2015-2016 Accreditation Self-Study
Accrediting Council on Education in Journalism and Mass Communications
Self-Study Report
for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2015-2016

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

Name of Institution: West Virginia University

Name of Journalism/Mass Communications Unit: Reed College of Media

Address: 1511 University Ave., Morgantown, WV 26506-6010

Date of Scheduled Accrediting Visit: October 18–21, 2015

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

Journalism/mass communications administrator:

Name: Maryanne Reed; Diana Martinelli

Title: Dean; Acting Dean

Signature: ________________________________________________

Administrator to whom journalism/mass communications administrator reports:

Name: Joyce McConnell

Title: Provost

Signature: ________________________________________________
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

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

N/A

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?

_X_ 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:

_X_ Bachelor’s degree
_X_ 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.

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Person in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Gina Dahlia Francis</td>
</tr>
<tr>
<td>Strategic Communications</td>
<td>Sang (Sammy) Lee</td>
</tr>
</tbody>
</table>

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

WVU Main Campus, 2014: 29,175 students

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):

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th># Undergraduate majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>89</td>
</tr>
<tr>
<td>*Print Journalism area of emphasis (AOE)</td>
<td>72</td>
</tr>
<tr>
<td>*Television Journalism AOE</td>
<td>141</td>
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<tr>
<td>*Visual Journalism AOE</td>
<td>34</td>
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<td>Strategic Communications—Advertising AOE</td>
<td>236</td>
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<td>Strategic Communications—Public Relations AOE</td>
<td>287</td>
</tr>
<tr>
<td>**Advertising</td>
<td>20</td>
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<tr>
<td>**Public Relations</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>915</td>
</tr>
</tbody>
</table>

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

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 (updated 8/25/15 following the fall semester Add/Drop deadline)

<table>
<thead>
<tr>
<th>CRN</th>
<th>Course</th>
<th>Section</th>
<th>Enrollment</th>
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<td>ADV401 Creative 1</td>
<td>001</td>
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<tr>
<td>89370</td>
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<td>81146</td>
<td>ADV451 Interactive Marketing Commctns</td>
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<td>85829</td>
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<td>HW01</td>
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<tr>
<td>80693</td>
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<tr>
<td>81053</td>
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<td>W02</td>
<td>20</td>
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<tr>
<td>80694</td>
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<td>W03</td>
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<td>80697</td>
<td>JRL215 Media Writing</td>
<td>W06</td>
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<td>W07</td>
<td>20</td>
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<td>W08</td>
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<td>W11</td>
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<td>JRL386 Beginning Video Reporting</td>
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<td>JRL386 Beginning Video Reporting</td>
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<td>JRL459 Multimedia News Publication</td>
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<td>86970</td>
<td>JRL493L SPTP: Sports Reporting</td>
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<td>JRL493W SPTP: Experimental Journalism</td>
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<td>PR493 SPTP: Strategic Event Planning</td>
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<td>88537</td>
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<td>C02</td>
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<tr>
<td>88538</td>
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<td>C03</td>
<td>15</td>
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<tr>
<td>88539</td>
<td>STCM459 Strategic Comm Campaigns</td>
<td>C04</td>
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</table>

**Online skills courses (electives)**

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<th>Section</th>
<th>Enrollment</th>
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<td>STCM439 Strategic Social Media</td>
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<tr>
<td>89187</td>
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### Skills Courses Spring 2015

**CRN** | **Course**                        | **Section** | **Enrollment** |
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<td>17872</td>
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<td>JRL320 Advanced Photojournalism</td>
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<td>17991</td>
<td>JRL440 Visual Storytelling for Media</td>
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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-Wrtn/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

* 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:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Ongoing operating expenses (salaries, operations, equipment, travel …)</td>
<td>$2,176,973.00</td>
<td>$2,029,076.34</td>
<td>$1,941,808.99</td>
<td>$1,356,977.59</td>
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<td>One-time operating expenses (capital improvements, 20-year rent contingency …)</td>
<td>$6,205,000.00</td>
<td>$349,139.17</td>
<td>$285,517.74</td>
<td>$210,000.00</td>
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**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.)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Maryanne Reed</td>
<td>Professor (not teaching owing to administrative duties)</td>
</tr>
<tr>
<td>Diana Martinelli</td>
<td>Associate Professor (typically teaches 1/1, owing to administrative duties)</td>
</tr>
<tr>
<td>Joel Beeson</td>
<td>Associate Professor <em>(Visual JRL)</em></td>
</tr>
<tr>
<td>Dana Coester</td>
<td>Associate Professor <em>(Experimental, JRL, STCM)</em></td>
</tr>
<tr>
<td>Rita Colistra</td>
<td>Associate Professor <em>(STCM)</em></td>
</tr>
<tr>
<td>Gina Dahlia Francis</td>
<td>Teaching Associate Professor <em>(TV JRL)</em></td>
</tr>
<tr>
<td>Sang (Sammy) Lee</td>
<td>Associate Professor <em>(STCM, ADV)</em></td>
</tr>
<tr>
<td>John Temple</td>
<td>Associate Professor <em>(JRL)</em></td>
</tr>
<tr>
<td>Steve Urbanski</td>
<td>Associate Professor <em>(JRL, Graduate)</em></td>
</tr>
<tr>
<td>Hongmin Ahn</td>
<td>Assistant Professor <em>(STCM)</em></td>
</tr>
<tr>
<td>Nancy Andrews</td>
<td>Assistant Professor *(Visiting) <em>(Experimental, JRL)</em></td>
</tr>
<tr>
<td>Alison Bass</td>
<td>Assistant Professor <em>(JRL)</em></td>
</tr>
<tr>
<td>Robert Britten</td>
<td>Assistant Professor <em>(JRL)</em></td>
</tr>
<tr>
<td>Emily Corio</td>
<td>Teaching Assistant Professor <em>(TV, JRL)</em></td>
</tr>
<tr>
<td>Julia Fraustino</td>
<td>Assistant Professor <em>(STCM)</em></td>
</tr>
<tr>
<td>April Johnston</td>
<td>Teaching Assistant Professor <em>(JRL)</em></td>
</tr>
<tr>
<td>Mary Kay McFarland</td>
<td>Teaching Assistant Professor <em>(JRL, Visual)</em></td>
</tr>
<tr>
<td>Catherine Mezera</td>
<td>Teaching Assistant Professor <em>(STCM, ADV)</em></td>
</tr>
<tr>
<td>Jeffrey Moser</td>
<td>Teaching Assistant Professor (dual appointment with College of Creative Arts) <em>(JRL)</em></td>
</tr>
<tr>
<td>Amy Kovac-Ashley</td>
<td>Assistant Professor *(Visiting) <em>(JRL)</em></td>
</tr>
<tr>
<td>Elizabeth Oppe</td>
<td>Teaching Assistant Professor <em>(JRL, STCM)</em></td>
</tr>
<tr>
<td>Geah Pressgrove</td>
<td>Assistant Professor <em>(STCM, PR)</em></td>
</tr>
<tr>
<td>Lois Raimondo</td>
<td>Assistant Professor <em>(Visual JRL)</em></td>
</tr>
<tr>
<td>Clifton (David) Smith</td>
<td>Lecturer <em>(JRL)</em></td>
</tr>
<tr>
<td>Tom Stewart</td>
<td>Teaching Assistant Professor <em>(JRL)</em></td>
</tr>
<tr>
<td>Open</td>
<td>Assistant or Associate Professor <em>(STCM)</em></td>
</tr>
<tr>
<td>Open</td>
<td>Harrison Omnicom Professor in Integrated Marketing Communications <em>(STCM)</em></td>
</tr>
</tbody>
</table>

*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
- *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
- Roger Echols
- *Vincent F. Filak
- Kristen Foley
- Tricia Fulks
- *Susan Gaide
- Gina Gayle
- *Demetrius Greer
- Holly Hildreth
- Charles (Matt) Gregory
- Charles Harman
- David Howell
- Todd Hudak
- Jose Huitron
- *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.

^ 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 academic yr.</td>
<td>234</td>
<td>234</td>
<td>100%</td>
</tr>
<tr>
<td>2013-2014 academic yr.</td>
<td>249</td>
<td>249</td>
<td>100%</td>
</tr>
</tbody>
</table>
Part II, Standard 1.
Mission, Governance and Administration
Part II, Standard 1.  
Mission, Governance and Administration

Executive summary.

Since last reaccredited, the college has remained relatively stable in its leadership. Dean Maryanne Reed has continued to lead the college, which she has done since 2004. In late spring 2015, Dean Reed was asked by the University’s administration to temporarily take on the role of interim dean of the Eberly College of Arts and Sciences. When announcing this decision to media college faculty, the provost identified our dean’s vision and leadership, and the stability of the unit, as reasons for Reed’s selection for the interim role. As a result, Associate Dean Diana Martinelli is serving as the media college’s acting dean, while continuing to meet with and solicit input from Dean Reed on major initiatives and decisions. As such, Martinelli continues to use the administrative structure put in place by Reed, which includes an academic leadership team of the director of graduate studies, the director of online programs, the program coordinators for our majors and the assistant dean of student services.

As members of a relatively small, autonomous academic unit, faculty members are expected to participate fully in the life of the college. Through their committee and administrative work, faculty contribute to the unit’s day-to-day operations, proposing ideas and sharing in decisions about the curriculum, academic policies, equipment and technology, facilities and faculty development. Faculty-at-large meetings are held at least once a month during the academic year, and committees meet with varying frequency, depending on their respective charges.

Faculty members are also engaged in the process of long-range planning, and the college continues to make systematic progress toward its strategic goals. We updated our Faculty Evaluation, Promotion and Tenure document in spring 2015, following the University’s spring 2014 update. Our faculty handbook was also wholly updated, and a college student handbook was developed.

With the increase in student numbers and faculty, and the growing complexity of our operations within the larger “college” umbrella, we are considering a more formalized organizational structure that mirrors what other colleges have adopted. Specifically, we are considering the establishment of departments and department chairs. Such a change would include more decentralized budget and evaluation decision-making and help poise us for continued program growth.
1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution’s chief executive officer.

The Reed College of Media organizational chart is attached in Appendix 1A; the WVU administrative organizational chart, in Appendix 1B.

- **West Virginia University President E. Gordon Gee:** Chief executive of the University with oversight of all of its activities and has final decision-making authority. President Gee returned in 2014 to again lead WVU, which was his first college presidency. President Gee is the fifth WVU president to hold office since Dean Reed’s appointment.

- **Provost and Vice President for Academic Affairs Joyce McConnell:** Chief academic officer of the University with overall leadership and responsibility for all academic units at the University, including the Reed College of Media. McConnell was serving as the College of Law dean until being appointed provost in 2014. The provost is responsible for academic programs and related support services, including faculty development, promotion and tenure, sabbatical leaves, budgeting, personnel issues in the academic affairs area, facilities planning, curricular planning and assessment. The deans of the colleges and schools report directly to the provost.

- **Dean Maryanne Reed:** Chief academic and administrative officer of the College of Media, with oversight of all of its educational activities, personnel, faculty development and evaluation, intra-University relations, outreach and development, and budget management. The dean has a 12-month administrative appointment and reports directly to the provost.

- **Associate (and Acting) Dean Diana Martinelli:** Assists the dean in a variety of areas, but primarily in academic and administrative matters, including student affairs, curriculum, research, and faculty relations. The associate dean supervises the college’s professional technologist and has a 12-month administrative appointment. The associate dean reports to the dean.

- **Director of Graduate Studies Steve Urbanski:** Directs and manages the school’s on-campus Master’s Degree in Journalism (MSJ) program. The graduate director has a 10.5-month faculty appointment and receives an administrative supplement and a single course reduction. The director of graduate studies has a faculty appointment and reports to the dean.

- **Director of Online Programs Chad Mezera:** Directs and manages the school’s online curricula, including its minors and IMC master’s degree program. The director is a Faculty Equivalent Academic Professional (FEAP) and has a 12-month appointment. He supervises IMC advising, recruiting, curriculum development, technology and support staff and manages online course
offerings and faculty who teach them. The online programs director reports to
the dean.

- **Assistant Dean for Student and Enrollment Services Tricia Petty:** Directs and
manages the school’s undergraduate advising efforts, internships and career
placement, and recruiting and retention. The assistant dean has a 12-month
appointment and reports to the dean.

- **Senior Communications Strategist Kimberly Walker:** Directs and manages the
school’s communication efforts, major events, media innovation center
activities, and alumni outreach. The communications manager has a 12-month
FEAP appointment and supervises the external relations coordinator and Web
developer. She reports to the dean.

- **Major Gifts Officer (Program Coordinator) Tiffany Samuels:** Directs and manages
the school’s fundraising efforts, with an emphasis on major gifts development.
The major gifts officer has a 12-month appointment.

- **Program Coordinators Gina Dahlia Francis for Journalism and Sang (‘‘Sammy’’)
Lee for Strategic Communications:** The college has no formal department chairs,
and instead uses voluntary program coordinators who serve as faculty liaisons
within their programs for full- and part-time faculty. They also serve as part of
the dean’s academic leadership team and convene their program faculty to
discuss curricular issues and course development. Program coordinators are
charged with relaying issues of concern to the associate dean and are typically
responsible for managing and reporting capstone assessment activities and
resultant curricular changes. They are nine-month faculty who receive a single
course reduction per year and an administrative stipend.

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

In 2010, West Virginia University adopted a new ten-year strategic plan, known as
“WVU 2020.” (See Appendix 1C.) The plan was developed with a great deal of input
from the campus units, and the College of Media (then School of Journalism)
subsequently followed suit with our own new plan, which supported WVU’s.

The 2020 plan identified five goals as being critical to the land-grant mission of
WVU:

1) engage undergraduate, graduate, and professional students in a challenging
academic environment;
2) excel in research, creative activity, and innovation in all disciplines;
3) foster diversity and an inclusive culture;
4) advance international activity and global engagement; and
5) enhance the well-being and the quality of life of the people of West Virginia.

Each goal was tied to the University’s mission to deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world.

During academic year 2010–2011, the academic units were asked to develop their own strategic plans in alignment with the University’s 2020 Plan. During this year, the then–School of Journalism faculty and administration met to outline its goals in support of the University’s outlined goals. These school goals appear below, and the complete Strategic Plan in included in Appendix 1D:

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.

At the beginning of each academic year, the faculty revisited the school’s goals and prioritized its top action steps. The current plan notes that the vast majority of action steps outlined to support these goals have been realized; however, the college still needs to devote more time to its graduate offerings. This is a focus area of the current academic year.

3. Describe the unit’s policies and procedures for faculty governance. Provide the Web link or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.

Decisions regarding school policies and procedures are made democratically. Any faculty member may propose new policies, although most tend to come from the committees’ recommendations. The dean also proposes new educational policies and invites discussion and votes at faculty meetings, but usually appoints an existing or ad hoc committee to explore the issue and report back to the full faculty prior to voting decisions. Full-time teaching and tenure-track faculty members are
eligible to vote. The dean may veto any majority decision; however, this has not occurred in recent memory.

A College of Media handbook is periodically updated and provided to faculty. The Handbook was wholly updated in 2015 to reflect the new name of the college and our new Faculty Evaluation, Promotion and Tenure document. It also includes a list of Frequently Asked Questions with specific guidance regarding school policies and procedures. (This document will be available on site.)

West Virginia University has a Student Government Association (SGA), which has a representative on the University’s Board of Governors. Numerous School of Journalism/College of Media students have been part of SGA over the years. (More information about the organization, which holds annual elections, may be found online at http://www.sga.wvu.edu/.)

The dean periodically meets with college student groups—be they scholars, organization officers, faculty-recommended leaders, or underrepresented students—to discuss new policies or procedures, gather feedback about student concerns or recommendations, and/or discuss significant events, such as the college name change or accreditation.

The dean and her leadership team (made up of the associate dean, program coordinators, graduate directors, assistant dean and communications director) periodically meet to discuss possible initiatives and student feedback, such as that acquired through senior exit surveys. Such student feedback is regularly shared with faculty during our monthly meetings. Senior exit surveys in particular provide current insights into student satisfaction and desires regarding policy and curricular offerings. For example, the latest (2015) senior exit survey indicated that 84% of students believed they could contact their advisor in a timely manner; 76% believed we offered sufficient course selections (another 15% were neutral on this question); and most students (71%) indicated e-mail had been the most preferred method of college communication to keep them updated.

4. How often did the faculty meet during the most recent academic year?

Mandatory faculty meetings are held at least once a month during the school year, and additional meetings may be called as necessary. During academic year 2014–15, nine faculty meetings were held. (Faculty meeting minutes are available on site.)

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

Each academic year the dean makes committee assignments and communicates personally with each committee chair to discuss specific activities and goals.
Standing committees and their general responsibilities are provided below; 2015–2016 committee members follow each description:

- **Academic Standards**—responds to student queries regarding grade appeals, course substitutions and other academic exceptions. The committee typically meets on an ad-hoc basis to determine a situation’s outcome. After the committee makes its decision, it is forwarded to the dean for a final decision.
  - John Temple, Chair
  - Hongmin Ahn
  - Alison Bass
  - Steve Urbanski

- **Curriculum/Assessment**—approves/disapproves changes to the college undergraduate curriculum—in both the major and minor programs. The committee meets on an ad-hoc basis, in response to proposed curriculum changes and works with the chair, as needed, to ensure assessment activities take place. Normally, after the curriculum committee decides on a matter, it goes to the full faculty for a vote. Because of the relatively small size of our faculty, major program coordinators may meet with their respective faculty members to review and discuss their major curricula before taking suggestions directly to the full faculty for a vote.
  - Bob Britten, Chair
  - Gina Dahlia Francis
  - Geah Pressgrove
  - Tom Stewart

- **Diversity**—reviews and updates the school’s diversity plan and carries out its outlined tasks, makes recommendations for speakers or training, and communicates WVU or other external inclusion-related activities and resources to faculty and staff.
  - Gina Dahlia Francis, Chair
  - Hongmin Ahn
  - Joel Beeson
  - Tricia Petty
  - Lois Raimondo

- **Faculty Evaluation**—helps identify external promotion and tenure reviewers, evaluates tenure-track and teaching faculty members annually and forwards recommendations to the dean to determine progress toward tenure and promotion and any available merit pay increases; evaluates college research support applications and makes applicable recommendations for funding, teaching reductions and/or graduate assistant assignments to the dean.
  - Sammy Lee, Chair
  - Hongmin Ahn
  - Dana Coester
  - Gina Dahlia Francis

- **Graduate Programs**—reviews and revises graduate policies and curriculum, determines admissions policies and timetables, and selects MSJ program
applicants. Meets on an as-needed basis, often by e-mail and during early spring.
  o Steve Urbanski, Chair
  o Dana Coester
  o Chad Mezera

• Scholarships—manages the application, review and selection process for College of Media scholarship funds; works with the WVU Office of Financial Aid and the Scholars program to determine eligibility; meets in late spring.
  o Tricia Petty, Chair
  o Emily Corio
  o Jeffrey Moser
  o Kayla Poling

• Student Awards—nominates students for various school, regional and national awards, including college outstanding senior awards; circulates information to faculty about competitions. Typically meets once a semester or as needed.
  o Alison Bass, Chair
  o Mary Kay McFarland
  o Cathy Mezera
  o Eric Minor
  o David Smith

• Faculty Awards—new committee charged with developing a more effective teaching awards process/model and for establishing a formal process and criteria for the college research award (which was previously selected by the Faculty Evaluation Committee with approval of the dean).
  o Bob Britten, Chair
  o Julia Fraustino
  o Elizabeth Oppe
  o Tom Stewart

Faculty committee lists for 2012–2013, 2013–2014, 2014–2015 and 2015–2016 are provided in Appendix 1E. Additional committees or individual coordination assignments during the past three years have included the following:

• Media Innovation Center—discussed research and technology teaching needs for the college’s new 10,000-square-foot Media Innovation Center; worked with architects, technology professionals and dean to determine layout, space usage, staffing and technology purchases.

• Golden Quill Teaching Award—worked with staff to promote and oversee the school’s student-driven teaching award.

Technology Liaison—manages and makes recommendations regarding school-wide equipment and technology purchases and support.

• Library Liaison—this faculty member serves as the point of contact between the faculty and library, requesting materials when desired.
Various faculty search committees also are created on an as-needed basis and charged with developing job descriptions for new faculty positions in consultation with the dean, working with WVU Human Resources and the office administrator, social justice liaison and staff to place ads in appropriate advertising venues, arrange candidate visits and provide hiring input and recommendations.

6. Describe the faculty’s contributions to the administration and governance of the university.

Reed College of Media faculty are actively engaged in WVU administration and governance. The following faculty have been members of Faculty Senate during recent years:

- April Johnston
- Bob Britten
- Alison Bass
- Sammy Lee

Geah Pressgrove and Diana Martinelli have served the University as Faculty Marshals, who preside over commencement activities. Pressgrove’s tenure began in 2013 and is ongoing; Martinelli served from 2008–2013.

Faculty members have also served on University-wide search committees. For example, Maryanne Reed chaired the search committees for the Dean of Extension Services in 2014–2015 and the Vice President of University Relations in 2013–2014, and she served on the search committee for the founding dean of the new School of Public Health in 2013–2014. Diana Martinelli served on the search committees for the Director of the West Virginia Clinical and Translational Science Institute in 2013–2014, the Associate Vice President for Scholarly and Creative Activity in 2013–2014, the Associate Dean for University College in 2013, and the Associate Vice President for Research in 2010–2011.

Maryanne Reed helped establish the University’s Women’s Leadership Initiative (WLI), working in concert with then-Provost Michelle Wheatley to identify and conduct programming to support potential women leaders throughout the institution. The WLI just completed its fourth year of formal activities, engaging more than 100 women overall.

Other examples of recent (2014–2015) faculty service to the University include:

- Hongmin Ahn’s membership on the eCampus Advisory Council;
- Rita Colistra’s service on the Teaching & Learning Commons and Service Learning & Civic Engagement Advisory committees;
- Dana Coester’s service as the executive editor of the WVU Alumni magazine;
• Elizabeth Oppe’s membership on the Service Learning & Civic Engagement Advisory Committee; and
• Geah Pressgrove’s community research for a WVU, WV Department of Education and WV Board of Education initiative to give citizens a voice in state K–12 educational standards (see Appendix 1F for more about this project).

A more complete list of faculty service to the University since the last accreditation is available in Appendix 1G.

7. Describe the process for selecting, appointing and evaluating unit administrators.

The dean serves at the “will and pleasure” of the provost, and her appointment to the position or termination from it is determined by the provost. The dean is assessed annually by the provost on activity relevant to her assignments and on specific annual goals. The result of that evaluation will determine whether the dean will be reappointed for another year and if she is eligible for an annual merit-based pay raise.

A more comprehensive “360 review” of the dean is performed every five years. Her initial five-year review was conducted in 2010–2011, with her next review moved forward to 2016–2017, owing to her current administrative assignment as interim dean of the WVU College of Arts and Sciences. (A full description of the administrator evaluation process is included in Appendix 1H in the documents “Review of the Deans by the Office of Academic Affairs” and “Conditions for Appointment of and Salary Adjustment for Academic Administrators in Units Reporting to the Provost.”) Dean Reed’s initial five-year review was extremely positive.

The associate dean’s administrative performance is reviewed annually by the dean and her academic record is reviewed annually by the school’s Faculty Evaluation Committee. The associate dean is also expected to undergo a comprehensive 360-review in the fifth year. Associate Dean Diana Martinelli is slated for her 360 review in academic year 2016–2017.

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

The College of Media is fortunate to possess a close, collegial faculty and staff who typically feel comfortable discussing their concerns openly at faculty meetings or in personal meetings with their respective program coordinators or with the associate dean or dean. If issues cannot be resolved at these levels, faculty and staff can turn to several entities within the University, as outlined in the University’s Faculty
Handbook Section 5.8, Conflict Resolution and Academic Due Process. These include the University Mediation Program, which is located within the Division of Diversity, Equity and Inclusion and serves as an alternative form of conflict resolution for faculty and staff. A faculty grievance procedure for faculty who have been denied promotion, tenure or reappointment also may be heard under W. Va. Code §6C-2.

Students typically resolve complaints directly with their professors. However, if this fails, students may see their major program coordinator or may be referred to the associate dean. The school is fortunate in that it receives few formal complaints. Student grade appeals are filed through a formal process as outlined in the student catalog. According to the 2015–2016 WVU Undergraduate Catalog, student academic rights and appeal processes follow:

Each student at West Virginia University shall have the following academic rights:

• Right to have his/her performance evaluated solely upon performance in the coursework as measured against academic standards. The student shall not be evaluated prejudicially, capriciously, or arbitrarily. The student shall not be graded, nor shall his/her performance be evaluated, on the basis of his/her race, age, disability, veteran status, religion, sexual orientation, color, national origin, or other protected status.

• Right to appeal any academic penalty or sanction.

• Right to access a copy of the college or University catalog or program brochure in which all current program requirements and standards are described (e.g. required courses, total credit requirements, time in residence requirements, special programs requirements, minimum Grade Point Average, probation standards, professional standards, etc.).

• Right to receive course syllabi with descriptions of content and requirements for any course in which they are enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, field trips and costs, grading standards and procedures, professional standards, etc.).

• Right to assigned grades issued from the instructor of each course to students enrolled in the course consistent with the academic rights set out in the preceding sections.

Students may appeal any academic penalty or sanction described above and imposed by an instructor, the institution, or its constituent academic units through the procedures described in this section of the catalog with the following exceptions:

• Probation and suspension imposed by the university upon undergraduate students for failure to maintain minimum university academic requirements (GPA) may not be appealed through the process described in this section of the catalog. University probation based on GPA may not be appealed. University suspension of undergraduate students based on GPA may be appealed as described in the Academic Standards section of the undergraduate catalog.

• Academic penalties imposed as a result of the academic dishonesty procedures described in this catalog in the section entitled "Academic Dishonesty" may not be appealed through this process.

• Probation, suspension, or expulsion from the university imposed by the Office of Student Conduct may not be appealed through this process.

Appeals may include but are not limited to:
• Appeals of final grade penalty, including the grade of unforgivable failure (UF) if determined by a violation other than academic dishonesty. Grades for individual course assignments cannot be appealed except in the context of a final grade appeal. Students have the right to appeal final course grades which they believe reflect a capricious, arbitrary, or prejudiced academic evaluation, or reflect discrimination based on race, sex, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. The grade appealed shall remain in effect until the appeal procedure is completed or the problem resolved.

• Appeals of exclusion from class.

• Appeals of failure of academic program requirements.

• Appeals of imposition of academic probation.

• Appeals of imposition of academic suspension.

• Appeals of dismissal from undergraduate, graduate, or professional degree programs.

• Appeals of dismissal from the institution.

The school or college dean is the final level of appeal for final grade penalties or exclusion from class. The school or college dean (main campus) or the Associate Vice President for Academic Affairs (Health Sciences) is the final level of appeal for academic probation or suspension from a program, school, or college. The Office of the Provost is the final level of appeal for dismissal from the program or university.

University administrators named below may designate an appropriate other administrator (designee) or committee to review and make decisions about appeals.

Appeal Procedures for Academic Penalties Excluding Appeal of Academic Dishonesty

Level 1: Informal Appeal

• If a student is dissatisfied with a posted grade or written notice of exclusion from class, the student meets informally with the course instructor within 20 business days of the posting or delivery of the written notice to determine if the issue can be resolved.

• If a student is dissatisfied with a written notice of failure of a program requirement, or probation, suspension, or dismissal from a program, the student meets informally with the program director or chair of the committee that imposed the penalty within 20 business days of delivery of the written notice to determine if the issue can be resolved.

• If the course instructor, program director, or committee chair is not available, or the nature of the complaint makes the discussion with that individual uncomfortable, the student may proceed to Level 2 within 10 business days after contacting the individual.

• The course instructor, program director, or committee chair reviews the evidence provided by the student, makes a decision to uphold or overturn the penalty, and informs the student within 5 business days following the meeting with the student.

• If the student is dissatisfied with the decision or outcome from the meeting with the instructor, program director, or committee chair, the student must file a formal appeal (Level 2). If the student is satisfied with the outcome or penalty, the case is closed.

Level 2: Formal Appeal to Department Chair or School Dean

• Within 5 business days of the decision at Level 1, or within 30 days of the final grade posting or delivery of written notice of the academic penalty, the student formally appeals in writing to the chair of the course instructor’s department for appeals of a final grade or class exclusion, or to the chair of the department (main campus) or the dean of
the school (Health Sciences) that houses the student’s program for appeals of failure of a program requirement, or probation, suspension, or dismissal from a program. In this appeal, the student must provide all documentation and evidence forming the basis of the appeal. When a student appeals a final grade, the course instructor must provide all criteria for determining grades to the department chair.

- The department chair or school dean reviews the appeal, makes a decision to uphold or rescind the penalty, and informs the student and instructor or program director/committee chair of the decision within 5 business days of receipt of the written appeal.
- If the appeal is resolved, the case is closed. If the student is dissatisfied, the student may proceed to Level 3.

**Level 3: Formal Appeal to the Dean or the Associate Vice President for Academic Affairs in Health Sciences**

- Within 5 business days of the decision at Level 2, the student formally appeals in writing to the college dean (all appeals for main campus), the school dean (for final grade or class exclusion appeals in Health Sciences), or the Associate Vice President for Academic Affairs in Health Sciences (for failure of a program requirement, or probation, suspension, or dismissal from a program).
- The dean or Associate Vice President reviews the case, makes a final decision, and informs the student and individuals or committees involved with the Level 2 appeal in writing within 10 business days. In the case of a grade appeal, the dean may choose to appoint an ad hoc representative committee that consists of three or more faculty members, including at least one member from outside of the instructor’s department to make a recommendation to the dean concerning the appeal.
- If the appeal concerns a final grade, exclusion from class, failure of a program requirement, or program probation or suspension, the case is closed.
- If the appeal concerns program, college/school, or university dismissal, the student may proceed to Level 4.

**Level 4: Formal Appeal of Dismissal to the Office of the Provost**

- The student formally appeals in writing to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs, as appropriate, within 5 business days of receiving the decision at Level 3. The student will be required to supply all prior documentation and any additional evidence available concerning the case and to clearly state the grounds for the appeal.
- The Associate Provost reviews the case, makes a final decision, and informs the student and individuals or committees involved with the Level 3 appeal in writing within 30 days of receipt of the appeal, except where adherence to such time period would be impracticable, in which case such time period shall be extended as warranted by particular circumstances.
Part II, Standard 2.
Curriculum and Instruction
Executive summary.

The College of Media offers students a strong undergraduate curriculum across three program areas: Journalism, Strategic Communications (Advertising and Public Relations) and a new Multidisciplinary Studies major comprised of three WVU minors, at least two of which must be within our college. (This latter degree program is not being put up for accreditation.)

In addition to providing students with a foundation in writing, reporting and critical thinking, our curriculum also offers students a myriad of hands-on opportunities to gain professional experience while still in school. Through required courses, special projects, electives and internships, our students write, report and produce news content across media platforms for regional audiences and develop and produce strategic communication messages and products for real-world clients.

In response to the changing industry, we have worked actively to keep our curricula current and relevant. The college revamped its journalism major in 2013–2014 to better prepare students to be multimedia communicators and to allow students the flexibility to pursue specialized areas of interest within a specific medium or topic area, or to create their own course of study based on their professional goals. In addition to the college core (media and society, media writing, media tools, ethics and law) and a capstone course (required of all majors), journalism students are required to take at least two writing courses, two production courses, one audience engagement course, and at least one upper-level elective.

The new journalism major also offers a variety of courses that have been created since our last accreditation, including JRL 493 Interactive Design and Data Visualization, JRL 430 Social Media/Journalism, JRL 458 Interactive Media and Audience Building and JRL 493 Adventure Travel Writing and Photography. We are also offering a dedicated sports section of JRL 386 Beginning Video Reporting and a new TV sports magazine course, JRL 493 Advanced Broadcasting. As part of our Innovator-in-Residence Program, we created a new Experimental Journalism course, in which students work with media professionals to explore new forms of digital storytelling and audience engagement.

To better reflect industry, we merged our separate advertising and public relations majors into a single strategic communications (STCM) major in fall 2013. In addition to the college core, students take a common STCM core that includes three courses (intro, writing, research) and a capstone. Strategic communications majors also declare a formal Area of Emphasis (AOE) in either advertising or public relations, for which they take an additional three courses. More recently added electives include ADV 455 Creative 2, PR 493 Strategic Event Planning, STCM 452 Strategic Planning and Management, and STCM 439 Strategic Social Media.
1. Provide an outline of the curriculum required for the major and for each of the unit's specializations.

Since 2008 the College of Media has directly admitted freshmen who meet our admissions criteria. In 2013, the college eliminated the Journalism Qualifying Exam (JQE) as the final step in full admission, after it was determined there was little or no correlation between JQE scores and students' performance in their majors. This action allowed us to engage students in our curriculum immediately, instead of waiting until their sophomore year or later, when they typically took the JQE. Now directly admitted students are immediately eligible to take the foundational JRL 215 Media Writing course and/or JRL 225 Media Tools and Applications course. By getting students directly into the majors, they become engaged in the college and may progress more rapidly through their requirements, allowing time to participate in non-required special projects/electives, internships and/or study abroad.

Specifics regarding the journalism and strategic communications major requirements are shown in visuals at the end of this chapter. Students in the college are required to have at least 120 credit hours to graduate, which is a decrease from the previous 128 hours, a change encouraged by the University to help facilitate students’ timely graduation. Both majors must take a common journalism core (12 credits), which includes:

- **Journalism 101 Media & Society**
  This introductory course also fulfills a University General Education requirement and introduces students to journalism and media history, theory, legal and ethical concepts, and the current professional landscape.

- **Journalism 215 Media Writing**
  This writing course includes basic news writing for print, broadcast, and the Web and discusses the differences in public relations and advertising writing. It also includes an online grammar component with weekly quizzes.

- **Journalism 225 Media Tools & Applications**
  This course introduces students to multimedia software applications and includes both online and on-the-ground instruction. Students use smart phones or digital cameras and learn the basics of multimedia information gathering and editing, using Adobe Premiere, Photoshop, Audacity, and other programs to enhance media storytelling. They also create an electronic portfolio to begin archiving their work.

- **Journalism 428 Media Ethics & Law**
  Separate ethics and law courses were merged in 2013 to allow students to think more holistically about contemporary media issues and to provide more opportunity for skills-based or experiential course electives.
Journalism majors must take at least another 18 credit hours of skills courses, with at least two courses classified as *writing*, two courses classified as *creating*, and one classified as *engaging*, and at least one upper-level elective. Students who entered the program as freshmen or who have Advanced Placement college credits and thus have time to take additional courses, are strongly encouraged to take advantage of other experiential course options and engage in major-market internships and/or study abroad.

The journalism capstone course, JRL 459, works as a multimedia news bureau, in which students report, write and produce story packages that are offered to regional media. At least seven multimedia stories from the spring 2015 capstone were picked up by media outlets, including in the capital city paper *Charleston Daily Mail* and in the *Martinsburg Journal*, which is located in the Washington, DC, area. (Two sample story budgets from that course are included in Appendix 2A.)

In addition to the college core, all strategic communications majors take a second core of classes, which include the following:

- **STCM 215 Introduction to Strategic Communications**
  This foundational course introduces students to both the advertising and public relations fields in general, including history, theories, ethics and professional opportunities.

- **STCM 315 Strategic Advertising and Public Relations Writing**
  Students create written pieces (e.g. news releases, print ads, public service announcements, visual storyboards, blogs) for real-world non-profit “clients.” Students submit a portfolio of their polished work as a final project.

- **STCM 421 Audience Insight and Analysis**
  This course focuses on primary, secondary, formal and informal qualitative and quantitative research methods used in the advertising and public relations fields. The course includes exams and a team primary research project, which is formally presented to the class.

- **STCM 459 Strategic Communications Campaigns** (capstone course).
  First offered in spring 2015, the strategic communications capstone involves the development of a communications campaign for real-world clients. Students work in teams to conduct relevant research and develop campaign plans, which are formally presented to the client and class.

In addition to the strategic communications core, STCM majors take an additional three courses relevant to their desired advertising or public relations area of emphasis (AOE). Advertising students choose from ADV 401 Creative I, ADV 455 Creative II, ADV 403 Media Planning and Strategy, ADV 451 Interactive Marketing Communications and STCM 452 Communications Strategy and Management. Public relations students must take either PR 319 Creative Design and Strategy, PR
333 Web Development or JRL 319 Editing and Curation, plus choose two additional 400-level courses of interest.

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

College of Media students are required by their major curricula (described above) to have 33–36 credit hours. In addition, the University requires students to fulfill at least 38 additional credits of General Education requirements (not including the college’s JRL 101 Media and Society course, which fulfills the GEC Western Culture or Non-Western Culture requirement) across nine areas/objectives (English, Math & Science, History, Contemporary Society, Artistic Expression, Individuals in Society, American Culture, Western Culture, and Non-Western Culture).

In addition to journalism or strategic communications major courses, these majors must also take an additional 43 credit hours outside the College of Media. These include at least 15 credit hours in another college’s minor, plus 28 credits of the following liberal arts courses:

- Survey of Economics (BUSA 201)
- Survey of Marketing (BUSA 330)
- Modern American History (HIST 153)
- Intro to American Government (POLI 102)
- Statistics (STAT 111)
- Intro to Library Research (ULIB 101)
- English literature or creative writing course and
- two semesters of a foreign language or computer coding or one semester of a foreign language, plus a coding or study abroad course

Students also choose one of the following:

- Intro to Psychology (PSYC 101)
- Intro to Sociology (SOCA 101) or
- Intro to Anthropology (SOCA 105)

These 38 general education credits, 15 minor course credits and 28 liberal arts credits are required for journalism and strategic communications majors to graduate, thereby guaranteeing that our students meet the 72-credit rule of courses taken outside of the college. For students who graduate with the minimum required 120 credits, the major requirements plus these external course requirements leave three to six hours for additional elective courses.

Specifics about journalism and strategic communications graduation requirements may be found online in the WVU Undergraduate Catalog.
3. Describe how the core and required courses instruct majors in all of ACEJMC’s 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

Following the recent restructuring of both our strategic communications and journalism majors, syllabus audits were conducted to ensure our students continued to meet AEJMC’s required professional values and competencies through the new major curricula. Any deficiencies were noted and discussed with faculty, and most were merely oversights in not explicitly documenting the values/competencies actually delivered.

Introductory courses, such as Media & Society (JRL 101), Intro to Strategic Communications (STCM 215), and Media Tools & Applications (JRL 225) provide conceptual and theoretical foundations within core courses, while Media Ethics & Law (JRL 428) and capstones ask students to apply them. Skills-based courses make up the vast majority of our other journalism and strategic communications offerings.

A color-coded visual (noting awareness, understanding, and application) within the required curricula for journalism and strategic communications majors, respectively, representing fall 2014–spring 2015 syllabi appears on the pages below, followed by each of the ACEJMC values and competencies within applicable required major core courses:
Part II, Standard 3.
Diversity and Inclusiveness
Part II, Standard 3. 
Diversity and Inclusiveness

Executive summary.

The Reed College of Media has made concerted efforts for some time to increase the diversity of its student body and faculty and hired a full-time college recruiter in 2014 to help specifically focus on diverse student recruitment. As outlined in the college’s Diversity Plan, such efforts have included recruiter visits and outreach to regional high schools with sizeable minority student populations, attendance at University recruitment events in urban areas, and the development of articulation agreements with community colleges in neighboring states with more diversity.

West Virginia University likewise strives to attract and retain a diverse student population. This can be challenging, given the state’s largely rural Appalachian location and overwhelmingly white population. In addition, while the University and our college draw students from states outside of West Virginia, the higher cost of nonresident tuition may make WVU more financially challenging for these students; we have responded by creating out-of-state freshman scholarships.

The college has a high percentage of female students, who make up more than 60 percent of our undergraduate population. Our directly admitted freshmen in fall 2015 include about 9 percent minority students, and the college’s overall underrepresented student population was 17.9 percent in 2014–2015. This is a substantial increase over our college’s underrepresented students during our last accreditation year, when the total was 6.8 percent. Nearly 14 percent of our 2015 freshmen are first-generation college students, another underrepresented group.

Because of the University’s relatively small diverse population, the college has made a concerted effort over the years to expose our students to diverse perspectives and multicultural experiences through the curriculum, special topics courses and guest speakers. Our faculty have been encouraged since 2006 to explicitly identify on their syllabi lessons and assignments that address topics in diversity to help underscore their importance to students, and a college diversity/inclusivity statement appears on all course syllabi.

Courses that have particularly focused on diversity include VISJ/JRL 440 Visual Storytelling for Media, in which students worked over several semesters to research and develop interactive storytelling displays for the nation’s only World War I African American Memorial, and in spring 2015 we partnered with historically black Morgan State University in Baltimore, MD, to engage students and faculty in a multimedia reporting project about the Selma, AL, “Bloody Sunday” civil rights anniversary.

Despite our efforts, recruiting diverse faculty members remains a challenge. Although hiring part-time on-the-ground faculty also is a challenge, as we must draw from the region with its small minority population, we have been more successful at hiring diverse adjuncts to teach online courses.
1. Complete and attach the following tables:
   Table 4, “Area Population”
   Table 5, “Student Populations”
   Table 6, “Faculty Populations”
   Table 7, “Full-time Faculty Recruitment”
   Table 8, “Part-time/Adjunct Faculty Recruitment”

Table 4. Area Population

Service Area: Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

West Virginia University attracts students primarily from West Virginia and the Northeast. Our primary out-of-state markets include: Delaware, Maryland, New Jersey, New York, Ohio, Pennsylvania and Virginia

Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit’s geographic service area as described above?

<table>
<thead>
<tr>
<th>Group</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African America</td>
<td>15%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>.05%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>8%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>.01%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2%</td>
</tr>
<tr>
<td>Other race</td>
<td>---</td>
</tr>
<tr>
<td>Female</td>
<td>51.2%</td>
</tr>
</tbody>
</table>
Table 5. Undergraduate Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.

Use figures from the most recent academic year for which complete data are available.

Academic year: 2014 – 2015

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>29</td>
<td>20</td>
<td>5.39</td>
<td>4.53</td>
</tr>
<tr>
<td>White</td>
<td>263</td>
<td>482</td>
<td>82.04</td>
<td>80.99</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>1</td>
<td>0</td>
<td>.11</td>
<td>.15</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>8</td>
<td>1.43</td>
<td>1.57</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>21</td>
<td>31</td>
<td>5.72</td>
<td>.355</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>.08</td>
</tr>
<tr>
<td>Two or more races</td>
<td>8</td>
<td>26</td>
<td>3.74</td>
<td>3.29</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>.3</td>
</tr>
<tr>
<td>International students (any race)</td>
<td>13</td>
<td>6</td>
<td>1.51</td>
<td>5.55</td>
</tr>
</tbody>
</table>

The Reed College of Media’s overall female enrollment is 62.78% compared to the institution at 45.46%. 

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

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit’s total faculty. (Report international faculty the same way the university reports them.)

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>56.5</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8.5</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International (any race)</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>3.5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>39</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>1</td>
<td>3.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International (any race)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>59</td>
<td>36</td>
<td>56</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>17</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>International faculty in hiring pool**</td>
<td>0</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>International faculty considered**</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*In addition to the two searches that were completed, there was one failed search for the Harrison Omnicom Professor due to a dearth of qualified candidates.

** WVU does not invite applicants to self-identify by nationality. These are educated guesses made by looking at the locality of applicants' education and experience.
Table 8. Part-time/Adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>not tracked*</td>
<td>not tracked*</td>
<td>not tracked*</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>N/A*</td>
<td>N/A*</td>
<td>N/A*</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female finalists considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to females</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International faculty considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Reed College of Media neither formally tracks nor advertises for adjunct positions, relying instead on our long-standing pool of past adjuncts, word of mouth, and research/outreach to identify possible underrepresented candidates.

Occasionally adjuncts are needed for our online minors programs; in these instances, we have placed advertisements on the Chronicle of Higher Education website. A sample ad is included in Appendix 3A. All hires must be approved by WVU.
2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the underrepresented groups identified by the unit.

The college wrote its first diversity plan in 2008 and updated it in 2009. The plan was updated and substantially enlarged in 2013, with additional tweaking in 2014. Progress updates were noted again in spring 2015. (The plan follows at the end of this section.)

The acting dean has charged the current (fall 2015–spring 2016) diversity committee with reviewing the plan and honing in on initiatives of most importance to help better focus our energies and resources. This charge came after meeting with a representative of the University’s Office of Diversity, Equity and Inclusion (Gregory Epps), whom we asked to review the plan and provide any advice/guidance. He commended us on our plan, but noted we were overambitious in terms of actual energies/time available, making our approach scattershot. He recommended stating and focusing the bulk of our time and energies on a few key goals. For our college, these key goals will undoubtedly include the following:

- increasing our underrepresented freshman class;
- increasing our underrepresented transfer students;
- increasing underrepresented student retention; and
- increasing the number of underrepresented faculty and staff.

Assistant Dean Tricia Petty is working on a formal recruitment plan with our college recruiter, and the diversity committee chair is tasked with collaborating with her to identify specific percentages and deadlines for improvement. In addition to student recruitment and retention, the Diversity Committee will be asked to set specific goals for diverse faculty and staff recruitment and retention, along with specific tasks and deadlines to achieve them.

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

The college diversity committee reviews progress made, makes recommendations, and its chair updates the document periodically. Student recruitment is assessed by the assistant dean, recruiter and dean throughout the year.

Honing in on a few key goals and establishing supporting tasks and deadlines, as described above, should help our college move forward more aggressively on the issues of most importance/need: increasing the diversity of our student body and faculty.
4. Describe the unit’s curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The college typically conducts semi-annual syllabus audits to ensure that diversity and inclusion are incorporated throughout the curriculum. (Audits from 2011, 2013 and 2015 will be available on site.) Examples of specific activities are included below by course:

- **JRL 220 Intro to Photojournalism**: Beyond journalism skill acquisition, this foundation course introduces students to “other” perspectives while making them also aware of their own peculiar perceptual filters. To that end, approximately 50 percent of total course content is built around diversity.

- **JRL 318 Beat Reporting**: Students discuss an excerpt from *The Elements of Journalism* by Bill Kovach and Tom Rosenstiel and do an in-class exercise in which the students are paired and asked to interview each other about a time in their lives when they felt marginalized, belittled or discriminated against. They then discuss what they discovered about each other’s experiences as a class.

- **JRL 321 Media Design**: This is more of a skills course (print and online design) than a discussion course, but diversity is most specifically addressed in the unit on photography. Students are asked to propose layouts of current events (in 2015 these included Ferguson and Carnival), then critique how they and others may have relied on cliches and stereotypes in these projects. Digital content is central: Print design is done in InDesign, infographics in Illustrator, and students also learn core HTML coding skills.

- **JRL 335 Video and Audio News Writing**: Includes an in-class activity called “First Impressions,” where students pair with someone they don’t know and answer generic questions about them. They then share their answers with their partners to see if they were correct in their assumptions. This exercise is used to point out that we often generalize about people, and that those generalizations may be incorrect and lead to stereotyping.

- **JRL 386 Beginning Video Reporting** and **JRL 487 WVU News**: Students are required to have a diversity element in their “beat report” for every story they produce.

- **JRL 426 Investigative Reporting**: Students are required to go the Poynter.org website and complete the “Handling Race & Ethnicity” course in News University. In addition to completing the course, they discuss how and when issues of race, ethnicity and disability belong in news reports, and how to handle them when they do belong.

- **JRL 428 Ethics and Law**: Covers in detail the concept of multiple stakeholders, risks to the minority in utilitarian approaches to mass communication, and a section on the ethics of image use. Globalization and depiction of minorities are two of the subjects students may select for their course term papers. Ability to record and publish
instantaneously (the "can vs. should" aspect of law vs. ethics) is a regular element of
in-class case studies.

- **JRL 459 Multimedia News Publication:** Students are encouraged to develop stories
that reveal racial disparities in the way non-white residents of West Virginia are
sometimes treated. In a story that was just published by several WV papers, one of the
capstone teams covered the story of an African-American resident from Martinsburg
who was falsely accused of selling marijuana and incarcerated in a dangerously
overcrowded prison for 10 days with a bail of $130,000 (the charges were eventually
dropped).

- **JRL 499 Adventure Travel Writing & Photography:** Cultural sensitivities are discussed in
this class; for spring, because the class went to Moab, UT, the class talked about
Native Americans and the culture of the area we visited. Students completed research
assignments on their cultural history and influence on the region.

- **ADV 451 Interactive Marketing:** This course is focused on digital media and uses Pew
Center Digital Audience Research data to talk about communication strategies and
insights for reaching diverse audiences. The final project in the course is titled "Diverse
Communities/Diverse Voices," which includes building a creative strategy for an
interactive, location-based campaign. In addition to demonstrating awareness of how
to identify, target and connect with a diverse audience, students are also required to
integrate digital and interactive elements into their projects, such as location
awareness, mobile, augmented reality, gamification, responsive design, social media,
or other interactive elements.

- **STCM 215 Introduction to Strategic Communication:** In this course the topic is
primarily discussed by looking at characteristics of diverse audience segments (e.g.
LGBT, race, religion, ADA); critiquing campaigns employing diversity, particularly those
that gangrened public response (e.g. Cheerios, Honeymoon, CocaCola, Zara, Urban
Outfitters); examining globalized vs. more tailored cross-cultural campaigns; and
technology use in communicating with diverse populations.

- **STCM 421 Audience Insight and Analysis:** Uses a case-study approach to critique
campaigns with a clear diversity, multiculturalism, and/or global focus. Discusses the
multicultural aspects of research, diverse audiences of brands, and includes an
academic article about LGBT–themed advertisements.

- **STCM 452 Strategy and Management:** In this course we include diversity discussion by
doing consumer/audience research using MRI+, a tool to analyze customers based on
different demographics, such as race, gender, age, etc. The course includes three
class sessions on research using MRI+.

- **STCM 459 Strategic Communications Campaigns:** In this course we build on
foundational principles taught in other classes to include diverse audiences in
campaign research, planning, development, implementation and evaluation. Although
each campaign client and his or her goals are different, each campaign requires the
students to focus on targeting and/or working with and reaching applicable audiences. Some recent client examples include the following:

- Health Sciences and Technology Academy (HSTA). HSTA is a high school math and science program that aims to increase the number of underrepresented students who pursue careers in health, sciences, technology, engineering or math fields. The program specifically targets minority, rural, financially disadvantaged and first-generation college students. We have worked extensively with these populations for four campaigns. (Three former HSTA students are recent graduates of the college: Courtlin Hicks in 2010, and Melanie Perry and Jocelyn Ellis in 2013.)

- West Virginia Manufacturers Association (WVMA). This statewide campaign focused heavily on targeting diverse, multicultural, and financially disadvantaged populations to take advantage of educational programs to pursue careers in the manufacturing industry.

- PACE Enterprises. This organization’s mission is to help people with disabilities (both physical and mental) obtain meaningful employment. We targeted teachers serving these groups to establish better communication about resources available to this population.

- Three “Buy Local” Campaigns for different West Virginia regions reached populations across different income, age, geographic (rural), and lifestyle categories.

5. Describe the unit’s curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Some of the courses listed in response to question 4 above also include reference to diverse cultures in a global society. In addition, all College of Media students are required to take JRL 101 Media and Society, which introduces students to the histories and current status of mass communications within the U.S. and abroad and is discussed in more detail below. (This course can satisfy the University’s General Education Curriculum requirements for either Objective 8, Western Culture, or Objective 9, Non-Western Culture.)

We also periodically offer JRL 445 International Media, which sometimes includes a study-abroad component over spring break, and we have a partnership with Guangjiong University in Beijing, whereby their students study here for a semester to a year. We have had approximately a dozen of these students taking our courses over the last several years. In return, about a dozen of our students have traveled there for three- to four-week intensive course and “internship” experiences during the summers. Faculty often ask international graduate students to present to undergraduate classes about their home
countries and the media environments in them. (See the list of speakers on pages 21–23 below.)

Some additional course specifics related to diversity in a global society are included below:

- **JRL 101 Media and Society**: Addresses diversity and globalization as a common theme throughout this intro course. Sections on media culture and ownership, especially in newspapers and broadcast, address female/minority ownership of media and depictions of women/minorities in news & entertainment media. The impact of digital media is specifically addressed in each unit (units focus on particular media, e.g., books, newspapers).

- **JRL 220 Introduction to Photojournalism**: Some of the best photojournalists are not Americans, so the work of Brazilian social documentarian Sebastiо Salgado and French street photographer Henri Cartier Bresson are shown. In a recent ethical discussion we talked about the controversy over the photographs of Italian photographer Giovanni Troilo and his work "Dark Heart of Europe," which was stripped of its prize in the World Press Photo Contest.

- **JRL 426 Investigative Reporting**: A class is included about global citizen journalism and how repressive regimes around the world try to suppress the press and Internet access and how they do it. The students are required to read a recent *Columbia Journalism Review* article about this and discuss its findings in class. We also talk about problems in the press both here and abroad and compare, for instance, the way in which libel laws in this country differ from those abroad.

- **JRL 431 Multimedia Reporting**: Stories are shown from all over the world to demonstrate how people are pushing the envelope with digital reporting. Recently shown was UC Berkeley’s “Fearless,” an experimental project that lets the audience navigate downtown Mumbai as a woman. Multimedia stories about racial and ethnic issues as well as international news like the Ebola crisis are also shared and discussed.

- **JRL 440 Visual Storytelling for Media**: Students in this course have researched and developed interactive stories about African American soldiers in World War I to help continue to provide information for the nation’s only WWI African American Memorial, located in Kimball, WV. In spring 2015, the class partnered with a forensic science graduate class in Trace Analysis to examine a WWI helmet worn in France by African American veteran Monroe Cox, as part of one of the two all-black combat infantry divisions. The class researched African American military service and used emerging virtual and augmented reality technologies to tell Cox’s and his helmet’s stories.

- **STCM 459 Strategic Communications Campaigns**: Every other year for the past six years, PR/strategic communications majors have had the chance to enroll in a study-abroad capstone experience. Students have worked for an international nonprofit or
government client and traveled to present their campaign plans to them in Dublin, Ireland; Rome, Italy; and Porto Alegre, Brazil.

6. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

WVU and the Reed College of Media strive to maintain a socially just environment for all students and employees. WVU’s Equity Assurance Office (http://diversity.wvu.edu/ea) works to protect students and employees from discrimination and harassment. The University’s nondiscrimination statement appears below:

West Virginia University is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, and intercultural and intercommunity outreach. Accordingly, the University does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment. This Policy sets forth how discrimination, harassment, sexual and domestic misconduct, certain consensual relationships, stalking, and retaliation will be addressed by West Virginia University.

In addition, all college syllabi include the college’s diversity/inclusion statement, which follows:

*Inclusion, Diversity & Civility*

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. As such, we are committed to providing students, faculty, staff and job applicants with a work and educational environment free from all forms of harassment. Therefore, harassment, in any manner or form, is expressly prohibited. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (304-293-6700).

Through its faculty and student work, the Reed College of Media is actively committed to presenting diverse viewpoints to a general audience and to seeking, nurturing and maintaining ties to a base of multicultural sources. In public relations and advertising, the school equates excellence in campaigns to representing and communicating with diverse clients and audiences. In news storytelling, excellence is equated with the ability to produce stories for and
about a wide range of communities and audiences.

For more information on West Virginia University’s Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu.

In addition, our university requires all faculty and staff to take online training about harassment and hostile work environments. (See http://tnd.hr.wvu.edu/harassment.) Faculty and staff are also notified about WVU Safe Zone training opportunities, which are offered several times a year and which our advising team members have taken. (The Safe Zone emblem is displayed in the advising center.) This training is designed to create a “safe and affirming environment for everyone at WVU, including those who identify as Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) and allied students, faculty, staff, facility, members and administrators” (http://diversity.wvu.edu/di/lgbtq/safe-zone).

Our faculty’s first meeting of the fall 2015 school year included a presentation from Accessibility Services about the types of accommodations offered to students and the problems/concerns they encounter and how we can help. Available adjuncts also were invited to attend; those who could not were briefed by their respective program coordinators.

7. Describe the unit’s efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

Our college takes several steps in an effort to recruit and retain a diverse student population. We recruit across the northeastern United States and across West Virginia. We also make individual visits to select high schools in New Jersey, Maryland, Ohio, Pennsylvania and Virginia and visit public, private and faith-based schools to reach diverse students of various races, ethnicities, religions and socioeconomic backgrounds. Particular cities we have focused on within the past few years to help increase our diversity enrollment have included Cleveland, OH; Philadelphia, PA; Austin, TX; and Washington, DC.

In addition to individual high school visits, we have also started to make visits to organizations that serve under-represented populations. For example, in 2015, we visited the Crossroads Foundation in Pittsburgh, PA. This organization serves scholars that reside in economically distressed communities in Allegheny County. The majority are African Americans who have mild to profound financial need. Crossroads provides intensive and holistic wrap-around support services to ensure academic and personal success. We visit and discuss the importance of college, ACT scores and GPA and talk to them about the media landscapes and careers available in the market. We are in the process of researching and visiting similar organizations to ensure we are reaching diverse student, parent and teacher populations.
After meeting prospective students, our recruiting staff works to connect them with a current student. We look for such similarities as geographic origin, major of interest and/or ethnicity. The current student reaches out to the prospective student and is a point of contact for them. Matching current students and prospective students who are in some way alike allows the prospective student to get an honest appraisal of the educational and social experience in the Reed College of Media and helps the prospective student to adjust if he or she arrives on campus.

Each year we host a High School Journalism Competition in which high school juniors and seniors from around the region can enter work from their high school publications for awards. We bring them and their respective teachers/advisors to campus for workshops and an awards luncheon or dinner. In addition, we attend national college fairs, where we have an opportunity to reach a more diverse student population. This year, we attended college fairs in Pittsburgh, PA, and Montgomery County, MD, where 40 percent of the population self-identify as minority.

We have recently developed articulation agreements with colleges in Maryland and Virginia, making it easier for students to transition from community colleges to WVU to pursue a media degree, and we are in the initial stages of expanding those articulation agreements into other markets. In each case, the community college we partner with has a larger minority population than West Virginia University’s.

Additionally we spend a large amount of time recruiting students who have yet to declare a major. At WVU, this tends to include a large number of first-time freshman minority students. We work in conjunction with their academic advisors to educate them about their options in the Reed College of Media. We also discuss these degree options in our introductory-level courses that are open to non-majors. While our incoming first-time freshman class is typically around 8 to 9 percent minority, the overall undergraduate enrollment in the college is closer to 15 to 16 percent because of these efforts—greater than the overall WVU domestic minority population of 13 percent.

Once students are enrolled, we provide a variety of opportunities to support their success. We employ an early warning “intrusive advising” model, where faculty are asked at the fourth week of classes to report students who have missed more than two class sessions or who currently have a C average or below. Advisors then reach out to these students to provide counsel and assistance, as necessary. We recently started a peer mentorship program that was developed and is managed through our Student Services unit. All “at-risk” (IR 4 and below) freshmen are invited to be paired with an upperclass “mentor,” who can serve as a confidante and provide counsel and advice. (More information will be provided on site.)

We have a student chapter of the Association of Black Journalists, which is co-advised by an African-American advisor and instructor. Admittedly, the chapter membership has dwindled, and the diversity committee and advisors are seeking ways to help support and enlarge the struggling chapter. Finally, through our Alumni Mentor program, minority students can be paired with minority graduates to learn more about the career path they
are considering. This connection to someone in the workforce creates professional bonds and can provide keen insight into unique challenges the student might face.

8. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The college abandoned its Journalism Qualifying Exam since the last accreditation, as it served more as a barrier to entry for our students rather than a predictor of college success. In addition, in an overall effort to spur greater enrollment, the college’s admission requirements were lowered, and are now only slightly more selective than the general university standards. We require a minimum GPA of 2.5; the university, a 2.0. We require slightly higher ACT or SAT test scores. However, if a student has a 3.0 GPA, we will consider lower test scores. This allows us to consider the student’s high school work with more weight than the standardized tests. We also work directly with University College (where students who don’t qualify for direct College of Media admission are placed) to determine if a student should be considered for direct admission.

9. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

The Reed College of Media does a decent job of recruiting minority students as freshmen, but there is great room for improvement. A minority recruitment program is on the newly hired (August 2014) recruiter’s list of priorities for the 2015–2016 academic year. Although our minority retention and graduation rates are similar to our overall college retention and graduation rates, it is difficult to compare because so few minority students start with the college as first-time freshmen.

In addition to our college mentorship program and our encouragement to all students to get involved in student organizations and/or campus media outlets as soon as possible, we also encourage first-time freshmen to participate in our college-specific section of the summer orientation course Adventure WV. University data show that these students come away from the experience with a bond and set of friends before the start of the school year that helps retain them at the University. The college set aside minority-based full-paid scholarships for several years to encourage underrepresented students to go on the trip, with limited success. (The overall Adventure WV program has been so successful at student engagement and retention, the University now subsidizes most of the cost, and students can participate in the week-long course for only $95.)

In addition to our ABJ chapter, we also host or participate in a variety of on-campus events and with guest speakers of various backgrounds. For example, each year Associate Professor Joel Beeson is a featured speaker at the University’s Diversity Week,
and in 2012 he was honored by the WVU Center for Black Culture and Research with its Martin Luther King Jr. Achievement Award for his teaching and research around social justice and diverse populations, including African American, special needs, displaced, disadvantaged and Hispanic. (In 2011, Beeson received the Professor of the Year Award, bestowed as part of the WVU NAACP Chapter’s Image Awards.) In fall 2014, we hosted a hack-a-thon that focused on women and new media. This past spring, we hosted a photographer who is crowd-sourcing photos in an attempt to explore the diversity of Appalachia 50 years after the declaration of the War on Poverty.

We also plan to continue to work with Morgan State to ensure our students and faculty interact with each other in the classroom and through multimedia storytelling projects, and we have plans for a collaborative spring 2016 course with them. On Sept. 17, 2015, the college is co-sponsoring with the WVU Center for Black Culture and Research a panel discussion called “More Than a Beat: Race, Reporting and the Role Media Professionals Play in Narrative Creation.” The following day, the panelists will meet with students in the college for an informal workshop and discussion on the topic. The panel is scheduled to include the following participants:

- College Visiting Committee member Doug Mitchell, project founder/leader – Next Generation Radio, NPR; co-founder, The Journalism Diversity Project;
- Wesley Lowery, The Washington Post (law enforcement and social justice reporter); 2014 Emerging Journalist of the Year, National Association of Black Journalists;
- Chelsea Fuller, senior communications associate for youth criminalization, The Advancement Project; and
- Errin Whack, freelance reporter (Fusion, NBC, POLITICO).

Currently two of our four academic advisors are minorities. While we certainly don’t assign advisees based on race, we do want students from all backgrounds to see diverse faculty and staff in the college. Students may schedule time with any of our advisors, which gives them the freedom to meet with the advisor of their choice if they want to discuss specific issues. We expect every advisor (regardless of race) to know about campus-wide resources to support underrepresented students. Additionally, in JRL 115 (our first-year orientation seminar), we host speakers from the Office of Diversity, Equity and Inclusion; WellWVU; and other groups on campus that can provide support to students from different backgrounds and with various challenges.

During advising, we frequently talk to minority students about opportunities available to them at WVU. These include competitive scholarships like Fulbright, the McNair Scholars program (two of whom in 2011 and one of whom in 2012 were our majors), leadership opportunities (e.g. Student Government Association) and others. We actively look for ways that students can become involved and gain access to resources and opportunities to help them succeed on campus.
10. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, “Full-time Faculty Recruitment”).

Reed College of Media faculty attend such professional conferences as AEJMC, ICA, NABJ, PRSA, BEA and ONA for professional development and to network to expand our potential faculty and staff hiring pools. We advertise job openings in collaboration with WVU Human Resources and place them in mainstream and diverse-oriented publications and websites, including The Chronicle of Higher Education, DiverseJobs.com, NABJobs Online and NAHJ’s online job site, as well as promote them through the college’s website and social media.

In addition, we include a social justice liaison, who by extension represents the WVU Office of Diversity, Equity and Inclusion, on every faculty and staff search. (Historically, our liaisons have been a faculty member who was assigned to the role; however, our budget officer, Valerie Burgess, who is also our liaison with WVU Human Resources, now performs that role.) The liaison sits in on screening discussions to ensure underrepresented candidates are fully considered. She also oversees the paperwork for WVU employment, which includes documentation of underrepresented applicants and reasons for not hiring qualified candidates, which is sent to the Office of Diversity, Equity and Inclusion for approval before processing.

The University states on its website (http://diversity.wvu.edu/aa-eo) that it endeavors to embrace a broader approach to federal affirmative action/equal opportunity regulations. Its posted policy follows:

It is the policy of WVU to:

- Recruit, hire, train, promote, retain, tenure, and compensate persons in all applicable administrative, classified, faculty, unclassified, and student job titles without regard to age, disability status, ethnicity, gender identity, national origin, race, religion, sex, sexual orientation or veteran status unless otherwise prohibited by applicable law;
- Base decisions of employment to further the principles of affirmative action and equal employment opportunity;
- Ensure that promotion, reappointment and tenure decisions are in accordance with the principles of affirmative action and equal employment opportunity by imposing only valid requirements for promotional, reappointment and tenure opportunities;
- Ensure that all personnel action including compensation, benefits, lay off, return from lay off, training, education/tuition assistance, social and recreational programs will be administered without regard to age, disability status, ethnicity, gender identity, national origin, race, religion, sex, sexual orientation or veteran status unless otherwise prohibited by applicable law.
11. Describe the unit’s efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The college participates in several University initiatives to help women and minorities succeed and professionally develop. Dean Maryanne Reed was one of the co-founders of the University’s Women’s Leadership Initiative (http://womensleadership.wvu.edu), in which she and Associate Dean Diana Martinelli have participated. Martinelli participated in the Scripps Howard Academic Leadership Academy in 2013, and the college also paid for her to participate in Leadership WV, a nine-month statewide program, and for both her and Rita Colistra to attend a local women’s leadership conference this past summer.

The college supported Assistant Professor Geah Pressgrove in the University’s Faculty Success Program, which is supported in part through WVU’s institutional membership in the National Center for Faculty Diversity and Development. (See http://advance.wvu.edu for more about this effort.) Shott Chair of Journalism Lois Raimondo is scheduled to take the training this year. The college also has supported our advisors’ professional development through webinars and attendance at national and regional National Academic Advising Association (NCADA) meetings.

The college is supportive of family-related concerns and works to accommodate faculty and staff as possible through online or more concentrated/flexible teaching times. As a state institution, WVU abides by the state’s Parental Leave Law, which provides employees up to 12 weeks of unpaid family leave following exhaustion of their annual leave. It may be used for the following:

- birth of a son or daughter;
- placement of a son or daughter for adoption;
- to provide care of a son, daughter, spouse, parent or dependent (any person who is living with or dependent upon the income of an employee, whether related by blood or not) who has a serious health condition.

12. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 8, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.

The college has many long-standing adjuncts who reside locally, and we rely on these experienced adjuncts to teach our classes. For new teaching needs, we tend to tap local people whom our faculty know or people who have taken the initiative to indicate interest. Although we have a sizeable number of women adjunct instructors, with our community’s small minority population hiring diverse faculty poses more of a challenge. However, for our online (largely minors) courses, our online director has had more success by advertising online in The Chronicle of Higher Education and at large
professional gatherings, such as AEJMC. Because of this wider applicant pool and geographic flexibility in online instruction, we have been able to expand our number of diverse part-time faculty from 8 percent at the time of our last accreditation to 28.5 percent last academic year. However, much work remains to be done in this area, and we continue to seek out diverse faculty and staff candidates.

Part-time minority faculty who taught major course options (including Faculty Equivalent/Academic Professionals who are employed full-time with the college, and for whom teaching is part of their work assignment) are listed below:

2014–2015 Part-Time Minority Faculty

- Gina Gayle (teaches online in JRL 225 hybrid course)
- Demetrius Greer (college Full-Time Equivalent/Academic Professional)
- Jose Huitron (teaches an online major elective course)
- Mu Lin (teaches online in JRL 225 hybrid course)
- Dustin Mazon
- Jane Menyawi (teaches online in JRL 225 hybrid course)
- Randy (Jake) Stump
- Raymond Thompson (teaches online in JRL 225 hybrid course)

Part-time female faculty teaching major courses made up 46 percent of 2014–2015 part-time faculty. These faculty are listed below:

2014–2015 Part-Time Female Faculty

- Kelly Barkhurst
- Erin Blake
- Glynis Board
- Susan Case
- Natalie Eddy
- Tricia Fulks (teaches online)
- Gina Gayle (teaches online in JRL 225 hybrid course)
- Holly Hildreth
- Jane Menyawi (teaches online in JRL 225 hybrid course)
- Tricia Petty (college FEAP)
- Kayla Poling (college FEAP)
- Emily Roush (college FEAP)
- Cassie Thomas

13. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.
In addition to the examples provided earlier in this chapter, other examples of diverse speakers at the Reed College of Media include the following:

**Fall 2014–Spring 2015**

  - Justin Ellis, writer at Nieman Journalism Lab at Harvard University
- Hack the Gender Gap: Women’s Hackathon on Wearables*
  - Aminatou Sow: Co-founder of Tech LadyMafia and product marketing manager at Google
  - Tasneem Raja: Interactive editor at *Mother Jones*
  - Umbreen Bhatti, Lawyer and journalism entrepreneur
  - Adeline Koh, Co-founder of The Rewriting Wikipedia Project
- Doug Mitchell, NPR and Visiting Committee member, JRL 386 Guest Speaker
- Deborah Boardley, vice president of Noel New York Salon & Boutique (formerly photo editor for *Essence* magazine), JRL 321 Guest Speaker
- Rob King, Vice President ESPN News and Sports Center, May Commencement Speaker

*Note: We also hosted a number of women in technology who are not listed here, but who provide unique perspectives in the technology industry. A more complete list of speakers since our last accreditation is included in Appendix 2B.

**Fall 2013–Spring 2014**

- Future of Media – NOW! Series: Creating the NEW News Experience
  - Raju Narisetti, senior vice president and deputy head of strategy at News Corp
- John Nakashima, filmmaker, WVU RTDNA Guest Speaker
- Eric Patrick (PR alumnus), former State Department employee, cast member of “The Real World—New Orleans,” now stand-up comedian, PR 422 Guest Speaker
- Doug Mitchell, NPR and Advisory Committee member, JRL 335 Guest Speaker
- Anan Wan, MSJ graduate student from China, PR 422 Guest Speaker

**Fall 2012–Spring 2013**
  - Lauren Rabaino, *The Seattle Times’* first News Applications
- Thomas Rhee, SVP of Marketing at MaxLite, Martin Hall Agency Guest Speaker
- Michael Feeney, *New York Daily News* and NABJ Emerging Journalist of the Year, JRL 319 and JRL 426 Guest Speaker
- Doug Mitchell, NPR and Visiting Committee member, JRL 335 Guest Speaker
- Brandon Thomas (PR alumnus), Widmeyer Communications, multiple classrooms Guest Speaker, including sections of PR 422, PR 459 and PRSSA
- Keith Reed, *ESPN The Magazine*, ABJ Guest Speaker
- Juan Mundel, MSJ graduate student who formerly worked in educational PR in Argentina, PR 422 Guest Speaker
DIVERSITY / INCLUSION

PLAN

The Reed College of Media

Original: May 2009;

Updated: Dec. 2013;

Revised March 2014;

Updated: July 2014

Updated: May 2015
The Reed College of Media

Inclusion, Diversity & Civility
The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. As such, we are committed to providing students, faculty, staff and job applicants with a work and educational environment free from all forms of harassment. Therefore, harassment, in any manner or form, is expressly prohibited. Any suggestions as to how to further a positive and open environment are appreciated and given serious consideration.

West Virginia’s University’s Division of Diversity, Equity and Inclusion works to recruit diverse faculty, staff and students, measure and work to improve the campus climate in terms of diversity, as well as celebrate the many cultures and experiences currently part of the WVU community. The division is charged with imbuing the principles of fairness, equity and social justice throughout the WVU community by promoting opportunity, equality, civility and respect for all people. Division staff may be reached at http://diversity.wvu.edu.

The Reed College of Media believes in and acts to further the University’s commitment to inclusion and diversity among students, faculty and staff and defines diversity in multiple ways, including race, gender, culture, sexual orientation, ethnicity, socioeconomic status, physical and mental abilities, and geographical origin.

Through its faculty and student work, the Reed College of Media is actively committed to presenting diverse viewpoints to a general audience and to seeking, nurturing and maintaining ties to a base of multicultural sources. In public relations and advertising, the college equates excellence in campaigns to representing and communicating with diverse clients and audiences. In news storytelling, excellence is equated with the ability to produce stories for and about a wide range of communities and audiences.
Goal 1: Improve the Reed College of Media’s awareness of diversity and establish the School’s Diversity Plan.

STRATEGIES:
A. Form a School Diversity Committee made up of at least three full time faculty members with one member holding Associate Professor rank to draft a comprehensive diversity plan.

Target Date: September 1, 2008

Status: Done. Diversity committees were assigned for several academic terms. A formal review of progress made was begun in Fall 2013, with new plan recommendations submitted in March 2014 and reviewed with Dean in July 2014.

2014 A Recommendation: Review the plan annually, with the Chair communicating to the Dean and faculty as needed to ensure continued progress is made. Thoroughly review and update the plan every 3 years.

2014 A.1 Recommendation: Ensure a School (College)-wide Inclusion Committee (to match the University’s new language) is assigned each year and meets at least once per semester to assess progress on plan and make recommendations. Otherwise, plans tend to sit on a shelf for long periods of time without review. Consider adding at least one staff member to the committee who intersects with students in terms of professional opportunities/advising.

Task: Assign Inclusion Committee in Fall 2014 that includes faculty and staff.

Status: Done. Advisor Demetrius Greer has been added to the committee.

Task: Formally assess current plan and report on progress to the Dean and Associate Dean

Target Date: May 2015

Status: In Progress. Full plan is being revised and shared at the final faculty meeting (May 8) with a final report given to the Dean and Associate Dean by May 29, 2015.

Task: Full plan review/update

Target Date: Spring 2017

B. Schedule and/or promote speakers, seminars, colloquia on diversity at least once per semester. These special sessions will supplement course work.
The term School/College will be used to refer to the Reed College of Media for the remainder of the plan.
Target Date: Each semester

Status: Ongoing. Numerous speakers have been brought in and diversity-related events have been promoted (e.g. Diversity Week and Festival of Ideas). Professor Joel Beeson is a speaker at Diversity Week regularly. However, few of these events have been formally documented.

Note: Diversity Week is September 28-October 2, 2015. It’s recommended that the Reed College of Media co-sponsor at least one of these events.

2014 B.1 Recommendation: Develop a better mechanism to track and promote diversity speakers and activities outside of classroom events. Get student association/s involved in helping to identify, promote and gain access to speakers.

2014 B.2 Recommendation: Work with other units on campus (e.g. Native American Association, Center for Black Culture, Muslim Student Association, University Affiliated Center for Developmental Disabilities, Division of Diversity, Equity and Inclusion, GLBT groups, etc.) to co-sponsor at least one diversity speaker each year.

Task: Begin discussions about AY 2014-2015 in Fall 2014 to include a calendar that can be developed and shared.

Status: Already incorporated into calendar of events updated by Kimberly and Christa before each faculty meeting. Asked them to note diversity events external to the college identified by diversity committee, faculty or staff.

Task: List of all such organizations and a contact person/info with whom to communicate about possibilities and opportunities AY 2014-2015

Target Date: Fall 2014

Status: Done. Below is the WVU Campus Diversity Contact List:

Center for Black Culture and Research
Contact: marjorie.fuller@mail.wvu.edu
http://cbc.wvu.edu

WVU Division of Diversity, Equity and Inclusion
Contact: David Fryson
Phone: (304) 293-5600
Email: diversity@mail.wvu.edu
B. Designate one bulletin board or portion of a bulletin board for issues and opportunities related to diversity, so that an elevated profile is provided and the entire school can be exposed to it.

Status: Done-Spring 2015. Bulletin board is centrally located on the second floor outside of room 205 and is devoted exclusively to issues and opportunities related to diversity. The Diversity Committee has also asked both advisors of SPJ and RTDNA to post inclusion-related materials on their bulletin boards, when applicable.

2014 C.1 Recommendation: Task advisors of student groups and the Inclusion
Committee to provide diversity-related news, opportunities, speakers, issues, so the School/College may highlight them via a designated bulletin board.

C. Fold the Diversity In Media Association into all the School’s student organizations to better promote diversity awareness programs and opportunities to all students.

**Target Date: January 2009**

**Status:** Done. The Diversity In Media Association was discontinued and student organizations were tasked with ensuring diversity issues/speakers were included in their programming that year.

**Note:** The Association of Black Journalists was granted a School chapter in 2010.

Task: Work with College facilities liaison Valerie Burgess to identify a bulletin board that can be devoted to issues of inclusion.

Task: Task the inclusion committee and student organizations with populating the board with relevant news/info about current events, activities, etc.

**Target Date: Spring term 2015**

**Status:** Done-Spring 2015. Bulletin board is centrally located on the second floor outside of room 205 and is devoted exclusively to issues and opportunities related to diversity.

2014 D.1 **Recommendation:** Owing to a very small group of journalism students who are involved in ABJ, a concerted effort to engage students in the organization is necessary.

Task: Research ABJ requirements needed to ensure chapter viability.

**Target Date:** December 2014

**Status:** Done and Ongoing. ABJ co-advisor April Johnston researched this task and discovered that an audit must be completed for NABJ each fall. Organization must meet the following requirements and provide documentation where/if applicable:

- A chapter membership roster that lists each members school classification and major. (Please include a copy)
• Upon annual renewal -- the organization must show two-thirds of the affiliate members are eligible
• for NABJ membership as student members.
• Candidates for chapter president and/or board chairman and vice president(s) must be student members of NABJ. The student chapter advisor, must be a full-time journalism professor, a full member of NABJ, or a professor who is an associate member of NABJ.
• Holds regular meetings
• Has developed adequate bylaws/constitution and elected board of directors. (Only send a copy of bylaws/constitution with audit if revisions have been made)
- Maintain regular communications with members (i.e. newsletters, fliers or email) (Please include samples of each)
• Completed and adopted a fiscal budget for the following fiscal year (Please include a copy)
• Annual budget, strategies and goals (Please include a copy)
• NABJ Chapter Grant report (Please include a copy, if applicable)
• Annual calendar of events (Please include a copy)
• Membership application including chapter dues and categories (Please include a copy)

2014 D.1.a Recommendation: Work to find a faculty member of color (Visiting Professor if necessary) who can serve as a role model and help elevate and populate our ABJ chapter. Consider also having advisor Demetrius Greer participate as a leader of the group.

Status: Done. Ongoing. In Fall 2014, Mr. Greer agreed to serve as a co-advisor for ABJ. Mr. Greer is still attempting to find a faculty member to fill this role.

2014 D.1b. Recommendation: To help provide incentives for participation in ABJ, the School should offer several paid ABJ conference registrations. Students could apply for this benefit, and it would offer an opportunity to professionally connect and network with others.

Status: Done. In Fall 2014, the Dean agreed to supplement student conference expenses, such as paying for student registrations, to help encourage and support all ABJ students who wished to participate in this activity.

Note: ABJ Status as of March 16, 2015. Demetrius Greer reports that there are currently only about 2-3 active members of ABJ. This down after a big surge in attendance last semester. Last fall, Dean Reed invited a speaker to the College of Media and ABJ was invited to co-host. This meant the group helped get the word out about his visit and joined him for lunch/dinner. His name is Justin
Ellis. He’s a former newspaper columnist and currently writes for the Nieman Journalism Lab at Harvard. Here is his website: http://justinellis.net/about/

E. Encourage the School’s students to attend programs, seminars, speeches, trips, etc, that expose them to people somehow different from themselves offered across the University.

**Target Date: Each semester**

**Status:** In progress. However, the School/College has not documented these activities. The calendar and inclusion bulletin board discussed above can be a common place where such opportunities are regularly posted. But current sponsored events that students were invited to participate in this school year (2014-2015) include:

- WVU’s 27th Annual Women of Color Luncheon, hosted by the WVU Council for Women’s Concerns! October 1, 2014
- MLK Breakfast this Monday at the Mountainlair Ballroom January 20th. Dr. Shelia Coleman-Castells was the keynote speaker.
- There was also an MLK dinner with a guest speaker.

**2014 E.1 Recommendation:** Work with campus units identified above to learn about their upcoming activities/speakers for the coming semester/year, promote these events to students through bulletin board and School announcements, and include these activities as options for JRL 115 students to attend. Require these students to attend at least one diversity-oriented speaker/event as part of this requirement.

**Target Date: Each semester**

**Status:** Done. This requirement to attend an inclusion/diversity event or speaker was incorporated into JRL 115 in Fall 2013 and retained in 2014. Diversity Week speakers also were formally included as an extra credit option in JRL 101 (a large, University General Education course) in Fall 2014.

**Note:** The following Spring 2015 events were sent to all faculty via the listserv. (For a complete and detailed list of events, Social Justice liaison Valerie Burgess has these documents.)

- "SPRING SAFE ZONE TRAINING"
- "I AM THE CHANGE PANEL"
• "WHERE ARE ALL THE WOMEN? WIKIPEDIA’S GENDER GAP"
• "MAKERS: WOMEN WHO MAKE AMERICA"
• INTERNATIONAL SCHOLAR RESEARCH
• SPORTS AND DIVERSITY

2014 E.1a. Recommendation: Consider also having at least one JRL 115 guest speaker from another culture/country and require students to attend at least one international-oriented speaker/event. (Note: Lois Raimondo has volunteered to work with Assistant Dean Tricia Petty this fall to bring in Chinese exchange students to do a program around opportunities in China.)

**Target Date:** Each semester

**Status:** Ongoing. Bruce Mitchell from WVU’s Diversity and Inclusion office spoke to JRL 115 students this spring semester.

**Goal 2:** Improve and increase emphasis of diversity in curriculum and course instruction for all journalism students.

**STRATEGIES:**

A. Conduct a syllabus audit each school year to ensure that all faculty members are including the School’s Diversity Statement in each course’s syllabi.

**Target Date:** Began Spring 2006

**Status:** Ongoing, but tends to be bi-annual audit. All faculty (full time and adjunct) are contacted annually and instructed to include the College’s diversity statement on all syllabi.

**Note:** Statement updated per University Council, spring 2013, and is now called “Inclusivity Statement.” Statement is sent to all faculty to include on their syllabi with other School/University-required/recommended text before the start of each school year by Brenda Sisler.

The School’s/College’s Statement was reviewed by the diversity committee in 2014 and Ok’ed with two name corrections for 2014. Updated statement sent to Brenda Sisler 3/14/14 for next distribution to faculty and instructors. Statement appears below:
Inclusion, Diversity & Civility
The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. As such, we are committed to providing students, faculty, staff and job applicants with a work and educational environment free from all forms of harassment. Therefore, harassment, in any manner or form, is expressly prohibited. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services OFFICE OF ACCESSIBILITY SERVICES (304-293-6700).

Through its faculty and student work, the Perley Isaac Reed School of Journalism Reed College of Media is actively committed to presenting diverse viewpoints to a general audience and to seeking, nurturing and maintaining ties to a base of multicultural sources. In public relations and advertising, the school equates excellence in campaigns to representing and communicating with diverse clients and audiences. In news storytelling, excellence is equated with the ability to produce stories for and about a wide range of communities and audiences.

For more information on West Virginia University’s Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu.

- Encourage faculty to include diversity-related lectures and assignments in all courses.

**Target Date: Began Spring 2006**

**Status: Ongoing (In Fall 2008, the School took this strategy a step further by holding Brown Bag Lunch sessions for faculty on how to incorporate diversity into course work.)**

Latest syllabus audit conducted in Spring 2013 revealed there were still courses that did not formally list/include diversity-related readings, discussion or assignments on their syllabi, even when these activities were taking place. (See Appendix A.) The audit was shared with faculty in Fall 2013. Faculty in our core courses JRL 115, 215 and 101 were particularly encouraged to formerly document these activities on syllabi to help reinforce their importance to students and to ensure they are included in the classes.

Questions associated with diversity learning outcomes were pulled from Elon University’s learning assessment exam and added to the HEL test
in Fall 2013 (along with theory questions). The exam is now called THELD to reflect these additional questions.

2014 B.1 Recommendation: In addition to encouraging diversity-related assignments across the curriculum, ensure that diversity/inclusion assignments are required as part of all core courses (JRL 101, JRL 215, JRL 225 and JRL 428).

    Status: Ongoing. A syllabus audit that looked at ethics, law and diversity learning objectives and assignments was conducted in Spring 2009, 2011, 2013.

During Fall 2013 and Summer 2014, Associate Dean Martinelli personally contacted faculty who were not listing diversity/inclusion-related assignments on syllabi in courses where such content seemed particularly warranted. Two of these courses included core classes JRL 101 and JRL 215.

B. Encourage faculty to invite professionals representing diverse/minority/underrepresented groups as guest speakers in courses.

    Target Date: Began Spring 2006

    Status: Ongoing. Guest speakers representing diverse or underrepresented populations have been regular classroom visitors to the School/College over the last few years.

    Note: The Diversity Committee is expecting a complete list of diverse speakers, graduation speakers and Visiting Committee members by May 20, 2015.

Diverse professionals have visited classes, been featured panelists at School/College-sponsored events, given special topic presentations and were graduation speakers. Some of the School's diverse speakers (since 2010) have included the following (note this is not a complete list):

• Byron Pitts, CBS News, Spring 2010
• Soledad O'Brien, broadcast journalist/producer, Spring 2010
• Talia Mark, NASCAR, Spring 2011
• Timothy Telemachus ("Time Hetherington), late British photojournalist, Spring 2011
• Deepa Fadnis, graduate student who formerly worked in financial communications in India, Fall 2011
• Issander El Amrani, Middle Eastern media professional, part of College panel on “Arab Spring,” Spring 2012
• Jigar Mehta, documentary filmmaker, part of College panel on “Arab Spring,” Spring 2012
• Nasser Weddady, civil rights activist, part of College panel on “Arab Spring,” Spring 2012
• Michael Feeney, New York Daily News, Spring 2012
• Alumnus Brandon Thomas, Widmeyer Communications (multiple classrooms speaker), Fall 2012
• Keith Reed, ESPN The Magazine, ABJ-sponsored speaker, Fall 2012
• Juan Mundel, graduate student who formerly worked in educational PR in Argentina, Fall 2012
• Thomas Rhee, SVP of Marketing at MaxLite (Martin Hall Agency speaker), Spring 2013
• Lena Groeger, ProPublica journalist, part of the College’s Hacker Journalism panel, Spring 2013
• Lauren Rabaino, Seattle Times applications editor, part of the College’s Hacker Journalism panel, Spring 2013
• Michael Feeney, New York Daily News, Spring 2013
• Alumnus Eric Patrick, former State Department employee, cast member of The Real World—New Orleans, now stand-up comedian—Fall 2013
• Elaine McMillian, interactive documentary filmmaker, Fall 2013
• Anan Wan, graduate student from China, Fall 2013
• Doug Mitchell, NPR, Spring 2014, Spring 2013, Spring 2012
• Rob King, Sr. VP for ESPN (May 2015 graduation speaker)

2014.C.1 Recommendation: Develop a process to better capture who is visiting our School/classes.

Status: Done. Associate Dean sent an email to all faculty asking them to report all contact/visit information to Student Careers and Opportunities Director for future mentoring, networking and professional development contacts in Spring 2014.

Task: Director Eric Minor needs to ensure message/mechanism is reiterated to faculty throughout the year.

Target Date: Each semester
Status: Ongoing. Eric Minor regularly sends out emails on the faculty listserv to remind faculty to report all contact/visit information to Student Careers and Opportunities Director for future mentoring, networking and professional development.


2014 C.1a Recommendation: Consider starting an underrepresented speakers fund to help defray the costs of traveling to campus.

Task: Inclusivity Committee should meet in the Fall 2014 to research and present possible speakers and funding support request to the Dean for Spring/Fall 2015. Note: Dean was provided a website from College Advisory Board member Doug Mitchell in fall 2014, which is a resource for identifying diverse professionals who are working in the digital/future media space: http://diversify.journalismwith.me.

Target Date: Fall 2014

Status: Done. The Diversity Committee shared the following link several times on the faculty listserv http://diversify.journalismwith.me., to inform them of this resource for identifying diverse speakers. A diversity committee member also spoke with our grants coordinator, Sherry Skidmore, who stated that she could help faculty pull a list of available grant funding for diverse speakers, but there needs to be an “idea” for what type of speaker to narrow the search. This info was also circulated on the faculty listserv several times.

C. Increase the School’s course offerings related to diversity/minority issues.


In Spring 2010 (Ghana) and Spring 2012 (China), the School offered a course on International Media, which included a study-abroad component during spring break.

In Fall 2009, a faculty member received a competitive grant from WVU’s Center for Women’s Studies to develop a course about women’s use of communication campaigns to further social movements; the course was offered in Spring 2010.

A health communications PR capstone course that used an international client with a study abroad spring break component was offered in Spring
2011 (Ireland), Spring 2013 (Italy) and will be offered in Spring 2015 (Brazil).

**JRL 555**, a cross-listed senior/graduate course with a broader emphasis on underrepresented groups, including LGBT, Native Americans, elderly, rural populations, African Americans, labor, Hispanic Americans, etc, was offered in Fall 2014.

**VISJ/JRL 440** (ongoing) has involved working with residents of Kimball, WV, on developing an interactive, multimedia museum exhibit and to promote through the internet the nation's only African American WWI Memorial. Most recently, the class engaged with a forensics professor to explore what could be learned from an African American WWI soldier's helmet to help tell his story.

**2014 D.1 Recommendation:** Consider working with Dr. Dana Brooks, Dean of CPASS, to develop an elective class for School/College majors and perhaps sports communication minors around race, gender and sexual orientation in the portrayal of athletes.

Task: Ask the Dean to first discuss this possibility informally with Dr. Brooks when the opportunity presents itself.

**Target Date:** Summer 2015

**Status:** Ongoing. Diversity Committee Member Joel Beeson received a $3,000 grant from the Information Literacy Enhancement Project of the WVU Libraries to collaborate with a digital information librarian develop and redesign **jrl555**, Women and Minorities in the Media to become Research Problems in Race, Class and Gender in the Media. The objective was to include a strong visual information literacy and research methods component, while updating the course to reflect changes in cultural studies and visual culture scholarship. Faculty are working with Carroll Wilkinson to continue to extend and modify that class – a component we have discussed including is a module that represents representation around race, gender and sexual orientation in the portrayal of athletes that can be adopted and used in the sports comm minor curriculum.

D. Increase student opportunities to work on special diversity-related projects, including capstone projects.

**Target Date:** Began Spring 2006

**Status:** Ongoing.
Students have worked on "The Veteran's Oral History Project" which included work with West Virginia's black veterans, "Starting Over," a special project on the victims of Hurricane Katrina, "and the "Artists with Disabilities" multimedia project, in addition to the VISJ/JRL 440 course that involved work on the WWI African American Veterans Memorial project in Kimball, WV, where interactive, multimedia displays/exhibits and a smartphone app were developed, along with planning and conducting special events there.

The new Morgan State partnership in Spring 2015 resulted in the "Bridging Selma" project, with a website and Virtual Reality app component. A collaborative WVU-Morgan State course is planned for Spring 2015.

2014 E.1 Recommendation: Develop a diversity-related special topics course as one of the College's new Media Innovation Center projects. We might consider partnering with the University to identify a timely topic/issue to explore (do a "deep dive" into) through reporting, infographics, public communication, special events, etc.

Task: Identify possible special topics to explore. A committee member might also reach out to ABJ students and advisors and/or the Center for Black Culture for ideas.

Target Date: Spring 2015

Status: Done. In Spring 2015, Diversity Committee member Joel Beeson worked with Dean Maryanne Reed to envision and craft a formal collaboration with Morgan State University. Joel drafted an MOU (Memorandum of Understanding) that outlines the purpose nature and goals of this collaboration (Social Justice liaison Valerie Burgess has a copy of this document). As part of this collaboration we conducted a week-long social justice reporting trip as an experimental classroom in Selma, Alabama and built a site, bridgingselma.com to house the work and introduce the initiative.

A collaborative course between the two schools is planned for Spring 2016.

E. Develop training for faculty on how to appropriately deal with disability issues and draft a manual of policies and procedures for faculty on accommodating students with disabilities.

Target Date: December 2009
Status: Done throughout the University.

Task: Dr. Joel Beeson has been working to arrange an Americans With Disabilities Act training session for faculty.

Target Date: AY 2014-2015.

Status: Ongoing. Diversity Committee member Joel Beeson spoke with Dr. Strasburger in the Office of Accessibility Services in the Division of Diversity, Equity and Inclusion, and has a request to have an orientation in the fall for all faculty after one of the first faculty meetings to provide the University's resources, policies and procedures for accommodating students with disabilities.

Confirmation of a presentation and Q&A session for faculty following the first fall faculty meeting, Aug. 21, has been confirmed.

2014 F.1 Recommendation: Schedule at least one training/information session related to minority/underrepresented issues (perhaps to be held during/after a scheduled faculty meeting for maximum attendance) per semester. In addition to ADA training, other recommended training includes Safe Zone training, OIP/international sensitivities training, equity/inclusion training ...

Status: Safe Zone training taken by all Advising Center staff in spring 2014. All faculty asked to complete online sexual/workplace harassment training in spring/fall 2014.

Task: Inclusivity Committee should ensure all its members have completed the online training above and recommend to the Dean/Associate Dean other training/information sessions for faculty/staff.

Target Date: Spring 2015

Status: In progress. The Diversity Committee confirmed with our Social Justice liaison Valerie Burgess that as of May 2015, the majority of faculty members have completed the online sexual/workplace harassment training. Diversity Committee member April Johnston is familiar with the “Safe-Zone” training and suggested this may be something faculty may want to participate in. Diversity Committee Chair Gina Dahlia brings up this training session to faculty at the May 8 faculty meeting.

Goal 3: Increase efforts to recruit and retain qualified faculty members representing diverse/minority groups.

STRATEGIES:
A. Consistently recruit people of color and underrepresented groups for faculty positions, even during times when no positions are open to maintain a list of prospective candidates who are then informed when appropriate openings become available.

**Target Date:** Began Spring 2003 (in School’s original Diversity Plan)

**Status:** Ongoing This strategy has included making personal contacts with diverse working professionals and attending national and regional conventions such as NABJ, AEJMC, BEA, UNITY and others, on a regular basis. A geographically close potential future faculty member was identified through AEJMC and asked to visit our College and present information relevant to our student services team in Fall 2014. The visit was intended both as an information session but also as a way to begin to develop a relationship that could turn into some type of College position in the future.

2014 A.1 Recommendation: Engage additional members of the faculty to attend conferences such as NABJ and UNITY.

2014. A.2 Recommendation: Consider attending other affinity group meetings, such as NAACP, LA RAZA, and Urban League.

2014. A.3 Recommendation: Partner with faculty members in cognate disciplines on campus to help us find and encourage diverse applicants.

**Task:** The committee should identify possible faculty members/events to attend and share those ideas and costs with the Associate Dean for administrative consideration.

**Task:** The committee should speak with a contact at the WVU Office of Diversity, Equity and Inclusion to identify and document possible assistance and/or contacts who might assist us in our recruiting efforts when candidates visit the College and WVU.

**Target Date:**  
Spring 2015

**Status:** Done. Diversity Committee member Changmin Yan contacted Dr. David Fryson, Vice President of Division of Diversity, Equity and Inclusion, and Robert Davis, Director of Affirmative Action/Equal Opportunity in the Division of Diversity, Equity and Inclusion. For assistance during our hiring, we can contact Mr. Robert Davis. Both Mr. Davis and Dr. Fryson are available
to answer our diversity-related questions and to meet our candidates if needed. Mr. Davis provided relevant data in a summary of the Reed College’s searches 2011-2014 (Reed College of Media Brief Summary of Searches 2011-2014) and a document highlighting the Reed College’s diversity-related recruitment options (Reed College Recruitment Options). Both of these documents have been given to our Social Justice liaison Valerie Burgess.

Note: Changmin compiled an 18-page document of online resources for building a diverse faculty. This document was emailed to all faculty via the listserv as well as the Reed College of Media and Diversity Recruitment document. A hard copy of these documents resides with our Social Justice liaison Valerie Burgess.

B. Ensure that faculty openings are posted across a wide spectrum of media and correspondence and that personal contact is utilized to enhance such media.

**Target Date: Began Spring 2003 (in School’s original Diversity Plan)**

**Status: Ongoing.**

Searches have included special mailings to historically black institutions, as well as to national professional and academic organizations representing persons of diverse backgrounds. The School/College now works with WVU HR to ensure job advertisements are disseminated through venues/publications that will reach underrepresented and veteran audiences.

*In addition, faculty representation at NABJ to meet media professionals of color and network with them has occurred almost annually. Gina Dahlia is scheduled to attend the August 2015 gathering in Washington, DC.*

2014. B.1. **Recommendation:** Continue to use social media to spread position announcements beyond traditional mailings (have been doing this, but the process has not been formalized).

**Task:** Seek out any advice from the College’s WVU HR contact (Denise Watkins) and Center for Diversity, Equity & Inclusion to identify other possible advertising venues or ways to use social media more strategically/deliberately to enhance searches for diverse, underrepresented faculty/staff
Target Date: Complete by Fall 2014

Status: Done. Diversity Committee member Changmin Yan contacted Dr. David Fryson, Vice President of Division of Diversity, Equity and Inclusion, and Robert Davis, Director of Affirmative Action/Equal Opportunity in the Division of Diversity, Equity and Inclusion, Ms. Denise Watkins, WVU HR, and Valerie Burgess, Social Justice liaison, Reed College of Media. Responses are below.

Note: Response: Mr. Davis provided a list of diversity-related recruitment resources (see attached Advance Recruitment Resources and Diversity Resources on Campus). According to Mr. David, WVU’s Division of Diversity, Equity and Inclusion currently doesn’t use any social media to target searches for diverse, underrepresented faculty/staff.

Ms. Watkins responded that “The specific diverse sites that we sometimes use for staff positions are:

- Journal of Blacks in Higher Education
- Women in Higher Education
- Hispanic Outlook
- Diversejobs.com

We also use social media, including Facebook, LinkedIn and Twitter.”

Ms. Burgess replied that

“There are a number of ways that we seek to reach a broad variety of applicants. When we post a faculty position, the position lists on HERC (Higher Education Recruitment Consortium) and my understanding is that a number of diversity sites pull from the HERC website to reach a diversified audience. In addition we routinely post all our positions to Heroes2Hired.com. We have also posted to The Hispanic Outlook in Higher Education (HispanicOutlook.com). When we post a faculty position, we always post the position to multiple professional journals/organizations (online, typically not in print) to reach as broadly as we can reasonably do.

We make use of Facebook, Twitter and LinkedIn for job postings as well. We rely on good networking through organizations that we are connected with such as National Association of Black Journalists, etc. to reach potential applicants in that way. This could include person-to-person networking at conferences, or posting positions to listservs of which we have members involved.”

2014 B.2 Recommendation: In addition to HBCU institution contacts to advertise openings, work with HR to also send information to Hispanic Association of Colleges and Universities (HACU) and Black Enterprise Institutions.

Task: Seek out website or other centralized listserv to reach HBCU and HACU institutions, so faculty and staff openings can be readily posted/disseminated.
Target Date: Complete by Spring 2015

Status: Done. Diversity Committee member Changmin Yan contacted Dr. David Fryson, Vice President of Division of Diversity, Equity and Inclusion, and Robert Davis, Director of Affirmative Action/Equal Opportunity in the Division of Diversity, Equity and Inclusion, Ms. Denise Watkins, WVU HR. Mr. Davis provided listserv and directory to reach HBCU and HACU institutions (document of Diversity Resources on Campus resides with Social Justice liaison Valerie Burgess) Black Issues in Higher Education, Hispanic Outlook in Higher Education, DIVERSILINK, HIRE DIVERSITY, NATIONAL SOCIETY OF HISPANIC PROFESSIONALS, National Society of Black Engineers, Society of Hispanic Professional Engineers, Society of Mexican American Engineers and Scientists, Employment of Hispanic College graduates. In this document, he also included contact information for Historically Black Colleges and Universities and Hispanic Serving Colleges and Universities.

Task: Ask Student Careers and Opportunities Director to reach out to Black Enterprise organizations to nurture relationships for interns, positions, and to spread information regarding professionally oriented faculty/FEAP positions.

Target Date: Complete by Spring 2015

Status: Done. Diversity Committee member Changmin Yan contacted Eric Minor, Director of Student Careers and Opportunities, Reed College of Media. Mr. Minor responded, "In my first two years in this position, I have focused my attentions on establishing the office, connecting with local employers to develop internship opportunities and inviting recruiters to campus to interview students for internships. While I fully appreciate the need for and value in reaching out to Black Enterprise organizations, regrettably, that has not been an effort I have undertaken yet. However, it is a part of my workplan moving forward. However, I can provide for you some data on the diverse population of students I have served by assisting with internship and experience placement, resume assistance and professional mentorship. Additionally, many of the companies we work with do have minority recruitment and hiring initiatives.

“I have assisted students in applying for the Fleishman Hillard Alfred Fleischman Diversity Fellowship, and I have visited APCO Worldwide in Washington, DC, to develop opportunities there. APCO is a certified women-owned business."

C. Assure that careful consideration is given in the search process to people of color and other underrepresented groups and that deliberate efforts are made
to invite women and minorities to campus for interviews.

**Target Date: Began Spring 2003 (in School’s original Diversity Plan)**

**Status: Ongoing**

D. Work with the Office of Diversity, Equity and Inclusion to help identify support systems and contacts at the university who can help the College recruit and retain underrepresented populations.

Task: Develop a formal mentoring program to assist faculty, especially new underrepresented and minority faculty, in achieving promotion and tenure.

**Target Date: Began Fall 2008**

**Status: Ongoing. Formal mentors were assigned to new faculty for a few years and included an evaluation instrument; however, with the small size of our faculty, less formal structures of senior faculty assisting new faculty when/as needed seemed to make better sense.**

Task: Ask Inclusion Committee to review WVU’s ADVANCE program’s sample mentoring plan and share with “junior” faculty. Obtain feedback about its applicability/usefulness within our school.

**Target Date: Complete in Fall 2014**

**Status: Done. Diversity Committee member Geah Pressgrove enrolled in and is currently participating in a Faculty Success Program through the National Center for Faculty Development & Diversity. Geah also researched and gathered a collection of mentoring program policies and applications from across the country through ADVANCE in order to be in compliance with the University. These materials were given to our Social Justice liaison Valerie Burgess.**

D. Provide travel support to minority or other interested faculty members who wish to attend conferences and seminars sponsored by professional organizations for journalists of color.

**Target Date: Began Spring 2008**

**Status: Ongoing At least one faculty member has attended conferences related to underrepresented groups annually or bi-annually. These have included NABJ conferences; UNITY conference, and the Poynter Institute’s Diversity Workshops.**
2014 E.1 Recommendation: Often it has been the Dean who attends these conferences, looking to recruit. Identifying such conference/meeting opportunities early in the school year and seeking out other faculty who are interested in attending could better engage faculty in these efforts and increase our school’s exposure to diversity-related issues while helping us cast a larger networking presence.

Task: Charge the 2014-2015 Inclusion Committee with identifying these opportunities and interested faculty members; present the travel requests to the Associate Dean.

Target Date: Fall 2014 for calendar 2015 travel

Status: Ongoing. Diversity Committee members shared diversity-related travel opportunities via the faculty listserv throughout the 2014-2015 year. Committee members will continue to share these opportunities.

Goal 4: Increase efforts to recruit and retain top students from diverse/minority groups

STRATEGIES:

A. Hold bi-annual focus groups with the School’s minority students to assess their needs and goals, and to develop strategies for reaching out to other minority students.

Target Date: Began Spring 2009

Status: The first focus group was held April 7, 2009. Because the Dean participated in and led the discussion, the responses were not very forthcoming. No formal focus groups have since been held.

2014 A.1 Recommendation: Going forward, the committee recommends having a minority faculty/staff member to lead/engage underrepresented students in these discussions.

Task: Engage student services dean to explore whether another focus group would be valuable for College recruiting and retention purposes.

Target Date: Fall 2014

Status: Done. A research-focused strategic communications faculty member (Geah Pressgrove) worked with WVU student services and developed a focus
group moderator’s guide for the Reed College of Media that student services can use if/when they might need it. This document was emailed to our assistant dean, Tricia Petty. This diversity committee member also pulled statistics on the diversity of our enrollment as well as a list of diversity-related recruitment activities. The low numbers in the diversity of our enrollment indicate that the diversity committee needs to meet again in the fall 2015 and set some short and long-term goals involving increasing our numbers in diverse enrollment.

B. Increase scholarship funds to help attract top underrepresented and first generation students to the School/College.

**Target Date: Immediately**

**Status: Ongoing.** Alumnus Scott Widmeyer established two needs-based scholarships in 2010: one is for an underrepresented students; the other, for first- generation college freshman; in 2011, alumni Ralph and Janet Izard established a scholarship in 2011, first preference of which goes to an identified "domestic minority"; in 2012, alumni Ray and Susan Gillette created two scholarships: one for a minority student; the other, for any non-resident student. Other recently established scholarships that may be extended to underrepresented and/or first generation students include the following:

- Vargo Ott Scholarship, established in 2013
- Colonel Thomas Boyd Scholarship, established in 2011
- William and Jean Reed Scholarship, established in 2011

C. Develop a closer relationship with WVU’s Center for Black Culture and Research to plug students (and faculty) into the Center’s support programs and events.

**Target Date: Began Fall 2009**

**Status: In progress.** A few students and faculty have taken advantage of trips and events sponsored by the CBC&R. Three students and one faculty member traveled with the Center during Spring Break 2010 on the Martin Luther King, Jr. Research Study tour. Then—Assistant Professor Tori Arthur was our liaison and spearheaded these activities.

Joel Beeson is working collaboratively with NABJ member and CBC&R Director Marjorie Fuller on a co-sponsored "race and reporting" panel, scheduled for Fall 2015.
2014 C.1 Recommendation: Solicit a committee member to serve as a liaison to the Center and to the Office of Diversity, Equity & Inclusion to explore possible joint activities/partnerships.

D. Have a presence in professional organizations for journalists of color

**Target Date:** Began Spring 2008

**Status:** In progress. Faculty members have held memberships in the National Association of Black Journalists and the National Association of Hispanic Journalists. April Johnston is currently an associate member of NABJ.

2014 D.1 Recommendation: Develop a process/procedure whereby Student Services staff are kept updated on internships, careers, networking, and other associated activities of these national groups.

**Task:** Ask a committee member (or seek someone in Student Services by approaching the assistant dean) to monitor such organizations' websites and report opportunities regularly to Eric Minor and advising team.

**Target Date:** Begin Fall 2014

**Status:** Ongoing. Director of Careers and Opportunities Eric Minor regularly monitors the following three websites for internships, careers and networking: Asian-American Journalist’s Association, National Association of Hispanic Association and National Association of Black Journalists. Eric also regularly emails students directly with opportunities as well as emailing all journalism students and faculty via the listserv.

E. Recruit at least one minority student from the School/College to apply to the Ronald E. McNair Post-baccalaureate Achievement Program, a national program for students from diverse and disadvantaged backgrounds to gain support for graduate study.

**Target Date:** Began Spring 2008

**Status:** In progress. Three students have been McNair Scholars since 2008: Brandon Thomas, Jocelyn Ellis and Kristen Meadows. Status: In-progress. Since fall 2014, Demetrius Greer provided Eric Minor with two potential internship sites with predominantly African-American churches: Restoring Life Ministries (Morgantown, WV) and Pentecostal Temple COGIC (Pittsburgh, PA lead by former broadcaster, Bishop Loran E. Mann.)

2014 E.1 Recommendation: Task the assistant dean or senior advisor with
identifying potential McNair Scholar students, based on the program's criteria, and with working with Betty Mei (or other relevant McNair program contact) to obtain data for qualification and to possibly hold an information session at the school.

Task: Discuss this idea with the assistant dean and report back to the committee.
Target Date: Fall 2014

Status: In progress. Assistant Dean Tricia Petty identifies high-achieving students for McNair Scholars at the beginning of each semester through our advising center.

F. Develop a comprehensive high school outreach program to target top minority students in geographically accessible urban areas such as Pittsburgh and the Washington, DC metro area.

Target Date: Began Spring 2009

Status: Ongoing.

Assistant Dean Oliver Street visited high schools in the following metropolitan areas with large underrepresented populations during Fall 2012 and Fall 2013: New York; Philadelphia; Washington, DC; Dallas; Houston; and San Antonio. However, inquiries received from these one-time visits were not forthcoming. We must work on a longer-term basis if we are to develop relationships in these areas.

Our recruiter, Whitney Godwin, visited schools with large underrepresented populations in Washington, DC, and Pittsburgh, PA, in Fall 2015/Spring 2015. However, inquiries/applications were not forthcoming. A longer-term focus on developing relationships must be pursued.

2014 E.1a Recommendation: When the School is officially rebranded as the College of Media (July 1, 2014), hire a full-time recruiter who can strategically work with WVU Recruitment and identify areas where relationships can be honed and nurtured.

Status: Ongoing. Full-time recruiter hired in August 2014. New assistant dean with a background in marketing/recruitment was hired in August 2014; she is tasked with developing and overseeing an aggressive marketing plan, which includes additional outreach to schools with
significant minority populations and building relationships with possible feeder school teachers and counselors.

A concerted recruiting plan is being developed by our assistant dean and recruiter for 2015-2016, including a strategic focus on Cleveland, Ohio, an area not aggressively pursued in the past but one that is believed to hold great promise for us because of our recent journalism reciprocity with that state. Part of this plan includes a campus visit scheduled for Oct. 23, 2015. Other possible community college articulation agreements also will be explored.

F. Attend college fairs in geographically accessible areas to reach top minority students.

**Target Date: Began Spring 2009**

**Status: Ongoing.**

Assistant Dean Oliver Street attended the following college fairs in Fall 2012: National Hispanic College Fairs in New York, Philadelphia, and Washington, DC, metro area. Assistant Dean Street also attended transfer college fairs at community colleges with large underrepresented populations in Maryland and the DC metro area.

Assistant Dean Street worked with University officials to draft articulation agreements with two community colleges in these regions in Spring 2014 to help encourage the transfer of students who want to continue their education: the Northern Virginia Community College agreement is now official; another agreement for a school in Maryland, is in process.

*Recruiter Whitney Godwin also attended college fairs in Pittsburgh and Cleveland.*

G. Develop a student outreach program that will send minority students to their high schools to recruit for the School.

**Target Date: Began 2009-2010 academic year.**

**Status: In progress.** Although a few students/alumni visited high schools since 2009, it was difficult to arrange, given high school class and our students’ class schedules. Now that a recruiter has been hired, she has already made contact with and visited several local and W.Va. high
school journalism teachers and their students. She will be tasked with such activities in underrepresented areas as well.

A.1. Recommendation: Owing to the difficulty of student travel in terms of course work/work/extracurricular obligations, the committee suggests actively seeking student ambassadors of color to help showcase our programs and interact with potential students and their parents.

Status: Ongoing. Student ambassador program was started in 2012-2013. Two student ambassadors during 2013-2014 and 2014-2015 were African American. This activity will be overseen by our new assistant dean for student services.

A.2. Recommendation: Now that we have a full-time recruiter, conduct special outreach to high schools with journalism opportunities (newspaper, yearbook, television, radio) in areas with high underrepresented populations to promote and encourage attendance at our annual spring High School Journalism Workshops and competitions.

Task: Work with Assistant Dean and ABJ advisors (April Johnston and Demetrius Greer) to explore special reception/programming/workshops in conjunction with ABJ and/or WVU the evening before the High School Journalism Workshop.

Status: Done and Ongoing. HSJC Coordinator April Johnston reached out to ABJ members to volunteer for various tasks during HSJC. Only one ABJ student volunteered to sign in and chat with these high school students. By spring, active ABJ membership had dwindled.
Part II, Standard 4.
Full-Time and Part-Time Faculty
Part II, Standard 4.
Full-Time and Part-Time Faculty

Executive summary.

The Reed College of Media prides itself on the quality and dedication of its faculty. Our full-time faculty include a healthy mix of practitioners and scholars, who contribute in varying ways to the University mission areas of teaching, research and service. While WVU is a “research high” institution, the University has always placed a premium on teaching and advising. As such, our faculty devote many hours to helping students succeed in the classroom and beyond, and they have won a number of University, professional and statewide awards for their efforts.

Since our last accreditation, the college has added new faculty positions, which has allowed us to better respond to student demand for more sections of required courses and for new upper-level electives. Several of our new hires are “teaching professors,” who are not tenure-track but are eligible for promotion. They carry a larger teaching assignment but typically do not have a research expectation. Teaching faculty have full voting rights and are actively engaged throughout the college and at WVU.

We have been able to provide additional support to faculty, beyond our limited Central Administration allocation, primarily through entrepreneurial funds earned from our online academic programs. These funds have enabled us to hire more competitively; provide market adjustments to faculty salaries; provide generous travel support to academic conferences and professional development workshops; and offer internal research support to highly productive faculty, which can include course reductions, graduate assistants and summer research funding.

In early 2013 we hired a part-time grants writer to help identify potential funding opportunities and to help faculty pursue them. To further encourage and recognize research and creative accomplishments, the college created a new annual award in 2014 for outstanding research achievement.

While the college has reduced slightly the percentage of courses taught by part-time instructors since our last accreditation, we admittedly remain overly dependent on their service. However, by continuing to use them, we have been able to increase course offerings and faculty diversity, particularly in online courses for which location is not a factor. Our adjuncts bring a wealth of professional experience to the classroom and consistently receive high teaching ratings from students.
1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

Overall, Reed College of Media faculty offer a balance of scholarly and professional experience to students. All full-time faculty have at least a master’s degree, with the exception of newly hired Ogden Newspapers Visiting Professor Nancy Andrews, who has 30 years of national-level, award-winning experience at such media outlets as The Washington Post and Detroit Free Press, and Senior Lecturer David Howell, who brings 30 years of professional advertising experience to the college, including work at such agencies as Ogilvy & Mather and DDB Chicago.

While nearly all of our faculty have had professional experience, some come with considerably more years of such employment. For example, Shott Chair Lois Raimondo worked for a decade as a Washington Post international staff photographer before joining our faculty, and Assistant Professor Alison Bass worked as a medical and science writer at The Boston Globe for a dozen years and as executive editor of the business magazine CIO for six. Teaching Assistant Professors Emily Corio, Mary Kay McFarland and Tom Stewart spent a number of years with West Virginia Public Broadcasting, The Charleston Gazette, and the Pittsburgh Tribune Review, respectively. Two of the five above-named faculty hold master’s degrees from Missouri; one, from Harvard; and one is ABD.

Our research faculty also have excellent credentials. Our most recent research hires hold doctoral degrees from the University of Maryland (Julia Fraustino), University of South Carolina (Geah Pressgrove), and University of Texas-Austin (Hongmin Ahn). Other faculty hold terminal degrees from University of North Carolina at Chapel Hill (2), Missouri, Ohio University, Penn State, Duquesne, Northwestern, and the University of Pittsburgh, among others.

Our full-time faculty is comprised predominantly of females, with 17 (68 percent) among our 2015–2016 colleagues. However, overall our faculty is overwhelmingly white. Out of 25 current faculty, we have but one Asian American female, an international faculty member, a faculty member with Native American heritage, and an LGBT faculty member. This lack of diversity is an area we are dedicated to improving, and our diversity committee has been charged with narrowing our current diversity plan to help focus on this issue in a more concentrated way. Our Diversity Committee chair, Gina Dahlia Francis, traveled to NABJ’s annual conference in Minneapolis in August—a conference our college has often attended—to continue to network and meet professionals of color and to talk with them about our programs.

We are fortunate that we have a number of adjunct faculty in the Morgantown region with considerable professional experience, many of whom continue to work full-time while teaching our students because of the satisfaction teaching brings them. Several of our adjuncts (e.g. Susan Case, Peter Cameron, Holly Hildreth, and Jake Stump) have worked with us for a number of years. Others, such as April Kaull
Stolzenbach and Scott Lituchy, worked with us for several years in the past and have recently rejoined us for fall 2015. Student evaluations of adjuncts are reviewed each semester and, if low, are discussed with the associate dean and/or major program coordinator, who reaches out to the adjunct to inquire about the course and offer feedback and assistance. If low student evaluations and negative comments persist, the adjunct faculty member is not offered additional course assignments.

We have worked to better incorporate adjunct faculty into college life in recent years. Adjuncts have been invited to breakfasts and lunches where curriculum and teaching are discussed, to faculty development sessions and to holiday gatherings. Because of their schedule demands, participation among adjuncts has been relatively low. However, all adjuncts are encouraged to reach out if they encounter problems or have questions. For the multiple-section underclassman skills courses JRL 215 Media Writing and JRL 225 Media Tools and Applications, which all journalism and strategic communications majors must take, we have assigned Teaching Assistant Professor April Johnston and Lecturer Clifton (David) Smith, respectively, to coordinate the sections to help ensure consistency.

We also use Faculty Equivalent Academic Professionals (FEAPs) to teach courses. FEAPs are full-time employees of the college and include our assistant dean, advisors, and student careers and opportunities director, among others, for whom teaching is part of their regular assignment. Among our fall 2015 part-time faculty members (listed on p. 9 in Part I) are six FEAPs. Collectively, our fall 2015 part-time faculty is 45.8 percent female and includes two African Americans, two international and one mixed-race faculty member, for a diversity percentage of 20.83.

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

The Reed College of Media follows University guidelines in advertising for and hiring full-time faculty positions. This includes the following steps:

• obtaining approval to hire from the Provost’s Office;

• working with WVU Human Resources to ensure diverse job ad placements; and

• having a social justice liaison at the college, who counsels search committees and submits diversity hiring documentation to WVU’s Office of Diversity, Equity and Inclusion to ensure hiring processes are fair and that the search has followed proper advertising and hiring procedures.

Once approval to hire has been granted by the University’s administration, our dean enlists a search committee and a search committee chair, who reports to her. Together, the chair and dean craft a job description based on the college’s needs,
and the description is shared with committee members. Application packets are provided to the committee members and dean as they are received.

In recent searches, the college has used an initial screening template provided by the University’s ADVANCE program, which was designed to increase diversity in academics, particularly in science and engineering. The template is customized directly from the job description and provides a systematic initial evaluation; a previously used college template is provided at the end of this section. Our faculty handbook provides guidance to search committee chairs about the search process. (For convenience, this handbook information is also provided after the ADVANCE screening template at the end of this section.)

As part of WVU’s institutional membership in the National Center for Faculty Diversity and Development, faculty members may participate in the Faculty Success Program, a 12-week online program that includes conference calls and coaching, with the aim of enhancing research productivity and scholarship while preserving work–life balance. Our college paid for Assistant Professor Geah Pressgrove to participate in spring 2015. Based on her positive recommendation, we are sponsoring Assistant Professor Lois Raimondo this academic year.

The college typically selects adjunct faculty based on personal knowledge of local professionals who have previously taught for us or who may be interested in teaching. We formally advertise only for those positions for which necessary specialized knowledge is not readily available through our local talent pool. Typically, these types of positions involve online minor courses that our students may take as electives, if space permits.

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

Examples of faculty opening advertisements since the last accreditation are included at the end of this section, after the screening template and faculty search guidelines. These include advertisements from 2010, 2011, 2012, 2014 and 2015 posted at the National Association of Hispanic Journalists (NAHJ) online job site, DiverseEducation.com, NABJobs Online, AEJMC, the Chronicle of Higher Education, and Higher Education Recruitment Consortium (HERC). (Complete files for faculty searches will be available on site.)

4. Describe the unit’s expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary.

The Reed College of Media updated its faculty evaluation, promotion and tenure document in 2015, following the University’s updated document
last year. The University’s document may be found at http://www.wvufaculty.wvu.edu/r/download/196604, and the Provost’s evaluation guidance letters are accessible via http://wvufaculty.wvu.edu/policies/ept. (A copy of the Reed College of Media faculty handbook, which provides greater detail of the college evaluation process and guidelines than are given below, will be available in the site team’s workroom, as will guidelines for Faculty Equivalent Academic Professionals [FEAPs].)

Both tenure-track and teaching faculty are eligible for promotion, but teaching faculty are not eligible for tenure. Tenure-track faculty are expected to make significant contributions in two areas, typically teaching and research/scholarship/creative activity, with at least reasonable contributions in service; teaching faculty typically are expected to make significant contributions in teaching, with at least reasonable service contributions.

The college’s faculty evaluation committee is assigned by the dean and comprised of at least three members, the majority of whom must be tenured. The faculty evaluation committee reviews the annual personnel files of all full-time faculty and assigns a rating of excellent, good, satisfactory or unsatisfactory in the assignment areas (i.e. teaching, research, service) based on the respective faculty member’s appointment letter, recommendations from the previous year’s evaluation, and annual work plan (which is reviewed jointly by each faculty member and the dean and signed each fall). Recently, the University has instructed deans to have evaluation committees rate not just the current year’s performance, but to add a second evaluation paragraph that provides guidance on progress toward promotion and, if applicable, tenure.

The dean also evaluates each faculty member and provides her own ratings (excellent, good, satisfactory or unsatisfactory). These ratings are defined by the University as follows:

- **Excellent**: characterizing performance of high merit
- **Good**: characterizing performance of merit
- **Satisfactory**: characterizing performance to justify continuation of one’s appointment, but not necessarily sufficient to support promotion or tenure, particularly if applied to an area in which significant contributions are required
- **Unsatisfactory**: characterizing performance that does not support continuation of one’s appointment

While the committee and dean’s ratings are usually consistent, at times the dean’s rating may differ from the committee’s. Faculty members receive confidential copies of both evaluations and are provided reappointment letters, as applicable, each year. For teaching faculty, instructors, and visiting professors, demonstrated
teaching effectiveness is required for reappointment. Student evaluations are the primary basis for evaluation; however, other factors (e.g. whether the course is being taught for the first time, the size/type of class taught and whether the faculty member has engaged in curriculum development activities) are also taken into consideration. (See the faculty handbook for more specifics regarding teaching documentation.)

Tenure-track faculty are expected to publish the equivalent of one scholarly publication per year. Faculty engaged in creative activities should annually demonstrate significant progress on larger projects, such as books or exhibits. Faculty members are encouraged to develop grant proposals; however, products or papers are also expected from the receipt of such funds. (More information about what constitutes research/creative activity may be found in the faculty handbook.) To help recognize outstanding research and creative contributions, the college initiated a research award in spring 2014, for which faculty receive a plaque and $500 to apply toward research. Hongmin Ahn received the first award; John Temple received it in spring 2015.

WVU must approve the salary range for all new faculty hires, and merit pay increases (when available) are determined by the average annual ratings of the faculty evaluation committee and dean in each of the required areas proportionally. (This merit pay process is detailed in the faculty handbook.) The college also has been able to obtain support from Central Administration to provide small market adjustments to faculty salaries. These have been used to help address disparities owing to salary compression and to help make salaries between existing faculty and new hires more equitable.

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

The Reed College of Media encourages and supports faculty attendance at professional development activities to enhance teaching, and faculty have attended a number of these events over the last few years. Although not a complete list, examples include the following:

- Gina Dahlia Francis attended the 2015 National Association of Black Journalists conference and the Poynter Institute’s Teachapalooza in 2014 and 2015;
- Emily Corio attended Teachapalooza in 2012 and participated in the Poynter Institute’s day-long Visual Storytelling webinar in 2011;
- Bob Britten, Mary Kay McFarland and Steve Urbanski have all attended workshops at UNC at Chapel Hill since the last accreditation, with Britten and McFarland most recently attending the Interactive Design Workshops there in 2013 and 2015, respectively;
• Britten participated in the Scripps Howard Externship in Social Media in 2012;

• Joel Beeson and our professional technologist Brett Collins attended the 2014 Consumer Electronics Show in Las Vegas to explore virtual, augmented and other new media technologies;

• Maryanne Reed and Dana Coester traveled to Google Headquarters in California to explore their collaborative space design and activities;

• Lois Raimondo has attended several National Geographic Seminars in Washington, DC, most recently in 2014;

• Diana Martinelli attended the Spring 2015 Conference of the Arthur W. Page Society in New York and the New Media Academic Summit, sponsored by Edelman, Syracuse University and New York University in 2010;

• Rita Colistra attended the PRSA Social Media Bootcamp Workshop in 2011;

• Elizabeth Oppe attended the 2013 PRSA Conference in Philadelphia;

• Geah Pressgrove traveled to the University of South Carolina last year to participate in its Creatathon before leading a strategic communications capstone team in holding one at WVU to support several area nonprofits; and

• Catherine Mezera attended the 2014 AD America Conference.

Other examples of faculty professional development activities since 2009 include attendance at SXSW (Sammy Lee), the Online News Association conference (Coester and Jeffrey Moser), and Poynter News University webinars (Emily Corio, April Johnston), among others.

WVU offers professional development support through its Faculty Development Grants. The College of Media requires faculty to apply for this University support when requesting college travel funds for such activities (i.e. events that do not involve presenting research). However, approval is not contingent upon receiving this University support, which is usually provided after the fact and applied back to our college accounts. Since 2010–2011, the college has received nearly $25,000 from 48 WVU faculty development grants, for an average of $520 in support of each activity.

West Virginia University also provides a number of resources to help enhance faculty teaching through its Teaching and Learning Commons. (Associate Professor Rita Colistra is part of the University committee that advises this group.) This unit helps faculty develop audio-visual and electronic course materials, provides classroom technology assistance, and offers faculty seminars during each school year. Previous sessions have included “Outstanding Tips from Outstanding Teachers,” “Engaging Students in Large Lecture Classes,” and also sessions on classroom/campus safety. In addition, the Teaching and Learning Commons holds
a “Celebrate” event each year, in which they showcase various faculty and graduate development sessions. The group also maintains a YouTube channel on its website, so faculty may “attend” events they may have physically missed.

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

During our last accreditation in 2009, typical teaching assignments were 3/3. Today, thanks in part to the University's addition of teaching professors, who cannot be tenured but can be promoted, typical teaching assignments are 3/2 for tenure-track faculty, with reduced assignments often negotiated for new faculty and also typically reduced for those in their critical year or for faculty serving in administrative capacities. Faculty holding chairs or endowed professorships (e.g. Shott Chair, Harrison Omicon Chair and Widmeyer Professor) typically have 2/2 teaching loads.

Non-administrative tenure-track faculty may apply for teaching reductions as part of the college’s research support program, which is discussed more fully in Standard 5, Scholarship. (More information about this program and the application form are included in Appendix 4A.)

Teaching professors typically teach a 4/4 or 3/4 load, depending upon other assigned duties. For example, Teaching Assistant Professor April Johnston oversees our JRL 215 Media Writing instructors to ensure consistency across faculty in this foundational course, and she receives a teaching reduction for that service. Teaching Assistant Professor Mary Kay McFarland oversees our college equipment inventory and check-out processes and receives a teaching reduction for this additional assignment.

7. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Although the college still uses more adjuncts than we would like, the majority of core and other required major courses are taught by full-time faculty. Despite offering more course sections (and options) than were available during our last accreditation in 2009, our percentage of courses taught by full-time faculty has increased. (In 2008–2009, 64% of course sections were taught by full-time faculty; the most recent three-year average is 69.26%).
Percentage of core and required courses taught by full-time faculty:

**2014-15 school year:**
- Of 129 major course sections, 87 (67.44%) were taught by full-time faculty; 42 (32.55%) were taught by adjuncts or FEAPs.

**2013-14 school year:**
- Of 135 major course sections, 95 (70.37%) were taught by full-time faculty; 40 (29.62%) were taught by adjuncts or FEAPs.

**2012-13 school year:**
- Of 133 major course sections, 93 (69.92%) were taught by full-time faculty; 40 (30.07%) were taught by adjuncts or FEAPs.

Although it may appear that the number of courses taught by full-time faculty last academic year decreased, several of the courses included in last year’s count are now optional for students, as our new major curricula allow students to choose from a wider selection of courses to fulfill their specific major requirements. If offered during the semester indicated, all of the courses listed on our website’s curriculum graphics for Advertising, Public Relations, and Journalism are included in the percentages noted above. (For the team’s convenience, these curriculum graphics also appear in Appendices 4B–4D.) In addition, each academic year’s subhead above is a hyperlink to the catalog, which describes the curriculum for each major; this information also will be available on site.) Therefore, specified elective options, such as online sections of STCM 439 Strategic Social Media and JRL 493 Adventure Travel Writing and Photography, are included in the above percentage totals.

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

Although other teaching evidence is considered (i.e. student awards, curriculum development, peer evaluations if available), the primary measure of teaching revolves around students’ evaluation of instruction (SEIs). Faculty may tailor the SEI instrument by including additional questions of their own or by selecting from any number of suggested questions. However, all faculty must use an SEI form that contains at least 17 required questions (10 required by WVU; 7, by the college), to which students respond via a five-point scale ranging from “rarely” to “always” for the University’s questions and from “poor” to “excellent” for the college’s. (A copy of the SEI instrument with the minimum required questions is included in Appendix 4E.)
The evaluation committee pays particular attention to the means of the college’s three key SEI questions, which are included below:

- The instructor’s teaching effectiveness was ...
- Considering the course objectives, organization, quality of materials, class presentations, tests, course policies, etc., my overall rating of the course is ...
- Overall, my learning in this course was ...

Typically faculty who receive means in the mid to upper 4’s to 5 earn “excellent” evaluations for teaching, with “good” ratings often being the result of scores in the upper 3’s to low 4’s. However, student class size, curriculum development, whether the course is new or involves a special project are among other factors taken into consideration when evaluating a faculty member’s overall teaching effectiveness.

If a faculty member receives particularly low evaluations, he or she is asked about the low scores by either the program coordinator or the associate dean. Faculty are encouraged to reflect upon their teaching experience and evaluations each semester and discuss in what ways that experience will influence future teaching approaches or strategies. They are also encouraged to reach out to senior faculty who have taught similar courses for advice.

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

The college recently received $200,000 from the Knight Foundation to help fund our Innovators-in-Residence Program, which revolves around using new media tools and student curricula to address real-world questions and industry challenges. The fall 2015 course JRL 493 Experimental Journalism brings professionals from WNYC–New York and West Virginia Public Radio to interact with students to produce a data-driven reporting project about regional water quality.

Since the last site team visit, JRL 426 WV Uncovered received $100,000 from the Ford Foundation to help support students’ ongoing development of multimedia content for rural West Virginia newspapers and training for those papers’ staffs. Our Mobile Main Street project, which involved the development of a media publishing platform app, was developed as part of the ADV 451 Interactive Marketing Communications course and was supported by grants from the Ford Foundation ($100,000) and Verizon and CTIA (The Wireless Association) ($50,000).

We also recently received $130,000 from the Benedum Foundation to support our new community branding initiative, for which fall and spring STCM 459 Strategic Communications Campaigns students will work with historic West Virginia
communities (e.g. Matewan, Grafton) to create a unique town brand and to promote that brand to help infuse local economic development.

Faculty received more than $15,000 in 2011 and 2012 from the WVU Center for Civic Engagement Campus–Community LINK grants program to support courses that benefit West Virginia communities. (The grant funding is described in more detail in the following announcement: http://mediacollegeenews.wvu.edu/home/2010/10/20/two-soj-professors-connect-students-to-communities-through-link-grant) Faculty who have received these grants include Joel Beeson, for his work with Kimball, WV, to develop exhibit materials for the African American WWI memorial there, and Rita Colistra, who received three such grants to support her students’ Buy Local campaign work. Colistra also received modest funding from the West Virginia Manufacturers Association to support her public relations students’ campaign to educate high schoolers about in-state manufacturing career options.

Our college prides itself on excellent teaching, and our faculty have continued to win teaching awards since our last accreditation. Two faculty members (Gina Dahlia Francis in 2012 and Diana Martinelli in 2011) won campus-wide WVU Foundation Outstanding Teaching Awards—the University’s highest teaching honor. Martinelli also received the AEJMC Mass Communication and Society (MC&S) Division’s Distinguished Educator Award in 2011 and was inducted into the prestigious Arthur W. Page Society last year.

Associate Professor Rita Colistra earned first place in the AEJMC MC&S Promising Professor competition, was named West Virginia PRSA Educator of the Year, and received the WVU Faculty Excellence in Civic Engagement Award—all in 2012. Assistant Professor Elizabeth Oppe also earned the latter University-wide award in 2015. Associate Professor Dana Coester received the University’s first Established Career Innovator Award in 2014, a category of awards for which Oppe and Bob Britten were also nominees. New faculty member Julia Fraustino won the 2015 AEJMC Mass Communication & Society Division’s Promising Professor Award and also earned third place in the Public Relations Division’s Wilcox Teaching Research Competition.

An abbreviated list of other teaching-related accomplishments, papers and presentations (not mentioned above) follows:

Joel Beeson  
Associate Professor

- AEJMC Community Journalism and Civic and Citizen Journalism Interest Groups teaching panel session: “Mobile Me, Mobile We—Building and Bridging Communities with Mobile,” (with Dana Coester), Chicago, August 2012.

Bob Britten  
Assistant Professor  


http://sc.edu/cmcis/archive/convergence/v9no3.html


• Location, Location, Location: Using Location-Based Services to Add Some Mobile to Your Journalism Course. Panel presented at AEJMC annual conference, St. Louis, MO, August 2011.

• Presenter, online news tools and networking, West Virginia Press Association annual conference, Morgantown, WV, August 2011.

• Presenter, Social Media for Students and New Journalists, PodCamp 4, Pittsburgh, PA, September 2010.

• Participant and originator of panel discussion on social media in the journalism classroom, sponsored by Mass Communication and Society and Magazine divisions, AEJMC annual conference, Denver, CO, August 2010.

Dana Coester  
Associate Professor  


• AEJMC Community Journalism and Civic and Citizen Journalism Interest Groups teaching panel session: “Mobile Me, Mobile We—Building and Bridging Communities with Mobile,” (with Dana Coester), Chicago, August 2012.

Rita Colistra  
Associate Professor

- 2013, 2014, 2015: Numerous WV PRSA Crystal Awards for her students’ work in *PR/STCM 459 Campaigns* classes (see Appendix 4F for the most recent awards)
- 2011 AEJMC Public Relations Division PR SuPRstar Award for Professional Freedom and Responsibility

Emily Hughes Corio  
Assistant Professor


Gina Dahlia  
Associate Professor

- Numerous awards for her students “WVU News” work since the last accreditation; most recent awards include: 2015 National First Place EMMY from the Television Academy of Arts & Sciences; 2015 BEA Second Place Best College Newscast; 2015 COMMUNICATOR International Award for best college newscast; 2015 AVA Digital International Award for best college newscast; 2015 Accolade International Award for best college newscast
- May 2012. Keynote speaker at the “West Virginia Teacher of the Year” banquet and ceremony.

April Johnston  
Assistant Professor

- 2011 West Virginia Great Teachers Seminar, Parkersburg, WV
Diana Martinelli  
Associate Professor  
- Elected to the Advisory Board of the Plank Center for Leadership in Public Relations at the University of Alabama, 2012–present.

Catherine Mezera  
Assistant Professor  

Geah Pressgrove  
Assistant Professor  
- 2015: WV PRSA Crystal Awards for her students’ work in PR/STCM 459 Campaigns classes (see Appendix 4F)  

Lois Raimondo  
Assistant Professor  
- 2009–present. Faculty member for the annual Missouri Photo Workshop.

Maryanne Reed  
- October 30, 2014. “Innovator-in-Residence Program.” Gave an invited live webcast presentation about the college’s new innovator-in-residence program, as part of the “Green Shoots in Journalism Education” symposium. Reynolds Journalism Institute, University of Missouri.  
• February 20, 2010. “Rigor, Relevance, Resources and Revenue: The Four R’s of an Online Journalism Curriculum.” Co-produced and served on panel. ASMJC Winter Workshop. Atlanta, GA.

John Temple
Associate Professor

• BEA Panel: discussed Innovator-in-Residence and mobile first class project about students’ misuse of ADHD drugs, Las Vegas, April 2015.
| Harrison Omnicom Visiting Professor  
<table>
<thead>
<tr>
<th>ADVANCE Screening Criteria– 2014-2015 Search</th>
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<tr>
<td>Applicant Name__________________________________________</td>
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<tr>
<td><strong>Required Criteria</strong></td>
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<tr>
<td><strong>At least a master’s degree in relevant field?</strong></td>
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<tr>
<td><em>Comments:</em></td>
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<tr>
<td><strong>Professional experience in strategic communications and its management?</strong></td>
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<tr>
<td>No</td>
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<tr>
<td><em>Comments:</em></td>
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<tr>
<td><strong>Professional experience with branding initiatives?</strong></td>
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<tr>
<td>No</td>
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<tr>
<td><em>Other Comments:</em></td>
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<tr>
<td><strong>Professional experience in social engagement/social/digital media?</strong></td>
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<tr>
<td>No</td>
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<td><em>Comments:</em></td>
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<tr>
<td><strong>Collegiate teaching experience and/or course development experience?</strong></td>
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<tr>
<td>No</td>
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<td><em>Comments:</em></td>
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<tr>
<td><strong>Evidence of excellence in work/academic pursuits?</strong></td>
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<tr>
<td>No</td>
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<td><em>Comments:</em></td>
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<tr>
<td><strong>Potential to contribute to Reed College of Media’s intellectual diversity?</strong></td>
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<tr>
<td>No</td>
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<td><em>Comments:</em></td>
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<tr>
<td>Ability to work with diverse students and colleagues?</td>
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<tr>
<td>-----------------------------------------------------</td>
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<tr>
<td>No</td>
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</tbody>
</table>

**Summary**

Based upon your assessment of the applicant's qualification for the position, what is your recommendation about inviting the applicant for an on-campus interview?

1 = Definitely yes  
2 = Possibly  
3 = Definitely no

**Overall comments:**

**FACULTY SEARCH GUIDELINES** (from the Reed College of Media Faculty Handbook)

Although every search is different, the list below may help search committee chairs organize their activities. Please feel free to add your own bits of advice/info to the list as addenda for future reference. Tamira will maintain the electronic file folder.

1. Search committee chair meets with the Dean to
   a. seek input regarding the type of candidate sought (i.e. academic, professional credentials) and search timetable,
   b. obtain info to draft the job description,
   c. discuss appropriate advertising/recruiting venues/outlets.
2. Share the draft description with the Dean for approval.
3. Share the job description and advertising/recruiting info with the committee for feedback. Finalize description and advertising/recruiting plan with final OK from WVU HR, College social justice representative and Dean.
4. Compile list of applicants and copies of applications for committee members to review and note whether each meets the requirements as stated in the job description. (*Updated August 2013: ADVANCE screening tool is used to ensure consistent, equitable preliminary evaluation.
5. Rank/rate top candidates out of this qualified pool. Note comments as to why these candidates rise to the top. Make sure Dean also has a copy.
6. Meet with Dean after ad deadline has passed to go over each of the top candidates identified and get her perspective.
7. Schedule meeting with the committee to compare notes and share the Dean’s comments on candidates. *Develop standard set of interview questions to ask each of the top candidates. Determine number of candidates to interview initially via Skype and/or phone.
8. Share “short list” with the Dean.
9. Contact short list candidates to *set up Skype and/or phone interviews with the candidates and committee
10. Identify top candidates to bring to campus; share with Dean. Contact them to
   a. share salary range and other job specifics (e.g. tenure-track position),
b. determine continued interest,
c. give general indication of visit timetable.
11. Committee and Dean alerted as to short list status; reduce list of candidates as necessary for campus visits.
12. Obtain Dean’s availability for campus visits. Organize preferred order of visits, if desired.
13. Provide your contact info to viable contacts and encourage them to call or e-mail with any questions or concerns. Let them know a draft itinerary will be forthcoming and that Tamira will work with them on travel accommodations. (Usually come to campus for one full day, with afternoon/evening arrival the day before and departure the following day. May change depending on candidate’s location, itinerary and preferences.)
14. Alert Tamira to candidates’ arrival/departure schedules and contact info, so they may arrange air and ground transportation, as needed.
15. Ask Tamira to make hotel accommodations, but you should recommend a place.
   Note: The new Chestnut Hotel, which is nice and within walking distance, and the University’s Waterfront Place Hotel are good options. However, if candidates stay at the former, you may want to plan for breakfast off-site, as there is not a restaurant that serves breakfast there. If candidates stay at the Waterfront, you might have breakfast there and visit the WVU Visitor’s Center to get an overview of the university and its offerings. It’s really up to the committee chair to determine how early the candidate needs to be engaged and get to campus.
16. Fill in the schedule, which will typically include:
   a. a first-night dinner with search committee reps. and other interested faculty (see bulleted info below);
   b. a research/creative activity presentation to faculty in the conference room;
   c. lunch, either at Hatfield’s with a “meal ticket” (can reserve a room) or a lunch within the School (I like to get candidates out of the building for a little while, but it can be more convenient for faculty to eat in the SOJ);
   d. an appropriate class (given the day of visit and faculty class schedules);
   e. perhaps small group meetings with students;
   f. a final dinner with search committee reps and/or other faculty.
   Note: We have direct billing set up with the following local restaurants:
   • Café Baccus. (downtown),
   • Sargasso (Don Knotts Blvd.)
   • Oliverio’s (Wharf / Clay St.),
   • Montmarte (Clarion Hotel),
   • Regatta (Waterfront Hotel),
   • Table 9 (waterfront).
   If you want to take candidates somewhere else, just talk with Tamira. She may be able to set up a direct billing system or will counsel you on how to proceed and get reimbursed. Remember that some restaurants are closed on Sundays; others, on Mondays (e.g. Café Baccus). Tamira will make the reservations for you.
17. Share the draft itinerary with the candidate for feedback, questions, concerns and to give them a feel for their time here. Let them know what class you’ve arranged for them to present to, the approximate number of students, and the instructor.
18. E-mail the faculty member whose class the candidate will attend and ask him/her to forward a syllabus, if possible, and to communicate about any certain topic/s they’d like the candidate to cover. Copy the candidate and encourage him/her to contact the instructor for more info. Tell the candidate about the classroom technology.
19. Finalize details: who will attend dinner, who will escort the person to and fro, when the dean’s available for her hour meeting with the candidate and for the candidate’s research presentation, what room is available for the research presentation. (You may want to look at previous candidates’ itineraries to use as a guide.)

20. Fill in time, when needed, with short breaks, tour of the building, driving tour of campuses, tour of Waterfront studios, one-on-one meetings with relevant faculty, meetings with students or student associations.

21. Share final itinerary with candidate, Dean, Tamira and committee. As date nears, distribute itineraries and resumes/CVs to faculty with relevant events highlighted.

22. Touch base with candidates via e-mail or phone as the date nears to answer final questions and reassure them of the process. Provide a home phone number/cell phone number in case there are travel delays or other problems/changes.

23. You may want to have access to bottled water to provide to the candidate throughout the day, particularly during the presentations/classroom meetings.

The office staff are wonderful. They will work to ensure you and the candidates have everything you need.

24. Follow up with candidate to ensure they arrived home safely and to offer to answer any additional questions. Thank them for their time and efforts.

25. Ask Dean for final input/comments/instructions before convening the committee. You may ask the committee to bring a list of pro’s and con’s for each candidate, as well as overall impressions, to the meeting.

26. Make a list of candidate strengths and weaknesses relative to the position and College overall, indicating the levels of committee support and faculty feedback for each. Provide this information to the dean in a memo. Meet with the Dean at her discretion to discuss/follow-up.

27. Inform the committee of the next steps in terms of the candidates and reference checks.

28. Work with Valerie Burgess to submit hiring paperwork and to send letters to candidates who were not selected.
The Perley Isaac Reed School of Journalism at West Virginia University is seeking a full-time non-tenure track Teaching Assistant Professor with expertise in writing and reporting in the digital environment, beginning August 16, 2010.

This faculty member will be responsible for revising, teaching, and assessing the School’s introductory writing and reporting courses, including Media Writing and Reporting for the Print Media. The faculty member will revise these courses to emphasize new media, social media, and mobile media. The faculty member will also design and teach new courses on social and mobile media. Additional responsibilities include advising students, participating in the curriculum, and collaborating with other members of the School.

The ideal candidate will have strong background in traditional and new media journalism while also having explored the new media and challenges of the digital age. Significant professional experience and a Master’s degree in a relevant field are required.

Please send a letter of application, resume/curriculum vitae, and contact information for three references to Teaching Assistant Professor Search Committee Chair, P.I. Reed School of Journalism, West Virginia University, P.O. Box 4001, Morgantown, WV 26505-4001. Review of applications will begin April 1, 2010, and will continue until the position is filled.

WVU is a land-grant research university and the ACJMC-accredited School of Journalism is an independent academic unit. The school offers two Master’s degree programs, in Journalism and Integrated Marketing Communications.

The university is located in Morgantown, which has a diverse population of about 38,000 and has been ranked as one of the nation’s best Bangor cities. Morgantown is within easy driving distance of Pittsburgh, Pa., and Washington, D.C.

WVU is an Equal Opportunity/Affirmative Action Employer and does not discriminate on the basis of age, color, disability, genetic information, gender, gender identity, national origin, race, religion, sexual orientation or veteran status. Women and minorities are encouraged to apply.
Teaching Assistant Professor in Electronic Media

West Virginia University is located in Morgantown, which has a scenic population of about 52,000, and is applied as one of the most beautiful cities in the country. The city is notable for its historic downtown; the city lies within driving distance from Pittsburgh, Pa. and Washington DC. West Virginia University is a doctoral research university with extended locations, and the ACEJMC-accredited School of Journalism is an independent academic unit within the university. WVU is an equal opportunity affirmative action employer.

The Perky Stage Reed School of Journalism at West Virginia University is seeking a dynamic, non-tenure-track Teaching Assistant Professor with expertise in electronic media, beginning August 1, 2011. Qualified candidates must be able to teach courses in writing, reporting and producing for television news. The faculty member will teach classes and be required to establish a research agenda; research interests include broadcast, print and multimedia content for media outlets. Experience in social media, new media, audience interaction, media convergence and Web-based setting is a plus. Depending on the person's area of expertise, the faculty member may teach other courses such as media law/ethics, but his or her primary responsibility will be to ensure the school's electronic media courses are keeping current with the evolving industry. Significant professional experience and a Master's degree in a relevant field are required.

Please send a letter of application, curriculum vitae and contact information for three references to Teaching Assistant Professor (Search Committee Chair), P.O. Box 6130, Morgantown, WV 26506-6130. Applications must be submitted to persons@buffalo.edu. Review of applications will begin March 15, 2011, and will continue until the position is filled.

WVU is an equal opportunity/affirmative action employer and does not discriminate on the basis of gender, color, disability, national origin, religion, age, marital status, veteran status, gender identity, or genetics in its programs and activities. Women and minorities are encouraged to apply.

Qualified candidates must be able to teach courses in writing, reporting and producing for television news. Experience in social media, new media, audience interaction, media convergence and Web-based setting is a plus. Significant professional experience and a Master's degree in a relevant field are required.
West Virginia University

Date: August 13, 2016 (DD/MM/YYYY)

Text-Track Assistant Professor in Strategic Communications

The Reed College of Media (formerly P. J. Reed School of Journalism) at West Virginia University seeks a dynamic and innovative educator/researcher for a tenure track Assistant Professor position in strategic communications, beginning January or August 2016.

The ideal candidate for this approved position will have at least three years of professional public relations, advertising, and/or marketing communications experience that includes the innovative use of digital and social media applications. Candidates must hold a relevant master's degree (Ph.D. or AB degree preferred), College-level teaching experience, knowledge of media applications/development, and graphic and video production skills.

Qualifying applicants should submit a single PDF file including:
1. Cover letter
2. Current CV or resume
3. Statement of teaching philosophy
4. Online teaching portfolio
5. List of references

Review of applications will begin September 19 and continue until a successful candidate is identified.

The Reed College of Media is a BJMC-accredited program that embraces innovative, experimental learning and research and offers majors in journalism and strategic communications. Our emphasis is on public relations, but additional instruction within the Reed College of Media, please see: http://www.wvu.edu/media/.

Located at the heart of campus in Morgantown, the Reed College of Media is home to approximately 1,500 students in FMU, which has about 30,000 students in total. Morgantown has a diverse population of about 10,000, and is near several other institutions of higher learning, including WVU, WV State, WVU Institute of Technology, and West Virginia University at Morgantown.

Both students and faculty are committed to diversity and welcome applications from all qualified individuals, including minorities, women, and individuals with disabilities.

*This ad was posted under the topic 'Assistant Professor in Strategic Communications.'*
Qualified applicants should submit a single PDF file including: 1) cover letter with teaching philosophy and/or an online teaching portfolio URL; 2) academic vitae; and 3) list of three references to mediacollege@mail.wvu.edu. Review of applications will begin September 15 and continue until a successful candidate is identified.

The Reed College of Media is an AEJMC-accredited program that embraces innovative, experiential learning and research and offers majors in journalism and strategic communications (with emphases in either advertising or public relations). For additional information about the Reed College of Media, please see http://reedcollegeofmedia.wvu.edu. Located at the heart of campus in Morgantown, the Reed College is home to approximately 1,000 students at WVU, which has about 30,000 students in all. Morgantown has a diverse population of about 60,000 and has once again been recognized as one of the top 20 college towns in the country by the American Institute for Economic Research. Morgantown is located 70 miles south of Pittsburgh, Pa., and is about a 3.5-hour drive from Washington, D.C.

WVU is an Equal Employment Opportunity/Affirmative Action Employer and the recipient of an NSF ADVANCE award for gender equity. The university is committed to diversity and welcomes applications from all qualified individuals, including minorities, females, individuals with disabilities, and veterans.
Tenure-Track Assistant Professor in Strategic Communications

West Virginia University in West Virginia

- Save
- Print

**Deadline** Open until filled
**Date Posted** August 13, 2014
**Type** Tenured, tenure track
**Salary** Not specified

**Employment Type** Full-time

The Reed College of Media (formerly P. I. Reed School of Journalism) at West Virginia University seeks a dynamic and innovative educator/researcher for a tenure-track Assistant Professor position in strategic communications, beginning January or August 2015.

The ideal candidate for this approved position will have at least three years of professional public relations, advertising, and/or marketing communications experience that includes the innovative use of digital and social media applications. Candidates must have a relevant masters degree (Ph.D. or ABD preferred). Collegiate-level teaching experience, knowledge of mobile applications development, and graphics and/or video production is a plus.

https://jobs.wvu.edu/pool/0009342219-01
Tenure-Track Assistant Professor in Strategic Communications

West Virginia University in West Virginia

- Save
- Print

**Deadline** Open until filled
**Date Posted** August 13, 2014
**Type** Tenured, tenure track
**Salary** Not specified

**Employment Type** Full-time

The Reed College of Media (formerly P. I. Reed School of Journalism) at West Virginia University seeks a dynamic and innovative educator/researcher for a tenure-track **Assistant Professor** position in strategic communications, beginning January or August 2015.

The ideal candidate for this approved position will have at least three years of professional public relations, advertising, and/or marketing communications experience that includes the innovative use of digital and social media applications. Candidates must have a relevant masters degree (Ph.D. or ABD preferred). Collegiate-level teaching experience, knowledge of mobile applications development, and graphics and/or video production is a plus.
independent academic unit. The university is located in Morgantown, which has a diverse population of about 60,000 and has been ranked as one of the nation's most livable cities. Located in the beautiful Appalachian region, Morgantown is also within easy driving distance of Pittsburgh, Pa., and Washington, D.C.

WVU is an Equal Opportunity Affirmative Action Employer and does not discriminate on the basis of age, color, disability, marital status, national origin, race, religion, sexual orientation or veteran status. Women and minorities are encouraged to apply.
West Virginia University seeks a journalist and educator with a passion for revitalizing and reinventing community journalism in the digital age.

The P.I. Reed School of Journalism at WVU is a leader in foundation-funded projects and research focused on enhancing local communities through digital and interactive media tools. We are seeking a tenure-track Assistant Professor of Journalism to teach and develop curricula in this area and to conduct high-level creative activity and/or research that reflects and serves a changing industry. The position will begin August 2015.

Candidates must have an advanced degree, a background in college-level teaching, and significant professional experience in print, online and/or broadcast journalism. The ideal candidate will demonstrate a commitment to expanding the reach and impact of community media.

Please send a letter of application, resume/curriculum vitae, and contact information for three references to Community Journalism Search Committee Chair, P.I. Reed School of Journalism, West Virginia University, P.O. Box 6010, Morgantown, WV 26506-6010 or email the application to preed@mail.wvu.edu. Review of applications will begin in December 2015, and will continue until the position is filled.

WVU is a land-grant research university, and the ACEJMC-accredited School of Journalism is an...
Harrison/Omnicom Visiting Professor in Integrated Marketing Communications
West Virginia University

The West Virginia University Reed College of Media seeks a dynamic and innovative strategic communicator and educator to lead community-branding initiatives and develop complementary course work in this area.

The Harrison/Omnicom Visiting Professor in Integrated Marketing Communications will lecture and oversee community-branding projects, designed to help small and rural communities identify and promote their marketable strengths.

The ideal candidate will have a passion for teaching students and engaging them and others in solving real-world problems. This faculty member will develop innovative case studies and build applicable partnerships and collaborations that result in case studies, training materials, “best practices” and other research results that can help the college forge a national identity and network. Candidates should also be able to transfer their professional expertise to the classroom, to teach established courses in strategic communications and help develop/lead new courses in community branding and social engagement.

Applications received by March 1, 2015, will receive first consideration; however, applications will continue until the position is filled.

The Reed College of Media is an ACE-JACC-accredited program with more than 1,200 students enrolled in its undergraduate and graduate programs. The college has a reputation for projects that foster social impact in an environment that rewards risk-taking and experimentation.

WVU is located about 70 miles south of Pittsburgh, PA, in Morgantown, which had been called a “front hill city by a number of national media organizations, including Forbes, WSJ, CNN, and HipStyler.

West Virginia University is an Equal Opportunity/Affirmative Action Employer and the recipient of an NSF ADVANCE award for gender equity.
The University values diversity among its faculty, staff, and students, and
invites applications from all qualified individuals, including minorities,
individuals with disabilities, and veterans.

Meeting the needs of today’s professional officers is a critical factor in
WVU’s success in recruiting and retaining new faculty and senior staff. Our
Dual Career Program assists couples in your employment search. WVU
belongs to the OH/Western PA/WV Higher Education Recruitment
Consortium (HERC). Please visit dohr.wvu.edu and herc.org
for more information and job postings.

Requirements for the position include at least a master's degree with extensive
professional experience and a reputation for excellence, or the equivalent.
Qualified applicants should send a single PDF file to
application@wvu.edu that includes: 1) application cover letter; 2) academic vita or resume; and 3) the names and contact information of three
references.
Part II, Standard 5.
Scholarship: Research, Creative and Professional Activity
Part II, Standard 5.
Scholarship: Research, Creative and Professional Activity

Executive summary.

Since the last reaccreditation in 2009, Reed College of Media faculty have continued to increase their academic research and creative scholarship. They include a vibrant mix of traditional scholars and practitioners, who are distinguishing themselves as leaders and innovators in the field.

Our faculty members’ work appears in both top academic journals and consumer publications. In addition, they have produced award-winning documentaries, photojournalism exhibits, public radio stories, and interactive websites. One faculty member launched a new mobile publishing platform that resulted in her winning the Career WVU Innovation Award as an assistant professor, with two other Reed College of Media faculty among the University’s 23 innovation award nominees. Two faculty members' non-fiction books were published by commercial presses in 2015, with one being adapted for a Hollywood screenplay. Our dean won both state and national awards for her local newspaper column, “The Middle Ages.” Other creative works that have won national awards include the following:

- interactive website “War Poems,” which features poetry by two West Virginia African American sisters during the early 20th century;
- virtual exhibit “Forgotten Legacy: Soldiers of the Coalfields,” the story of World War I African American soldiers;
- Mobile Main Street, which made news and information about a rural West Virginia tourist community accessible to people anywhere;
- the NPR piece “Fish Return to a Mining County River”; and
- the experimental documentary “Pretty,” the introduction of which may be seen at https://www.youtube.com/watch?v=8eZyQ8qE_dE.

In addition, faculty members have:

- published refereed journal articles and contributed numerous scholarly book chapters,
- presented 55 refereed conference papers,
- contributed to national blogs and media outlets and
- obtained more than $500,000 in external grants for research, creative and outreach projects.

The college has provided generous travel funding to academic and professional conferences and adapted our internal grants program to support highly productive faculty, offering them course reductions, summer support and/or graduate assistants. By hiring teaching faculty, we have provided additional research time for tenure-track faculty; however, it is worth noting that several teaching faculty have also remained active in the field, publishing and producing works for commercial media and academic presses.
1. Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.

As West Virginia’s land-grant institution, WVU expects its faculty to contribute their time and energies primarily toward teaching and research (typically 40 percent each for tenure-track faculty), with relatively less time devoted to service. In recent years, as state monies have continued to decline and research and private funds have become increasingly necessary, there has been a growing emphasis on scholarship. For example, in WVU’s strategic plan, WVU2020 (provided in Appendix 1C), both the University’s vision and mission place a high priority on research, as noted (and underlined for the site team’s benefit) below:

**Vision**
By 2020, West Virginia University will attain national research prominence, thereby enhancing educational achievement, global engagement, diversity, and the vitality and well-being of the people of West Virginia.

**Mission**
As a land-grant institution in the 21st century, West Virginia University will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world.

One of the University’s strategic goals (Goal 2) discusses this emphasis and is listed below, with its associated objectives and action steps:

**Goal 2**
Excel in research, creative activity, and innovation in all disciplines.

**Objectives**
1. Increase scholarly activity and research that addresses the challenges faced by the state of West Virginia, the nation, and the world.
2. Improve and expand graduate education and strengthen its connection to the University’s research enterprise.
3. Encourage interdisciplinary activity in research, scholarship, and creativity.

**Actions**
1. Establish an effective research infrastructure that facilitates the pursuits of research, and links research with education, global engagement, and economic development throughout the state.
2. Invest in the hiring and retention of high-quality faculty and research staff who are committed to research success, and mentor staff and faculty to a high level of achievement.

To help support these objectives, the University revived a research position, Associate Vice President for Scholarly and Creative Activity (filled by Dr. Melanie
Page in 2013), which is dedicated to helping build connections and facilitating humanities and social sciences research across campus. The University also implemented a “Mountains of Excellence” initiative under then-President Jim Clements, which provided funding for new faculty across campus and for researchers in key priority areas, such as health disparities. The Reed College was granted one of these positions, for which we hired Changmin Yan. The formal “mountains” program is being reconsidered under current President E. Gordon Gee, and although Yan made some progress in building connections and developing grant proposals, he left us after only one year for a better geographical fit for his family, accepting a late opening at the University of Nebraska. The University also created a new series of campus innovation awards, one of which—the Established Career Innovator Award—went to then–Assistant Professor Dana Coester in 2014. (Assistant Professors Bob Britten and Elizabeth Oppe also were among the University’s nominees.)

The Reed College of Media’s own strategic plan (see Appendix 1D) supports the University’s research and creative vision, mission and goals, as noted (and underlined) below:

**Vision**
The WVU Reed College of Media will become a national leader in education and scholarship that meets the demands of a dynamic communications industry and strengthens media’s role in a democratic society.

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

**Goal 2**
Excel in research and creative scholarship that advances WVU’s research goals and the College’s focus on media innovation.

**Objectives**
1. Increase the quantity and quality of faculty research (top-tier journals/national publishing)
2. Develop a national reputation for research in digital and mobile media innovation
3. Increase external grant funding for research and outreach projects

Relevant actions to help fulfill this goal have included hiring new faculty with strong research credentials. For example, the college added University of Maryland alumnus Julia Fraustino to our faculty this fall. Other strong researchers added since our last accreditation include Hongmin Ahn, who earned her doctorate at the University of Texas—Austin, and Geah Pressgrove, who earned hers from the University of South Carolina.
Associate Professor Dana Coester has earned national recognition for her work in digital and mobile innovation through such projects as the film “Pretty” and the iTunes app “Mobile Main Street,” for which she won the WVU $5,000 Innovator Award. The college earned national media coverage through its “Hack the Gender Gap: A Women’s Hackathon on Wearables” event last fall. This event involved an interactive video panel between high-level women tech leaders at Google Headquarters in Mountainview, and a two-day hackathon in Martin Hall’s new media innovation lab, where participants competed to develop the "best" new solution for wearable technology. Fifty students and faculty participated from multiple WVU departments and from such universities as Carnegie Melon, Georgetown, Howard, Penn State and Syracuse.

Our faculty have also been successful in obtaining grants for their work, primarily through private foundations. Since the last accreditation, our faculty have received more than $500,000 in grant funding from such foundations as Ford, Knight, Benedum, CTIA—The Wireless Association, Verizon, the Online News Association and the Plank Center for Leadership in Public Relations. In 2013, the college hired a part-time grants coordinator (Sherry Skidmore, whose time is shared with the College of Creative Arts and the College of Physical Activity and Sport Sciences) to assist faculty in identifying, writing and obtaining grants. Since her hiring, the college has increased its external grant funding by nearly 40 percent over the last accreditation period. (A complete list of internal and external funds received is listed in Appendix 5A.)

Examples of funds received since Skidmore’s hire include the following:

- $200,000 from the Knight Foundation to help fund our Innovators-in-Residence educational program, which in fall 2014 involved a New York Times reporter who worked with JRL 426 Investigative Reporting and JRL 493 Interactive Design and Visualization classes to cover the 2014 West Virginia mid-term elections;

- $130,000 from the Benedum Foundation to help fund our community branding educational and outreach program, which involves STCM 459 Strategic Communications Campaigns students working to brand and promote historic West Virginian communities (e.g. Matewan, Grafton);

- $100,000 from the Ford Foundation to support the JRL 426 WV Uncovered course, for which journalism students developed multimedia stories for rural West Virginia newspapers and helped their staffs to use digital storytelling tools;

- $35,000 from the Online News Association Challenge Fund to help support our fall 2015 JRL 493 Experimental Journalism course, which involves community data gathering and reporting about local water quality.

Other recent high-profile works by our faculty since the last accreditation include:
Self-Study Report for Accreditation Visits 2015-16—Standard 5

- John Temple’s book American Pain: How a Young Felon and His Ring of Doctors Unleashed America’s Deadliest Drug Epidemic, the rights to which have been purchased by Warner Bros. for a possible film;

- Alison Bass’s book Getting Screwed: Sex Workers and the Law;

- April Johnston’s multimedia work Twin, the true story of a young man wrongly accused of murdering his twin, which was first published at creativist.com and is now available in paperback at Amazon or via Kindle;

- Joel Beeson’s AEJMC–award-winning work “War Poems Interactive” website;

- Beeson’s and Dana Coester’s collaborative “Soldiers of the Coalfields,” selected as a Top Creative Project, Visual Communication Division Juried Competition;

- Coester’s BEA Best of Festival “Mobile Main Street,” Faculty Interactive Media Competition;

- Emily Corio’s NPR water quality piece that earned a BEA Best of Festival Award; and

- Maryanne Reed’s national Newspaper Column Writers Association award for her local column, “The Middle Ages.”

The college also supports faculty through generous travel support, typically funding up to two U.S. conferences a year, and sometimes more. (More about travel and other research support is included in response to question 7 below.)

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

The faculty included in this section are full-time tenure-track and teaching faculty who are currently employed by the Reed College of Media. Only activities conducted while a Reed College of Media faculty member have been included here, and only activities since January 2010. We have had one retirement since the last accreditation: Associate Professor Ivan Pinnell retired in 2013 and obtained professor emeritus status. Full-time faculty who have joined our college since 2010 include the following:

**Tenure-track**
- Hongmin Ahn (joined us in 2011)
- Alison Bass (2012)
3. Using the grid that follows, provide counts of the unit's overall productivity in scholarship for the past six years by activity, first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity occurring within the unit during the six-year review period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

The Reed College of Media faculty represent a balance of traditional scholarship, creative work and professional activity. The totals below reflect the contributions and related awards of current full-time tenure-track and teaching faculty who were employed during the previous six years (January 2010 through August 2015). All activities are credited to their current titles, regardless of title when the activity occurred. (All teaching and professional service activities and honors/awards are included in the sections Standard 4, Full-Time and Part-Time Faculty, and Standard 8, Professional and Public Service, respectively.)

The college welcomed four new full-time faculty members in fall 2015: Visiting Assistant Professors Nancy Andrews, Julia Fraustino and Amy Kovac-Ashley and Senior Lecturer David Howell. Andrews joins us from the Detroit Free Press after some 30 years of professional work, and Ashley comes to us from Georgetown, where she served as an assistant dean in journalism professional education. Fraustino earned top paper awards at both ICA and AEJMC this year. She was ABD at the start of the semester, but with her earned doctorate will convert to a tenure-track position for 2016–2017. Howell is an advertising professional with 30 years of experience, who served the college as an adjunct last year. None of these new hires’ activities is included in the chart below.
<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>Total from Unit*</th>
<th>Full Professors (1)</th>
<th>Associate Professors (8)</th>
<th>Assistant Professors (10.5)</th>
<th>Other Faculty ** (1)</th>
<th>Totals (20.5)</th>
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</thead>
<tbody>
<tr>
<td>Awards and Honors</td>
<td>16</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>13</td>
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<tr>
<td>Grants Received Internal</td>
<td>32+***</td>
<td>0</td>
<td>11</td>
<td>21</td>
<td>0</td>
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<tr>
<td>Grants Received External</td>
<td>9</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>10</td>
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<td>Books, Sole- or Co-authored</td>
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<td>1</td>
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<tr>
<td>Articles in Refereed Journals</td>
<td>30</td>
<td>1</td>
<td>16</td>
<td>14</td>
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<td>31</td>
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<tr>
<td>Refereed Conference Papers</td>
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<td>34</td>
<td>0</td>
<td>58</td>
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<tr>
<td>Invited Academic Papers</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Encyclopedia Entries</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>3</td>
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<td>0</td>
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<tr>
<td>Articles in Non-refereed Publications</td>
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<td>1</td>
<td>1</td>
<td>14</td>
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<td>Juried Creative Works</td>
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<td>4</td>
<td>0</td>
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<td>4</td>
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<tr>
<td>Non-juried Creative Works</td>
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<td>0</td>
<td>0</td>
<td>4</td>
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<td>^Other</td>
<td>29</td>
<td>4</td>
<td>18</td>
<td>10</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

*Co-authored work is counted as a single publication in the unit totals; however, if two members of the faculty are part of the same activity, it is reported independently as well.
4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information.

Hongmin Ahn
Assistant Professor


• Ahn, Hongmin and Yongjun Sung (2012). “A Two-Dimensional Approach to between-Partner Fit in Co-branding Evaluations,” *Journal of Brand*


*Alison Bass*
Assistant Professor


- Blog, [http://www.alison-bass.com/blog/](http://www.alison-bass.com/blog/), is an ongoing discussion about sex work and public health. I have also written blogs for *The Huffington Post* and opinion pieces for *The Boston Globe* about various topics including scientific misconduct and sex work.

*Joel Beeson*
Associate Professor


• Coester, Dana and Joel Beeson 2013. “Navigating Disruption At The Digital Divide: A case study in building mobile community.” *Journalism Practice.*


• Broadcast Educators Association “Multimedia Darwinism: Evolution of a Narrative Form.” (Panel presentation in the Interactive Media and Emerging Technology Division on nonlinear narrative and new media platforms.) April 2010.

• Broadcast Educators Association “Defining Multimedia.” (Conference presentation on defining multimedia using museum metaphors.) April 2010.

*Bob Britten*

*Assistant Professor*

• Nelson, C., Britten, B. & Troilo, J. (in press). “You ARE Talking to the Man”: Female Newspaper Editors’ Career Paths in Appalachia. Accepted for publication in *Community Journalism.*


• Sharing means everything: Friend group perceptions and parenting behaviors on Facebook. With Jessica Troilo. Presented at AEJMC annual conference, Montreal, Quebec, Canada, August 2014.

• “You ARE Talking to the Man”: Female Newspaper Editors’ Career Paths in Appalachia. Second author with Candace Nelson, master’s student at P.I. Reed School of Journalism, West Virginia University. Presented at AEJMC annual conference, Montreal, Quebec, Canada, August 2014.


• The Effects of Normalizing Forces on the Development of an Online Radicalized Public Sphere. With Rachel Davis, graduate student, P.I. Reed School of Journalism, West Virginia University. Presented at AEJMC annual conference, St. Louis, MO, August 2011.

• Barack the Barbarian Meets Time Lincoln: Comic Books and the Iconic President. Presented at The Visual Communication Conference, Taos, NM, June 2011.


Dana Coester  
Associate Professor  


- Broadcast Educators Association, “Beyond Curation: Pinterest as Experiential Story,” Las Vegas, April 2013.


• “Building Mobile Community for a Rural Media Brand,” adaptation of Huck Boyd Community Media symposium paper for Publisher’s Auxiliary, February 2011.


• “Pretty,” Stimulus Respond, Binary Issue, November 2010.


Rita Colistra
Associate Professor

• Duvall, Kevin, and Rita F. Colistra. Show Me the Money! Importance of Crowdfunding Factors on Decisions to Financially Support Kickstarter Campaigns. Communication Technology Division, National Convention of the Association for Education in Journalism and Mass Communication, San Francisco, Ca., August 2015.


Colistra, Rita F. *No Bark and No Bite: When Addressing Ethical Code Violators, is the Society of Professional Journalists (SPJ) Mute and Toothless?* 5th International Conference on Interdisciplinary Social Sciences, UK, Virtual Presentation, 2010.


Emily Hughes Corio
Teaching Assistant Professor

**Presenter, FEMA and U.S. Army Task Force Conference** Prezi presentation on media coverage of the 2014 chemical spill in West Virginia was delivered via Skype to a group of individuals trained through a FEMA and U.S. Army program to respond to any issues at chemical storage sites on Army bases in the U.S.

**“How Social Media Changed the Equation on the WV Chemical Leak Story,”** *PBS Media Shift* Co-wrote and produced a multimedia article about media coverage of the chemical spill.
Gina Dahlia  
*Teaching Associate Professor*

- Broadcast Educators Association (BEA) Presenter/Panelist-Election Coverage-“How Schools Covered the Elections and Used Different Technologies.” April 2011.

- Speaker/Panelist- “Politics and the Media”-for the WV Political Science Association & WV Chapter of the American Society for Public Administration-“Status of America, Changing Priorities” Conference at West Virginia University.

April Johnston  
*Teaching Assistant Professor*


- “Death, Diet Coke and Bonsai Trees”: published in Monkey Puzzle #10, Fall 2010.

- “Grocery List”: published by the Foundling Review, Fall 2011.

- “HPV”: published in 50 to 1, November 2011.


- “Condemned”: 10: Carlow University’s MFA Anniversary Anthology, April 2014

- “I Dream of Ty Cobb”: published in Colbalt Review, July 2014; finalist for Cobalt’s Baseball Writing Award


Sang Yeal Lee
Associate Professor


• Lee, Sang (2013), “Effectiveness of Forewarning: The Role of Regulatory Focus and Brand Attachment. Accepted for presentation at the 2013 AEJMC Conference, Washington, DC.


Diana Martinelli
Associate Professor


• Martinelli, Diana. (November 2010). “A Practical and Theoretical Look at Women’s Use of Public Relations to Spur Early- to Mid-20th Century Social


Jeffrey Steven Moser
Teaching Assistant Professor


• 2014 Visiting Artist Lecture, West Virginia University, Morgantown, WV.

• 2014 Guest Lecturer and Visiting Artist, Nebraska Wesleyan University, Lincoln, NE.

• 2014 ACRE TV: These Streams: "I, Daughter of Kong" Center for Research.


Geah Pressgrove
Assistant Professor


Education in Journalism and Mass Communication Annual Conference, San Francisco, CA.


Lois Raimondo  
Assistant Professor

- “Fractured Spaces” photo exhibition, the University’s signature event in celebration of the 50th anniversary of the creation of the National Endowment for the Humanities and the National Endowment for the Arts. Fall 2015.

Maryanne Reed  
Professor


- Life in the Middle Ages. Write a monthly feature column for *The Dominion Post*, Morgantown, WV. May 2011 to present. (Corresponding blog: middleagemaryanne.com. Posts picked up by the national blog, Better After 50 and Huffington Post 50; awards from the West Virginia Press Association and Newspaper Column Writers Association.

- “Leading in ‘Beta’ Mode,” Center for Creative Leadership *Leading Effectively* e-Newsletter, April 2011. Wrote guest column for newsletter reaching 70,000 business leaders across the country.

Clifton (David) Smith  
Lecturer


- 2015 International Videographer Award of Excellence: “Adventure West Virginia”

Thomas J. Stewart  
Teaching Assistant Professor


- “Aloneness and the Complicated Selves of Donald M. Murray.” Composition Studies Fall 2011 issue, Vol. 39.2. (Editor: Dr. Jennifer Clary-Lemon, University of Winnipeg, Winnipeg, Manitoba, Canada)

John Temple  
Associate Professor

- “American Pain: How a Young Felon and His Ring of Doctors Unleashed America’s Deadliest Drug Epidemic”: Narrative journalism book to be published in September 2015 by Lyons Press about the rise and fall of the largest painkiller distribution ring in the U.S. Film rights optioned by Warner Brothers.

Steve Urbanski  
Associate Professor


5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc.

West Virginia University grants sabbaticals through authority of W. Va. Code §18B-7-2 for faculty who have held full-time rank for at least six years, so they may engage in research or professional activity. (The full Board of Governors policy is included at the end of this chapter.) Faculty must submit an application that specifies the activity to be undertaken during the leave period, for which they may receive their regular, full compensation for half of their contract period or half compensation for a full contract year. The dean must approve the application, which is then forwarded to the provost or other designee of the president for approval.

Faculty who receive sabbaticals file a report at the end of their sabbatical period outlining their activity while on leave and are eligible for sabbatical again in the seventh subsequent year of full-time employment.

Faculty, Faculty Equivalent Academic Professional (FEAPs), and nonclassified staff may apply for professional development leave per WV Code 21-5D-9. Full-time regular employees who have completed at least four years of continuous full-time employment at West Virginia University are eligible and may receive up to a year’s leave. A separate professional development leave program is available for classified staff. (WVU Employee Relations provides specifics regarding these leaves at http://employeerelations.hr.wvu.edu/procedures/professional_development_leave_o_f_absence)
6. List faculty who have taken sabbaticals or leaves during the past six years.

Since the college’s last accreditation in 2009, the following faculty members have taken sabbaticals or professional development leave:

- Gina Dahlia Francis (Fall 2013)
- Sammy Lee (Fall 2014)
- Diana Martinelli (Spring 2012)
- John Temple (Fall 2011)

Joel Beeson is scheduled to take sabbatical this spring.

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

The college is generous with its travel funding and support, typically granting faculty approval for two conferences or professional development activities each year (and sometimes more), to support research presentations or initiatives. For example, in 2014–2015, 18 faculty participated in 59 conference or professional development travel activities, with 55 percent traveling to at least two events. In 2013–2014, 16 of our full-time faculty (not including the dean) traveled to 34 conferences or workshops at an average cost of $1,495 per trip. (See Appendix 5B.)

West Virginia University also supports faculty travel and professional development by providing funds for these activities. Faculty may apply once a year for travel monies to support research presentations, and they may apply multiple times a year for professional development funding support. Our college has been very successful at obtaining these funds, with 27 grants received since our last accreditation, averaging $585 of University support for each activity.

In addition to generous travel funds, the college also provides the opportunity for research support through its research support initiative. This process, approved by faculty in early 2013, was developed to reward exceptionally productive faculty and to provide resources to help them maintain scholarship momentum. Faculty may apply at the end of each calendar year for upcoming summer funding, a course reduction, and/or graduate student support. (A description of the process and application form are provided in the Faculty Handbook and also in Appendix 4A.) Currently, faculty members submit their applications with their annual files at the end of each calendar year. The faculty evaluation committee reviews the requests in light of faculty research/creative activity the preceding year and makes support recommendations to the dean, who has final approval. Combined in 2013–2014 and 2014–2015, seven faculty members received funding totaling $17,000, received five course reductions, and two faculty received summer graduate assistant support. Prior to that, the college also granted research support, but on a less formalized
basis. From 2010–2012, more than $25,000 in college research support was given to eight faculty members—mostly for summer funding to help reduce the financial need to teach during these months.

Four current faculty also have received funds from West Virginia University’s highly competitive Faculty Senate Research Grants. Since 2012, those funds have totaled more than $63,000.

8. List faculty who have taken advantage of those programs during the past six years.

Current faculty who have traveled to present or attend research-related programs during the past six years include the following:

- Hongmin Ahn
- Joel Beeson
- Bob Britten
- Dana Coester
- Rita Colistra
- Emily Corio
- Julia Fraustino
- Sammy Lee
- Diana Martinelli
- Elizabeth Oppe
- Geah Pressgrove
- Maryanne Reed
- Steve Urbanski

Of course, many other faculty have traveled for teaching or other professional development opportunities. (These faculty are listed in the sections Standard 4, Full-Time and Part-Time Faculty, and Standard 8, Professional and Public Service, respectively.)

Current faculty who received college research support since our last accreditation are listed below:

- Hongmin Ahn
- Alison Bass
- Joel Beeson
- Dana Coester
- Rita Colistra
- April Johnston
- Sammy Lee
- Diana Martinelli
- Mary Kay McFarland
- John Temple
Current faculty who have received highly competitive, University-wide Senate Research Grants since the last accreditation include the following:

- Alison Bass
- Joel Beeson
- Rita Colistra
- Lois Raimondo (who also received $3,000 in matching college support)
WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS POLICY #3
SABBATICAL LEAVE
West Virginia University and Regional Campuses

Section 1. General

1. 1.1 This policy establishes a uniform sabbatical leave policy for faculty members.

2. 1.2 Authority. – W. Va. Code §18B-7-2

3. 1.3 Effective Date. – April 12, 2002

Section 2. Purpose

2.1 Sabbatical leave may be granted to a faculty member so that he/she may engage in research, writing, or other activity calculated to contribute to professional development and his/her value to West Virginia University.

Section 3. Eligibility

3.1 Any person holding faculty rank is eligible for sabbatical leave after completion of at least six years of full-time employment in a faculty rank. After completing a sabbatical leave, a faculty member shall not be eligible for another sabbatical leave until the seventh subsequent year as a regular member of the faculty. During this period of time a maximum of two regular semesters in either an authorized part-time status or an authorized unpaid leave of absence may be counted toward eligibility for sabbatical leave provided that in the latter instance the leave of absence was for appropriate professional purposes. Separate summer school employment shall not be counted toward eligibility for sabbatical leave.

Section 4. Conditions Governing the Granting of Sabbatical Leave

4.1 The awarding of sabbatical leave is not automatic but shall depend upon the merits of the request and on conditions prevailing at the university at the time. Review of leave applications subsequent to an earlier leave will consider achievement during previous leaves. Sabbatical leave recommendations will be approved by the president’s designee. Each year the designee will forward information on approved sabbatical leaves to the Board of Governors.

4.2 The applicant for a sabbatical leave will forward the application to the department chair and the dean for review and endorsement. The review shall determine whether the leave will further the professional development of the applicant and whether it is in the best interest of the unit, taking into account the prevailing fiscal circumstances. A fully-approved application will be forwarded to the president’s designee for final approval after determining that equitable procedures and standards have been observed.

Section 5. Compensation

5.1 A faculty member on sabbatical leave shall receive full salary for no more than one-half of the nine-month or twelve-month contract period or half-salary for no
more than the full nine-month or twelve-month contract period. The maximum compensation will not exceed one-half of the annual salary regardless of the length of the sabbatical leave.

**Section 6. Obligations of the Faculty Member**

1. **6.1** An applicant for sabbatical leave shall submit in writing a detailed plan of the activity that he/she proposes to follow. The plan, as approved, will represent the faculty member’s assignment during the sabbatical leave period. The approved plan shall not be modified without the written consent of the president’s designee.

2. **6.2** In accepting a sabbatical leave, a faculty member shall sign a statement indicating that he/she is aware of and agrees to all conditions of the leave as specified therein.

3. **6.3** While on sabbatical leave, a faculty member may not accept remunerative employment without the written consent of the president’s designee. Fellowships, grants, assistantships and similar stipends shall not be considered remunerative employment.

4. **6.4** Upon completion of a sabbatical leave, a faculty member shall file with the president’s designee a written report of his/her scholarly activities while on leave.

5. **6.5** A faculty member is obligated to return for a full contract year of service upon completion of the leave. Failure to return will obligate the faculty member to reimburse in full the institution for salary and benefits received during the period of leave.

**Section 7. Obligations of the Institution**

7.1 A faculty member’s institutional position, status, and rank shall not be adversely affected solely by his/her assignment while on sabbatical leave.
Part II, Standard 6.
Student Services
Executive summary.

The Reed College of Media has made a substantial investment in its student services since our last accreditation. We have continued to grow our in-house advising center, with three full-time advisors and an assistant dean to advise our journalism and strategic communications majors and serve as instructors for our freshman orientation and academic success courses. Their performance is continually reviewed through anonymous advising surveys, student evaluations of their course instruction and comments provided via our senior exit surveys.

In addition, the college hired its first student careers and opportunities director in August 2013. Alumnus Eric Minor, a former long-time television news director and anchor, has developed a program of professional development seminars for students, formalized our student mentorship program and established a large database of internship contacts. He meets regularly with students—from their initial new student orientation as freshmen and throughout their academic careers—to help them identify and prepare for internships. He uses email and social media to disseminate opportunities and maintains records of evaluation for students who pursue internships for academic credit.

The college also enlarged the role of our assistant dean for student services to include enrollment, and we were fortunate to recruit the University’s associate vice president for university relations to the position. She oversees another new position: our full-time college recruiter, whom we hired in summer 2014. The assistant dean also advises Honors students and students in our Academic Scholars program—anew new effort of the college, started in 2013 to attract high-achieving students to our programs. The efforts of these hires and initiatives, plus the college’s summer 2014 rebranding and name change, have paid off with the largest enrollment figures in our program’s history last year and again this fall.

The college also has been aggressive in fundraising for academic scholarships, including those that can be awarded to freshmen. Through these fundraising efforts, we now have a total of 26 dedicated college scholarships with more than $2.5 million in endowments, and the college was able to award more than $165,000 in scholarships last year. In addition, since our last accreditation, we started a student enhancement fund (which includes both private and college monies) to support students interning in major markets and in study abroad experiences related to their professional goals. In the last two academic years, we have awarded nearly $18,000 to 26 students, who used the funds to support academic and/or professional experiences in China, New Zealand, Jamaica, London, Germany, New York City, Honolulu, and Washington, DC, among others.
1. Complete and attach Table 9, “Student Aid.”

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

Table 9. Student Aid

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by institution</td>
<td>$685,300</td>
<td>$565,300</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by institution</td>
<td>239</td>
<td>201</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by institution</td>
<td>$2,867</td>
<td>$2,812</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by unit</td>
<td>$156,418</td>
<td>$165,155</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by unit</td>
<td>66</td>
<td>67</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by unit</td>
<td>$2,370</td>
<td>$2,465</td>
</tr>
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</table>

UNDERGRADUATE WORK-STUDY APPOINTMENTS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students holding appointments</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Range of stipends*</td>
<td>$40–$2,086</td>
<td>$62–$2,060</td>
</tr>
</tbody>
</table>

*Low-range numbers reflect a student who worked for only a few hours before quitting to take another position.

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide advising guides, manuals, newsletters or other internal communication with students.

Information about the major and degree requirements begins during the recruitment process. During that phase, students are given information about the curriculum, its requirements and job opportunities. Current students are given information about the degree and requirements through a variety of means, including one-on-one meetings with advisors. For example, when students attend New Student Orientation in the summer before they matriculate, our advisors review in detail with them and their parents the degree requirements and four-year plans of study. In our JRL 115 Orientation course, each instructor reviews each major’s requirements in detail with his or her students. Each semester, every undergraduate student is required to meet with his or her academic advisor before registering for the next
semester’s courses. (The advisor has to remove a hold on the student’s account before course registration can occur.)

West Virginia University uses an online tool called DegreeWorks. This platform is synced with BANNER, the Registrar’s official records system, and shows the student’s progress toward the degree. (Sample student DegreeWorks records from both majors will be available for viewing on site.) DegreeWorks lists each requirement the student must meet to graduate and checks them off as they are met. It highlights deficiencies in red. The advisor reviews DegreeWorks with the student at every advising appointment.

Built into DegreeWorks are the degree requirements that meet the 72-hour rule. While there can be some errors in DegreeWorks, it is by and large highly accurate and reliable. (When errors are discovered, they are reported to the Registrar’s Office to be resolved.) Students have access to their records through their University accounts, so they are able to review their progress at any point.

Below is a sampling of the many types of communications we send to students throughout the year. (Samples of some of these communications will be available on site.)

- **Emails**
  - Graduation requirements/process/compliance
  - Academic advising/registration dates
    - New special topics courses to fulfill electives
    - Course cancellations
    - New course sections added to satisfy demand
  - Course add/drop date reminders
  - Probation/suspension alerts
  - Early alerts for poor academic performance
  - Mid-term notifications
  - Guest speaker, workshop, tutoring opportunities
  - Dates and information on academic support seminars
  - Pre-graduation audits with seniors
  - Academic Common Market letters and questions/answers

- **Social Media**
  - College Twitter and Facebook accounts are used to reiterate/announce the types of information above
  - Commencement information
  - Other announcements as needed

- **Website** (listed under Student Resources at [http://reedcollegeofmedia.wvu.edu/student-resources](http://reedcollegeofmedia.wvu.edu/student-resources))
  - Link to the online advising scheduler is posted
  - Major plans (charts)
• Links to online forms
  o Course permit requests
  o Major/minor updates
• Scholarship applications and descriptions
• Information on Reed College of Media minors
• College clubs and organizations

➢ College of Media Enews (http://mediacollegeenews.wvu.edu)
  • Advising and pre-registration priority dates
  • Course add/drop dates
  • Commencement/graduation information

➢ JRL 115 Orientation in-class announcements/discussions
  • Degree requirements
  • DegreeWorks usage
  • E-Campus use
  • Time management/degree progression

➢ One-on-one meetings
  • Academic degree planners to complete degree in a timely manner
  • 72-hour rule is discussed via DegreeWorks and in transient forms

➢ Flyers/pamphlets/handouts/posters
  • Special topics courses being offered
  • Major requirement charts
  • Suggested tips and goals for academic success for each year of college career (i.e. freshman, sophomore, junior, senior)

➢ Television infostation in Martin Hall lobby
  • Important dates for advising/registration
  • Announcements about applying for graduation

➢ First Year (Freshman status) Academy
  • Students are given an advising manual/handbook (available on site)

3. Describe availability and accessibility of faculty to students.

According to the Reed College of Media Faculty Handbook, instructors are expected to hold a minimum of two hours of office hours a week per each course taught and are required to put their office hours in their syllabi and also post them at the start of each semester outside their office doors. Our assistant in the main office also maintains a schedule of faculty office hours.

The handbook notes that faculty who must miss scheduled office hours should announce the absence in their classes, if possible, and post (or have the main office
staff post) a sign on/outside their office doors to alert students to the change. The handbook also states an expectation that faculty should be available for additional office hours at the start of the semester, during mid-terms and near the end of the term, when students typically have greater and more urgent need to reach them.

Owing to space constraints within Martin Hall, adjunct faculty do not have designated offices and typically arrive early to their classrooms and/or stay late to address student questions or concerns. They also make themselves available via electronic communications or by telephone.

4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

While the college does not operate its own media, we encourage our students to participate in several media outlets sponsored by the University, including a campus newspaper and a campus radio station. Specifically, these include:

- The Daily Athenaeum, an independent newspaper that began at the University in 1887 as a literary magazine and transitioned to a newspaper in the 1920s, when journalism classes were first offered at WVU. Staffed by paid and volunteer students and published Monday through Friday during the school term and weekly in the summer, many of its editorial and reporting staff are journalism students. It is supported through advertising and student fees and is widely available across campus and at local businesses. It also publishes an online edition at http://www.thedaonline.com.

- WWVU-FM ("U92"), WVU’s 2,600-watt college radio station, is found at 91.7 FM and on the Web at http://u92.wvu.edu/. On the air since 1982, U92 gives many of our students a chance to practice radio broadcasting on both a voluntary and paid basis and to also engage in promotional work. The station plays music, airs its own talk shows, streams via the Web and produces podcasts. WWVU was nominated for three College Music Journal awards in 2013 for Music Director of the Year, Best Community Resource, and Biggest Improvement.

In addition, the College of Media helps place many on-campus interns, who are in demand by other departments and units for their communications skills. For example, in 2014–2015, students were employed by such WVU units as the following:

- WVU Alumni Association
- WVU Up All Night
- WVU Athletic Department
- WVU Dining Services
- WVU Career Services Center
• Mountaineer Week Special Events
• WVU Housing – University Place
• WVU College of Physical Activity and Sport Sciences
• WVU Extension
• West Virginia Clinical and Translational Science Institute, to name a few.

The college also hosts a variety of professionally oriented student organizations. These clubs help our students grow professionally and provide opportunities to network with media professionals. For the past several years, the school has provided $500 in funding at the start of each school year, with another $500 available to match students’ own fundraising efforts. These funds help support special events or receptions, guest speakers’ travel costs, and students’ travel to professional conferences.

The college’s professional organizations are listed and described briefly in alphabetical order below:

➢ **American Advertising Federation (AAF) Ad Club**

This organization was revived in 2014 after a several-year hiatus, during which time Martin Hall Agency functioned as the college’s advertising club. As of May 2015, the club boasted 36 students, a number of whom participated in the AAF National Student Advertising Competition. Assistant Professor Cathy Mezera led the team, whose client was Pizza Hut, to a second place finish in the “virtual district” competition, which was comprised of teams who presented to the judges from their respective college campuses rather than from the regional competition site.

➢ **Association of Black Journalists (ABJ)**

The National Association of Black Journalists (NABJ) is dedicated to diversity within media, and WVU started its chapter in 2010. That year, two WVU ABJ student representatives were able to attend the NABJ conference in San Diego, CA, where they served as multimedia reporters. (Prior to that, the college maintained a Diversity in Media Association, which we started in 2002; however, it consistently struggled for members. Because it was not part of any larger professional association, as most of our other student organizations, it was dissolved and our ABJ chapter was formed.)

WVU ABJ is committed to establishing a strong union among minority students pursuing degrees in journalism and related fields at WVU, as well as promoting academic excellence and journalistic integrity. WVU ABJ has facilitated the exchange of journalism-related ideas and information through workshops, conferences and lectures, while also striving to assist members with relevant scholarships, grants, awards, internships and jobs. However, this group too has faced membership challenges. Our relatively small number of underrepresented students often join other student organizations (such as PRSSA), and the few
students who are active in ABJ tend to burn out, as there is not enough help and interest from others to sustain their enthusiasm.

At the end of May 2015, the organization was down to two members. The college is working with the group’s advisors, April Johnston and Demetrius Greer, to help identify ways to better engage and sustain potential members. During the first week of classes in fall 2015, Morgan State University Dean DeWayne Wickham—a former president and founding member of NABJ and a man with decades of national and international journalism experience at USA Today, CBS News and BET, among others—met with potential ABJ members. More than 20 students—both black and white—attended. We are hopeful that this event, plus the nearby Washington, DC, location for the joint NABJ/National Association of Hispanic Journalists’ conference next year and our ongoing partnership with Morgan State (discussed more in the section Standard 3, Diversity and Inclusion) will help sustain this enthusiasm.

➢ **Ed On Campus**

WVU Ed on Campus is part of the outreach program Ed2010, an organization that coordinates with aspiring magazine editors and writers at colleges nationwide to provide practical advice for finding jobs and succeeding in the magazine industry. The club acts as a liaison between students and publishing professionals, conducts workshops and job fairs and serves to mentor group members to help them achieve their professional goals. WVU Ed on Campus gives students networking opportunities with both their peers and established magazine insiders, with several members over the years obtaining internships at magazines like *Racer X, WV Living*, *CosmoGirl!, InStyle*, and *People*. Associate Professor Dana Coester is the group’s advisor; membership as of May 2015 was 15.

➢ **Martin Hall Agency (MHA)**

Established in 2011 for advertising majors, Martin Hall Agency is a student-run communications firm that gives students the opportunity to learn skills in creating strategy, positioning, managing and executing work for real clients through hands-on experience. MHA’s founding faculty advisor was our Visiting Harrison Omnicom Professor in Integrated Marketing Communications, who left WVU after the spring 2014 term. Its current advisor is advertising professional and Senior Lecturer David Howell, who has been tasked with developing a structure and plan to ensure MHA is an integrated agency that engages both advertising and public relations students in quality real-world work and professional responsibility.

In 2014–2015 the group served a number of clients, developing materials and promoting special events for such organizations as the Pittsburgh Symphony Orchestra; the Meat Market, a small local business that raises and sells beef; and Travis Braden, a West Virginia race car driver. At the end of the spring term 2015, MHA had 23 members.
Public Relations Student Society of America (PRSSA)

WVU was one of 10 founding PRSSA chapters in 1968. Its declared purpose is to cultivate a favorable and mutually advantageous relationship between students and professional public relations practitioners, to understand current theories and procedures of the profession, and to appreciate the highest ethical ideals and principles. Under the guidance of Drs. Rita Colistra, Elizabeth Oppe and Geah Pressgrove over the last few years, our PRSSA chapter has been active and recognized both locally and nationally.

The group was named the outstanding WVU student organization in 2010 (out of more than 300 organizations); has received the West Virginia PRSA Crystal Award for outstanding student chapter; has received national PRSSA recognition (a Teahan Award) for its community service activities, which include raising thousands of dollars annually through its WVU Fashion Show; has had three students recognized since 2011 as the best PR student in the Pittsburgh region by Pittsburgh’s PRSA chapter; and in 2015 won the PRSSA national Jamberry Nails campaign competition. As of May 2015, the chapter had 66 dues-paying members; more about the group’s many activities may be found at http://prssa.studentorgs.wvu.edu

Radio Television Digital News Association (RTDNA)

The Radio Television Digital News Association (RTDNA) is the world’s largest professional organization exclusively serving the electronic news profession (including industry professionals, journalism educators and students). The WVU Chapter of RTDNA is one of only seven active college chapters listed on the organization’s website. Professional speakers and industry experts visit campus and work with students to help develop their skills. National conventions each year in Las Vegas also provide networking and job opportunities.

Former West Virginia Public Radio reporter Assistant Professor Emily Corio serves as the chapter’s advisor, and she has organized and taken students on trips to Washington, DC, and Pittsburgh, PA, to visit broadcasting professionals in their workplaces. As of May 2015, the chapter had 36 dues-paying members.

Society of Professional Journalists (SPJ)

The Society of Professional Journalists (SPJ) is a national organization open to journalism students from all journalism sequences. Its website states it is dedicated to the continuation of a free press by promoting the flow of information; maintaining vigilance to protect freedom of speech and of the press; and stimulating high standards and ethical behavior in journalism practice. In recent years, Reed College of Media SPJ students led a nationwide petition drive asking other SPJ chapters—student and professional—to join them as they collected signatures to urge Congress to adopt a federal shield law. In 2014, the chapter co-hosted (with our RTDNA chapter) Appalachian
photographer Roger May, who spoke about the region at the time of the 1960s federal War on Poverty initiative and about the region today.

Unfortunately, our SPJ chapter membership has dwindled during the last few years. Most of our students are public relations majors, with the majority of journalism majors focusing on television. Therefore, PRSSA and RTDNA tend to claim the most members. Former journalist Assistant Professor Tom Stewart serves as the chapter’s advisor and has worked hard to help promote the organization and interest new members. Still, as of May 2015, the chapter had only six dues-paying members.

5. Describe the unit’s career counseling and placement strategy for assistance in students’ searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

Student Careers and Opportunities Director Eric Minor was charged with taking over our then-small mentorship program when he was hired in summer 2014. Under Eric, students are eligible to apply for the Professional Mentorship Program during their junior, senior or graduate school years. Sophomores in the College of Media Scholars program are also guaranteed access to a mentor. The duration of the assigned mentorship relationship is October through May, although it is our hope that the relationship continues informally.

Students are encouraged to apply for the program in the early part of the fall semester. The process is competitive; however, in 2014, we were able to recruit enough mentors (64) so that no student who applied was excluded. Students are required to complete an application form, which helps Minor better understand the student’s mentorship needs. Matches are made based upon these needs, area of career interest and geographic location. (A list of 2014–2015 mentors and mentees is included in Appendix 6A.)

Mentors are asked to define the type of mentorship role they feel they are best able to fulfill among the following:

- **Acculturator**—Someone who shows the mentee “the ropes” and helps him or her get used to the culture of their industry
- **Sponsor**—Someone who opens doors and introduces the mentee to the right people
- **Supporter**—Someone who is willing to act as a “sounding board” and encourages the mentee to reflect and talk about his or her goals and concerns
• **Educator**—Someone who consciously creates appropriate opportunities and learning objectives for the mentee

In October each year, an event is held on campus during which students are able to meet with their mentors. Students whose mentors are unable to attend are given contact information and encouraged to “meet” via telephone or Skype. In December, prior to the winter break, the director of student careers and opportunities checks in with all of the mentor-mentee pairings to make certain that the relationship is beneficial for both parties. At the end of the spring semester, a similar check is made.

In addition, the director holds professional development seminars throughout the year, which are open to any interested student. Examples include personal branding, online presence, elevator speeches, resume and cover letter tips, among others. Minor also hosts a number of recruiters from newspapers, advertising and public relations agencies, television stations, sports teams and others throughout the year. From January 2014 through May 2015, more than 300 College of Media students were interviewed by recruiters from 17 different organizations. (A list of seminars and recruiting organizations appears in Appendix 6B.)

Unfortunately, the college does not have formal placement data to report. The results of our latest alumni survey, conducted in 2013, indicated that it took respondents an average of two months post-graduation to obtain their first professional job. (Thirty percent of respondents indicated they pursued graduate study immediately after graduation.) In our latest (spring 2015) senior exit survey, conducted weeks prior to graduation, 21 percent of students indicated they already had a full-time job offer related to their major. More than half of the respondents also indicated they had met with or attended a seminar given by our student careers and opportunities director, and 96 percent were satisfied with the interaction/s.

6. **Describe the unit’s process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.**

The college has invested significant resources in staffing our student Advising Center with professional advisors, all of whom have master’s degrees and experience working with students and who are supervised by the Assistant Dean of Student and Enrollment Services Tricia Petty. Several indicators help us evaluate their performance, which are discussed below.

*Advising survey*
At the conclusion of each fall and spring course schedule advising appointment, students are asked to complete an anonymous advising survey about that experience. Typically those results are very positive. In fall 2014 and spring 2015, when asked how they would rate their advising experience, 92 percent said they were “Very Satisfied” and 7 percent said “Satisfied” (the highest two ratings). Less than half a percent indicated they were “Neutral” or “Slightly Dissatisfied” with the experience. (Supporting materials will be available on site.)

The advising survey also asks for areas where improvement is needed. “Understanding degree requirements” and “information about courses, programs, and requirements” were most often selected as areas where advising can improve. With many new courses being offered and significant changes to both majors in the last couple of years, our advising team has had a lot to learn and relay. To address these information needs, our advisors have spent more time reviewing and discussing the new curriculum requirements (which changed for advertising and public relations students in fall 2013 and for journalism students in fall 2014). They have also compiled binders that include syllabi from each College of Media course offered, so students may see what will be required in the courses they want to take.

Exit surveys

The college also conducts anonymous exit surveys each semester, which are completed by students in the capstone courses. These surveys have been less positive about advising than the advising evaluations that are collected after appointments. Most frequently students express disappointment that they have not had the same advisor for four years. With staff turnover, this has been virtually impossible, although we are beginning to have a longer-term cohort of advisors, with one advisor working in this capacity since 2011, and another since 2013. Two advisors have been here just over a year or less.

As a result of the exit survey, the advising team is designing a more thorough training calendar for fall 2015. For example, to address the concerns about advisor turnover, the advisors are working to better utilize the “notes” section in DegreeWorks. If the notes are more thorough, then any advisor who meets with a student will have more details about prior discussions. Therefore, the students should receive more continuity, even if the advisor changes.

7. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis.

West Virginia University keeps centralized data on enrollment, retention and graduation rates as well as data for individual schools and colleges. The University’s Office of Institutional Research is the official source for all institutional non-financial
Retention and graduation rates

Year-to-year there is variation on how the college compares to the University as a whole (some years the college fares stronger; some years, the University does). Averages over the reporting time period show that the Reed College of Media is largely doing well when compared to the University in freshman to sophomore retention rates and does significantly better than the University in the percentage of four-year graduation rates. (This information is provided as part of ACEJMC’s public accountability requirement on our home page.) However, with college four-year graduation rates averaging only 50 percent, there is much room for improvement.

We believe this rate has traditionally been a result of students entering the major late as upperclassmen—a problem we have been working to rectify through elimination of our entrance exam (JQE), more aggressive recruitment of undecided majors their freshman year, articulation agreements with community colleges, and a less rigid journalism major curriculum. We have also developed an Academic Success course, which is required for freshmen who are on probation (with a GPA of less than 2.0) after their first semester. The course includes units on time management, college and University resources, professional aspirations, and other life success skills. In addition, one of our advisors has spearheaded an undergraduate mentors program, in which higher-risk students are invited to participate and be paired with an upperclassman. (Information about this effort will be available on site.)

A comparison of Reed College of Media and WVU total retention and graduation rates for first-time, full-time freshmen, averaged from the 2004 cohort to the 2013 cohort, appears on the following page. (These averages were provided by WVU Institutional Research.)
<table>
<thead>
<tr>
<th>Average based on cohorts</th>
<th>Reed College of Media</th>
<th>WVU</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR to SO retention rate</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>(10-year avg.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO to JR retention rate</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td>(9-year avg.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-year graduation rate</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>(7-year avg.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-year graduation rate</td>
<td>51%</td>
<td>52%</td>
</tr>
<tr>
<td>(6-year avg.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-year graduation rate</td>
<td>52%</td>
<td>57%</td>
</tr>
<tr>
<td>(5-year avg.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-year graduation rate</td>
<td>59%</td>
<td>51%</td>
</tr>
<tr>
<td>(4-year avg.)</td>
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</tr>
</tbody>
</table>

Additional college changes were implemented effective with the fall 2014 freshman class that we hope will help improve both retention and graduation rates for this group. For example, students were able to begin introductory-level core courses in the College of Media their first semester instead of waiting until their sophomore year. We believe that by letting them start in the college curriculum as early as possible, we will engage them with faculty and other students in the major, helping them form bonds with classmates and exposing them to what the major will be like. This also starts them on the path to degree completion from their very first semester. Additionally, the required credit hours to graduate were reduced from 128 to 120 (a move encouraged by WVU’s administration to help facilitate more timely—and thus less costly—graduations). This means that students can complete the degree in eight semesters with a reasonable average of 15 credit hours per semester.

**Enrollment**

The college has seen overall enrollment growth over the past 10 years. While there were some dips in undergraduate enrollment during that time, this past academic year saw our largest numbers ever in undergraduate and overall enrollment. (See 20-year enrollment history in Appendix 6C.) The numbers of freshman applications, admits and deposits are sent to all WVU units weekly, and we are able to generate our own application, admit and deposit reports as well, allowing us to monitor as frequently as desired and to quickly implement strategies to improve our numbers as needed.
In recent years, we have seen the largest growth occur in the upperclassmen population, with students transferring to the college from other majors. However, this year, thanks to several enrollment strategies we implemented in 2014, we experienced significant growth in first-time freshmen. While the University’s anticipated fall 2015 enrollment is expected to be down slightly, the college’s freshman enrollment is up by 67 percent over fall 2014 (from 72 to 120). We attribute this growth to a more focused enrollment effort, which included the following:

- hiring an assistant dean of student services, who has an extensive background in enrollment management and recruitment marketing;
- hiring the college’s first student recruiter, who hit the road immediately;
- developing new recruitment materials and messaging; and
- changing our name to better represent the diversity of our academic programs and to respond to future students’ interest in media-related careers.

In addition, we have aggressively recruited high-performing students through our new Academic Scholars Program, which we started in 2013. Students who have applied to the college and who meet the requirements of the University’s Honors College (minimum 3.8 cumulative high school GPA, minimum ACT score of 25 or SAT of 1140) are invited to join our Scholars program, a cohort comprised of about 20 freshmen each year. Our 2015 Scholars cohort has a 3.99 average high school GPA and average 28 ACT and 1170 SAT scores.

Each college Scholar is extended the following:

- a freshman scholarship of $2,000;
- a $1,000 student enhancement award (toward a major-market internship or study abroad experience after their sophomore year);
- automatic admission into our accelerated “4 plus 1” master’s degree program;
- special programming, such as a dedicated JRL 115 Orientation section, JRL 215 Media Writing section and, in spring 2016, a scholars section of JRL 428 Media Ethics and Law; and
- a college-supplied professional mentor, beginning their sophomore year.
8. Provide the Web link where the unit shares its most recent retention and graduation data with the public.

The Web link below provides this most recent information and is accessible through the college's home page: http://reedcollegeofmedia.wvu.edu/accreditation-and-public-accountability-information.
Part II, Standard 7.
Resources, Facilities and Equipment
Part II, Standard 7.
Resources, Facilities and Equipment

Executive summary.

The Reed College of Media is housed in historic Martin Hall, centrally located in the heart of West Virginia University’s downtown campus. During the past six years, the college has made significant improvements to its facilities to create a more modern, flexible and inviting learning environment, while maintaining the building’s historic character. With support from the University’s Central Administration, private funding and the college’s off-campus revenues, more than $500,000 has been spent since January 2014 on renovations and upgrades to classrooms, learning labs, offices and student equipment, including more than $200,000 for the Alexis and Jim Pugh Media Innovation Lab, which opened in fall 2014.

In addition, the college is building a new $2.5 million Media Innovation Center in the new Evansdale Crossing building, which is slated for completion in late fall. The facility will house high technology learning labs, collaboration and maker spaces, and will provide office space for our IMC graduate and online programs employees, as well as some space for other faculty who work extensively there.

The college supports its own full-time professional technologist and two part-time student workers to assist him. Classroom and faculty/staff computers are upgraded on a three-year rotating basis, and each classroom computer is equipped with the latest versions of Microsoft Word and Adobe software applications, including Photoshop, InDesign and Premiere, which are also available for a nominal cost to students, staff and faculty. The latest edition of SPSS is available on computers in the open student lab and to faculty by request. In addition:

- every classroom is equipped with a projector system and other “smart” instructional technology;
- the television program is fully digital; and
- all students across the curriculum now have access to digital video cameras and editing software.

We cover the costs of operations through a mix of sources, including the University’s central allocation, a college-specific tuition, private fundraising, foundation grants, and revenues from our online entrepreneurial programs. These revenues now make up a significant portion of our annual budget and have supported our growth and success in recent years.

The biggest challenge the college faces is a growing shortage of space, particularly for faculty offices and small-sized classrooms. Even with the addition of the new 10,000-square-foot Media Innovation Center on the Evansdale campus, we will still face tight quarters in our historic Martin Hall home. This is a campus-wide problem, which we hope will be addressed by the University’s new, soon-to-be-released downtown master building plan.
1. Complete and attach Table 10, “Budget.” If necessary, provide a supplementary explanation.

Table 10 is included on the following page. Footnotes help to further explain some of the numbers provided. In addition, note that some years our traditional master’s program cohort is larger than others; thus, we may have more graduate assistants to fund. Also, our clerical salary expenditures dropped considerably when a former full-time assistant changed to part time and a permanent position was vacated and replaced by a Mountaineer Temp. (This person was ultimately hired full-time.)

The capital improvement expenditure for last year is nearly all associated with our new Alexis and Jim Pugh Media Innovation Lab, mentioned in the executive summary above.
Table 10. Budget

Show below the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Administrative salaries</td>
<td>327,648.74</td>
<td>383,498.32</td>
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<td>Teaching salaries (full time)</td>
<td>1,146,481.44</td>
<td>1,313,004.5</td>
<td>1,297,266.73</td>
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<td>Teaching salaries (part time/adjunct)*</td>
<td>229,050.00</td>
<td>203,500.00</td>
<td>276,300.00</td>
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<td>Teaching/Research assistants</td>
<td>116,968.32</td>
<td>99,200.00</td>
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<td>Clerical salaries</td>
<td>91,177.58</td>
<td>59,200.96</td>
<td>83,693.28</td>
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<td>Equipment</td>
<td>100,363.52</td>
<td>138,697.32</td>
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<td>Equipment maintenance</td>
<td>18,398.25</td>
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<td>11,046.89</td>
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<td>Supplies</td>
<td>117,991.45</td>
<td>79,717.93</td>
<td>161,762.38**</td>
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<td>Library resources</td>
<td>4,085.42</td>
<td>2,830.13</td>
<td>3,378.98</td>
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Databases, online information services: These costs are included in the library expenditures above.

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<td>Travel</td>
<td>84,643.59</td>
<td>97,094.30</td>
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<td>Research</td>
<td>9,479.89</td>
<td>7,869.22</td>
<td>19,762.20</td>
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Other (please list)

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<td>Student Services Salaries</td>
<td>66,998.23</td>
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<td>Communication and Postage</td>
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<td>Hospitality and Donor Relations</td>
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<td>TOTAL ANNUAL JOURNALISM/ MASS COMMUNICATIONS BUDGET</td>
<td>2,363,540.09</td>
<td>2,611,490.63</td>
<td>3,084,606.54</td>
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</table>

* includes all adjuncts who also teach in our online minors program

** includes materials/supplies for special events and initiatives such as the Hackathon, Creatathon and the Selma Project

*** includes travel that was used to gain information for our programs (i.e. Creatathon and Cracking the Code Hackathon), travel in support of some of our initiatives (i.e. ABC election coverage, Selma Project, Kimball War Memorial project and HSTA Day at the Legislature) and administrative travel (such as Plank Center Board, Arthur Page Society and Accrediting Council)
2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The College of Media receives its annual state allocation from the University’s Central Administration at the start of each fiscal year on July 1. Typically, the new allocation includes an increase from the previous year to cover state and/or institutional raises and other approved budget increases requested by the college. While there is no formal process for requesting additional monies, in recent years the college has been successful at securing additional faculty lines and one-time funds for building improvements because of its strong campus reputation. For example, Central Administration is paying for nearly half of the build-out costs of the upcoming Media Innovation Center and half of the annual rent for the space. Since the last accreditation, our annual central allocation has increased nine percent, from $1,403,847 in 2008–2009 to $1,535,671 in fiscal year 2015.

In addition to its central allocation, the college is able to access non-central funds generated from its own college-specific tuition and its online programs, as well as private support from fundraising and grants. According to the University’s All Funds Budgeting Policy, units are to use all funds available to them to support their mission. The policy goes on to state that such funds, depending on their restrictions, can be used for personnel, capital improvements and other expenses accrued by the academic unit.

Certain general principles have guided the college’s use of these multiple funds. For example, central funds have been used to support long-term commitments, such as tenure-track faculty positions. Non-central and private funds, which are more unpredictable, have been used primarily to support shorter-term commitments, such as capital improvements; research and travel support; special projects and events; and salaries for visiting faculty and professional staff hired on an annual basis.

The college tuition revenues are used for expenditures related to student instruction, which typically include the purchase of computers, software, equipment and lab supplies, as well as technical support, student advising and adjunct instruction. Private support contributes to endowed chair/professorship salary supplements, faculty and student travel, guest speakers and special events, and recruitment and marketing.

Because the college’s central allocation primarily covers “fixed” costs, our faculty typically have little input on how the money is allocated. However, additional faculty lines secured from Central Administration have typically been based on needs expressed by the faculty within the various program areas. Faculty tend to have greater input on how non-central revenues are spent, for the college has more flexibility regarding these funds’ use. Decisions on major expenditures, such as
capital improvements and new (non-tenure track) positions, are normally made with input from the faculty and in support of the college’s strategic goals.

Historically, the broadcast and journalism program chairs have provided the dean with their annual equipment and technology budgets each year, which generally receive full approval. (See the May/June 2015 requests in Appendix 7A.) The college’s full-time professional technologist submits equipment and technology purchasing requests throughout the year on an as-needed basis. Ultimately, the decisions about developing and managing the budget fall to the dean.

3. **Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.**

The college has sufficient funds to run its operations and support its strategic priorities. While our annual central budget has remained relatively stable, our entrepreneurial activities have provided a substantial revenue stream in recent years. The greatest source of revenue comes from tuition and fees generated by our highly successful online academic programs. (The current University budgeting model allows the colleges to keep the large majority of its online program revenues.) These revenues, combined with private fundraising and grant support, have more than doubled our annual budget, which has allowed us to improve and enhance our operations.

However, we are currently facing a decline in our entrepreneurial revenues, due to increased competition of academic programs in the online market. In addition, as the University seeks additional funds to support its strategic priorities, we are anticipating a reduction of online revenues in future years. To ensure our financial solvency, we have set aside contingency funds to maintain our current level of funding for at least one year; we have identified non-essential expenditures that could be cut without impacting core academic functions; and we are aggressively identifying new sources of revenue, including new academic programs, private fundraising and grants.

The college has generated some $3.5 million dollars in private giving and foundation and grant support since 2010—nearly four times the amount received during our last accreditation period. From 2010–2014, nearly $2.5 million was raised from donors.

There is a direct correlation between resource allocation and the college’s strategic vision of developing a national reputation for excellence and innovation. The following list demonstrates more substantial program enhancements supported primarily by the college’s discretionary funds (i.e. college tuition, extended learning...
revenues, grants and private funds) and in support of the school’s four strategic goals:

**GOAL #1**
Prepare students to succeed in an industry characterized by rapid change, technological innovation and globalization.

**Objective 1**
Increase student enrollment through targeted recruitment and retention strategies.
- Hired a full-time college recruiter (August 2014) and provided funding for recruitment and outreach activities
- Hired an assistant dean of student and enrollment services (August 2014) to develop and implement a targeted recruitment/retention strategy
- Created a new freshman Academic Scholars Program (fall 2013), which includes academic scholarships and funding support for internships and study abroad, along with specialized programs and additional honors course sections
- Rebranded and renamed the college to better reflect our programs’ breadth and forward-thinking approach and to attract more college-bound students interested in media-related careers
- Continued offering our college-specific section of *Adventure West Virginia*, a freshman orientation course focused on experiential learning, student bonding, and college preparation. (See [http://adventureorientation.wvu.edu/our_programs/media](http://adventureorientation.wvu.edu/our_programs/media))
- Developed a Multidisciplinary Studies majors, modeled on other WVU academic programs’ MDS degrees, and hired a full-time advisor and recruiter for the new degree (Note: The MDS degree is not being put up for accreditation at this time.)

**Objective 2**
Develop rigorous academic programs that can adapt to an evolving media industry.
- Hired additional teaching faculty to develop and teach the new required course *Media Tools and Applications (JRL 225)*
- Created a number of new special topics courses to provide additional experiential learning opportunities for students (e.g. adventure travel writing and photography, experimental journalism, strategic social media ...
• Developed a new shared minor in Interactive Media Design, which resulted in a shared full-time faculty hire with the College of Creative Arts

• Established an Innovator-in-Residence Program, in which major market/national-level professionals work closely with faculty and students on a special digital or mobile-first reporting project

Objective 3
Provide opportunities for students to develop professional networks and gain real-world experience.

• Hired a full-time student careers and opportunities director (August 2013) to develop professional relationships with employers, pursue and oversee internships and provide career development opportunities and supported his travel to media/communications outlets

• Supported the exploration and development of a study-abroad public relations capstone course, where students work with an international “client” and travel to them over spring break to present their work (spring 2011; offered every other year)

• Support faculty to take students to China for summer classroom and internship experience each summer (started in summer 2013)

Objective 4
Adopt innovative instructional methods that enhance education and opportunity for traditional and non-traditional students.

• Renovated a traditional computer classroom with private funds to establish a Media Innovation Lab in Martin Hall (opened in fall 2014)

• Secured and are outfitting space in the new Evandsdale Crossing building for the college’s Media Innovation Center, which will be used for capstone courses, such special projects as the community branding teaching and service initiative and the college’s new digital publication (in development)

• Hired student workers to assist our professional technologist in providing technical support during both day and evening classes

• Supported faculty professional development (e.g. Poynter, professional organizations, UNC-Chapel Hill, Arthur Page Society, PRSA …)

• Developed and offered more online undergraduate offerings that allow students to take a number of new electives in current topic areas, such as strategic social media.
GOAL #2
Excel in research and innovative scholarship that advances WVU’s research goals and the college’s focus on media innovation.

Objective 1
Increase the quantity and quality of faculty research (top-tier journals/national publishing).

- Developed a research support program for highly productive faculty, which can include monetary support, course reductions and/or graduate assistant support
- Have supported first-year and critical year teaching reductions for tenure-track faculty to allow more time for research productivity
- Have hired additional teaching faculty to help free tenure-track faculty for research/creative activity
- Have hired highly productive new research faculty (e.g., Hongmin Ahn, Geah Pressgrove, Julia Fraustino)
- Established a college research award that provides $500 in additional research support
- Have provided some matching research support for faculty who receive University research awards

Objective 2
Develop a national reputation for research in digital and mobile media innovation.

- Establishing the new Media Innovation Center as a 21st century learning lab and incubator
- Sponsored and hosted special events, such as the 2014 Hackathon partnership with Google and MediaShift
- Supported faculty travel to Spark Camp, SXSW, Online News Association, Computer Electronics Show and Poynter workshops, among others
- Started the Innovator-in-Residence program, paying high-level professionals (from The New York Times, Wall Street Journal, and others) to co-teach experimental, hands-on courses with faculty

Objective 3
Increase external grant funding for research and outreach projects.
• Hired a part-time grants administrator in 2013 (shared with the College of Physical Activity and Sports Sciences and the College of Creative Arts)

• Obtained support from Central Administration to hire a health communications faculty member (Changmin Yan) as part of the University’s “Mountains of Excellence” effort to improve the health of West Virginians. The position was tasked with grant seeking.

GOAL #3
Provide students with multicultural and global perspectives through academic and extracurricular programs.

Objective 1
Increase enrollment of high-performing students from diverse backgrounds (minority, first-generation, international).

• Hired a recruiter who has traveled to areas where diverse students can be engaged

• Secured a second scholarship from private donor that gives preference to freshman students of color; created several new freshman scholarships open to non-residents to reach a more diverse population

• Engaged a long-time adjunct (summer 2015) to survey incoming freshmen about study abroad interests and work with faculty and the WVU Office of International Programs to help identify new study-abroad/international internship opportunities

• Participated in recruitment fairs focused on diverse populations

• Developing new targets and strategies for minority recruitment/retention.

Objective 2
Increase the number of high-profile faculty and staff from diverse backgrounds.

• Pursue diverse hires through advertising in diverse publications and attending conferences where networking with underrepresented faculty candidates can occur

Objective 3
Emphasize diversity and global perspectives through the established curriculum.

• Bring diverse media and communications professionals to campus as guest lecturers, visiting professionals and conference and graduation speakers
Support faculty course development that focuses on or includes diverse/global perspectives (e.g. JRL 555 Women, Minorities and the Media, JRL 445 International Media, study abroad components in STCM 459 Campaigns section)

Invest in real-world projects that focus on diverse topics and audiences, such as the Kimball War Memorial Project and Bridging Selma

Objective 4
Increase the number of students studying abroad and having international experiences.

Developed partnership with Guangdong University in Beijing, China, whereby students from that university attend classes at WVU and the college sends students there in the summer for classes and internships

Created a student enhancement fund, for which students may apply to help support international (or major market) internship opportunities

Provide money for college Scholars to study abroad or put toward major market internships

Objective 5
Create international and cross-cultural academic partnerships that lead to an exchange of students, faculty, and programs.

Continue to maintain partnership with Guangdong University

Created a partnership with the historically black college (HBC) Morgan State University in Baltimore, where students and faculty work together on social-justice projects (e.g. Bridging Selma)

GOAL #4
Enhance local and global communities by sharing faculty and students’ skills, research and communications expertise.

Objective 1
Strengthen and revitalize community media through applied research and outreach.

Funded in part through grants from Verizon and the Wireless Association (CTIA), advertising and journalism students helped fuel the economic development of a rural West Virginia tourist town through the development and promotion of a community media publishing platform app (“Mobile Main Street” project) that included the local newspaper
• As of summer 2015, strategic communications students are working to promote small West Virginia communities as part of a Benedum grant–funded community branding initiative

Objective 2
Help communities solve problems using new media tools and current communication strategies.

• Strategic communications students conducted research and created various community-based campaigns, some of which were supported through local, corporate and state grants. Examples include the following:
  o “Buy Local” campaigns to help two rural communities’ economic development
  o campaigns to fund and promote WVU’s Health Sciences Technology Academy, a program aimed at minority and financially disadvantaged state middle school students
  o State Manufacturers Association education campaign to educate high school students about the availability of manufacturing careers

Objective 3
Participate in multidisciplinary service projects that address and help solve problems in the region.

• Supported in part through a state humanities grant, journalism students worked to revive the nation’s only African American WW I memorial by creating an interactive museum display, website and an app to allow gift shop sales around the country

• Received grant support for multiple sections of the Strategic Communications capstone course, in which students produce messaging and campaigns for a variety of regional non-profit and governmental organizations, such as the following:
  o WVU Health Sciences Technology Academy
  o WV Department of Education “Common Core” effort
  o WVU School of Public Health southern West Virginia high school wellness/exercise project

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

As one of the smallest independent academic units on campus, the College of Media receives a relatively small central allocation. Another small academic unit is the College of Physical Activity and Sport Sciences, and our budget is comparable.
Our budget is also comparable to similar-sized departments within the College of Arts and Sciences, such as Political Science and Sociology, with similar-sized faculties and FTEs.

At the same time, it is important to note that the College of Media has enjoyed strong support from Central Administration. Since academic year 2012–2013, our central allocation has increased more than 3 percent, despite University budget cuts in 2013–2014 and 2014–2015. This increase has included funding for two additional tenure-track hires, partial funding for a full-time recruiter and one-time support for capital improvements.

Per the all-funds model, Central Administration also has allowed the college to keep a large percentage of revenues raised from its extended learning programs, which have added significantly to our overall operating budget. However, because the revenues are market-driven and unpredictable, the monies have been used to support one-time expenditures and salaries for staff and non-tenure track faculty positions. If the all-funds budget model were to change, additional central support, in lieu of entrepreneurial dollars, would be required for the college to commit to additional tenure-track positions.

5. Describe the unit’s classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities and devoted to those operations.

The college maintains three ground-floor computer labs/classrooms and one open computer lab for students, which are all equipped with Macintosh computers and loaded with a wide spectrum of software, including Adobe Creative Cloud, Audacity, and Microsoft Office. We support our technology in-house with an on-site, full-time professional technologist (Brett Collins, who was hired from the University’s central technology support staff) and two student workers. The college also houses its own internal servers for file storage as well as computer management.

In summer 2014, the second floor of Martin Hall was renovated to accommodate the new Alexis and Jim Pugh Media Innovation Lab. The hallway was moved, and the former computer lab was gutted, enlarged and transformed into a high technology, flexible and open space conducive to collaboration, team work and creative learning.

The new lab, coupled with the college’s 2014 freshman laptop policy, provided more flexibility with movable tables and chairs; three collaboration stations, each with its own 32” LED monitor; an 84” Apple TV screen for teaching/presentations; and five touch-screen ELO imbedded computers for students to monitor real-time traditional and social media. For students who do not have a laptop available, 10
MacBook Pro laptops with basic software are available in the classroom. Immediately outside this room (201 Martin), are “plug-and-play” computer stations, where students may print, scan, copy, and check their e-mail.

In addition to these facilities, Martin Hall’s second floor also contains a 100-seat lecture classroom (upgraded in summer/fall 2015), and a 10-seat video editing studio with nine MacPro computers and one iMac. A soundproof voiceover suite was added in fall 2014, which includes sound recording hardware and a MacPro desktop. A 35-seat classroom also is available on the first floor, and a conference room (room 101) is used for seminar-style teaching.

Each of these classrooms has an instructor area with controls for a screen and projector. The innovation lab and our visual journalism lab (room G1) have large format 4k displays to showcase student work as well as allow for high quality examples in teaching.

Martin Hall also houses individual offices for its faculty, who are primarily located on its third floor; five faculty offices—four of which were new or renovated in summer 2014—are on its second. All faculty have a laptop computer, which consist mostly of Apple MacBook Pro’s with differing software based on the expertise/needs of each instructor. Each faculty member also has a personal printer and the ability to print to a larger network printer, which is located in the building.

Student services staff also have individual office spaces, which were renovated in summer 2015 and clustered on the first floor in rooms 104, 107 and 108. Our online programs coordinator and staff, who work closely with our online IMC master’s program, are located in a separate, relatively new building (Jackson-Kelly building) near WVU administrative offices on the Waterfront. They also are served by their own professional technologist and enjoy the same high-level of technology purchases and support offered in Martin Hall.

The college’s television journalism program records its newscasts at the WVU Television Productions’ new high-definition studio at One Waterfront Building, using a set especially designed for the student news program. The college pays an annual fee for studio use and technical support.

The majority of skills classes are taught within Martin Hall. Some of the large, introductory lecture courses are taught outside of the building, almost entirely in newly renovated buildings within walking distance.

Although the University has a rich media environment with an independent student newspaper and a radio station, the college neither supervises these student media nor administers University-owned or licensed media. College administrators and/or faculty have served as informal advisors to these students and as part of the newspaper’s publication board.
See Appendix 7B for classroom equipment/technology lists.

6. Evaluate how well faculty, staff, equipment and facilities enable and promote effective scholarship, teaching and learning in a digital, technological, multimedia world. Describe the unit’s most urgent needs for resources, if any, and the plan to address these needs.

The college continues to make significant investments in technology, equipment and facilities to keep our curricula and programs up to date and relevant in today’s dynamic media environment. Since January 2014, the college has spent more than a quarter million dollars on renovations (including room 201, the media innovation lab), more than a half million dollars in classroom and student technology/equipment, and more than $50,000 for faculty/staff technology and equipment. The new $2.5 million Media Innovation Center on the Evansdale campus will provide even more resources to faculty and students to engage in learning and applied scholarship to benefit local and regional communities and the media industry. (See Appendices 7C and 7D for renderings of the building and center, respectively.)

Students and faculty across the college have access to a wide range of digital equipment and multimedia editing and design software programs. Specifically, students have use of the following:

- 44 basic Nikon and Canon still photo kits,
- 11 advanced photo kits,
- more than two dozen lenses,
- 19 Canon multimedia backpack kits,
- 17 DSLR video kits, along with
- audio, lighting and dozens of stabilization peripherals, plus
- nine mobile journalism kits (that include iPod touches).

Equipment for broadcasting courses include 17 Canon XA20 and 14 JVC GY-HM150U video cameras and 20 Zoom H1 audio recorders. The television lab consists of eight non-linear editing suites that include Adobe Premier video editing software. However, since all computers now have this software, students may edit anywhere in the building. (See Appendix 7E for the television journalism course equipment lists and Appendix 7F for other available college equipment. Appendix 7G lists the proposed television journalism budgets for the next two academic years—2016-2017 and 2017-2018.)

Instruction is supported by four computer/classroom labs and an open computer lab for students, equipped with up-to-date iMacs and loaded with a wide range of software, including Adobe Creative Cloud and Microsoft Office, among others. The new laptop requirement for incoming students, established in fall 2014, is designed to facilitate greater computer access and collaboration. Students are also
required to buy smart phones and/or iPods to produce content for the new required core course, *JRL 225 Media Tools and Applications*. Students are encouraged to purchase a subscription to Adobe Creative Cloud at a discounted cost of $68 for the academic year; faculty and staff may purchase it for only $10 a year, owing to a WVU licensing agreement, in which media college representatives aggressively participated.

The college also was a beta tester for Google Glass, and some professors have begun to incorporate augmented and virtual reality elements into their classes. Faculty, staff and classroom computers and printers are typically replaced on a three- to four-year rotating schedule, and software updates and upgrades are made on a regular basis. The college also maintains its own internal servers for file storage and computer management purposes. Martin Hall’s public printers are updated centrally by WVU Digital Document and Copier Services.

Students also have access to digital resources and computers at the University’s libraries. WVU’s main downtown library, Wise Library, maintains books and databases requested by or germane to the college. In the past three academic years, the library has spent an average of $11,704 annually for media book requests and journalism/media journal databases. Per our request, the library also maintains subscriptions to Advertising RedBooks, SRDS and Ad$pender, as well as a page developed specifically for our Strategic Communications majors that lists resources for secondary research: [http://libguides.wvu.edu/content.php?pid=67596](http://libguides.wvu.edu/content.php?pid=67596).

Although we have invested significantly in technology and equipment, we do not have enough equipment to provide every student with a video or photography camera for the entire semester. Students have to double-up in many cases, and they are able to check out equipment only on a limited basis (typically 48 hours). Historically, we have been judicious about replacing aging equipment, often keeping it in circulation longer than students would like, according to some of our previous senior exit surveys. We recently have become more diligent about updating and upgrading our student equipment, renewing a consignment agreement with Nikon this past spring and spending more than $60,000 in 2015 alone. We also have set aside a significant “rainy day” technology fund that will allow us to better respond to these issues in the future.

Another challenge is bringing faculty and students up to speed on new hardware and software that is sometimes purchased just before the start of the semester. We had some growing pains with the launch of the innovation lab in Martin Hall and the G1 visual journalism lab in fall 2014. We are using that experience to guide us in outfitting the new Media Innovation Center, seeking and responding to specific input from faculty and hiring a technology consultant to ensure that the equipment and technology we purchase are user-friendly and easy to trouble-shoot. However, our biggest problem right now is the limited space in Martin Hall. Through our renovations, we have more effectively utilized available space for classrooms,
learning labs and offices. However, even with our new innovation facility, we cannot accommodate much additional growth, particularly in the size of our faculty and staff. Our current space constraints leave little to no room for graduate assistants and adjunct faculty. As such, we are currently seeking additional office space on the downtown campus, the success of which will depend upon our inclusion in the University’s building plans over the next few years.
Part II, Standard 8.
Professional and Public Service
Executive summary.

The Reed College of Media has a long history of service outreach, whereby students learn professional skills and engage with local communities through hands-on coursework and extracurricular projects. This emphasis on community engagement has only grown and deepened with the advent of new digital technology, tools and practice. For example, faculty and students worked with local business owners and community activists to engage in e-Commerce activities through "Mobile Main Street," a new open-source mobile publishing platform developed by a faculty member. Another faculty–student project, "West Virginia Uncovered," provided multimedia content and training to rural newspapers to help them transition their operations from print to digital. This fall, our Innovator-in-Residence Program is engaging citizens in a water quality reporting project that uses new, relatively inexpensive water sensor technology developed at M.I.T.

Our strategic communications majors engage in service learning that both builds their professional portfolios and contributes to the greater good. Students regularly produce communication materials for local nonprofits through STCM 315 Advertising and Public Relations Writing. In the strategic communications capstone course, students develop campaigns for nonprofit groups, community organizations and such programs as the Health, Sciences and Technology Academy (HSTA), which helps prepare disadvantaged students for careers in the STEM fields. Work done for HSTA helped that program retain state funding for two legislative cycles.

In addition to state and local outreach, our college is actively engaged with the WVU campus and professions, sponsoring public panels of timely importance. Examples include the 2014 panel that examined the role and impact of social and traditional media reporting on the Charleston-area water contamination crisis; a panel that discussed the impact of social media on the Middle East “Arab Spring" uprisings; and a recent panel—held on National Drug Overdose Awareness Day—that explored the nation’s devastating painkiller abuse problem. The college has several speaker funds to support its public events, including its Ogden Newspaper Seminar Series fund, and we also partner with WVU to bring in national and internationally recognized speakers for the University’s Festival of Ideas series.

Our faculty contribute actively to professional and public service activities, with faculty serving as AEJMC and BEA division officers, journal editorial board members, judges for national PRSA and PRSSA competitions, and speakers to such groups as the Black Congressional Caucus and the National Association of Government Communicators. In addition, the college sponsors annual high school journalism competitions and workshops, which attract students and their journalism teachers from several states.
1. **Summarize the professional and public service activities undertaken by the unit.** Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

**Campus media**

West Virginia University’s student media, the *Daily Athenaeum* ("DA") and WWVU-FM ("U92"), operate independently, but were folded into the Division of Student Life in summer 2015. At one time under the school’s purview, the DA, which was started as a magazine in 1887, became editorially and managerially independent in the early 1970s. In addition to volunteer staff writers, the DA offers paid opportunities for editorial and advertising positions. A number of our students work for the DA, with nine of the 14 **editorial staff** positions filled by our students in spring 2015. Several of our freshman scholar students also wrote for the DA last year, some of whom even contributed front-page stories.

U92 began broadcasting in 1982 and has a full-time paid manager plus numerous volunteer student **staff positions**, including program director, music director, news director, sports director and production director, among others. Of the station’s director positions, five are media college majors, and many more serve as U92 deejays.

Although no formal ties exist between the college and these media outlets, some of our faculty have served as unofficial consultants by responding to student queries or problems and/or by providing encouragement and constructive critique. The college has reached out to the Division of Student Life (which in summer 2015 was charged by WVU’s administration to oversee these media outlets) to ensure we are included in any advisory boards or hiring decisions regarding these campus media.

**Public presentations**

The college regularly brings speakers to campus for public presentations about issues of importance, many of which are funded in part through the college’s specially designated Ogden Newspaper Seminar Series account and/or are embraced as part of WVU’s annual **Festival of Ideas** series. For example, in 2011, the college co-sponsored a Festival event by bringing internationally acclaimed journalist Sebastian Junger and award-winning photojournalist Tim Hetherington to campus, where they met with journalism students and presented at a public event about their documentary and book chronicling war. In November, the college is co-sponsoring a Festival of Ideas event about the possibility of our nation’s first woman president, for which television journalist Andrea Mitchell is tentatively scheduled, along with alumni from *The Huffington Post* and *The Daily Beast*. 
The college also responds to current events by putting together panels of interest to the community at large. Following the nationally covered January 2014 chemical spill near Charleston, WV, that left many thousands without clean water for days, the college hosted—and a faculty member moderated—a March panel as part of its “Future of Media—Now!” series, called “From Beats to Tweets: Media Coverage of the Elk River Spill,” which was later broadcast on West Virginia Public Radio.

Following Egypt’s “Arab Spring” in early 2012, the college hosted a panel in April called “The Revolution Will Be Tweeted: Social Media and Free Speech in the Middle East.” In August 2015—on National Overdose Awareness Day—the college co-sponsored with the WVU College of Law an event tied to Associate Professor John Temple’s new book *American Pain*, which examined the nation’s painkiller epidemic and its effects on society and was also recorded by West Virginia Public Broadcasting.

Shott Chair Lois Raimondo’s photography exhibit, “Fractured Spaces,” opens in WVU’s Wise Library Sept. 17 and is pulled from some of her international *Washington Post* work. This impressive exhibit is the University’s signature event to commemorate the 50th anniversary of the National Endowment for the Arts and the National Endowment for the Humanities. (Note: This exhibit is easily accessible from Martin Hall should the site team choose to see it while on campus.) Later that evening, Associate Professor Joel Beeson is participating in a co-sponsored panel with the WVU Center for Black Culture and Research called “More than a Beat: Race, Reporting and the Role Media Professionals Play in Narrative Creation.” Student reporting workshops with panelists will take place the following day.

Under the direction of Teaching Assistant Professor Tom Stewart, the college hosted a one-day legal training event for West Virginia Press Association members and journalism students in October 2013. Co-sponsored with the WVU College of Law, approximately 35 media professionals and student journalists attended the day-long gathering.

**Community engagement**

The college regularly engages in service to the community and state through its experiential learning curriculum and special projects. On the journalism side, capstone students have produced stories and multimedia packages for statewide media outlets through our “Mountaineer News Service.” For nearly seven years, students and faculty provided digital and multimedia training for newspapers’ staffs as part of the West Virginia Uncovered Project, funded by grants from the Ford, Benedum and McCormick foundations. (This project led to the spin-off Mobile Main Street project and has since been folded into the news service capstone course.)

Through our Innovator-in-Residence Program, partially funded by a Knight Foundation grant, journalism faculty and students are using current digital technology and practice to further expand their outreach efforts. In spring 2015,
New York Times’ Derek Willis led a data reporting workshop for journalists from across the region. This fall, students in the Experimental Journalism course are working with John Keefe, senior editor for data news at WNYC in New York, and Dave Mistich, digital editor for West Virginia Public Broadcasting, to engage citizens in a water quality reporting project using new, relatively inexpensive sensors developed by faculty at M.I.T.

Students in the strategic communications major have been engaged in service learning for many years. In STCM 315 Advertising and Public Relations Writing, they produce work for dozens of organizations, ranging from the American Red Cross to the local United Way to the no-kill shelter, Animal Friends. In our new PR 493 Strategic Event Planning class, Assistant Professor Geah Pressgrove’s students organized and conducted a Morgantown “culinary crawl” that featured downtown eateries and raised nearly $10,000 for the Morgantown Arts Center. In one spring 2015 section of the STCM 459 Campaigns course, students organized and executed the college’s first Creatathon event, producing $45,000 of in-kind creative work for several area nonprofits within a 24-hour period.

In other PR and Strategic Communications Campaigns classes, students have supported state educational programs (e.g. the Health, Sciences and Technology Academy, which prepares disadvantaged high school students for STEM careers, and the Southern West Virginia Lifestyles Project, a wellness program coordinated through the WVU School of Public Health), economic development activities through Associate Professor Rita Colistra’s capstone “Buy Local” campaigns, and a community-wide physical exercise program for children (called “Once a Mountaineer, Always a Mountaineer”), founded by Assistant Professor Elizabeth Oppe and involving former WVU football players who return to campus to meet and play with area children, with proceeds benefiting WVU Children’s Hospital.

Several faculty have engaged in service outreach, combining classroom teaching with their own creative activity. For example, Associate Professor Dana Coester worked with students in her advertising courses to engage local communities to provide content via the Mobile Main Street publishing application, which she developed and launched with grant funding. Associate Professor Joel Beeson worked with students over several semesters in VISJ/JRL 440 Visual Storytelling for Media to research and develop the interactive exhibit and website “Forgotten Legacy: Soldiers of the Coalfields” for the nation’s only WWI African American Museum in Kimball, WV.

2. **List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year).**

In addition to being active within the University community (as noted in the Standard 1 section), our faculty are also actively engaged in broader professional and public service. Recent examples include the following:
• serving on the American Academy of Advertising’s International Advertising Educator Committee;

• serving as a panelist for the Congressional Black Caucus’s Annual Legislative Conference;

• serving as officers and editorial board members for AEJMC and BEA divisions;

• holding an officer position with ASJMC;

• serving as judges for PRSA Anvil Awards and the PRSSA Bateman competition;

• serving as a Google Glass Explorer (beta tester);

• presenting workshops and seminars for such groups as the Community Development Institute, Travel Beautiful Appalachia and the National Association of Government Communicators; and

• reviewing scores of conference research papers.

The list below includes additional information, not included above, about some of the professional and public service performed by each of our faculty members from 2010 through August 2015:

Hongmin Ahn  
Assistant Professor

• International Advertising Educator Committee, American Academy of Advertising (2013-Present)

Joel Beeson  
Associate Professor

• Panelist, Congressional Black Caucus Foundation 44th Annual Legislative Conference (September 24-27, 2014)

• Chair, Advisory Board, Kimball African American WWI Memorial. Advisor on interactive exhibits, mobile historical tourism, curriculum development and digital humanities/mobile technology. (2010-present)

• Congressional Black Caucus Veterans Braintrust, Washington D.C. (2007-present)

• Broadcast Educators Association, Reviewer, 2014
• Chair Interactive Media and Emerging Technologies Division (IMET), Broadcast Educators Association (2009-2011)

Bob Britten  
Assistant Professor

• Vice Head/Second Vice head, Visual Communication Division, AEJMC, 2013 to present
• Newsletter Editor, Visual Communication Division, AEJMC, 2011 to present
• Editorial Board Member, Visual Communication Quarterly, 2014 to present
• Editorial Board Member, Journal of Magazine and New Media Research, 2010 to present

Dana Coester  
Associate Professor

• Mentor, International Women of Media Foundation, Cracking the Code Hackathon, January 2015
• Member, Community Infrastructure Planning proposal for statewide SDN/GENI-enabled test-bed for White Space, Dynamic Spectrum Sharing, and IOT/CPS technologies
• Executive Editor, WVU Alumni Magazine
• Chair, Interactive Media and Emerging Technology Division, Broadcast Educators Association, 2012 to present

Rita Colistra  
Associate Professor

• Research Vice Chair/Paper Competition Vice Chair. Media Management and Economics Division of AEJMC, 2009-2010
• Manuscript Reviewer. Mass Communication and Society, 2014
• Associate Editor/Reviewer. International Journal of Interdisciplinary Social Sciences, 2010
• Manuscript Reviewer. Journal of Appalachian Studies, 2010
• Buy Local Roundtable Speaker. Invited by Senator Jay Rockefeller. Shepherdstown, WV, December 2011

• Workshop Leader. “Communications & Public Relations” for the Community Development Institute-East (CDI-East) Conference in Bridgeport, WV, May 2010 and May 2011

Emily Corio
Assistant Professor

• Presenter, FEMA and U.S. Army Task Force Conference. Topic: Media coverage of the 2014 West Virginia Elk River chemical spill to help prepare attendees to respond to leads at U.S. Army chemical storage facilities

• Banquet speaker, West Virginia Library Association, “The Freedom to Report: Investigative journalism & the importance of media-literate public to support it”

• Moderator for the college’s public panel on the Elk River Chemical Spill (the panel was later broadcast on WV Public Radio)

Gina Dahlia Francis
Associate Professor

• Held a seminar for Health Sciences Center faculty and administrators on how to give an effective TED talk—Spring 2015

• BEA evaluator for faculty research papers for “Emerging Media & Technology,” November 2012 for the BEA conference, April 2013 and April 2014

• BEA evaluator for faculty research papers for the “Radio & Audio Division,” November 2012 for the BEA conference, April 2013 and April 2014

• Broadcast Educators Association (BEA) paper competition reviewer for the Interactive Media and Emerging Technology Division (IMET) for BEA. April 2011

• January 2011 and February 2010-Presenter/Keynote Speaker-“New Year. New Virtual You. Resume Development on-line and off.” Developed and presented a workshop for the WV Women’s Day at the Legislature at the State Capitol in Charleston, WV

Diana Martinelli
Associate Professor

• Editorial Review Board member, Mass Communication and Society, September 2007 to present
• Editorial Review Board member, *Public Relations Journal*, July 2007 to present

• *Journalism & Mass Communication Quarterly* research paper reviewer (2011 to present)

• International Public Relations History Conference research abstract reviewer (2011 to present)

• Solicited by publisher (Erlbaum) to critique textbook *Strategic Public Relations Management* to help enhance new edition (2012)

• *Journalism & Mass Communication Educator* research paper reviewer, April 2010

• *Journal of Applied Communication Research* paper reviewer, Spring 2009, February 2010

• *Communication Theory* research paper reviewer, January 2010

• AEJMC Media Management and Economics and Visual Journalism Divisions research paper judge, May 2010

• AEJMC Public Relations Division research paper judge, May 2010, April 2011, April 2012, April 2013, April 2015


• AEJMC MC&S mid-winter research paper and panel reviewer, December 2009, January 2011

• History Division research paper judge, April 2011, April 2012, April 2013; April 2014; discussant August 2013

• presented a session titled “Writing to gain audience interest, engagement & action” to WV PRSA members, Fairmont State University, April 2014

• external tenure reviewer for Penn State University’s College of Communication, Fall 2013

• served as head judge of the PRSA Bronze Anvil award competition in the nonprofit social media category, April 2013

• served as PRSA Silver Anvil judge, New York, March 2013 and 2014

• served as a PRSSA Bateman competition judge (round one), NYC, April 2015
• served as an external site team reviewer for the Greenlee School of Journalism and Communications at Iowa State University, February 2013

• external tenure reviewer for Mississippi State’s Department of Communication, Fall 2012

• presented a session titled “Strategic PR: What It Means & How It’s Done” at the National Association of Government Communicators, June 7, 2012, Washington, DC

• presented a seminar titled “Communication Tools to Get Out Your Agency’s Message” at the 2011 statewide Snow & Ice Control Workshop, sponsored by the WV Local Technical Assistance Program, Sept. 28, 2011, Flatwoods, WV

• served on the selection committee for the West Virginia Legislature’s public information internship, participating in interviews at the Capitol, November 2010 & 2011, Charleston

• moderator of the AEJMC History Division panel “Strategic Communication in the 20th Century,” August 2011

• presented a seminar on using traditional and new media to grow business for a meeting of the West Virginia Biometrics Initiative, July 29, 2010, Fairmont, WV

• external tenure reviewer for American University’s School of Communication, Fall 2011

• external tenure reviewer for Texas Tech University’s College of Mass Communications, Fall 2010

Elizabeth Oppe
Assistant Professor

• Founder and Lead Organizer, Once A Mountaineer, Always A Mountaineer Children’s Wellness Event (2014 and 2015)

• Reviewer: Mass Communication & Society Division Research Paper Competition (2012-2013)

Geah Pressgrove
Assistant Professor

• Association for Education in Journalism & Mass Communication (AEJMC) Public Relations Division Social Media Team (2013-Current); Chair (Current); Public Relations Division, Fundraising Committee (2013-2014); Delphi Study Committee (2015)
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- Reviewer (2013-Present) *Journal of Public Relations Research*

- Reviewer (2013-Present) *Mass Communication & Society*

- Reviewer (2013-Present) *AEJMC Annual Conference Public Relations Division*

- Reviewer (2015) *AEJMC Annual Conference International Communications Division*

*Lois Raimondo*

**Assistant Professor**

- Missouri Photojournalism Workshop, Presenter and Judge (2008-present)

*Maryanne Reed*

**Professor**

- ASJMC Vice President. Elected to leadership position of national journalism/communications deans’ association, May 2015

- Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) Site-team member. (2011 Site Ream Visit: University of Tennessee)

- West Virginia Press Association Hall of Fame Selection Committee Chair (2004 to present)

*Tom Stewart*

**Assistant Professor**

- August 2015—“Freedom of information act – an update.” Presentation to West Virginia Press Association annual convention

- August 2014—“WVPA Legal Training Event.” Primary organizer of one-day workshops, cosponsored by School Of Journalism, WVU College of Law and West Virginia Press Association. Approximately 35 Professional And Student Journalists Attended. Co-presented workshop on online legal issues with Attorney Patrick McGinley

- August 2013—“Challenges To A Free Press.” Panel presentation on Freedom Of Information Act to West Virginia Press Association at their annual convention

- August 2012—“Media Law: Basics and Updates.” Presented to West Virginia Press Association annual convention
John Temple  
Associate Professor  

- American Society of Legal Writers Annual Luncheon. Aug. 2010, San Francisco. Spoke about the death penalty to American Society of Legal Writers at the American Bar Association’s Mid-Year Meeting

3. **Describe the unit’s contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fund-raising.**

**Visiting Committee**

The Reed College of Media maintains contact with alumni through a variety of ways. We have a formal Visiting Committee, whose 29 members are invited to serve via invitation by the University’s Provost Office, and who serve three-year terms that may be renewed. In recent years, we have intentionally added younger professionals to the committee, such as Paige Lavender (BSJ 2011, politics editor for *The Huffington Post*) and Chad Hyett (BSJ 2001, senior vice president—digital for Porter Novelli), to help keep us informed of early- to mid-career challenges, industry trends and demands. They join highly successful alumni and friends of the college, such as Ray Gillette (former president of BBD Chicago), Stephanie Mathews O’Keefe (executive vice president for communications for the American Bankers Association), Christina Myer (former associate news editor for the Dow Jones Newswire) and Bill Nutting (vice president, Ogden Newspapers). Our current Visiting Committee members are listed in Appendix 8A.

Visiting Committee members meet at least once a year, typically on campus in the fall, although the committee has met in other locations in the spring, such as Washington, DC, and New York City. The committee provides an excellent sounding board for major curricular changes, entrepreneurial ideas and new course offerings and keeps us up-to-date with industry trends and needs. The committee also was engaged in the college’s 2014 rebranding from the Perley Isaac Reed School of Journalism to the Reed College of Media. Many Visiting Committee members also serve as official mentors to our students through our mentorship program and as points of contact for formal internships or informational interviews. These activities are coordinated by Student Careers and Opportunities Director Eric Minor and are discussed in more detail in the Standard 6, Student Services, section.

**Alumni events**

The college also holds or participates in a number of other events to engage alumni. For many years, the college sponsored an annual Alumni Homecoming Tent at the
WVU Milan Puskar Stadium prior to the homecoming football game and to which college faculty, staff, alumni and friends were invited. The college holds a bi-annual alumni and donor recognition ceremony on a date contiguous to the Visiting Committee meeting, which gives our faculty a chance to socialize with and honor alumni. This year’s event will honor alumni with such awards as “Young Alumnus,” “Friend of the School” and “Professional Achievement.” It also will recognize donors who contributed at least $1,000 to the college last year. WVU’s Foundation also holds an elegant annual reception and “Woodburn Circle Society” banquet in Morgantown each year to recognize the highest-level University donors. Our college's development director and dean or associate dean regularly attend this event.

College administrators, selected faculty/staff and our development director also regularly participate in the University’s annual State of the University Addresses, held in Charleston, WV, and Washington, DC. State representatives and influential alumni from these areas attend and dine with our college representatives. These settings also provide opportunities to discuss professional and curricular changes, ideas and potential internships.

In spring 2015, WVU began taking about a dozen innovative faculty “on the road” to present to our large alumni base in Florida. Associate Professor Dana Coester was selected by the administration to participate in its first “Roads Scholars Academy,” which was modeled after TED Talks. Coester, Dean Reed and our then-development officer Luella Gunter attended and reached out to other alumni in the region while there.

Professionals

The college has engaged industry professionals in a number of ways to provide additional insights into college curriculum and suggestions as to how we can remain relevant to the evolving industry. Class and public speakers often engage individually with faculty on these issues, and faculty and administrators frequently travel to national media organizations to learn best practices.

As part of our panel “The Future of Media is NOW!” series and our April 2015 “Native Advertising or Brand Journalism? How Organizations are Telling their Own Stories,” the college brought in national-level speakers, and faculty and students dined with them to discuss industry trends and practice. Dean Reed and Associate Professor Dana Coester met with professionals at Google, the Wall Street Journal, Politico, The New York Times, Washington Post, Quartz, and Syria Deeply within the last couple of years to conduct research for the college’s new Media Innovation Center and a new “digital-first” college-produced publication.

Our online Integrated Marketing Communications program holds a two-day professional conference each year on campus called “Integrate,” which attracts
high-level professionals and IMC faculty and students from around the country. Last year’s Integrate conference attracted attendees from 30 states as well as such speakers as Scott Cuppari from Coca Cola Freestyle and Paul Roetzer, author and founder/CEO of PR 20/20. Our faculty and staff are invited to attend free of charge.

In addition to the above opportunities to network and engage with professionals, our faculty stay up to date with industry developments and curricular ideas through active engagement with such professional associations as AEJMC, BEA, ONA, ICA, PRSA, the West Virginia Press Association, the Arthur W. Page Society, and the Plank Center for Leadership in Public Relations, among others.

4. **Describe the unit's methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide copies of publications or the online link for communication during the previous academic year.**

The college produces an annual magazine, which is sent to some 7,000 alumni and friends of the college. Our latest issue (summer 2015) is available [online](#), along with back issues through 2007. Kimberly Walker, the college’s communications director, oversees the publication, which earned a 2015 West Virginia PRSA Crystal Award honorable mention—the first time it was entered—for its 2014 75th anniversary issue. Written by communications staff and students, the magazine is typically about 44 pages long and highlights our focus on media innovation, student experience, community outreach and curricular updates. It also features successful alumni and college donors whose gifts impact students’ lives.

The college also distributes a monthly [eUpdate](#) to more than 5,300 alumni and friends. This electronic HTML–designed communication features student and faculty achievements and awards, new programs and projects, alumni news and upcoming events. Typically the stories are brief and link to longer features on the Web. It is produced in-house by our communications staff and sent to alumni via the WVU Foundation.

Our [Alumni](#) Web page lists and describes these communication tools and encourages people to sign up to receive them and to provide professional and personal updates, which are shared on the page. (Hard copies of our annual magazine and sample eUpdates from the past few years will be available on site for the site team’s review.)

Of course, the college also maintains a YouTube [channel](#), an [Instagram](#) account, [Facebook](#) and [LinkedIn](#) pages, and a [news feed](#) that also lists media job openings to help interested alumni, students and others stay up to date on college activities and achievements. After graduation, many alumni continue to follow Student Careers and Opportunities Director Eric Minor through [Twitter](#), where he posts both information about jobs and his own professional development video blogs (“vlogs”).
5. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

Each April, the Reed College of Media hosts the WVU High School Journalism Competition and Workshops, bringing high school students from West Virginia, Pennsylvania and Maryland together for an interactive, hands-on journalism experience. Participation in both the competition and workshops is free of charge. Co-sponsored by the West Virginia Press Association, the annual event is designed to provide students and teachers with the professional skills to enhance their own programs and projects.

During the 2014–2015 school year, the college overhauled the event so that it operated as both a teaching and recruiting tool. The college’s recruiter personally invited several schools to join the competition and attend our workshops, and she organized two panel sessions with current College of Media students on workshop day. In 2015, the college hosted 130 students and 12 teachers from 12 schools. (A complete list of participating high schools is available in Appendix 8B.)

The event’s competitive portion gives high school students the opportunity to vet their journalistic skills, and in spring 2015, we received more than 220 entries from eight high schools across three states. Students competed in the following areas:

- advertising,
- broadcast news,
- critical review writing,
- opinion (editorial) writing,
- feature layout and design (yearbook),
- feature writing,
- newspaper layout and design,
- news writing,
- photojournalism,
- public relations and
- sports writing.

This single round of competition is judged by faculty and by graduate education students seeking journalism certification. Trophies are awarded to the first-, second- and third-place winners in each category at an awards dinner or luncheon on workshop day. Each school also receives a winners’ booklet, which many teachers then use as examples in their classrooms.

The workshops are open to all high school students and teachers, regardless of the competition results, and they are continuously evolving to reflect the changing landscape of the profession. Teaching Assistant Professor April Johnston has organized and managed the event over the last several years, and some of the more innovative workshops hosted during that time have included the following:
• multimedia reporting,
• Web reporting,
• mobile photography and video, and
• a teachers-only workshop that highlighted current practices in social media and smart phone photography/video.
Part II, Standard 9.
Assessment of Learning Outcomes
Part II, Standard 9.  
Assessment of Learning Outcomes

Executive summary.

Since well before the school’s last reaccreditation in 2009, the Reed College of Media has been engaged in regular assessment of its undergraduate programs. In particular, our assessment efforts have focused on several key direct and indirect measures.

The direct measures have included syllabus audits to ensure that our new required course curricula for both journalism and strategic communications majors address the 11 ACEJMC competencies and values; semi-annual capstone assessments for which we use local and regional professionals to review capstone projects and evaluate professional competencies within each major; and the Theory, History, Ethics, Law and Diversity (THELD) Test, which is administered as a pre-test (in our freshman orientation courses) and as a post-test (in our capstone courses) to measure competency in these subject areas.

Indirect measures include a tri-annual alumni survey to assess the professional progress of our relatively recent graduates, an annual exit survey of graduating seniors to measure their satisfaction with the program and undergraduate experience, and for-credit internship performance evaluations.

As a result of these activities, we have identified and addressed a number of improvement areas. For example, we have added new courses to our curriculum, including a new required core course (JRL 225 Media Tools and Applications) that teaches multimedia skills acquisition and related digital software applications. We have converged our previously separate television, print and visual capstones into a single journalism capstone experience, where teams produce multimedia packages for regional news organizations. We also combined our previously separate advertising and public relations capstones into a single strategic communications campaigns course, for which students work in teams to help real-world clients achieve their goals.

We’ve added multiple new courses that reflect today’s digital visual environment, as well as more nuanced courses for students interested in sports, special events, agency work, and science journalism to name a few. We’ve invested heavily in technology for teaching and student learning, in our student services advising unit and in a new hire to more fully support student internships and careers.

In the immediate future, we need to develop action steps to improve our students’ Theory, History, Ethics, Law and Diversity (THELD) exam performance, assess our online grammar component in the JRL 215 Media Writing foundation course, implement a standard campaign plan outline for use across all strategic communications capstone sections that can be customized based on client, and explore how and where data analytics are being taught across the curriculum.
Provide a copy of the unit’s written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

The college assessment plan appears at the end of this section.

1. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The Reed College of Media states as its learning goals the ACEJMC values and competencies (see “Curricular Assessment Goal Statement” on page 1 of the Assessment Plan at the end of this section.) In addition, each major—Journalism and Strategic Communications—have outlined specific educational outcomes in the plan as well.

These outcomes also are included below for the team’s convenience:

**Expected Educational Outcomes for Journalism Majors**

1) Journalism graduates will demonstrate proficiency in critical thinking skills, writing and reporting, and an understanding of basic production skills, allowing them to produce news stories and multimedia projects. Graduates will be adequately prepared to either work in the field or pursue advanced educational opportunities.

2) Journalism graduates will demonstrate a mastery of written and spoken communications, an understanding of the technologies of print, television and digital media and knowledge and applications of these skills in their chosen careers.

3) Journalism graduates will demonstrate an understanding of how to serve diverse publics in their reporting and producing.

4) Journalism graduates will demonstrate knowledge of media ethics, law, and regulation, as these areas apply to the field.

5) Journalism graduates will demonstrate specialized knowledge of news media interactions with various critical publics, including but not limited to: government at all levels, educational entities; law enforcement, medical, social and humanitarian services; and religious and secular organizations within the community.

6) Journalism graduates will learn to work as collaborative teams to solve problems, create strategies and produce content across media platforms.

7) Journalism graduates demonstrate the ability to engage an audience using social media networking tools.

**Expected Educational Outcomes for Strategic Communications Majors**

1) Strategic communications graduates will understand how to serve diverse publics and will be prepared to either work in the field or to pursue advanced educational opportunities.

2) Strategic communications graduates will demonstrate professional competency in preparing campaign plans, including obtaining, analyzing and interpreting data; establishing goals and objectives; identifying appropriate strategies; developing
creative tactics; and understanding budgeting, timeframes, and success indicators/evaluation.

3) Strategic communications graduates will demonstrate the ability to professionally present ideas in all forms: written, verbal, and with the use of appropriate digital/electronic audio-visual materials.

4) Strategic communications graduates will understand the working relationship between advertising and public relations, as well as related marketing communications vehicles (e.g., direct marketing, sales promotion), and demonstrate specialized knowledge of media planning and placement.

5) Strategic communications graduates will be able to demonstrate knowledge and understanding of communication ethics and law as it applies to advertising, media and public relations.

6) Strategic communications graduates will be able to work effectively in teams and work collaboratively to create messages, solve problems and develop and implement integrated communication strategies.

2. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.

The Reed College of Media uses both direct and indirect measures to assess student learning. We updated our 2008–2009 assessment plan in spring 2010 to develop a new converged journalism capstone assessment tool. The document was changed again early in 2013 to reflect the college’s new strategic plan and the new version of the Theory, Ethics, History, Law and Diversity assessment exam (THELD), which is given to freshmen and graduating seniors every other year. The plan was further updated in fall 2014 and spring 2015 to reflect updated learning goals and resultant assessment instruments for the revised major curricula.

An abbreviated timeline of activities since the last accreditation appears below, with each direct and indirect measure described more fully following it. (Supporting documents will be available on site.)

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^ HEL test administered in fall 2009; other assessments that academic year occurred in spring 2010.
Self-Study Report for Accreditation Visits 2015-16—Standard 9

*These were abbreviated audits of the spring syllabi, which documented law and ethics learning objectives, assignments, and activities preceding and following the merger of the two separate classes in Fall 2013. Diversity objectives, assignments, and activities also were noted to ensure coverage across the curriculum.

**ACEJMC curricular audits took place in fall 2014 and spring 2015 to ensure our new major curricula were including all values and competencies through required major coursework. (Audit documents available on site.)

Direct measures

Syllabus audits: The college has been conducting periodic syllabus audits since 2005. After faculty expressed concern about merging our previously separate media law and media ethics courses into a single course, a syllabus audit was conducted in spring 2011 to see where law and ethics were being taught across the curriculum. These results were then shared with faculty prior to the vote to merge the two courses into one. Faculty were encouraged to include law and ethics concepts into their courses, as applicable. The merged course was first taught in fall 2013, and a subsequent syllabus audit was conducted in spring 2013. Results again were shared with faculty at a faculty meeting, and faculty were again encouraged to include these concepts across the curriculum, as applicable.

In addition to examining syllabi in 2011 and 2013 for law and ethics assignments, learning objectives and activities, syllabi were also examined for diversity teaching across the curriculum and likewise reported to faculty. Following our curricular changes in both strategic communications and journalism, fall 2014 syllabi were examined to ensure continued compliance with ACEJMC competencies across required major courses. Deficiencies (many of which involved faculty simply not being explicit on their syllabi) were shared with faculty, and another syllabus audit was conducted in spring 2015. (Files related to syllabus audits will be available on site; references may also be found in faculty meeting minutes.) See the Standard 2, Curriculum and Instruction, section for the chart that details ACEJMC values and competencies and the respective major courses in which they are taught.

Capstone assessments: The Reed College of Media first conducted capstone assessments in 2006. Since that time, capstone assessments have been conducted about every other year by industry professionals and non-capstone faculty. (Assessment instruments may be found in the assessment plan at the end of this section.) The latest (spring 2015) journalism and strategic communications summary capstone assessments are available following the assessment plan at the end of this section; full assessment notes for these projects and previous assessment materials will be available on site. Links to the journalism capstone stories that were evaluated appear in the findings; sample strategic communications campaign plans that were evaluated will be available on site as well.)

Although the means across all measures for both journalism and strategic communications capstones were above the mid-range (above 3.0 on a 5-point scale), information gathered from the assessments demonstrated areas for improvement within the specific undergraduate programs, but also throughout the curriculum. For example, specific improvement areas for journalism students were as follows:
better range of persons interviewed, including diverse audiences/perspectives,
• improvement in audio and video quality and
• better use/inclusion of graphics.

In the pilot strategic communications assessment, areas for improvement included:

• stronger writing/editing/proofreading,
• better definition of target audiences and use of appropriate media to reach them
and
• better design/layout.

Note that in strategic communications capstones, students evaluate themselves and each
other on teamwork, and professors use their own evaluation tools for this assessment.
(Sample team evaluation tools will be available on site.)

Program coordinators reflected upon capstone assessment summaries and shared these
with their respective faculty. These synopses are included in the latest summaries and in
the on site files.

History, Law, and Ethics (HEL) / Theory, History, Law and Ethics (THELD) Test: Recognizing
that the capstone assessment could not adequately measure students' competency in
media law, history and ethics, the faculty also developed and implemented a written test to
be administered to students before entering the major (as part of the larger Journalism 101
classes) and near the end of their studies (in capstone courses). The HEL test was pre-
tested in Fall 2007. (HEL results over time—2007 through 2011—were compiled in July
2012 and will be available on site.)

The test has been slightly modified with each administration, based on test question
analysis and faculty feedback, and was revised substantially in 2013 to delete questions
that were deemed too esoteric or professionally specific (e.g. public relations ethics) and to
include questions from Elon University’s and University of South Carolina’s exams about
theory and diversity. The result was a 35-question exam, which was administered in
August 2013 to JRL 101 Media and Society students and in December 2013 to all
capstone students. (The current annotated test may be found at the end of this section.)
The exam was last administered to JRL 115 Orientation (directly admitted) students in
August 2014 and to capstone students in May 2015.

Below is a summary of the HEL / THELD Test Scores, beginning in 2011:

<table>
<thead>
<tr>
<th>HEL Test (Fall 2011) Results</th>
<th>Avg. # correct/50</th>
<th>% correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Journalism 101 students (N=297):</td>
<td>22.52</td>
<td>45.04%</td>
</tr>
<tr>
<td>December capstone students (N=73):</td>
<td>29.64</td>
<td>59.28%</td>
</tr>
</tbody>
</table>

Average % difference: 14.24%
T-value is 4.3463; p < 0.00001

Analysis (available on site) showed the majority of missed questions were legal, followed by
history.
**THELD Test (Fall 2013) Results**

<table>
<thead>
<tr>
<th>Students</th>
<th>Avg. # correct/35</th>
<th>% correct</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Journalism 101 students (N=153):</em></td>
<td>16.40</td>
<td>46.85%</td>
</tr>
<tr>
<td>December capstone students (N=90):</td>
<td>22.54</td>
<td>64.4%</td>
</tr>
</tbody>
</table>

*Administered to only one section  
Average % difference: 17.55%  
T-value is 11.785649; p < 0.00001

Analysis (available on site) showed the majority of missed questions involved theory, contemporary history and diversity.

**THELD Test (Fall 2014-Spring 2015)**

<table>
<thead>
<tr>
<th>Students</th>
<th>Avg. # correct/35</th>
<th>% correct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journalism 115 students (N=81):</strong></td>
<td>17.32</td>
<td>49.48%</td>
</tr>
<tr>
<td>May capstone students (N=148):</td>
<td>21.09</td>
<td>60.25%</td>
</tr>
</tbody>
</table>

**Administered to students in our new direct-admit required College of Media orientation course.**  
Average % difference: 10.77%  
T-value is 6.542545; p < 0.00001

Analysis (available on site) showed the majority of missed questions were legal.

While the results clearly demonstrated an increased competency among our senior student cohorts’ performance over the freshman cohorts, the scores overall were lower than we expected, hovering around 60 percent on a 100-percent scale. Beyond its reflection on the curriculum, some professors have suggested that students don’t take the test seriously, since it is administered anonymously and doesn’t count toward a course grade. However, during the last administration of the exam, the associate dean personally went to the capstones and discussed the exam’s importance and administered it. Therefore, it seems clear that our students are not learning—or not retaining—some of these basic concepts, particularly around legal issues.

As an immediate response, the following actions have been taken:

- Faculty shared assignments, lecture information and case studies pertaining to legal issues following our May 2015 faculty meeting, when the THELD test results were announced and shared.

- A First Amendment banner was developed to sit prominently in Martin Hall.

- A list of consistently (2013 and 2015) commonly missed questions (fewer than 70% of students answered correctly) and their correct responses were assembled and distributed to faculty at our August 2015 faculty meeting. (This list will be available on site.)

- The assessment committee has been charged with recommending concrete action steps to help our students earn at least an overall 70 percent correct score on the
THELD exam. They are charged with going beyond what we’ve already done, which includes:

- sharing the annotated exams with faculty;
- encouraging faculty to reiterate the exam’s key concepts in courses, as applicable; and
- conducting syllabus audits to determine in what courses these concepts are being taught.

**Indirect Measures**

**Exit surveys:** At the end of the fall and spring semesters, graduating seniors are given exit surveys to complete. Until two years ago, students were asked to complete them when they submitted their graduation applications, but those applications are now made electronically through a central University system. The University began conducting its own electronic exit surveys in 2013; however, completion rates are notoriously low. Therefore, we have continued to administer our own exit survey, which is now given to students in their capstone classes.

These anonymous surveys are used to gauge student satisfaction and to gain feedback about the school’s strengths and areas for improvement. The surveys are tallied overall and by academic program and are shared with the associate dean and dean, who then share the specific results with program coordinators and the overall results in the form of a “greatest hits” list to all faculty early in the fall semester. (The latest exit survey and summary results appear as part of our 2013, 2014 and 2015 “greatest hits” list in Appendix 9A. All exit survey summaries and materials will be available on site.)

Each year, survey results indicate that students are overwhelmingly pleased with their education. For example, 94.4 percent of May 2015 graduates indicated they were satisfied with their College of Media education—a figure higher than the 94.1 percent in 2013 and the 88.3 percent in 2014. Graduating students have consistently cited school strengths to be the caring professionalism of faculty and staff, the overall learning environment and the emphasis on hands-on learning. Desired improvements have included more consistent advisors and additional types of course offerings—some of which were added in 2014–2015 (e.g. elective courses in event planning, social media, creative, and sports).

**Alumni survey:** As part of its assessment plan, the college must conduct an alumni survey at least once every three years. Two surveys of recent alumni, in 2010 and 2013, have been conducted since the last site team visit. (Alumni contact information is housed at and obtained from the WVU Foundation.) Only relatively recent alumni (those who had graduated with either a bachelor’s or master’s degree within the prior six years and within the prior three years, respectively) were queried to help us assess curriculum relevance to the current marketplace and to capture reflections while they were still fairly fresh. Note that response rates were relatively low, at 14 percent (N=212 with a hard copy postal-based survey) in 2010 and 10.42 percent (N=96 with an email-based survey) in 2013.

Survey results indicated that our undergraduates still valued the education they had received, with more than 91 percent indicating overall satisfaction. (A comparison summary is provided in Appendix 9B; complete summaries and results will be available on
site.) Although the college does not require an internship to graduate, the survey respondents indicated the vast majority had completed one. Other interesting findings are noted below:

- at least a third of undergraduates had pursued graduate study, indicating a quality baccalaureate education that adequately prepared them to do so;
- the majority had earned between $25,000 and $40,000 in their first job after graduation;
- the average time in months it took to find their first professional position decreased from nearly five and a half months for the 2010 survey respondents to only two months for 2013 survey respondents. (This probably makes sense given the ongoing recession for the 2003–2009 graduates who were surveyed in 2010.)

In addition, the college assessed graduates’ educational satisfaction regarding many of the ACEJMC professional values and competencies. These results (based on a five-point scale ranging from very dissatisfied to very satisfied), were shared and discussed with faculty at faculty meetings and appear in the table below. (Note that both the lowest and highest scores appear in bold font, with the highest scores also underlined. Our lowest scores, received for alumni satisfaction with visual and statistics preparation, are still slightly higher in 2013 than they had been in 2010. Our highest scores were obtained for respondents’ satisfaction with ethics, critical and creative thinking, and writing preparation.)

**Professional Values & Competencies (out of 5.0)**

**Undergraduates’ Educational Satisfaction (on a 5-point scale)**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual:</td>
<td>3.47</td>
<td><strong>3.64</strong></td>
</tr>
<tr>
<td>Research:</td>
<td>3.91</td>
<td>4.18</td>
</tr>
<tr>
<td>Writing:</td>
<td>4.38</td>
<td><strong>4.40</strong></td>
</tr>
<tr>
<td>Evaluate accuracy:</td>
<td>4.12</td>
<td>4.31</td>
</tr>
<tr>
<td>Evaluate fairness:</td>
<td>4.10</td>
<td>4.19</td>
</tr>
<tr>
<td>Evaluate clarity:</td>
<td>4.18</td>
<td>4.15</td>
</tr>
<tr>
<td>Evaluate style:</td>
<td>4.19</td>
<td>4.13</td>
</tr>
<tr>
<td>Evaluate grammar:</td>
<td>4.22</td>
<td>4.18</td>
</tr>
<tr>
<td>Statistical concepts:</td>
<td>3.45</td>
<td><strong>3.47</strong></td>
</tr>
<tr>
<td>Tools/technology:</td>
<td>3.58</td>
<td>3.92</td>
</tr>
<tr>
<td>Critical, creative thinking:</td>
<td>----</td>
<td><strong>4.41</strong></td>
</tr>
<tr>
<td>Ethics:</td>
<td>4.38</td>
<td><strong>4.41</strong></td>
</tr>
<tr>
<td>Diversity (domestic):</td>
<td>-----</td>
<td>4.06</td>
</tr>
<tr>
<td>Diversity (global):</td>
<td>-----</td>
<td>3.86</td>
</tr>
</tbody>
</table>

*Internship evaluations:* Since the college invested in a new student careers and opportunities director position in summer 2013, we have had a more consistent method of evaluating for-credit internships across the college. (Internship processes and placements were discussed in the Standard 2, Curriculum and Instruction, section.) At the conclusion of an internship, practicum or professional field study, supervisors are asked to rate the student’s work performance on a five-point scale ranging from “unsatisfactory” to
“outstanding” on a series of characteristics and attributes. The form, with compiled data from fall 2013 through spring 2015, appears below. (Evaluations will be available on site.)

| Fall 2013 through Spring 2015 For-Credit Internship/Professional Experience |
| (N = 52; journalism majors: 27, strategic communications majors: 25) |

<table>
<thead>
<tr>
<th>SKILLS/KNOWLEDGE</th>
<th>Outstanding</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates skills needed for assigned tasks</td>
<td>22</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands expectations of supervisor</td>
<td>33</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic preparation</td>
<td>26</td>
<td>21</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td>20</td>
<td>13</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership skills</td>
<td>22</td>
<td>23</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELF-MANAGEMENT</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains professional manner and appearance</td>
<td>34</td>
<td>18</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages time and resources effectively</td>
<td>30</td>
<td>20</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes informed decisions</td>
<td>30</td>
<td>20</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks further guidance when appropriate</td>
<td>37</td>
<td>13</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets realistic goals</td>
<td>29</td>
<td>20</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPENDABILITY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Job attendance and punctuality</td>
<td>36</td>
<td>15</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes projects by specified deadlines</td>
<td>36</td>
<td>14</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated maturity level</td>
<td>35</td>
<td>15</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is flexible and willing to learn</td>
<td>41</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates initiative</td>
<td>38</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outstanding</td>
<td>Good</td>
<td>Average</td>
<td>Below Average</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------</td>
<td>------</td>
<td>---------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Accepts and makes constructive use of criticism</td>
<td>35</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Is courteous and friendly</td>
<td>46</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest in assigned work</td>
<td>38</td>
<td>12</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RELATIONSHIPS**

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works effectively with supervisor</td>
<td>36</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works effectively with co-workers</td>
<td>33</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works effectively with the public/customers</td>
<td>34</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition to the Likert scale questions reflected above, supervisors are also asked to answer the following open-ended questions:

1. Overall, did your student intern perform the assigned duties in a satisfactory manner and accomplish what you expected of him/her? (Yes/No)
2. Do you have suggestions or comments as to how we might enhance the benefit to your organization and/or experience of students?
3. Other comments:

Responses to these questions are coded “positive” or “negative,” and comments relating to student performance are coded as “student”; comments relating to the internship program, as “operational.” Operational positives and negatives might be used to improve the employer’s experience in working with interns in the future. Student positives and negatives might inform future pre-internship preparation.

For example, some of the student negatives shared with faculty for possible curriculum discussion included the following:

- not knowing how to use Twitter and Facebook effectively for professional [reader engagement] purposes;
- not practicing objectivity / not using third person when writing sports stories;
- not knowing/using *The AP Stylebook*;
- not taking initiative to research questions before interrupting others to ask; and
- taking constructive criticism personally.
Other information: Other student performance indicators include formal service learning evaluations by supervisors. For example, Assistant Professor Elizabeth Oppe uses formal service learning contracts from WVU’s Center for Teaching and Learning for her STCM 315 Advertising and Public Relations Writing courses, which involve standard supervisor evaluations. (These have been largely very positive and will be available on site.) Other evidence of student competence includes unsolicited correspondence to relay satisfaction with student campaign outcomes; renewal of funds to employ additional campaigns, such as from the Health Sciences and Technology Academy and the Southern West Virginia Lifestyles Project; publication of student work in professional media outlets; student awards; and our students’ obtainment of competitive internships, such as those at Scientific American and the White House.

Changes made as a result of assessment

We have applied the findings from our direct and indirect measures of student learning and satisfaction (as well as from professional feedback about industry needs and trends) by making several changes and modifications to our academic program and instruction. The description below summarizes some of the more significant changes:

➢ Multimedia focus

- JRL 225 Media Tools and Applications Course Added to the Core
  In response to students’ and the professions’ growing needs for multimedia storytelling proficiency, we developed this new course and added it to the core for both journalism and strategic communications majors.

- We also implemented a required laptop policy in fall 2013, so students could more conveniently work on college assignments and projects, and we encourage them to purchase access to Adobe Creative Cloud, which WVU students may obtain at a discount rate of $68 per academic year.

- JRL 215 Media Writing Revised
  To better prepare students for storytelling across platforms and professions, the foundational writing course was revised to include assignments involving various audiences, intents and platforms. It continues to include an online grammar component, in which students take grammar quizzes each week, which make up 20 percent of their final grade.

➢ New courses

To respond to the growing emphasis on visual and social media communications and our students’ desires for more course variety, we have created and offered a number of new courses over the past several years. A few of these courses are included below:

- Interactive Design and Visualization (JRL 493)
- Experimental Journalism (JRL 493)
- Code Lab for Mobile Devices (JRL 493)
- Advanced Broadcasting (Sports Show) (JRL 493)
• Adventure Travel Writing and Photography (JRL 493)
• Interactive Media and Audience Building (JRL 458)
• Strategic Social Media (STCM 439)
• Strategy and Management (STCM 452)
• Interactive Marketing Communications (ADV 451)
• Creative II (ADV 455)
• Strategic Event Planning (PR 493)
• Joint Interactive Media Design minor developed for College of Media and College of Creative Arts students; our students would take the following courses for this minor:
  o Introduction to Electronic Media (ART 270)
  o Design for Multimedia (ART 272)
  o Gaming Design and Digital Narrative (JRL 322)
  o Interactive Design (ART 372)
  o Advanced Interactive Design (ART 472)

➢ Converged capstones

• The journalism major capstones were initially converged in 2008, when separate capstone courses for emphases in television, visual and print were eliminated. Students could opt to take JRL 456 WV Uncovered instead of the traditional capstone, in which students produced multimedia packages. Today, all journalism students must take the capstone course JRL 459 Multimedia News Publication, for which students work in teams to produce packages for the college’s “Mountaineer News Service.”

• The new strategic communications capstone debuted in spring 2015, eliminating the previously separate advertising and public relations capstone courses. Students work in teams to develop campaign plans to help solve real-world problems for clients.

➢ Improvements in student advising

The college has invested significantly in its student advising, adding an assistant dean position to oversee advising, recruitment and retention, and increasing its full-time advisors to four—three of whom are dedicated solely to journalism and strategic communications majors. Advising offices were renovated this past summer to allow more privacy for all advisors and students and to offer a more welcoming environment.

Evaluations of student advisors take place regularly through anonymous surveys, and although these are largely positive, advising concerns and complaints on the senior exit surveys remain common. Advisors have been shown the comments and attended professional development conferences and workshops. The University’s transition to electronic DegreeWorks monitoring, which both advisors and students can view, also should help increase student satisfaction. Advisors have been instructed to make more detailed notes in the system, so that any advisor can have background information regarding a particular student’s progress.

➢ Improvements in internship service and support
In addition to investing heavily in academic advising, the college also hired a full-time student careers and opportunities director in summer 2013. Eric Minor has added a sorely needed component to our program, providing consistency and a point of contact in our internship evaluations, overseeing our student mentorship program, offering professional development seminars for students (a list of seminars is included in Appendix 6B), and coaching students one-on-one regarding progress toward their career aspirations. Eric has developed materials about career preparation and self-branding to include in our new two-credit orientation course for directly admitted students, which was expanded from one-credit in fall 2015 to include this type of desired career information. In addition, we have expanded our Student Enhancement Funds to provide financial support to students who undertake study abroad opportunities or obtain high-level internships, which are often located in distant, expensive cities. Our student mentorship program also has become more formalized under Eric’s direction, including more than 60 professional-student pairings in 2014–2015.

➢ Improvements in facilities, equipment and technology

The college continues to invest in its computer classrooms and in innovative technologies for teaching and learning. The college developed its Media Innovation Lab in Martin Hall in summer 2014, which was paid for with private and college funds. Two Apple TVs for classroom projection and new computers and monitors for our television and visual classroom were also purchased last year. New computers for classroom G4 were installed in summer 2015, as were new podium controls in our lecture hall (room 205). A new audio recording room was added to the second floor of Martin Hall in summer 2014, and tens of thousands of dollars were spent to purchase replacement high-definition cameras and peripherals this past summer.

Student complaints about printing have prompted the college to tie in to the University’s printing system, allowing students to print using their University ID cards anywhere on campus, including Martin Hall, and ensuring the University will monitor and service our public space printers for ink, paper and maintenance. We also support our full-time professional technologist, Brett Collins, with at least two professional development conferences each year, and pay to have two student workers assist him with regular computer maintenance and technology support. Finally, we believe our freshman laptop policy, implemented in fall 2014, and the University-wide Adobe Creative Cloud licensing arrangement will help facilitate and encourage student collaboration both within and outside Martin Hall.

Lessons learned

We have learned much from the assessment process over the years. In addition to the changes made above, faculty tasks for the 2015–2016 academic year include the following:
• Assessment Committee has been charged with developing concrete action steps to improve student performance on the THELD exam to an average score of at least 70 percent across graduating seniors;

• strategic communications faculty have been charged with developing and using a consistent basic capstone campaign plan across all sections that can be tailored for specific client goals;

• journalism faculty have been charged with assessing the grammar component of *JRL 215 Media Writing* and incorporating additional time on AP style basics;

• both strategic communications and journalism faculty have been tasked with identifying where and how data analytics are currently being taught and providing curricular recommendations, as needed.

3. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

As described above, the college uses local or regional professionals who volunteer their time to assess our students’ capstone projects. (These professionals are listed on the assessment forms, which will be available on site.) In addition, internship supervisors evaluate our students who do internships for credit, we administer a tri-annual alumni survey, and we also engage our college Visiting Committee—made up of nearly 30 successful professionals, many of whom are alumni—around major curricular changes and direction through break-out group discussion and reporting, the results of which are taken back to faculty.

5. List awards won by the unit’s students in local, regional or national competitions in the past six years.

Awards received by College of Media students since academic year 2009–2010 are included below:

*Academic Year 2014–2015*

• “WVU News” Awards:
  o Television Academy of Arts and Sciences National First Place College EMMY, best college newscast in the county
  o BEA Festival of Media Arts Second place, Best College Newscast
  o COMMUNICATOR International Award, Best College Newscast
  o AVA Digital International Award, Best College Newscast
  o Accolade International Award, Best College Newscast

• SPJ “Mark of Excellence” Competition
  o West Virginia Uncovered, Top-3 finalist in national student competition, Best Digital-Only Student Competition
• WV PRSA Crystal Awards:
  o PR 459: *Morgantown Early Learning Facility (ELF)* – Award for Community Relations Campaign (PRSA), Award for Brochure (PRSA), Award for Logo (PRSA), Award for Poster (PRSA), Award for Research (PRSA)
  o PR 459: MSNAP Campaign Team – Award for Research
  o WVU PRSSA Chapter – Chapter of the Year Award, Best Electronic Communication Award for their blog
  o PR 493 – Special Events Seven Days or Less category for event planning class’ Morgantown Eats Culinary Crawl event
  o PR 459: Award for Social Media campaign (student category) for the Center for Civic Engagement campaign
  o PR 459: Award for Community Relations Campaign (student category) for the Buy Local Fairmont campaign

• AAF Pizza Hut Campaign Competition
  o Charity Junkins, Ben Lobosco, Ryan McNamara, Antoinette Yelenic – Second Place

2013–2014

• SPJ 2014 Region 4 Mark of Excellence Awards:
  o Aaron Bodkins, Kristen Basham, Dave Carl – Online Feature Reporting
  o Thomas Terrarosa – Online In-Depth Reporting and Online News Reporting
  o Mike Ploger – Television Sports Photography
  o Alyssa Casalino – Television Sports Reporting
  o Marisa Matyola – Television In-Depth Reporting
  o Breana Marquand – Television Feature Reporting
  o Diane Jeanty – Finalist in Online Feature Reporting

• PRSA-WV Chapter Crystal Awards:
  o PR 459 students won awards in the student categories of top Community Relations Campaign, Logos, Research, Brochure, and Poster (“Buy Local Shinnston”)

• PRSA-WV Chapter Honorable Mention Awards:
  o PR 459 students earned awards for student categories of External Communications Campaign, Poster, and Research (“West Virginia Manufacturers Association”), as well as Special Events and Observances: Seven Days or Less (“HSTA Engineering and Technology Expo”)

• Brian Bumgardner covered the state water contamination crisis for *Scientific American* and HuffPost Live

• National Campus MovieFest Awards:
  o Tyler Channell’s short film, “Enough is Enough” advanced to the final round in the Social Justice category
  o Victoria Licata produced a winning film (and won the best actress award) for the drama “Au Milieu”
2012–2013

- BEA Festival of Media Arts Awards:
  - Krista Baker – Third Place of Television News Anchor (student news competition)
  - Jamie McCracken – Third Place of TV Sports Feature (student sports competition)

- SPJ National Mark of Excellence Award
  - West Virginia Uncovered – Finalist in Best Independent Online Student Publication

- SPJ 2012 Region 4 Mark of Excellence Awards:
  - West Virginia Uncovered – First Place in Best Independent Online Student Publication
  - Jamie McCracken – First Place in Television Sports Reporting
  - Michael Carvelli – First Place in Sports Column Writing
  - Omar Ghabra – First Place for Photo Illustration
  - Erik Roberts – Third Place in Television Sports Reporting
  - Chelsi Baker – First Place in the Online Feature Reporting
  - Evan Moore – Second Place in the Online Feature Reporting
  - “WVU News” Spring 2012 – Third Place Best All-Around Television Newscast
    “WVU News: Special Edition – Election”

- Gold Ava Digital Awards:
  - “WVU News” team Spring 2012 – awards:

- Journalism 459 students Erika Blatt, Sean McNamara and Ilyssa Miroshnik’s coverage of Marcellus Shale was published in the Pittsburgh Post Gazette

- Lauren Nickle, American Advertising Federation national scholarship winner

- Brittany Lavenski, Winner of the Pittsburgh PRSA Bob O’Gara – Outstanding PR Student Award

- 2013 WV PRSA Crystal Awards:
  - WVU PRSSA, Outstanding Student Chapter
  - PR 459 students earned:
    - Community Relations – Student Category, “Buy Local – Fairmont Campaign,”
    - Social Media – Student Category, “Center for Civic Engagement campaign”

2011–2012

- 2012 BEA Festival of Media Art Awards:
  - Erica Mokay / “WVU News” – First Place for Television News Anchor
- Erica Mokay / “WVU News” – Honorable Mention for Television Hard News Reporting
- Whitney Godwin – Produced Best Newscast for Television “WVU News: Big 12 Special Edition
- Paul King – Honorable Mention for Television Feature Reporting “WV Uncovered”

- **SPJ Region 4 Mark of Excellence Awards:**
  - “WVU News” – Third Place for Beat All-Around Television Newscast

- **Ava Awards:**
  - Eva Buchman – received Platinum Award for producing “WVU News: September 11 Special Edition”

- **Telly Awards:**
  - Whitney Godwin – received Bronze Award for producing “WVU News: Big 12 Special Edition”
  - Eva Buchman – received Bronze Award for producing “WVU News: September 11 Special Edition”

- Eva Buchman – received Gold Marcom Award for producing “WVU News: September 11 Special Edition”

**2010–2011**

- **2010–2011 Hearst Journalism Awards, Erica Mokay – 10th Place in Radio Category, Broadcast News Competition**

- **2011 Zenith PR Award: Matt Morris, Lauren Paslawsky, Brittany Vallina, Paige Selle and Alyssa Schmid – Social Media Category award for case study: “Facebook’s Privacy Issues”**

- **“WVU News” Awards:**
  - Broadcast Education Association Awards:
    - Best Student Newscast in the Country
    - Best of Festival King Foundation Award
    - First Place in the “Student Newscast” category
  - Communicator Awards:
    - “Gold Award of Excellence as “Best Informational Newscast”
    - Silver Award of Distinction in the “Broadcast Newscast” category
  - Marcom Gold Award in the “Best Broadcast TV Program” category
  - Ava Platinum Award for “Best Broadcast Newscast
  - Accolade Competition Award of Merit in the “Broadcast Newscast category

- **2010 SPJ Region 4 Mark of Excellence Awards:**
  - “WVU News” – Second Place in the “Best All-Around Television Student Newscast” category
o Chelsi Baker – First Place Award for Breaking News Photography
o Ashton Pellom – First Place Award for Television General News Reporting
o Andrea Sauer – First Place Award for Television Sports Reporting
o Tony Dobies – Second Place for Sports Column Writing
o Shannon Teets – Third Place for Television feature

• WVU PRSSA Chapter, WVU Student Organization of the Year

2009–2010

• Hearst Journalism Awards Program:
o Karilynn Galiotos – Sixth Place for Television Hard News Reporting
o Kasey Hott – Eight Place for Television News Features
o “WVU News” – Placed Top Ten in Intercollegiate Broadcast News Competition
o David Ryan – 19th Place for Editorial Writing

• SPJ Region 4 Mark of Excellence Awards:
o Karilynn Galiotos – First Place for Television Breaking News Reporting
o “WVU News” – Second Place Best All-Around Television Newscast
o David Ryan – Second Place Award for Editorial Writing
o The Daily Athenaeum – First Place Best All-Around Daily Newspaper
o Geoff Coyle – First Place Award for Television Feature
o Ben Eshenbaugh – First Place Award for Television Sports Reporting
o Jon Offredo, Sarah Moore – Second Place Award for Online Feature Reporting
o Chip Fontanazza – Second Place Award for Television Sports Reporting
o Tony Dobies – Third Place Award for Sports Writing

• The Best of Ed on Campus Awards, WVU ED On Campus: All Things Magazine, Best Established Chapter 2010

• WVU PRSSA, Dr. F.H. Teahan Outstanding Community Service Award

• District Five regional Student Advertising Competition, WVU AD Club - Second Place

6. List by specialty each member of the graduating class of 2012 and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list.

Of our 265 May, August and December 2012 graduates, contact information from the WVU Foundation, which maintains alumni information, was available for only 197 (74%). To try to locate professional information for the “unknown” graduates, we employed graduate students to look for them via Google, LinkedIn and Facebook. We also circulated names to faculty and advisors and communicated with these “professionally unknown” graduates via their last known email addresses. From these collective efforts we were able to locate information about 205 graduates (77.35%), leaving 60 (22.64%) as currently “unknown.”
A list of our 2012 alumni for whom professional information was available appears below by major. (A list sorted alphabetically by graduation date that includes employer names is available in Appendix 9C.)

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<th>Current Position</th>
<th>Location</th>
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<td>Daniel</td>
<td>Server/bartender/cook/FOH trainer</td>
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<td>Drew</td>
<td>Traffic coordinator</td>
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<td>Service desk--CMS Video Premier Morrisville, NC</td>
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<td>Carl</td>
<td>Golf editor and writer PA</td>
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<td>Cody</td>
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<tr>
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<td>Christopher</td>
<td>Multi-unit restaurant operations</td>
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<tr>
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<td>Sara</td>
<td>Sports editor</td>
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<tr>
<td>Wolford</td>
<td>Matthew</td>
<td>Social media &amp; communications intern</td>
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<td>Name</td>
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<td>Jordan Federal sales</td>
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<td>Haylee Music professional</td>
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<td>Bridget Director of recruiting</td>
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<td>Alexa HR Representative</td>
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<td>Kevin Special event assistant</td>
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<td>Hill</td>
<td>Breanne Instructional designer</td>
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<td>Hot Springs, WV</td>
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<td>Nikki Sales associate</td>
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<td>Jack Scheduling &amp; marketing coordinator</td>
<td>Pittsburgh, PA</td>
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<td>Christine Operations coordinator</td>
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<tr>
<td>Mossman</td>
<td>Shannon Social media and client services associate</td>
<td>NY</td>
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<tr>
<td>Name</td>
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<td>Jillian</td>
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<td>Rochelle</td>
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<td>Nesler</td>
<td>Lucas</td>
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<td>Angela</td>
<td>Brand ambassador</td>
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<td>Jessica</td>
<td>Customer service concierge</td>
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<td>Shumate</td>
<td>Johnna</td>
<td>Summer law clerk for Chief Justice</td>
<td>Charleston, WV</td>
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<tr>
<td>Silvester</td>
<td>Alexander</td>
<td>Fraud detection coordinator</td>
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<td>Katherine</td>
<td>Marketing specialist</td>
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<tr>
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<td>Brian</td>
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<td>Washington, D.C.</td>
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<td>Morgantown, WV</td>
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<td>Snedegar</td>
<td>Kelli</td>
<td>Business analyst II</td>
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<td>Swisher</td>
<td>Katlin</td>
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<td>Morgantown, WV</td>
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<td>Trouerbach</td>
<td>Nicole</td>
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<td>Rochester, NY</td>
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<td>Erick</td>
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<td>Vaughan</td>
<td>Alexis</td>
<td>Law student</td>
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<tr>
<td>Vincent</td>
<td>Kayla</td>
<td>Owner/photographer</td>
<td>Clarksburg, WV</td>
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</table>
7. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction.

As mentioned earlier under “Indirect Measures,” the college conducts an alumni survey at least once every three years. Two surveys have been conducted since the last reaccreditation visit: 2010 and 2013. In addition to demonstrating graduates’ marketability, both surveys demonstrated strong alumni satisfaction with both their School of Journalism and WVU education. (Survey results are included in Appendix 9B.) The next alumni survey is scheduled for summer 2016.

Alumni are asked to voluntarily keep in touch via our annual college magazine (which is mailed to nearly 7,000 addresses), eUpdate (received by 5,300 alumni and donors), our social media platforms (Facebook, LinkedIn, YouTube, Instagram, Twitter, RSS newsfeed), and school website. Such events as our Homecoming tent during football season; the annual State of the University Addresses in Washington, DC, and Charleston, WV; and our bi-annual donor and alumni recognition dinner are also opportunities for alumni to share their current contact and professional information. Those who complete the online information form or submit updated information via email, phone or event registration are entered into our alumni database, which is housed at and maintained by the WVU Foundation.

Our college Visiting Committee gathers in Morgantown each fall. At times, a second spring gathering is held in another city. The current committee includes 29 members, 19 of whom are alumni, and they represent such companies as NBC, Google, The Huffington Post, The Daily Beast, Facebook, Ogden Newspapers, Politico, and Porter Novelli. (A complete list of committee members in included in Appendix 8A.)

More indirectly, the school participates in the Annual Survey of Journalism and Mass Communication Graduates and receives a copy of that report. The survey is sponsored by multiple professional entities and foundations; among them, AEJMC, ASJMC, American Newspaper Association, National Association of Broadcasters, Hearst Corporation, Scripps Howard, and the University of Georgia’s Grady College of Journalism and Mass Communication.
Reed College of Media Assessment Plan

Adapted Vision Statement (new name included in 2012 original)
The Reed College of Media will become a national leader in education and scholarship that meets the demands of a dynamic communications industry and strengthens media’s role in a democratic society.

Adapted Mission Statement (new name included in 2012 original)
The WVU Reed College of Media prepares its students to excel as professional communicators, scholars and innovators in a rapidly changing global media environment.

Curricular Assessment Goal Statement
Ensure students demonstrate the professional values and competencies that our national accrediting body, the Association for Education in Journalism and Mass Communications, specify must be part of all journalism and mass communications students’ curricula. These values and competencies are detailed below:

• understand and apply the U.S. principles and laws of freedom of speech and press for the country, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;

• demonstrate an understanding of the history and role of professionals and institutions in shaping communications;

• demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;

• demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;

• understand concepts and apply theories in the use and presentation of images and information;

• demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

• think critically, creatively and independently;

• conduct research and evaluate information by methods appropriate to the communications professions in which they work;
• write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

• critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
• apply basic numerical and statistical concepts; and

• apply tools and technologies appropriate for the communications professions in which they work.

Direct Measures:
• A syllabus audit will be conducted at least once every five years to ensure competencies remain across program areas. (Audits took place in 2012-2013 and 2014-2015.)
• The History, Ethics, and Law Test (now Theory, History, Ethics, Law, and Diversity Test) will be given to JRL 101 (now given in JRL 115) and capstone students at least once every two years. (Exams were given in 2011, 2013, 2015.) Goal is for students to earn an average of at least 70% on the exam.
• Program capstone evaluations will take place at least once every two years, alternating with the HEL Test year. (It has been more convenient to consider evaluation measures the same year; therefore, evaluations have taken place concurrently with HEL/THELD tests in 2011, 2013, 2015. Journalism also evaluated its capstone in 2014. Strategic communications evaluated capstones in 2011, 2014 and 2015.

Indirect Measures:
• Graduating senior exit survey each December and May.
• Recent graduate alumni survey every three years. (Alumni surveys administered in 2010 and 2013.)

This assessment plan will be revisited and updated at least once every three years (evaluation measures were updated in 2011 and 2014 for the journalism capstone and in 2015 for the strategic communications capstone). The HEL test was revised in 2013 to become the THELD exam and the alumni survey was changed slightly in 2013.

Results of assessment measures and responses are included in separate reports, which are shared with faculty as a whole or as part of their respective curricular programs.

History, Law and Ethics (HEL) / Theory, History, Law, Ethics and Diversity (THELD) Test Background
An exam (the annotated version of which follows this document) to measure all graduating students' knowledge of key history, law and ethics concepts was developed by faculty and initially tested in Fall 2007, when it was administered to all Journalism 101 students on the first or second day of class and to all Journalism seniors via their capstone courses at the end of the term.

The HEL test was subsequently further honed and refined twice via faculty review, with confusing and more trivial questions deleted to get the test down to 50 questions (from 60 in the first administration in 2007, to 57 questions during its administration in Fall semester 2008 and Spring semester 2009). Recently, it was pared down to 35 questions, which also include questions related to diversity and communication theory. (Questions that were deemed too major-specific, e.g. public relations-based, or that were considered more superfluous or poorly constructed were deleted, with new questions added from instruments successfully used by our colleagues at Elon University and the University of South Carolina.) This latest version of the test, now called the THELD (Theory, History, Ethics, Law and Diversity), was given to our 2013 and 2014 freshman cohort and to our December 2013 and May 2015 graduating seniors.
Because of poor scores over time (< desired 70% correct), the 2015-2016 college assessment committee has been tasked with recommending a more aggressive approach to ensuring these key concepts are known by graduating students. Past approaches have focused on distributing the annotated exam and results to faculty and encouraging them to reiterate the key concepts in applicable courses. However, this approach has not resulted in the desired outcome, so a more aggressive approach is required.

The THELD exam will continue to be administered to incoming and graduating cohorts at least once every two years. These scores will be analyzed for statistical differences between the groups and maintained to monitor these cohorts upon beginning and ending their studies.

*Advertising*
*Note: A new major, strategic communications, launched in Fall 2013, with Areas of Emphasis in either Advertising or Public Relations. In advance of the first merged (strategic communications) capstone course, offered in Spring 2015, the assessment instrument for the course was reviewed and changed by strategic communications faculty in Fall 2014 and piloted during the first merged assessment in May 2015. Previously, separate assessment measures were compiled for Advertising and Public Relations, which appear below. (The new Strategic Communications capstone assessment follows at the end of this section.)

**Expected Educational Outcomes**
1. Advertising graduates will demonstrate an ability to analyze and interpret data; demonstrate an ability to bring creative ideas from inception to execution; will understand how to serve diverse publics; and will be prepared to either work in the field or pursue advanced educational opportunities.
2. Advertising graduates will demonstrate high level skills in preparing advertising plans, establishing objectives, strategizing, and developing creative campaigns that are on strategy and based on reliable research. They will also demonstrate the ability to present ideas verbally and with the use of audio-visual materials.
3. Advertising graduates will demonstrate specialized knowledge of advertising media planning and placement. They will demonstrate knowledge of the working relationship between advertising and other marketing communications vehicles (e.g., direct marketing, sales promotion, public relations).
4. Advertising graduates will be able to demonstrate knowledge and understanding of communication ethics and law as it applies to advertising.
5. Advertising graduates will be able to work effectively in teams and work collaboratively to create messages, solve problems and develop advertising strategies. Advertising graduates will be expected to synthesize knowledge gained across disciplines culminating in a comprehensive capstone advertising campaign/plan.

**Assessment Measures & Standards**
Advertising graduating seniors will be required to produce a campaign in the capstone course that includes a marketing analysis, statement of objectives, strategy, media plan, creative execution and evaluation techniques. An advisory panel of advertising instructors and professionals will evaluate approximately 25 percent of the portfolios at least once every two years to measure AEJMC competencies and professional values. These portfolios will be chosen randomly and a majority of students will be expected to demonstrate proficiency in advertising campaign planning.
1. The School of Journalism/College of Media conducts a Senior Exit Survey annually. This survey measures students’ satisfaction with the program, including quality of education and skills learned.

2. The School of Journalism/College of Media will conduct an Alumni Survey at least once every three years. This survey will measure whether the journalism program provided graduates with the education and skills needed to gain and maintain professional employment in their discipline or allied fields.

3. In the capstone course, students are required to work in teams, creating campaigns for clients in agencies, firms and nonprofit organizations. Students’ individual and team performances in the capstone course will be evaluated by peers in a written evaluation. The evaluation will measure the contribution of all teammates’ work as well as the quality of campaign presentations. Professors will adapt team assignments and evaluation instruments as needed, based on these results.

Assessment Tool (follows)
ASSESSMENT – ADVERTISING MEASURES
Advertising Sequence Competencies Project Assessment Tool (Quantitative)
[To be completed by Advertising review members]

Date ___________________ Semester/Year_________/__________

Campaign Title___________________ Group Name ___________________

Reviewer___________________ Title/Affiliation ___________________

Please respond to the following statements regarding the students’ capstone campaign project.

<table>
<thead>
<tr>
<th>Evaluation Items</th>
<th>Please circle one*</th>
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<tbody>
<tr>
<td>1. Secondary research is detailed.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. Primary research (focus groups and/or survey) was appropriately done.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Writing is good with proper languages and terminologies.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. Target statement is clearly written.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. Positioning for the campaign is clear.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>6. Creative materials are consistent with the target.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>7. Creative materials clearly reflect the ad campaign concept.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>8. Media plan is consistent with the target.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. The plans book format is nice and neat.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. Overall, the plans book is well written for a student project.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

* 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree, N/A: Not applicable

ASSESSMENT – ADVERTISING MEASURES
Advertising Sequence Competencies Project Assessment Tool (Qualitative)
[To be completed by Advertising review members]

Date ___________________ Semester/Year_________/__________
Use of Results for Program Improvement
Results will be shared with faculty and decisions made as to how to address academic/competency deficiencies in the coming year.

**Broadcast News & News Editorial**
**Note: Broadcast News become Television Journalism, and News Editorial became Print Journalism Areas of Emphasis under Journalism in 2010, with a converged capstone course. Added to this was a new Area of Emphasis, Visual Journalism. The updated assessment tool for the converged Journalism capstone follows. The converged assessment was piloted in Fall 2010; then adjusted for Fall 2011 assessment (below). With the new combined Journalism major launching in Fall 2014, capstone faculty and the program coordinator reviewed the assessment tool again, but deemed no changes to the instrument were required at this time.**

**Journalism Majors**

**Expected Educational Outcomes**
1) Journalism graduates will demonstrate proficiency in critical thinking skills, writing and reporting, and an understanding of basic production skills, allowing them to produce news stories and multimedia projects. Graduates will be adequately prepared to either work in the field or pursue advanced educational opportunities.
2) Journalism graduates will demonstrate a mastery of written and spoken communications, an understanding of the technologies of print, television and digital media and knowledge and applications of these skills in their chosen careers.
3) Journalism graduates will demonstrate an understanding of how to serve diverse publics in their reporting and producing.
4) Journalism graduates will demonstrate knowledge of media ethics, law, and regulation, as these areas apply to the field.
5) Journalism graduates will demonstrate specialized knowledge of news media interactions with various critical publics, including but not limited to: government
at all levels, educational entities; law enforcement, medical, social and humanitarian services; and religious and secular organizations within the community.

6) Journalism graduates will learn to work as collaborative teams to solve problems, create strategies and produce content across media platforms.

7) Journalism graduates demonstrate the ability to engage an audience using social media networking tools.

Assessment Measures and Standards

1) Journalism graduates are required to produce a minimum of two multimedia projects. An advisory panel of journalism instructors and professionals evaluate the final multimedia projects at least once every two years. These projects demonstrate proficiency in writing, reporting and the ability to tell an effective story through multiple digital technologies, including images, audio, text and graphics.

2) The College of Media conducts a Senior Exit Survey annually. This survey measures students’ satisfaction with the program, including quality of education and skills learned.

3) The College of Media conducts an Alumni Survey of the past three year’s classes every three years. This survey measures whether the journalism program provided graduates with the education and skills needed to gain and maintain professional employment in their discipline or allied fields or to successfully pursue graduate work.

4) Individual contributions to the student capstone teams are assessed via blog and social media [promotional] postings, and via the capstone evaluation instrument, which includes professionals’ formal assessment, along with a non-capstone teaching professor.

5) The highest quality stories may be picked up by regional media outlets, providing another measure of quality work.

Assessment Tool (follows)
MULTIMEDIA CONVERGED CAPSTONE ASSESSMENT
Fall 2011; reviewed Fall 2014

Semester/Year:

What is being Evaluated: JRL 459 Multimedia Bureau Reporting and JRL 458 West Virginia Uncovered*
As of Fall 2014, this course is no longer being offered.

Background: In both classes, print, visual and television journalism students work in teams to produce multimedia packages. Their projects can be a mix of text, photos and video, or the piece can also include text, interactive graphics, and audio slideshows. These packages are what our assessment team evaluated. Results will be shared with faculty and decisions made as to how to address academic/competency deficiencies in the coming year.

Professional & Academic Evaluators
1) 2) 3) 4)

Converged Multimedia Capstone: JRL 459/JRL 458 Assessment Tool
(Quantitative) [To be completed by Evaluator]

Semester/Year: ___________
Story Slug>Title: __________________________________________
Student’s Name: _________________________________________
Reviewer: _______________________________________________
Title/Affiliation: _________________________________________

Please respond to the following statements regarding the students’ “pilot” converged capstone multimedia projects. Please circle only one number or NA referring to the following when making your selection for each statement:

1: Strongly Disagree  2: Disagree  3: Neutral  4: Agree  5: Strongly Agree  NA: Not Applicable
<table>
<thead>
<tr>
<th>Evaluation Items</th>
<th>*Please circle one</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Story is well researched and reported thoroughly with the correct official/expert, statistics, includes both sides, and/or provides a different angle or perspective. (Research Report, Multimedia project)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>2. Demonstrates an understanding of how to critically evaluate individual and team work and use hyperlinks in producing a multimedia project. (Blog Postings)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>3. Demonstrates technical proficiency when selecting, reporting and producing broadcast, print, web and multimedia stories. (Multimedia Project)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>4. Multimedia project is newsworthy, relevant and visually interesting to the audience. (MM Project)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>5. Demonstrates a basic understanding of using video and still camera equipment. (Multimedia Project)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>6. Demonstrates the ability to select the correct medium (video, text, photos, graphics) to correspond with the story selection. (Multimedia Project)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>7. When appropriate, the story includes multiple viewpoints, and diverse perspectives, including those of women and minorities. (Race, gender, age, demographic and socio-economic class, background) (Multimedia Project, Research)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>8. Demonstrates the ability to tell an effective story through images, text and graphics. (MM Project)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>9. MM Project is technically proficient, easy to navigate, and includes different information across multiple platforms. (Multimedia Project)</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>
Public Relations

*Note: A new major, strategic communications, launched in Fall 2013, with Areas of Emphasis in either Advertising or Public Relations. In advance of the first merged (strategic communications) capstone course, offered in Spring 2015, the assessment instrument for the course was reviewed and changed by strategic communications faculty in Fall 2014 and piloted during the first merged assessment in May 2015. Previously, separate assessment measures were compiled for Advertising and Public Relations, which appear below. (The new Strategic Communications capstone assessment follows at the end of this section.)

Expected Educational Outcomes

1. PR graduates will demonstrate critical analysis and production skills in internal relations and public relations and will be well prepared to be fully capable of employment in the field or to pursue advanced educational opportunities.
2. PR graduates will demonstrate high level skills in writing, editing, project design and creative message design for public relations. Students must include their knowledge of internal and media relations, relationship building, media planning, campaign planning and production, and research and survey methods. PR graduates will also demonstrate mastery of oral communication.
3. PR graduates will understand how to serve diverse publics; will demonstrate specialized knowledge of delivering public relations messages in all forms of communication; be able to identify and solve a variety of communications problems; create agendas to serve special event activities; create, plan, coordinate, analyze and implement public relations campaigns and strategies; and be able to effectively manage crisis situations. Graduates must be able to implement the latest technology and IMC techniques used in the profession.
4. PR graduates will be able to demonstrate knowledge and understanding of communication ethics and law as these two areas apply to that field, as well as the role of a PR practitioner in upholding and supporting corporate responsibility.
5. PR graduates will be able to work effectively in teams and work collaboratively to create messages, solve problems and develop PR strategies. PR graduates will be expected to synthesize knowledge gained across disciplines culminating in a comprehensive capstone PR campaign/plan.

Assessment Measures and Standards (assessment instrument follows)

1. PR graduating seniors will be required to produce a campaign in the capstone course that includes research, planning, execution and evaluation. This campaign plan will become a part of their individual portfolios, which will include, at a minimum, a resume, copies of select assignments from PR 319, PR 324, and PR 422, and materials published during internships/employment. An advisory panel of PR instructors and professionals will assess at least 25 percent of the portfolios at least once every two years. These plans will be chosen randomly and a majority of students will be expected to demonstrate proficiency in PR campaign planning by meeting the standards of the industry.
2. The School of Journalism conducts a Senior Exit Survey annually. This survey measures students’ satisfaction with the program, including quality of education and skills learned. The School of Journalism will conduct an Alumni Survey every three years. This survey will measure whether the journalism program provided graduates with the education and skills needed to gain and maintain professional employment in their discipline or allied fields.

3. In the capstone course students work in teams employing every aspect of PR and crisis management to create campaigns for actual clients in agencies, firms and/or non-profit organizations. Students’ individual and team performances in the capstone course will be measured by peers in a written evaluation. Professors will adapt team assignments and evaluation instruments as needed, based on these results.

4. Oral communication competency will be measured by successful completion of a required speech presentation course; instruction will be supplemented by professional briefings in the capstone PR course, PR 422.

5. The alumni survey, administered every three years, is used to gain feedback from alumni about their satisfaction with their education and their performance in the field.

Use of Results for Program Improvement
Results will be shared with faculty and decisions made as to how to address academic/competency deficiencies in the coming year.

Assessment Instrument
See below.
PR SEQUENCE COMPETENCIES: PROJECT ASSESSMENT TOOL

Updated Dec. 2011

(To be completed by professionals either associated with the project—clients—or as an independent assessment)

Campaign title: ___________________________
Reviewer: ____________________________
Reviewer title/affiliation: __________________________

INSTRUCTIONS: On a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree, please respond to the following statements regarding the students' capstone campaign project.

1. The students’ work demonstrates an understanding of research methods appropriate to the profession.
   1 2 3 4 5 NA *CD
   strongly disagree disagree neutral/unsure agree strongly agree *Can’t Determine

2. The students’ work demonstrates their ability to analyze and interpret data and apply them to PR problems.
   1 2 3 4 5 NA CD
   strongly disagree disagree neutral/unsure agree strongly agree

3. The students’ work demonstrates an understanding of how to communicate with/to diverse publics.
   1 2 3 4 5 NA CD
   strongly disagree disagree neutral/unsure agree strongly agree

4. The students applied PR principles in their campaign plan.
   1 2 3 4 5 NA CD
   strongly disagree disagree neutral/unsure agree strongly agree

5. The students demonstrated creativity in developing their campaign plan.
   1 2 3 4 5 NA CD
   strongly disagree disagree neutral/unsure agree strongly agree

6. The students demonstrated appropriate writing, editing, and design skills in the campaign plan.
   1 2 3 4 5 NA CD
   strongly disagree disagree neutral/unsure agree strongly agree

7. The students developed a campaign and materials relevant for the audiences and media specified.
   1 2 3 4 5 NA CD
   strongly disagree disagree neutral/unsure agree strongly agree
8. The campaign plan is consistent with professional ethics and law.

   1  2  3  4  5  NA  CD
   strongly disagree disagree neutral/unsure agree strongly agree

9. The campaign plan demonstrates students' awareness of the PR profession’s role in society.

   1  2  3  4  5  NA  CD
   strongly disagree disagree neutral/unsure agree strongly agree

10. The campaign plan demonstrates a synthesis and application of knowledge from across disciplines.

    1  2  3  4  5  NA  CD
    strongly disagree disagree neutral/unsure agree strongly agree

**NOTE:** Our core competency regarding teamwork is measured by the peer evaluation form; regarding presentation and visual skills, by the presentation evaluation form.

**COMMENTS:** If you have reviewed for us before, do you believe there has been any improvement or lack of improvement in this semester’s PR plans over those of the previous semester?

**ADDITIONAL COMMENTS/SUGGESTIONS**

WE APPRECIATE YOUR SERVICE TO THE SOJ. THANK YOU.

**Strategic Communications Majors (added Fall 2014)**

**Expected Educational Outcome**

1. Strategic communications graduates will understand how to serve diverse publics and will be prepared to either work in the field or to pursue advanced educational opportunities.

2. Strategic communications graduates will demonstrate professional competency in preparing campaign plans, including obtaining, analyzing and interpreting data; establishing goals and objectives; identifying appropriate strategies; developing creative tactics; and understanding budgeting, timeframes, and success indicators/evaluation.

3. Strategic communications graduates will demonstrate the ability to professionally present ideas in all forms: written, verbal, and with the use of appropriate digital/electronic audio-visual materials.

4. Strategic communications graduates will understand the working relationship between advertising and public relations, as well as related marketing communications vehicles (e.g., direct marketing, sales promotion), and demonstrate specialized knowledge of media planning and placement.
5. Strategic communications graduates will be able to demonstrate knowledge and understanding of communication ethics and law as it applies to advertising, media and public relations.

6. Strategic communications graduates will be able to work effectively in teams and work collaboratively to create messages, solve problems and develop and implement integrated communication strategies.

Assessment Measures & Standards

1. Strategic communications graduating seniors will be required to produce a campaign in the capstone course that include research to assess background, a competitive SWOT analysis, statement of goals, objectives, strategy, media/communications plan, creative execution and evaluation techniques. An advisory panel of non-campaign instructors and professionals will evaluate at least 25 percent of all campaign plan books at least once every two years to measure applicable AEJMC competencies and professional values. These portfolios will be chosen randomly and a majority of students will be expected to demonstrate proficiency in the campaign process.

2. The College of Media conducts a Senior Exit Survey annually. This survey measures students’ satisfaction with the program, including quality of education and skills learned.

3. The College of Media conducts an Alumni Survey of the past three graduating classes at least once every three years. This survey measures whether the College provided graduates with the education and skills needed to gain and maintain professional employment in their discipline or allied fields or to successfully pursue graduate work.

4. In the capstone course, students are required to work in teams, creating campaigns for clients in agencies, firms and nonprofit organizations. Implemented campaigns are evaluated for success and presented to the clients, when possible. Students’ individual and team performances in the capstone course are evaluated by their peers. The evaluation measures the contribution of all teammates’ work. Professors share and adapt team assignments and evaluation instruments as needed, based on their respective results.

Assessment Instrument (follows below)
STCM CAPSTONE ASSESSMENT MEASURES
Strategic Communications Major Competencies Project Assessment Tool (Quantitative)
[To be completed by STCM Capstone review members] (Revised 05/08/2015)

Semester/Year _________ / ___________ Campaign Title _________________________________

Students’ Names _________________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Reviewer _____________________________________________________________

Title/Affiliation ___________________________________________________________

Using the scale from 1 to 5, with 1 representing Strongly Disagree and 5 representing Strongly Agree,
please circle the number that best represents your response to the following statements regarding the
students’ capstone campaign project.

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree, NA: Not applicable

<table>
<thead>
<tr>
<th>Evaluation Items</th>
<th>Please circle one</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research (secondary and/or primary) is appropriate</td>
<td>SD  D  N  A  SA</td>
</tr>
<tr>
<td>2. Research is presented well visually/graphically</td>
<td>1    2    3    4    5    NA</td>
</tr>
<tr>
<td>3. Campaign plan includes an appropriate SWOT analysis or Problems &amp; Opportunities</td>
<td></td>
</tr>
<tr>
<td>4. Target audiences are identified and appropriate with diverse population considered.</td>
<td></td>
</tr>
<tr>
<td>5. Campaign plan follows an organized planning process.</td>
<td></td>
</tr>
<tr>
<td>6. Positioning statement is clear and appropriate for the identified audiences</td>
<td></td>
</tr>
<tr>
<td>7. Consistent key strategic messages that are appropriate for the identified target audience(s) are provided.</td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Objectives are specific, measurable, realistic, deadline-oriented and appropriate to the campaign with the given timeframe</td>
</tr>
<tr>
<td>9.</td>
<td>Strategies and tactics are appropriate and realistic</td>
</tr>
<tr>
<td>10.</td>
<td>Campaign plan is realistic (i.e., recommends appropriate timeline, budget, media, deliverables)</td>
</tr>
<tr>
<td>11.</td>
<td>Creative materials are appropriate for the identified target audience(s) and reflect the campaign concept.</td>
</tr>
<tr>
<td>12.</td>
<td>Media plan is appropriate for the identified target audience(s)</td>
</tr>
<tr>
<td>13.</td>
<td>An appropriate, realistic evaluation plan is employed in the campaign plan</td>
</tr>
<tr>
<td>14.</td>
<td>Campaign plan is well written, concise, accurate and grammatically correct.</td>
</tr>
<tr>
<td>15.</td>
<td>Campaign plan is well organized/presented (logical, professional and stylistically consistent)</td>
</tr>
<tr>
<td>16.</td>
<td>Campaign plan demonstrates an application of knowledge from across disciplines</td>
</tr>
<tr>
<td>17.</td>
<td>Campaign plan demonstrates creativity (not the creative deliverables designed for the campaign, but the book itself)</td>
</tr>
<tr>
<td>18.</td>
<td>Campaign plan demonstrates appropriate use of visualgraphics/design</td>
</tr>
</tbody>
</table>
**Qualitative Information**
Please provide written comments/suggestions about (a) any especially strong areas of the project and (b) how the project/course can be improved.

**Notable Positives**

**Room for improvement (project and/or course)**

**Use of Results for Program Improvement**
Results will be shared with faculty and decisions made as to how to address academic/competency deficiencies in the coming year.
REED COLLEGE OF MEDIA
Spring 2015 JRL 459 Capstone Assessment Evaluations
FINAL REPORT—JUNE 30, 2015

What is being Evaluated: JRL 459 Multimedia News Service (Converged JRL Capstone for)

Background:
In this class, print, visual and television journalism students work in teams to produce multimedia packages. Their projects can be a mix of text, photos and video, or the piece can also include text, interactive graphics, and audio slideshows. These randomly selected packages are what you will evaluate as part of our assessment team.

EVALUATORS
1) EMILY CORIO, Teaching Associate Professor, WVU TVJ Emphasis (Jrl)
2) JACKIE CAIN, Anchor/Reporter, WTAE-TV-Pittsburgh, PA, Market #23
3) TYLER HAWN, Producer/Reporter, WCAV-TV-Charlottesville, Virginia, Market #180
4) TIET TRAN, Assignment Desk Editor/Assistant, PBS Newshour-Arlington, VA
5) LESLIE RUBIN, Reporter, WCHS-TV-Charleston, WV, Market #66
6) STEVE BUTERA, Anchor/Reporter, WLEX-TV-Lexington, KY, Market #63

Stories to be Evaluated:

Story 1:
http://mountaineernewsservice.com/positive-spin-bicycles/

Story 2:
http://mountaineernewsservice.com/will-morgantown-ever-hail-second-cab-company/

Story 3:
http://mountaineernewsservice.com/wvu-international-house-staple-may-soon-forgotten/

Story 4:
http://mountaineernewsservice.com/veterans-fight-better-life-west-virginia-university/

Story 5:
http://mountaineernewsservice.com/expansion-hip-hop-morgantown/
### Converged Multimedia Capstone: JRL 459 Assessment Results *(Quantitative)*

#### Spring 2015

**Average Score Based on the Following Likert Scale:**

1: *Strongly Disagree*    
2: *Disagree*    
3: *Neutral*    
4: *Agree*    
5: *Strongly Agree*    
NA: *Not Applicable*

<table>
<thead>
<tr>
<th>Evaluation Items</th>
<th>Average Score</th>
</tr>
</thead>
</table>
| 1. Story is well researched and reported thoroughly with the correct official/expert, statistics, includes both sides, and/or provides a different angle or perspective. | Spring 2010: 2.43  
Fall 2011: 3.00  
Spring 2014: 3.75  
**Spring 2015: 4.03** | |
| 2. Demonstrates an understanding of how to critically evaluate individual and team work and use hyperlinks in producing a multimedia project. | Spring 2010: 2.87  
Fall 2011: 3.16  
Spring 2014: 3.35  
**Spring 2015: 3.36** | |
| 3. Demonstrates technical proficiency when selecting, reporting and producing broadcast, print, web and multimedia stories. | Spring 2010: 3.18  
Fall 2011: 3.20  
Spring 2014: 3.55  
**Spring 2015: 4.10** | |
| 4. Multimedia project is newsworthy, relevant and visually interesting to the audience. | Spring 2010: 3.37  
Fall 2011: 3.20  
Spring 2014: 3.75  
**Spring 2015: 3.96** | |
| 5. Demonstrates a basic understanding of using video and still camera equipment. | Spring 2010: 3.87  
Fall 2011: 3.41  
Spring 2014: 3.55  
**Spring 2015: 4.16** | |
| 6. Demonstrates the ability to select the correct medium (video, text, photos, graphics) to correspond with the story selection. | Spring 2010: 3.68  
Fall 2011: 3.28  
Spring 2014: 3.55  
**Spring 2015: 3.93** | |
| 7. When appropriate, the story includes multiple viewpoints, and diverse perspectives, including those of women and minorities. (Race, gender, age, demographic and socio-economic class, background.) | Spring 2010: 1.68  
Fall 2011: 2.85  
Spring 2014: 3.41  
**Spring 2015: 3.86** | |
| 8. Demonstrates the ability to tell an effective story through images, text and graphics. | Spring 2010: 3.12  
Fall 2011: 3.24  
Spring 2014: 3.65  
**Spring 2015: 3.93** | |
| 9. MM Project is technically proficient, easy to navigate, and includes different information across multiple platforms. | Spring 2010: 3.37  
Fall 2011: 3.24  
Spring 2014: 3.90  
**Spring 2015: 4.43** | |
OVERALL AVERAGE SCORE WAS: 3.97

*This is the highest overall score the capstone course has received since the original Assessment in Spring 2010

Strengths: The highest ratings (4.0 or higher) were earned in FOUR areas.
1) MM Project is technically proficient, easy to navigate, and includes different information across multiple platforms. 4.43
2) Demonstrates a basic understanding of using video and still camera equipment. 4.16
3) Demonstrates technical proficiency when selecting, reporting and producing broadcast, print, web and multimedia stories. 4.10
4) Story is well researched and reported thoroughly with the correct official/expert, statistics, includes both sides, and/or provides a different angle or perspective. 4.03

Weaknesses: The lowest ratings (3.86 or lower) were earned in TWO areas.
1) Demonstrates an understanding of how to critically evaluate individual and team work and use hyperlinks in producing a multimedia project. 3.36
2) When appropriate, the story includes multiple viewpoints, and diverse perspectives, including those of women and minorities. (Race, gender, age, demographic and socio-economic class, background.) 3.86

Response to Findings:
Across the board, scores were higher in ALL categories in EVERY single assessment conducted since Spring 2010.
**STCM CAPSTONE ASSESSMENT SUMMARY**  
Spring 2015

Strategic Communications Major Competencies Project Assessment Tool (Quantitative)  
[To be completed by STCM Capstone review members] **(Conducted May 15, 2015)**

**Semester/Year**  Spring / 2015  
**Campaign Title**  N/A  
**Students’ Names**

**Reviewers:**
- Tara Curtis, Communications Manager, WVU School of Nursing (previously communications director for the WVU Alumni Association)
- Jordan Pack, Media Coordinator, Blaine Turner Advertising
- Cassie Thomas, Communications Manager, WVU Extension Service
- Brett White, Communications & Social Media Manager, United Way
- Diana Martinelli, Associate Dean, Widmeyer Professor

Using the scale from 1 to 5, with 1 representing Strongly Disagree and 5 representing Strongly Agree, please circle the number that best represents your response to the following statements regarding the students’ capstone campaign project.

* 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree, NA: Not applicable

<table>
<thead>
<tr>
<th>Evaluation Items</th>
<th>Please circle one</th>
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<tbody>
<tr>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>1. Research (secondary and/or primary) is appropriate</td>
<td>1</td>
</tr>
<tr>
<td>2. Research is presented well visually/graphically</td>
<td></td>
</tr>
<tr>
<td>3. Campaign plan includes an appropriate SWOT analysis or Problems &amp; Opportunities</td>
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<td></td>
</tr>
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<td>9. Strategies and tactics are appropriate and realistic</td>
<td></td>
</tr>
</tbody>
</table>
10. Campaign plan is realistic (i.e., recommends appropriate timeline, budget, media, deliverables) 3.75

11. Creative materials are appropriate for the identified target audience(s) and reflect the campaign concept. 3.99

12. Media plan is appropriate for the identified target audience(s) 3.09

13. An appropriate, realistic evaluation plan is employed in the campaign plan 3.46

14. Campaign plan is well written, concise, accurate and grammatically correct. 3.18

15. Campaign plan is well organized/presented (logical, professional and stylistically consistent) 3.58

16. Campaign plan demonstrates an application of knowledge from across disciplines 3.55

17. Campaign plan demonstrates creativity (not the creative deliverables designed for the campaign, but the book itself) 3.47

18. Campaign plan demonstrates appropriate use of visual/graphics/design 3.46

Total = 3.61

Qualitative Information
Please provide written comments/suggestions about (a) any especially strong areas of the project and (b) how the project/course can be improved.

Notable Positives
- Good primary and secondary research and presentation of the results.
- Good graphics and creative appearance in book and in on-line/social media.
- Good media placement.
- Good goals and clear messaging.
- The entire campaign did a great job integrating strategic communications, media planning, advocacy, event planning, research/analysis, and implementing the research.

Room for improvement (project and/or course)
- Grammar, spelling, typos, and tense/person agreement conflicts in the text – need to proofread.
- Objectives were really tactics in some campaign plans.
- Some plan books were hard to follow because of the “busy” design and layout.
- The target audience was not always well defined, and the social media strategy was sometimes disconnected from the intended audience.

Curricular recommendations:
Develop a standard campaign outline that’s consistent across student sections to avoid wide variance across sections in the final product. Reviewers had a difficult time assessing consistently the different types of plans, and some students complained in the exit survey about not having the same type of capstone portfolio material as others. Faculty can still tailor plans to their specific
clients/campaigns, but a consistent basic plan outline and consistency in experiential learning should be implemented.

Writing/proofreading needs to be emphasized. (Teams need to work in time for polishing their final written work—not just their presentations to clients.) Good design basics should be emphasized—perhaps a tip sheet and examples of clean, readable design provided.
ETHICS

1. True or false: Ethical problems typically have only one right answer.
   A. TRUE  B. FALSE

Learning objective(s):
... In an ethical dilemma, all alternatives may trouble one’s conscience to some degree.

Teaching point(s):
An ethical dilemma usually starts with a troubling conflict among duties and/or loyalties. It’s unrealistic to assume there will be a “correct” answer that magically eliminates the conflict (and leaves you untroubled). Still, it’s important to try to reason your way to the best alternative.

2. Communicators are expected to maintain high standards of professional behavior. High standards are promoted through…
   A. government licensing of professions
   B. industry codes of ethics
   C. a fee structure for ethical violations
   D. judicial injunctions
   E. publication of an ethical infractions list

3. Which individual proposed that ethical behavior be based on a golden mean, a midpoint between two extremes?
   A. Plato
   B. Aristotle
   C. Alexander the Great
   D. Niccolo Machiavelli
   E. Henry David Thoreau

4. Kant’s categorical imperative is an ethical guideline that…
   A. separates issues into categories of importance
   B. makes ethical choices according to the situation
   C. believes in principles that hold true in all situations
   D. seeks always to minimize harm
   E. employs personal guilt to guide decision-making

5. Copyright has both ethical and legal dimensions. Copyrighted material can be used without permission for limited purposes under the ...
   A. duopoly rule
   B. fair-use doctrine
   C. public-interest rule
   D. Sunshine Act
   E. appropriation doctrine
6. In its most basic form, utilitarianism is securing the greatest good for the greatest number. It is also an ethical paradigm that can overarch all sectors of the mass media. What is one shortcoming of utilitarianism?

A. None. It is a sound principle for every ethical dilemma.
B. Utilitarianism has to be used in conjunction with another ethical paradigm.
C. **When using utilitarianism, the rights of the minority may not be considered.**
D. Utilitarianism is not a sound business strategy.
E. B & D

**LAW**

7. Today, because we want to know what our government is doing, the American public has broad access to the records of federal agencies through the…

A. Open Access Act
B. **Freedom of Information Act**
C. Public Right-to-Know Act
D. Citizen Gateway Act
E. Government Oversight Act

8. The Federal Trade Commission considers deception in advertising to occur when an ad is likely to mislead ____________ consumer with a material statement or omission.

A. a reasonable
B. an unreasonable
C. a well-informed
D. a gullible
E. a naïve

9. The five freedoms cited in the First Amendment include all but which of the following?

A. freedom of speech and press
B. freedom of religion
C. right to peacefully assemble
D. **right to bear arms**
E. right to petition government with grievances

10. Under the First Amendment, a person’s right of free expression includes…

A. producing false advertising
B. distributing obscenity
C. **burning the U.S. flag in a public protest**
D. falsely shouting “Fire!” in a crowded theater
E. all of the above

11. True or false: It is legal for news organizations to require journalists to periodically destroy notes on past stories so that, if a lawsuit is filed over any such story, the notes cannot be handed over to the plaintiff.

A. **TRUE** B. **FALSE**
Learning objective(s):
… knowledge of libel law.

Teaching point(s):
When a news organization is sued, reporters’ notes must be produced if they exist. Those notes can be helpful to the defense if they reflect professionalism and good practice. They can be harmful if the plaintiffs find evidence of carelessness or malice. Reporters should take notes with care in case they become evidence in a lawsuit. Also, reporters should learn their publication’s policies regarding destruction of notes.

12. True or false: If a news organization is sued over a story, the first thing the journalist should do is examine her notes and get rid of anything that might help the plaintiff.

A. TRUE B. FALSE

Learning objective(s):
… knowledge of libel law.

Teaching point(s):
Once a lawsuit is filed regarding a story, it is illegal to tamper with or destroy any evidence, including note.

13. “Congress shall make no law … abridging the freedom of speech, or of the press” is written where?

A. The Declaration of Independence
B. The Preamble to the Constitution
C. The Constitution’s First Amendment
D. The Magna Carta
E. The Emancipation Proclamation

Learning objective(s):
… knowledge of the First Amendment.

Teaching point(s):
The First Amendment, with its guarantees of free speech and a free press, is the bedrock upon which much of the media law is built.

14. A person who posts a false statement on a website is immune from liability for libel.

A. TRUE B. FALSE

15. If you create a song, story or slogan, at what point is it protected by copyright law?

A. the moment you think of it
B. the moment you write it down
C. the moment you register it with the federal Copyright Office
D. the moment you place a copyright notice on it (such as “Copyright 2006 West Virginia University”)
E. None of the above
Learning objective(s):
… knowledge of copyright law.
Teaching point(s):
Any work eligible for copyright (such as a song, a book or a slogan) is automatically protected as soon as it is written down or otherwise recorded. (Registering the copyright is still a very good idea.)

16. In regulating deceptive advertising, the Federal Trade Commission can do all of the following except:

A. Require the advertiser to provide backing for any claims made in an ad
B. Issue general rules telling advertisers what the commission will, and won’t, allow
C. **Revoke the advertising licenses of businesses that fail to comply with the law**
D. Seek court injunctions to stop advertising that might harm consumers
E. The FTC has power to do all of the above.

Learning objective(s):
… knowledge of advertising law.
Teaching point(s):
The FTC is the chief regulator of advertising. It has a number of options to make sure advertising is fair and truthful. However, it can’t revoke an advertising license because there is no such license. Americans do not need a license to truthfully advertise legal products and services.

**HISTORY**
17. True or false: In the United States today, the majority of media outlets are owned by a few giant multinational companies.

A. **TRUE**  B. **FALSE**

18. In a democracy, the news media serve as the eyes and ears of the public in monitoring those who hold power. This role is widely referred to as the ________ function.

A. marketplace of ideas
B. libertarian
C. objectivity
D. balance of interest
E. **watchdog**

19. The term "yellow journalism" is thought to have originated from a cartoon called "The Yellow Kid." The practice of yellow journalism is typically considered to involve…

A. printing newspapers on low quality paper that yellowed quickly
B. **sensationalism, distorted stories, and misleading images to boost circulation**
C. the incorporation of severe political bias in reporting
D. the practice of objectivity in reporting controversial issues
E. the practice of using newspapers to line bird cages
20. “The Golden Age of Radio” was:

   A. 1890 to 1910
   B. 1910 to the late 1920s
   C. the late 1920s to the 1940s  
   D. the 1950s and 1960s
   E. 1970s to the 1990s

21. These two journalists investigated the Watergate break-in, and found that it had been directed by the White House:

   A. Hearst and Pulitzer
   B. Huntley and Brinkley
   C. Rather and Cronkite
   D. Woodward and Bernstein
   E. Murrow and Murdoch

22. The Internet started as:

   A. a way to link research sites
   B. a way to link home computers
   C. a way to reliably link missile bases that would withstand a nuclear attack
   D. a way to spur sales of Microsoft’s operating system
   E. a way for the government to practice surveillance

23. Public radio and public television are supported by all of the following except:

   A. advertising
   B. donations
   C. corporate sponsorships
   D. government funds
   E. They are supported by all of the above.

24. While other newspapers relied heavily on subscriptions and daily sales, a new business model in the 1800s depended on advertising sales to subsidize publication costs. This type of newspaper was generally known as

   A. the advertiser
   B. the free paper
   C. the penny press
   D. the gossip rag
   E. the quick read
25. The Associated Press developed groups of reporters who would dispatch their material to a central office where the material would then be made available to all the newspapers in the area. The technological development that made this possible was

A. the telephone  
B. the television  
C. the telegraph  
D. the Internet  
E. the microwave

26. The technological milestone credited with first launching “mass” communication is the...

A. invention of the alphabet  
B. invention of the printing press  
C. invention of the telephone  
D. discovery of electromagnetic waves  
E. development of the Internet

27. The best way to describe “the Internet” and “the Web” is …

A. they are interchangeable terms  
B. they are competing computer networks  
C. the Internet is the older version of the Web  
D. the Internet is international; the Web is U.S.-based  
E. Web content is accessed via the Internet

DIVERSITY
28. Minority ownership is a factor in the licensing process for which media industry?

A. broadcasting  
B. advertising  
C. cinema  
D. journalism  
E. public relations

29. When you ask people for their gender, race or age, you are asking for …

A. biographics  
B. psychographics  
C. pseudographics  
D. demographics  
E. geographics
30. American television shows are popular in other nations. Critics say the exporting of U.S. media harms the self-identify of other nations, referring to this by the common term of:

A. cultural diversity  
B. situational domination  
C. societal imbalance  
D. cultural imperialism  
E. cultural creep

31. Perhaps more than in any other profession, communications professionals need to understand and appreciate the importance of diversity in our society. This is true because:

A. communications professionals must structure information that will be understood through a wide range of cultural filters.  
B. communications professionals need to appreciate the backgrounds of all people with whom they try to communicate.  
C. communications professionals must appeal to exceptionally diverse audiences, often without knowledge of who is actually listening, watching or reading.  
D. communications professionals serve to educate their audiences, and their work serves as an important part of cultural and ethnic understanding.  
E. all of the above

THEORY
32. The “rule of thirds” suggests that the focus of visual composition should be:

A. centered in the frame  
B. in the upper third of the frame  
C. in the lower third of the frame  
D. in the right hand third of the frame  
E. a third up or down, and a third left or right

33. In terms of readability, which typeface style is considered best for use in body copy on electronic displays such as television monitors and computer screens?

A. ornamental  
B. sans serif  
C. serif  
D. old style  
E. script

34. The communication process is most simply described as sender-message-receiver, with the message sent to the receiver through a:

A. network  
B. system  
C. link  
D. channel  
E. feedback loop
35. The social responsibility theory holds that media should serve the public good, seek to report the truth, and have high standards of professionalism. The editor or producer who filters content for public distribution is called ...

A. the alpha
B. a syndicator
C. a hegemonist
D. **a gatekeeper**
E. the mogul