurs against them. Guides were sent to Consumers Energy in Jackson, the bank, schools and several other establishments.

Already, the Michigan Humanities Council, when told we will soon have a guide for Arab Americans, immediately said it wanted to order 50 copies for libraries for an NEH-funded project. The University's Office of Inclusion and International Initiatives invited a proposal to create a guide for international students (a flip side of helping international students understand American culture). The Director of MSU Residence Education and Housing Services wants to buy 400 guides for campus RAs. And, the Director of the MSU Office for International Students and Scholars is working with us on a grant proposal.

We surround each project with a community of supporters who are consulted at every stage. The Indians in America guide included student groups, the Hindu American Foundation, Sikhs, the Michigan Department of Civil Rights and its Council, the Council of Asian Pacific Americans and the Asian Pacific American Chamber of Commerce, as well as more than a dozen other individuals.
Society for News Design (SND) Design Contest for College Students and Judging
http://msusnd.org/contest/2012contest/

Sponsored by the Edmund C. Arnold Chapter of the Society for News Design (SND) at Michigan State University, the Design Contest for College Students began in 2000 as a way for students to enter published work, but also projects for a class, a job or an internship. The 11 categories range from newspaper and magazine page design to art to infographics to multimedia to digital storytelling. School of Journalism faculty members initiated the contest and continue to orchestrate it. The number of entries average 450 and come from as far away as Germany.

The Neal Shine Ethics Lecture

This is an annual endowed event, entering its 13th year. The endowment was established by a gift from the Detroit Free Press to honor its legendary publisher, the late Neal Shine. Recent speakers include alumni Jemele Hill (ESPN), MacKenzie Wilson (NBCOlympics.com), Charles Robinson (YahooSports!) Ginny Seyferth (Seyferth PR), Taryn Asher (Fox 2 News), Deborah Guthrie (HOME TV), Judy Keene (USA TODAY).

The Mary Gardner Lecture

This is another annual endowed event created with a gift in honor of the late, great Dr. Gardner of journalism by one of her former students, Alejandro Junco, publisher and CEO of Grupo Reforma in Mexico. The Reforma chain is the largest news organization in Mexico and includes newspapers and websites in Mexico City (Reforma), Monterrey (El Norte), Guadalajara (Mural), and Saltillo (Palabra). The lecture’s focus is on international journalism topics with a preference for Latin and South America. Recent speakers include Alejandro Junco (publisher of Grupo Reforma, the largest news organization in Mexico), Martha Stone (newspaper industry author, speaker and consultant), and Federico Subervi (Director of the Center for Latino Media and Markets at Texas State University).

Other Professional and Public Service Activities on our Campus

Celebration of 100 Years of Journalism Education at Michigan State University
http://100.jrn.msu.edu/the-program/

Lectures throughout 2010 were devoted to different aspects of journalism and the Centennial Celebration. The Celebration culminated with a day-long conference and evening reception with 20 ongoing sessions and 40 guest speakers mostly made up of alumni. Keynote speakers included Jennifer Carroll (MSU ’80), Gannet Vice President and Senior Editor of Content One and M.L. Elrick (MSU ’90), Pulitzer Prize-winning Reporter of the Detroit Free Press whose investigations led to the resignations of former Detroit Mayor Kwame Kilpatrick. About 300 students and the public attended the event.
Spartan Sports Journalism Classic
http://cas.msu.edu/spartansportsjournalismclassic

This day-long event with about 15 high-profile sports journalism alumni included guest appearances in classrooms; speed coaching sessions with students; two panel discussions aired on WKAR and moderated by alumni Steve Smith, NBA, NCAA and Big Ten Network Sports Analyst; and a dinner to honor WKAR Sport Talk Announcer Earle Robinson, who was retiring after 30 years, and introduce alumni Al Martin, the new announcer. About 200 students and the public attended these events.

Asian American Journalists Association (AAJA) National J-Camp
http://www.reuters.com/article/2011/05/05/idUS274308+05-May-2011+MW20110505

The School hosted and partially sponsored the AAJA national summer J-Camp. This camp attracted diverse high school students and media professional from across the country.

The Region 4 Society of Professional Journalists (SPJ) Annual Conference

The School hosted the regional SPJ conference with several hundred professionals and students attending events with guest speakers and an awards dinner.

National Academy of Television Arts & Science (NATAS) Annual Conference & “Face Time with the Pros”

The School hosted the state of Michigan NATAS annual meeting and combined it with a day-long series of sessions on the TV, film and video industries. Sessions included tips from news directors and advice from EMMY winners for students and the public.

National Press Photographers Association (NPPA) Judging & The Best of Video Storytelling
http://cas.msu.edu/component/events/99-media-sandbox-the-best-of-video-storytelling%20Media%20Sand

Former NPPA president and faculty member Bob Gould brought in the NPPA to do their national Best of TV Photojournalism and also TV Video Editing contest judging for three days. High-profile professionals and judges gave an open talk one of the evenings. We hope this becomes an annual event.

Investigative Reporters and Editors (IRE) Watchdog Workshop
http://ire.org/events-and-training/event/603/

The School hosted, along with MIPA and the SPJ Mid-Michigan Pro Chapter, the two-day Investigative Reporters and Editors Watchdog Workshop. The sessions were designed for reporters, editors, and producers from small, midsize and large publications, TV, radio stations, Web-only news sites and news blogs. Professionals and students attended.
A Specialized Reporting Institute: Grading the Teachers
http://gradingtheteachers.wordpress.com/

Funded by the Robert R. McCormick Foundation in conjunction with the Poynter Institute and MSU’s School of Journalism and the Education-Trust Midwest, this several-day workshop took place in Detroit and also Chicago. Its purpose was to help journalists understand and cover the complexities concerning K-12 teacher evaluations and the methods being tried to support and improve teaching and issues on the horizon.

The New Bullying: How Social Media, Social Exclusion, Laws and Suicide Changed Bullying … book and website
http://msutoday.msu.edu/news/2012/msu-journalism-class-publishes-book-on-

Students in JRN 400 created and published this as a printed book, an e-book and a multimedia news website (http://news.jrn.msu.edu/bullying/) in May 2012. Through their indepth research and reporting, it has informed public school discussions and been featured in about 24 news media across the state.

About 800 printed copies sold within the year. An official at the Michigan Department of Civil Rights, which has been doing statewide training about bullying, calls this the best book available because it is up to date and written from the student perspective. The Oakland Intermediate School District bought 100 copies for a teacher training summit on bullying. In the past few weeks, we sent free copies of the book to superintendents across the state.

MI First Election: Michigan’s Largest Election Coverage Newsroom
http://news.jrn.msu.edu/elections2012/

Students from more than a dozen classes teamed up to cover the elections, focusing on the viewpoints of voters their age. As a part of this effort, students covered everything from the presidential race to state, county, school, city and township elections. They wrote, recorded audio, shot photos and video and posted on social media channels including Facebook, Twitter, Storify, Ustream and YouTube.

“MI First Election” collaborated with local professional news organizations, and was on the air with CAS’ public radio and television station WKAR. The initiative included reporting by the Capital News Service team, the Great Lakes Echo news service, the computer-assisted reporting class, the public affairs reporting classes and the broadcasting classes. The public affairs reporting class manages a dozen hyperlocal websites. All students were welcomed to join.

Professional and Public Service Publications
http://news.jrn.msu.edu

Although we don’t know the impact yet, students in the JRN 400: Online Newsroom capstone course create interactive magazine apps for mobile devices and multimedia websites. They do the design, research, writing, visuals, multimedia and interactivity. The
magazine apps are free on iTunes and the websites are online. Topics include college mental health, sports and mental health, the Black community and mental health, autism, LGBT and mental health, growing older, and aging and sports.

2. Provide brochures and other publications that describe the unit’s professional and public service activities.

Examples appear in the following pages. Additional flyers, brochures and publications are available in the workroom.
You're invited to join the fun with the School of Journalism!

MICHIGAN'S LARGEST Election Coverage Newsroom

Tuesday: all day to midnight at WKAR Studio F
http://news.jrn.msu.edu/elections2012/

Stories flooding the website all day in many forms:
- text
- audio
- video
- photos
- Tweets
- blogs
- Youtube
- webcasts
and more!
THE NEAL SHINE ETHICS IN JOURNALISM LECTURE

USA TODAY REPORTER JUDY KEEN

POLITICAL ELECTIONS, DISASTERS, WARS & SCANDALS

Monica Lewinsky and Bill Clinton
Five Presidential Elections
BP Oil Spill
The Former Soviet Union
Droughts and Tornadoes
Three Presidents
Persian Gulf War
Mass Shootings
Somalia

THURSDAY, MARCH 21, 2013, 4:30PM, ROOM 147
COMMUNICATION ARTS AND SCIENCES BUILDING

SPONSORED BY THE ASMSU and MICHIGAN STATE UNIVERSITY SCHOOL OF JOURNALISM
THE MSU SCHOOL OF JOURNALISM PRESENTS
THE MARY GARDNER LECTURE

THE NEWS MEDIA LANDSCAPE IN THE U.S.
NEW OPPORTUNITIES FOR JOURNALISM PROFESSIONALS

DR. FEDERICO SUBERVI
DIRECTOR
CENTER OF STUDY OF
LATINO MEDIA & MARKETS
TEXAS STATE UNIVERSITY

Dr. Federico Subervi’s journalism expertise is mass media and ethnic minorities, especially Latinos in the United States. His recent work is on Latino issues and national TV news coverage, and Latino political communication during the 2012 presidential campaign.

THURSDAY, APRIL 18, 4 P.M., ROOM 145
COMMUNICATION ARTS & SCIENCES BLDG.

The Mary A. Gardner endowed lecture series was established in 2002 in honor of former MSU Professor Emeritus Mary A. Gardner. Gardner left an indelible mark on journalism and journalism education. In her honor, the School of Journalism, with a gift from El Norte and its publisher, her former student Alejandro Junco, created a fund to support an annual lecture focused on press issues in Latin America.
NATAS-MI ANNUAL MEETING & PROGRAM

SATURDAY, NOVEMBER 10TH

AT MICHIGAN STATE UNIVERSITY

IMPORTANT DATES

December 7th – Deadline for Silver and Gold Circle Nominations
February 8th – Call for Entry Deadline
February 24th – Silver Circle Luncheon at Townsend Hotel

CHAPTER NEWS

- Register for the Annual Meeting and Program “FaceTime with the Pros”
- Annual Meeting and Program Information
- 2012 NATAS Board Results
- Long Term Care Insurance
2012 MIPA FALL CONFERENCE
TUESDAY, OCT. 23, 2012 @ LANSING CENTER

HERE'S WHAT TO DO FIRST

- Go to Hall A! That's where registration is and lots of other action! Visit the displays. You'll find the critique station as well. Advisers will also eat lunch in this room.
- At 9 a.m. go to your first session of the day. You may go to any session you wish. Please get there early—sessions tend to fill up fast!

BIG TEN JOURNALISM
Visit the Student Journalists at Michigan State University! More information on page 11.

MIPA DATES TO KNOW

- MIPA Mid-Year Meeting: Nov. 1, 2012
- MIPA contest postmark deadline for newspapers, yearbooks, video, etc.: Feb. 15, 2013
- Spring Conference: April 18, 2013
- Start saving up for the MIPA Summer Journalism Workshop, which will be July 28–Aug. 1, 2013

#mipa2012
WE LIKE IT WHEN YOU TWEET WITH US

MEET SCOTT WINTER

Scott Winter is our special guest speaker! Be sure you attend one of his sessions! He's great!
Read more about him on page 9.

CONTACT US!

MIPA Michigan Interscholastic Press Association
www.facebook.com/MIPAMSU
http://mipamsu.org
mipa@msu.edu

FOR YEARBOOK, NEWSPAPER & VIDEO IN HALL A

Critiques for Yearbook, Newspaper & Video in Hall A

Sign up for a newspaper, yearbook or video critique in the registration area. At the designated time, please go to Hall A and go to the critique area. Julie Sattazahn, our critique director, will be there to help you.

BUY A POSTER

Stunning former Michigan high school journalists. You should get one of these posters and put it in your classroom or your office. Or the coffee shop. Or the guidance counselor's office. They're cool in Hall A.

$1

18
WELCOME!

Lucinda Davrengot, Ph.D.
Director, School of Journalism

Welcome to our party! We are proud to be celebrating 100 years of journalism at MSU teacher. Since 1910, MSU has offered journalism education and research, in the undergraduate, master and doctoral levels. Today, we serve as a national model as a leader in research in all areas of journalism. Our mission is to educate and prepare students to lead the evolving fields of journalism.

We believe in the power of journalism to improve our communities, increase access to information and promote public understanding of issues. We are committed to producing graduates who are leaders in journalism and related fields.

Our study is focused on preparing students for the future of the industry. We offer a diverse range of programs that focus on all aspects of journalism, including print, broadcast, digital, design and multimedia. Our faculty includes experienced journalists, scholars, and practitioners who bring a wealth of knowledge and expertise to the classroom.

Thank you for being a part of our celebration. We look forward to welcoming you to our community of scholars, practitioners and friends.

Jim Detjen, Knight Chair in Journalism; Knight Chair in Environmental Journalism

TODAY'S SCHEDULE

8:30-9:30 Breakfast Sessions

9:30-10:30 Registration Opening & Continental Breakfast, sponsored by The Detroit News

10:30-11:10 Panel Session — The New Media Revolution: New Opportunities in Journalism

11:20-12:30 Breakfast Sessions

12:30-1:30 Networking Roundup, sponsored by the Detroit Free Press

1:40-2:40 Panel — Knight Chair, Professor of Journalism, University of Michigan
2:50-3:50 Breakfast Sessions

4-5 Breakfast Sessions

6-6 Reception, Knight Chair in Journalism, Newberndale Women's Fund & Knight Chair, Professor of Journalism

7-8 Reception, Knight Chair in Journalism, Newberndale Women's Fund & Knight Chair, Professor of Journalism

9 Reception, Knight Chair in Journalism, Newberndale Women's Fund & Knight Chair, Professor of Journalism

All Day Event:

Knight Chair in Journalism, Newberndale Women's Fund & Knight Chair, Professor of Journalism

Get to know each other and get involved by offering to help others with the activities offered.
"The New Bullying" explores how laws, lawsuits, computers and news coverage have changed bullying forever. From hazing to bullying in the workplace to bullying in schools and cyberspace, this book details the changes that have made this age-old issue suddenly hot. A team of advanced reporting students from Michigan State University's School of Journalism spent a semester detailing the dark world of today's bullying. Read "The New Bullying" talk about it and consider some of the solutions that people are trying. "The New Bullying" will quickly bring you up to speed on this timely issue.
FREE!
ALL INVITED!

FOOD FILM FESTIVAL
A day of films about food & food production
Saturday, March 20, 2010
9:30 AM - 5:30 PM
Snyder Hall Theatre (Room CB20 in the basement level)

Among the films that will be shown are:
The Greenhorns
Eating Alaska
Asparagus
Food, Inc
Eat Drink Man Woman

POPCORN AND POP WILL BE PROVIDED
100 QUESTIONS & ANSWERS ABOUT INDIAN AMERICANS

MICHIGAN STATE UNIVERSITY
SCHOOL OF JOURNALISM
You are invited to join

STEVE SMITH
Olympic Gold Medalist, NBA All Star, MSU Athletics Hall of Famer
and Professional Sports Journalist

and

PAMELA WHITTEN
Dean of the College of Communication Arts & Sciences
and MSU Monday-Morning Quarterback

for the first annual

SPARTAN SPORTS JOURNALISM

Classic

THURSDAY, APRIL 11, 2013

FEATURING A WKAR RECORDING OF THE

All-Star Sports Journalism

MSU Alumni Panel

Including alumni at
ESPN, USA TODAY, Big Ten Network, CBS Sports, NBA TV, Fox Sports,
Yahoo! Sports, The Dallas Morning News, Detroit Free Press and more

WKAR STUDIO A

DOORS AT 4 P.M.
RECORDING 4:45 TO 6 P.M.

followed by an exclusive

VIP DINNER
WKAR STUDIOS
6:30 P.M.
toasting WKAR's EARLE ROBINSON,
announcing his successor
and celebrating MSU sports journalism

COMMUNICATION ARTS & SCIENCES BUILDING
404 Wilson Road
East Lansing, MI 48824-1212

Please RSVP for the panel and dinner
by April 1, 2013
3. Describe the unit’s contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas.

Faculty are involved with professional organizations to strengthen their work in the classroom and for scholarship to bring the latest ideas to students. They present at organizations and attend meetings to engage in the exchange of ideas. Faculty members belong to the following local chapters and also attend meetings of the regional and national organizations: Michigan Association of Broadcasters, Michigan Press Association, mid-Michigan Society of Professional Journalists, Broadcast Educators Association, Online News Organization, National Academy of Television and Arts Society, National Press Photographers Association, National Association of Black Journalists, Asian American Journalism Association, Society of News Design, Association for Education in Journalism and Mass Communication, and Society of Environmental Reporters, among others.

The list of guest speakers in Standard 4, Question 4, for just the past calendar year (2012) names more than 146 professionals who visited with students in the classroom or gave public lectures. The number of professional guest speakers is high for all six years. In addition to their talks in the classroom or to the public, guest speakers are often asked to have lunch with students and faculty to talk about the industry and the training in the classroom that is needed to be successful. These guests also hand out their business cards and provide students with a contact in the industry.

The School regularly communicates with professionals who are internship supervisors to learn if the curriculum is equipping students with the right skills to step out of the classroom and into the industry. All students are required to have an internship as part of their degree program and a formal part of this is to survey the supervisors. Students work side-by-side with professionals and the students, also, are surveyed as to their academic preparation for their work.

Courses across the College work in tandem with WKAR, Mid-Michigan’s public television, radio and online news source. Journalism students have internships with WKAR and students in our courses work with WKAR professionals. Student and faculty work is broadcast on WKAR—and quality must pass muster to be aired. For instance, Focal Point TV news (JRN 406) is produced by students and aired on WKAR. An independent study (JRN 492) called The Great and the Good Voices of MSU uses WKAR studios to interview visiting alumni and each is a podcast on WKAR’s website. All faculty and student-produced documentaries pass muster and are aired on WKAR public television in addition to airing in other public television markets.

Professionals are always working with students in Capital News Service (JRN 420, CNS) as the students cover the state government. These public affairs reporting students work side-by-side with professionals at press conferences and professionals visit the classroom regularly. In addition, professionals and students work together in the Detroit Tigers press box when our sports journalism students in JRN 417 and JRN 418 visit. (One of our sports journalism faculty is married to the announcer of the Detroit Tigers, so the press box field trip and other professional contacts is ongoing.)
And while faculty members offer their professional service to news organizations, the professionals in the news organizations are, in turn, talking with faculty about changes in the industry and how students should be prepared. For example, every year, two design faculty members offer their services as part of an auction. They are a popular item and have led the redesign of publications across Michigan. These experiences also inform them about what students need to know to be successful designers in the industry.

And, faculty members attend professional development workshops that help them to fine-tune their instruction and to exchange ideas with others. Colleagues recently attended multimedia and social media workshops at Poynter and business journalism training sessions at the Reynolds National Center for Business Journalism at Arizona State University, for example.

Special events, such as the Centennial Celebration, the Spartan Sports Journalism Classic and the annual endowed Neal Shine Ethics Lecture and Mary Gardner Lecture regularly invite professionals who talk to classes and dine with students and faculty to talk about the industry, expectations and the curriculum.

4. **List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 4.**

Faculty members volunteer much of their time and expertise in the name of professional and public service. It goes part and parcel with being a journalist, teacher and scholar. Professionally as journalists, faculty hope their stories and their students’ stories lead to improving people’s lives and strengthening the weave in the fabric of our global village.

Faculty members hold officer positions in professional organizations, coordinate conferences and are sought as manuscript reviewers and judges of creative works, for example. They belong to professional organizations such as SPJ, SEJ, BEA, AEJMC, NAHJ, MPA, MAB, NICAR, IRE, ONA, SPLC, SND, and they have been quoted in dozens of stories published or broadcast by newspapers, magazines, radio, television and the Internet. The following are professional and service activities of our faculty members, listed in alphabetical order, for the past six years.

**HOWARD BOSSEN, Professor**

Portfolio reviewer, *Kaunas Photo Star*, Kaunas Photo Festival in Kaunas, Lithuania, 2012


JANE BRIGGS-BUNTING, Professor

Judge, Minnesota SPJ Page One Awards, 2011

Judge, Western Pennsylvania SPJ News Awards, 2011

Judge, Detroit Chapter, SPJ, Journalist of the Year and Young Journalist of the Year, 2009, 2010, 2011

Consultant, The Michigan News Center, working with investigative reporter Steve Wilson, formerly of WXYZ-TV Detroit, 2009-2011

Chair, Michigan Journalism Hall of Fame Committee, 2004-2009

Founding director and attorney, Great Lakes Student Press Law Clinic, 2004 to date. In 2010 the Clinic was renamed The First Amendment Clinic and its mission expanded to include pro bono representation of professional news media on access issues. Provided legal advice and counsel to faculty and students at various high schools.

BONNIE BUCQUEROUX, Specialist

Developer, Policing.com – website to offer free training to law enforcement on a variety of topics: community policing, restorative justice and gender-specific programming. 

Webmaster, police organization LEOPRD (Law Enforcement Organization for Planning and Research Directors). The initiative is supported by the Police Executive Research Forum and the U.S. Department of Justice’s Bureau of Justice Assistance.

Blogger, Political Blogging for The Detroit News, produced more than 200 blogs on various topics as part of the political blogging team for The Detroit News, 2006 - 2009

Webmaster, The Healers Community – http://www.thehealers.org – Bucqueroux created this site as an experiment in using social networking software to create a new community of alternative healers and those who seek their goods and services.

Webmaster, Vidocq Society, http://www.vidocq.org, development and maintenance of the Web site for forensic scientists worldwide who solve cold murder cases for free. (They maintain a clearance rate of more than 80%.)

Publisher, Citizen Journalism Academy - A free online training resource for individuals and organizations interested in citizen journalism, often featuring contributions from MSU J-School faculty. (http://citizenjournalismacademy.wordpress.com)

Publisher, Creative Careers Institute - Free online training resources in creative storytelling (focus on photography and video). (http://creativecareersinstitute.com)

Publisher, Lansing Online News - An experiment in citizen journalism in Lansing, Mich. The site features contributions from area residents and offers internship opportunities for students
interested in new media.

Co-Host, Lansing Online News Radio Show - An hour-long public affairs commentary show on WLNZ (Lansing Community College Radio) that is also webcast live on the Lansing Online News website. (http://lansingonlinenews.com)

Lansing Voices - Bucqueroux produces and directs two half-hour broadcasts profiling people in the Lansing area that is broadcast on Comcast Channel 16 and is included on the Lansing Public Media Center archive. She received a $10,000 grant to produce the series from the Office of the Mayor.

YouTube Videos - Bucqueroux has uploaded more than 800 video productions to YouTube that have attracted more than 2.5 million viewers.

SUE BURZYNSKI BULLARD, Visiting Editor-in-Residence

Invited panelist, Journalism ethics, International Society of Weekly Newspaper Editors conference, Detroit, MI, June 27, 2008

Invited speaker, “How Do Young Activists Get Their Word Out,” Hugh O’Brian Youth Leadership Seminar, Midland, MI, June 7, 2008

Invited panelist, Future of Detroit Journalism, Society of Professional Journalists, Detroit chapter, Detroit, MI, Feb 2008

Presenter, “Just Learn It” workshop on writing for the Web at MSU for media professionals, Feb 2008


Publication committee, American Society of Newspapers Editors, 2008-2009

Judge, Cox Newspapers national competition, February 2008 Society of Professional Journalists college competition, 2008

SERENA CARPENTER, Assistant Professor

Panelist, Tenacious tweeting, bellowing blogging, fanatical Facebooking, yappy YouTubing: Using industry cases as teaching tools. Panel presented at the Association for Education in Journalism and Mass Communication conference, Chicago, IL, August 6, 2012

Panel organizer, Research in the classroom. Panel presented at the Walter Cronkite School of Journalism and Mass Communication Research Symposium, Phoenix, AZ, August 19, 2009

Manuscript Reviewer, Journalism & Mass Communication Quarterly, 2010-Present

Manuscript Reviewer, Mass Communication & Society, 2008-Present

Manuscript Reviewer, *New Media & Society*, 2010-Present

**SUE CARTER, Professor**


Judge, National Academy of Television Arts and Sciences (NATAS) Michigan EMMYS, 2011

Moderator, “Focus the Nation,” for Michigan participation in national program on climate change, 2008

Regular commentator, WILS-AM, Lansing international news reporting on the U.S., 2008-2011


Co-host, Michigan Public Radio coverage of Governor’s Inauguration, 2007

**MANUEL CHAVEZ, Associate Professor**


Co-organizer, international 28th Annual Journalists and Editors Workshop on Latin America and the Caribbean. In collaboration with Florida International University and the University of Florida. 2009

Co-organizer, international conference Communication Across Borders. Sponsored by MSU and Israel Interdisciplinary Center Herzliya. 2008

Co-organizer, of the international 26th Annual Journalists and Editors Workshop on Latin America and the Caribbean. In collaboration with Florida International University and the University of Florida. 2008

Co-chair and organizer, 50th annual conference of the Association for Borderlands Studies Denver, Colorado, 2008

Chair and organizer, 49th annual conference of the Association for Borderlands Studies. Calgary, Canada, 2007
LUCINDA DAVENPORT, Director/Professor

Chair, Michigan Journalism Hall of Fame Committee, 2009 to present

Source for frequent interviews for media stories

Editorial board, *Newspaper Research Journal*

Manuscript Reviewer, *Journalism and Mass Communication Quarterly*

Manuscript Reviewer, *Journalism Monographs*

Manuscript Reviewer, *Visual Communication Quarterly*

Research judge, AEJMC Divisions: Newspaper; Ethics; Communication Technology and Policy; Mass Communication and Society; Radio and Television; Commission on the Status of Women.

Evaluator for reappointment, promotion and tenure for faculty at other universities

JAMES DETJEN, Professor

Lecturer, Ionia School District, Jan 2009

Organizer, Detroit High School student workshop at Cranbrook Institute, March 2009

Speaker, keynote address at Writing Green conference, SPJ, March 2009

Judge, John Oakes national environmental journalism awards, 2009

Judge, Reed Writing Award for outstanding environmental reporting in the Southeastern United States, 2009

LORI ANNE DICKERSON, Specialist

Faculty liaison, *The State News*

Freedom Forum Professional Journalist-in-Residence, Michigan State University

Speaker, traveled the country to speak about impact of the media on victims.

Peer counselor, reporters suffering from Post-Traumatic Stress Disorder.

FRED FICO, Professor

Manuscript Reviewer, *Mass Communication & Society Journal*
Manuscript Reviewer, *Newspaper Research Journal*

Manuscript Reviewer, *Journalism & Mass Communication Quarterly*

Manuscript Reviewer, *Political Communication*

Research Judge, Paper submissions for AEJMC divisions

**ERIC FREEDMAN, Associate Professor**


Peer reviewer, Kazakhstan National Center of Science and Technology, “Unifying Function of Kazakh Press in Independence Period,” 2011

Peer reviewer, Global Integrity, “Kyrgyzstan” and “Kazakhstan,” 2011


Speaker, workshops and seminars:

U.S. Journalism Professionals and Professional Organizations; Investigative Reporters & Editors; Society of Professional Journalists; Michigan Press Association; Folio: Show (Chicago, New York, Los Angeles); Florida Magazine Association; Michigan Press Association; Gannett Newspapers; Michigan Labor Press; New York State Newspaper Editors Association; Newsroom Workshops; Cadillac Evening News; Jackson Citizen-Patriot; Observer-Eccentric; Newspapers; WOOD-TV; Macomb Daily; Oakland Press; Grand Haven Tribune; Lansing State Journal; Journalism Education, Student Journalists, Professionals, Higher Education; Michigan Interscholastic Press Association; Michigan Technological University (campus newspaper); Oakland University; Lansing Community College; North Central Michigan College; Purdue University; Consumers Energy Co.; University of Colorado; Michigan Daily; Midwest Institute for International/Intercultural Education; International Japan Center for Michigan Universities; Klaipeda University, Lithuania; Tallinn University, Estonia; Mykolas Romeris University, Lithuania; ISM University of Management and Economics, Lithuania; MSU Dubai; Freedom House, Uzbekistan; University of Central Asia, Kyrgyzstan; Kyrgyz Technical University, Kyrgyzstan; KIMEP, Kazakhstan; American University of Central Asia; Karakalpak State University, Uzbekistan; British Broadcasting Corp. Monitoring Service; Internews-Uzbekistan; Kyrgyz National State University, Kyrgyzstan; Jalal-Abad State University, Kyrgyzstan;
Institute for War & Peace Reporting; Osh State University, Kyrgyzstan; Natural Resources Management Program, Uzbekistan; Nanyang Technological University, Singapore; Legal and Public Affairs Organizations: State Bar of Michigan; New York Fair Trial-Free Press Association; Michigan District Judges Association; Michigan Political Leadership Program; American Civil Liberties Union of Lansing; Michigan Department of Agriculture.

BOB GOULD, Broadcast Journalist-in-Residence


Presenter/Panelist/Organizing committee, MABF Career Builder’s Conference, Oct 2010 and Oct 2012

Panelist, Broadcast Educators Association (“College TV Newscasts with Companion Websites,” April 2012

Panelist, Broadcast Educators Association (“College TV News Aircheck”), April 2011
Panelist, BEA (“Is the traditional news package passé?”), April 2010

Judge, National EMMY Contest, 2010 and 2011

Judge, Regional EMMY Contest, Various years through 2011


Judge, Walter and Serena S. Howell Essay Contest 2009-2013

Michigan Association of Broadcasters Foundation Board member

DARCY GREENE, Associate Professor

Writer, Pierre Verger Foundation, Newsletter, March 2012

Consultant, Three Rivers Commercial News, April 2012

Consultant, Detroit Legal News, September, 2012

Consultant, The Pioneer, Big Rapids, MI, November 2011

Consultant, St. Ignace News, June, 2009

Member, ONA Conference, Toronto, Canada, 10/2007

Mentor, “Tandem,” a community news-generating concept

Workshop teacher, Flash, Student Chapter of Society for News Design (SND), 2010
Workshop teacher, Flash, Student Chapter of Society for News Design (SND), 2009
Workshop teacher, Dreamweaver, Michigan Interscholastic Press Association (MIPA), 2009

Organizer, workshops that brought professionals to MSU for SND Quick Courses and MPA electronic production courses.

JOE GRIMM, Visiting Editor-in-Residence

Contract recruiter, Freedom Forum, for the Al Neuharth Free Spirit Scholarship and Journalism Conference, which chooses one promising high school journalist from each of the 50 states and the District of Columbia. I began a column on the Diversity Institute home page, 2011

Recruiter and content editor, www.Patch.com, August-December 2010

Developer, www.Poynter.org, Daily Ask the Recruiter blog; online and in-person teaching for professionals and college fellows. I put material directly into the content management system. Weekly live chat on CoverItLive, March, 2006

Recruiter and coach, TIME, Inc.: team of high school correspondents for TIME’s one-year coverage initiative in Detroit, 2009-2010

Mentor, National High School Institute: Taught and mentored in this five-week residential program at Northwestern University for 83 U.S. and international high school journalists, 2009

Instructor, American Indian Journalism Institute: Taught and studied in this 10-day Freedom Forum multimedia program at the University of South Dakota, Vermillion, 2009-2010

Committee member and Co-director, Asian American Journalists Association: 2009-2010

Search committee for new executive director; co-director of a program to have a Dearborn middle-school class record experiences on video and other social media through a year of school.

Trainer, newsroom, harassment prevention, interviewing, evaluations, conflict resolution (Achieve Global), diversity

Facilitator, on journalism education, copy editing, news editing; early online trainer, American Press Institute.

Conference speaker, a host of subjects for dozens of groups including ONA, SPJ, IRE, ACES, NABJ, AAJA, NAHJ, NAHJ, UNITY. Also a founding member of Newsroom Trainers group.

Instructor, Columbia, Medill, Missouri, UC-Berkeley, Penn State (visiting professor), Wayne State University, University of Illinois.

Member, Dow Jones Newspaper Fund, on selection team three times, assisted boot camps at University of North Carolina, San Jose State University.

Lecturer & trainer, organizations: American Copy Editors Society; American Indian Journalism Institute; American Press Institute (professional branding, most recently); American Society of Newspaper Editors; Asian American Journalists Association; Chips Quinn Scholars; College
Media Advisers; Dow Jones Newspaper Fund (University of North Carolina, San Jose State University) ERE Expo; Freedom Forum; Hermanoff & Associates Public Relations; Investigative Reporters and Editors; Journalism Education Association; Kaiser Foundation media interns; Knight Digital Media Center; Michigan Interscholastic Press Association; Michigan Press Association; National Association of Black Journalists; National High School Institute (journalism division, 2009); National Writers Workshops (Wilmington, Del., and Wichita); Native American Journalists Association; National Association of Hispanic Journalists; Ohio Newspaper Publishers; Online News Association; Poynter Institute; Donald W. Reynolds National Center for Business Journalism (Arizona State University), online trainer; Society for News Design; Society of Professional Journalists (national, Midwest and Southeast regional’s); South Asian Journalists Association; Southern Interscholastic Press Association; Suburban Newspapers Association; UNITY Journalists of Color; Women in Communications.

Lecturer & trainer: Ball State University; Central Michigan University; City University of New York; Columbia University, New York; DePauw University, Greencastle, Ind. (Kilgore counselor); Eastern Michigan University; Howard University; Indiana University; Medill School of Journalism, Northwestern University (Evanston and D.C.); Michigan State University; The Ohio University; Penn State University (guest lecturer); Stanford University; Stony Brook University, N.Y.; University of California-Berkeley; University of Illinois at Urbana-Champaign; University of Michigan (Ann Arbor and Dearborn); University of Missouri-Columbia; Wayne State University.

Lecturer & trainer: Akron Beacon Journal; Detroit Free Press; Howard Newspapers; Miami Herald; Myrtle Beach Sun News; San Jose Mercury News; The (Columbia, S.C.) State; Tallahassee Democrat.

Member, advisory board for the Great Lakes Books Series published by Wayne State University Press and teach classes in self-publishing.

**KARL GUDE, Graphics Editor-in-Residence**

Presenter, South by Southwest (SXSW) conference in Austin, Texas

Lecturer, Visual Thinking & Literacy Conference, 2012

Instructor for Michigan Interscholastic Press Association (MIPA) summer camps, fall and spring conferences and other workshops.

Speaker, Mid-Michigan SPJ regional conference, 2012

Keynote address, Michigan Interscholastic Press Assn middle school conference, 2012

Speaker, Regional Public Relations Student Society of America (PRSSA), 2012

Lecturer, poster design for Engineering College, 2012

Lecturer, Creative Educators Summit at Dept. of Education, 2012

Lecturer, National Endowment for the Arts “Picture America” Conference for K-12 teachers, 2012

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Workshop Conductor, visualization, Omega Institute in New York, 2012

Interviewee, “Uncommon Sense” TV program with Junia Doan, Midland, MI, 2012

Judge, ScreenChamp Awards for TEchSmith and presented findings on their show, “The Forge,” 2012

Critique, Republican Presidential candidate logos for Ad Week magazine article, 2012

Lecturer, Society for News Design annual conference, St. Louis,


Class conductor, visualizing information for middle school students through the Michigan Interscholastic Press Assn, 2011

Guest, National Science Foundation to weeklong workshop to brainstorm new ways to visualize the evolutionary tree of life, 2011

Adviser, Michigan Cancer Prevention and Control Center on integrating social media into the fabric of their communications plan, 2011

Workshop conductor, on visualization at the Omega Institute in New York, 2011

Workshop conductor, University of Michigan’s Ross School of Business on visualizing data, 2011

Committee member, Lansing Community College advisory committee to reshape their multimedia communications curriculum, 2011

Consultant, Lansing Community College’s website to improve registration procedures, 2011

Primary judge, graphics and photo categories of the Asia Media Awards hosted by WAN-IFRA, Singapore, 2011

Judge, design and illustration categories for the Michigan Community College Press Association competition, 2011

Judge, “Next Bright Idea” competition for high school students at the Hannah Center and am helping the high school students move forward with their ideas, 2011

Organizer, exploring the future of news attended by representatives from news organizations around Michigan at the annual Michigan Press Assn. conference in Detroit, 2011

Lecturer, information graphics at Society of News Design conference in Denver, 2010

Speaker, TEDx Lansing spoke on visual communication part 1 Wharton Center, 2010
Speaker, TEDx Detroit spoke on visual communication, Part 2 at the Detroit Institute of Art (DIA), 2010

Teacher, workshop on visual communication at their Rheinbeck NY campus Omega Institute, 2010

Workshop conductor, business workshop at U of M Ross School of Business, 2010

Lecturer, free online media for visualizing information at Journalism Centennial, 2010

Keynote speaker, technology conference for regional K-12 tech teachers at Education College at MSU, 2010

Speaker, multiple three-day workshops on visualization for the Central Intelligence Agency (CIA) in Langley, VA, 2010-2012

Primary judge, graphics and photo categories of the Asia Media Awards hosted by WAN-IFRA, Singapore, 2010

Organized and ran a panel on the future of news attended by representatives from news organizations around Michigan at the annual Michigan Press Assn. conference in Detroit (RethinkNews, Detroit), 2010

Instructor, 4-day workshop on visualizing news stories to high school journalism students through the Michigan Interscholastic Press Assn.

Organizer, set up and staff an exhibit of student work in Old Town Lansing, 2010

For TechSmith Corp (makers of Camtasia) interviewed on live-streaming video from their corporate HQ on use of social media in the classroom, 2010

Workshop conductor, Three-day workshop on visualization for the Central Intelligence Agency in Langley, VA, 2009

Workshop conductor, Three-day workshop for the Pan American Health Org. in DC on use of social media, 2009

Conductor, professional development workshops for news media groups in Kuala, Lumpur, Jakarta, Singapore and Manila, 2009

Lecturer, information graphics at SND conference in Buenos Aires, 2009

Consultant, 1 day of consulting for the group, Safe Supply of Affordable Food Everywhere, a consortium of several food-related companies, 2009

Workshop conductor, Ran a day-long workshop for businesses on visualizing information that was attended by employees from Google, Ebay, Raytheon and the CIA in San Jose California 2009 - Vizthink

Workshop conductor, Cadillac News 1 day workshop on visualizing information, 2009
Instructor, MDOT, instructed cartographer at the Mich. Dept of Transportation in the use of GIS digital mapping software, 2009

Teacher, one day of classes on visualizing information at Dexter High school, 2009

Lecturer, CMU on visual communication – 2009

Primary judge, graphics and photo categories of the Asia Media Awards – 2009


Lecturer, gave a seminar on GIS mapping at international conference in Las Vegas, 2008

Critique, worked with Xplane in St. Louis to critique infographics of visual explanation company, 2008

Workshop conductor, Michigan Teaching for Learning Institute – 3-day workshop for k-12 teachers on creative thinking tools, 2008

Judge, Information at the Society for News Design’s annual international competition in Syracuse, New York, 2007

TROY HALE, Academic Specialist

Director, MI First Election, The Largest Michigan Newsroom. Massive Election coverage through the MSU School of Journalism

Member, “Michigan Creative Film Alliance” Film alliance with Michigan State University, University of Michigan and Wayne State University. The Alliance brings together 10 students from each university to produce a 30-minute fiction film at a professional level

NANCY HANUS, Instructor

Panelist for summer MIPA workshop, discussing new media, multimedia and online, August 2009.

Fall MIPA workshop, Lansing Center, Lansing: Main speaker, did sessions for students on “Taking Your Publication Online,” “Writing for Online” and “Attracting readers to your Online Publication, 2009.

Panelist, MGM Conference Center, Detroit: Roundtable on PR and the news media, 9-27-08

STEVE LACY, Professor

Lecturer, Dr. Melvin L. DeFleur Distinguished Lecture “Digital Journalism: Framing Transformation and Understanding Impact,” Boson University, Oct. 20, 2011

Participant, “Consensus Conference on Media Education in a Digital Age,” Fordham University, Nov. 5, 2010

Editorial board, The International Journal on Media Management, 2012 to present

Editorial board, Journal of Media Business Studies, 2012 to present


Editorial board, Web Journal of Mass Communication Research, 1996-present

Content analysis consultant, Heinz Foundation, Pittsburgh, PA, January, 2011

Committee member, Association for Education in Journalism and Mass Communication Scholars Program Selection, 2009-2010

Interviewee, Federal Communication Commission economists about review of media ownership rules, October 27, 2009

Council member, Project for Excellence in Journalism, National Advisory, 2007-2010

JOHN MOLLOY, Professor

Participant, Milwaukee Chapter of the American Society for Public Administration

Participant, Milwaukee Conference on Radio and Television (with former FCC Commissioner Robert E. Lee)

Participant, Forum in State and Local Government in Michigan with legislative correspondents.

Panelist, Vanderbilt University’s Summer Institute on “Teaching Economics in an Interdisciplinary Program”

Committee member, Journalism Hall of Fame, University of Cincinnati, 2011 to present

Member, UC Alumni Journalism Advisory Board.

FOLU OGUNDIMU, Associate Professor


Research Proposal Reviewer, Ecquid Novi: African Journalism Studies
CHERYL PELL, Senior Specialist

Executive director, Michigan Interscholastic Press Association, of the only scholastic press association of its kind in Michigan

Developer, Michigan State Board of Education Periodic Review/Program Evaluation for the Specialty area of journalism

Speaker, at various conferences, including the Journalism Education Association/National Scholastic Press Association national convention each fall, Columbia Scholastic Press Association, Michigan Press Association, and Michigan Interscholastic Press Association

Participant, Journalism Education Association State Press Association Directors organization, which addresses national scholastic journalism concerns and works together to share resource information and evaluation tools for publications

Organizer and presenter, workshops for Michigan Press Association. A colleague and I have put on design workshops so that newspaper designers around the state can attend inexpensive, one-day, hands-on workshops

Coordinator, several one-day “Quick Courses” through the Society for News Design for state and local newspapers. This is generally have one of the largest sessions in the country, with more than 100 people attending

Planner, one-day workshops for state and local newspapers with Tim Harrower, a nationally known design consultant

Scholarship fundraiser, with organizations, such as the Michigan Press Association Foundation, The State News and the Detroit Free Press to generate scholarships for high school students to attend our summer journalism workshop

Organizer, three four-hour workshop for college students from across the United States and South America for the Society for News Design

Former Co-chair of Education Committee of Society for News Design. Responsibilities included attending two board meetings per year, increasing college affiliates and providing opportunities at national conventions for students

Two-term newsletter editor and secretary, Scholastic Journalism Division of the Association of Educators in Journalism and Mass Communication. Published 17 newsletters

Membership chair, Scholastic Journalism Division of the Association of Educators in Journalism and Mass Communication

Judge, various contests, including Ball State University high school journalism, School Bell
Award by Michigan Education Association and Michigan Community College journalism Board member, National Scholastic Press Association for two years

**DAVE POULSON, Associate Director, Knight Center**

Organizer, Translating science/Telling stories, MSU Kellogg Biological Station, Hickory Corners, Mich. (journalists and scientists), July 8-10, 2012

Organizer, Translating science/Telling stories, Great Lakes Science Center, Cleveland, Ohio (journalists and scientists), June 8, 2012

Organizer, Reporting on the nearshore ecosystem, Mackinac Island, Mich. (journalists), October 16, 2011

Covering the nearshore ecosystem, Michigan State University, (journalists and beach managers) organized and taught, Spring, 2011

Covering climate change in East Africa, weeklong workshop in Tanzania for African journalists, organized and taught, 2010


Organizer, Educating journalists to report on nanotechnology, Center for the Environmental Impact of Nanotechnology, University of California – Santa Barbara, 2009

Organizer and Instructor, Investigative Reporting, Society of Environmental Journalists national conference, Madison, Wisc. Fall, 2009

Organizer and Instructor, Environmental journalism boot camp, Society of Environmental Journalists national conference, Roanoke, Va., Fall, 2008

Organizer and Instructor, Using spreadsheets for investigations, national Society of Environmental Journalist’s conference, Roanoke, Va., 2008

Lecturer, Use of Wikis in Journalism Education, Online News Association, Washington D.C., Sept. 11, 2008


Lecturer, Social Media Techniques, Michigan League of Human Services, workshop, July 31, 2008
Lecturer, Communicating Economic Benefits from Restoring Michigan’s Great Lakes Areas of Concern, Great Lakes Commission workshop, June 18, 2008

Lecturer, Environmental Journalism, Olivet College, May 8, 2008


Consultant, Appointed to University of Michigan/Michigan State University Sea Grant advisory committee, 2008

Member, Vision-setting committee for national Project for Improved Environmental Communication, 2012

Speaker, Online reader engagement to Lansing chapter of Society of Professional Journalists, February 2010

Member, Serve on board of GLIN-Labs for Great Lakes Information Network

Judge, Waldo Proffitt award for best environmental reporting in Florida for 2011, 2010, 2009, 2008 (judging happens in subsequent years)

Evaluator, online data site for Michigan Department of Transportation, August, 2008

Producer, GreatLakesEcho.org and research new information delivery methods, 2011

Organizer, oversaw creation of separate software “pipes” to aggregate East African environmental news, Michigan river news and news tips and sources for reporters covering the Great Lakes environment, 2011


News source, featured in Knight Foundation publication – New Voices: What Works; Lessons From Funding Five Years of Community News Start-ups, by Jan Schaffer, J-Lab executive director (print and online), 2010

News source, featured in Columbia Journalism Review, Echoes of Grit and Humor, by Curtis Brainard, 2010
News source, featured on University of Missouri Reynolds Journalism Institute’s blog: Photo bombs and Facebook quizzes for serious journalists, 2010

Developer, launched Upending the Basin, an online blog about new ways of considering and describing the environment, 2010

Developer, launched CoverThePlanet.org, an online teaching tool for environmental journalism, Feb. 22, 2009

Developer, launched greatlakesecho.org, an environmental news service with original content, March, 2009

Developer, made extensive use of Twitter as a tool for outreach and in the classroom. Named one of 10 “Twitter Users to Follow” by CapitalGains.org, 2009


News source, Lansing City Pulse, August, 2008

Organizer, Society of Environmental Journalists - national conference organizer, boot camp organizer, annual contest judge, speaker, rules committee.

MICHAEL STAMM, Associate Professor

Proposal Evaluator, National Humanities Center Fellowships Program, 2012

Editorial Board, American Journalism, 2012-present

Conference Paper Reviewer, Law and Policy Division, Association for Education in Journalism and Mass Communication, 2009

Member, Task Force, American Journalism Historians Association History in the Curriculum, 2007-2008

Consulting historian, Teaching American History – Turning Points in American Freedom, NEH funded program in Calhoun County, MI, 2009-2010


Reviewer, *David Eldridge, American Culture in the 1930s*, in *American Journalism* 27:3 (Summer 2010): 177-178


Manuscript Reviewer, *Oregon Historical Quarterly* (2012)


**JEREMY STEELE, MIPA Director**

Executive Director, Michigan Interscholastic Press Association, East Lansing, Mich. May 2012-present

Work with MIPA board of directors to develop and execute strategic direction of organization; Manage membership and finances for 501(c) 3 nonprofit organization; Organize conferences and workshops for middle and high school student journalists who work for student-led newspaper, yearbook, video and online media outlets; Manage logistics of journalism summer camp program; Manage contests and critique services for student media outlets; Develop professional development programs for journalism teachers; Advocate for student press rights and encourage ethical and responsible practice of journalism among middle and high school students

Co-Adviser, Society of Professional Journalists Michigan State University Chapter, East Lansing, Mich., August 2012-present

Society of Professional Journalists MSU Chapter: Work with student leadership to recruit new members and develop programming; Ensure requirements of SPJ chapters and MSU registered student organizations are met.


State News Inc: Professional representative to the 501(c)3 nonprofit organization board governing operations of The State News, Michigan State University’s independent student newspaper; Serve on finance committee.

**BRUNO TAKAHASHI, Assistant Professor**


Reviewer, Conference on Communication and the Environment, 2012

Grant proposal reviewer, National Science Foundation, Decision, Risk, and Management
Sciences, 2012


**RICK WASH, Assistant Professor**


Organizer, WEIS (Workshop on Economics and Information Security): 2012

Chair, CHI (ACM Conference on Computer-Human Interaction), Interaction Beyond the Individual, 2010

Organizer, STAST (Workshop on Socio-Technical Aspects in Security and Trust): 2012


**GERI ZELDES, Associate Professor**

Guest, “Ebling and You” show on WILS 1320 AM.

Guest lecturer, Documentary filmmaking lecture to Salem High School’s Arts Academy, Nov. 8, 2012


Member, Asian American Journalists Association.

Speaker, TEDxFlint – Kings of Flint, Oct. 23, 2010


Guest, Remembering Walter Cronkite, July 20, 2009

Judge of Walter Howell Essay Contest, Awarded a $1,000 prize and $3,000 scholarship to the best essay focusing on the use in print or broadcast media of unverifiable facts and “spin.” 2007, 2008, 2009

Coordinator, Filmmakers Sub group of the Michigan Professional Communicators coordinated by David Crumm of ReadTheSpirit.org, July 22, 2011

Judge, Society of Environmental Journalists national competition – Outstanding Student Reporting category, Summer 2008.


Manuscript Reviewer, *Journal of Women, Politic, & Policy*, 2012-present

Reviewer, submissions for AEJMC’s Political Communication Interest Group, 2011


Reviewer, manuscripts for *Mass Communication & Society* (sponsored by the Association of Education in Journalism and Mass Communication’s Mass Communication & Society Division), 2007-present


Multicultural Studies paper chair, Broadcast Education Association, 2009-2010

Reviewer, Rosa Parks Scholarship Foundation

5. **Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.**

Part of the mission of Michigan State University as a land-grant university is to advance knowledge and transform lives through outreach and service. Tenure-stream faculty efforts are 20 percent outreach and service, 40 percent teaching and 40 percent scholarship (research and creative). Thus, professional and public service is an important consideration in the promotion and tenure process.

Annual Professional Accomplishment Reports (PARs) request faculty to list professional and public service activities they pursued throughout the year. The following is an excerpt from the School of Journalism Reappointment, Tenure and Promotion Guidelines. For a faculty member to be considered for reappointment, and promotion and tenure at the associate and full professor levels, he or she must achieve all of the following in the area of service:
• Participation on school, college or university committees or special appointments.

• Participation in service activities related to the candidate’s academic roles for constituencies outside the University, such as service to the academic profession and community outreach.

Funding is provided for faculty involvement in academic associations and related activities. Ideally, funding can be provided through grants that the faculty member has been awarded. Faculty members request an estimated amount of support for their trip. The priority is for faculty to present refereed research or juried creative work. They are also supported for panels or non-refereed presentations. Faculty members are supported to conferences or meetings where they hold leadership positions. And, they may be supported to attend conferences for professional development, after which they must apply the knowledge they gained to their classes or in other constructive ways that help the mission of the School. In addition, the School funds faculty advisors to conferences in which their students or student groups have won awards (the students may be fully or partially funded, as well). Usually, the advisors also make presentations at those conferences.

6. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The School is very supportive of high school journalism and reflects this commitment with many efforts.

**Michigan Interscholastic Press Association**

All of these activities are encompassed in the Michigan Interscholastic Press Association in the School of Journalism at MSU: www.mipamsu.org, as noted in Question 1 above.

MIPA was founded in 1921 in the Detroit area to organize “students dedicated to the improvement of communication through better school publications.” Sigma Delta Chi at the University of Michigan sponsored the first meeting of 100 editors. By 1950, nearly 1,200 student journalists represented more than 100 schools at the annual convention. After 50 years of success, MIPA sponsorship moved to Central Michigan University.

In 1982, MIPA moved to the School of Journalism at MSU. In 1987, the School of Journalism hired a full-time Executive Director to work for the betterment of the organization. MIPA is currently under the leadership of Jeremy Steele, the Executive Director and a specialist faculty member in the School. MIPA offers students and advisers in Michigan a variety of services. Other School faculty and alumni often lead sessions at conferences and the MIPA Summer Journalism Workshop and help judge nearly 4,500 entries in the organization’s annual contest.

**MIPA annual conferences**

• Summer five-day camp for high school and junior high students on MSU’s campus. Attendance is about 400 students. Faculty and staff account for another 60.
• Fall high school conferences, consisting of 80 sessions. Attendance is about 2,000 students and teachers.

• Fall middle school conferences, started in 2003, consisting of about 15 sessions and a carry-in contest. Attendance is 150 to 250 students and teachers.

• Spring high school conferences, consisting of on-site contests and awards for students. Attendance is about 1,400 students and teachers

**MIPA annual competitions and awards**

• Contest entries for the spring conference number about 4,500 for individual categories in yearbooks, newspapers, video and websites.

• Spartan evaluation contest entries by student newspapers, yearbooks, video programs and websites. These student media entries are sent to out-of-state judges who are national leaders in scholastic journalism for critiques.

• The on-site contests include video, photo, special projects, news writing, feature writing, editorial writing and yearbook with winners announced within about a week of the event.

• Student Journalist Staff, similar to an all-state staff: Awarded to 12-15 students.

• All-MIPA Newspaper, All-MIPA Yearbook, All-MIPA Photo, All-MIPA Video: Awarded to the top four students in each category.

• Administrator of the Year: Awarded to an outstanding principal or superintendent who supports the journalism program at his or her school.

• Golden Pen: Awarded to an adviser(s) nominated by his/her students.

• John Field award: Awarded to a person other than a publication adviser who has made significant contributions to the scholastic journalism world.

**Additional MIPA activities**

• Since 2002, MIPA has hosted several one-day, hands-on workshops for students and teachers in School of Journalism classrooms and computer labs. Topics have included InDesign, Photoshop, WordPress, leadership training for teachers and students, yearbook theme preparation and lighting for video. Attendance has ranged from about 60 to 250 students and teachers, depending on the number of classes offered.

• Co-sponsored with the Knight Center for Environmental Journalism and the *Detroit Free Press* all-day workshops in environmental, science and health journalism for Detroit high school journalism students in metropolitan Detroit in February 2007, February 2008, March 2009, March 2010 and March 2011. These workshops trained about 200 students and 30 high school teachers each year and helped make minority journalism students aware of opportunities in these fields. About 95 percent of the participants were African American or Hispanic.
• From 2008 to 2010, MIPA hosted a one-day conference in May at Northwestern Michigan College in Traverse City for schools in the northern part of the state. Many of these schools are not able to make the 3- to 4-hour trip to Lansing for MIPA’s regular events. The “Up North Conference” attracted about 100 students and teachers each year for about 20 breakout sessions.

• MIPA publishes a quarterly electronic newsletter and a website that keep its members informed about the association’s events. Member advisers can also participate in a statewide email listserv to exchange ideas.

Other School of Journalism Support of Scholastic Journalism

• Annually, the School gives scholarships to Detroit high school students to attend Michigan Interscholastic Press Association (MIPA) conferences in both fall and spring.

• Annually, the School sponsors Detroit students to attend the MIPA journalism summer camp.

• In Summer 2011, the School hosted the Asian American Journalism Association (AAJA) J-Camp that attracted multicultural high school students from across the country.

• The Knight Center for Environmental Journalism staff were judges for the National Wildlife Federation’s national environmental reporting contest for high school students (2013)

• The Knight Center for Environmental Journalism ran workshops for Chicago high school students (2013 University of Notre Dame, 2011 MSU)

• The Knight Center for Environmental Journalism ran two workshops for Detroit high school students (2009, 2007)

• School of Journalism faculty members are frequent speakers and judges at Michigan Interscholastic Press Association events and other high school events around the country.

7. Describe the unit’s methods for communicating with alumni, such as newsletters or other publications. Attach copies of publications during the previous academic year.

Communicating with alumni is a priority for the College of Communication Arts and Sciences. The Dean’s Office hired several new staff, including a College Alumni Coordinator, a Senior Communications Director, an Online Media Manager and two other communications staff members. The School has a faculty member for website management and promotions. Forms of communication to alumni include the following:

• The JRN website (jrn.msu.edu) has School news and events on the homepage. Other
features are student internships and alumni news, among other informational items. A section is devoted to alumni.

• The CAS (College) website (cas.msu.edu) includes JRN news and events and student internships and features in the Dean's blog. A section is devoted to alumni.

• The CAS NEWS is a weekly online newsletter sent to College alumni, including about 5,000 JRN alumni and features news about JRN events, activities, awards, alumni news, student internships, etc.

• The Communicator is a comprehensive, printed newsletter/booklet sent annually to CAS alumni and friends, including JRN alumni that number about 5,000.

• MSUTODAY is a University newsletter that has included JRN activities and news.

• The Alumni Magazine is a printed booklet that is sent to all MSU alumni. JRN has been mentioned or featured several times.

• Personal visits are an important form of communication. The Dean travels extensively throughout the year to visit with alumni. She also visits alumni in every city in which there is a conference she attends. In addition the School’s Director and a Dean’s Office Development Manager frequently visit alumni across the state.

• Direct mail is a common way for us to invite alumni and friends to special events, such as Centennial events, the homecoming reunion activities and the CAS Celebration in which Journalism alumni are regularly recognized at the annual alumni awards banquet.

• Thank-you notes are regularly sent to alumni who are also donors. They receive separate communications from both the Director and the Dean that usually include news about activities and events.

• The Red Cedar Log is the annual yearbook, and it is included here because, several times, JRN has been featured with a one-page story to represent the College. Students become alumni and will reflect on their time in JRN as they page through their yearbook in the years to come.

• Annual alumni events are important opportunities to connect with alumni. Grandparents University invites alumni and their grandchildren to campus to experience myriad workshops, and the sessions led by Journalism faculty are always popular (“It’s YOUR Newspaper” and “Be on Live TV”). The CAS Alumni Reunion Day welcomes alumni to visit the College for a picnic and to hear updates from the Director and department chairs about the different programs. The Homecoming Bash invites all alumni to join us for appetizers at a local establishment that is about 10 feet away from the Homecoming parade. The CAS Professional Advisory Board with alumni members meets twice a year. And, CAS Celebrations honors outstanding alumni at a spring banquet.

In Spring 2012, the CAS website had a major disruption and about 75 percent of news and information was lost. We have been rebuilding ever since. The College has now hired an external company that is in the process of completely redesigning the website, improving its
appearance, usability and content. The new launch is tentatively scheduled for fall 2013. The School has participated on this project in focus groups in meetings with the new designers.

Examples of communications to alumni follow the final response to this standard. Additional missives, brochures, newsletters, etc., are in the workroom.

8. Describe the involvement of alumni in the unit’s educational and public service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors’ boards.

Keeping in touch with alumni is key for MSU for all of the right and varied reasons, and is evident from the work of MSU’s President, our CAS Dean and faculty in the School of Journalism. Our alumni are active in the School of Journalism and we constantly invite alumni into the classroom, and talk with them about jobs and internships and preparing students for today’s and tomorrow’s industry, among other things. They are generous with gift-giving and care very much about the success of the School of Journalism and their student legacy.

Many of the 147 guest speakers listed in Standard 3, Question 12 are alumni, who regularly return to the School to visit with students, give public lectures, talk about the industry and compare their training at the time of their program with what is needed in the industry today. We also discuss the curriculum.

Alumni make up a large part of the participants in significant events in the School, such as the Centennial Celebration and the Spartan Journalism Sports Classic, and the annual CAS Alumni Celebration banquet with Journalism alumni regularly receiving awards.

For instance, the following alumni participated in our Centennial program and they continue to visit or communicate regularly with faculty:

- Don Gonyea  
  NPR White House Correspondent
- Kathy Barks Hoffman  
  Director, Associated Press Michigan
- Kelley Carter  
  Entertainment Journalist
- Jemele Hill  
  ESPN
- Tara Tesimu  
  Regional Editor, Patch
- Tracy Van Slyke  
  The Media Consortium
- Kathy Kieliszewski  
  Detroit Free Press
- Ari Adler  
  Communications Director, Press Secretary of MI House Speaker
- Robin Miner-Swartz  
  Capital Region Community Foundation
- Dante Chinni  
  Director of Patchwork Nation
- Charles Robinson  
  investigative reporter, Yahoo! Sports
- Joaquin Sapien  
  ProPublica
- Jason Carr  
  FOX 2
- Mackenzie Wilson  
  NBCOlympics.com
- Alicia Nails  
  Wayne State University, Journalism Institute for Media Diversity
- Vickie Thomas  
  WWJ News Radio
Our recent Spartan Sports Journalism Classic was a day filled with high profile alumni who talked in classes, participated in a speed-coaching sessions with multiple students, were in public two panel sessions that were aired on WKAR and a dinner. They offered students internships and job possibilities on the spot. And, they gave very positive feedback on the curriculum.

Alumni are involved with our curriculum development in formal and informal ways. They are a vital component of our JRN Internship Program and the CAS Career Advising program. Alumni in the capacity of internship supervisors offer feedback in surveys about their intern's preparedness. They participate with the annual CAS Speed Networking (similar to Speed Dating) where students show their CVs and talk with many alumni about career
prospects. After meeting with students and examining their CVs, alumni give us feedback on the readiness of our students to be successful in the industry.

Alumni have worked with the School as instructors and academic staff, served on the Michigan Journalism Hall of Fame committee, are instructors and judges for the Michigan Interscholastic Press Association and as judges for the international Society of News Design College Design contest, among other things. As the Director visits alumni throughout the year, she talks about the program and proposed revisions and asks for alumni opinions. In addition, she makes a point to ask all recruiters, who visit the School, many of whom are alumni, about their experiences with our student interns and interns generally, and what they are experiencing in the industry.

Journalism alumni serve on the College of Communication Arts and Sciences (CAS) Advisory Board. These alumni meet twice a year to discuss the direction of the College and its departments. Recent journalism alumni on the CAS Advisory Board include the following:

Tricia Coyle, Owner and President, Coyle Creative Solutions
Valerie Dolenga, Corporate Communications Manager, PulteGroup, Inc.
Nancy Crawley, Business Editor, Grand Rapids Press
Erika Myers, Project Manager, Stryker

The College hosts several annual events for alumni, one of which is the CAS Celebrations Banquet. Many School of Journalism alumni are regularly recognized as CAS Outstanding Alumni and are honored at this banquet every spring (http://www.cas.msu.edu/celebration). The Director and others nominate alumni and the CAS Advisory Board reviews the nomination packets to choose recipients. Two 2013 recipients included Chris D’Arienzo, writer and producer of “Rock of Ages,” the Tony-nominated Broadway musical and movie starring Tom Cruise; and M.L. Elrick, EMMY and Pulitzer Prize-winning journalist of the Detroit Free Press for investigative reporting of former Detroit mayor Kwame Kilpatrick. (Journalism also successfully nominated the Beverly Burns as the Honorary Alumni awardee and Journalism faculty member Karl Gude won the Faculty Impact Award in 2013.) A list of Journalism CAS Outstanding Alumni is included in the roster of Distinguished Alumni in Standard 9, Question 7.

Other alumni served on the School of Journalism Centennial Committee. The Director met with the Centennial Committee several times and reported on School activities and curriculum development. These alumni offered opinions as the faculty revised curriculum, helped personally to achieve the new Second Century J-School Endowment and made contacts to other alumni for a banner year in fundraising. The Centennial Committee is listed on the following page.

Alumni are visited throughout the year and are generous in their support. It is in thanks to mostly alumni endowments and gifts that the School can offer students about $150,000 in scholarships annually and extra funds to offset business expenses. Available funds from endowments were about $350,000 this year.
The School of Journalism at Michigan State University’s College of Communication Arts & Sciences is pleased to announce the 2010 School of Journalism Centennial Committee, comprised of leading journalism alumni.

The establishment of the Centennial Committee demonstrates the importance of 100 Years of Journalism Education at Michigan State University, an investment from alumni in the School of Journalism, and a commitment to the next 100 years of journalism. The Centennial Committee consists of the following members:

- **Benjamin Burns**, Professor of Communications at Wayne State University
- **Beverly Burns**, Attorney and Counselor at Law, Miller, Canfield, Paddock, & Stone
- **Donald Dahlstrom**, Senior Communications Officer at C.S. Mott Foundation
- **Katherine Dahlstrom**, Instructor of Journalism at Oakland University
- **Karen Healy**, VP of Corporate Affairs & Marketing at Delphi
- **Larry Lee**, Former Vice President at Gongwer News
- **Joseph Serwach**, Media Relations at University of Michigan
- **Stanley Soffin**, Ombudsman at Michigan State University

The School of Journalism will be celebrating 100 Years of Journalism throughout 2010 and beyond with a series of lectures and a celebration weekend in October. To learn more about upcoming events, please visit [http://cas.msu.edu/modules.php?name=Pages&sp_id=1592](http://cas.msu.edu/modules.php?name=Pages&sp_id=1592).
March 30, 2012

Dear XXX,

The students who have majored in journalism always get very excited at this time of year—and not just the students who are graduating in a month!

This is the time when students receive news about scholarships—the result of your generosity and kindness that benefits them. Thank you for helping the next generation of hard-working students who are learning and earning a place in the industry in traditional positions or as entrepreneurial leaders. You would be proud of them.

Some scholarships help students who are having difficulties graduating on time and need financial support to continue their program. Other scholarships recognize students who have gone beyond their comfort zone to do outstanding work in courses, internships or other endeavors. It also means a great deal to students to know that someone cares about helping them, their success and the success of the industry.

Your thoughtfulness helps a great deal and is never taken for granted. Thank you.

Students are recognized for their work and awarded scholarships at the Student Awards Convocation on April 22 at 3 p.m., at the Kellogg Center on the campus of Michigan State University. We would be pleased and honored if you would like to attend the convocation.

If you think you will be able to attend, then please contact Margie Anderson in the School of Journalism by calling 517-343-6430 or emailing her at <anders186@msu.edu>, so that we know to expect you. We’d be delighted to introduce you to the students and their parents at the beginning of the convocation.

Even if you cannot attend, you should receive a thank-you note from the grateful student who was awarded your scholarship. If for some reason you don’t receive a thank-you note, then please give us a call and we will rectify the situation. It is usually a case of an incorrect address.

Mostly, I want to say, “thank you,” again. We are greatly appreciative of your support of students, especially in these difficult economic times. Your kindness has a reverberating effect that will be remembered and repeated by students in the many years ahead.

Sincerely,

Lucinda D. Davenport, Ph.D.
Professor and Director
MARK YOUR CALENDAR FOR SEPT. 16

“Imported from China,” a half-hour documentary, will be shown on Sept. 16 from 6 to 8 p.m. at the Com Arts & Sciences Building (404 Wilson Rd.), Room 145.

This documentary, created by a team of journalism and other Comm Arts students and led by Academic Specialist Troy Hale and Associate Professor Geri Zeldes Alumit, follows several Chinese international students who are grappling with finding a place at MSU and within the larger U.S. context. The film demonstrates how relationships are nurtured and shaped across cultural boundaries. “Imported from China” is also a snapshot of the largest demographic shift in the university's history.

In 2006, only 96 undergraduate students at MSU were from China. This fall, the numbers are expected to soar to more than 4,000 or 13 percent of the undergrad population. This means one out of eight undergrads will be from China.

MSU is not alone. Colleges and universities throughout the country are seeing an influx of students from China. Of the top 20 universities with the largest number of Chinese international students, eight are from the Big Ten.
J-SCHOOL ALUMNI

Do you have a new job or some exciting news related to your career? We'd love to know about it and share it with others. Be sure to tell us when you graduated and your degree.
Email jschool@msu.edu.

Jim Kavanagh, BA, ’85, is Now Desk editor at CNN. He previously was a writer at CNN.com and copy desk chief at the Akron Beacon Journal.

Gary M. Cates, BA, ’81, has been elected to the Board of Directors for Rurban Financial Services Corporation, a publicly-traded Defiance (Ohio)-based bank holding company. Cates is an executive with the ProMedica Health System in Toledo, serving as the President of the ProMedica Defiance Regional Hospital and the ProMedica Transportation Network (the system's air and ground medical transportation company). He also recently opened Kaitlyn's Cottage, a donor-funded not-for-profit respite center in Northwest Ohio for children and young adults with special needs.

Marilyn King, BA, ’10, is now Marketing Coordinator at Qualigence International in Northville, Mich.

Lindsay Machak, BA, ’09, has moved from the Times of Northwest Indiana to Washington, D.C., to be assistant editor of two Hanley Wood trade publications: Multifamily Executive magazine and Apartment Finance Today.

Dan Austin, BA, ’83, has a new book out, "Forgotten Landmarks of Detroit." His first book was "Lost Detroit: Stories Behind the Motor City's Majestic Ruins." You can find them at HistoricDetroit.org.

Lauren Leigh, BA, ’12, will cover county government for The Pioneer in Big Rapids.

Heather (Lockwood) Jordan, BA ’10, has moved from the Petoskey News-Review, where she was director of new media content/staff writer, to the Saginaw News, where she is a reporter.

Jeremy Ver dusco, BA, ’98, has moved from The Detroit News to a new job as editor of National Driller magazine, a member of the BNP Media group.
Alex Mitchell, BA, ’12, begins his new job with MLive in Bay City on Jan. 2.

Tony Briscoe, BA, ’12, has been hired as a general assignment reporter by The Detroit News.

Jenny Raye, BA, ’12, has been hired as an editorial assistant in the Texas A&M Office of Graduate Studies' thesis department.

Jacob Kanclerz, BA, ’12, has been hired as the night time general assignment reporter for The Newark Advocate in Ohio.
The College of Communication Arts and Sciences has a global network of more than 49,000 alumni.

Our alumni help each other with job searching, career advice and networking. You’ll find Spartan spirit - and CAS connections - worldwide!

The College of Communication Arts and Sciences is committed to linking CAS alumni with one another, current students, and the college! Each year we hold several events around the world to bring together this distinguished group of spartans.
Part II, Standard 9

Assessment of Learning Outcomes

Key Points

- Learning outcomes assessment is continually examined and improvements to the student learning experience are enhanced through three direct measures (professional internship employer surveys, curriculum objectives assessment exercise, examinations and professional evaluations of capstone projects) and seven indirect measures (two surveys of recent graduates, intern assessment surveys, ACEJMC competencies course matrix review, students SIRS course evaluations, faculty course curriculum presentations and student professional awards).

- About 86 percent of the employers rated their School of Journalism permanent hires as exceptional or above average, and 83 percent rated the interns as exceptional or above average in comparison to interns from other programs.

- About 94 percent of student interns said they strongly agreed or agreed that they were prepared for the job market.

- Student professional awards are many for different beats, forms and media during the self-study period. In the 2012-2013 academic year, Spartans won prestigious awards that included the National Championship for Hearst National Radio News Broadcast, the international Society of News Design First Place Award for Magazine Apps, the national Society of Professional Journalists Mark of Excellence Award for Television Sports Photography, and five EMMYs for Newscast, General Assignment News, News Writing, Sports Coverage and Talent. Journalism majors won three first places in the MSU University Undergraduate Research and Arts Forum in 2013. Overall, students won more than 300 awards from 2008 to 2013 (almost 130 in 2012 and 2013 alone).

- Capstone course student projects won top national awards judged by high-profile professionals from the industry. An instructor for a capstone course project also won an AEJMC Best Practices in Teaching with Tools and Technology award, judged by peer AEJMC professional educators.
Part II, Standard 9. Assessment of Learning Outcomes

1. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

Our goals for student learning are congruent with those professional values and competencies in the ACEJMC handbook, 2012-2013 edition, on pages 14-15. These goals were incorporated into the School’s assessment plan created in 2006, adopted in 2007 and subsequently revised in 2012. The School’s definition of goals for learning is on pages 1 – 2 of the Plan found in the Appendices.

In addition, the University has established Liberal Learning Goals for all of its graduates: analytical thinking, cultural understanding, effective communication, effective citizenship and integrated reasoning. The Director of the School was a member of the committee that identified and promoted these goals, found online at: http://undergrad.msu.edu/learning. (See also Standard 2 materials in the workroom.)

2. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Michigan State University’s School of Journalism is well networked through our alumni and through media professionals inside and outside the state of Michigan. We rely on the insights, suggestions and observations of these professionals both formally and informally. Professional opinions are a constant and integral part of assessment.

Professionals are regularly involved as supervisors of School interns and they provide feedback in surveys about student intern preparedness and a comparison of MSU interns to other interns. These aggregated responses are an important direct measure of how well our students are prepared.

Intern employers and recruiters who regularly come to campus are asked in each visit about student interviewing skills, preparedness, work ethic and their views on the industry. They have high praise for our students and state they take the time and expense of an annual recruiting visit because of the quality of students.

Alumni are frequent visitors for informal visits and as class guest speakers and as headliners for panels, endowed lectures and special events. We solicit their opinions on their perception of student knowledge and training levels, often based on one-on-one discussions with students and on class discussions. We aggressively discuss our curriculum and students with visiting alumni and professions for feedback. Furthermore, we solicit their feedback on the curriculum when we visit alumni and donors.

Professionals also judge student awards. Alumni professionals offer feedback in recent graduate surveys about their training and preparedness for the industry.
It should also be noted that the Director, the Internship Coordinator and faculty regularly receive unsolicited emails from professionals - internship supervisors or new employers - lauding students' or new employees' work.

3. **Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc.**

Quantitative direct assessment measures of student professional competencies are obtained through the curriculum objectives assessment exercise and the employer internship survey. A third quantitative, but indirect measure of these competencies is a survey of student interns. Other assessment measures are also summarized in this response.

The instruments and the full reports of the three quantitative assessments are provided in the Standard 9 appendices:

- Curriculum Objectives Assessment Exercise (1a)
- Student Assessment with Percentages of Students Giving Correct Responses (1b)
- Intern Assessment (2a)
- Internship Survey Report (2b)
- Survey Results Interns (Mean Scores Over Time)
- Employer Intern Assessment (3a)
- Intern Employer Survey Report (3b)
- Intern Employer Survey (Mean Scores Over Time)

**Curriculum Objectives Assessment (direct measure)**

*Method:* The assessment exercise (developed with models provided by other accredited programs) was developed on Survey Monkey. A cover letter, the link to the survey and the promise of a Dairy Store ice cream coupon for completed surveys was emailed to two student groups during the last three weeks of March. Follow-up requests were also emailed. A New Student Group consisted of 101 students new to the program who had taken fewer than 12 credits at MSU. A second, Outgoing/Graduating Student Group consisted of 75 students advanced enough in their program to apply for graduation. The response rate to the survey was consistent with mail surveys generally, with 28 students from the New Student Group and 21 from the Outgoing Student Group participating.

The assessment exercise asked students to answer 54 questions grouped into the professional competency areas specified in the Journalism and Mass Communications Accreditation Handbook, 2012-2013 edition. The number of questions in each area ranged from 2 to 9.
The percentage of the two groups answering each question correctly was computed and is specified in the columns of the exercise. In addition, the percentage of the two groups answering each question correctly in each competency area was computed. Of particular interest, of course, is whether the percentage of students giving correct answers in the Outgoing Student Group exceeded the percentage of students giving correct answers in the New Student Group for the exercise overall and for each of the competency areas.

**Results:** This was the case. Overall, a greater percentage of students in the Outgoing/Graduating Student group answered questions correctly compared to the New Student group, often (but not always) by wide margins. Specifically, the Outgoing Student group had a higher percentage of students answering correctly on 80 percent of the 54 questions. In all competency areas, a higher percentage of students in the Outgoing Student Group answered questions correctly compared to those in the New Student Group. The table below gives the percentage of questions in each competency area that were answered correctly by more outgoing students than incoming students.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Percent of Questions Answered Correctly By More Outgoing Students Than Incoming Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press Freedom (Q=9)</td>
<td>89%</td>
</tr>
<tr>
<td>Historical Context (Q=4)</td>
<td>75%</td>
</tr>
<tr>
<td>Diversity (Q=6)</td>
<td>67%</td>
</tr>
<tr>
<td>Applying Theories (Q=4)</td>
<td>75%</td>
</tr>
<tr>
<td>Ethical Thinking (Q=8)</td>
<td>75%</td>
</tr>
<tr>
<td>Creative Thinking (Q=2)</td>
<td>100%</td>
</tr>
<tr>
<td>Using Research (Q=4)</td>
<td>75%</td>
</tr>
<tr>
<td>Clear/Accurate Writing (Q=5)</td>
<td>80%</td>
</tr>
<tr>
<td>Critical Self-Evaluation (Q=5)</td>
<td>80%</td>
</tr>
<tr>
<td>Understanding Data (Q=4)</td>
<td>75%</td>
</tr>
<tr>
<td>Using Technology (Q=3)</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Survey of Internship Employers (direct measure)**

*Method:* Professionals are involved in our assessment efforts through surveys sent to internship supervisors every semester. The surveys focus on a set of general and specific work-related skills and our students’ job performance relative to interns from other schools.

*Results:* Overall, professionals feel that their interns from the School of Journalism perform well at their jobs, suggesting that the curriculum and student experience have prepared
students for success in the industry. Especially relevant is that some 83 percent of the professionals, the supervisors of School of Journalism interns, rated the interns as exceptional (19 percent) or above average (64 percent) in comparison to interns from other program. Some 86 percent of the employers rated their School of Journalism permanent hires as exceptional (29 percent) or above average (57 percent).

More specifically, the professionals rated School of Journalism interns on a 1 to 5 scale in which 1 was exceptional and 5 was unsatisfactory. For eight of nine skill sets probed, ratings ranged from 1.77 to 1.99. The lowest rating was 2.03 on that scale. Directly below is the relevant table of findings from this report of the Professional Employer Evaluation of MSU Student Interns.

<table>
<thead>
<tr>
<th>Overall Comparisons</th>
<th>Exceptional</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Comparison</td>
<td>19%</td>
<td>64%</td>
<td>16%</td>
<td>1%</td>
<td>0%</td>
<td>1.99</td>
</tr>
<tr>
<td>MSU Employee</td>
<td>29%</td>
<td>57%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>1.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Work Skills</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Consistency</td>
<td>64%</td>
<td>34%</td>
<td>2%</td>
<td>0%</td>
<td>NA</td>
<td>1.37</td>
</tr>
<tr>
<td>Student Work Ethic</td>
<td>36%</td>
<td>51%</td>
<td>13%</td>
<td>1%</td>
<td>0%</td>
<td>1.78</td>
</tr>
<tr>
<td>Student Professionalism</td>
<td>37%</td>
<td>50%</td>
<td>13%</td>
<td>1%</td>
<td>0%</td>
<td>1.77</td>
</tr>
<tr>
<td>Student Performance</td>
<td>28%</td>
<td>55%</td>
<td>16%</td>
<td>1%</td>
<td>0%</td>
<td>1.89</td>
</tr>
<tr>
<td>Student Career Potential</td>
<td>33%</td>
<td>54%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
<td>1.80</td>
</tr>
<tr>
<td>Possible Employee</td>
<td>34%</td>
<td>50%</td>
<td>14%</td>
<td>2%</td>
<td>0%</td>
<td>1.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Skill Sets</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Skills</td>
<td>26%</td>
<td>45%</td>
<td>28%</td>
<td>1%</td>
<td>0%</td>
<td>2.03</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>25%</td>
<td>53%</td>
<td>19%</td>
<td>2%</td>
<td>1%</td>
<td>1.99</td>
</tr>
<tr>
<td>Workplace Skills</td>
<td>35%</td>
<td>51%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>1.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOJ Efforts</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Office</td>
<td>26%</td>
<td>54%</td>
<td>15%</td>
<td>3%</td>
<td>2%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*Trends*: The responses from the professionals, internship supervisors, were analyzed over time from the prior self-study time period, 2005-2007, to 2012. All were good scores, although five of the 22 items either remained the same or did not improve. These five varied only one-tenths or two-tenths of a point.
Survey of Student Interns (indirect measure)

Method: The School surveys students each semester to assess their internship experiences taken for credit, focusing on how the internship prepared them for professional careers. Several standardized questions provide the School with continuing guidance on how our curriculum and the internship program can better prepare students for professional experiences.

Results: The following summary is directly relevant for this report and data from the survey conclude this section.

One question asked students to rate their level of preparation for the internship. In other words, how well did their training in courses taken in the School enable them to function well on a job? Some 73 percent of the students said their preparation was exceptional (20 percent) or above average (53 percent). The overall mean on this item was 2.1 on a scale in which 1 was the best rating and 5 the worst rating.

A second question asked the students to assess how well the courses they were taking connected with their job experiences. Some 70 percent said they strongly agreed (20 percent) or agreed (49 percent) that they saw that connection. The overall mean on this item was 2.2.

A third question asked students to rate the School’s internship efforts. Some 76 percent of students rated such effort as exceptional (30 percent) or above average (46 percent). The mean on this item was 2.0.

Overall, results from this assessment show that the School runs an effective educational program that meets the goal of preparing students with professional skills they need for their internships. More broadly, the internship program itself adds value to the education of our students. This is evident by the numerous ratings of 1 and 2 given (1=exceptional or strongly agree; and 2=above average or agree response categories). Few students gave ratings of 4 or 5 for any of the questions (4=below average or disagree; and 5=unsatisfactory or strongly disagree response categories). As always, however, improvements are a goal and the full report includes recommendations. Data from this survey are directly below.

Table 1: General Background Questions

<table>
<thead>
<tr>
<th></th>
<th>Exceptional</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Preparation</td>
<td>20%</td>
<td>53%</td>
<td>26%</td>
<td>1%</td>
<td>0%</td>
<td>2.1</td>
</tr>
<tr>
<td>J-School Efforts</td>
<td>30%</td>
<td>46%</td>
<td>22%</td>
<td>2%</td>
<td>1%</td>
<td>2.0</td>
</tr>
</tbody>
</table>
### Table 2: Career Development

<table>
<thead>
<tr>
<th>Career Development</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Market Preparation</td>
<td>51%</td>
<td>43%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>1.6</td>
</tr>
<tr>
<td>Clarify Career Goals</td>
<td>40%</td>
<td>44%</td>
<td>14%</td>
<td>1%</td>
<td>1%</td>
<td>1.7</td>
</tr>
<tr>
<td>Assess Strengths</td>
<td>40%</td>
<td>55%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
<td>1.7</td>
</tr>
<tr>
<td>Assess Weaknesses</td>
<td>32%</td>
<td>57%</td>
<td>10%</td>
<td>1%</td>
<td>0%</td>
<td>1.8</td>
</tr>
<tr>
<td>Class/Workplace Connect</td>
<td>20%</td>
<td>49%</td>
<td>23%</td>
<td>8%</td>
<td>0%</td>
<td>2.2</td>
</tr>
<tr>
<td>Launch Career</td>
<td>49%</td>
<td>43%</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>1.6</td>
</tr>
</tbody>
</table>

### Table 3: Internship Impact

<table>
<thead>
<tr>
<th>Internship Impact</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>27%</td>
<td>54%</td>
<td>17%</td>
<td>2%</td>
<td>0%</td>
<td>1.9</td>
</tr>
<tr>
<td>Research Skills</td>
<td>47%</td>
<td>45%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
<td>1.6</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>32%</td>
<td>43%</td>
<td>18%</td>
<td>7%</td>
<td>0%</td>
<td>2.0</td>
</tr>
<tr>
<td>Team Work</td>
<td>29%</td>
<td>45%</td>
<td>22%</td>
<td>4%</td>
<td>1%</td>
<td>2.0</td>
</tr>
<tr>
<td>Issues Knowledge</td>
<td>34%</td>
<td>39%</td>
<td>20%</td>
<td>7%</td>
<td>1%</td>
<td>2.0</td>
</tr>
<tr>
<td>Verbal Skills</td>
<td>44%</td>
<td>42%</td>
<td>13%</td>
<td>2%</td>
<td>0%</td>
<td>1.7</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>35%</td>
<td>43%</td>
<td>17%</td>
<td>5%</td>
<td>1%</td>
<td>1.9</td>
</tr>
<tr>
<td>News Judgment</td>
<td>26%</td>
<td>45%</td>
<td>23%</td>
<td>5%</td>
<td>1%</td>
<td>2.1</td>
</tr>
<tr>
<td>Multi-Task</td>
<td>49%</td>
<td>42%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
<td>1.6</td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>39%</td>
<td>47%</td>
<td>11%</td>
<td>3%</td>
<td>1%</td>
<td>1.8</td>
</tr>
<tr>
<td>Organization Skills</td>
<td>34%</td>
<td>41%</td>
<td>24%</td>
<td>1%</td>
<td>0%</td>
<td>1.9</td>
</tr>
<tr>
<td>Professional Demeanor</td>
<td>48%</td>
<td>41%</td>
<td>9%</td>
<td>1%</td>
<td>1%</td>
<td>1.6</td>
</tr>
<tr>
<td>Job Expectations</td>
<td>49%</td>
<td>46%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
<td>1.6</td>
</tr>
</tbody>
</table>

**Trends:** The results from the Employer Intern Survey were analyzed over time during the self-study period (2008-2009 to 2012). The scores were very good overall and improved in all 12 areas.

### Professional Assessment of Student Capstone Course (direct measure)

All journalism majors must take JRN 400, Spartan Online Newsroom. This capstone course has two primary goals: to hone the students’ professional-level skills and to apply those skills in a professional-level publication.

Since fall of 2012, the sections of the course are scheduled simultaneously so all students are exposed to instructors with different skill-expertise strengths. Moreover, a general topic is selected for each section and students are assigned to a section that suits their skills and interests. Once assigned a section, students report stories with more depth and in
collaboration with other students. In addition to traditional journalistic information-gathering methods, students explore topics using social media. Students are heavily exposed to digital storytelling skills and alternative story forms and trends in journalism.


During the previous spring semester of 2012, students researched, wrote and produced The New Bullying: How Social Media, Social Exclusion, Laws and Suicide Change Bullying and What Can Be Done about It that is available as a printed book, e-book and website (http://news.jm.msu.edu/bullying/). Students gathered information from interviews, speakers and Google searches. Another section of the course researched, wrote and produced The Ave, a documentary on revitalizing businesses in downtown Lansing (http://theave.us). Other students researched, wrote and produced 868 Chinese, a documentary on Chinese international students at MSU (http://j-school.jrn.msu.edu/868china/).

These student capstone projects won national and international awards that were evaluated by high-profile professionals. The same projects won multiple awards, so judges for different competitions concurred. (These are in the student award list at the end of Standard 2.)

National and MSU Survey of Recent Graduates/Alumni (indirect measure)

Method: The School participates in the Annual Survey of Journalism & Mass Communication Graduates conducted by Lee Backer et. al., at the Grady School at the University of Georgia. These data assess job offers, employment, and communication-employment status of alumni six months after graduation. Each year the School asks for the responses of MSU students to analyze and compare with the national average. The most recent findings are for 2011 graduates.

Results: Job offers: More MSU School of Journalism graduates than the national average had job offers. School of Journalism graduates reported that 76 percent received at least one job offer before graduation, compared to the national average of 73 percent.

Employment status: MSU School of Journalism graduates report that about 50 percent had full-time jobs and another 19 percent had part-time jobs, compared to the national average of 53 percent who had full-time jobs and another 18 percent who had part-time jobs. Additional data would show if students chose to immediately enter the job market after graduation or took time off or continued their education in graduate school.
Communication Careers: School of Journalism graduates were more likely than graduates generally to find work in the communications field. Some 64.8 percent of School of Journalism respondents reported such jobs; about 54.8 percent did in the national survey.

CAS Surveys of MSU Journalism Recent Graduates/Alumni (indirect measure)

*Method:* The College surveys alumni the year following their graduation with several follow-up requests throughout the year. Questions include their status on full-time jobs, post-graduate internships and if they were doing work on target with their career plans.

*Results:* Directly-related career path: Recent graduates reported that they were working in a capacity that directly related to their career path, increasing from 69 percent in 2008 to 92 percent in 2012, with a nearly steady increase in the intervening years.

Full-time jobs and internships: These alumni reported an increased from 60 percent in 2008 to 78 percent in 2012.

ACEJMC Competencies Matrix (indirect measure)

Faculty members were asked to review the depth of each ACEJMC competency in their courses. The data was put into a metric. The results indicate that students completing the journalism major learn these values and competencies in numerous ways. The ACEJMC course survey matrix were presented and discussed more fully in Standard 2, Question 2.

SIRS Evaluations by Current Students (indirect measure)

Students are given SIRS (Student Instructional Rating System) evaluations in the final and following weeks of each semester. These are online, beginning Fall 2012. The Director of the School reviews them. Before Fall 2012, they were made available to faculty and after Fall 2012, they are available online to faculty at anytime after grades are turned in. SIRS surveys give instructors and the director a sense of the students’ perception of a class and their learning experience. Feedback can identify instructors’ strengths and weaknesses in leading the course.

Faculty Course Presentations (indirect measure)

Faculty members present their courses—objectives, formats and goals—to colleagues in faculty meetings. The curriculum is a stair-step format, for the most part, as upper-level courses build on the solid foundations of lower-level courses. Thus, as faculty change leadership of courses and new faculty come aboard, it is necessary to assess expectations in the fundamental courses and prerequisites for the more advanced courses.
Student Awards (indirect measure)

School of Journalism students have increased the number of professional awards and honors won from 2008 to 2012. These awards are for different types of stories and beats, different formats and for different media. Most are prestigious state, regional and national awards. Journalism students are also recognized through University awards and honors.

Spiraling Upward toward Improved Student Learning and Enhanced Student Experiences

Aggregated assessment findings indicate that MSU is on track for training students to be successful journalists:

• The experience of journalism students in the curriculum improves their knowledge in the ACEJMC competency area above the knowledge with which they entered the program.
• Employers of journalism interns find them above average or exceptional.
• Student interns find their programs relevant to their internship experiences.
• Capstone course projects show journalism students to take innovative and exciting approaches to journalism.
• Journalism students obtain high-profile awards, honors and internships.
• Journalism graduates have good success in obtaining employment relevant to their education.
• Journalism graduates are successful in the marketplace compared to peers nationally.

However, we are never satisfied and constantly seek ways to improve student learning and enhance the student experience. Changes in the curriculum and in the student experience converge from many arenas, such as University, College and School initiatives; assessment measures; discussions with faculty, alumni, professionals, current and prospective students and their parents; experiences of new faculty; and importantly, an evolving industry.

Specific changes that were made to improve student learning, achieve better training and enhance the student experience since the last self-study are the following. These are a few among other initiatives that have been successful or not-so-great.

Curriculum Revision

A significant revision of the curriculum was determined in 2009 and implemented in 2010. We found that students chose MSU for its journalism program, but were frustrated they had to wait to take JRN classes. Students are now able to take JRN courses immediately when they step on campus instead of waiting two years. Professionals, alumni and internship supervisors expected students to be multimedia mavens. Thus, multimedia and visual communication is now more prominent in core and required courses. Alumni told us they were getting their dream jobs of covering sports, but wished they were more prepared for this area. A result is that the curriculum includes three sports journalism courses that are highly successful. The evolving industry and faculty insisted that entrepreneurial courses were important. In response, we included a creative and entrepreneurial course. Students
and internship supervisors told us they wanted more emphasis on creativity and technology, but also journalism. We quit trying to smush everything into one course and redeployed resources to hire instructors to teach one-credit prerequisite software courses in the College creative media curriculum so that students walking into journalism courses were already equipped with the needed tools. Recent assessment measures show that this curriculum revision has been successful overall.

“Real Journalism” Production and Relevance to the Profession

Recruiters wanted to see more student professional work. Students indicated they felt their time writing class papers and producing visual journalism for class exercises was not as effective as it could be. We also saw this in two student survey items, on improving on connecting course content and its relevance to the profession, that needed improvement. The combination of these needs meant now we offer MSU journalism to a larger, public audience. Thus, the required course, JRN 300, Reporting and Writing II, was significantly remodeled from a course that focused on writing print stories to one in which groups of students cover different local communities and produce their edited written, audio and visual (information graphics, photos, videos, podcasts) stories online. This also serves as civic engagement. Community boards are now accustomed to seeing our students at meetings and chambers of commerce link to our 13 public affairs websites (listed at http://news.jrn.msu.edu). Furthermore, students can now show this published work to prospective employers (and parents and prospective students).

Capstone Course (twice)

This initiative is similar to the reason behind the transformation of JRN 300. Professionals and alumni could not find students’ work. Many students said they did not have a major project in hand to show prospective employers. Survey respondents also said they felt there was a lack of closure to their MSU program in making course content relevant and connecting course content to the industry. In the past, the required courses were foundational. Adding a required capstone class was new. The goal was for students to pool their talents and work together, as in a newsroom, to produce great journalism. This was a step in the right direction, but not enough. In sum, students complained that they couldn’t build on their area of expertise because they all had to conform to their instructor’s area of proficiency, such as print or photo or documentary, depending on the section in which they enrolled. The award-winning product captured the interest and excitement of some students, but not others. We went back to the drawing board. Now all of the sections of the capstone class meet at the same time with four different faculty knowledgeable in journalism overall while being experts in specific areas, such as print, design, visual communication (photography, video and audio, information graphics) and online. Students choose the faculty member who can further challenge and hone their skills. From its first semester, the capstone course attracted high-profile awards for investigative reporting stories and visual journalism for students individually, but also for the collective production of interactive magazine apps and multimedia websites.

From English Proficiency Exam to Grammar Readiness

Frustrated students complained that our English Proficiency Exam was not very efficient. Meanwhile, assessment measures reflected, and professionals emphasized, that interns and young journalists need better writing skills. A gossamer connection was the English
Proficiency Exam required of all students wanting to enroll in JRN 200 as a premajor. The School handed over the administration of this exam to the Office of Student Advising years ago and was no longer appropriately engaged. Questions were out-of-date and included some AP style, which students were not expected to know as a premajor. The exam was a paper-and-bubble sheet with multiple choice responses. It was not helpful to students who simply received their scores by email, but needed feedback on what they missed and references for help to improve their scores if they took it again.

Development of the new Grammar Readiness Quiz included both faculty and students, and took a year to develop, test and put online in March 2012. The Grammar Readiness Quiz is an online, self-paced database of questions divided into the areas of punctuation, subject-verb agreement, possessives and plurals, parallel form, modifiers and grammar and spelling. Students must achieve 100 percent in a section before proceeding to the next one. Students receive immediate feedback on grammar rules for each question and a comprehensive score. Anecdotal information indicates this test is an improvement over the old, but we will assess its benefits after a year.

Student Awareness of Issues in the World

Faculty were surprised that student survey respondents said they were not as aware of news and issues as they should be, and they needed better connections of course content to the industry and of course content relevance to the profession. Faculty noted that they bring in guest speakers, have current events quizzes and urge students to attend to news media. Thus, faculty were encouraged to participate in The New York Times and the USA TODAY programs with the University that give faculty and students free access to printed and online news when these news media are required or recommended in the course syllabus. Faculty agreed to make a pointed effort to talk regularly about events and issues happening in the world and to connect the news media content and product to their particular classes.

Not-So-Great

We strive for student achievement, and almost take it personally when we see students try, but don’t succeed. Student who failed the basic courses sometimes told faculty and advisors that they just couldn’t get the hang of news judgment and journalism style. Thus, coordinators and instructors of the core courses, JRN 200 and JRN 300, implemented regular help sessions at different times during the semester. Yet, students who needed help did not attend. We are still working to motivate students to attend and timing sessions to better fit their schedules.

4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.

Campus media are not under School of Journalism control.

Focal Point is a television news show, however, made up of students in JRN 406 and volunteers who work on the show as an extracurricular activity. Focal Point has won national
and regional awards, such as SPJ Mark of Excellence, EMMYs, and the National and Michigan Association of Broadcasters.

Capital News Service is a syndicated service and course (JRN 420) covering the capital of Michigan for about 25 paying news organizations. CNS has won the Ben East Award from Michigan United Conservation Clubs for coverage of environmental, outdoor recreation and natural resource issues and its students have won individual Association of Capital Reporters & Editors (Capital Beat) Awards and other awards for their reporting and writing.

GreatLakesEcho.com includes student coverage of environment issues that have won top honors for the national and Michigan SPJ Mark of Excellence Awards and Hearst Foundation Awards.

These awards are included in the list of student awards at the end of Standard 2.

5. Discuss awards won by the unit’s students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit’s majors.

Overall, our students have gained increased international, national, regional and state award recognition since the last accreditation site visit. These awards are for reporting, writing, audio and visual communication for both traditional and innovative multimedia. They have also won competitive scholarships. Awards totaled a minimum of 303 awards from 2008 to early summer 2013: 69 (so far in 2013), 59 (2012), 48 (2011), 54 (2010), 40 (2009) and 32 (2008). The list of student awards appears at the end of Standard 2.

6. List by specialty each member of the graduating class of three years ago and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.

The Alumni Office for the College of Communication Arts and Sciences collects data on alumni job status and employer, and provided this information on graduates of the class of 2010. Their list comes from surveys of alumni it conducts annually. The one for 2010 includes 62 alumni who responded from that journalism class.

Names were then checked with more recent sources for their most current employment status as of 2013. The list of those graduates, their most current job titles and most current employers are listed on the next pages.
# 2010 School of Journalism Graduates

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Company/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Jane Elizabeth</td>
<td>Freelance writer</td>
<td></td>
</tr>
<tr>
<td>Alexanian, Berj Michael</td>
<td>Account Executive/ P.R.</td>
<td>Weber Shandwick (PR)</td>
</tr>
<tr>
<td>Anderson, Whitney Marie</td>
<td>Account Coordinator, Health and Social Marketing</td>
<td>Porter Novelli Communications</td>
</tr>
<tr>
<td>Battersby, Helen Buckley</td>
<td>Associate Communications Writer</td>
<td>Blue Cross Blue Shield of Michigan</td>
</tr>
<tr>
<td>Beeby, Harrison</td>
<td>Sports Director</td>
<td>WPBN-WTOM</td>
</tr>
<tr>
<td>Boahene, Candace Gifty</td>
<td>Fashion PR Internship</td>
<td>Ill-la-la Designs</td>
</tr>
<tr>
<td>Bond, Vincent Craig</td>
<td>General Assignments Reporter</td>
<td>Automotive News</td>
</tr>
<tr>
<td>Braniecki, Amanda Renee</td>
<td>Account Assistant</td>
<td>Identity Marketing &amp; Public Relations</td>
</tr>
<tr>
<td>Clonan, Ashley Ann</td>
<td>Marketing Specialist</td>
<td>Beene Garter LLP</td>
</tr>
<tr>
<td>Crechiolo, Michelle Lynn</td>
<td>Manager of Content</td>
<td>Pittsburgh Penguins (PR &amp; Comm)</td>
</tr>
<tr>
<td>Cumbers, Marissa Jayne</td>
<td>6th Grade Reading Teacher</td>
<td>Strive Preparatory Schools</td>
</tr>
<tr>
<td>Difilippo, Alexander Daniel</td>
<td>Rampage Media Relations Coordinator</td>
<td>Spurs Sports &amp; Entertainment</td>
</tr>
<tr>
<td>Donnellon, Ryanne Evelyn</td>
<td>Media Planner</td>
<td>Digitas, Chicago</td>
</tr>
<tr>
<td>Dunlop, Christina Capoferi</td>
<td>Art &amp; Communications Professional</td>
<td>The Fountain Hill Center Grand Rapids</td>
</tr>
<tr>
<td>Dupnack, Jessica Marie</td>
<td>Webcast Producer</td>
<td>Spartan TV</td>
</tr>
<tr>
<td>Emmert, Hannah Elisabeth</td>
<td>Designer</td>
<td>Edelman, Chicago (graphic design)</td>
</tr>
<tr>
<td>Ermak, Lisa Marie</td>
<td>Reporter</td>
<td>Holland Sentinel</td>
</tr>
<tr>
<td>Farah, Renee Elizabeth</td>
<td>Pulse Digital Media Planner Intern</td>
<td>Team Detroit</td>
</tr>
<tr>
<td>Feldscher, Kyle Robert</td>
<td>Crime reporter</td>
<td>AnnArbor.com</td>
</tr>
<tr>
<td>Fifelski, Erika Lee</td>
<td>Staff Writer</td>
<td>Serendipity Media</td>
</tr>
<tr>
<td>Gregory, Bridgette Renee</td>
<td>Web Site Manager</td>
<td>St. Joseph County Economic Development Corp</td>
</tr>
<tr>
<td>Guenther, Heather Jean</td>
<td>Public Relations Specialist</td>
<td>Center for Healthcare Research &amp; Transformation</td>
</tr>
<tr>
<td>Harris, Nathan Paul</td>
<td>Resident Teacher</td>
<td>Western Kentucky University</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Organization</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Hart, Megan Elizabeth</td>
<td>Business reporter</td>
<td>Topeka Capital-Journal</td>
</tr>
<tr>
<td>Howell, Brandon Scott</td>
<td>Reporter</td>
<td>Mlive Media Group</td>
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<tr>
<td>Humes, Jenelle Sommer</td>
<td>Galaxy Instructor</td>
<td>PACE Education</td>
</tr>
<tr>
<td>Jackson, Veronica Lynn</td>
<td>Public Relations Account Exec</td>
<td>Peter A Mayer Advertising</td>
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<tr>
<td>Jay, Zachary McGarry</td>
<td>Photographer, Owner</td>
<td>Zjay Photography</td>
</tr>
<tr>
<td>Jordan, Heather Lockwood</td>
<td>Reporter</td>
<td>The Saginaw News</td>
</tr>
<tr>
<td>Kultz, Madalyn Claire</td>
<td>Communications &amp; Marketing Assoc</td>
<td>The Leona Group LLC</td>
</tr>
<tr>
<td>Keith, Timothy Dale</td>
<td>Missionary</td>
<td></td>
</tr>
<tr>
<td>Kelly, Emily Jane</td>
<td>Freelance writer</td>
<td></td>
</tr>
<tr>
<td>King, Marilyn Eileen</td>
<td>Marketing Coordinator, P. R.</td>
<td>Qualigence International</td>
</tr>
<tr>
<td>Knopp, Allison Elizabeth</td>
<td>Marketing Communications Spec</td>
<td>Graduate Programs at U of M Flint</td>
</tr>
<tr>
<td>Kruth, Cash Diener</td>
<td>Reporter</td>
<td>MLB Advanced Media</td>
</tr>
<tr>
<td>Larson, Erica Lynn</td>
<td>News Editor</td>
<td>The Horse</td>
</tr>
<tr>
<td>Laskowski, Brian Joseph</td>
<td>Photographer, Owner</td>
<td>Brian Laskowski Photography</td>
</tr>
<tr>
<td>Leppek, Kyle Conrad</td>
<td>Photojournalism Freelancer</td>
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<tr>
<td>Lipowski, Jessica Elyse</td>
<td>Amsterdam Local Expert</td>
<td>USA Travel Media Group</td>
</tr>
<tr>
<td>Mascaro, Christina Young</td>
<td>Creative Director/Corp Identity Specialist</td>
<td>The Bronze Finch (marketing &amp; advertising)</td>
</tr>
<tr>
<td>Maxwell, Colleen Catherine</td>
<td>Social Media Coordinator</td>
<td>Chicago White Sox</td>
</tr>
<tr>
<td>Mcevoy, Carolyn Elizabeth</td>
<td>Digital Sales Coordinator</td>
<td>Ivillage</td>
</tr>
<tr>
<td>Mikus, Matthew Nelson</td>
<td>Reporter</td>
<td>Post-Tribune</td>
</tr>
<tr>
<td>Mordowanec, Nicholas</td>
<td>Social Media Organizer</td>
<td>STI</td>
</tr>
<tr>
<td>Nowak, Joseph William</td>
<td>National Newsdesk Reporter</td>
<td>MLB Advanced Media</td>
</tr>
<tr>
<td>O’Conner, Bridgette Gregory</td>
<td>Writer, Editor, Marketer &amp; Designer</td>
<td>MIRS News</td>
</tr>
<tr>
<td>Olson, Aaron Chandler</td>
<td>User Experience Developer, Web Design</td>
<td>The Detroit News</td>
</tr>
<tr>
<td>Opsomer, Daniel Robert</td>
<td>Freelance Political Correspondent</td>
<td></td>
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<tr>
<td>Orlando, Jennifer Nicole</td>
<td>Communications Manager</td>
<td>MSU Comm and Brand Strategy</td>
</tr>
<tr>
<td>Perreault, Nicholas Charles</td>
<td>Reporter/Video journalist</td>
<td>WLNS, Lansing, MI</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Organization</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------</td>
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<tr>
<td>Piechowski, Amanda</td>
<td>Substitute teacher</td>
<td>Utica Schools</td>
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<td>Polan, Carole Angeline</td>
<td>Associate Producer</td>
<td>Current TV</td>
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<tr>
<td>Schmidt, Sarah Jo</td>
<td>Freelance Web Designer</td>
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<tr>
<td>Schultz, Danielle Kathryn</td>
<td>Media Designer</td>
<td>JWC Media</td>
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<tr>
<td>Simms, Ashley Obrien</td>
<td>HP PPS Partner Business Manager</td>
<td>Insight/PCM Chicago</td>
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<tr>
<td>Smith, Brittany Marie</td>
<td>Communications Specialist</td>
<td>Good Jobs Now Online Media</td>
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<tr>
<td>Struska, Andrew Peter</td>
<td>Writing and Editing Professional</td>
<td></td>
</tr>
<tr>
<td>Talley, Lauren Elizabeth</td>
<td>Production Assistant</td>
<td>Religion &amp; EthicsNewsweekly PBS</td>
</tr>
<tr>
<td>Terry, Nicquel Tranei</td>
<td>Reporter</td>
<td>Asbury Park Press</td>
</tr>
<tr>
<td>Trumble, Hailey Dale</td>
<td>Sales Specialist</td>
<td>Lowe's Home Improvement</td>
</tr>
<tr>
<td>Wallace, Darcy Nicole</td>
<td>Editor</td>
<td>Informa Research Svcs (Broadcast Media)</td>
</tr>
<tr>
<td>Zagata, Andrea Margaret</td>
<td>Visual Journalist</td>
<td>Detroit News</td>
</tr>
</tbody>
</table>

7. **List graduates who have established distinguished careers in journalism and mass communication.**

The School of Journalism has 6,648 JRN alums (5,725 are active, 762 are deceased, and 161 are lost to our records). The following pages list journalism undergraduate alumni who have distinguished themselves with solid careers in journalism and mass communication.
## OUTSTANDING ALUMNI

### Individual Pulitzer Prize Winners

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAMES, HOWARD</td>
<td>Midwest bureau chief</td>
<td>Christian Science Monitor</td>
</tr>
<tr>
<td>COOPER, RICHARD</td>
<td>Pulitzer Prize for National Reporting</td>
<td>Philadelphia Inquirer</td>
</tr>
<tr>
<td>MITZELFELD, JIM</td>
<td>Pulitzer Prize for Spot News Reporting Reporter</td>
<td>The Detroit News</td>
</tr>
<tr>
<td>MELCHIOR, ARIEL JR.</td>
<td>Pulitzer Prize for Beat Reporting Publisher</td>
<td>The Daily News, St. Thomas Virgin Island</td>
</tr>
</tbody>
</table>

### Michigan Journalism Hall of Fame Inductees

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Business</th>
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</thead>
<tbody>
<tr>
<td>ANGELO, FRANK</td>
<td>Managing editor</td>
<td>Detroit Free Press</td>
</tr>
<tr>
<td>ARNOLD, EDMND C.</td>
<td>Founder of modern newspaper design</td>
<td>Federated Newspapers</td>
</tr>
<tr>
<td>BAIRD, WILLARD</td>
<td>Lansing bureau chief</td>
<td>The Detroit News</td>
</tr>
<tr>
<td>BALL, DONALD</td>
<td>Reporter</td>
<td>The Detroit News</td>
</tr>
<tr>
<td>BURNS, BENJAMIN</td>
<td>Former executive editor</td>
<td>Wayne State University</td>
</tr>
<tr>
<td>CAIN, CHARLES III</td>
<td>Lansing bureau journalism professor</td>
<td>The Detroit New and Assoc. Press Detroit Bure</td>
</tr>
<tr>
<td>CARTER, L. SUSAN</td>
<td>Journalism Professor</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>COTE, WILLIAM</td>
<td>Retired Journalism Professor</td>
<td>Booth Newspapers</td>
</tr>
<tr>
<td>HOENSEHELL, DON</td>
<td>State Capitol Reporter</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>KULSEA, BILL</td>
<td>Lansing bureau chief</td>
<td>Booth Newspapers</td>
</tr>
<tr>
<td>MILLIMAN, RICHARD</td>
<td>President</td>
<td>Milliman Newspapers</td>
</tr>
<tr>
<td>MEYERS, BOB</td>
<td>Publisher</td>
<td>Lapeer County Press</td>
</tr>
<tr>
<td>OLMAN, GLORIA</td>
<td>Retired award winning HS JRN Advisor</td>
<td>Utica (MI) High School</td>
</tr>
<tr>
<td>RYAN, DAN</td>
<td>Publisher and editor</td>
<td>Kalamazoo Gazette</td>
</tr>
<tr>
<td>SCHRAM, HAL</td>
<td>Sports reporter</td>
<td>Detroit Free Press</td>
</tr>
<tr>
<td>SOFFIN, STAN</td>
<td>MSU Ombudsman, former director</td>
<td>MSU School of Journalism</td>
</tr>
<tr>
<td>STAFFORD, DALE</td>
<td>Publisher</td>
<td>The (Greenville) Dailyews</td>
</tr>
<tr>
<td>WEEKS, GEORGE</td>
<td>Political columnist</td>
<td>The Detroit News</td>
</tr>
</tbody>
</table>

### CAS Outstanding Alumni Award Winners

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Employment at time of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnol, Edmund C.</td>
<td>President</td>
<td>Arnold Consultants; Former President, Etaoi</td>
</tr>
<tr>
<td>Astrachan (Jacoby), Susan L.</td>
<td>Program Director</td>
<td>Center for Inquiry, New York City</td>
</tr>
<tr>
<td>Ball, Don Harold</td>
<td>Editor of Emeritus Michigan Living Magazine</td>
<td>Detroit News</td>
</tr>
<tr>
<td>Barnes, Leonard R</td>
<td>Vice President</td>
<td>Automobile Club of Michigan</td>
</tr>
<tr>
<td>Brandt, Ellis N. (Ned)</td>
<td>Owner &amp; President</td>
<td>The Rollin M. Gerstacker Foundation</td>
</tr>
<tr>
<td>Bransdorfer, Alfred R.</td>
<td>Managing Editor</td>
<td>Clare Sentinel, Inc.</td>
</tr>
<tr>
<td>Brown-Dunlap, Karen F.</td>
<td>Professor of Communications</td>
<td>The Poynter Institute for Media Studies</td>
</tr>
<tr>
<td>Bullard, Susan M.</td>
<td>Managing Editor</td>
<td>Detroit News</td>
</tr>
<tr>
<td>Burns, Benjamin</td>
<td>Professor of Communications</td>
<td>Wayne State University</td>
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<tr>
<td>Burton, Rodney L.</td>
<td>VP/Director of Retail Division</td>
<td>J. Walter Thompson; Former President, Burt</td>
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<td>Writer/Directo</td>
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<td>Associate General Counsel</td>
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<td>Hayhow, David T.</td>
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<td>Henning, Lynn G.</td>
<td>Sports Reporter/Columnist</td>
<td>Detroit News</td>
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<td>Managing Editor and Vice President of News</td>
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<td>GORDON, LINDSAY</td>
<td>Columnist</td>
<td>Columbia College</td>
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<td>Sportswriter</td>
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<td>Managing Editor of News</td>
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<td>Editor-in-chief (retired)</td>
<td>The Plain Dealer</td>
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<td>Editor at Crain’s Michigan Business</td>
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<td>Administrative Director, Mktg and Comm</td>
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<td>Hans, Casey M</td>
<td>Journalist</td>
<td>The Ann Arbor News</td>
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<td>Public Relations Executive (retired)</td>
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<td>Vice President/General Counsel</td>
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<td>Regional Rep at US Senate</td>
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<td>Senior VP-Public Relations</td>
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<td>Information Technologist I</td>
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<td>LACY, CYNTHIA (JACOBS)</td>
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<td>LEWIS, ROBERT</td>
<td>Retired Chief Washington correspondent</td>
<td>Minneapolis Star &amp; Tribune</td>
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<td>Consultant (outstanding alum award)</td>
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<td>Computer Graphic Artist</td>
<td>University of Detroit</td>
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<td>LUPO, MIKE</td>
<td>Reporter/editor</td>
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<td>PEPLOWSKI, TARA, D</td>
<td>Marketing And Sales Coordinator</td>
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<td>PETFEE, BARBARA, J</td>
<td>Chief Comm., Govt. Relations &amp; Advocacy</td>
<td>The Orange County Register</td>
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<td>PETRO, DAVID, PAUL</td>
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<td>The Washington DC Examiner</td>
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<td>PHELPS, MICHAEL, EDWARD</td>
<td>Manager Public Affairs</td>
<td>Cruise Line Intrl Association</td>
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<td>PHILLIPS, LAUREN</td>
<td>Senior Political Editor</td>
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<td>PIANIN, ERIC, STUART</td>
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<td>PICKLER, NEDRA</td>
<td>White House reporter, Washington Bureau</td>
<td>State of Michigan</td>
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<td>PIERCE, JULIE ANN</td>
<td>Office of Communications</td>
<td>Lawyers' Assistance Program</td>
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<td>PIPER VOSS, JANET, E</td>
<td>Executive Director</td>
<td>WDIV TV 4</td>
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<td>POMPEO, JOHN, LOUIS</td>
<td>Video Photo Journal</td>
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<td>POULSON, DAVID, K</td>
<td>Asc. Director, Knight Ct</td>
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<td>POWER, ELIZABETH, A</td>
<td>Project Manager, IT</td>
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<td>PRATT, DOUGLAS</td>
<td>Staff liaison</td>
<td>Kalamazoo Gazette</td>
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<td>Hill &amp; Knowlton and VP Communication GM</td>
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<td>PREUSS, JOHN C.</td>
<td>Executive Vice President</td>
<td>US Deptment of Justice IRM</td>
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<td>PRITCHARD, FAYE, EILEEN</td>
<td>Writer/Editor</td>
<td>Michigan League of Human Services</td>
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<td>PUTNAM, JUDITH, K</td>
<td>Communications Director</td>
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<td>PYS, DEBORAH, L</td>
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<td>RADDE, CHARLES, ALBERT</td>
<td>Supervisor-Inv Control Analysy</td>
<td>HomeForce Services</td>
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<td>READATT, ANNE, L</td>
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<td>REID, DANIEL, J</td>
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<td>VP of Legislative Affairs</td>
<td>Health Care Association of Michigan</td>
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<td>RITTER, BRAD, L</td>
<td>Media Consultant</td>
<td>Koinonia Media Services</td>
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<tr>
<td>ROBINSON, CHARLES</td>
<td>NFL beat reporter and columnist</td>
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<td>BAHOU, ALEXANDRA</td>
<td>Web producer</td>
<td>WXYZ-TV</td>
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<tr>
<td>BALASKOVITZ, ANDY</td>
<td>Managing Editor</td>
<td>City Pulse, Lansing, MI</td>
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<tr>
<td>BARNES, JORDAN</td>
<td>Market Associate</td>
<td>Erickson Research, Chicago</td>
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**Promising Alumni- graduating after 2007**

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<th>Name</th>
<th>Title</th>
<th>Business</th>
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<td>City Pulse, Lansing, MI</td>
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<td>Market Associate</td>
<td>Erickson Research, Chicago</td>
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<tr>
<td>Name</td>
<td>Position/Role</td>
<td>Company/Location</td>
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<td>BARTKOWIAK</td>
<td>Online News Editor</td>
<td>Post Newsweek - WDIV Local 4</td>
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<tr>
<td>BERMANT, MARTIN</td>
<td>Producer/Editor</td>
<td>Space Exploration Technologies</td>
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<td>BOBEDA, TRICIA</td>
<td>Web producer</td>
<td>Chicago Public Media</td>
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<tr>
<td>CAPLES, MICHAEL</td>
<td>Editor</td>
<td>MHiHockeyNow.com and Michigan Hockey Mag</td>
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<tr>
<td>CRESPI, SARAH</td>
<td>Senior Web Editor</td>
<td>Science Magazine</td>
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<td>DENTAMARO, NICK</td>
<td>Multimedia Editor</td>
<td>Brenau University, GA</td>
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<td>DUGGER, DANIEL</td>
<td>Hospital Contracting Manager</td>
<td>WellCare, Florida</td>
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<td>GOODMAN, ALYSSA, KAYE</td>
<td>Marketing Coordinator</td>
<td>Avenir Publishing</td>
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<td>HART, MEGAN, ELIZABETH</td>
<td>Reporter</td>
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<td>Reporter</td>
<td>The Saginaw News</td>
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<td>JOURDAN, KRISTI</td>
<td>Community Relations Specialist</td>
<td>Clark County, Nevada</td>
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<td>KALMAR, JOHN</td>
<td>Graphic Designer</td>
<td>Automobile Magazine, Detroit</td>
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<td>KANCLERZ, JACOB</td>
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<td>The Newark Advocate</td>
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<td>KNOPP, ALLISON</td>
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<td>University of Michigan Flint</td>
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<td>Public Relations/Event Coordinator</td>
<td>WKAR, MSU</td>
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<td>KRUTH, CASH</td>
<td>Reporter</td>
<td>MLB Advanced Media Chicago</td>
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<td>LARSON, ERICA</td>
<td>News Editor</td>
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<td>LEEBOVE, LAURA</td>
<td>Deputy Editor</td>
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<td>LIPOWSKI, JESSICA</td>
<td>Travel Media Group/Author</td>
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<td>MACDONALD, MAIRIN</td>
<td>Event Marketing Rep</td>
<td>St. Jude Children's Research Hospital</td>
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<td>MACHAK, LINDSAY</td>
<td>Writer</td>
<td>Hanley Wood, Washington D.C.</td>
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<td>MARTINEZ, CHELSEY, MARIE</td>
<td>Multimedia Communications Manager</td>
<td>Michigan House Democratic Communication</td>
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<td>Reporter</td>
<td>Health and medicine, MSU</td>
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<td>MILLER, AARON</td>
<td>Product Communications Coordinator</td>
<td>Ford Motor Company</td>
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<td>MISIAK, LAURA</td>
<td>Investigator</td>
<td>New York Commission on Judicial Conduct</td>
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<td>MOHR, MACKenzie</td>
<td>Public Relations professional</td>
<td>Jackson University Advancement</td>
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<td>NEARY, CHRISTOPHER</td>
<td>Communications Specialist</td>
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<td>NORMAN, ANDREW</td>
<td>Founder and editor</td>
<td>Hear Nebraska</td>
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<td>NOWAK, JOE</td>
<td>National Newsdesk reporter</td>
<td>MLB.com</td>
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<td>Ford Motor Company</td>
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<td>MSU Communications and Brand Strategy</td>
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<td>Environmental Reporter</td>
<td>Online Media for E &amp; E Publishing</td>
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<td>Media Strategist</td>
<td>OMD, Chicago</td>
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<td>POLENSAK, KATHLEEN, ANN</td>
<td>2LT</td>
<td>United States Air Force</td>
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<td>POWELL, CHAD</td>
<td>Designer</td>
<td>MODCo Creative, LoveCat Magazine - NYC</td>
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<td>ROBINSON, MARIAM, AZIZ</td>
<td>Government Relations Associate</td>
<td>Michigan Nurses Association</td>
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<td>SANCTORUM, MEGAN</td>
<td>Reporter</td>
<td>MMJ at WTOL, Toledo, OH</td>
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<td>SCHAAL, LAUREN</td>
<td>Marketing and Social Media Coordinator</td>
<td>The Briton Group</td>
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<td>Communications Consultant</td>
<td>Blue Cross and Blue Shield</td>
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<td>SKRZYPZCAK, MEREDITH</td>
<td>Journalist</td>
<td>Patch, Greater Los Angeles Area</td>
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<td>TERRY, NICQUEL</td>
<td>Reporter</td>
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<td>Public Relations</td>
<td>Theatrics.com, Freelance, Houston, TX</td>
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<td>ZERILLI, URSULA</td>
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<td>ZYLSTRA, RACHAEL, LYNN</td>
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<td>MSU Communication Arts And Sciences Dean</td>
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8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates' satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

The School of Journalism tracks the experiences of our graduates with data collected by the College of Communication Arts and Sciences Center for Careers and Internships and with the help of a national survey of journalism employment. Both were summarized in Question 3 and are presented below in more detail with comparisons to each other.

The Becker et al. (2012) survey is based on a national random sample of journalism graduates that includes about 60 responses from graduates of the School of Journalism. The College of Communication Arts and Sciences is also responsible for maintaining records of alumni, including their employment status. The college sends out a survey to the universe of college graduates, and the School’s graduates typically number 50 to 60 of the respondents to their survey. Results from both surveys may be affected in unknown ways by response bias, but together they constitute the best data available.

National Survey of Journalism Employment

Relevant data from the Becker et al. (2012) national study of employment outcomes for journalism and mass communication program graduates in 2011 suggests that graduates from the School of Journalism are succeeding about as well as other graduates in the communications-field marketplace. These data assess job offers, employment, and communication-employment status.

In terms of job offers in 2011, Becker et al. (2012) report that 72.5 percent of respondents nationally received at least one job offer; the comparable average from School of Journalism graduates was 76 percent. As far as actual employment status, the Becker et al. (2012) data indicate that 53.3 percent of respondents had full time jobs and another 18.2 percent had part-time jobs; some 49.5 percent of School of Journalism graduates had full time jobs and another 18.7 percent had part time jobs.

School of Journalism graduates were more likely than graduates generally to find work in the communications field. Some 64.8 percent of respondents reported such jobs; about 54.8 percent did in the national survey.

Journalism School Alumni Survey

The College of Communication Arts and Sciences conducts surveys of alumni that break down responses by academic units for information about job status. Data were made available for journalism graduates for the years 2008 through 2012. Alumni responses to these surveys ranged from a low of 48 responses in 2011 to a high of 68 in 2012.

Relevant questions asked in the alumni survey included whether the graduates said they were doing work “directly related” to career plans, whether obtained jobs were full-time, and whether respondents were in post-graduate internships.
The survey indicates that jobs “directly related” to careers increased from 69 percent in 2008 to 77 percent in 2011 and to 92 percent in 2012, with a nearly steady increase in the intervening years. The percentage of students in communication-related careers in the 2011 Alumni Office survey is somewhat higher than the comparable figure for 2011 in the Becker et al. (2012) survey.

Moreover, the proportion of graduates reporting internships or full-time jobs increased from 60.2 percent in 2008 to 72.9 percent in 2011 (the Becker survey year) and to 77.9 percent in 2012. Graduates reporting full-time jobs went from 45.6 percent in 2008 to 47.9 percent in 2011 and then declined to 38.2 percent 2012. The Becker et al. (2012) and Alumni Office data on full-time jobs in 2011 are similar, but Becker et al. has not yet released findings for 2012. Career-related internships obtained by graduates increased from 14.7 percent in 2008 to 25 percent in 2011 and to 39.7 percent in 2012.

Overall, then, the data from the alumni office for 2011 paint much the same picture as does the national job survey by Becker et al. (2012). Journalism School graduates are holding their own in the job market although the national recession has taken a toll on communication-related work opportunities.

Alumni Records and Alumni Contact

The School does not keep formal records of alumni employment histories; however, the Development Office maintains a database of all alumni, and it is available to us. The faculty in the School passes information about our graduates to the Development Office through the College Development Officer and the College Alumni Coordinator.

MSU and the College hold events throughout the year in different parts of the country, meeting alumni and inviting them to campus. These invitations are followed up with alumni speaking to classes and sometimes jointly teaching a course. Many former students stay in contact with faculty and visit campus as guest lecturers.

Our newsletters, website and social media outlets invite alumni to tell us what they are doing now.