

## Report of On-Site Evaluation

ACEJMC

Undergraduate program

2015–2016

Name of Institution: **Bowling Green State University**

Name and Title of Chief Executive Officer: **Mary Ellen Mazey, President**

Name of Unit: **Department of Journalism and Public Relations**

Name and Title of Administrator: **Kathy Bradshaw, Chair**

Date of 2015 - 2016 Accrediting Visit: **October 18 – 21, 2015**

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: **October 19 – 23, 2003; Re-visit: February 21-22, 2005**

Recommendation of the previous site visit team: **Reaccreditation**

Previous decision of the Accrediting Council: **Reaccreditation**

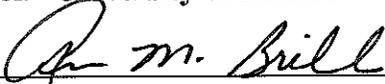
Recommendation by 2015 - 2016 Visiting Team: **Provisional Reaccreditation**

*Prepared and submitted by:*

### Team Chair

Name and Title: **Ann M. Brill, Dean**

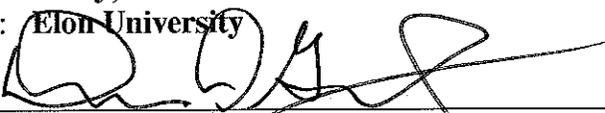
Organization/School: **University of Kansas**

Signature  \_\_\_\_\_

### Team Members

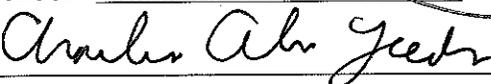
Name and Title: **Don Grady, Associate Dean**

Organization/School: **Elon University**

Signature  \_\_\_\_\_

Name and Title: **Al Leeds**

Organization/School: **American Bar Association**

Signature  \_\_\_\_\_

Name and Title: **Jan Quarles, Professor**

Organization/School: **Middle Tennessee University**

Signature  \_\_\_\_\_

PART I: General Information

Name of Institution: **Bowling Green State University**

Name of Unit: **Department of Journalism and Public Relations**

Year of Visit: **2015**

**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.** Ohio Revised Code, Sections 3341.01(A) and 3341.04

**4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?**

Yes. Last visit, October 18-21, 2009

**5. When was the unit or sequences within the unit first accredited by ACEJMC? 1979**

**6. Attach a copy of the unit's mission statement. Statement should give date of adoption and/or last revision.**

The Department of Journalism and Public Relations helps students prepare to enter the larger world as responsible professionals, active and concerned citizens, and thoughtful human beings. Their research, writing and media production skills increase our students' media literacy. Their study of the history and challenges facing media in the United States and throughout the world will make them critical news producers and consumers. Journalism graduates will have the personal and professional skills and the broad educational foundations necessary for effective life-long learning in a technologically changing, multi-cultural society. To accomplish this, the department provides its majors with a program that balances skills training and courses about the media and society, which are embedded in a liberal arts education. Journalism minors and undergraduates in other University programs receive exposure to media issues and professional skills training that will produce savvy media consumers.

**7. What are the type and length of terms?**

Semesters of 16 weeks  
Summer sessions of 6 and 8 weeks

**8. Check the programs offered in journalism/mass communications:**

- Bachelor's degree
- Master's degree
- Ph.D. degree

**9. List the specific degrees being reviewed by ACEJMC. \*Indicate online degrees.**

Bachelor's degree in Journalism (BSJ)

**10. Credit hours required by the university for an undergraduate degree:  
(Specify semester-hour or quarter-hour credit.)**

122 semester-hour credits

**11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.**

2 semester-hours of internship credit are required; students may receive credit for up to 3 semester-hours

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Broadcast Journalism	Mr. Ken Garland
Multiplatform Journalism (formerly Print)	Dr. Nancy Brendlinger
Public Relations	Dr. Terry Rentner

**13. Number of full-time students enrolled in the institution: 17,552**

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

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Broadcast	18
Multiplatform (formerly Print)	31
Public Relations	55
Pre-majors	75
Total	179

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (\* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

<b>Course</b>	<b>Spring 2015</b>	<b>Fall 2015</b>
<b>JOUR 2000 Introduction to Journalistic Writing</b>		
Section 1	16	17
Section 2	0	17
<b>JOUR 2010 Journalism Techniques for Non-Majors</b>		
Section 1	0	8
<b>JOUR 2500 Reporting</b>		
Section 1	18	13
Section 2	19	0
<b>JOUR 2550 Multimedia Reporting</b>		
Section 1	20	12
Section 2	10	3
<b>JOUR 3150 Visual Editing</b>		
Section 1	9	9
<b>JOUR 3200 Feature Writing</b>		
Section 1	0	15
<b>JOUR 3250 News Editing and Production</b>		
Section 1	0	17
<b>JOUR 3300 Broadcast News</b>		
Section 1	0	5
<b>JOUR 3400 Principles of Public Relations</b>		
Section 1	26	15
Section 2	0	0
<b>JOUR 3440 Public Relations Writing</b>		
Section 1	0	20
Section 2	0	4
<b>JOUR 3450 Media Publication and Design</b>		
Section 1	14	17
<b>JOUR 3550 Online Journalism</b>		
Section 1	12	12
<b>JOUR 4200 Public Affairs Reporting</b>		

Section 1	15	0
<b>JOUR 4300 Advanced Broadcast News</b>		
Section 1	10	0
<b>JOUR 4400 Public Relations Campaigns</b>		
Section 1	16	0
<b>JOUR 4900 Social Media Skills for Jour &amp; Public Relations</b>		
Section 1	19	0
<b>JOUR 4900 Data Visualization for Jour &amp; Public Relations</b>		
Section 1	3	0
<b>JOUR 4900 Sports Reporting and Broadcasting</b>		
Section 1	0	10
<b>JOUR 4950 Theories of Social Media – Jour/PR</b>		
Section 1	0	6
<b>JOUR 4950 Public Relations Crisis Communication</b>		
Section 1	0	12

**16. Total expenditures planned by the unit for the 2015 – 2016 academic year:** \$783.653.00

**Percentage increase or decrease in three years:**

2013-2014 a 1.28% increase; 2014-2015 a 12.5% increase; 2015-2016 3% increase anticipated

**17. 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.**

Dr. Kathy Bradshaw	Associate Professor
Dr. Nancy Brendlinger	Associate Professor
Dr. Catherine Cassara	Associate Professor
Dr. Jim Foust	Professor
Mr. Itay Gabay	Assistant Professor
Mr. Ken Garland	Instructor
Ms Julie Hagenbuch	Lecturer
Dr. Kim Lauffer	Instructor
Dr. Terry Rentner,	Professor
Ms Kelly Taylor	Lecturer

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)**

Andrew Donofrio, graduate student, spring 2015

**19. Schools on the semester system:**

**For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications**

<u>Year</u>	72 or more semester hours outside of journalism and mass communications		
	<u>Total Graduates</u>	<u>Number</u>	<u>Percent</u>
2014-2015 academic year	34	34	100%
2013-2014 academic year	37	37	100%

## PART II — Standard 1: Mission, Governance and Administration

*The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.*

**Executive Summary:** The term “unit” is a legal term at Bowling Green State University, according to the Collective Bargaining Agreement that went into effect May 1, 2013, and the second contract, which will be in effect May 1, 2013 – July 1, 2016. Under the terms of that agreement, “unit” is defined as headed by a faculty administrator. The department heads of the School of Media and Communication are classified as faculty. The only formal administrator is the director of the School. Throughout this document, we will refer to the Department of Journalism and Public Relations as the “Department” rather than the “unit” to avoid confusion.

The structure and reporting lines within the School have not changed since 1996. However, the CBA remains in the process of implementation and, as a consequence, the site team found tension expressed by faculty and administrators over the governance of the Department. While some in the Department expressed concern over “autonomy,” others expressed a concern with what they perceive is an ongoing reluctance to work with the School and University administration to further the goals of the School. It is telling that the first goal under Governance in the Department’s strategic plan is to “Maintain department autonomy within the School of Media and Communication structure and clarify governance in new contract between the faculty union and the administration.” The plan was revised in August 2015 and at the time of the site team visit, there was considerable ambiguity between Department and School governance.

Unit performance with regard to indicators:

- (a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.**

The Department does have a written mission statement and a written strategic plan. The site team heard differing opinions as to its vision and direction for the future of the Department. The aspects of the document dealing with governance are not supported by university administration outside the Department.

- (b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.**

The Department has policies and procedures for faculty governance. The efficacy of those policies and procedures seemed questionable at the time of the site team visit. For example, the School director would like the Department to consider working more closely with the Department of Telecommunications, which is undergoing a name change to “Department of Media Production and Media Studies.” In another example, the site team heard that the Department’s curriculum committee approved courses in social media which were denied at the Dean’s level.

**(c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.**

The Department chair's leadership appears at odds with the vision and direction of both the School's director and the College's dean, such as differing ideas on the extent of the Department, other departments in the School and the overall School working collaboratively. Both the director and dean expressed the hope that the accreditation site team could give some guidance on the future of the Department and the other departments within the School. Both used the term "ambiguity" to describe the situation. At the administration's request, the department hired Trevor Brown in fall 2014 as a consultant to respond to a "gap analysis" authored by the Department. The site team requested a copy of the consultant's report and the chair provided that. The report stated: "The one-day visit indicated that establishing a climate of trust is a work in progress." At the time of the site team visit, that seemed to remain true.

**(d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.**

The current Department chair was appointed to a four-year term that expires in 2016. Her appointment, as determined by the CBA, is primarily as a faculty member. The School director makes the appointment following an election among all tenure and tenure-track faculty in the Department, according to the School charter. As noted in the self-study, some duties and responsibilities of the Department chair are uncertain as aspects of the CBA are incorporated into practice. The School's director said that is an ongoing process even though the initial agreement was signed in 2013. The chair is evaluated using a form that all full-time faculty are encouraged to complete. A faculty member compiles and summarizes the results and submits the summary to the chair and director. The director is the final stop for the evaluation.

**(e) Faculty, staff and students have avenues to express concerns and have them addressed.**

Faculty complaints and/or concerns are discussed initially with either the chair or director. The chair or director will attempt to resolve the issue or take it to the next administrative level. The CBA spells out in detail how faculty grievances are to be handled.

Student concerns and complaints also are handled in accordance with University policies. A student must first discuss complaints with the instructor. If unresolved, the student goes to the chair who may gather more information or attempt to resolve the issue. The student may take the issue to the Department mediator, who is appointed by the chair. The mediator also gathers information, writes a report and expresses an opinion. The complaint may be pursued to the College if the student wishes. The instructor of record is under no obligation to change a grade despite any recommendations from the chair, the School or the College.

**Overall evaluation, compliance/non-compliance:**

**Non-compliance**

## PART II — Standard 2: Curriculum and Instruction

*The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.*

### Executive summary

The Department offers a Bachelor of Science Degree in Journalism with specialization in the three sequences—multiplatform (formerly print, with 31 majors), broadcast (18 majors), and public relations (55 majors). Students are active and engaged. All take a core made up of 16 hours of required courses and six hours of electives. Since the last accrediting visit, changes have been made to the curriculum to include new offerings addressing the changing professional environment. The Department added a core course in Multimedia Reporting as well as several conceptual (issues) courses. One hundred percent of graduates were in compliance with the 72-hour guideline for courses outside of journalism and mass communications and the completion of the general education requirements of the University.

### Unit performance with regard to indicators:

**(a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**

The self-study reports that in the 2013-2014 academic year, 34 students graduated and 100 percent of the graduates met the requirement of the minimum of 72 hours outside of the department. In 2014-2015, 37 students graduated and 100 percent met the requirement. This was verified by an examination of current and alumni student records.

**(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)**

The Department offers a Bachelor of Science Degree in Journalism with specialization in one of three areas. Majors in the three sequences in the department—multiplatform (formerly print, with 31 majors), broadcast (18 majors), and public relations (55 majors) – all take a core made up of 16 hours of required courses and six hours of electives. The sequences then have a list of required courses. Students may take up to 45 hours of journalism and mass communication classes in the unit. Below is a delineation of the courses in each sequence and designation by the department of each course as skill or conceptual.

### Core classes for all students in the Department

JOUR 1000 Introduction to Journalism in a Democratic Society (3 hours) conceptual course  
 JOUR 2000 Introduction to Journalistic Writing (3 hours) skills class  
 JOUR 2500 Reporting (3 hours) skills class

JOUR 2550 Multimedia Reporting Skills (2 hours) skills class  
JOUR 4500 Journalism Law and Ethics (3 hours) conceptual class  
JOUR 4000 Internship (2 hours) skills class

In addition, all students choose an additional concept class from a list of seven conceptual courses and an additional Issues (conceptual) course or a skills course in consultation with their adviser. Students said the professors explained to them the sequencing of the core to build skills in their first year before they took sequence classes.

**Multiplatform journalism sequence (15 hours)**

JOUR 3150 Visual Editing (3 hours) skills class  
JOUR 3200 Feature Writing (3 hours) skills class  
JOUR 3250 News Editing and Production (3 hours) skills class  
JOUR 3550 Online Journalism (3 hours) skills class  
JOUR 4200 Public Affairs Reporting (3 hours) skills class

**Broadcast journalism sequence (15 hours)**

JOUR 3150 Visual Editing (3 hours) skills class  
JOUR 3250 News Editing and Production (3 hours) skills class  
JOUR 3300 Broadcast News (3 hours) skills class  
JOUR 3550 Online Journalism (3 hours) skills class  
JOUR 4300 Advanced Broadcast News (3 hours) skills class

**Public Relations sequence (18 hours)**

JOUR 3400 Principles of PR (3 hours) conceptual course  
JOUR 3440 PR Writing (3 hours) skills class  
JOUR 3450 Media Publication and Design (3 hours) skills class  
JOUR 4400 PR Campaigns (3 hours) skills class  
MKT 3000 Principles of Marketing for Non-Business Majors (3 hours) conceptual course  
MGMT 3050 Principles of Organization and Management (3 hours) conceptual course

Values and competencies: In terms of how the courses achieve the range of student competencies, the Department presented a matrix of ACEJMC's professional values and competencies. However, the Department maintains a single diversity competency ("demonstrate an understanding of the diversity of groups in a global society in relationship to communications") so does not separately address the need to "Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications." The faculty then developed a curriculum map that traced the development of each competency through four stages: introduced, emphasized, reinforced and advanced. They report that the present curriculum aims for an advanced level in nine and a reinforced level in two (numerical concepts and tools and technologies) values and competencies. Some but not all syllabi include course learning outcomes that reference the values and competencies. Students, when queried about some of the values and competencies, could provide examples from classes.

**(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)**

The Core: Some parts of the curriculum have changed to embrace the new technologies. A Multimedia Reporting Skills course has been added to the core. It introduces basic HTML and CSS, use of CMS systems, and techniques for gathering, editing, and presenting digital audio, still photos and video for journalistic storytelling.

Multiplatform Journalism: The former print sequence has been renamed Multiplatform Journalism and includes courses in Visual Editing, Online Journalism and News Editing and Production. In Visual Editing, students shoot and edit ENG-style video. News Editing and Production, once a traditional copy editing class, now includes content for web editions and additional topics such as SEO, working with data, and alternative coverage formats.

A meeting with multiplatform majors indicated widespread satisfaction with the balance of their conceptual and skills courses, the quality of the teaching and advising, the research resources of the library, and the availability of faculty. They were not on terra firma when discussing diversity, but that may be because of where they currently were in progressing through the curriculum. They said that the decoupling of print news from the advertising that traditionally supported it was emphasized in many of their classes.

The multiplatform students felt that their department is respected on campus and that their workload compared favorably with that of other majors on campus.

Their one wish is that the recent practitioners teaching would have skills even more current than what they do.

Broadcast journalism: In Broadcast Journalism, students depend on technology and take multimedia approaches throughout the core as they also take Visual Editing, Online Journalism and News Editing and Production as noted above. In addition they take two Broadcast News classes.

In interviews with broadcast journalism students, they said they were able to get involved in the student TV News organization the first day they arrived on campus. Students said that they came to the university in part because of that opportunity to get involved as first-year students. Students in the organization produce a daily newscast or information program five days a week. The programs air locally on a digital subchannel of the local PBS broadcast station and a local cable channel. Student produced programs are also available for viewing and archived on an organization YouTube channel. Although student media are organizationally separate from the Department, students nevertheless feel a strong connection to the academic program. This is due in part to the proximity of student media in the same building with the program, and having a Department faculty member serve as adviser to the group.

Public Relations: The public relations sequence has more students than the two other sequences combined. Students appear to be highly engaged and excited about their major. The sequence has four basic courses but now supplements that core with Issues courses covering topical issues. During the site visit, many students were taking either a Crisis Communication class or a theoretical Social Media class

and another practical skills-based social media course was available. Discussions in class dealt with current topics and current situations in the news were used as class exercises in Crisis Communications and other classes. The students spoke highly of their professors and said they “were harsh and they liked that because how else do you learn?” They were well versed in matters of diversity and took on diverse service learning projects in the PR writing class and diverse clients in their PRSSA agency. When queried about their technological competencies, students said they felt well prepared for a changing world because classes used different media approaches and they planned social media campaigns.

Overall in the curriculum, more opportunities for enhanced competencies exist. One faculty member in Public Relations taught two social media classes under the “Issues” class nomenclature (one skills based and one theoretical) but that appears to be a one-off situation as that faculty member’s contract ends in December 2015. The Broadcast and Multiplatform sequences collaborated on a joint class that brought students together to create a community-focused group of stories on an issue using interactive storytelling techniques on a common website.

Achievement in teaching and learning are recognized as essential in the Department and its necessity is encoded in both the tenure-track and non-tenure track documents. Information on specific awards was not available. All full-time faculty in the Department are allocated development funds from the department’s Florence and Currier foundation account for professional development. The university also has a Center for Faculty Excellence where faculty members can take a wide range of classes.

**(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)**

The self-study reports that skills classes have 20 or fewer students. Labs have 20 seats.

**(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).**

Majors are required to have two internships. Most of the time, each internship is for one hour of academic credit. Students may take up to three hours of internship credit. The student’s faculty adviser is usually the student’s academic internship adviser and makes sure the student has completed the required paperwork prior to the internship, during the internship, and at the internship’s conclusion. The faculty adviser also makes sure the internship experience will be relevant to the major, checks on students during the internship, reads and responds to the student’s internship report, reads the professional supervisor’s evaluation of the student, and awards a grade.

Students find their own internship location with help from their faculty adviser.

Public Relations and Multiplatform students take one internship on-campus and one internship off-campus. Broadcast students take two internships off-campus. The university-owned PBS station is considered off-campus. Some students take internships at the independent student newspaper and its two

affiliated publications, which are supervised by student media's full-time director, who is not a faculty member.

**Overall evaluation, compliance/non-compliance:**

**Compliance**

## PART II — Standard 3: Diversity and Inclusiveness

*The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.*

Unit performance with regard to indicators:

- a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.**

The Department's written diversity plan was revised in 2015. Both the current and previous (2005) plans place consideration of issues of diversity and inclusiveness within the context of the core values of the university, which describes the need for respect, cooperation, growth, creativity and excellence.

The current plan provides a broad definition of "diversity," which includes: women, people of color, underrepresented groups, people from other countries, any sexual orientation, veterans, and people with disabilities. "Diversity" isn't defined in the 2005 "Plan for Increasing and Retaining Diverse Faculty and Student Representation," which was in effect prior to 2015. Both the current and previous diversity plans reflect departmental strategies to make the recruitment and hiring of diverse faculty members "a top priority," and the need to provide resources to retain a diverse faculty.

The diversity plan calls for increasing the number of diverse students by participating in campus recruitment events, following up with students who attend those events, and providing faculty advisers for minority campus activities and students "who want to create any diversity-centric group" connected to professional journalism or public relations.

The diversity plan encourages professors to incorporate a diversity policy in course syllabi. This policy reads variously as follows:

"Journalism should cover all aspects of the community it serves. Reporters must be aware of and responsive to issues that affect people from many kinds of backgrounds. To begin this process, journalists (and student journalists in this class) need to be sensitive to the priorities of people who differ from them by race, ethnicity, gender, sexual orientation, class, age, ability, and religion. This sensitivity should extend through the journalistic profession from story selection to source selection to visual representation."

The plan defines diversity in broad terms and does not focus specifically on domestic minority groups. Although the Department has been successful in recruiting a high percentage of women faculty members, it has not been as successful in recruiting faculty members of domestic underrepresented groups.

**(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

The department has made an effort to “integrate issues of gender, race ethnicity, class, and sexuality across the curriculum,” and cites examples of how issues and perspectives of diversity and inclusion are addressed in selected core and skills courses.

The diversity plans indicate that the curriculum will “foster awareness of diversity” by “explicitly” stating goals in course syllabi, “regularly” offering specified courses that emphasize diversity, providing speakers of diverse backgrounds in classes and on campus, and sharing course materials to foster discussions about diversity.

A review of syllabi from Spring 2015 indicated that only 19 percent of courses actually listed diversity as a learning goal, but 81 percent included a diversity policy. Course syllabi in Fall 2015 indicated that only 29 percent of courses listed diversity as a learning goal and 94 percent listed it as a course policy. There was no way to determine from this review if courses that included the diversity policy actually addressed issues of diversity through class assignments, discussions, presentations, or other means.

However, anecdotal evidence from interviews with students indicates that students believe the curriculum does address issues of diversity. For example, students said that professors had class discussions pertaining to diversity issues, and the PR writing class uses diverse clients. In addition, one elective course in particular (Diversity Issues in the Media (JOUR 4550)), is cited for specifically addressing theory and journalism products and producers through readings and presentations about historically underrepresented groups. Another elective course, Global Journalism (JOUR 4750), addresses issues of diversity pertinent to international issues and the impact on U.S. press coverage, alternative press, and the influence of women correspondents. The department also provides perspectives through guest speakers. It has used its Foundation accounts to bring African Americans, a Native American, and women to campus as guest speakers in classes and in public lectures to address issues of race and gender.

**(c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.**

The Department has 10 full-time faculty members. Seven (70 percent) are white females, two (20 percent) are white males, and one (10 percent) is an international male faculty member. The self-report indicates that the department has been proactive in its attempt to recruit women, domestic minorities, and international faculty and staff.

In its effort to recruit a diverse pool of candidates for open positions, the Department follows the guidelines of the university's Office of Equity and Diversity. Position announcements are advertised and faculty and staff within the Department reach out to colleagues outside the Department, as indicated by the self-study. Beginning in 2013 with the implementation of a collective bargaining agreement, faculty members of the entire School of Media and Communication were allowed to vote on hiring faculty in the Department. The self-study expressed concern that bringing together the three departments in the School will affect the ability to “hire, promote, and elevate faculty members,” and therefore impact the ability of the Department to maintain accreditation.

During the three years prior to submission of the self-study, the full-time faculty recruitment data indicates that there were searches for four full-time positions. During this period, four females were considered as finalists, three were made offers, and one accepted. Also during this period, eight minority candidates were in the hiring pool, two were considered, one Hispanic American woman was offered a position, but did not accept the offer. One “international man” was hired for a full-time faculty position, however at the time of the site visit, he was expected to vacate the position because he had not completed his dissertation, a requirement of his contract. Once employed, a “Faculty Success Plan” helps to support retention and success of women and minority faculty. Faculty and administrators cite the “rural, rust-belt location and relatively low salaries” as a challenge in recruiting and retaining diverse faculty. In the past, the department was successful in hiring an African American and a Hispanic-American adjunct faculty members, however, these adjuncts no longer teach in the Department.

Because the 2015 plan defines diversity as including women, domestic underrepresented groups and internationals, it could be argued that the Department was successful in meeting its diverse faculty goals. However, it should be noted that this definition was not articulated in the previous plan, which was in effect during most of the period leading up to the current review. Overall, in contrast to the University, which has 12 percent domestic minority faculty overall, the Department has none.

**(d) The unit demonstrates effective efforts to help 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.**

As indicated on the Department’s website, overall, the graduation and retention rates are consistent with or above the university rates. To help recruit students from diverse populations, faculty participate in university recruitment efforts and meet with prospective students. Faculty also believe that sponsorships of the Ohio Scholastic Media Association Conference and the Josten’s Yearbook Workshop provide opportunities to recruit “high-quality” prospective students.

The Department has admission requirements, but indicates that there is “no evidence these requirements affect minority students of any race or gender differently.” However, the self-report expresses concern that loss of a pre-major faculty adviser within the unit “may hinder student progress and retention.”

The Department is successful in recruiting and retaining a diverse student population. As indicated in the self-report, “African-American (19%) students... exceeded those in the service area (12.5 percent) and at BGSU (10 percent).” Efforts to retain minority students is supported by encouraging participation in student media organizations, such as *The Obsidian*, a quarterly newsletter that is “oriented toward minority interests.” However, the Department’s effort to establish an active chapter of the National Association of Black Journalists was apparently not successful because of the “small number” of students available to participate. The Department plans to re-establish the chapter this academic year with a long-time faculty member as its adviser. Posters advertised a re-organization meeting of the group the week of the site team visit.

Discussions with students in the three academic specializations within the Department indicate that domestic minority students actively participate in student media organizations. For example, students who work for the TV News organization said minority students are involved in the production of shows, serve as talent and crew members, and contribute to the story selection and content. Students who

participate in the student-run PR Agency cited numerous diverse clients of the organization, including the Muslim Center, Homeless Center for Battered Women, and “Vision,” a transgender organization.

Support for minority students is also provided through academic advising and resources outside the Department, such as the university’s Office of Multicultural Affairs, which offers academic, financial and career advising. Support for underrepresented groups is also provided by the university through Student Support Services and the University Program for Academic Success (UPAS). The self-study noted that the Department does not track retention of minority students apart from others, but indicates that “no evidence exists that retention varies based on race.”

**(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

The Department values diversity and “works to establish and maintain a climate free of harassment and discrimination.” However, the self-study does not mention any specific guidelines beyond the university’s policy, efforts or examples to support the assertion of a harassment or discrimination free environment at either the unit or university level. Instead, this section of the self-study argued that the Department exposes students to diverse perspectives through guest speakers, student organizations, and trips outside the region and internationally. Nevertheless, the ability of the Department to recruit and retain a relative high percentage of women and minority students is an indicator that diverse student populations feel comfortable within the Department.

There is a university-wide anti-harassment policy and a separate racial & ethnic harassment policy that are applicable to all university units. The general policy, which states that the university “strives to provide an environment that is free of harassment,” includes discriminatory harassment based on sex, gender identity, genetic information, gender expression, sexual orientation, race, color, religion, ancestry, national origin, marital status, disability, pregnancy, age, and military status. All members of the university community are expected to adhere to these policies. In conversations with students, they indicated that they feel that the campus is a safe environment and they feel free to express their opinions on issues in class.

Although the Department has been successful in recruiting women and minority students, the inability to recruit and retain domestic diverse faculty members over two reaccreditation cycles is a concern. The department did have an African American instructor for five semesters during the previous accreditation cycle; he left in 2008 for a news anchor position. The department also has had African American minority adjuncts in some semesters. Despite four faculty searches in the last three years, only one employment offer was made to a domestic minority candidate, who did not accept the position.

Nevertheless, the Department has been successful in recruiting a diverse student population, and appears to address issues of diversity in various ways throughout the curriculum and in campus media.

**Overall evaluation, compliance/non-compliance:**

**Compliance**

Note: The calculation of percentages of faculty in the table below is based on full-time and part-time faculty combined. However, currently, as a percentage of full-time faculty only, there are seven (70 percent) white females, two (20 percent) white males, and one (10 percent) international male. Two white males represent 100 percent of part-time/adjunct faculty.

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

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the Department of Journalism and Public Relations total faculty.

(Report international faculty the same way the university reports them.)

**Academic year: 2014 – 2015 Full-time faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	0	0	0	0
White	7	58%	2	17%
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander		0	0	0 0
Two or more race	0	0	0	0
Other race	0	0	0	0
International (any race)	0	0	1	8%

**Academic year: 2014 – 2015 Part-time/adjunct faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	0	0	0	0
White	0	0	2	17%
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander		0	0	0 0
Two or more races	0	0	0	0
Other race Unspecified	0	0	0	0
International (any race)	0	0	0	0

## **PART II — Standard 4: Full-Time and Part-Time Faculty**

*The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.*

### **Executive Summary:**

The Department has 10 full-time faculty members, of whom six are tenured, tenure-track. The Department is searching for an assistant professor. An assistant professor will leave the faculty in December. These 10 faculty members teach the majority of courses. As noted throughout the self-study, the Department cites its concern about maintaining governing authority regarding faculty hiring, reappointment, and promotion and tenure given the implementation of the new Collective Bargaining Agreement.

Unit performance with regard to indicators:

#### **(a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.**

**Selection:** The process of hiring begins with an annual request for prioritizing hiring needs. The Department list goes to the School and the director submits requests to the College. Hiring requests also can be made and honored on an ad hoc basis, as is the case with the current search. For example, the Department learned that one of its faculty members would not be returning in fall 2014 and made an immediate request to the School. The provost granted the request and a search is underway for a tenure-track assistant professor. The self-study expressed considerable concern that this hiring process would be disrupted by the implementation of the CBA. At the time of the site visit, the team did not find any examples of the Department not being able to hire its selected candidate for positions. The entry level rank for non-tenure faculty is instructor, with the possibility of promotion to lecturer after six years. The entry level rank for tenure, tenure-track faculty is assistant professor with mandatory promotion and tenure application after six years. The Department must seek approval from the provost for all instructor and tenure-track hires. For the current search, the Department does have a search committee, a written job description and applicants in the pool.

**Evaluation:** All faculty are evaluated annually, based on Department and CBA requirements. The Department does have written criteria for selecting and evaluating full-time and part-time faculty. The CBA does not appear to negate those criteria but adds aspects of merit pay, environment, reappointment, tenure and promotion, and opportunity hires. The process for those discussions of CBA implementation began with a template from upper administration that was first worked on by the three department chairs and the director in the School. According to the self-study: "This iterative process resulted in a reappointment-promotion-and-tenure document approved by each of the three departments." At the time of the site team visit, that document was still in process awaiting College approval after being approved by the School.

**(b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.**

The majority of classes are taught by full-time faculty, including the core classes. The faculty also have primary responsibility for service and research/creative activity. That differs, though, between the tenure, tenure-track faculty and the non-tenured faculty with the tenure, tenure-track faculty also responsible for research/creative work. Non tenure-track faculty do not have a research/creative activity requirement.

In terms of research/creative activity, both the dean of the College and the provost expressed concern that the research/creative work of the tenured, tenure-track faculty was not meeting University expectations. Since the last site team visit, two members of the faculty have lost or given up graduate faculty status. The School does have a doctoral program.

**(c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.**

Among the 10 faculty members, six have doctoral degrees. All the tenure, tenure-track faculty have doctoral degrees or are ABD. Professional experience ranges from three years to more than 20 years.

**(d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.**

As noted elsewhere in this report, the CBA will set up policies for evaluation of instruction. According to the self-study, students, peers and administrators will participate in that process. At the time of the site team visit, the "old" process for evaluation was in place in which all courses are evaluated and assessment occurs in those classes designated by the Department.

**(e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.**

Faculty representing other units on campus speak highly of the Department and the caliber of its faculty and students. The faculty are engaged in University-level service and are visible on campus, including committee work.

## **Compliance**

## **PART II — Standard 5: Scholarship: Research, Creative and Professional Activity**

*With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.*

### **Executive summary**

The university has clear policies on research, creative activity and/or professional activity and two different paths are delineated for tenured and tenure-track faculty and non-tenure-track faculty. The former path for research requires continued activity and support is available through the Currier Foundation. Given that more than half of all the research in the department was generated by a faculty member no longer at BGSU, both the Provost and the Dean of the College expressed concern that the research/creative work of the tenured and tenure-track faculty was not meeting University expectations.

### Unit performance with regard to indicators:

#### **(a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.**

For tenure and promotion from Assistant Professor to Associate Professor, the Department expects faculty to be actively engaged in scholarly research/creative activity and to publish that research in appropriate outlets as specified below. During the course of the faculty member's probationary period, she/he is expected to deliver papers at national or international scholarly and professional meetings, if applicable, submit grant applications for external funding to support their research, and/or engage in other scholarly research/creative work (e.g., book reviewing, journal refereeing and consultancies, among others). During the self-study period, nine faculty members were awarded for their scholarship, creative activity or professional service and four of the five tenure-track professors have received sabbaticals. All have received funding from the Currier Foundation.

#### **(b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.**

Specific guidelines for faculty hires include the requirement of a Ph.D. for tenure-track faculty who will be required to do research. Non-tenure track hires must have a master's and professional experience. In the Department's tenure and promotion policy for tenure-track individuals, the policy notes, "Making a significant contribution to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the Department's evaluation of TTF members who are under review for reappointment, promotion, or tenure" and is a requirement. The policy specifies that the domains used in the evaluation of research work include: publications/presentations; sponsored program extramural support; institutional outreach and scholarship of engagement; and reputation within the discipline.

**(c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.**

Tenure and promotion documents include research, creative activity and professional activity. Separate documents exist for tenure-track and non-tenure track faculty. The requirements for the tenure-track faculty are cited above in (b) and non-tenure-track faculty are evaluated on evidence of successful teaching and service.

**(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.**

One faculty member who has since left accounted for a large portion of the scholarship activity during the accreditation cycle. He produced a book as first author, wrote an edited book, wrote 15 book chapters, seven articles in referred journals, presented five refereed conference papers and 18 invited academic papers, and wrote five encyclopedia entries, 25 book reviews and two non-refereed publications. This is a total of 79 activities against a Department total of 142 in the same areas, so he accounts for a disproportionately large part of the activity. Several other faculty members have published textbooks, articles or conference proceedings. The self-study reports that peer-reviewed work was published in journals (21) and presented at academic conferences (45). Faculty also contributed books (5), book chapters (26), encyclopedia entries (7), book reviews (37), and monographs (1).

Given that more than half of all the research in the department was generated by a faculty member no longer at BGSU, both the Provost and the Dean of the College expressed concern that the research/creative work of the tenured and tenure-track faculty was not meeting University expectations.

Two tenured faculty members also no longer have graduate status, although one gave up that status to concentrate to focus on teaching and advising.

**(e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.**

The current climate does not seem to be conducive to the production of scholarship as seen by outcomes during the recent accreditation cycle.

**Overall evaluation, compliance/non-compliance:**

**Non-compliance**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (14)
		Full Professor (3)	Associate Professor (5)	Assistant Professor (3)	Other Faculty* (3)	
Awards and Honors	9	2	5	2	0	9
Grants Received Internal	8	0	7	1	0	8
Grants Received External	10	8	2	0	0	20
Scholarly Books, Sole- or Co-authored	1	1	0	0	0	1
Textbooks, Sole- or Co-authored	3	3	0	0	0	3
Books Edited	1	1	0	0	0	1
Book Chapters	26	18	7	0	0	24
Monographs	1	1	0	0	0	1
Articles in Refereed Journals	21	12	7	3	1	23
Refereed Conference Papers	45	26	12	5	7	50
Invited Academic Papers	20	19	1	0	0	20
Encyclopedia Entries	7	5	2	0	0	7
Book Reviews	37	26	11	0	0	37
Articles in Non- refereed Publications	3	2	1	0	0	3
Juried Creative Works						
Non-juried Creative Works						
Other (specified)						

## **PART II — Standard 6: Student Services**

*The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.*

Unit performance with regard to indicators:

**(a) Faculty and/or professional advising staff ensure that students are aware of Department and institutional requirements for graduation and receive career and academic advising.**

While most advising is done by full-time faculty members in the Department, the College of Arts & Sciences also has a full-time adviser assigned to the School of Media and Communication. The full-time adviser is a former broadcast journalist and is thought by the Department to be an excellent professional adviser for their students.

When students first enter BGSU, they select courses during SOAR (Student Orientation, Advising and Registration), at which time they meet with a faculty member or the full-time adviser. For their first three semesters, an account hold prevents them registering for classes until their adviser removes it.

During the past six years, a single faculty member met with all pre-journalism majors in exchange for a one-course release for the extra service. However, a university decision was made to eliminate advising-related course releases, which many faculty in the Department believe will hinder student progress and retention. This did not decrease the number of advisers, merely the faculty compensation for advising.

The focus of advising for many years has been the “check sheet” that outlines requirements for a B.S. in Journalism, although official progress toward a degree is tracked by the university’s DARS (Degree Audit Reporting System) online tool. Each journalism student is required to complete a degree audit during his or her junior year. It is checked by the full-time adviser, and then an annotated copy is given to both the student and the chair.

The Department views academic and career counseling to be a part of the overall advising process, and that, therefore, a student’s adviser is often the starting point for academic and career counseling concerns. Beyond the Department, the university has a number of career resources for students, such as the Career Center.

**(b) Faculty are available and accessible to students.**

Full-time faculty are required to maintain at least five office hours each week during the school year, although most maintain an “open door” policy and are available far more often than the office hours policy indicates. All are in West Hall and most are on the third floor.

**(c)The Department keeps students informed about the activities, requirements and policies of the unit.**

The Department's Student Handbook is updated each year, the Department sends emails to student list serves about advising and curricular issues, and the Department's website lists degree requirements.

**(d)The Department and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.**

*The BG News* (print, twice per week), *The Obsidian* (a once-per-semester insert in *The BG News* covering underrepresented campus communities, which is being revived); *The Key*, a glossy magazine featuring long-form and photo-based journalism published once a semester; WBGU-TV (an FCC-licensed PBS affiliate); BG-24 News (four live, 30-minute shows on the public access cable channel); WBGU-FM (with the student general manager receiving a full fee waiver); WFAL (a web-based radio station staffed by student volunteers) and the Bowling Green Radio Sports Organization (associated with WBGU-FM and WFAL) are all part of Student Media.

The university has student chapters of the Public Relations Student Society of America and the Society of Professional Journalists, both advised by unit faculty members, and hopes to re-establish an active chapter of the National Association of Black Journalists.

**(e)The accredited Department must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The Department regularly publishes retention and graduation information on its website.**

The Department has posted on its website information that is current regarding enrollment, retention and graduation rates.

**Overall evaluation, compliance/non-compliance:**

**Compliance**

## **PART II — Standard 7: Resources, Facilities and Equipment**

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

### **Unit performance with regard to indicators:**

- (a) **The Department has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.**

The Department does not have its own budget but rather receives funding from the college and school, not unusual for some academic units. The personnel budget is administered by the College of Arts & Sciences, and the operating budget is housed in the School of Media and Communication. Also, the Department, as with other departments in the School of Media Communication, has some governance and administrative autonomy for foundation accounts.

The Currier Foundation, which previously provided the Department with \$70,000 per year, is projected to give the Department one-half of that amount in 2015-2016 due to investment declines. With approval by the Department chair and oversight from the SMC director, faculty in the Department have control over the yearly spendable amount, intended to be limited to scholarships, guest speakers and professional development.

- (b) **The resources that the institution provides are adequate to achieve the Department's mission. The resources are fair in relation to those provided other departments.**

The site team came across no evidence that equitable resources are not provided to the Department. The self-study provided a statement from the SMC director that the Department receives equitable resources, in comparison with other departments of the School.

- (c) **The facilities of the Department enable and promote effective scholarship, teaching and learning.**

The Department is moving from West Hall to the new, \$24 million South Hall (of which the site team reviewed plans) after the 2015-2016 academic year. The Department stated in its self-study, "Our new facilities and state-of-the-art equipment will have everything we need to promote effective teaching and learning."

- (d) **The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.**

Two lab classrooms with more than 20 seats will be on the second floor of the future South Hall. The seating will allow students to come together at a conference table in the center of the room and then turn around to work at individual, dual-monitor computers. Opposite the classrooms

will be an open area with computer stations and several isolation rooms for editing. There will be a media effects lab on the fourth floor.

Currently, there are eight Macintosh-based video edit stations that the university keeps current with Final Cut Pro and other software, and the labs are updated yearly.

At the school level, the Department sees an “urgent” need for an additional engineer and full-time staffing of the equipment checkout room to facilitate use of the equipment.

**(e) The institution and the department provide sufficient library and information resources to support faculty and student research and professional development.**

Jerome Library has 3,500 books with titles regarding journalism or mass communications, and receives more than 75 daily, weekly and international newspapers. The library was recently enlarged and renovated, and has easily accessible stacks. It also features comprehensive on-line search functions, a full range of databases, an interlibrary loan program and a research support librarian.

**Overall evaluation, compliance/non-compliance:**

**Compliance**

## PART II — Standard 8: Professional and Public Service

*The unit and its faculty advance journalism and mass communication professions and fulfills obligations to its community, alumni and the greater public.*

Unit performance with regard to indicators:

**(a) The Department consults and communicates regularly with its alumni and is actively engaged with its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.**

The Department has an exemplary record of being involved with alumni, professionals and professional associations to keep current and promote the exchange of ideas. The Department maintains a continuing relationship with the Ohio Newspaper Association, providing student coverage of ONA's convention and hosting an ONA workshop. The Department has an Alumni Advisory Board, and although it is largely dormant, the Department keeps in contact with its chair, a noted print/multiplatform professional. One faculty member is active in the Ohio Scholastic Media Association on behalf of the Department, brought a Jostens yearbook workshop to campus, and teaches at a summer Jostens yearbook workshop.

Faculty also belong to or have attended meetings of the Radio Television Digital News Association, Online News Association, Edelman Academic Summit, Public Relations Society of America, Association for Education in Journalism and Mass Communication, National Communication Association, International Communication Association and Broadcast Education Association. In 2011, Currier Foundation funds allowed all faculty to attend a campus Tedx program on the rise of big data and how to harness it for research and communication.

Use of Currier funds enabled the Department to bring to campus such noted professionals as Jackie Calmes of *The New York Times* and Brian Stelter of CNN.

With Department support, faculty members have had substantive involvement with the ACEJMC; the Palgrave Macmillan, Allyn & Bacon and St. Martin's Press book publishers; and the Journalism History and Electronic News publications.

Alumni and other professionals are regularly invited to visit classes, often using the department's Ault Foundation funds to defray their expenses.

**(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.**

Among the Department's contributions under this performance indicator are judging a weekly newspaper competition for the ONA, the James Tankard Book Award, and the Louisville PRSA

chapter awards competition; bringing to campus such general-interest and varied-perspectives speakers on communications such as Dr. Jinx Broussard, a historian of African-American correspondents, and Brian Bull, an award-winning public radio reporter; and providing on-campus faculty mentors and presenters for the NFL Sports Journalism and Communications Boot Camp, giving retired NFL players practical skills for a second career in journalism and mass communications.

**(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.**

Individual faculty financial allocations that support development efforts have been \$1,300 to \$1,400 annually in recent years. Combined with support from the SMC—\$700 for tenure track and \$350 for non-tenure track faculty per year—the funds can cover attendance at a major professional group's conference.

**(d) The Department contributes to its communities through *Department*-based service projects and events, service learning of its students, and civic engagement of its faculty.**

One faculty member made several different civic contributions in Tajikistan. Another reviewed a research paper for the Commission on the Status of Women. Still another served on several committees related to healthcare.

The diverse and many perspectives of speakers brought to campus with Currier Foundation funds benefited the larger university community and the larger non-university community surrounding it.

**(e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.**

The Ohio Scholastic Media Association (OSMA) conference of high school media advisers returned to campus in 2014, after leaving in 2007. The same faculty member involved in yearbook workshops (above) also has judged high school journalism contests, and participates in high school journalism national conventions.

The above-noted yearbook workshop brought 300 yearbook leaders to campus.

**Overall evaluation, compliance/non-compliance:**

**Compliance**

## **PART II — Standard 9: Assessment of Learning Outcomes**

*The unit regularly assesses student learning and applies results to improve curriculum and instruction.*

Unit performance with regard to indicators:

**(a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.**

The Department has 11 student learning goals that reflect the 12 ACEJMC Professional Values and Competencies. One of these goals combines two ACEJMC values to reflect both domestic and international diversity. This combined learning outcome reads as follows: “demonstrate an understanding of the diversity of groups in a global society in relationship to communications.” ACEJMC does not require that units adopt its values and competencies verbatim, but does require that graduates of accredited programs, regardless of specialization, “be aware” of all 12.

The Department has identified 11 student learning outcomes or goals that are clearly defined in the Student Learning Assessment Plan. The 11 outcomes are based on the 12 ACEJMC professional values and competencies. As discussed above, the assessment plan combines two of the values and competencies that address domestic diversity (gender, race, ethnicity, sexual orientation) and international diversity (global people and cultures), into a single learning outcome. A curriculum map shows where outcomes are addressed in required courses and four levels of learning: introduced, emphasized, reinforced or advanced.

**(b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.**

The Department has a clearly written assessment plan, which was originally adopted in 2009. The assessment plan specifies procedures for gathering, reporting and applying findings. The plan uses 4 direct measures and two indirect measures of assessment, all of which are conducted each year. The direct measures are: Professional Evaluation of JOUR 2500 projects and JOUR 2500 Exit Exam, Internship Supervisor Evaluations, Professional Evaluation of Capstone Projects (by specialization), and Evaluation of Student Internship Reports. Indirect measures include a Student Exit Survey and Student Exit Interviews. According to the self-study, “regular assessment activities target all 11 outcomes,” although the study recognizes that some measures are more effective for some outcomes than others.

**(c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.**

The Department has an assessment coordinator who administers the assessment plan, summarizes and reports results, and actions taken. In response to the continuing need for improvement of assessment methods, the unit recognizes the need for “continual revision” of the assessment plan. A review of Assessment Reports since 2009-10 indicates a gradual evolution in the implementation of the plan, but also inconsistency in the collection and reporting of data. For example, exit survey data

by questionnaire item and open-ended comments are reported for Spring 2010 in the assessment report. The 2010 exit exam data includes an overall summary of questions by sections where the focus is primarily on general learning in courses, not specific student learning outcomes. Corresponding data for other years are provided as appendices to the reports. The assessment report for 2013-14 was not completed until the following year because the assessment coordinator was on faculty improvement leave. A chart in the 2013-15 report shows ratings by categories. The reporting of internship supervisor evaluation data shifts from percentages (SurveyMonkey) to a point system (Qualtric) with no explanation of the meaning of this point scale. In general, the reporting of the results does not specifically and directly address ACEJMC's 12 learning goals. Instead, the application of findings and actions appear to focus on open-ended responses and anecdotal evidence, rather than the specific 11 learning outcomes.

The Department appears to be systematic in reporting actions for “closing the loop.” Faculty are involved in reviewing and determining these actions in response to assessment results. During the six-year period prior to the current accreditation visit, the Department has been consistent in describing specific actions to be taken. For example, in its 2013-15 report, the Department said that it would: expose students to technology earlier in the curriculum, revise the copyediting course to include skills and applications appropriate for multimedia platform design, place more emphasis in shooting and editing video for both the broadcast and multiplatform sequences, and pilot a joint broadcast multiplatform working group to produce web-first projects.

The Department collects assessment data in the following manner: In spring, the professional evaluation of JOUR 2500 Projects assesses final stories written by students in this reporting course. This course is usually taken by sophomores, according to the 2013-15 Assessment Report. This assessment of projects provides a “mid-level” evaluation of students before they begin sequence-specific coursework. The JOUR 2500 Exit Exam is administered in the same course in the fall. This multiple choice and open-ended instrument is based on content provided in three introductory level courses (JOUR 1000, JOUR 2000, and JOUR 2500). The Exit Exam examines learning in the JOUR 2500 course, and is not considered to be a senior level assessment exit exam. Two other direct assessment measures, Internship Supervisor Evaluations and Professional Evaluation of Capstone Projects, are conducted using professionals in corresponding specializations (broadcast, print/multiplatform or public relations). A final direct measure, internship supervisor evaluations, is based on a set of Likert-scale questions. However, based on the self-study, the questions do not appear to specifically address the 11 student learning goals of the program.

Two indirect measures are also used for assessment each year: a Student Exit Survey and Student Exit Interviews. The survey uses a Likert-scale questionnaire to provide a self-reported assessment of achievement of learning outcomes. The assessment coordinator conducts exit interviews with a random sample of graduating students in each sequence. The interviews are designed to “elicit student perceptions of overall achievement of learning outcomes” and examine the strengths and weaknesses of the program.

**(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.**

The unit uses alumni and others to evaluate the work of students in two assessment instruments: Professional Evaluation of JOUR 2500 projects and the Professional Evaluation of Capstone Projects (by specialization).

The “Actions Taken/Closing the Loop” section of the 2012-2013 Assessment Report mentioned an online alumni survey, which was “still open” at the time the report was written. Although the survey was designed to determine how “alumni feel about their experience in the program,” there was no reporting of results in the 2014-15 Assessment Report, as promised in the 2012-13 summary. In addition, there is no indication that the survey was designed to examine the experience of alumni in the professions. In fairness to the unit, although the alumni survey may provide useful information, it is not one of the measures of the assessment plan.

**(e) The unit includes members of journalism and mass communication professions in its assessment process.**

The Department includes members of journalism and mass communication professions in its assessment process. However, as reflected in the assessment reports, these members of the professions are primarily alumni of the unit. As a result, as former students their perspective and understanding of the professions may be influenced by and may not challenge the training they received while students. The program would benefit from including more members in the professions in the assessment process, who are not graduates of the program.

The Department includes selected journalism and mass communication professionals in the assessment of student learning. For example, professional supervisors evaluate students at the conclusion of internships. As discussed above, the Department also maintains contact and uses alumni in their professional capacity to evaluate projects for assessment. Alumni are also asked to evaluate capstone projects, which are evaluated “on the whole” based on the 11 learning outcomes, according to the self-study.

**Overall evaluation, compliance/non-compliance:**

**Compliance**

### **PART III: Summary by site visit team**

#### **1) Summarize the strengths and weaknesses of the unit.**

##### Strengths:

- Engaged and dedicated students
- Committed, accessible and hard-working faculty who are often innovative in their teaching, including community-service based projects in coursework
- An evolving curriculum that addressed the concerns of the last site team report
- A new building and integration with student media onsite
- Department numbers exceed the University's percentage of students of color
- Strong student media that help the Department with recruiting, although there are concerns about their fiscal futures.

##### Weaknesses:

- An atmosphere in the Department that was described by faculty members as “tense,” “dysfunctional,” “lacking in leadership,” “lacking in communication,” and “drama in the halls,” and is recognized throughout the levels of administration as a problem
- A Collective Bargaining Agreement that is in the process of being implemented and is creating uncertainty over governance in the Department
- Weak scholarship/creative activity that is not meeting University expectations
- No full-time faculty of color
- Current search for assistant professor, but after December 2015 no assistant professors in the Department. Recent departures of two assistant professors creating a gap in faculty ranks
- Resources not proportionally allocated based on number of students in the three sequences

#### **2) List the standards with which the unit is not in compliance.**

- Standard One: Mission, Governance and Administration
- Standard Five: Scholarship: Research, Creative and Professional Activity

#### **3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).**

- The Department and School are working through a series of documents related to governance. Those documents are mandated by the Collective Bargaining Agreement, and the various campus units are interpreting the various mandates. The Department and School will need to clarify authority and autonomy on various issues for healthy mission, governance and administration of the Department.
- Weak and lack of scholarship/creative work from the tenure, tenure-track faculty puts faculty longevity in peril, especially in recruitment and retention of assistant professors. The Department has faculty holding graduate faculty status and others who have lost that status.

**4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.**

The governance issue is more acute and also is mandated by the pending contract deadlines of the Collective Bargaining Agreement. In addition, the tenure, tenure-track faculty productivity must show some evidence of commitment and progress.

**5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.**

NA

**6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.**

*Note: In the previous reaccreditation review in 2010, the site team found the department to be in non-compliance on Standard 9, but nevertheless recommended re-accreditation. In reviewing the team's report, the Accrediting Committee voted against the site team's recommendation to re-accredit that year and instead voted unanimously for the unit to receive provisional reaccreditation. After considering the Committee's action and reviewing the site team's report, the Accrediting Council voted to reaccredit the program.*

During the last accreditation review in 2010, the Department was found in non-compliance of Standard 9: Assessment. Because the Department adopted an assessment plan in the year prior to the last accreditation review, it had not time to fully implement the plan, report findings and use results to improve curriculum and instruction. Since the last review, the Department has had the opportunity to implement the plan over a five-year period. Student learning outcomes have been defined, a combination of direct and indirect measures have been administered, results have been summarized in annual reports, and actions have identified ways

to improve the program. Although the current review found some inconsistencies in the reporting of results and clear connections between learning outcomes and actions, the site team concluded that the Department has demonstrated sufficient progress in its assessment practices that conform to the purpose of assessment to improve curriculum and instruction.

**7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.**

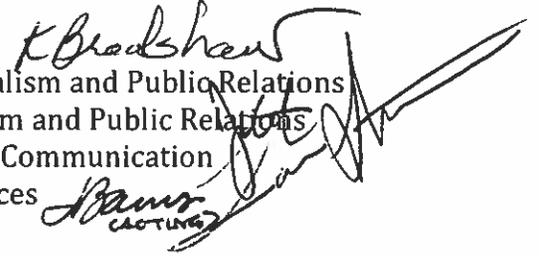
The team struggled with both the tone and details of the self-study. Much of the narrative of the self-study expressed concerns over what MIGHT happen under the new Collective Bargaining Agreement. Yet, at the time of the site team visit, the team did not have data on those concerns materializing. The “could happen” overall tone of the document distracted from other details of the self-study, such as information about faculty scholarship, curriculum advances and the diversity found in student numbers and work.

January 11, 2016

TO: ACEJMC Accrediting Committee

FROM: Dr. Kathy Bradshaw, Chair, Department of Journalism and Public Relations  
Dr. Jim Foust, Professor, Department of Journalism and Public Relations  
Dr. Laura Stafford, Director, School of Media and Communication  
Dr. Raymond Craig, Dean, College of Arts & Sciences

RE: Response to Site Team Report



Thank you for the opportunity to respond to the site team report for the Department of Journalism and Public Relations at Bowling Green State University. We would also like to thank the members of the team for their hard work in assessing an atypical unit (a department residing within a school) experiencing the effects of working in a newly unionized environment with a new director and a new dean.

We respectfully ask that the committee reconsider the recommendation of provisional status and instead restore full reaccreditation.

We recognize that, as pointed out on the final page of the draft report, the site team struggled with some aspects of our self-study. We take full responsibility for this; our self-study document focused too much on concerns about possible threats that may lie in the future while failing to adequately and clearly report the positives of the environment that currently exists and the department's positive potential for the future. The shortcomings of the self-study made the site team's job more difficult, and, we believe, caused the site team report to echo an incomplete—and in some cases inaccurate—view of the department.

This document will address the two standards on which the site team judged us to be out of compliance, Standard 1: Mission, Governance and Administration and Standard 5: Scholarship: Research, Creative and Professional Activity.

### **Standard 1: Mission, Governance and Administration**

The summary focuses on "ambiguity" and "tension" around the governance structure in the Department, School, and College. Bowling Green State University is indeed in a period of transition as we implement a collectively-bargained campus and prescriptive governance structures in the context of the Collective Bargaining Agreement (CBA). However, there is in actuality very little ambiguity to our governance structure, and discussions that have been ongoing among upper administration and individual units have in fact been aimed at capturing and articulating past practices rather than implementing new policies. The ongoing process referred to by the site team is this articulation in alignment with the CBA.

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For example, the following excerpt from the CBA indicates that developing policy, establishing criteria, and evaluation are the province of the faculty:

A. Policy Development

The School of \_\_\_\_\_ shall have established written policies for promotion of NTTF members regarding: (1) the criteria used for evaluation, (2) the process for conducting and completing the evaluation for promotion, (3) the schedule or deadlines necessary for completing the evaluation and, (4) a process outlining the opportunity for Bargaining Unit Faculty Members to submit a rebuttal letter at any stage of the promotion process. In all cases, student evaluations of teaching shall not be the sole criterion for evaluation of faculty teaching performance. (5.3.2.1)

The responsibility for establishing criteria and procedures for evaluation and for conducting the reviews lies with the Bargaining Unit faculty members of the academic unit and the Chair/Director, subject to endorsement of the Dean. (5.3.2.2)

In practical terms, the School of Media and Communication, as the administrative unit, has continued to operate largely as it has in the past. This fact is acknowledged by the site team in its executive summary, where it notes that “[t]he structure and reporting lines within the School have not changed since 1996.”

Bowling Green State University's shared governance under the CBA is well within normal definitions of shared governance. Faculty “own” their curriculum and are responsible for determining outcomes and the best means to achieve those outcomes. The curricula are subject to review and approval by others at the school, college, and university levels—just as they are at nearly every institution—and curricular changes can be denied at various levels for various reasons, most often due to scarcity of resources or the availability of similar curricula elsewhere within the university. Programs, departments, schools, and colleges are never fully autonomous at any institution; at BGSU, we have a normal process of review.

Perhaps most importantly, the faculty within the departments are responsible for drafting their governance documents, which are then endorsed by the dean and provost. The merit document has been approved; the reappointment, tenure, and promotion documents are in the review and revise stage; and workload documents will be drafted, reviewed, and revised in the spring 2016 term. The fears concerning loss of autonomy expressed to members of the site team by some faculty are expressions of anxiety that have no basis in any substantive change in practice. As we move from a climate of unionizing to a climate of shared governance, that anxiety should dissipate. There are constraints and affordances in any system of governance, of course, and not all parties to the CBA will find every detail to their liking. Despite the fact that not every member of the university community likes every detail of the contract, we argue that we are indeed compliant with the ACEJMC standard.

Now, we will address more specifically the individual indicators of Standard 1 in which the site team was critical of the department.

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- (a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administrators outside the unit.

The department does have a Strategic Plan that has been updated periodically, most recently in August 2015. The site team notes that the aspects dealing with governance are not supported by the administration. However, it is only the first aspect of governance in the strategic plan, the one calling for “autonomy within the School of Media and Communication structure” that the administration does not support as it does not comport to the collective bargaining agreement. Other governance goals of the strategic plan, such as “maintain departmental decision-making on curricular issues” and “implement diversity plan” are supported by administration, as noted previously.

Indeed, most aspects of the department’s Strategic Plan *are* supported by administration, as demonstrated by several recent developments. First, the administration supported a faculty search for a new hire in the department to begin in 2016-2017 at a time when very few such requests were supported. As this response is being written, the department has a verbal agreement with a candidate who will bring much-needed web production and data journalism to the department. Secondly, an additional engineer for the new building, alluded to on page 36 of the site team report, has been approved. Finally, the dean and provost are asking the university’s Board of Trustees to approve a student fee to support campus media. This fee would help offset the deterioration of revenue from the campus’ print publications over the past several years and also relieve student media organizations from having to compete for funding from the diminishing pool of money available through the Office of Campus Activities.

- (b) The unit has policies and procedures for faculty governance that ensure faculty oversight of educational policy and curriculum.

In this section, the site team report notes that the “efficacy of . . . policies and procedures seemed questionable at the time of the site team visit.” As examples, the site team notes the school director’s desire have journalism consider working more closely with the Department of Telecommunications and the denial of a social media course at the dean’s level.

The Journalism and Public Relations program has undergone significant curriculum changes during this accreditation cycle, such as eliminating a print focus and instantiating a multi-platform focus. All curriculum changes brought by the department to the school and the college have been enthusiastically supported and implemented, except one. The department proposed two courses in social media that the school and college did not support *at that time*. The door was kept open for social media courses to be developed after a consideration of resources is undertaken. This is related to the director’s desire for Journalism and Public Relations and Telecommunications to consider areas where the two departments can work together. Both have small faculty, and journalism students may take some TCOM classes as long as they do not exceed the 72 hour rule. Thus, a request to

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consider how resources, including courses, might effectively be used to benefit journalism students does not seem to indicate a lack of efficacy.

We would also point out that the college and university have not insisted that the Journalism and Public Relations programs follow recent changes in college-wide requirements for its other B.A. and B.S. degrees. The department elected not to adopt the changes and made appropriate arguments on the basis of differences in their students' learning needs. These examples demonstrate, we would argue, that the faculty does indeed have oversight of their curricula and educational policies and that the processes in place are effective.

- (c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

Here, the site team report asserts that the department chair's leadership "appears at odds" with the school's director and college's dean, and that both the director and the dean expressed the hope that the site team would give some guidance on the future of the departments within the school.

It is true that the chair has been concerned about the department's autonomy, and that this has—at times—placed her leadership at odds with her superiors. It is also true that communication within the department and school could have been more effective at conveying information about the ongoing processes of governance document creation and revision. This, combined with the resolve with which the department chair has pursued her protection of the department, has led to at least some faculty in the department fearing a deterioration of autonomy that in reality has not occurred. Nonetheless, as the collaborative process of developing governance documents continues, procedures and responsibilities are being further clarified and should lessen those fears.

Since the site visit, the provost, dean and director have had an opportunity to discuss their site team interviews. They all agree that their articulations of a desire for the site team to "offer guidance" were targeted at faculty in the department who were uneasy about the CBA implementation process. They hoped that the site team would provide a clear, externally sourced assurance to faculty that their self-governance was not being threatened.

### **Standard 5: Scholarship: Research, Creative and Professional Activity**

In the report on this standard, we believe that the team's emphasis on a since-departed faculty member whose research productivity was extraordinarily high may have distracted them from the work of the rest of the faculty. Also, the failure of the provost and dean to frame their assessments of productivity within the context of a professionally oriented undergraduate program gave the impression that our faculty members are not meeting the university's standards.

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Over the course of the self-study, we have averaged fewer than eight tenured/tenure-track faculty. The other faculty members are instructors or lecturers, who do not have research/creative activity responsibilities per BGSU policies. Thus, if you remove the departed faculty member in question from the equation, you are left with the numbers presented below. We would argue that this level of scholarly/creative activity is consistent with the Department's and the administration's standards as an undergraduate program.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (XX)
		Full Professors (3)	Associate Professors (5)	Assistant Professors (2)	Other Faculty** (XX)	
Awards and Honors	9	2	5	2	0	9
Grants Received Internal	8	0	7	1	0	8
Grants Received External	10	8	2	0	0	10
Scholarly Books, Sole- or Co-authored	0	0	0	0	0	0
Textbooks, Sole- or Co-authored	3	3	0	0	0	3
Books Edited	0	0	0	0	0	0
Book Chapters	25	18	7	0	0	25
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	14	5	7	3	1	16
Refereed Conference Papers	41	21	12	5	7	45
Invited Academic Papers	1	0	1	0	0	1
Encyclopedia Entries	2	0	2	0	0	2
Book Reviews	13	2	11	0	0	13
Articles in Non-refereed Publications	1	0	1	0	0	1

In this standard, then, the judgment of "non-compliance" rests primarily on three points: the dean's and provost's assessment of whether departmental faculty were meeting university expectations; the related observation that two faculty members have lost graduate faculty status; and finally, a conclusion that the department does not foster a climate conducive to the production of scholarship.

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Both the dean and the provost do believe that the department meets university expectations and that the faculty is sufficiently productive as an undergraduate unit. Their comments on meeting university expectations were in the context of graduate faculty status within the school's doctoral program. The dean remarked on the difficulty presented to faculty by their participation in the doctoral program: they must meet the expectations of a faculty in the undergraduate journalism and public relations program and then, over and above those expectations, they must meet the expectations of doctoral faculty members. The dean also spoke of faculty strength in the more professional publication venues, and noted specifically one faculty member's textbooks as an example.

It is also important to note that over the past accreditation cycle, nearly all tenured and tenure-track faculty in the department were judged as meeting research expectations for annual merit. In the past five years, out of a total of 32 faculty evaluations in the department, 29 were judged to either meet or exceed expectations for research.

Although the site team report notes in multiple places that two departmental faculty members lost graduate faculty status during the current accreditation cycle, in fact only one did. Another simply withdrew from the doctoral program during the previous reaccreditation cycle and was not renewed (she chose to focus on undergraduate education and faculty mentoring).

The self-study's focus on past production—including the very significant and utterly extraordinary productivity of a single retired faculty member—should not detract from the productivity of the present faculty, which we believe is sufficient for our accredited department. In addition, as the university is now rebounding from significant fiscal pressures, the provost, dean and director are committed to increasing the number of tenure-line faculty, and bolstering productivity we have lost across time. The support for faculty scholarship remains strong within the college, school, and department, and the standards cited by the site team remain and will remain in effect in the new reappointment, tenure, and promotion document, which will also include greater specification of expectations for the benefit of new and continuing faculty.

## **Summary**

We believe that the findings of non-compliance on Standards 1 and 5 are sufficiently tenuous to warrant an overall recommendation for reaccreditation. Again, we do not fault the site team for the judgments that we have discussed in this document; our self-study made their job more difficult than it should have been. However, we believe that the current letter, when considered as a supplement to the site team report, provides a much more complete picture of the many positive aspects of the Department of Journalism and Public Relations.

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