

**Report of On-Site Evaluation**  
**ACEJMC**  
**Undergraduate program**  
**2015-2016**

Name of Institution: West Virginia University

Name and Title of Chief Executive Officer: E. Gordon Gee, President

Name of Unit: Reed College of Media

Name and Title of Administrator: Maryanne Reed, Dean; Diana Martinelli, Acting Dean

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: November 1-4, 2009

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2015 - 2016 Visiting Team: Re-accreditation

*Prepared and submitted by:*

**Team Chair**

Name and Title: Trevor R. Brown, Professor Emeritus

Organization/School: School of Journalism, Indiana University

Signature Trevor Brown

**Team Members**

Name and Title: Caryl Cooper, Associate Professor

Organization/School: College of Communication & Information Sciences, University of Alabama

Signature Caryl Cooper

Name and Title: Robert Jamieson, Former ABC News TV Correspondent

Organization/School: New York

Signature Robert Jamieson

Name and Title: Peggy Kuhr, Vice President for Integrated Communications

Organization/School: University of Montana

Signature Peggy Kuhr

Name and Title: Brad Rawlins, Dean and Professor

Organization/School: College of Media and Communication, Arkansas State University

Signature Brad Rawlins

## PART I: General information

**Name of Institution:** West Virginia University

**Name of Unit:** Reed College of Media

**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.

Founded in 1867, West Virginia University (WVU) has a long and rich history as a land-grant university. In 1862, President Abraham Lincoln signed the Morrill Act, offering land grants of 30,000 acres of federally owned land to each state that agreed to establish a college to teach agriculture and the "mechanic arts." The State of West Virginia was formed the following year and, shortly thereafter, the state's legislature accepted the terms for the Morrill Act to raise the money to start the new land-grant college they called the Agricultural College of West Virginia. In 1868, the school's name was changed to West Virginia University.

West Virginia University is governed by the West Virginia Higher Education Policy Commission and the WVU Board of Governors. A member of the Higher Learning Commission of the North Central Association of Colleges and Schools, WVU's educational programs are accredited by the Higher Learning Commission and by the appropriate accreditation agencies for professional programs.

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

Yes

No

If yes, give the date of the last accrediting visit: November 1–4, 2009

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

The School of Journalism was established 76 years ago, in 1939, and was first accredited in 1961.

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

The WVU Reed College of Media prepares its students to excel as professional communicators, scholars and innovators in a rapidly changing global media environment. *(Adopted Fall 2010)*

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

Semesters of 16 weeks

Quarters of \_\_\_\_\_ weeks

Summer sessions of 6–12 weeks

Intersessions of \_\_\_\_\_ 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.**

B.S. in Journalism (BSJ)

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

120 semester hours

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

Students may earn up to three semester credit hours for an internship and up to three credits for a professional field experience. While strongly encouraged, these are elective credits that do not fulfill a major requirement.

**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>
Journalism	Gina Dahlia Francis
Strategic Communications	Sang (Sammy) Lee

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

WVU Main Campus, 2014: 29,175 students; 2015 (unofficial; not yet released by the Higher Education Policy Commission): 28,776

**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>
Journalism	154
*Print Journalism area of emphasis (AOE)	61
*Television Journalism AOE	98
*Visual Journalism AOE	19
Strategic Communications—Advertising AOE	259
Strategic Communications—Public Relations AOE	292
**Advertising	1
**Public Relations	7
<u>Total</u>	<u>891</u>

\*Students in these areas of emphasis (or majors\*\*) joined the college before the current curricula were in place.

The numbers are unofficial, not yet confirmed by the WV Higher Education Policy Commission.

**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.**

***Skills Courses Fall 2015***

<b>CRN</b>	<b>Course</b>	<b>Section</b>	<b>Enrollment</b>
80718	ADV401 Creative 1	001	18
89370	ADV401 Creative 1	002	19
81146	ADV451 Interactive Marketing Comm.	001	21
85829	JRL215 Media Writing	HW01	20
80693	JRL215 Media Writing	W01	20
81053	JRL215 Media Writing	W02	20
80694	JRL215 Media Writing	W03	20
80696	JRL215 Media Writing	W05	20
80697	JRL215 Media Writing	W06	20
81261	JRL215 Media Writing	W07	20
85609	JRL215 Media Writing	W08	20
88650	JRL215 Media Writing	W11	20
87318	JRL220 Introduction – Photojournalism	001	13
87319	JRL220 Introduction – Photojournalism	002	16
86838	*JRL225 Media Tools & Applications	001	20
86846	*JRL225 Media Tools & Applications	002	20
86847	*JRL225 Media Tools & Applications	003	19
86848	*JRL225 Media Tools & Applications	004	19
86849	*JRL225 Media Tools & Applications	005	20
86850	*JRL225 Media Tools & Applications	006	20
86851	*JRL225 Media Tools & Applications	007	20
86852	*JRL225 Media Tools & Applications	008	20
87620	*JRL225 Media Tools & Applications	009	20
87704	*JRL225 Media Tools & Applications	010	20
88572	*JRL225 Media Tools & Applications	011	20
84416	JRL318 Beat Reporting	001	20
88573	JRL318 Beat Reporting	002	20
80698	JRL319 Editing & Curation	001	20
86441	JRL319 Editing & Curation	002	19
87303	JRL335 Video/Audio News Writing	001	12
87304	JRL335 Video/Audio News Writing	002	19
87305	JRL386 Beginning Video Reporting	001	12
87306	JRL386 Beginning Video Reporting	002	13
83761	JRL426 Investigative Reporting	001	20
83762	JRL426 Investigative Reporting	002	15

88594	JRL431 Multimedia Reporting	001	15
88602	JRL440 Visual Storytelling for Media	001	10
88599	JRL445 International Media 1	H01	7
83759	JRL459 Multimedia News Publication	C01	18
88596	JRL459 Multimedia News Publication	C02	19
87308	JRL487 Adv Video Reporting/Producing	001	14
87309	JRL487 Adv Video Reporting/Producing	002	6
87310	JRL488 Video Editing	001	19
87311	JRL488 Video Editing	002	9
86970	JRL493L SPTP: Sports Reporting	001	14
88677	JRL493U SPTP: Advanced Broadcasting	001	12
88679	JRL493W SPTP: Experimental Journalism	001	9
88964	JRL493Z SPTP: Code Lab – Mobile Devices	001	13
80724	PR319 Creative Design & Strategy	001	20
84405	PR319 Creative Design & Strategy	002	19
87093	PR493 SPTP: Strategic Event Planning	001	20
86824	STCM315 Strategic AD/PR Writing	001	20
86825	STCM315 Strategic AD/PR Writing	002	20
86826	STCM315 Strategic AD/PR Writing	003	20
86827	STCM315 Strategic AD/PR Writing	004	20
86828	STCM315 Strategic AD/PR Writing	005	20
88537	STCM459 Strategic Comm Campaigns	C02	9
88538	STCM459 Strategic Comm Campaigns	C03	15
88539	STCM459 Strategic Comm Campaigns	C04	19

Online skills courses (electives)

86831	STCM439 Strategic Social Media	001	20
89187	STCM439 Strategic Social Media	002	20

**Skills Courses Spring 2015**

<b>CRN</b>	<b>Course</b>	<b>Section</b>	<b>Enrollment</b>
18203	ADV401 Creative I	C01	19
17872	ADV455 Creative 2	001	8
11274	JRL215 Media Writing	W01	20
11275	JRL215 Media Writing	W02	20
11277	JRL215 Media Writing	W03	20
11280	JRL215 Media Writing	W04	20
11282	JRL215 Media Writing	W05	20
11283	JRL215 Media Writing	W06	20
14564	JRL215 Media Writing	W07	20
16584	JRL215 Media Writing	W10	16
17306	JRL215 Media Writing	W11	20
17915	JRL220 Introduction—Photojournalism	001	16
17916	JRL220 Introduction—Photojournalism	002	20

17920	*JRL225 Media Tools and Applications	001	20
17927	*JRL225 Media Tools and Applications	002	20
17930	*JRL225 Media Tools and Applications	003	20
17931	*JRL225 Media Tools and Applications	004	20
17933	*JRL225 Media Tools and Applications	005	20
17934	*JRL225 Media Tools and Applications	006	20
17936	*JRL225 Media Tools and Applications	007	20
17937	*JRL225 Media Tools and Applications	008	20
17940	*JRL225 Media Tools and Applications	009	20
17944	*JRL225 Media Tools and Applications	010	20
11284	JRL318 Beat Reporting	001	16
11287	JRL318 Beat Reporting	002	12
18519	JRL320 Advanced Photojournalism	001	9
17950	JRL321 Media Design	001	20
17951	JRL335 Video/Audio News Writing	001	8
17953	JRL335 Video/Audio News Writing	002	18
17958	JRL386 Beginning Video Reporting	001	16
17960	JRL386 Beginning Video Reporting	002	11
13811	JRL426 Investigative Reporting	001	21
13812	JRL426 Investigative Reporting	002	22
17984	JRL430 Social Media/Journalism	001	20
18207	JRL431 Multimedia Reporting	001	13
17991	JRL440 Visual Storytelling for Media	001	8
15309	JRL458 Interactive Media	001	21
13830	JRL459 Multimedia News Publication	C01	20
14250	JRL459 Multimedia News Publication	C02	20
17993	JRL487 Adv Video Report/Producing	001	16
17995	JRL487 Adv Video Report/Producing	002	15
17996	JRL488 Video Editing	001	20
17998	JRL488 Video Editing	002	8
18582	JRL499 GSL: Jamaica-Using PR-Socl	7EA	7
19167	JRL499B GSL: Advntr/Trvl-Wrtng/Photo	001	15
11270	PR319 Creative Design & Strategy	001	19
11271	PR319 Creative Design & Strategy	002	12
12313	PR333 Web Development	001	17
17878	STCM315 Strategic AD/PR Writing	001	20
17879	STCM315 Strategic AD/PR Writing	002	20
17880	STCM315 Strategic AD/PR Writing	003	22
17881	STCM315 Strategic AD/PR Writing	004	20
17882	STCM459 Strategic Comm Campaigns	C01	20
17883	STCM459 Strategic Comm Campaigns	C02	21
17884	STCM459 Strategic Comm Campaigns	C03	20
17885	STCM459 Strategic Comm Campaigns	C04	21
17886	STCM459 Strategic Comm Campaigns	C05	20
18885	STCM459 Strategic Comm Campaigns	C06	21

Online skills courses (electives)

16891	STCM439 Strategic Social Media	001	20
16892	STCM439 Strategic Social Media	002	20

\* JRL225 Media Tools and Applications is a hybrid course that uses a “flipped classroom” model: students independently read and work online, with an instructor’s guidance as needed, and meet in the computer classroom once a week to further produce and finalize their work.

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

Planned Reed College of Media expenditures are listed below, along with the numbers from the previous three years:

<i>2015–2016 Planned Expenditures</i>	<i>2015–2016</i>	<i>2014–2015</i>	<i>2013–2014</i>	<i>2012–2013</i>
Ongoing operating expenses (salaries, operations, equipment, travel ...)	\$2,176,973.00	\$2,029,076.34	\$1,941,808.99	\$1,356,977.59
One-time operating expenses (capital improvements, 20-year rent contingency ...)	\$6,205,000.00	\$349,139.17	\$285,517.74	\$210,000.00

**Percentage increase or decrease in three years:** The current year’s expected expenditures represent a 37.66% increase over 2012–2013.

**Amount expected to be spent this year on full-time faculty salaries:**  
\$1,598,276.70\*

*\*includes longevity pay and administrative supplements/stipends; Dean Reed’s salary is being paid by the Eberly College of Arts & Sciences during her interim assignment there, and thus is not included in the total above.*

**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. (NOTE: Primary teaching responsibilities are noted after title.)**

<u>Name</u>	<u>Title</u>
Hongmin Ahn	Assistant Professor (STCM)
Nancy Andrews	Assistant Professor (Visiting) (Experimental, JRL)
Alison Bass	Assistant Professor (JRL)
Joel Beeson	Associate Professor (Visual JRL)
Robert Britten	Assistant Professor (JRL)
Dana Coester	Associate Professor (Experimental, JRL, STCM)

Rita Colistra	Associate Professor (STCM)
Emily Corio	Teaching Assistant Professor (TV, JRL—on parental/family leave, but still involved with instructors and some grading)
Gina Dahlia Francis	Teaching Associate Professor (TV JRL)
Julia Fraustino	Assistant Professor (Visiting) (STCM)
David Howell	Senior Lecturer (STCM)
April Johnston	Teaching Assistant Professor (JRL)
Amy Kovac-Ashley	Assistant Professor (Visiting) (JRL)
Sang (Sammy) Lee	Associate Professor (STCM, ADV)
Diana Martinelli	Acting Dean, Associate Professor (typically teaches 1/1, owing to administrative duties; no teaching duties while serving as Acting Dean)
Mary Kay McFarland	Teaching Assistant Professor (JRL, Visual)
Catherine Mezera	Teaching Assistant Professor (STCM, ADV)
Jeffrey Moser	Teaching Assistant Professor (dual appointment with College of Creative Arts) (JRL)
Elizabeth Oppe	Teaching Assistant Professor (JRL, STCM)
Geah Pressgrove	Assistant Professor (STCM, PR)
Lois Raimondo	Assistant Professor (Visual JRL)
*Maryanne Reed	Professor (not teaching owing to administrative duties)—serving as interim dean of the WVU Eberly College of Arts & Sciences until a replacement is hired
Clifton (David) Smith	Lecturer (JRL)
Tom Stewart	Teaching Assistant Professor (JRL)
John Temple	Associate Professor (JRL)
Steve Urbanski	Associate Professor (JRL, Graduate)
Open	Harrison Omnicom Professor in Integrated Marketing Communications (STCM)

*\*Currently serving as interim dean of the WVU Eberly College of Arts & Sciences*

**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.**

Fall 2015

Kelly Barkhurst  
 \*Richard Bebout  
 Erin Blake  
 Glynis Board  
 Peter J. Cameon  
 Susan Case  
 Michael Cassaza  
 Tyler Channell  
 David Christopher

~Geoffrey Coyle  
 ^Vincent F. Filak  
 Tricia Fulks  
 \*Demetrius Greer  
 Holly Hildreth  
 Mu Lin  
 Scott Lituchy  
 Stephen Menick  
 \*Eric Minor  
 Thilanka Munasinghe

\*Tricia Petty  
 \*Kayla Poling  
 \*Emily Roush  
 April Stolzenbach  
 Randy Jake Stump  
 Raymond Thompson

Spring 2015

Kelly Barkhurst  
 \*Richard Bebout  
 Erin Blake  
 Glynis Board  
 Susan Case  
 David Christopher  
 Roger Echols  
 Natalie Eddy  
 ^Vincent F. Filak  
 ^Kristen Foley

Tricia Fulks  
 ^Susan Gaide  
 Gina Gayle  
 \*Demetrius Greer  
 Charles (Matt) Gregory  
 Charles Harman  
 Holly Hildreth  
 David Howell  
 ^Todd Hudak  
 Jose Huitron  
 Mu Lin  
 Dustin Mazon  
 Jane Menyawi  
 \*Eric Minor  
 \*Kayla Poling  
 ^Martin Rotberg  
 Raymond Thompson  
 ^Elizabeth Van Iersel

*\*Classified as a Faculty Equivalent Academic Professional (FEAP) who works full-time in the school; teaching is part of his or her regular assignment.*

*~Late adjunct to fill in class lectures/instruction, using already developed materials, while Assistant Professor Emily Corio is on family leave. Professor Corio continues to grade students' work in this course.*

*^ Online minor course that Strategic Communications/Public Relations or Journalism students may take as a 400-level elective. These courses are reserved for minors students first; seats open up to our interested majors, only as available. Relatively few major students take these courses to fulfill this elective requirement; therefore, these faculty are not listed in Table 3; however, their resumes/CVs will be available in the workroom onsite.*

**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.

Year	<i>72 or more semester hours outside of journalism and mass communications</i>		
	Total Graduates	Number	Percent
2014-2015 academic yr.	<u>234</u>	<u>234</u>	<u>100%</u>
2013-2014 academic yr.	<u>249</u>	<u>249</u>	<u>100%</u>

## 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.*

### Background

The Department of Journalism was founded in 1927. It became an independent School of Journalism in 1939 and was accredited for the first time in 1961. In 1977 it was named the P. I. Reed School of Journalism in honor of its founder. To reflect the increasing breadth of its programs, the School became the Reed College of Media in 2014. It is one of 15 colleges and schools on WVU's main campus in Morgantown.

Enrollment growth in the College has outpaced that at WVU since the previous site visit in fall 2009.

	2009	2015	Increase
Campus	28,848	29,175	1.13%
College	714	891	24.79%

The College has adjusted its undergraduate degree in response to changes in WVU policy and in the digital multimedia world for which it prepares its students. It has reduced

- the high school gpa and ACT and SAT scores for admission to the College
- the credit hours for the degree from 128 to 120
- the sequences in the major from five (advertising, print journalism, public relations, television journalism, and visual journalism) to two (journalism and strategic communications)

To address growth and change, the College has increased its full-time faculty from 22 at the time of the 2009 visit to 25.5, including appointments in innovation and design. In a state with limited support for public universities, the College has funded much of its digital, multimedia innovation and infrastructure out of grants and development.

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 School adopted its mission statement in fall 2010, in the semester after the Council's decision on re-accreditation. Its concise, factual expression still straddles the majors and areas of emphasis of the College's converged curriculum. Even so, the College may wish to consider a more inspiring, less perfunctory statement that captures the motivation behind its innovation and experiment for preparing students and serving West Virginia.

In 2010–11, the then–School of Journalism defined four goals in support of the University’s ten-year strategic plan for 2010-20:

- 1) prepare students to succeed in an industry characterized by rapid change, technological innovation and globalization;
- 2) excel in research and creative scholarship that advances WVU’s research goals and the College’s focus on media innovation;
- 3) provide students with multicultural and global perspectives through academic and extracurricular programs; and
- 4) enhance local and global communities by sharing faculty and students’ skills, research and communications expertise.

After annual review of the plan and actions to address the goals, the faculty is satisfied that most of those for the undergraduate program have been achieved. It is focusing in 2015-16 on the graduate program.

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

The College updated its faculty handbook in 2015 to reflect the new name and included the new Faculty Evaluation, Promotion and Tenure document. A list of Frequently Asked Questions addresses school policies and procedures.

Journalism and mass communications units in some universities do not extend full rights of citizenship to faculty on contract, reserving those to tenured and tenure-track faculty. As is typical of the different responsibilities and compensation universities define for these faculty categories, West Virginia University requires contract faculty without a research expectation to have a higher teaching load than tenured/tenure track faculty and sets a lower rate of compensation. Despite these mandated differences, the Reed College seeks to involve its contract faculty fully in administration and governance. For example, the Coordinator of Journalism is a teaching faculty member, the Coordinator of Strategic Communications is a tenured faculty member. Tenured/tenure-track and contract faculty serve on the College’s seven standing committees (Academic Standards, Curriculum/Assessment, Diversity, Faculty Evaluation, Graduate Programs, Scholarship, and Student Awards). The College holds faculty meetings at least once a month during the school year and all full-time faculty have voting rights. Nine were held in 2014-15.

Nevertheless, the College seems not to be entirely free of sensitivity about differential treatment.

**(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 Dean is admired within the College and across campus for her effective administration and her creative, innovative leadership. She has developed funds to fulfill the aspirations of the strategic plan and supported faculty in their efforts to do the same. Evidence of this regard is her appointment as Interim Dean of the College of Arts and Sciences. The Acting Dean of the Reed College is similarly praised for her management in the Dean’s temporary absence. The faculty commented often on the generous support of both administrators for their research and teaching activities.

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

The University defines procedures for conducting a national search for deans. Because of the Dean’s effective performance as Interim Dean of the Reed School, the Provost met with the faculty in closed session, then appointed her as full-time Dean.

The Provost assesses the Dean of the College annually and determines whether to reappoint her for another year and to award a merit-based pay raise. A “360 review” of the Dean is conducted every five years, and her first in 2010–11 was glowing.

The Dean reviews the Associate Dean annually and the Faculty Evaluation Committee reviews her academic record. The Associate Dean has a 360-review in the fifth year; the current Associate Dean will be reviewed in 2016–17.

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

Faculty and staff resolve most issues within the College, through meeting with the Dean, Associate Dean or Coordinators. If issues need further deliberation, the University’s Faculty Handbook defines a Conflict Resolution and Academic Due Process.

Within the College, students resolve complaints with their professors, their program coordinator or the Associate Dean. Students file grade appeals through a process defined in the student catalog.

**Summary**

The Provost, faculty, staff and students, alumni and media professionals praise the College for a period of successful negotiation, innovation and change in curriculum, facilities and technology. Change has not been painless in a faculty of tenured/tenure-track and contract members, but it has been collegial. The achievements of the past six years owe much to the creative leadership of the Dean and the deft management of the Acting Dean.

**COMPLIANCE**

**PART II — Standard 2: Curriculum and Instruction**

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.**

As the chart shows, the College has organized the B.S. in Journalism to ensure that students take no more than 42 credit hours in journalism and strategic communications and at least 78 hours outside the College. The graduating classes in 2013-14 and 2014-15 were in 100 percent compliance.

**B.S. IN JOURNALISM (BSJ)**

<b>Hours Outside the College</b>		
General Education	35	
Liberal Arts Requirements	28	
Minor	15	78
<b>Hours Inside the College</b>		
Core Requirements	15	
Major Requirements		
Journalism	18	
OR		
Strategic Communications	21	33-36
<b>Hours Inside and Outside the College</b>		
Electives	6-9	6-9
<b>Degree Total</b>		<b>120</b>

**(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.)**

To keep current with the changing media environment, the College has made numerous changes to its journalism, advertising and public relations majors. The College now offers two majors: Journalism and Strategic Communications. In addition, credit hours for graduation decreased from 128 to 120, a revision encouraged by the University to facilitate four- and five-year graduation rates.

Both majors take a common core of five courses, including a capstone course:

- Intro to Media & Society
- Media Writing (with an online grammar component)
- Media Tools & Applications
- Media Ethics & Law
- Multimedia News Publication OR Strategic Advertising & Public Relations Campaigns

The core balances conceptual and skills courses but the emphasis on application in required courses, on development of technological, multimedia competency in each major and on work on campus media and internships, appropriate though it is, may have contributed to the students' difficulty in the first meeting in articulating theory and concept. They struggled to identify concepts that direct their "strategy." They felt comfortable discussing tactics and research methods, but not theory. They were fluent in describing the what and how of their learning, inept in defining the why of method and skill. When pushed, they remembered learning some theory and principles in Intro to Media & Society and Media Ethics & Law. Students in the meetings for each major corrected this perception of conceptual inarticulateness to some extent. They spoke effectively about instruction in several courses in concepts and issues of diversity. Students suggested that it would be good to reinforce the theories, principles and concepts in more courses. To strengthen balance in the curriculum, the College may wish to consider working more closely with the Department of Communication Studies to develop shared curriculum in media studies.

### **The Journalism Major**

Journalism eliminated separate capstone courses for television, visual and print students in 2008. In 2010, the College changed the names of the areas of emphasis: Broadcast News became Television Journalism and News Editorial became Print Journalism. The College added a new area of emphasis: Visual Journalism. Then, in fall 2014, the College launched a combined Journalism major, bringing television, print and visual journalism together and dividing skills into three areas: writing, creating, and engaging.

The 18-hour requirements are:

- At least two courses classified as Writing from Beat Reporting, Investigative Reporting, Advanced Reporting, Feature Writing, Opinion Writing, and Video & Audio News Writing
- Two classified as Creating from Beginning Video Reporting, Advanced Video Reporting/Producing, Introduction to Photojournalism, Media Design, and Multimedia Reporting
- One classified as Engaging from Editing & Curation, Social Media/Journalism, Interactive Media/Audience Building, Visual Storytelling & Curation, and Gamification of Media
- At least one upper-level elective

In Multimedia News Publication, the capstone course offered every fall and spring, students work in teams to produce stories for the Mountaineer News Service and develop in-depth, multimedia packages for regional media outlets.

The newspaper and broadcast professionals at the Monday lunch spoke glowingly of the level of professional competency demonstrated by the interns and graduates they have hired.

## **The Strategic Communications Major**

To better reflect the industry, the Advertising and Public Relations programs merged in fall 2013 into one program, Strategic Communications. Majors must complete 21 hours, including four required courses:

- Introduction to Strategic Communications
- Strategic Advertising and Public Relations Writing
- Advertising and Public Relations Audience Insight and Analysis
- Strategic Advertising & Public Relations Campaigns

Students in the Advertising area of emphasis take an additional three courses from Creative I, Media Planning & Strategy, Interactive Marketing Communications, Creative II, and Strategic Communications Strategy & Management.

Students in the Public Relations area of emphasis take an additional three courses from Creative Design & Strategy, Web Development, Editing & Curation, Strategic Event Planning, Strategic Social Media, and Strategic Communications Strategy & Management.

This area has the most students of any emphasis in the College. Aside from the challenges of trying to squeeze a lot of content into an introduction course and the shortage of textbooks in this area, there appears to be enthusiastic support for this integrated approach by faculty and students. Review of course syllabi, discussions with students, conversations with faculty and visits to classrooms provide evidence of a curriculum that teaches the foundational skills and concepts, while providing current practices in digital and social media.

Students appreciate the quality of the teaching, the experience and care of the faculty, the professional networks available to them, the applied coursework and the overall preparation they receive.

**(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.)**

Creating a “digital-first” curriculum has been the driving force for the College. Its faculty are mindful of the need to keep solid reporting and writing as the base upon which the curriculum is built and students confirmed that this foundation underlies skills courses. The faculty culture seems open to – indeed, enthusiastic about – continuing change, while routinely checking whether the basics are being covered.

The College is committed to maintaining its reputation for excellent teaching. The College’s teaching assistant/associate professors (TAPs) are known for innovative teaching and service projects. Faculty members earning teaching awards include Dana Coester, who received the University’s first Career Innovator Award in 2014 after serving just five years on the faculty. Gina Dahlia and Diana Martinelli received the University Foundation’s Outstanding Teaching Awards. Recognition of excellent teaching is not restricted to the University. Julia Faustino won the 2015 AEJMC Mass Communication & Society

Division's Promising Professor Award. Faculty have numerous teaching-related accomplishments, including the presentation of teaching-related papers and panels at conferences.

Students say they are pleased with the College's curriculum, feel they are well prepared, and had very little criticism. Broadcast students, when prompted, said they wished they had had more opportunities than just two classes in which to do actual television work. Students overwhelmingly appreciated innovative courses such as those on social media and blogging, coding and working in augmented and virtual reality, and wearable technology.

**(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 College was in stronger compliance in fall 2015, when only one course exceeded the 20-1 ratio, than in spring 2015, when four out of 54 course sections (not including the campaigns course) exceeded the ratio by one or two students.

**(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). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.**

Although not required, internships are strongly encouraged. The College's Director of Student Careers and Opportunities' office is located in the Advising Center for easy access to help students understand the connection between academics and industry preparation. Students may take internships and practica for academic credit. Internships earn three credit hours and a practicum earns one to two credit hours. The Director works with the internship supervisor and the student to establish the job description and assure mutual understanding about the learning outcomes for the experience. Evaluations of the internship may include an employer evaluation, reflective journal entries and a final paper on a topic relevant to the student and the internship experience. Internships and practica are graded Pass/Fail.

## Summary

Merging the sequences into Journalism and Strategic Communications has been collegial and effective in preparing students for the marketplace. The College has responded vigorously and innovatively to the previous site team's concern for developing more digital, multimedia knowledge and competence. That admirable drive may have come at some cost to students' grasp of concept, principle and theory. On their face, the majority of course titles convey a greater emphasis on mastery of skills than on knowledge and understanding.

## 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 College has a Diversity/Inclusion Plan, and regularly updates it. The first plan was written in 2008 and adopted in 2009. It was last updated in May 2015. The definition of diversity and the goals, strategies and targets are comprehensive and well outlined. Because the College continues to struggle to hire and retain full-time faculty of color and international faculty, the Dean and faculty are trying a different approach. The Acting Dean asked a representative of the University's Office of Diversity, Equity and Inclusion to review the plan during the last academic year. He said the plan may be too broad and advised focusing on fewer goals. The Acting Dean and the self-study say the key goals will be to increase underrepresented student and faculty numbers. The Assistant Dean has been asked to develop specific percentages for achieving greater diversity among students, and the Diversity/ Inclusion Committee chair has been asked to develop specific goals and strategies for achieving greater faculty diversity.

**(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 College can point to a number of actions to strengthen diversity since the previous accreditation. These include syllabi audits to see if they identify lessons and assignments that address topics in diversity, and highlighting events that include diverse/multicultural perspectives. The College regularly invites speakers of color, including last spring's commencement speaker; and the College has a strong record of highlighting women's achievements in event programming. In November, 2015, for example, it is co-sponsoring an event that will include discussion about the possibility of electing the first woman President in the U.S. Last year, it co-hosted "Hack the Gender Gap," a bi-coastal gathering about the emerging wearable tech market featuring companies led by women.

Faculty have developed innovative projects that bring diversity to the forefront. They include a Visual Storytelling course for several semesters where students developed interactive displays for the nation's only World War I African American Memorial in Kimball, W VA. The College developed a partnership with Morgan State University, a historically black institution in Baltimore, MD. In spring 2015, students and faculty from the College and Morgan State met in Selma, AL, to work together on a multimedia project about the "Bloody Sunday" civil rights anniversary. Another project with Morgan State is planned for spring 2016. Students have opportunities to study and work internationally. For example,

every other year, Strategic Communications majors are offered the opportunity to enroll in an international capstone course.

Faculty and students praised the supportive climate in the College, including frequent monetary support for travel and workshops. At least one faculty member has attended a conference relating to minorities every year (for example, NABJ, Poynter diversity workshops, and UNITY). Students were highly aware of diversity as a desired outcome for the College in terms of numbers of students and in terms of diversity of story sources, audiences and assignments.

The College offers several mentorship and advising opportunities for students, including peer and alumni mentorship. The College began a student chapter of the National Association of Black Journalists in 2010, but membership was down to two or three members in spring 2015. By fall 2015, the College had a full-time professor and an academic adviser (who is African American) advise the NABJ chapter and build membership. At the time of the site visit, there were about 10 active members. The academic adviser had also just started a mentorship program for freshmen who are from racially diverse backgrounds, who are first-generation college students or who may face academic challenges based on their high school performance. Seventeen students accepted the offer to be mentored and were matched with 17 upperclassmen and women in the College.

Some faculty research and creative scholarship is strongly centered on diversity. Of particular note is Associate Professor Joel Beeson's continued work in teaching, research and service. For example, he is working with the Congressional Black Caucus Veterans Braintrust on a mobile app, crowdsourcing and virtual tours of memorial sites of significance for the African American experience in WWI.

**(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 College has a strong record of recruiting women faculty and staff and has women in leadership roles. The Dean, Acting Dean and a Program Coordinator are women. The Dean co-founded a Women's Leadership Initiative at the University. In fall 2015, women were 65 percent of full-time faculty members.

In 2015-16, 16 percent of full-time faculty members were from underrepresented and international populations. Eight percent of full-time faculty represented domestic minority populations. Among 25.5 faculty members in fall 2015, the College reported one Asian American faculty member, one international faculty member, one faculty member who reported being of two or more races, and one faculty member who is LGBT. No full-time faculty were African American or Hispanic/Latino, the largest minority population categories for the College's geographic area.

The size of the faculty and the staff has grown since the previous accreditation. Search committees for full-time faculty heard from 151 candidates: 58 were women, 20 were minorities, 24 were assumed international. (The University does not invite applicants to self-identify by nationality.) The College considered 12 female finalists, made offers to four of them, and four accepted. It considered 10 minority finalists, made offers to two and two accepted. It considered three international finalists; no offers were made.

Every search committee for a faculty or staff position includes a “social justice liaison,” whose responsibility is to assure underrepresented candidates are sought and fully considered.

At times, the College has found it difficult to hire and retain diverse faculty. Four minority and international full-time faculty left in recent years, for family reasons (a better geographic area for family) and for professional reasons (for example, to join a PhD program). It has offered positions and been declined because Morgantown was seen as too far from family who live in urban areas.

The College reports higher diversity numbers among its part-time faculty.

The College has four full-time academic advisers; one is African American and one is Asian American. The Director of Development is African American as is the administrative assistant.

**(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.**

Students in the College are primarily from West Virginia and the Northeast. Non-resident markets are Delaware, Maryland, New Jersey, New York, Ohio, Pennsylvania and Virginia. For that geographic service area, the population breakdown is 72 percent white, 15 percent black/African American, 8 percent Hispanic/Latino, 4 percent Asian. Those reporting two or more races: 2 percent. Women are 51.2 percent.

The minority percentages for this geographic service area generally are higher than the College and the University showed for 2014-15 enrollment. The College reported the white student population at 82 percent, and the University was 81 percent white. For other sectors in 2014-15:

- Black/African American population: College, 5.4 percent; WVU, 4.5 percent.
- Hispanic/Latino: College, 5.7 percent; WVU, 0.4
- Asian: College, 1.4 percent, WVU; 1.6 percent
- Reporting two or more races: College, 3.7 percent; WVU, 3.3 percent.

The College’s student population is heavily female and many undergraduates are first-generation college students. About 60 percent of its undergraduate students are women. (By contrast, WVU overall female enrollment is 45 percent.) Almost 14 percent of the College’s freshmen in fall 2015 were first-generation.

For fall 2015, directly admitted freshmen were 9 percent minority. The College also works to recruit students already at WVU who have not declared a major. This effort has increased the student diversity at the College. The overall College enrollment is nearly 17 percent minority.

Other actions the College has taken to strengthen diversity in the student population include:

- Hired a full-time recruiter in 2014 who is increasing outreach to regional high schools with sizeable minority populations and who works with a recently hired Assistant Dean with a strong marketing/recruitment background.
- Increased scholarship funds for underrepresented and first-generation students.
- Required students in the freshman orientation course, JRL 115, to attend a diversity/inclusion event.

- Put in place articulation agreements in Maryland, Virginia and Ohio to make it easier to transfer from community colleges (with higher minority populations than WVU) to WVU to pursue a degree from the College.
- Initiated a mentor program for new freshmen who represent diverse backgrounds, are first generation or may face academic challenges.

**(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.**

Faculty, staff and students said the climate was welcoming, open and free of harassment and discrimination. Students and employees take online training about discrimination and harassment.

### **Summary**

Administrators, faculty, staff and students openly discuss the need to continue to work on diversity in the student body and faculty. The College has addressed the challenge with energy and innovation in the curriculum, in supporting students, and in recruiting new students and students already at WVU. This is an area that needs continual improvement, and the evidence is strong that the College will continue to devote time, people and money to this effort.

### **COMPLIANCE**

(The Faculty Population table is on the next page.)

**Table 6. Faculty Populations, Full-time and Part-time****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	13	56.5	6	26
American Indian/Alaskan native	0	0	0	0
Asian	0	0	2	8.5
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	1	4
Other race	0	0	0	0
International (any race)	1	4	0	0

**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	1	3.5	2	7
White	11	39	9	32
American Indian/Alaskan native	1	3.5	0	0
Asian	0	0	1	3.5
Hispanic/Latino (any race)	0	0	2	7
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	1	3.5
Other race	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.*

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.**

The College has 25.5 full-time faculty members, including the Dean (who is serving as Interim Dean of the College of Arts & Sciences) and the Acting Dean. In addition, it has an unfilled position, the Harrison/Omnicom Professor in Integrated Marketing Communication. The faculty has grown from 22 since the previous accreditation. Because of retirements and faculty leaving for other reasons, plus overall growth in faculty, the College has made a number of hires. As of fall 2015, 10 full-time faculty had been a member of the College for six or fewer years. Three full-time faculty were in their first year.

In fall 2015, the College had only one faculty member at the rank of professor: the Dean. That is expected to change. One associate professor is up for promotion this year; another intends to seek promotion after a planned sabbatical in spring 2015.

In fall 2015, the College had seven tenure-track associate professors and one teaching associate professor. It had seven tenure-track assistant professors and 6.5 teaching assistant professors. It had two lecturers and the Visiting Ogden Professor. Teaching professors can be promoted and have full voting rights but cannot receive tenure.

The College had six Faculty Equivalent Academic Professionals (FEAPs). They hold full-time positions and have teaching as part of their assignment. They include the assistant dean, academic advisers, and the student careers director.

The College follows University guidelines to advertise positions and hire full-time faculty. The Dean must have the Provost's approval to begin the hiring process. The Dean names a search chair and a committee; and the Dean and the chair write the position description. Full-time positions are advertised in diverse media and nationally. In evaluating candidates, the College uses ADVANCE, a screening template intended to increase diversity in academics.

The College generally does not use a search process or advertise for adjuncts, relying instead on knowledge of local professionals who have taught before or who may be interested.

FEAPs also are hired under the University hiring process, set individual strategic goals and receive annual evaluations.

All full-time faculty members are evaluated annually, by the College's Faculty Evaluation Committee and by the Dean. The Evaluation Committee is appointed by the Dean, and has at least three members. The majority of members must be tenured.

Faculty are evaluated on the relevant areas for their position (teaching, research, service), their progress toward promotion, and – as applicable – their progress toward tenure. Merit pay is typically determined by calculating an average of the Dean's and the committee's evaluations.

Adjunct faculty are reviewed each semester. If there are low evaluations, the Associate Dean or the coordinator for that major discusses them with the adjunct. They are not reappointed if evaluations do not improve.

The College's Faculty Handbook, updated in 2015, is comprehensive and well organized – an important document because the College has many new full-time faculty. The new faculty praised their introduction to the College and said expectations about teaching, research and service were clear.

Tenure-track faculty are expected to make significant contributions in two areas, generally teaching and research, and a reasonable contribution in service. Tenure-track faculty are expected to have a breakdown of 40 percent teaching, 40 percent research, 20 percent service and to publish the equivalent of one scholarly publication per year.

Teaching faculty are expected to make significant contributions in teaching and reasonable contributions in service. The breakdown of requirements for teaching professors at the associate and assistant levels is 80 percent teaching and 20 percent service. Lecturers are at 50 percent teaching, 50 percent service.

The typical teaching load is 3/2 for tenure-track faculty, 4/4 or 4/3 for teaching faculty and 2/2 for those who hold a chair or an endowed professorship. Faculty may receive a reduction in teaching load if they are new, are in a critical year for promotion or tenure, or have administrative duties.

Several teaching faculty said that they are somewhat frustrated by what they perceive is a lack of opportunity to teach experimental classes (and thus, they believe, become better candidates for promotion). Several thought that opportunities for promotion were not clear enough and that their level of service was much higher than others'. At the same time, they praised the curriculum changes, said they were fully part of designing and implementing changes, and praised the atmosphere of innovation at the College.

One tenure track professor was evaluated to be so valuable to the College that, in a rare move, he was offered a teaching assistant professor position when it became clear he was not likely to achieve tenure.

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

Full-time faculty have primary responsibility for teaching, research and service, but the self-study reported that the College continues to be "overly dependent" on part-time instructors. Reliance on adjunct instructors was mentioned as a weakness in previous accreditation reports. The 2009 report noted improvement from the 2004 site visit report. In the period under review, the College again was able to show progress. The self-study reported that in 2008-09, full-time faculty taught 64 percent of course sections. For the most recent three years, the percentage of core and required courses taught by full-time faculty was higher. In spring 2015, 67.4 percent of major course sections were taught by full-time faculty. Students and administrators had high praise for the adjunct faculty members, who bring valuable professional experience to the classroom.

**(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.**

The College shows a strong balance of academic and professional experience and expertise. All the full-time faculty had professional experience, ranging from 3 to 31 years. Thirteen faculty members had at least a decade of professional experience. Years on the College faculty ranged from 1 to 22 years.

In spring 2015, 10 faculty had earned a doctorate, and one faculty member was ABD. Three faculty members held an MFA. Nine held either an MA or MS.

In fall 2015, all full-time faculty had earned at least a Master's degree, except for two new hires who each had extensive professional experience: the Ogden Newspapers Visiting Professor, with 30 years of top newspaper experience (including the Washington Post and Detroit Free Press), and a senior lecturer with 30 years of professional advertising experience.

Part-time faculty numbered 24 in spring 2015 and 19 in fall 2015. Experience ranged from two years of full-time professional work to 37 years. The range of teaching experience was equally broad, from those new to the classroom to those with 16 years teaching. All but one part-time faculty member were working full-time as professionals. Most held a Master's level degree.

Faculty keep current with media trends and their expertise with digital media is evident in their teaching and research. They embrace innovation. The College rightly is proud of a number of innovative opportunities it offers students. One example is the Innovator-in-Residence program that brings leaders in media innovation and disruption to work with students on projects. In fall 2015, they were working to increase public engagement on water contamination in West Virginia through a project that will use data from sensors that students placed in three sites.

The College has taken actions to support faculty in their research/creative activity and their professional development. Thanks to money the College earns from its online academic programs, administrators have been able to support faculty travel to conferences and workshops. The College hired a part-time grants writer in early 2013, and in 2014 created a new award to recognize outstanding research achievement. The College encourages professional development of staff and faculty. In recent years, for example, the College has paid for faculty to participate in a 12-week faculty success program.

Faculty have won University-wide and nationally noted teaching awards. They are active in numerous scholarly and professional organizations at regional and national levels.

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

The College uses a Student Evaluation Instrument (SEI) that has 17 required questions (10 required by WVU and 7 by the College). Faculty may add questions to the form. At the end of every course, students are asked to evaluate the instructor and the course overall.

For annual evaluations, teaching faculty, instructors and visiting faculty must show teaching effectiveness to be reappointed. Student evaluations are the primary measure of effectiveness, and other factors can be taken into consideration.

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

The faculty are highly respected for the quality of their work, their innovative scholarship and curriculum, and their outreach to help the citizens of West Virginia. Students describe faculty as innovative, adventurous, dedicated, eclectic, caring and very demanding.

**Summary**

The Dean and the College have worked successfully with a complex mix of change in recent years: an increasing number of students, more full-time faculty, a new curricular structure for its journalism and strategic communications majors, and an array of new and experimental courses. The College has a committed, qualified and current faculty who are enthusiastic about being at WVU and about the future of media.

**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.*

Unit performance with regard to indicators:

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

According to the self-study, the College has increased its scholarship and creative activities since it was last reaccredited. Increasing scholarship is part of the College's strategic plan, particularly publishing in top tier journals with an emphasis on research on innovative trends. This plan matches the University's goal to increase its research profile.

The College has 13 tenure track faculty, 7.5 teaching faculty, three visiting professors and two lecturers. The tenure-track faculty are expected to spend 40 percent of their time producing scholarship, while teaching faculty are not expected to produce research or creative works. Faculty receive generous support for travel related to scholarship and professional development. Each faculty member is fully funded for two conference activities per year, and interviews with faculty indicated that additional travel is supported when justified. In 2013-14, the College funded 34 trips for 16 faculty members at an average cost of \$1,495 per trip. Faculty also qualified for additional travel grants 27 times since the last accreditation. Productive faculty members are eligible for course reductions and summer research funding that allows them to spend more time doing research instead of teaching summer classes. The addition of four professional advisers also allows faculty to spend more time on research by alleviating their academic advising responsibilities.

The University further supports scholarship by providing sabbaticals to faculty who have taught full time for at least six years. Four College faculty members have taken sabbaticals since the last accreditation visit.

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

According to the College's promotion and tenure document, updated in May 2015, "continued scholarship" is essential for tenure and promotion. The document defines continued scholarship as at least one significant piece of scholarship per year, with some of the peer-reviewed articles being published in "top-tier" journals during the period being evaluated.

Conversations with faculty members reflected an understanding that they should publish at least one significant piece per year. Faculty are expected to continue their scholarly and/or creative activity after receiving tenure, although there is no formal post-tenure review process. However, graduate faculty status requires continuing scholarship.

Faculty who were hired recently said that they were made aware of the research expectations during the hiring process, and that these expectations have been reinforced with subsequent meetings with the Dean and Associate Dean. Some senior and junior faculty also remark that the research expectations have increased for pre-tenure faculty and that these expectations are more clearly articulated in the revised tenure document.

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

The College evaluates both traditional scholarship and creative works for tenure, promotion and merit. Faculty who take more creative paths to scholarship, including books, films, and digital platforms, are rewarded according to the merits of their activities. The College respects a diversity of activities provided they significantly impact the knowledge and practice of media and communication. Several faculty have received tenure and promotion from producing creative works.

**(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.**

Thirteen of the 23 faculty employed during spring 2015 are tenure-track faculty who are expected to spend 40 percent of their time doing research and creative activities. Of these, seven produce traditional scholarship that is comprised of peer-reviewed journal articles, academic presentations, book chapters and books. The other six produce creative works.

Since the last accreditation, College faculty produced 58 peer-reviewed academic presentations, 31 refereed journal articles, 16 non-refereed journal articles, eight creative works and four books. These numbers fall a little short of the goal set by the College in its strategic plan, but there is ample evidence that the faculty are engaged in scholarship and there are several cases of significant works such as a monograph, a recent non-fiction book that has been optioned for a film, an award-winning experimental documentary, and a creative Hackathon that garnered national media coverage.

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

Faculty who engage in scholarship remark that there is support and celebration for their scholarship. Some scholars would like to see a stronger culture for scholarship that reflects a very high research institution, while others appreciate the diversity of scholarly work that produces creative and professional works. Overall, the culture of the College is focused on innovative professional practice that also provides strong support for faculty engaged in more traditional forms of scholarship. Faculty are encouraged to explore the issues and practices that would most benefit the region in line with the land grant mission of the University. The College gives a research award each year to recognize and promote significant scholarship.

## Summary

The College expects significant scholarship and creative works from its tenure-track faculty, provides ample resources to meet these expectations and celebrates faculty success.

## COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (20.5)
		Full Professor (1)	Associate Professors (8)	Assistant Professors (10.5)	Other Faculty* (1)	
Awards and Honors	16	2	6	6	3	13
Grants Received Internal	32+***	0	11	21	0	32+***
Grants Received External	9	0	7	3	0	10
Books, Sole- or Co-authored	3	0	1	2	1	4
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	9	0	6	3	0	9
Monographs	1	0	1	0	0	1
Articles in Refereed Journals	30	1	16	14	0	31
Refereed Conference Papers	55	0	24	34	0	58
Invited Academic Papers	1	0	1	0	0	1
Encyclopedia Entries	7	0	4	3	0	0
Book Reviews	0	0	0	0	0	0
Articles in Non-refereed Publications	16	1	1	14	0	16
Juried Creative Works	3	0	4	0	0	4
Non-juried Creative Works	4	0	0	4	0	4
^Other	29	4	18	10	0	32

## **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 unit and institutional requirements for graduation and receive career and academic advising.**

The College's Advising Center includes an Assistant Dean of Student and Enrollment Services, a Director of Student Careers and Opportunities, four full-time academic advisers, recruiter, records assistant and two student workers.

Academic advising begins before students enroll in the College. Prospective students and their parents are given information about the curriculum, its requirements and job opportunities so they can make better informed decisions about their higher education. Current students are given information through several ways, including a New Student Orientation (for graduating high school students), the JRL 115 Orientation course and the New Student Handbook (for incoming freshmen), and face-to-face meetings with academic advisers. Students are not allowed to register for classes without an adviser removing a hold on their account. DegreeWorks gives students and advisers the ability to review academic progress.

Although advising continues throughout the year, the formal advising window was widened last year to six weeks to ensure that all students receive academic advising directly prior to each registration period.

The Advising Center uses student surveys and senior exit surveys to measure student satisfaction and identify needed improvements. In an academic advising survey during the spring 2015 semester, 98 percent of students reported that advising met their needs and 87 percent were satisfied with their advising experiences. When asked about areas where the Advising Center could improve, 40 percent of respondents indicated that they needed more information about courses, programs and requirements.

The 2015 survey also showed that 56 percent of the College's graduating seniors had met with the career adviser, 95 percent were satisfied with the meeting and 21 percent indicated that they had full-time employment or a job offer prior to graduation.

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

The College faculty handbook requires faculty to hold a minimum of two office hours per week per course taught. Faculty must post office hours outside their office door and include them in their syllabi. Changes in the office hours schedule must be announced in advance in class, when possible, and posted outside the faculty member's office door. An assistant in the main office keeps a schedule of faculty office hours and faculty members are expected to have additional office hours at the beginning of each semester as well as during mid-terms and at the end of the term.

Due to space constraints, adjunct faculty do not have designated offices so they arrive early to classes and stay late to make themselves available to students.

Although faculty advising is limited to course-related issues, industry information and career planning, students report that their professors' doors are always open. Students also indicated that faculty "know our interests and our passions . . . [we] can count on them for anything."

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

Students receive advising information, out-of-class learning activities and College policies via emails, social media (Facebook and Twitter), the College's website, a digital newsletter and a variety of flyers, posters, handouts and postings on electronic signs throughout the building.

**(d) The unit 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 College encourages student participation in on-campus media outlets sponsored by WVU: *The Daily Athenaeum*, the student newspaper, and award-winning WVVU-FM, a low-power college radio station. The College helps students intern in other departments across campus. The College supports pre-professional organizations by providing up to \$1,000 annually to each club. Clubs include the American Advertising Federation, Association for Black Journalists, Martin Hall Agency, Public Relations Student Society of America, Radio Television Digital News Association, the Society of Professional Journalists, and Ed on Campus.

During the spring 2015 semester, the Advising Center organized two seminars designed to help students secure internships and jobs in the communication industry. The Branding seminar occurred in January and the Elevator Pitch seminar occurred in March. In addition, the College brought in 13 industry recruiters looking to fill paid and unpaid internships, as well as full-time employment positions in the journalism, public relations and advertising industries. Although more than 200 students interviewed with recruiters, the College did not provide placement information. However, evidence indicates that recruiters are hiring students who interviewed for positions. One recruiter said that he hired 15 of the 24 students who interviewed for the unpaid internships.

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

Retention and graduation information was difficult to find on the College's website. A link provided in the self-study led directly to that information, but the link was harder to find on the home page. The University gathers, maintains and analyzes retention and graduation rates and makes them available to each unit. The College reported a 74 percent retention rate for first to second year students and 64 percent between second and third year. The College also reported a four-year graduation rate of 44 percent and a five-year rate of 51 percent. These figures are higher than the University's graduation

rates, but the four-year rate is lower than was reported in the 2009 self-study. Freshman orientation courses, reduced graduation requirements from 128 credits to 120, the establishment of a peer mentoring program and other measures were developed to improve retention and graduation rates.

### **Summary**

Since the self-study in 2009, the College has improved its student services by restructuring and making strategic hires in recruitment and academic advising. These innovations have improved student satisfaction with advising since the last accreditation report, which identified advising as an area needing improvement.

### **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 unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.**

West Virginia has long faced economic challenges and for at least 30 years there has been steady erosion in state funding for the University. The College receives an equitable allocation of resources from the University but it covers only the operating budget. The College must meet its strategic goals by finding other funds. It has done so through entrepreneurial efforts such as on-line courses, fund raising from alumni and others, and outside grants. The success of those efforts can be seen on campus.

Martin Hall, built in 1870 and the oldest building on campus, has undergone impressive renovation. Although a number of equipment and building upgrades have been made since the last accreditation, some \$500,000 was spent on building renovations and equipment between January 2014 and May 2015. More than \$200,000 was spent for the College's new Media Innovation Lab classroom alone.

Construction is being completed on the new 10,000 square foot Media Innovation Center. It will house a mix of classrooms and programs to explore how to augment the work of the College, new economic models for media and policy implications for the industry. It will also be the site of shared research.

The College has received technology upgrades from corporations, including the recent consignment and donation from Nikon of 21 of its highest performing cameras.

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

To the extent it is financially able, the University has provided an equal share of resources to support the College mission. The University is providing half the \$2.5 million cost to construct the new Media Innovation Center. The campus light rail line stops at the new center at the nearby Evandale Campus. The University is upgrading networking equipment campus wide. The first work was done in Martin Hall.

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

Since the renovation of Martin Hall was completed, the College has continued to upgrade the technology in its seven classrooms to keep pace with change.

The College capstone project in television, WVU News, now broadcasts from a state-of-the-art waterfront studio on the west bank of the Monongahela River. The 2,500 square foot studio is also home to the sports magazine program Mountaineer Playbook.

Three teaching labs contain 61 iMacs less than a year old. The “open” lab students may use 12 hours a day contains 15 more. The new innovation lab is equipped with 10 MacBook Pros.

The College’s television editing lab is equipped with seven MacBook Pros containing Adobe Premiere and other elements of the Adobe Suite. The College chose Adobe over Avid or Apple’s Final Cut Pro in part because students are able to purchase it for \$70.00 and load it on their own laptops. They then have the flexibility to work on editing anywhere.

One challenge is space. The College is using almost all classroom, lab and office space. Even with the addition of the Media Innovation Center, it will have to consider future expansion.

**(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.**

The College’s up-to-date inventory of equipment may be checked out for specific classes from storage monitored by graduate assistants.

The College has an array of still cameras, including 20 Nikon D-40 and 20 Canon Basic kits for introductory classes. Ten basic Nikon DSLR cameras are for more advanced classes. Ten Nikon D-600-610 still and video cameras are for multimedia reporting classes.

Most equipment for the television journalism area of emphasis is no more than a year old. Cameras include 20 “Zoom” recorders. Students share them, two to a camera. Eighteen Canon Vixia HD cameras are shared by students in beginning TV reporting.

The programs shot, produced and broadcast by students are assigned their own equipment. WVU News uses 15 JVC HD cameras. They are shared by students. And the sports magazine has 17 Canon HD cameras. There are also four “Go Pro” cameras that may be checked out for extreme sports or news stories.

Students expressed satisfaction with both the type and availability of equipment. In the past three academic years the College has spent almost \$400,000 on new equipment.

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

The College is served by West Virginia University's general library and receives an annual allocation of funds. Students and faculty have access to a wide number of periodicals and professional publications. Library staff are available to help with student research and retrieval of documents. In addition it has helped establish web pages for students specializing in Strategic Communications to allow easy access to media- and audience-related data.

**Summary**

Martin Hall shows its age in the narrowness of its corridors, the compactness of its offices and the height of its ceilings. But the classrooms and labs open to a spacious, high-tech world that is the product of an entrepreneurial commitment to innovation. Even as the Media Innovation Center expands that world, space is a present and future challenge.

**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 unit 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 College has established a “Visiting Committee” of 29 alumni and other industry professionals who visit the campus annually and remain in touch more often than that. They are used as a sounding board for major curriculum changes, new courses and entrepreneurial ideas. They also act as an early warning system for changes in the workplace. The College maintains contact with graduates in journalism, advertising and public relations and the rest of the universe of alumni through a web page, social media and a variety of publications.

The College is engaged with professionals for insights into its curriculum for remaining relevant in the workplace. It regularly organizes panels on the future of media and issues in advertising and public relations. There have been recent meetings for students and faculty at Google, The Wall Street Journal, The New York Times, The Washington Post and Politico.

**(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.**

The College has a long history of leading the development in its region of high standards of professional practice as well as practical help to other journalists. For example, it brought internationally known journalist Sebastian Junger and award-winning photojournalist Tim Hetherington to campus. They met with journalism students and spoke at a public event about covering war. At another event, Derek Willis of The New York Times led a data reporting workshop for journalists across the region. Another program involving faculty and students, “West Virginia Uncovered,” went on the road to provide multimedia training, ideas and content for rural newspapers making the transition from print to digital.

**(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.**

The College encourages faculty participation in both academic and professional associations and has a generous travel budget allowing faculty to attend conferences. Additionally it supports faculty involvement with professional associations. Recently, faculty have acted as officers, competition judges or in other roles for: Public Relations Society of America, Public Relations Student Society of America, American Academy of Advertising, Broadcast Education Association, International Women of Media Foundation, and AEJMC.

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

West Virginia University prides itself on living its mission as a land grant university, by serving its state. It is a state that is poor and has health and environmental problems and digital blackouts across large swatches of its land.

The College through faculty and students has embarked on a project in water quality reporting, a particular concern in West Virginia. By engaging the public students are learning to use innovative data-streaming technology to keep watch on water quality in the Monongahela River. At the same time, advertising and public relations students are creating campaigns for non-profit groups and community organizations. Health issues are a continuing focus.

Professor Joel Beeson has traveled West Virginia, a state with a rapidly aging population, to teach communities how to record oral histories of veterans before they are lost forever.

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

The College sponsors annual high school journalism competitions and workshops, bringing together students from West Virginia, Pennsylvania, and Maryland for a hands-on journalism experience. There is no charge for participation and the goal is to expand the skills of both teachers and students. Beginning during the past academic year, the College added student recruiting to the agenda.

**Summary**

The College keeps in close touch with alumni to their mutual benefit. It is admired within the University for the several ways in which it acts on the responsibilities of a land grant university to serve the interests of people and communities in the state.

**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 ACEJMC professional values and competencies are published in the College’s assessment plan as learning outcomes for the program. Additionally, the College has identified specific outcomes for the Strategic Communications and Journalism programs. While these are published on the assessment documents, they are not explicitly publicized to students. There are no posters or promotional materials on the expected program outcomes. While some syllabi list one to four of these outcomes with other course outcomes, they are not explicitly identified on course syllabi. Student understanding of the larger program outcomes was mixed. Some students could identify what they were expected to learn in the program; many could not. To improve the overall culture and understanding of assessment, particularly among students, the College could take stronger measures to make program outcomes known to students.

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

The College’s assessment plan has been in place for a long time, with revisions in 2013-14 and 2014-15. The assessment program’s direct measures are a knowledge test and a capstone project assessment. Indirect measures include senior exit surveys, alumni surveys, syllabus audits and internship evaluations. These measures are administered on a rotating basis; only the exit survey is conducted annually. The knowledge test and capstone project assessment are conducted every other year, the syllabus audit in the alternate year, and the alumni survey once every three years.

- The knowledge exam, known as the THELD test, is a multiple-choice exam on students’ knowledge of Theory, Ethics, History, Law and Diversity. The exam is administered in the first course in the program and again in the capstone course to measure increase of knowledge. This test continues to be revised to improve the evaluation of knowledge.
- The capstone projects are gathered from Strategic Communications and Journalism capstone courses and evaluated by industry professionals and non-capstone faculty. A standard rubric with specific outcomes appropriate for each program is used to evaluate the projects.
- An exit survey is completed by seniors in their capstone courses. The survey focuses on student satisfaction with their education, advising, faculty availability and friendliness of staff, with some questions on whether the College helped them develop communication skills and critical thinking. This instrument has been in place for several years and contains out-of-date language (e.g., the name of the unit). While this survey provides valuable information about the operation of the College, it could be more valuable for assessment if it focused more on the values and competencies in the program outcomes.

- Alumni who graduated within the previous six years are surveyed once every three years. The survey includes questions on how well their education met the values and competencies and on their preparation for jobs in media and their experiences seeking employment. This data could be more directly tied to the evaluation of the curriculum.
- Syllabus audits are conducted bi-annually to determine where the competencies and values are being taught. This analysis been helpful during the revisions of College's curriculum. For example, when the College merged law and ethics into one class, it audited the syllabi to determine where law and ethics were also being taught across the curriculum.
- Internship evaluations are conducted every semester by the Director for Student Careers and Opportunities. Internship supervisors evaluate the quality of student performance and preparation. This measure could be a direct measure if it included questions directly pertaining to the professional values and competencies.

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

The Curriculum and Assessment Committee is responsible for collecting, analyzing and reporting the data from assessment measures. Because the measures are on a rotation schedule, the task is manageable. Each year, the College shares the data and analysis with the full-time faculty at a faculty meeting. When major change is under consideration, the College uses a retreat to explore assessment and curriculum in greater depth.

Data from assessment, particularly from the two direct measures, has been used to improve the curriculum in the following areas:

- Improvement of reporting diverse audiences and perspectives
- Improvement of visual communication skills
- Improvement of multimedia skills
- Increased knowledge of how to use social and digital media

New courses, new assignments and increasing resources for student advising all resulted from information gathered through assessment.

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

Alumni are involved in assessment of the capstone projects and in the alumni surveys. The 2013 alumni survey provided the College with information about current employment, time to find employment and salary for first and current jobs. The College's Visiting Committee is made up primarily of alumni, who give feedback on curriculum and co-curricular activities.

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

Professionals are primarily used in the evaluation of capstone projects. This measure, which last took place in spring 2015, recruits strategic communications and journalism professionals to review a random

sample of projects and apply a rubric to evaluate student performance. The feedback has been used to strengthen areas deemed lacking by the professionals.

### **Summary**

The College has a good assessment plan that has been implemented for several years and that provides feedback on the directions it should take to improve student learning. There is ample evidence that it has used assessment to improve curriculum and other student services. Some of the measures could be improved to increase the quality of the feedback and provide more direct measures. In particular, the senior exit survey and the internship evaluations could provide more direct measures of the professional values and competencies.

### **COMPLIANCE**

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

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

##### Strengths

- Innovative, supportive leadership
- Creative development of external resources
- An innovative digital, multimedia skills curriculum
- Enthusiastic, ambitious students
- Dedicated, caring faculty eager to innovate and experiment
- Commendable representation of women in the faculty and leadership of the College
- Technologically up-to-date and attractive classrooms and labs in the oldest building on campus

##### Weaknesses

- A lack of understanding by many students of the differences between theory, concept and skills
- Despite creative, concerted effort, disappointing results in diversifying full-time faculty
- Unrealized potential for more direct assessment measures and more robust indirect measures
- More widespread contribution to scholarship by the faculty
- Limitations in space for present enrollment that will be even more challenging for projected enrollment increases

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

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

The weaknesses listed above do not rise to the level of problems or deficiencies. Nevertheless, the College is urged to address them.

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

N/A

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

N/A

**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.**

The 2009 site team identified no deficiencies but noted weaknesses.

*Number of adjunct instructors*

Although more adjuncts were teaching in 2015 than in 2009, the percentage of courses taken by majors and taught by adjuncts dropped from 35.6 percent in 2008–09 to 32.56 percent in 2014–15. Eleven of the 81 (13.58%) required 300- and 400-level course sections were taught by part-time faculty in 2014–15.

The full-time faculty rose from 22 in 2009 to 25.5 in 2015, increasing the presence of full-time faculty in the classroom.

*Lack of convergence/integration of advertising and public relations curriculum*

The College moved to an integrated advertising and public relations curriculum as part of a new Strategic Communications major, which began in fall 2013.

*Faculty diversity*

Hiring and retaining full-time diverse faculty members is a continuing challenge. An African American visiting professor left to enter a Ph.D. program, a visiting professor returned to Peru to assist in a family business, and a mixed race faculty member took a position at LSU. The College added an Asian American and an Asian tenure-track faculty member, who left in summer 2015 to take a position at the University of Nebraska for family reasons. The College hired an LGBT faculty member and six African American, Hispanic, Asian American and mixed race adjunct faculty.

*Lack of infusion of multimedia and social media across the curriculum*

As reported in Standard 2 and confirmed in student meetings, the College has infused digital and social media skills and knowledge across the curriculum.

**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 self-study was comprehensive and informative, nicely balanced between celebration and self-criticism. The self-study and the arrangement of documents in the workroom made for an efficient visit.