Self-Study Report
for
Accreditation in Journalism and Mass Communications
Undergraduate site visit during 2014-2015

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

Name of Institution: Kent State University
Name of Journalism/Mass Communications Unit: School of Journalism and Mass Communication
Address: 201 Franklin Hall
          PO Box 5190
          Kent OH 44242-0001
Date of Scheduled Accrediting Visit: January 20-23, 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: Thor Wasbotten
Title: Director and Professor
Signature: ____________________________________________

Administrator to whom journalism/mass communications administrator reports:
Name: AnnMarie LeBlanc
Title: Interim Dean, College of Communication and Information
Signature: ____________________________________________
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PART I: GENERAL INFORMATION

This general information section will be included in its entirety in the site team’s report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 13 – 21) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

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

Name of Institution: Kent State University

Name of Unit: School of Journalism and Mass Communication

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
_X_ 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:

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

___ Private
_X_ 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.

Kent State University was established in 1910 by statutory act and is maintained by the state of Ohio. It is under the jurisdiction of a board of nine voting trustees and two nonvoting student trustees appointed by the governor, subject to the advice and consent of the Ohio Senate. The university is supported financially through state legislative appropriations, student fees and gifts.
Part I General Information
School of Journalism and Mass Communication – Kent State University

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: October 2008

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1965

6. Below is the unit’s undergraduate mission statement. Statements should give date of adoption and/or last revision.

   **School of Journalism and Mass Communication Vision and Mission Statement**

   **Vision**
   The School of Journalism and Mass Communication (JMC) at Kent State University will be the most relevant, student-centered, and ethically driven accredited program in the country.

   **Mission statement**
   We provide a relevant academic experience that balances both conceptual and practical courses, professional opportunities and multiple internships, all of which are grounded in a foundation of ethics in a diverse and global society.

   **What we do**
   JMC educates storytellers and those who will manage businesses or organizations that have storytelling or content as a primary function. This storytelling takes place in journalistic, informative, entertainment, and persuasive environments and encompasses multimedia and multi-platform delivery. We prepare students for careers in today’s marketplace with knowledge and broad-based skills that will allow them not only to succeed but also to innovate, manage, and lead. We also prepare them for productive lives as active citizens in a world increasingly connected by communication and commerce.

   **How we do it**
   Everything we do at JMC is based on our values and core competencies. Students in our program will develop the following:
   • Effective communication skills, grounded in strong writing. These skills today include broad-based multimedia communication skills.
   • Critical and analytical thinking that allows for ethical and creative approaches to storytelling, problem solving, and innovation. Our curriculum and co-curricular experiences emphasize flexibility and adaptability. Such thinking should lead to an entrepreneurial mindset when facing challenges and opportunities.
   • An understanding of audiences/participants in communication and of the communications platforms through which these audiences/participants communicate. From day one, our students begin developing their personal brands – the experiences and attributes that set them apart.
   • Knowledge and expertise in subject matter through a liberal education. Graduation requirements permit deep immersion into subjects housed in other schools and
departments, allowing for minors and double majors, among other ways to build subject expertise.

- An understanding of the principles and laws of freedom of speech and press of the United States, as well as an understanding of the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and assemble and to petition for redress of grievances.
- An understanding of the history and role of professionals and institutions in shaping communication.
- An understanding of professional ethical principles and how to work ethically in pursuit of truth, accuracy, fairness, and diversity.
- The ability to conduct research, apply basic statistical concepts, and evaluate information by methods appropriate to the communications professions in which they work.
- The ability to find, interpret and use data effectively for storytelling, reporting and other communication purposes.
- An understanding of culture, gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications in a global society.
- The skills to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

Our aspirations

- Be recognized as an innovative national leader in professional media education, not only for undergraduates, but also for 1) scholastic journalists and their teachers, 2) graduate students, and 3) working professionals.
- Build the School’s applied scholarly, creative, and journalistic output by faculty and students in support of the School’s mission, its reputation and its financial resources.
- Remain progressive in adapting the education we offer to new market realities.

(approved as part of the Strategic Plan, August 19, 2013)

7. What are the type and length of terms?

Semesters of 15 weeks
Quarters of ____ weeks
Summer sessions of two five-week and one eight-week
Intersessions of 3 weeks

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

   _X_ Four-year program leading to Bachelor’s degree
   N/A Graduate work leading to Master’s degree (Not included in Accreditation)
   NA_ Graduate work leading to Ph.D. degree

9. List the specific undergraduate and professional master’s degrees being reviewed by ACEJMC.

   *Indicate online degrees.  Bachelor of Science degree
10. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.

The minimum is 120 semester hours, with some majors requiring more hours.

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

For the last 10 years, all students in JMC have been required to complete 300 hours of work in an Internship experience/course, for which they receive one semester credit-hour.

Students were permitted to repeat the Internship experience/course for one additional credit-hour, but this additional credit-hour did not count toward their degree. The reason students receive only one credit is that most students do their Internships during the summer, and paying for more credit-hours is often a financial burden for them.

Beginning in the fall of 2014, one credit-hour of Internship will equal 150 hours of work. Students who major in Journalism, Digital Media Production and Public Relations will be required to complete one credit-hour of Internship for 150 hours of work but be allowed to take up to five additional hours of Internship. Some of these additional credit-hours may count in a student's JMC electives, depending on how many JMC elective hours each major requires and how each student chooses to fill these JMC elective hours.

Advertising students will be required to complete two credit-hours of Internship for 300 hours of work. They also may complete up to four more credit-hours of Internship, but these credit-hours will not count toward their degree.

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>Faculty in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>Evan Bailey - spring 2015</td>
</tr>
<tr>
<td>Digital Media Production (Television and Digital Film</td>
<td>David Smeltzer</td>
</tr>
<tr>
<td>Production)</td>
<td></td>
</tr>
<tr>
<td>Journalism (Broadcast, Magazine, Multimedia News and</td>
<td>Jan Leach - fall 2014</td>
</tr>
<tr>
<td>Photojournalism)</td>
<td>Jacquie Marino - spring 2015</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Michele Ewing</td>
</tr>
</tbody>
</table>

Note: From 2009 – 2012, the following were the Sequences or Specialties

Advertising
Electronic Media (Management, Production, Sports Production)
Journalism (Broadcast, Magazine, Newspaper)
Public Relations
Visual Journalism (Photojournalism and Information Design)
13. **Number of full-time students enrolled in the institution:**
   As of fall 2014 – 41,213

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):**  As of fall 2014

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Undergraduate majors</th>
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<tbody>
<tr>
<td>Advertising</td>
<td>111</td>
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<tr>
<td>Digital Media Production</td>
<td>227</td>
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<tr>
<td>(Digital Film, Television)</td>
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<tr>
<td>(Electronic Media before fall 2014)</td>
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<tr>
<td>Journalism</td>
<td>418</td>
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<tr>
<td>(Broadcast, Magazine, Multimedia News and Photojournalism)</td>
<td></td>
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<tr>
<td>Public Relations</td>
<td>170</td>
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<tr>
<td>Information Design</td>
<td>12</td>
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<tr>
<td>and Visual Journalism</td>
<td></td>
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<tr>
<td>(no longer in effect fall 2013)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>938</td>
</tr>
</tbody>
</table>

15. **Number of graduate students enrolled:**  **NA**

16. **Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online courses.**

<table>
<thead>
<tr>
<th>Skills Courses Fall 2014</th>
<th>Online Skills Courses Fall 2014</th>
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<td>Course</td>
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### Part I General Information
School of Journalism and Mass Communication – Kent State University

<table>
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<tr>
<th>Skills Courses Fall 2014</th>
<th>Online Skills Courses Fall 2014</th>
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<tbody>
<tr>
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<td>9</td>
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<td>003</td>
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<td>Skills Courses Fall 2014</td>
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</tr>
<tr>
<td>40095 006 6</td>
<td>Big Data</td>
</tr>
<tr>
<td>42008 001 12</td>
<td>Advanced Photojournalism</td>
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<tr>
<td>44050 001 9</td>
<td>Post Production Sound</td>
</tr>
<tr>
<td>46003 001 20</td>
<td>Production Television News</td>
</tr>
<tr>
<td>46009 001 18</td>
<td>Reporting Public Affairs</td>
</tr>
<tr>
<td>002 18</td>
<td></td>
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<tr>
<td>46018 001 17</td>
<td>Feature Writing</td>
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<tr>
<td>46020 001 15</td>
<td>Magazine Design</td>
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<tr>
<td>46054 001 14</td>
<td>Broadcast Documentary</td>
</tr>
<tr>
<td>46057 001 14</td>
<td>Motion Graphics for Video Editing</td>
</tr>
<tr>
<td>48001 001 18</td>
<td>Media Relations &amp; Publicity</td>
</tr>
<tr>
<td>48002 001 17</td>
<td>Public Relations Tactics</td>
</tr>
<tr>
<td>002 15</td>
<td></td>
</tr>
<tr>
<td>48003 001 13</td>
<td>Public Relations Online</td>
</tr>
<tr>
<td>48006 001 19</td>
<td>Public Relations Publications</td>
</tr>
<tr>
<td>002 16</td>
<td></td>
</tr>
</tbody>
</table>

Enrollment for 2015 skills courses will be provided at the visit January, 2015. Registration for spring 2015 courses begins October 2014.

17. Total expenditures planned by the unit for the 2014 – 2015 academic year:
$4,908,018 is allocated for operations and salaries. This does not include benefits.

Percentage increase or decrease in three years:
1% increase over the three-year period for total expenditures.

Amount expected to be spent this year on full-time faculty salaries:
$2,015,113 has been allocated for full-time faculty salaries for 2014-2015 fiscal year. This does not include benefits.

18. 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.

Please note: The full-time faculty are listed first, but we are choosing to include images of all members of our JMC full-time faculty and staff to introduce you to the team that makes all that we do for our students possible.
2014-2015
School of Journalism and Mass Communication Faculty

Luke Armour
Assistant Professor
Public Relations
Flash Communications

Evan Bailey
Assistant Professor
Advertising Coordinator

Greg Blase
Assistant Professor
Undergraduate Program Coordinator

Candace Perkins Bowen
Assistant Professor
Director, CSJ

Beth Butler
Assistant Professor
Regional Campuses

Fran Collins
Associate Professor
Advertising

Danielle Sarver Coombs, Ph.D.
Associate Director
Associate Professor

Michele Ewing
Associate Professor
Public Relations Coordinator

David Foster
Assistant Professor
Photojournalism

Jeff Fruit
Professor
Interim Director, SLIS

Mark Goodman
Professor
Knight Chair in Scholastic Journalism

Gary Hanson
Professor
Journalism

Karl Idsvoog
Associate Professor
Journalism

Cheryl Kushner
Assistant Professor
Journalism

David LaBelle
Lecturer
Photojournalism

Jan Leach
Associate Professor
Journalism Coordinator

Jacquie Marino
Associate Professor
Journalism

Mitch McKenney
Associate Professor
Regional Campuses Adviser, Kent Stater

Stefanie Moore
Associate Professor
Public Relations

Joe Murray, Ph.D.
Associate Professor
Digital Media Production Grad Coordinator
School of Journalism and Mass Communication Staff

Samantha Antoine
Academic Advisor

Tracy Baughman
Senior Media Specialist

Bob Baumann
IT Systems Specialist

John Butte
Practitioner in Residence Coordinator for Career Services

Darlene Contrucci
Administrative Assistant

Jessica Cordier
Administrative Clerk

Susan Haren
Clerical Specialist

Beth Lattimer
Secretary

Samantha Lingenfelter
Administrative Clerk

Shantae Rollins
Coordinator for Outreach and Marketing

Dan LeBeau
Media Specialist

Stacy Stevenson
Academic Program Officer

Marianne Warzinski
Academic Program Officer

Amy Wilkens
Senior Academic Advisor

Aimee Swartzlander
Academic Advisor

Office of Student Media

Katie Barnes
Media Specialist

Tami Bongiorni
Advertising Manager

Norma Young
Budget Manager
19. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014.

<table>
<thead>
<tr>
<th>Spring 2014</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Barnes</td>
<td>Tracy Baughman</td>
</tr>
<tr>
<td>Tracy Baughman</td>
<td>Pete Beatty</td>
</tr>
<tr>
<td>Bonnie Bolden</td>
<td>Bonnie Bolden</td>
</tr>
<tr>
<td>Tami Bongiorni</td>
<td>John Bowen</td>
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<td>John Bowen</td>
<td>John Butte</td>
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<td>John Butte</td>
<td>Michael Chritleton</td>
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<td>Roseann Canfora</td>
<td>Mark Dawidziak</td>
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<td>Mark Dawidziak</td>
<td>A Brian Dengler</td>
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<td>Rachel Dissell</td>
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<td>John Kerezy</td>
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<td>Tim Harrison</td>
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<td>Gary Harwood</td>
<td>Stephanie Lawrence</td>
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<td>John Kerezy</td>
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<td>Phil Long</td>
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<td>Robert Makar</td>
<td>Ron Russo</td>
</tr>
<tr>
<td>Eric Mansfield</td>
<td>Steve Savanyu</td>
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<td>Duilio Mariola</td>
<td>Sarah Szweda</td>
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<tr>
<td>Collin McEwen</td>
<td>Phil Trexler</td>
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<td>Gary Mote</td>
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<td>Michael Olszewski</td>
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<td>Kathy Worcester</td>
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<td>Johnathan Peltz</td>
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<td>R Shane Roach</td>
<td>Sue Zimmerman</td>
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<td>Ron Russo</td>
<td>Carl Schierhorn</td>
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<td>Sarah Szweda</td>
<td>Josh Talbott</td>
</tr>
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<td>Phil Trexler</td>
<td>Mark Turner</td>
</tr>
<tr>
<td>Craig Webb</td>
<td>Traci West</td>
</tr>
<tr>
<td>Sue Zimmerman</td>
<td></td>
</tr>
</tbody>
</table>
20. 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.

In the School of Journalism and Mass Communication, the professional Advising office tracks student progress and makes sure students are in compliance with the 72-hour rule. The advising office also works with sequences within the School to make sure any curricular change(s) will allow students to move forward in our program appropriately.

During the required advising appointment the assigned academic adviser reviews current semester concerns, opportunities for students outside of the classroom and their progress towards degree. The tool used and provided to both the student and adviser is the Graduation Planning System (GPS), which is available in FlashLine (Prior to 2010, the auditing system used was KAPS, a DARwin Interactive Audit software system.). The GPS audit includes all requirements for earning a degree in the student’s declared major. It also includes a student’s individualized plan of study, which is created in consultation between the student and his/her adviser and outlines, semester by semester, what the student must complete to graduate. As part of those requirements, GPS is programmed to keep track of how many classes a student has taken that apply to either the 80/65 accreditation standard or the 72-hour standard, depending on the student’s catalog year. This, along with all graduation requirements, is reviewed with the student during each advising appointment.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014 academic year</td>
<td>142</td>
<td>142</td>
<td>100</td>
</tr>
<tr>
<td>2012-2013 academic year</td>
<td>174</td>
<td>174</td>
<td>100</td>
</tr>
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</table>
Supplementary Information
PART II: SUPPLEMENTARY INFORMATION

1. Complete and attach here in the main body of the self-study report the following tables:
   Table 1, “Students”
   Table 2, “Full-time Faculty”
   Table 3, “Part-time Faculty”
Table 1. Students

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

Give the number of students by class (year in school) in each of these programs at the end of the 2013 – 2014 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes. Please also list any such subdivisions in your graduate programs. Add or delete lines as needed.

Show the number of undergraduate and graduate degrees conferred during academic year 2013 – 2014. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

<table>
<thead>
<tr>
<th>Undergrad./Graduate programs of study</th>
<th>Number of Students</th>
<th>Degrees Conferred 2013-14</th>
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</thead>
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<tr>
<td></td>
<td>frsh</td>
<td>soph</td>
</tr>
<tr>
<td>Pre-majors, if any*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1. Advertising</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>2. Electronic Media Mgmt.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Electronic Media Prod.</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>4. Electronic Media Sports Prod.</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>5. Journalism (Broadcast News)</td>
<td>52</td>
<td>34</td>
</tr>
<tr>
<td>6. Journalism (Magazine)</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>7. Journalism (Multimedia News)</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>8. Public Relations</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>9. Visual Journalism (Photo)</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>10. Visual Journalism (Info Design)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total students</td>
<td>199</td>
<td>195</td>
</tr>
</tbody>
</table>

* Students who have declared their intention but have not completed the requirements for admission to the major.
Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester *immediately preceding* the accreditation visit. Add or delete lines as needed. 

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

<table>
<thead>
<tr>
<th>Semester: Fall, 2014</th>
<th>years full-time professional experience</th>
<th>years full-time college teaching</th>
<th>years on this faculty</th>
<th>years at present rank</th>
<th>highest earned degree</th>
<th>tenured (y/n)</th>
<th>credit hours taught per semester</th>
<th>% of time tchg. rsch. svc.</th>
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<td><strong>Unit Administrators</strong></td>
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<td>Thor Wasbotten, Director</td>
<td>13</td>
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<td>2</td>
<td>2</td>
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<td>Y</td>
<td>NA</td>
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<td>Danielle Sarver Coombs</td>
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<td>Y</td>
<td>5</td>
<td>40 60</td>
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<td><strong>Professors</strong></td>
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<td>Gary Hanson</td>
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<td>Y</td>
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<tr>
<td>Ann Schierhorn</td>
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<td>9</td>
<td>75 15 10</td>
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<td>6</td>
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<td>22</td>
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<td>25 15 60</td>
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<td>Jacque Marino</td>
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<td>Name</td>
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<td>years full-time college teaching</td>
<td>years on this faculty</td>
<td>years at present rank</td>
<td>highest earned degree</td>
<td>tenured (y/n)</td>
<td>credit hours taught per semester</td>
<td>% of time tchg.</td>
</tr>
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<td>Y</td>
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**Assistant Professors**

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<th>Name</th>
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<th>years full-time college teaching</th>
<th>years on this faculty</th>
<th>years at present rank</th>
<th>highest earned degree</th>
<th>tenured (y/n)</th>
<th>credit hours taught per semester</th>
<th>% of time tchg.</th>
<th>% of time rsch.</th>
<th>% of time Svc</th>
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<td>Evan Bailey NTT</td>
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<td>60</td>
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<td>Beth Butler NTT (Regional)</td>
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<td>NA</td>
<td>12</td>
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<tr>
<td>Dave Foster NTT</td>
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<td>New</td>
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<td>New</td>
<td>MA</td>
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<td>Sue Zake</td>
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**Instructors/Lecturers**

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<th>years full-time college teaching</th>
<th>years on this faculty</th>
<th>years at present rank</th>
<th>highest earned degree</th>
<th>tenured (y/n)</th>
<th>credit hours taught per semester</th>
<th>% of time tchg.</th>
<th>% of time rsch.</th>
<th>% of time Svc</th>
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<td>BS</td>
<td>NA</td>
<td>12</td>
<td>80</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Tim Roberts NTT</td>
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<td>4</td>
<td>MA</td>
<td>NA</td>
<td>10</td>
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<tr>
<td>Wendy Wardell NTT</td>
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<td>2</td>
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<td>12</td>
<td>80</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
### Table 3. Part-Time Faculty

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

#### Semester: Spring, 2014

<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>years full-time professional experience</th>
<th>years teaching experience</th>
<th>highest earned degree</th>
<th>now working full-time as professional (y/n)</th>
<th>working toward degree (y/n)</th>
<th>credit hrs. teaching this semester</th>
<th>teaching responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Rank</td>
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<td></td>
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<tr>
<td>Kathleen Barnes</td>
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<td>BFA</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
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<tr>
<td>Tracy Baughman</td>
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<td>BS</td>
<td>Y</td>
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<tr>
<td>Bonnie Bolden</td>
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<td>Tami Bongioni</td>
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<tr>
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<td>Roseann Canfora</td>
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<td>Mark Dawidziak</td>
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<td>JD</td>
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<td>Y</td>
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<td>David Foster (full-time as of fall 2014)</td>
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<tr>
<td>Name</td>
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<td>Years teaching experience</td>
<td>Highest earned degree</td>
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<td>Working toward degree (Y/N)</td>
<td>Credit hrs. teaching this semester</td>
<td>Teaching responsibilities:</td>
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<td>Scott Galvin</td>
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<tr>
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School of Journalism and Mass Communication – Kent State University

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2. **Describe the history of the unit in no more than 500 words.**

The Department of Journalism and Publicity, offering seven courses, was established at Kent State College in 1932. Five years later, the name of the unit was changed to the Department of Journalism, and a major in Journalism was offered for the first time. The Department became a School in 1940. Majors in newspaper management and photography were transferred to the School of Journalism in 1948. Majors in public relations (1946) and advertising (1967) were added.

Kent State’s academic program in broadcasting traces its roots to 1935 when the first course, Radio Speaking, was offered. In 1940, the Radio Workshop was started and became the foundation for all future broadcasting activities. The first full-time faculty member was hired in 1946, and Radio became one of four divisions in the School of Speech. By 1950, a radio station had been constructed, and Kent went on the air on 88.1 Mhz with 10 watts of power. This station evolved into the present WKSU-FM, an NPR affiliate, and the independent student-run Black Squirrel Radio.

In 1960, the Radio division of the School of Speech moved into the new Music and Speech Building and changed its name to Broadcasting, to reflect the new program in television studies. In 1968, a television-program service was initiated through the University’s new cable system. That became the present student-run TV2. The name of the division was changed to Telecommunications in 1969, and the faculty was expanded to five persons.

After a variety of mergers and academic reconfiguring in the 1980s, the School of Journalism and the Telecommunications Program in the School of Speech (now the School of Communication Studies) were merged in 1988 to form the present School of Journalism and Mass Communication. Despite the merger, the School would remain housed in separate buildings for nearly 20 years.

The School of Journalism was part of the College of Fine and Professional Arts from 1959 until July 2002, when the School became part of a new College of Communication and Information, joining former F&PA colleagues Communication Studies, Library and Information Science, and a new School of Visual Communication Design.

The School experienced rapid growth in undergraduate enrollment between 1997 and 2002, outstripping faculty and facility resources. An enrollment management program was instituted and new faculty and staff resources added, including a new Knight Endowed Chair in Scholastic Journalism in 2007. Following an extensive two-year renovation and expansion project, the School moved into its 80,000-square-foot state-of-the-art facility, Franklin Hall, in August 2007.

Student Media continued to grow with additional niche magazines, as well as websites for all units. Several College-initiated programs in which JMC students are deeply involved -- IdeaBase (formerly The Tannery), a student-run advertising agency formed in 2009, and a study-away program in Florence, started in 2010, enhance students’ co-curricular experience.

In Fall 2014, the School enrolled more than 930 students in undergraduate programs (and almost 200 in graduate programs), preparing them for successful careers in advertising, broadcast and multimedia news, photo and magazine journalism, digital media production, and public relations.
3. **Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.**

The School of Journalism and Mass Communication (JMC) at Kent State University is a nationally accredited school in northeast Ohio. Our academic programs are student-centered, our curriculum is highly relevant, our students are nationally recognized, and our graduates are leading professionals in all aspects of the media and communication industries.

Our Vision is to be the most relevant, student-centered, and ethically driven accredited program in the country.

Our Mission is to provide our students a relevant academic experience that balances both conceptual and practical courses, professional opportunities and multiple internships, all of which are grounded in a foundation of ethics in a diverse and global society. Three primary goals have been developed to support our Mission:

- Build a Strategic Plan to help guide the School.
- Build an Assessment Plan to improve undergraduate curricula, instruction, and learning.
- Increase our diversity, inclusion and globalization efforts for the School.

The School’s Strategic Plan adopted by faculty on August 19, 2013 and described in more detail in the responses to questions in Part II, Standard 1. Mission, Governance and Administration, represents a forward-looking plan consisting of 10 major goals that are specific, measurable, action-oriented, realistic, and time-sensitive. All of the goals are supported by key objectives with expected outcomes, strategies/action initiatives, and metrics/measures, related to research, teaching, community engagement, and outreach activities, and all are appropriately aligned with the goals in the 2013 Academic Affairs Strategic Plan for the University.

Some 12 years ago, JMC joined with three other schools – School of Communication Studies, Library and Information Science, and Visual Communication Design – to form the College of Communication and Information. The collaborative environment created in the College established a unique learning community and began a pioneering effort in integrative research and professional practice. Today, the College continues to build its reputation for collaborative, applied and theoretical research, while providing a first-class education for the next generations of communicators and leaders. It remains one of only a few within the United States that has such a diverse combination of communication, information and visual disciplines under one umbrella.

The College and the School operate in an entrepreneurial (at least by traditional university standards) environment oriented toward change and incorporation of new ideas that fit within larger missions and goals.

Kent State University has a reputation as a well-run public institution, with sound financial management and substantial reserves in both operating funds carried forward and foundation endowments. Kent State’s eight campuses provide more than 300 degree programs to about 42,000 undergraduate and graduate students from throughout Ohio and the nation, and from approximately 100 countries. One of the largest employers in Northeast Ohio, the University employs more than 5,700 full- and part-time faculty and staff.
Both the University and College are under new leadership. Beverly Warren, Ph.D., became the University’s 12th president in July 2014, and AnnMarie LeBlanc was named interim Dean for the College in May 2014.

The University’s move toward a Responsibility Center Management system (which decentralizes control of resources to the College and School levels) should offer enhanced ability to adapt and build increased resources to improve the quality and scope of the School’s teaching, research and service missions.

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

New leadership at the School and the College.
Thor Wasbotten was named director of the School in July 2012, following the decision of the previous director, Jeff Fruit, to return to the School’s faculty. Prior to arriving at Kent State, Wasbotten served as the assistant dean for Student Media and online operations at The Pennsylvania State University, where he also was a senior lecturer of journalism. Since his arrival, Wasbotten has initiated significant changes in many aspects of the School’s programs and curriculum.

In addition, Danielle Sarver Coombs, Ph.D., undergraduate coordinator since Fall 2013, was named Associate Director in May 2014.

In June 2014, Stanley T. Wearden, Ph.D., dean of the College of Communication and Information at Kent State University, retired after 30 years at Kent State, five serving as dean. Dean Wearden accepted the position of senior vice president and provost of Columbia College Chicago. AnnMarie LeBlanc, director of the School of Visual Communication Design, was named interim Dean of the College.

Development and implementation of a Strategic Plan.
The School’s strategic planning process began in fall 2012 and included a Discovery phase, in which a thorough knowledge inventory was conducted, including the exploration of existing data and gathering input from key stakeholders and other sources. Included in this phase was a review of the 2011-12 Academic Plan for the College of Communication and Information and the 2013 Academic Affairs Strategic Plan for Kent State University, to ensure that the goals and mission of the School align with those of the College and University.

The School’s 2013 Strategic Plan is a forward-looking plan consisting of 10 major goals, each supported by key objectives with expected outcomes, strategies/action initiatives, and metrics/measures, related to research, teaching, community engagement, and outreach activities.

Staff turnover and addition of new positions to better support many of the School’s new initiatives and programs.
Shantae Rollins was named to a new position as Coordinator for Outreach and Marketing, to enhance the School’s efforts to connect with key external and internal audiences.

Tracy Baughman joined the School as a senior media specialist focusing on training and working with students who use the TV studio and control room, working with the School’s outreach and marketing efforts and helping manage the Student Resource Lab.
Jessica Cordier is the new Administrative Clerk in JMC. Cordier serves as the scheduler and building curator and works closely with the advisers.

Susan Haren joined as a part-time clerical assistant working primarily on scholarships, events and managing student tours.

**Full-time and part-time faculty additions.**

**2014-2015 Full-time faculty**
David Foster, NTT; Chance York, TT

**2014 Part-time faculty, fall**
Peter Beatty, Amie Becker, Kathy Worcester

**2013-2014 Full-time faculty**
Julie Napieralski, NTT; Stephanie Smith, NTT; Federico Subervi, TT, Susan Zake, TT

**2013-2014 Part-time faculty**
Kathleen Barnes, Christabelle Devadoss, Rachel Dissell, Matt Fredmonsky, John Kroll, Eric Mansfield, Colin McEwen, Amanda Petkiewicz, David Petkiewicz,

**2012-2013 Full-time faculty**
Luke Armour, NTT; Cheryl Kushner, NTT; Wendy Wardell, NTT; Thor Wasbotten, TT and Director

**2012-2013 Part-time faculty**
Kristin Anderson, Adam Brodsky, Mike Collins, Jennifer Conn, Scott Galvin, Steve Hoffman Norma Jones, Jennifer Kessen, Robert Makar, Bryan Rinnert, Bonnie Shaker,

**2011-2012 Full-time faculty**
None

**2011-2012 Part-time faculty**
Fred Barrett, Robin Bellinson, Tami Bongiorni, Michael Chritton, Michelle Haratz-Coutts, Mark Nylander, Olivia Poggenpohl, Stephanie Smith, Bob Springer, Sarah Taylor, Phil Trexler, Craig Webb

**2010-2011 Full-time faculty**
Evan Bailey, NTT; David LaBelle, NTT; Tim Roberts, NTT; Gene Sasso, NTT

**2010-2011 Part-time faculty**
Elizabeth Ballash, Micah Beree, Anthony DelVecchio, A. Brian Dengler, Christopher Green, Mark Kerecman, Jennifer Kramer, Walter Lake, Stephanie Lawrence, Duilio Mariola, Ron McDaniel, Joh Peltz, Stacy Stevenson, Mark Szczepanik, Sue Valerian, Danielle Wiggins. Elizabeth Yokum

**2009-2010 Full-time faculty**
Robert Batchelor, TT; Stefanie Moore, NTT
2009-2010 Part-time faculty
Steve Alexander, Tracy Baughman, Jeff Bentley, Jeff Bolt, John Butte, Mark Dawidziak, Mark Dodosh, Beate Gersch, Tim Harrison, Garvin Carrington Matthews, Dale Omori, Matt Pallotta, Susan Ruiz Paton, Wendy Robinson, Erin Salsgiver, Sarah Szweda, Josh Talbott, Jon Wile, Sean Williams, Bruce Zake

Curriculum changes and assessment.
One of the primary goals associated with the School’s Strategic Plan was to improve student learning outcomes. Specifically, Goal #1 reads: Improve student learning outcomes through a commitment to enhancing, expanding, and evolving both undergraduate and graduate curricula and programs. Under this directive, we have made remarkable progress across a number of fronts, including developing and implementing a wide-ranging, comprehensive assessment plan that allows us to efficiently and effectively gather relevant data, conduct a meaningful analysis, and provide relevant strategies and recommendations to improve our curricula and programs.

More detail regarding these initiatives and results of our efforts are described in responses to questions in Part II, Standard 2. Curriculum and Instruction.

In addition, the Academic Integrity and Assessment Committee (now part of the Undergraduate Studies Committee) works with faculty to maintain consistency across multiple sections of classes. An assigned course manager or the sequence coordinator oversees most courses with multiple sections. They meet with faculty who teach these courses and discuss content, best practices, syllabi, grading rubrics and outcomes assessment. Faculty still have some latitude to structure the course the way they want to, but the learning outcomes must be consistent throughout all sections of the course.

Specifically, the Advertising and Journalism sequences have been completely revamped to reflect the impact and influence of the growth of digital media. In addition, a new digital media production sequence has been developed and launched.

Across all sequences, we are applying the 12 core values and competencies as identified by ACEJMC in a more strategic way.

Enhanced student outreach and recruitment initiatives.
A major branding and communications initiative for the School is at the core of a successful program to connect with prospective students. This multi-faceted effort includes a thoroughly re-imagined and redesigned JMC website, to replace outdated content and poor navigation with a visually appealing, student-centered web experience; a new student work gallery on the web; enhanced JMC social media assets, including Facebook, Twitter and a YouTube channel; a new promotional video for the School, which debuted at the Ohio Newspaper Association meeting in October 2013 and is now featured on the website; hosting of OSMA state and regional conferences, as well as involvement by faculty and others in JEA and/or AEJMC Scholastic Journalism Division; and creation of the Promising Scholar Awards – JMC’s first four-year, financial-award program awarded to ten incoming freshmen in fall 2014.

Revamped Student Media.
The Student Media Policy Committee (SMPC) and the JMC Media Board (JMCM) reviewed and approved a restructuring of the operations of JMC’s Student Media Business Office and the Student
Media policy boards for the first time in more than a decade. The restructuring maintains the independence of Student Media content creation in all of Kent State’s print, online and digital outlets but modernizes the organizational structure and some functions of the Student Media Business Office. The restructuring is driven by three key objectives: to make all Student Media more relevant to audiences and advertisers, to make Student Media more responsive to the transformative changes affecting the external media landscape, and to make Student Media more self-sustaining. Traditionally, Student Media was primarily supported through advertising sales, but, as advertising dollars have waned, student fee allocations have begun to provide most of the funding – a trend the restructuring seeks to stem.

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report, followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.

The 2008-09 site team found the School in compliance on eight of nine standards (Standard 9 was noncompliance) and provided a summary of both strengths and weaknesses at the end of its report. The three weaknesses cited by the team are listed below with a description of the action taken and the results that have been achieved:

1. Continued problems in the recruitment and retention of minority students, despite concerted efforts by School leaders and documented progress.

The School’s commitment to enhancing diversity and inclusion in both our faculty and student body is led by the School’s Diversity and Globalization Committee. This group has developed a plan with four key objectives, one of which is devoted to the recruitment and retention of underrepresented and underserved student groups. The main area of focus for this dimension is recruitment and retention to intentionally aid underrepresented students to enter, persist and graduate from the University. Specific action initiatives developed, implemented or ongoing include:

- The creation of a Recruitment and Retention Committee to ensure a concerted focus on JMC enrollment. Three members of the Diversity and Globalization Committee (John Butte, Traci Williams and Stephanie Smith) have served on the Recruitment and Retention Committee.
- The Recruitment & Retention Committee and the director of JMC regularly review admissions data.
- The School continues to explore new strategies for attracting students of color and other under-represented students, as well as recruitment activities aimed at students well before high school and nontraditional students (including returning veterans and homeschooled students).
- We have redesigned the presentations at Kent State recruiting events, such as Preview Days and Golden Flash Days, to enable current JMC students to engage directly with high school students and their parents. The School’s plan is to have students of color and students of diverse backgrounds participate in each recruitment event.
• We created the Promising Scholar awards for the strongest incoming freshmen, and in spring 2014, the Recruitment and Retention Committee selected the first 10 Promising Scholars, who entered the school in Fall 2014. The Promising Scholar awards provide financial awards of $2,000 and $3,000 for these students; the financial award is renewable for up to four years if the students remain in good standing in JMC. (See also Goal #10, JMC Strategic Plan)

• We engage high school educators through the national Journalism Education Association (JEA), the Ohio Scholastic Media Association (OSMA) and the annual American Society of News Editors (ASNE) Summer Institute. We work with high school advisers through JEA, OSMA and our ASNE Institute. CCI works with high school counselors through the Admissions office. The Center for Scholastic Journalism hosts the two-week ASNE summer institute for high school media advisers from schools with diverse student populations. The institute provides intensive training in journalism and media advising, including how to build diversity in their programs and support diverse staff members.

• In spring 2014, the director of JMC sent handwritten notes to more than 200 high school students who had been admitted but had not yet enrolled.

• We actively encourage diverse students to visit JMC through a phone-call campaign.

• We require mandatory academic advising for freshmen, sophomores and juniors who first enrolled in summer 2012 or later; CCI has one of the highest advising rates in the University. Through regular counseling sessions, JMC academic advisers detect struggling students who are potential retention risks and suggest intervention measures.

• Special emphasis on CCI Commons is made on all tours of Franklin Hall, and a CCI Commons brochure is included in all packets for visiting prospective students.

• The School featured the first-year experiences of four JMC freshmen, two who are students of color and one who is an international student, in the Spring 2014 issue of JARGON, the alumni magazine that has a readership of nearly 8,000.

• The Director and the Diversity and Globalization Committee established the Student Voice Team (SVT), which includes both undergraduate and graduate students who represent the diverse voices and viewpoints of the JMC student body. Members of the SVT advise the Diversity and Globalization Committee and the School’s Director and are engaged in specific assignments to help the School achieve its diversity and globalization goals.

• Student Media held a Student Media Job and Involvement Fair in November 2013 to recruit for Spring 2014.

• The School relaunched the Kent State chapter of the National Association of Black Journalists.

• Associate Lecturer Traci Williams, a member of the Diversity and Globalization Committee, conducted a diversity workshop for TV2 and DKS leaders during the annual training week (Fall 2013).
2. **Insufficient evidence that assessment data is being used to inform curricular changes.**

The assessment of student learning to improve undergraduate curricula, instruction, and learning is a key objective of the School’s Assessment Plan. A more systematic measurement with more clearly defined measures – including multiple direct and indirect measures – is in place and delivering results on which informed curricular changes are being implemented. Specifically, actions taken since the last accreditation site visit:

- We implemented two robust direct measures, including a graduating senior exit exam that was administered to almost all of our Fall 2013, Spring 2014, and Summer 2014 graduates and a greatly expanded Culminating Experience Evaluation. Both were grounded in the 12 core competencies identified by our accrediting body, the Accrediting Council on Education in Journalism and Mass Communications.

- The **Graduating Senior Exit Exam (GSEE)** was developed and administered for the first time in Fall 2013. Beginning Fall 2014, the exam also was administered to all incoming freshmen, allowing us to conduct a longitudinal analysis over time. This exam helped us identify areas where our graduating seniors excel (critical thinking, research and evaluation, numeracy), perform moderately well (writing, history and role of professionals, presentation of images and information, ethics, and law), and where we need to improve our efforts (tools and technologies, domestic diversity, and global diversity).

- The **Culminating Experience Team Assessment (CETA)** charged teams of three with reviewing material produced in a senior-level course in one of our four majors: Advertising (CETA course: Advertising Campaigns), Electronic Media Production, now Digital Media Production—effective Fall 2014, (CETA course: Digital Film Post-Production in Fall 2013; Documentary Filmmaking in Costa Rica in Spring 2014), Journalism (CETA course: Reporting Public Affairs), and Public Relations (CETA course: Public Relations Campaigns). These evaluations offered deep-dive feedback on how our students measured up on relevant competencies, offering qualitative feedback that we are using to inform both our current courses and our overall curricular development. Each team consisted of two professionals and one faculty member, allowing us a broader perspective on what our students are learning.

- Finally, in Summer 2014, all instructors were asked to complete an online survey that evaluated their class(es) against each of the twelve professional values and competencies. These data are helping us map our curriculum against the competencies, to ensure we are providing sufficient instruction in each of the core areas.

While our efforts to “close the loop” through assessment are detailed in Standard 9, it is important to note here that assessment is fundamental to our curricular work. Findings from the measures outlined above directly informed the substantial revisions to the Advertising and Journalism curricula; and, through joint classes with Advertising, Public Relations as well. (Public Relations plans to revisit their curriculum with hopes of making changes for the Fall 2016 catalog.) We also are using our assessment efforts to gauge the success of the newly launched Digital Media Production sequence as well as identify areas that need revisiting. Here are some of the examples that are explored in more detail in Standard 9:
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- Journalism’s revamped major includes additional emphasis on data and global/domestic diversity.
- The Reporting Public Affairs course used in CETA has been substantially revamped to include emphasis on visual presentation of data, multimedia elements in storytelling, and diversity both in terms of sources and audiences.
- Advertising’s revised curriculum includes efforts to help students become creative, critical, and strategic thinkers; better understand data, statistics, and research; include additional training on industry tools and technologies; help students become better writers and communicators; and increasing the focus on global and domestic diversity.
- Public Relations students will be joining Advertising majors in courses developed to better understand industry tools and technologies, numeracy and research, and global/domestic diversity.
- The Advertising Campaigns class, the CETA course for this sequence, has used findings from previous assessment work to increase student focus on understanding diverse audiences and representing them appropriately, both in terms of content and presentation.

3. Uneven support for the visual and electronic sequences compared to news, advertising and public relations.

There have been a number of initiatives and investments in the past six years that have provided appropriate support for the visual and electronic sequences.
- Franklin Hall opened in the year before the previous site visit. The facility holds a state-of-the-art TV studio and control room that is available to students and the visual and electronic sequences.
- A room on the third floor of Franklin Hall is dedicated to the Photojournalism program, which was moved into the Journalism sequence when the Visual Journalism sequence was eliminated. This strengthened the overall program and allowed Photojournalism to be aligned more closely to the School’s programmatic future. Please note that the College of Communication and Information, in which the School is housed, also has the School of Visual Communication Design. Our intent was to eliminate redundancies in the College.
- The School maintained the Equipment Services Lab (ESL), which housed all equipment that students could check out for course and Student Media assignments. The facility, still located in Franklin Hall, is now called the Student Resource Lab (SRL) and is composed of two larger rooms and a secure closet for advanced equipment. One of the rooms is dedicated to the checkout area; the other is reserved for equipment training.
- The School has invested in purchasing new high-end computers for video editing and equipment for student use.

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

The formal process for preparation of the self-study was kicked off at the School’s annual faculty and staff retreat in mid-August 2013 by the director of the School, Thor Wasbotten. Mark Nylander was appointed to lead the self-study process. A timeline was developed and a matrix listing
individuals responsible for contributing content was created to bring efficiencies to the self-study preparation process and avoid confusion regarding responsibilities, drafts, and deadlines.

As prelude to the formal process, several initiatives contributed significantly to the School’s ability to conduct the self-study, while assessing its strengths and weaknesses and identifying corrective actions to be taken.

Kent State University Academic Review
Academic program reviews are conducted by the University on seven-year cycles to assist with long-range planning and setting both University and program priorities. A team of JMC faculty and staff produced a self-study for the School in summer 2013 as an initial step in the academic program review. Following the completion of the self-study, the School was reviewed by a committee of three experts in the discipline (external reviewers) and two Kent State faculty members. External reviewers, selected for their prominence in the field, had the responsibility of evaluating the quality of disciplinary standards and practices. Kent State faculty had the responsibility of helping external reviewers understand the context in which the disciplinary unit functions (e.g., University culture, policies and practices). The site team visit and review were conducted March 3 - 5, 2014.

Higher Learning Commission Reaffirmation
The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools serves as the accrediting body for Kent State University. Kent State University, in its entirety, is accredited by the HLC using the Academic Quality Improvement Project (AQIP), one of the pathways by which HLC-accredited universities may gain (or reaffirm) accreditation. AQIP has nine categories that provide a framework for institutions to examine their key processes to ensure that they are investing energy and resources in ways that will help achieve institutional goals. The nine categories provide the framework for the institutional self-report, called the Systems Portfolio. A team of JMC faculty and staff contributed the content for JMC in summer 2013 for completion of this report. The University hosted a team from the Higher Learning Commission on April 1 - 4, 2014.

JMC Strategic Planning
JMC conducted a strategic planning process, consisting of five phases – 1) Alignment, 2) Discovery, 3) Assessment, 4) Prioritization, and 5) Planning – from March - August 2013. The outcome of the planning process was a comprehensive plan consisting of 10 goals, each with measurable objectives supported by action initiatives which are consistent with the nine standards of accreditation. The plan was presented and approved by the faculty at the School’s annual retreat in mid-August 2013. Throughout the planning process and the subsequent execution of the plan, the strengths and weaknesses of the program emerged and appropriate action taken.

Trevor Brown Site Visit
Trevor R. Brown, Ph.D., Professor Emeritus, School of Journalism, Indiana University, current member of ACEJMC Accrediting Committee, and frequent chair of accreditation teams, visited with JMC faculty, staff and students from November 12 - 14, 2013. Dr. Brown’s exhaustive review and assessment included individual meetings with College and School administrative leadership, undergraduate and graduate program coordinators and sequence chairs, and group sessions with academic advisers, committee chairs, JMC faculty and students. His follow-up comments and written report reflected his extensive experience with accreditation and brought a valuable perspective and insight into the School’s strengths and weaknesses leading to the preparation of the self-study.
Strengths and Weaknesses
As a result of the aforementioned activities and initiatives, these strengths of the program were identified in the year leading up to and including the self-study year:

Strengths
• Faculty who are engaged with students and demonstrate a genuine interest in their success.
• A solid mix of experienced full-time faculty and part-time adjuncts that ensures a stable teaching environment together with the most current professional practices.
• State-of-the-art facility that serves as a recruiting tool, as well as an effective learning center for students in undergraduate and graduate programs.
• An award-winning independent Student Media that provides hundreds of students with hands-on experience in broadcast, print, magazine and multimedia each semester, beginning on day one.
• Proximity to major markets (Akron, Cleveland, Pittsburgh) that creates opportunities for professionals to be engaged with the School in the classroom and in advisory roles and for students to connect to job opportunities.
• Two nationally renowned centers – Center for Scholastic Journalism and Media Law Center for Ethics and Access.
• Unwavering commitment to ethical and professional standards and accreditation.
• Academic advising that ensures a smooth experience for students in their academic programs.
• Professional career counseling that assists students with internships and job-search strategies.
• A wealth of study-away and international experiences for students and faculty.

Weaknesses
• Lack of flexibility and agility to make changes to curriculum (major curricular changes are in process).
• Limited diversity among faculty and students.
• Too much reliance on adjuncts, most of whom do not have the time to engage with students outside the classroom.
• Inconsistency in the instruction and skills being taught from one class to the next and between the classroom and student-media experience.
• More recent focus to build a strong brand identity nationally.
• Relatively recent implementation of a formal process for assessment of learning outcomes.
• Relatively recent development of a clear vision that we can communicate to key internal and external audiences.
• Weak and inconsistent effort to stay connected to and develop relationships with alumni.

7. Provide copies of pages of the undergraduate and graduate catalogs and other publications, both print and digital, that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (If multiple items, these items may be presented in the appendices binder.)

See Appendix 1.5, the Faculty Handbook, for a description of the mission and scope of the unit.
You may view the 2014 KSU catalog at the following link: http://www2.kent.edu/catalog/2014.

Please see the following appendices that list the undergraduate curriculum and graduation requirements.

Appendix A.1  Advertising – B.S. Program Requirements and Roadmap
Appendix A.2  Digital Media Production – Program Requirements and Roadmaps (Digital Film Concentration and TV Concentration)
Appendix A.3  Journalism B.S. Program Requirements (Broadcast News, Magazine, Multimedia News, Photojournalism and Roadmaps)
Appendix A.4  Public Relations – B.S. Program Requirements and Roadmap
Standard 1: Mission, Governance, and Administration
Part II, Standard 1. Mission, Governance and Administration

During the visit, the unit should provide the following documents in the workroom:

- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students
- minutes from 2013-14

Executive Summary

The School of Journalism and Mass Communication (JMC) has experienced a significant transition in leadership during the past six years. For the first four years of this accreditation cycle, the School was led by Jeff Fruit, who was director for a decade. In 2012, Fruit returned to the faculty to focus on his teaching and research. That year, Thor Wasbotten was appointed Director after spending eight years in the College of Communications at The Pennsylvania State University. Later in 2012, the School began its successful process to create and implement its Strategic, Academic Assessment and Diversity plans. Faculty contributed a great deal to the creation of the plans, and committees were formed to ensure implementation and progress.

Transitions in leadership within JMC did not stop at director. The School has a new Associate Director and new sequence coordinators, which has increased diversity in key positions.

The School is one of four schools within the College of Communication and Information. The College also has experienced transition in its leadership. Since the last site visit, the College has had two permanent deans (James Gaudino and Stanley Wearden) and currently has an interim dean, AnnMarie LeBlanc. Dean LeBlanc became the interim dean after Stanley Wearden accepted the Provost position at Columbia College of Chicago. Although so much transition could create obstacles to maintaining excellence, the School has received support from the College and has improved in many aspects since the last site visit.

1. Describe the administrative structure of the unit, including to whom the unit administrator reports 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.

School of Journalism and Mass Communication
At the unit level, administrative responsibilities are handled by staff dedicated to key functions including technology, career counseling and advising, marketing and outreach, and curriculum development and assessment.

See Appendix 1.1 for JMC’s Organization Chart.

Director
Thor Wasbotten is the administrative officer and official spokesperson and, as such, provides leadership, planning, execution and evaluation of programs within the School. He is advised by the Faculty Advisory Committee, the general faculty, sequence coordinators, and the various standing and ad hoc faculty and student committees. He also serves as the main development officer for the School.
**Associate Director for Undergraduate and Graduate Education**
Danielle Sarver Coombs, Ph.D., handles various administrative tasks of the School and assists the Director in areas he deems necessary, including curriculum assessment, scheduling of classes, coordinating of undergraduate and graduate curricula, recruitment and retention, acting as the school’s liaison to the college advising staff, supervising full-time and student staff, handling student complaints, actively participating on committees, and coordinating post-secondary and articulation initiatives.

**Undergraduate Program Coordinator**
Greg Blase assists the Associate Director and faculty with scheduling, curricular development and advising.

**Coordinator for Career Services**
John Butte serves as the School’s principal internship coordinator and leads efforts in student personal-brand and career development.

**Coordinator for Outreach and Marketing**
Shantae Rollins manages the School’s communications and marketing efforts and alumni outreach.

**Senior Media Specialist**
Tracy Baughman is the producer for TV2 and oversees all the production for student programs. He also runs the SRL (Student Resource Lab).

**IT Systems Specialist**
Bob Baumann is responsible for maintenance of all computers and all network systems related to the School and Student Media.

**College of Communication and Information**
The unit is one of four constituent schools (Journalism and Mass Communication, Visual Communication Design, Communication Studies, and Library and Information Science) in the College of Communication and Information (CCI). The College administrative staff collaborates with the Schools on administrative functions such as budgeting and planning, student advising, marketing and public relations, and fundraising and development.

See Appendix 1.2 for CCI’s Organization Chart.

**Interim Dean**
AnnMarie LeBlanc serves as the chief administrative officer of the College. All school directors, as well as the administrators of IdeaBase and TeleProductions, report to her.

**Associate Dean**
LuEtt Hanson oversees all curricular action in the college, graduation audits, and compliance with state and federal regulations for the College. She also serves on many University-wide committees.

**Assistant Dean**
Matt Rollyson serves as director of advising administration and graduate services for the College. In this role he focuses on improving student-services procedures, collaboration among faculty and staff, and students’ retention and degree-completion rates.
Development Director
Christine Isenberg is responsible for development efforts for the College and the Schools, including JMC, and for assisting the Dean and the Directors of the Schools in fundraising and external relations, such as alumni affairs and development-related events.

Senior Business Manager
Audrey Lingenfelter is responsible for budgets and financial operations.

Academic Advisers
Amy Wilkens serves as Senior Adviser, Aimee Swartzlander and Samantha Antoine as advisers, with Beth Lattimer in an administrative support role, while assisting students in academic matters, primarily building their schedules.

Kent State University
Kent State University comprises eight unique campuses, various college academic programs and many graduate and interdisciplinary programs, making it one of the top universities in Ohio. The President, along with the Kent State University Board of Trustees, oversees the functions of executive officers who manage the university’s divisions.

See Appendix 1.3 for Kent State’s Office of the Provost Organization Chart and the President’s Cabinet Organization Chart.

President
Beverly J. Warren, Ed.D., Ph.D., FACSM, became Kent State University’s 12th president in July 2014. Prior to coming to Kent State, Dr. Warren served as provost and senior vice president at Virginia Commonwealth University (VCU) since 2011. She arrived at VCU in 2000 as a professor and head of the School of Education’s Division of Health, Physical Education and Recreation and went on to serve as dean of the School of Education. Before joining VCU, Dr. Warren held faculty positions at Smith College, Auburn University, Appalachian State University, and Lander University.

Senior Vice President for Academic Affairs and Provost
Todd Diacon, Ph.D., oversees all aspects of the academic enterprise, including the University’s seven regional campuses. Prior to joining Kent State, Dr. Diacon served as deputy chancellor of the University of Massachusetts-Amherst.

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.

See Appendix 1.4 for the School’s Strategic Plan.

The School implemented a Strategic Planning process in fall 2012. An intensive five-phase process, outlined below, was conducted, and a final draft plan was presented and approved by the full faculty at its annual retreat in mid-August 2013.

Throughout the Discovery and Assessment phases of the planning process, several common themes and unifying principles quickly emerged within the various groups and constituencies that fueled
and guided the development of the strategic initiatives for the years ahead. The result is a forward-looking plan consisting of 10 major goals that are specific, measurable, action-oriented, realistic, and time-sensitive. All of the goals are appropriately aligned with the goals in the 2013 Academic Affairs Strategic Plan for the University.

Since the completion and approval of the Strategic Plan in August 2013, it has served as a roadmap to focus on priorities, channel resources to accomplish goals, identify opportunities for synergies and collaboration, and collectively celebrate our successes.

**Strategic Planning Process**

**Phase I: Alignment**
In this first phase of the strategic-planning process, the scope was defined and established, the steps and timing of the process were outlined, and the organization and general content of the planning document was defined. More specifics that were addressed in this phase included:

- Gaining a deeper understanding into the history and current status of planning at the School.
- Ensuring that the strategic plan is consistent with the School’s mission, vision and values, as well as those of Kent State University and the College of Communication and Information (CCI).
- Understanding the role the strategic plan has within the context of the ACEJMC reaccreditation process and the self-study required as part of the process.
- Uncovering barriers that may exist that would impact the success of the planning process.
- Sharing the planning process outline with the School’s Faculty Advisory Committee (FAC) as an initial and important step to engage this group.

**Phase II: Discovery**
In the Discovery phase, a thorough knowledge inventory was conducted, including the exploration of existing data and gathering input from key stakeholders and other sources. Steps included:

- Conducting individual 45- to 90-minute interviews with all 27 members of Kent JMC full-time faculty and group interviews with the School’s administrative and IT support staff.
- Distributing an online survey and three follow-up reminder requests to 400+ key stakeholders (Professional Advisory Board members, recent graduates of both the undergraduate and graduate programs, student leaders from the three most recent semesters), achieving a 10-percent response.
- Conducting a group SWOT (Strengths/Weaknesses/Opportunities/Threats) analysis.
- Reviewing recent and relevant Kent JMC plans, background, and other documents (Diversity Plan, Academic Assessment, Kent JMC Web research, 2008 Kent JMC reaccreditation documentation), as part of the input-gathering effort. Also, used this exercise to avoid duplication with recent research when conducting interviews with key stakeholders.
- Reviewing strategic plans from other ACEJMC-accredited schools.
- Identifying gaps in our collective knowledge and suggesting ways to fill the gaps before proceeding to the next phase.

**Phase III: Assessment**
This phase was focused on sorting through the data that was collected and providing a bank of knowledge that formed the foundation on which the Kent JMC strategic plan would be constructed:
3. **Describe the unit’s policies and procedures for faculty governance.** Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum. (These may be included in the appendices binder or in a digital file.) See Appendix 1.5, Faculty Handbook.

The Faculty Advisory Committee (FAC), which in JMC is a faculty of the whole, is the main instrument by which the faculty of the unit provides input into and recommendations for the policies and procedures for the unit. The FAC is advisory to the Director and meets regularly with the Director to discuss and provide input and recommendations on most issues concerning the unit. These meetings are also the venue at which the Director informs the FAC of outcomes of its recommendations. Students are encouraged to attend FAC meetings. (see Article III, Section C of the Faculty Handbook for more detail.)

Faculty also may schedule individual meetings with the Director to discuss policies and procedures. The School’s Faculty Handbook, Appendix 1.5, is the key policy document for School governance. The Handbook is subject to approval by the Dean and Provost and must adhere to University policy and the Collective Bargaining Agreements for tenured and non-tenured faculty.

The School operates through standing and ad hoc committees, task forces and academic sequences.

Any new internal policies or changes in old policies (including admission standards, curriculum changes, etc.) often originate in a School sequence, standing or ad hoc committees, although administrators may bring an issue for consideration by the FAC. For example, curricular changes must be approved by the School’s Curriculum Committee. Those and other changes are then discussed by the FAC and then voted on.

Each vote is recommendatory to the next administrative level. Educational policies and curriculum changes approved by the School FAC are forwarded to the School Director. If the Director agrees with the policy and/or curriculum change, the change is forwarded to the College Curriculum Committee for approval. In some cases, the Dean of the College may approve the Director’s recommendation outright.

In personnel matters (reappointment, tenure, promotion), the Faculty reviews the file of the
candidate and votes on the reappointment, tenure or promotion, at a closed FAC meeting. This vote is recommendatory to the Director. If the Director approves the action, the result is sent to the College Advisory Committee, composed of one tenured faculty member from each of the schools in the College, which then makes a recommendation to the Dean. If the Director does not approve the action, the candidate may appeal to the Dean.

For policy matters, the same procedure is used – a vote of the FAC is recommendatory to the Director and then to the College Curriculum committee and the Dean. Depending on the type of policy being recommended, some policies would go to the University’s Educational Policy Council and then the Faculty Senate, while others would go to the Office of Research and Sponsored Programs. Eventually, all would go to the Provost for final approval.

Only the most significant policy additions/changes would go to the University President or the Board of Trustees for approval.

The Faculty Handbook, Article III, Section E, describes standing committee responsibilities and selection procedures. See Appendix 1.5.

The Director communicates with the faculty through regular FAC meetings, meetings with sequence coordinators, on an individual, one-on-one basis and through email and several JMC listservs.

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

Full faculty meetings are held monthly. During the 2013-14 school year, there were 9 meetings. Minutes are available in the workroom.

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.)

A complete description of all committees can be found in Appendix 1.6.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Faculty</th>
<th>Responsibilities</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Complaint</td>
<td>Collins, Idsvoog, Marino, Kushner-Alternate</td>
<td>Oversee student academic complaints.</td>
<td>1 year</td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>Blase-Chair, Coombs, Ewing, Schierhorn, Smeltzer, Wardell, Foster and York Alternates</td>
<td>Carry out a continuing study of the various School programs, including assessment, and work with faculty to facilitate curricular improvement.</td>
<td>1 year</td>
</tr>
<tr>
<td>Faculty Advisory</td>
<td>All tenured, tenure-track and non-tenure-track faculty. Wasbotten-chair</td>
<td>Oversee all faculty governance and advise the Director on issues such as curriculum and personnel matters, faculty load, course scheduling, course standards and objectives, catalog copy, School expenditures and other matters as deemed appropriate by the Director.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Bailey, Bowen, Coombs, Murray-Chair, Napieralski, , At Large-Smith, Subervi, Graduate Student</td>
<td>Oversee policies and procedures of graduate programs, including approval of graduate teaching status of faculty.</td>
<td>2 years</td>
</tr>
<tr>
<td>Peer Review</td>
<td>All tenured faculty. Marino-Coordinator</td>
<td>Conduct systematic peer evaluations of teaching of probationary faculty and assist faculty with efforts to improve teaching quality.</td>
<td>1 year</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Collins, Foster, Moore, LaBelle, Smeltzer</td>
<td>Seek and administer scholarships from appropriate sources in consultation with the Director.</td>
<td>2 years</td>
</tr>
<tr>
<td>Executive (Ad Hoc)</td>
<td>Blase, Baumann, Bowen, Butte, Coombs, Ewing, Hanson (spring) Leach (fall), Murray, Rollins, Shelton, Smeltzer, Wasbotten, Wilkens</td>
<td>Hold frequent but smaller update meetings with sequences, student media and advisers.</td>
<td>1 year</td>
</tr>
<tr>
<td>Diversity and Globalization (Ad Hoc)</td>
<td>Armour, Butte, Idsvoog, Schierhorn, Shelton, Smith, Subervi-Chair, Williams</td>
<td>The focus is on helping our School in the recruiting, retention and support for our diversity students, faculty and staff. Our definition of diversity will include both domestic and international diversity and will focus on categories of diversity that go beyond gender, race and ethnicity.</td>
<td>1 year</td>
</tr>
<tr>
<td>Awards (Ad Hoc)</td>
<td>Butte, Ewing, LaBelle, McKenney, Roberts, Rollins, Wardell, Wasbotten, Zake</td>
<td>Coordinators will be responsible for consulting with the faculty to identify appropriate candidates for various awards.</td>
<td>1 year</td>
</tr>
<tr>
<td>Equipment and Technology (Ad Hoc)</td>
<td>Baughman, Baumann, Butte, Foster, LeBeau, Smeltzer, Wasbotten, Zake, Student-Neiger</td>
<td>The focus will be on making informed and prudent decisions regarding equipment and technology acquisitions and implementation within all of our academic programs, both at the undergraduate and graduate levels.</td>
<td></td>
</tr>
<tr>
<td>Recruitment and Retention (Ad Hoc)</td>
<td>Butte, Coombs, Goodman, Moore, Rollins, Warzinski, Wilkens, Williams, Zake, Zingrone</td>
<td>In combination with the College Recruitment Committee, faculty assist with School, College and University events to plan and implement activities related to the recruitment and retention of our students.</td>
<td>1 year</td>
</tr>
</tbody>
</table>
6. Describe the procedures for selecting unit administrators.

The School’s procedure for selecting unit administrators is standardized according to University policy and procedures.

The procedure common to all searches begins with the establishment of a search committee. The unit’s policy requires representation from a member of the School’s Diversity and Globalization Committee on all search committees. Official notification of a vacancy is sent to the faculty and other appropriate members of the University community by each search committee.

The Dean works with the search committee to prepare a job description, sharing with the full faculty, and inviting suggestions for criteria for the candidates for the position, as well as nominations for the position.

The chairperson of the search committee or his/her designee is responsible for advertising the position in appropriate publications, for circulating announcements of the opening to whatever other groups may produce interested candidates, in particular groups concerned with fair employment practices, and in general for inviting submissions of candidacy.

The search committee, at the end of its deliberations and through a method established by the committee, produces a slate of no fewer than three and no more than five acceptable candidates for the position, including at least one diversity candidate. From this slate of three to five active candidates, the Dean will make the final decision.

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

Reviews of the Director are performed every three years in accordance with the CBA (see below). The Dean constitutes a review committee of faculty members within the unit and at least one faculty member from outside the unit. The committee develops a questionnaire that is given to all tenure-track and non-tenure-track faculty, as well as all administrators and staff of the unit. The questionnaire usually contains both Likert Scale and open-ended questions.

The committee analyzes the results of the questionnaire and presents the results, along with the raw data, to the Dean, who makes the decision to reappoint or not reappoint the Director.

From Collective Bargaining Agreement, Article VI, Section 8 B:

**B. Review Process**

The Chairperson carries no continuing tenure protection as an administrative officer. He/she may resign as Chairperson without prejudice to any future role as a Faculty member of the department. The appointment of a Chairperson may be terminated at any time during his/her term of office by action of the Board of Trustees on recommendation of the President.

In order to assist in making a determination, the Dean or other appropriate administrative officer may institute an administrative review of the Chairperson’s performance at any time.
It is further recognized that the Chairperson also is accountable to the Faculty members of the department for which he/she is Chairperson.

1. Periodic Review of Departmental Chairpersons.

   a. To accomplish a departmental Faculty assessment of the performance of the Departmental Chairperson, the Dean shall institute a performance review during the Spring semester of the third year of a Chairperson's service of a renewable four (4)-year term in office. The Chairperson may choose not to seek appointment to another term or may, without prejudice, withdraw at any time during the review process. In either event, the review shall be canceled. Where the review is instituted pursuant to Section 8.B.1, the Chairperson shall complete the remainder of the current term. Where the review is instituted pursuant to Section 8.B.2, the Chairperson will not serve beyond the end of the academic year, provided that at least thirty (30) days shall elapse between the Dean's notice of final decision to the Faculty and the Chairperson and the effective date of the action. Should thirty days not be available before the conclusion of the academic year, the decision shall become effective thirty days after formal notice has been given. In either event, the Dean shall proceed with the selection of a new or an Acting/Interim Chairperson in accordance with part A of this Section.

   b. To accomplish a review the Dean shall cause a review committee to be established. A majority of the review committee shall be elected from and by the Faculty within the department. The Dean may appoint additional Faculty members, and only Faculty members, to the review committee either from inside or outside the department. It is recognized as desirable that the review committee shall be representative of the overall makeup of the department Faculty. After the formation of the review committee, the elected members of the committee, if they so desire, may make recommendation to the Dean as to the appointment of a chair of the review committee. Following consideration of this recommendation, if any, and consultation with the Faculty Advisory Committee of the academic unit, the Dean shall then appoint the chair of the review committee.

   c. The review committee shall, in accordance with procedure established by the department and approved by the Dean, assess the performance of the Chairperson. The procedure shall provide all departmental Faculty members a reasonable opportunity to participate in the assessment.

   d. The review committee shall submit a report of its findings, including recommendations, to the Dean, who shall make the report available to the departmental Faculty. Within thirty (30) days of receipt of the report, the Dean shall make available to the Chairperson and the departmental Faculty, the Dean's response and the reasons for his/her response.

   e. If the Dean disagrees with the recommendation of the review committee, he/she will meet and confer with the Faculty of the department within fifteen (15) days of having delivered the response referenced in B.1.d., above, and prior to making a final determination on reappointment.
f. If the decision by the Dean is not to reappoint the Chairperson for another four (4)-year term, a new Chairperson will be selected following the process stated under Selection Process (Section 8.A.).

Prior to the conclusion of the fall semester of each academic year, the Office of Faculty Affairs and Curriculum shall provide the Association with a list of department chairpersons scheduled to undergo during that academic year the periodic review referenced in B.1. of this section. Prior to the conclusion of the spring semester the Office of Faculty Affairs and Curriculum shall provide the Association with a report on the results or status of those reviews. Ordinarily, it shall be expected that the reviews shall be conducted and concluded during the academic year in which they are undertaken.

Formal reviews of Directors are done every three years. Director Wasbotten has not been at Kent State long enough to receive a formal review. Yearly evaluations of Wasbotten from the previous Dean, Stan Wearden, will be available in the workroom.

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

Faculty Complaints and Concerns

The University has formal grievance and appeals procedures established by the Collective Bargaining Agreement (Article VII) between Kent State University and the American Association of University Professors.

In the School, the faculty member meets with his/her sequence coordinator, and a reasonable effort is made to resolve the grievance. (If the grievance concerns the sequence coordinator, the faculty member should meet with the Director.) If the grievance is still not resolved, the faculty member may meet with the Director or bring his/her grievance before the FAC, which makes an advisory recommendation to the Director.

Should the issue remain unresolved at the School level, the Director’s Office will notify the Dean regarding the unresolved grievance and the results of the actions that have occurred in the School. The Dean may choose to meet with the faculty member or make a decision based on the actions that have occurred at the School level.

With regard to the above procedure, it is important to note the following from the University Grievance and Appeals Procedure:

“Any settlement, withdrawal, or other disposition of a grievance at the informal stage shall not constitute a binding precedent in the settlement of similar complaints.”

Resolution of Staff Complaints and Concerns

Staff must take their complaints and concerns to their immediate supervisor, for example the Director, Associate Director, Director of Student Media, etc. If the issue is not resolved at this level, or
if the complaint or concern is about their immediate supervisor, then they should meet with the unit Director.

If the unit Director is the immediate supervisor, and the complaint or concern is with him/her, the staff member should meet with the Dean of the College.

**Student Academic Complaints**

If a student has a complaint about a final grade in a course, he/she first must take the matter up with the faculty member involved. If no satisfactory solution is achieved at this point, the student meets with the Undergraduate Coordinator or Associate Director who will explain the formal grade-grievance policy. The student receives a packet of information about the grade-grievance policy, including a form, which the student completes, explaining why he/she feels the grade is unfair. The faculty member who assigned the grade then responds in writing, explaining why he/she feels the grade is fair.

The unit’s Academic Complaint Committee (composed of faculty and students) then meets to review both documents and, if the committee feels it is appropriate, requests the student and faculty member meet with the committee, either separately or together. Based on the evidence, the committee then submits a written recommendation to the Director, whether to agree with the student or agree with the faculty member. The final decision is up to the Director; the committee’s report is only a recommendation. If either party chooses, an appeal of the Director's decision can be made to the Dean. Faculty members’ rights shall not be abridged in cases involving a grade change.

In cases of a student grievance involving waiver of a student’s program that does not involve a student’s work in specific courses, a vote of the FAC may be taken after the recommendation of the Grievance Committee is made and before the Director makes the final decision.

If a student has a complaint about a faculty member during the semester, he/she should meet with the Associate Director. Depending on the severity and nature of the complaint, the Associate Director may meet with the faculty member to discuss the complaint and try to find a reasonable solution or refer the case to the Director.

Depending on the outcome, the student may choose to file a formal complaint with the University. See Appendix 1.7, showing information for students filing a grievance.
Standard 2: Curriculum and Instruction
Part II, Standard 2. Curriculum and Instruction

During the visit, the unit should provide the following documents in the workroom:

- a complete set of syllabi for all courses, both undergraduate and graduate, offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

Executive Summary

The School has a proud history of focusing on a professional education. The faculty have worked hard over the years to best prepare undergraduate students to secure and succeed in their first jobs.

Our School has implemented a curricular vision for our majors, based on a four-stage curriculum that maintains flexibility and customization: Literacy, Skill Development, Specialization and Culminating Experience. This curriculum is based on learning outcomes (not course objectives) and experiential learning opportunities that are derived from the 12 professional values and competencies. It also allows for students to enter the program at different times and still complete their degrees in four years. Each of our four sequences has implemented this vision in ways that make the most sense for our students. Some of our sequences have fully changed or are in the process of changing their curricula, while others have created—or recreated—individual courses. We have placed a heavy emphasis on what we call “Digital. Data. Storytelling.” These three words represent what we need to consider in all of our courses, as they are three words that are most relevant in describing the industries our students will enter.

Some sequences have undergone major revisions since the last site visit. Electronic Media has become Digital Media Production (effective fall 2014), with two concentrations, Digital Film and Television, to better reflect a current curriculum. Journalism has recently changed its major completely (effective fall 2015) and eliminated its concentrations to better reflect the journalism industry. Advertising is in the process of completely redesigning its curriculum as well.

At the undergraduate level, our School offers only a handful of online sections or courses. Those courses are taught within the framework of a course with a master instructor (a full-time faculty member), who monitors the success of the online section through student evaluations, progress discussions with the section faculty member and with the sequence coordinator and/or associate director.

The faculty of the School approved a new Internship program in 2013. This program is administered by the Coordinator for Career Services. It maintains that Internships are required and provides flexibility for students to complete more Internships for credit that may count toward graduation.

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

Admission to JMC majors

Students entering the program are admitted based on their high school GPA and their ACT or SAT scores. They are admitted under the same criteria as any other student at KSU – a minimum 2.5 high school GPA and a minimum score of 20 on the ACT or comparable score on the SAT. Both of these
scores include the writing component in each standardized test. The Admissions Office at KSU will consider students who do not meet these requirements on an individual basis, and, if the Admissions Office determines, based on other criteria, that a student who has not met these requirements should be admitted, JMC also will allow that student to be admitted to the JMC program.

Language Competency
Depending on a student’s major, he/she takes either JMC 20004, Media Writing, or JMC 26001, Newswriting, usually in the freshman year. In Media Writing, students' grammar, word-usage and punctuation skills are tested multiple times throughout the semester, using standardized JMC-developed tests. In conjunction with the Newswriting course, students also must pass a one-hour, online Grammar Review course.

In addition to JMC's writing-intensive curriculum, the University requires all students to pass a Writing Intensive Course (WIC) specific to each discipline. Although most courses in the School of Journalism and Mass Communication are writing-intensive, the University has specifically designated three JMC courses as WIC courses: JMC 40010, Ethics and Issues in Mass Communication; JMC 48001, Media Relations and Publicity; and JMC 31002, Advertising Copywriting. Each course requires multiple writing assignments that are graded rigorously for both content and language competency.

Prior to the Fall 2012 semester, all JMC students were required to take JMC 40010, Ethics and Issues in Mass Communication. Beginning with the Fall 2012 catalog requirements, students in the Journalism and Digital Media Production majors still are required to take JMC 40010, Ethics and Issues in Mass Communication. However, students in the Advertising major now are required to take JMC 31002, Advertising Copywriting, and students in the Public Relations major are required to take JMC 48001, Media Relations and Publicity, as their official University Writing Intensive Courses.

In addition, each JMC major requires a culminating-experience course, where language competency is expected to be at a professional level and, therefore, is graded rigorously. These courses require competency in grammar, language usage and punctuation, as well as critical thinking and storytelling skills.

These courses are:

**Journalism**
Multimedia News, Magazine and Broadcast Journalism Concentrations –
JMC 46009-Reporting Public Affairs

Photojournalism Concentration –
JMC 42008-Advanced Photojournalism

**Digital Media Production**
Digital Film Production and Television –
JMC 49099, Senior Digital Media Production Project

Before fall 2014, DMP was named Electronic Media, and students took JMC 49021, Corporate Video as their culminating course.
2. Describe the unit’s curricular efforts, whether onsite or online, to develop in its majors ACEJMC’s 12 professional values and competencies. This discussion should include efforts to respond to professional expectations of current digital, technological and multimedia competencies.

Our efforts to ensure our majors master the 12 professional values and competencies include two levels: courses and curriculum.

Courses: All 12 professional Values and Competencies are required on all syllabi, and all faculty (both full- and part-time) are asked to bold the relevant competencies for their courses in their syllabi. While we use the 12 competencies as identified by ACEJMC, they have been restructured to better reflect extant JMC language.

In addition to including the complete list of competencies, faculty also are asked to ensure their course calendar/content assignments reflect these competencies, if possible, to help reinforce to students that these competencies are “baked in” to their courses, making it easier for our students to draw connections between the relevant material across their various classes.

We also use the programmatic evaluation of the 12 competencies to inform course development, sharing the academic-year report with all faculty (again, full- and part-time). The Associate Director also works closely with individual faculty who express interest in better integrating relevant competencies into their courses. This has led to substantial revamping of several courses in our curriculum, encouraging faculty to think about ways they can address areas identified in our programmatic assessment as problematic. Notably, the two instructors for Reporting Public Affairs, the Journalism culminating experience class for AY 2013-2014, used findings from both the Culminating Experience Team Assessment (CETA) and Graduating Senior Exit Exam (GSEE) to restructure their course to better include and represent the 12 competencies. Finally, the competencies inform new course development, including Big Data and Web Programming (Journalism) and an upcoming Advertising/PR data-analytics course.

Curriculum: As our programs develop new curricula, they do so with the 12 professional values and competencies top of mind. Both Journalism and Advertising have used the competencies as guiding principles during their recent curricular redevelopment, ensuring that each of the competencies is prominent. This has led to specific changes in the curricular plans, grounded in the findings and recommendations from the 2013-2014 assessment plan. This includes (but is not limited to) increased emphasis on current tools and technologies in Advertising and domestic and global diversity in both majors. For example, Advertising will now require students to take the Multimedia Technology class (changing to Media Toolbox in 2015-2016) and will develop another one-credit-hour course on Microsoft Office, highlighting Excel, Word, and PowerPoint. Advertising is also partnering with Public Relations on a new data-analytics class focused on strategic communications. Journalism’s new curriculum offers students multiple opportunities to develop their multimedia/digital skills, including the continuance of Big Data and Web Programming classes and the development of other new tech-focused courses.
The other two majors that are not currently undergoing extensive curricular revisions, Public Relations and Digital Media Production (new curriculum already launched in fall 2014), emphasize digital and multimedia skills for their students. PR requires Multimedia Technology for all of its majors, along with Public Relations Publications and PR Online Tactics. The Digital Media Production major reflects the faculty’s commitment to offering current, cutting-edge programs of study for our students, emphasizing the importance of understanding and using current tools and technologies to produce top-quality work.

3. **Explain how the accredited unit ensures its online courses and online degrees meet ACEJMC’s standards.**

JMC offers four online courses in the undergraduate program: Media, Power and Culture; Fundamentals of Media Messages; Social Media Strategies; and Principles of Advertising. JMC does not offer any undergraduate online degrees.

Media, Power and Culture, Social Media Strategies and Principles of Advertising have course coordinators who make sure that all sections of the course include the 12 Values and Competencies in their syllabi. These course syllabi contain the same verbiage concerning accreditation as the face-to-face courses.

The instructors for these courses, some of whom are full-time faculty and some of whom are adjuncts, receive the same information about incorporating the 12 Core Competencies in the course, as do all other JMC faculty. They are required to include them in their syllabi. Students are informed, through various online forms of communication, about the meaning of these Core Competencies and how some (or all) are incorporated into the course.

Principles of Advertising is offered online only in the summer.

Fundamentals of Media Messages, although a JMC course, is not a requirement of any JMC major and does not count toward the degree requirements of any JMC major. It is a requirement of a degree in other programs.

4. **If the unit has a core curriculum, briefly list and describe the courses required.**

Prior to Fall 2012, the core curriculum for all JMC students consisted of the following courses:

**JMC 20003, Introduction to Mass Communication** – a broad survey course with a typical enrollment of 150 students. The major topics covered are: the mass media revolution, media history, media technologies, print media, music and radio, film and television, new media, advertising and public relations, media bias, photography, and ethics.

**JMC 20004, Media Writing** – a basic media writing course that stresses grammar usage and punctuation. As a skills course, the maximum enrollment is 20. The topics covered are: the writing process, audiences, defining good writing, styles, verbs and verbals, nouns and pronouns, types of sentences, agreement, long writing and profiles, summaries, punctuation, web and multi-media storytelling, and persuasive writing.
JMC 40006, Law of Mass Communication or JMC 40016, Law of Advertising and Public Relations – lecture and discussion courses with typically 35-70 students. The major topics covered are: U.S. Judicial System, the Constitution, 1st and 14th amendments, trademark law, copyright law, defamation, libel, corporate speech, deceptive advertising, and the FTC and FCC.

JMC 40010, Ethics and Issues in Mass Communication – a seminar class with discussion and student contribution. The topics covered are: what is ethics, philosophical foundations, ethical decision-making, truth, credibility, ethical news values, new-media ethics, advertising ethics, public relations ethics, making good choices, conflicting loyalties, privacy, media in a democracy, ethics and economics, being a moral adult, and codes of ethics.

In the fall of 2012, the Journalism major eliminated the requirement of JMC 20004, Media Writing, and added JMC 26005, Multimedia Storytelling. The reason is that JMC 26001, Newswriting, would become the basic journalistic writing class for Journalism majors, and Multimedia Storytelling would be a new class taken after Newswriting but before JMC 26007, Print Beat Reporting, or JMC 26008, Broadcast Beat Reporting, giving students a foundation in storytelling and reporting before taking Print Beat Reporting or Broadcast Beat Reporting.

Also in the fall of 2012, the Advertising and Public Relations majors eliminated the requirement of JMC 40010, Ethics and Issues in Mass Communications, replacing it with a one-hour course, JMC 40011, Ethical Issues in Integrated Communication. The reason this requirement was reduced from a three-hour class to a one-hour class is that ethical issues are discussed in many other Advertising and Public Relations courses.

In the fall of 2014, the requirement of JMC 20003, Introduction to Mass Communication was removed, and JMC 20001, Media, Power and Culture was added as a requirement. Prior to 2014, JMC 20003 was required of all JMC majors, and JMC 20001 was a KSU Core course in the Social Science Core category. JMC 20001 and 20003 are similar in content. By eliminating the requirement of JMC 20003 and requiring JMC 20001, JMC students can fulfill a JMC requirement and a University Social Science Core requirement with one course.

Here is a summary of each of our majors:

**Advertising:**
The Advertising major includes the core (including Law of Advertising and Public Relations and Ethical Issues in Integrated Communication). Students are required to complete a basic writing course (Media Writing), principles courses in both Advertising and Public Relations, an Audience Analysis course and a course in Advertising Messaging.

The skills courses include Advertising Copywriting, Media Planning, Advertising Strategies and Account Management.

The Advertising Campaigns course serves as the capstone experience. Students are required to complete two hours of Internship credit.

The Advertising sequence received approval to significantly rebuild its curriculum, which will take effect in fall 2015.
Digital Media Production:
In addition to the core, students in Digital Media Production are required to take four foundation courses: Video/Audio Production Aesthetics, Video/Audio Fundamentals, Writing for Electronic Media and complete a Student Media Practicum course.

Majors complete eight hours of coursework in either of two specialties: Digital Film or Television. Twenty-six courses are included in the electives list.

The Senior Digital Media Production Project course serves as the capstone experience for the major.

The School introduced the Digital Media Production major in Fall 2014 when the program was changed from Electronic Media, which included three majors: Electronic Media Production, Electronic Media Sports Production and Electronic Media Management.

Students in all three Electronic Media majors complete the JMC core courses plus four required major courses: Media Writing, Audience Analysis and Research, Videography Basics and Writing for Electronic Media.

Electronic Media Production:
Production students take 3 specialized courses: Videography Basics II, Basic Video Production, Basic Audio Production, plus six courses from two lengthy lists of production electives, to allow students to further specialize.

Electronic Media Management:

Electronic Media Sports Production:
Sports Production students complete seven courses: Video Basics II, Basic Video Production, Basic Audio Production, Television Sports Production, Live Sports Production, Sports Field Production and Television Sports Graphics Production. Students also complete two elective courses from a list of general Production requirements.

Journalism:
In the Journalism sequence, students may pursue one of four concentrations: Broadcast News, Magazine, Multimedia News or Photojournalism.

In addition to the JMC core, all Journalism students complete three major requirements: Multimedia Techniques, Multimedia Newswriting and Multimedia Storytelling.

Students in the Broadcast News concentration complete six additional courses: Broadcast Beat Reporting, Producing Television News, Reporting Public Affairs and an upper-division JMC elective. Included in the six are choices between Computer Assisted Reporting or Online Journalism and Advanced Broadcast News or Broadcast Documentary.
Students in the Magazine sequence complete seven additional courses: Print Beat Reporting, Copyediting, Reporting Public Affairs, Magazine Publishing, Feature Writing, Magazine Writing and Editing. Included in the seven is the choice between Magazine Design or Cybermedia Production. Magazine students also complete an elective course from a list of 14 options.

Students in the Multimedia News concentration complete six additional courses: Print Beat Reporting, Copyediting, Newspaper Design, Reporting Public Affairs and Feature Writing. Included in the six is the choice between Computer Assisted Reporting or Online Journalism. Multimedia News students complete two electives from a list of 13 options.

Reporting Public Affairs is the capstone course for these three concentrations.

Students in the Photojournalism concentration complete seven additional courses: Photography, Visual Storytelling, Photojournalism I, Photojournalism II, Video for Still Photography, Sports Photography and Advanced Photojournalism. Students also complete either Fashion Photography or Entrepreneurial Documentary Photography. The latter two courses serve as the capstone course.

The Journalism sequence received approval to completely rebuild its curriculum, including the removal of the concentrations. The new major will allow students more flexibility and will take effect in fall 2015.

Public Relations:
The Public Relations major includes the JMC core with the specialty courses in Law and Ethics listed earlier in the Advertising major. Students complete four courses from the journalism sequence (Multimedia Techniques, Multimedia Newswriting, Multimedia Storytelling and either Print Beat Reporting or Broadcast Beat Reporting.) Students also complete the Audience Analysis course.

The Public Relations skills courses include Public Relations Case Studies, Media Relations and Publicity, two tactics courses – one of which focuses on online tactics, Public Relations Publications and a seminar course in Public Relations Campaigns.

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

Students have a number of options available to them to create different types of individualized programs. The professional advisers, as well as faculty, are well versed in these options and can guide students to them early in their academic careers.

The Electronic Media major (now Digital Media Production) has three different JMC elective lists that allow students to choose from a variety of courses, based on their specific interests. The Electronic Media Sports Production major has one JMC elective list from which students can choose courses.

The new Digital Media Production major will allow students to choose among film, editing, studio and remote shooting, audio engineering, mixing, scriptwriting, producing, directing, programming, and television-sports courses.

The Magazine concentration and the Multimedia News concentration in the Journalism major each have a list of 13 JMC elective courses from which students can choose, including design, editorial,
business, documentary and management courses. The Photojournalism concentration has a smaller list of JMC elective courses, but students can take courses in sports photography, fashion photography, storytelling, and video.

Although the Advertising major, the Public Relations major and the Broadcast News concentration in the Journalism major do not have a JMC elective list, students have limited flexibility to meet their special interests through the use of course substitutions and Individual Investigations. Faculty members, as well as the Undergraduate Coordinator and/or Associate Director, must approve these substitutions and Individual Investigations.

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

JMC offers a number of service courses to any student in the University:

- JMC 20001, Media, Power and Culture, is a complete overview of the media from both a practitioner and consumer view. In addition to being a service course, it is also one of the University’s core courses in the Social Science Category.
- JMC 20001, Principles of Advertising, is the study of all facets of the advertising industry.
- JMC 28001, Principles of Public Relations, is a broad overview of the public relations industry.
- JMC 21008, Social Media Strategies, deals with how our culture of “digital natives” can use social media to improve their lives and careers.
- JMC 40095, Cell Phone Photography, teaches students how to shoot better pictures with the latest technology in cell phones.
- JMC offers 12 hours of film classes that include pre-production (scriptwriting, casting, etc.), production (shooting) and post production (editing).
- JMC also has 6-8 film and pop-culture-analysis courses that are popular electives for many majors throughout the university. The courses do not count toward JMC degrees.

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

Ethics

Ethics is part of the foundation of our School. As such, the study and application of Ethics is part of our School’s identity. JMC 40010, Ethics and Issues in Mass Communications, is a stand-alone course that, until the fall of 2012, was required of all JMC majors. It is a University designated Writing Intensive Course, allowing students to practice their critical thinking and writing skills. All the faculty who teach this course have been in industry and experienced ethical questions themselves. Full-time faculty from all sequences teach sections of this course.

In the fall of 2012, the Advertising and Public Relations majors stopped requiring the three-credit-hour JMC 40010 course and began requiring Advertising and Public Relations majors to take a one-credit-hour course, JMC 40011, Ethical Issues in Integrated Communication. The course focuses on the ethical issues in Advertising and Public Relations rather than on journalism ethics. Through readings, research, reflection and class discussion, students understand and appreciate the complex moral decisions that Advertising and Public Relations professionals make each day, often under intense deadline and client pressure.
In addition, students will gain knowledge of the current and emerging issues facing all professionals in the field. They also will acquire the basic problem-solving skills to address those issues in real time.

Multiple sections of the required JMC 40010, Ethics and Issues in Mass Communication, are offered each semester and are managed by a course coordinator, Professor Jan Leach, the director of the School’s Media Law Center for Ethics and Access. She holds a master’s degree in journalism with a concentration in ethics. She is an Ethics Fellow at the Poynter Institute and is a member of the Association for Practical and Professional Ethics and of AEJMC’s Media Ethics Division (MED). In the MED, she was Teaching Standards Chair for three years and was Research Chair for 2013-14. She will be Program Chair/Vice Chair of MED for 2014-15 and will rise to MED Chair the following year.

Leach teaches media ethics every semester, including summers. She has taught the course 39 times, including more than 20 Honors sections plus developing and teaching it online. She has taught or spoken about media ethics at various media and professional organizations, including the following:

- Taught media ethics in India for the U.S. State Department as part of its U.S. Speaker and Specialist Program in Summer 2014. The State Department goal was to have a media ethics expert discuss media ethics related to coverage of gender-based violence.
- The 2014 Poynter KSU Media Ethics Workshop was the 10th annual professional development ethics training conference held at Kent JMC. The theme for the event on Sept. 18 was “Data Minefields?,” and the one-day program focused on the ethics of data mining. Keynote speaker was Robert Hernandez, professor of professional practice at USC Annenberg and the self-described “web journalist” who is a “hackademic.”
- Two conference papers presented at AEJMC national conventions in 2010 and 2011.
- “Ethical Issues of Data Digging in Journalism,” co-author, presentation in St. Louis, MO.
- “Can This Marriage Be Saved? The Love-Hate Relationship between Traditional Media and Citizen Journalism,” co-author, refereed paper accepted for poster session, Denver, CO.
- “Ethics of Data Mining: Media, Privacy and Technology,” panel proposed, organized and moderated by Leach at Association for Practical and Professional Ethics, Cincinnati, March 2011.
- “Are we lost in Cyberspace: Editing, Ethics and End-Users of Online Journalism” panel organizer and facilitator at AEJMC.
- Guest lectures including University of Akron, University of Iowa (distance-learning), Hoover High School and more.

Starting in 2009, the Workshops have emphasized single ethics topics. These have included:
- values in media ethics (2009)
- online media ethics (2010 – http://mediaethics.jmc.kent.edu/2010/)
- political media ethics (2012 – http://mediaethics.jmc.kent.edu/2012/)
- data and privacy ethics (2014 – http://mediaethics.jmc.kent.edu/)
• National speakers have included Arianna Huffington, Paul Steiger (ProPublica), Josh Marshall (TalkingPointsMemo), and Connie Schultz (Pulitzer winner and Parade magazine columnist).

• Speakers for 2014 were: Joe Vealencis, director of the office of strategic communication at the U.S. National Counterterrorism Center; Jeremy Gilbert, director of strategic initiatives at The Washington Post; Jennifer LaFleur, senior editor for data journalism at the Center for Investigative Reporting; Daniel Lathrop, investigative data journalist at The Dallas Morning News; Gina Miller, customer insight and database marketing director at CMD-Chicago; Chris Quinn, vice president for content at the Northeast Ohio Media Group (the Cleveland Plain Dealer’s new online news division), and Jennifer Smith Richards and Jill Riepenhoff, data and projects reporters at the (Columbus) Dispatch.

• As in the past, Poynter faculty moderated and facilitated the Workshop, which was live-streamed and included live Tweeting. The entire Poynter KSU Media Ethics Workshop is archived online, as are previous Workshops from 2008-2013.

The first three Ethics Workshops were regional. Starting in 2008 and with support from the Knight Foundation, the Workshop was expanded and now includes free admission for students. The Workshop or topics from the annual event have been featured in Poynter Online, Nieman Reports, the MED newsletter and elsewhere.

Law
JMC 40006, Law of Mass Communication is a stand-alone course required for Journalism, Electronic Media (Digital Media Production starting fall 2014) and Visual Journalism (degree inactivated fall 2014) students. The course covers libel, slander, privacy, copyright, obscenity and government access.

The course is taught by Mark Goodman, a full professor and media-law attorney who is also the Knight Chair in Scholastic Journalism. Prior to coming to JMC in 2008, he served for 22 years as the executive director of the Student Press Law Center in Washington, D.C. Goodman is an expert in media law, the role of high school student journalism in preparing journalists and citizens, the practice of press freedom in American schools and freedom of information issues involving schools and colleges. He is the lead researcher for the 2011 Scholastic Journalism Census, which quantified the number of student publications in high schools across the country.

Advertising and Public Relations students are required to take JMC 40016, Law of Advertising and Public Relations. This is also a stand-alone course. It covers the regulation of advertising and corporate speech, the First and Fourteenth Amendments, libel and privacy and legal problems of new media.

The course has been taught primarily by Associate Professor Fran Collins. She started her career as a media planner/buyer in an in-house business-to-business agency, followed by media planning and buying at William Douglas McAdams, New York, the country’s first pharmaceutical ad agency. While teaching as an adjunct, she also served as an ad agency media director, both in Syracuse, NY, and Columbia, SC, and, later, as bank marketing director for a 28-office South Carolina bank and its holding company. She has a master's degree in journalism from The Ohio State University.

History and theory of journalism
The history and theory of the mass media are taught both in the introductory courses for each major, as well as throughout the curriculum.
8. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

Traditionally, courses with multiple sections (particularly skills courses) have a JMC full-time faculty member as the course coordinator. This coordinator often works closely with the other course instructors, ensuring consistency in terms of syllabi, assignments, and grading. We continue to have course coordinators, with varying levels of hands-on guidance, in several of our multi-section courses, including Media, Power and Culture, Media Writing, Newswriting, Social Media Strategies, and the Basic Video/Audio courses.

In recent years, student feedback and administrative observation have indicated that a more consistent approach to coordinating multiple sections of courses is needed. While some course coordinators are fairly formal, others take a more casual approach. While we intend to remain observant of academic freedom, during fall 2014, we plan to convene a meeting of course coordinators and full-time faculty who frequently teach these courses, to assess current practices, determine best practices, and work toward a more consistent approach across all of our multi-section classes in the future.

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.

JMC has a proud history of instructional excellence, and the School’s faculty has received recognition from academic peers within the University, as well as a host of regional, national, and international organizations. The following chart lists achievements in teaching in the most recent accreditation cycle.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Achievement</th>
<th>Notes</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>David LaBelle</td>
<td>Award of Merit</td>
<td>Achievement in preservation and interpretation of state and local history</td>
<td>2014</td>
</tr>
<tr>
<td>Ann Schierhorn</td>
<td>Award of Merit</td>
<td>Achievement in preservation and interpretation of state and local history</td>
<td>2014</td>
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<td>Michele Ewing</td>
<td>PRSA College of Fellows</td>
<td>For advancing the public relations profession and distinguished experience and leadership</td>
<td>2014</td>
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<td>Michele Ewing</td>
<td>Davis Young Award</td>
<td>Mentoring students</td>
<td>2014</td>
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<tr>
<td>Stefanie Moore</td>
<td>Outstanding Teaching Award CCI</td>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Jan Leach</td>
<td>Distinguished Teaching Award CCI</td>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Jan Leach</td>
<td>Provost Recognition</td>
<td>For presentation to incoming freshmen at DKS</td>
<td>2014</td>
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<tr>
<td>Stephanie Smith</td>
<td>Provost Recognition</td>
<td>For presentation to incoming freshmen at DKS</td>
<td>2014</td>
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<td>Stephanie Smith</td>
<td>Mothers Mentors and Muses</td>
<td>Colleagues who nurtured, counseled, or inspired creative and academic enthusiasm in others.</td>
<td>2014</td>
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<td>Faculty</td>
<td>Achievement</td>
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<td>Danielle Coombs</td>
<td>Mothers Mentors and Muses</td>
<td>Colleagues who nurtured, counseled, or inspired creative and academic enthusiasm in others.</td>
<td>2014</td>
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<td>Gary Hanson</td>
<td>AEJMC Teaching – 2014 Best Practices Award</td>
<td>International Storytelling</td>
<td>2014</td>
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<tr>
<td>Gary Hanson</td>
<td>NASPA – Best Practices Winner</td>
<td>International Storytelling</td>
<td>2014</td>
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<td>Traci Williams</td>
<td>Bronze Telly Award</td>
<td>KSU Independent Films</td>
<td>2014</td>
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<td>Traci Williams</td>
<td>Make a Commitment Award KSU</td>
<td>Addressing community needs through experiential learning and service activities</td>
<td>2014</td>
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<td>Sue Zake</td>
<td>AEJMC Grant</td>
<td>“Incorporating Public Lab into JMC Classroom”</td>
<td>2014</td>
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<tr>
<td>Tim Roberts</td>
<td>Honorable Mention PRSSA Bateman</td>
<td>Bateman Class Project</td>
<td>2014</td>
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<td>Federico Subervi</td>
<td>NAMLE Grant “Eyes Wide Open”</td>
<td>For students to recognize what is trusted online information</td>
<td>2014</td>
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<td>Wendy Wardell</td>
<td>Semi-finalist award Effie Collegiate Competition</td>
<td>Creative Ad Strategies class</td>
<td>2014</td>
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<td>Candace Perkins Bowen</td>
<td>ASNE Reynolds Grant</td>
<td>ASNE Summer Institute</td>
<td>2014</td>
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<td>Samantha Antoine</td>
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<td>Tim Roberts</td>
<td>Second Place PRSSA Bateman</td>
<td>Bateman Class Project</td>
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<td>Gene Shelton</td>
<td>2013 Trailblazer Award</td>
<td>For significant contributions to enhance diversity and inclusive excellence</td>
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<td>Gene Shelton</td>
<td>CCI Outstanding Teaching Award</td>
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<td>Jacquie Marino</td>
<td>APNE Award Innovator of the Year</td>
<td>Campus Lifeline</td>
<td>2013</td>
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<td>Sue Zake</td>
<td>APNE Award Innovator of the Year</td>
<td>Campus Lifeline</td>
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<td>Mark Goodman</td>
<td>Selected for the D W Reynolds team</td>
<td>Research the transition to digital journalism and create a new curriculum</td>
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<td>Jeff Fruit</td>
<td>KTA Outstanding Adviser of the Year</td>
<td>Chapter Adviser, recognizing academic excellence and promoting scholarship in journalism</td>
<td>2013</td>
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<td>Achievement</td>
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<td>Year</td>
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<td>Stefanie Moore</td>
<td>Mothers, Mentors and Muses</td>
<td>For helping to birth academic endeavors and ideas of others</td>
<td>2013</td>
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<tr>
<td>Jacquie Marino</td>
<td>Mothers, Mentors and Muses</td>
<td>For helping to birth academic endeavors and ideas of others</td>
<td>2013</td>
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<tr>
<td>Mitch McKenney</td>
<td>Visiting Professor</td>
<td>Shanghai International Studies University</td>
<td>2013</td>
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<td>Candace Perkins Bowen</td>
<td>JEA 2013 Teacher Inspiration Award</td>
<td>Helping inspire in others the goal of teaching scholastic journalism</td>
<td>2013</td>
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<td>Candace Perkins Bowen</td>
<td>Prague Freedom Foundation</td>
<td>Study away, Modern Media and Democracy</td>
<td>2013</td>
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<td>Candace Perkins Bowen</td>
<td>Indiana Scholastic J Award</td>
<td>For tireless and passionate dedication and commitment to teaching</td>
<td>2013</td>
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<td>Candace Perkins Bowen</td>
<td>ASNE Reynolds Grant</td>
<td>ASNE Summer Institute</td>
<td>2013</td>
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<td>Michele Ewing</td>
<td>Mothers Mentors and Muses</td>
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<td>Jan Leach</td>
<td>Mothers Mentors and Muses</td>
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<td>Jan Leach</td>
<td>Knight Foundation Grant</td>
<td>Support for Media Ethics Workshops</td>
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<td>Amy Wilkens</td>
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<td>David Smeltzer</td>
<td>Hoover Grant</td>
<td>Created Environmental Media course</td>
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<tr>
<td>Mitch McKenney</td>
<td>Hoover Grant</td>
<td>Created Environmental Media course</td>
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<td>Mitch McKenney</td>
<td>AEJMC Award</td>
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<td>Develop a new application for web programming class</td>
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<td>AEJMC Public Service Award</td>
<td>Lifetime of Service to Journalism</td>
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<td>ASNE Reynolds Grant</td>
<td>ASNE Summer Institute</td>
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<td>Gary Hanson</td>
<td>Distinguished Teaching Award</td>
<td>Kent State</td>
<td>2011</td>
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<td>Gary Hanson w/ Ben Hollis</td>
<td>AEJMC Best of the Web</td>
<td>Online Media, Power and Culture course</td>
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<td>Jacquie Marino</td>
<td>KSU Summer Teaching Grant</td>
<td>Course development – Web Programming for Journalists</td>
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<td>Sue Zake</td>
<td>KSU Summer Teaching Grant</td>
<td>Course development – Web Programming for Journalists</td>
<td>2011</td>
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<td>Karl Imdsoog</td>
<td>Ohio Educational Tech Conference</td>
<td>Broadcast students attended the event to report and cover the conference using social media and online video</td>
<td>2011</td>
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<tr>
<td>Faculty</td>
<td>Achievement</td>
<td>Notes</td>
<td>Year</td>
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<td>David Smeltzer</td>
<td>Ohio Educational Tech Conference</td>
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<td>Candace Perkins Bowen</td>
<td>ASNE Reynolds Grant</td>
<td>ASNE Summer Institute</td>
<td>2011</td>
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<td>Michele Ewing</td>
<td>U.S. Census Valuable Partner Award</td>
<td>Bateman class project</td>
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<td>Joe Murray</td>
<td>Ohio Faculty Innovator Award</td>
<td>For incorporating technology in all his courses, reinventing the 21st century curriculum and eliminating the need for hard-copy books</td>
<td>2010</td>
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<td>Joe Murray</td>
<td>BEA Award of Excellence</td>
<td>For interactive Multimedia, “Stories that Fly”</td>
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<td>Barbara Hipsman (retired 2013)</td>
<td>Mothers Mentors and Muses</td>
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<td>Jacquie Marino</td>
<td>Nieman Foundation Publication</td>
<td>The Importance of Words in Multimedia Storytelling and Writing is a Part of the Digital Story</td>
<td>2010</td>
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<td>Evonne Whitmore (departed 2011)</td>
<td>Fulbright Scholar</td>
<td>The American University, Cairo, Egypt</td>
<td>2010-2011</td>
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<td>Mark Goodman</td>
<td>McCormick Foundation Grant</td>
<td>To conduct first amendment rights, civic engagement, student free press study</td>
<td>2010</td>
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<tr>
<td>Mark Goodman</td>
<td>Presentation to summer workshop hosted by Asian American Journalists Association</td>
<td></td>
<td>2010</td>
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<td>Mark Goodman and Candace Perkins Bowen</td>
<td>U.S. Dept of Defense</td>
<td>Lecture to high school students and teachers in Japan, part of the Far East Journalism Conference</td>
<td>2010</td>
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<tr>
<td>Candace Perkins Bowen</td>
<td>McCormick Foundation Grant</td>
<td>To conduct first amendment rights, civic engagement, student free press study</td>
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</tr>
<tr>
<td>Candace Perkins Bowen</td>
<td>ASNE Reynolds Grant</td>
<td>ASNE Summer Institute</td>
<td>2010</td>
</tr>
<tr>
<td>Joe Murray</td>
<td>UTC Grant</td>
<td>To launch “Stories that Fly” to attract students to campus who are interested in journalism or aviation</td>
<td>2009</td>
</tr>
<tr>
<td>Joe Murray and Jacquie Marino</td>
<td>Horizon Report</td>
<td>“Stories that Fly” was recognized as a project that will have a large impact on teaching, learning, research and creative expression</td>
<td>2009</td>
</tr>
<tr>
<td>Jacquie Marino</td>
<td>Moulton Scholar</td>
<td>Conduct research on usability of website for students</td>
<td>2009</td>
</tr>
<tr>
<td>Karl Idsvoog</td>
<td>U.S. Department of State, Radio Free Asia, IREX, Internews, Knight Foundation</td>
<td>Videos, training material and classes for international student journalists and professionals in multiple countries</td>
<td>2009-ongoing</td>
</tr>
</tbody>
</table>
10. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

The following professional development strategies are used by JMC faculty members to help support and stimulate effective teaching:

**Mentors**

The School has initiated a mentoring system, which is an area where we can strengthen our program. Junior faculty members, both tenure-track and non-tenure-track, are assigned faculty mentors to facilitate effective teaching. Mentors are senior faculty members in the same discipline as the junior faculty members. Mentors observe teaching, usually toward the end of the semester, and are available for consultation with the junior faculty member. Sequence Coordinators help with the creation of teaching materials, work with junior faculty to maintain consistency in multiple-section courses and offer guidance on the policies and curriculum of the School.

**Travel to conferences**

Both the University and the School provide funding to help faculty cover expenses associated with professional conference attendance, as interaction with professional peers and participation in professional association work is seen as one strategy to stimulate new approaches to teaching. All full-time faculty are eligible for a minimum of $750 per year from School funds for this purpose. Those presenting scholarly or creative work at such conferences are eligible for an additional $500 from the Division of Research and Sponsored Programs. The School provides additional travel funds for those serving as officers or in other significant administrative roles in professional or academic associations.
Start-up funding for new faculty
Newly hired tenure-track faculty are eligible for start-up funding to launch their academic careers at Kent State. This start-up funding is paid over three years and can cover equipment, travel and other resources needed to help build a successful career leading to promotion and tenure. Three-year packages for recent hires have averaged more than $20,000.

Faculty Professional Development Center (FPDC)
The KSU Faculty Professional Development Center (FPDC) offers a range of learning communities and professional development programs focused on enhancing teaching. A year-long learning-community program promotes shared scholarly inquiry about teaching projects and builds relationships with student associates and faculty mentors. Scholars work with colleagues from the Collegial Development of Teaching Project, the University Teaching Council, and members of the scholarship of teaching committee of the Faculty Professional Development Center Council. The teaching scholars participate in two Lilly Conferences on College Teaching.

Another FPDC program, The Moulton Scholars, enables faculty members to work on scholarly projects that can be made possible or enhanced by using technology and offers faculty members professional development opportunities through office space, equipment, access to pedagogical expertise and technological resources, including consultations that will help achieve project goals. In fall 2009, both JMC faculty Jacquie Marino and Joe Murray were Moulton Scholars. Throughout the year, the FPDC also hosts workshops and produces podcasts and other resources focused on teaching.

In partnership with the FPDC, the University Teaching Council (UTC) supports teaching and curriculum development to engage faculty and students in the learning process and develop excellence in scholarship. The UTC provides grants for support of teaching development through project work and participation at teaching conferences JMC faculty members also have the opportunity to attend UTC’s annual teaching conference during the fall semester.

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

In the RTP process, teaching is considered as important as research. Faculty are assessed in teaching by student evaluations and evaluations by their colleagues. Faculty are expected to revise course content or create new courses as necessary to maintain current industry standards. Sequence coordinators work with faculty to make sure courses are kept up-to-date and content is relevant. Faculty play a critical role in curricular development, and the assessment and revision of curriculum play a role in the RTP process.

The Assessment of Teaching Worksheet in the Faculty Handbook contains 13 criteria to assess teaching, and this worksheet, along with student and peer evaluations, must be included in the RTP files. Probationary tenure-track faculty, temporary full-time faculty, and part-time faculty will have their teaching assessed each year by members or tenured faculty representatives of the Peer Review Committee.

Faculty are also expected to maintain relationships with professionals in the field to keep content current and are encouraged to explore the possibility of converting face-to-face courses to online learning.
The Director and Associate Director attempt to review students’ teaching evaluations of faculty each semester and meet with those faculty who receive mediocre or poor teaching evaluations. These discussions center around the reasons for those evaluations and steps that can be taken to correct any problems.

If poor teaching evaluations are consistent, this weighs heavily on tenure and promotion decisions. Even if a faculty member has a strong research agenda, poor teaching evaluations can cause a negative vote on tenure and promotion.

See Appendix 1.5, FAC Handbook, Table 2 for more detail and the Assessment of Teaching Worksheets.

12. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 10, “Student Aid.”

JMC publicizes news about outstanding students and student work regularly on its website (www.kent.edu/jmc), on our social media assets, and in our alumni magazine, JARGON. Near the end of spring semester, the School hosts “Student Success Week,” with the following events that celebrate outstanding students:

- **Scholarship Dinner**, which enables JMC scholarship recipients to spend the evening with the donors who make their scholarships possible.

- **Student Award Ceremony**, which celebrates students who earned national, international, regional and local recognition in intercollegiate competitions, including the William R. Hearst Foundation Journalism awards, College Photographer of the Year, Society of Professional Journalists Mark of Excellence, Associated Collegiate Press/College Media Association Pinnacle; Public Relations Student Society of America Bateman Case Study Competition, and Broadcast Education Association “Festival of Media Arts” competition. Students are also honored for receiving national fellowships, Internships and scholarships, including the Carnegie-Knight News21 fellowship, Dow Jones Internship, Pulliam fellowship and Student Press Law Center Internship.

- **Kappa Tau Alpha** initiation for the top 10 percent of the junior and senior classes. JMC pays for lifetime membership for these students. The induction ceremony also includes **Top Scholar** recognition for the graduating senior who achieves the highest GPA.

Additionally, as part of “Student Success Week,” JMC hosts the following activities to recognize the potential and achievements of all students:

- **CareerExpo**, held in Cleveland, brings juniors and seniors together with some of the region’s top media and communication professionals. Students have the opportunity to visit with recruiters of their choice, get information on Internships and entry-level positions, benefit from professional critiques of their résumés and gain insight on what local media industries are seeking in next-generation communication professionals. CareerExpo resulted in paid Internships and post-graduation employment for several students. CareerExpo is Kent State’s only Internship and job fair designed specifically for journalism and communication majors.

- **Free Food Monday!**, where all JMC students are treated to a morning of free donuts and an afternoon of free pizza, hosted by JMC’s faculty, staff and Student Voice Team. The event
brings students and faculty together outside the classroom in an informal social setting before final-exam week.

13. Attach a copy of the unit’s Internship policy.

School of Journalism and Mass Communication Internship Policy

Professional Internships play a vital role in the education of each student in the School of Journalism and Mass Communication.

It is clear that a professionally supervised Internship in industries related to advertising, digital media production, journalism or public relations is essential to our students’ academic and professional development.

The Coordinator of Career Services leads the JMC Internship program.

Here are some answers to questions that help students navigate the Internship process in JMC:

Is an Internship required?
Yes, all undergraduate students in JMC are required to complete an Internship. To receive credit, the Internship must be in the student’s chosen major, and supervised by a professional in the student’s field of study.

Can I have an Internship on campus?
JMC requires all Internship work experiences be off-campus, with the exception of the Digital Media Production Program that allows on-campus Internships under certain circumstances.

How do I apply for an Internship?
An Internship cannot be taken for credit until certain prerequisite courses are completed. You can work with your professional JMC adviser and the Coordinator for Career Services to determine when you are ready. The School has various resources to help you find an Internship. You also can find an Internship on your own.

After a student has received an offer of an Internship, the student applies for approval on the JMC Internship website. Once approved, JMC registers the student for the Internship credit.

The Coordinator of Career Services approves all JMC Internships except those by Public Relations majors, which are approved by Public Relations Associate Professor Michele Ewing.

How many hours am I required to work in my Internship?
One credit hour will be earned for 150 hours of Internship work. Students in Journalism, Digital Media Production and Public Relations are required to earn one credit hour. Advertising students in catalog year 2013 and earlier are required to earn one credit hour.
Advertising students in catalog year 2014 and beyond are required to complete two credit hours of Internship. This requirement, unique to Advertising, can be met by taking one 300-hour Internship for two credit hours or two 150-hour Internships for one credit hour each.

How does the School know that I am meeting expectations?
Progress reports with work samples from students are required. An on-site supervisor’s evaluation follows the student’s Internship. These reports are filed online on the Internship website. See Appendix 2.1 for a sample Supervisor Evaluation Form.

Grading is S for satisfactory completion and U for unsatisfactory completion.

I want to take more than one Internship. How many will count toward graduation?
Multiple Internships are encouraged for all students. Depending on the curriculum requirements in your major, you may take up to six credit hours of Internship that will count toward graduation.

14. Describe the methods used to supervise Internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for Internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate Internships and work experiences. See Appendix 2.2 for a Student’s Internship Report Form.

Selecting Internships sites
The JMC Internship website is the launching platform for Internships for our students. It details our Internship policy, includes online application and reporting forms and a database of companies that offer approved Internship experiences across our majors.

Students are encouraged to find their own Internships. JMC views student Internship searches as preparatory experience for post-graduate employment searches. Creating a successful résumé and writing a compelling cover letter are central to entering the job market. Requiring our students to find and secure their own Internships enhances their professional development. During the school year, the office of the Coordinator for Career Services provides students with résumé, cover letter and social media workshops to support students’ professional growth. The Coordinator for Career Services also provides individual “professional development” counseling.

Faculty members are also aware of Internship opportunities and may bring them to the attention of students. Faculty maintain relationships with JMC alumni who often recruit Kent State students for Internships. Students are also encouraged to sign up for interviews with the recruiters who come to the School of Journalism and Mass Communication each year to meet and interview intern candidates. Students are told to keep in mind that the employer may not use the “Internship” label for a part-time job.

Paid Internships are strongly encouraged, although some fields, such as broadcasting, do not normally pay interns. The Internship is worth one semester credit hour and is a core curriculum requirement, as detailed in the JMC Internship policy.
The Coordinator for Career Services approves Internships (the Public Relations sequence coordinator approves Internships for PR students). Performance of professional duties under professional supervision is the key component in determining if a proposed Internship is approved. Students are encouraged to complete additional Internships if possible.

Flash Communications, a student-staffed public-relations agency on the Kent State University campus, also gives students (primarily public relations majors but some advertising majors as well) an opportunity for a non-credit Internship experience. Students are given the opportunity to apply what they learn in the classroom in a professional public relations and marketing setting, supervised both by Public Relations faculty and staff from University Communications and Marketing. Many students report their on-campus experience with Flash to be as valuable as, and sometimes more valuable than, their external Internships with major agencies and corporations. Students who work at Flash Communications do not fulfill the Internship requirement. This is considered an extra Internship experience. Students often complete more than one Internship.

The University’s professional-level video production company, TeleProductions, employs upwards of fifty students during the school year to crew various production projects. The projects include live ESPN football telecasts, MAC football replay review, scoreboard video production for both KSU basketball and football and live web carriage of other KSU sports. TeleProductions also produces PR videos, website videos, big-screen support for commencements and community events, classroom lectures and online learning. The students are both trained and paid by TeleProductions. Typically, work at TeleProductions does not fulfill the Internship requirement but dramatically enhances our production students’ professional career development.

**Intern supervision**
A student in the Internship course will be required to complete two reports on the work experience and submit work samples to the Internship coordinator. In this way, the student’s work is regularly monitored. The reports include a description of duties performed, difficulties encountered, solutions attempted, and how coursework prepared the student for the professional experience. A staff member at the Internship site also supervises the student.

**Evaluating and grading performance**
At the end of the Internship, a confidential work evaluation is required from the employer. The intern is also required to submit a reflection essay on his or her experience. All reports, which are posted confidentially to the Internship website, must be completed before credit can be given. A standard form is used to gain such an evaluation from the professional supervisor.

Interns are evaluated on a Likert-type scale in such areas as job performance and Internship-specific skills, along with a narrative summation of student strengths and weaknesses.

Internships are for one credit and are graded "S" or "U." Failure to report on a timely basis or to complete the total-hours requirement can result in a U grade, and the Internship will have to be repeated. This is also true, of course, for unsatisfactory work.
Standard 3: Diversity and Inclusiveness
Part II, Standard 3. Diversity and Inclusiveness

Executive Summary

Of all the standards in ACEJMC accreditation, Standard 3 is the one where we have made the most progress, and we are continuing to work hard on areas where we must improve, such as in faculty diversity.

Our Diversity and Globalization Committee, along with our entire faculty, deserves credit for making JMC even more welcoming for students, faculty and staff. The committee led the creation and implementation of the School’s first Diversity Plan. The committee also created the Student Voice Team (SVT) in 2013, a group of students in the School who represent our student body. The SVT holds town hall meetings for all students, meets with the Director regularly and participates in many School events, such as Student Success Week.

Among our other accomplishments:

• Women hold key leadership positions in the School.
• The Diversity Speaker Series launched in 2012 and serves to expose students to successful diversity professionals. Numerous diversity speakers have visited the School since the last site visit.
• JMC represents more student diversity based on AALANA (African American, Latino American, Native American) standards compared to other units in the University.
• Federico Subervi, Ph.D., a researcher and scholar on Latino media and audiences, joined the JMC faculty in fall 2013 as a tenured full professor. Dr. Subervi has served as a member of the JMC Diversity and Globalization Committee and in the 2014-15 academic year will serve as an AALANA fellow within the Kent State Division of Equity and Inclusion.
• At least one member of the Diversity and Globalization Committee serves on each search committee.

Details of the initiatives and our challenges are included throughout this standard.

Our School has continued to make a commitment to diversity and inclusiveness, and we understand that we must continually improve in all aspects of that commitment, especially in both faculty recruitment and student retention.
1. Complete and attach the following tables:
   Table 5, “Area Population”
   Tables 6 and 6a, “Student Populations”
   Table 7, “Faculty Populations”
   Table 8, “Full-time Faculty Recruitment”
   Table 9, “Part-time/Adjunct Faculty Recruitment”

**Table 5. Area Population Service Area:** Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

Kent State’s primary geographic service areas are northeast Ohio and western Pennsylvania.

The school’s undergraduate recruitment effort benefits from the University’s eight-campus system, one of the largest in the nation. The Kent campus and seven regional campuses are located close to four urban centers and to airports that offer national and international service. The regional campus system allows the University to reach the region’s demographic, ethnic and cultural diversity, and especially nontraditional students. JMC benefits from being a short driving distance from media markets like Cleveland, Akron and Pittsburgh, which offer our students networking, internship and job-placement opportunities.

While the majority of Kent State students come from Northeast Ohio and Western Pennsylvania, Kent State’s almost 30,000 full-time undergraduates also come from all 50 states and more than 100 countries. Table 5 shows the racial and gender percentages of northeast Ohio and Western Pennsylvania counties from 2013. See Appendix 3.1 for a racial breakdown by county. The table totals more than 100 percent because Census respondents may select more than one category.

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 American</td>
<td>6.8</td>
</tr>
<tr>
<td>White</td>
<td>88.3</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0.2</td>
</tr>
<tr>
<td>Asian</td>
<td>1.0</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>2.8</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>---</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1.7</td>
</tr>
<tr>
<td>Other race</td>
<td>---</td>
</tr>
<tr>
<td>Female</td>
<td>50.9</td>
</tr>
</tbody>
</table>
Table 6. 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.

Table 6 shows the undergraduate student population by race and gender both at Kent State and at JMC, as of the 2013-2014 academic year. Females comprise about 58 percent of the school’s population. The racial and ethnic population of the school is nearly 17 percent; another 3 percent of students did not disclose their races, 3 percent are international students, and the remaining 76 percent are white students. The School’s demographic diversity exceeds the diversity of both the University and the region.

### Academic year: 2013–2014

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total Group in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>28</td>
<td>50</td>
<td>9.6</td>
<td>7.7</td>
</tr>
<tr>
<td>White</td>
<td>259</td>
<td>364</td>
<td>76.5</td>
<td>78.4</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>1</td>
<td>0</td>
<td>0.13</td>
<td>0.3</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>5</td>
<td>0.88</td>
<td>1.1</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>3</td>
<td>8</td>
<td>1.38</td>
<td>2.5</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>16</td>
<td>24</td>
<td>4.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Other race (Not Reported)</td>
<td>13</td>
<td>18</td>
<td>3.3</td>
<td>3.1</td>
</tr>
<tr>
<td>International students (any race)</td>
<td>16</td>
<td>10</td>
<td>3.3</td>
<td>4.4</td>
</tr>
</tbody>
</table>
Table 7. 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.)

Table 7 shows JMC’s full-time faculty as of 2014-2015 and part-time faculty as of 2013-2014 by race and gender.

**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>1</td>
<td>2.9</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>White</td>
<td>14</td>
<td>41.1</td>
<td>17</td>
<td>50.0</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>1</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International (any race)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic year: 2013 – 2014 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>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>19</td>
<td>31.6</td>
<td>39</td>
<td>65.0</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International (any race)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 8 shows full-time faculty recruitment in JMC for the past three years.

<table>
<thead>
<tr>
<th>Academic years</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>NTT AD</td>
<td>NTT PR</td>
<td>NTT Journ</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>26</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>--</td>
<td>--</td>
<td>0</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>5</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>0</td>
<td>--</td>
<td>0</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>

In searches over the past two years, the result has been at least one finalist who is a minority or a woman. JMC offered tenure-track positions to two minority women during the 2013-2014 academic year. Both women ultimately accepted positions at other universities.
Table 9. 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 9 is not included because JMC does not actively conduct searches for part-time faculty. During the past three years, part-time faculty have been hired on an as-needed basis from referrals, alumni and unsolicited recommendations. JMC has been able to secure a solid pool of candidates from these sources.

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 under-represented groups identified by the unit.

The unit’s Diversity Plan is below and also in Appendix 3.2.

Kent State University
School of Journalism and Mass Communication
Diversity Plan

JMC’s Diversity Plan is provided on the following pages. The plan was written by the School’s Diversity and Globalization Committee and approved by faculty in 2013. A portion of the plan is included in the School’s strategic plan.

School of Journalism and Mass Communication Diversity Plan

Diversity Statement
The Kent State University School of Journalism and Mass Communication recognizes the importance of a diverse faculty and student body and embraces the concept that diversity will foster the acknowledgement, empowerment and inclusion of any person.

The School of Journalism and Mass Communication teaches the history, culture, values and notable achievement of persons who represent the world’s diverse community. The mission of the school is to offer a strong curriculum, enriched by a legal and ethical foundation, which recruits, retains, promotes and hires from this diverse community.

The School of Journalism and Mass Communication believes that the highest levels of success, knowledge and progress arise when we learn from others who are not of our own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class. We welcome the many opportunities to examine challenges that may arise from differences.

Background and Context
The School has identified four dimensions in which to concentrate its efforts in diversity: 1) Institutional Climate, Culture and Community Relationships, 2) Student Access, Retention and Recruitment, 3) Education and Scholarship, and 4) Institutional Accountability.

These dimensions are aligned with the standards set forth by the Accrediting Council for Education in Journalism and Mass Communications, the Kent State University Strategic Plan and the Kent State University Equity Action Plan.
The JMC Diversity Plan identifies students, faculty and staff within the School who fall within historically underrepresented or underserved groups (AALANA: African American, Latino American and Native American). Additionally, the Plan identifies students who represent diversity in gender, sexual orientation or gender expression, socioeconomic, religious affiliation and other categories recognized by the KSU Student Accessibility Office.

The School of Journalism and Mass Communication has developed goals that support each of the four dimensions. Each goal’s alignment with ACEJMC and institutional-diversity standards are listed below, along with the expected outcomes, implementation initiatives and measurement metrics for each goal. Results of the metrics from each of the dimensions will be tabulated and analyzed in an annual report to the JMC faculty.

1) Institutional Climate, Culture and Community Relationships:
This dimension focuses on the JMC environment with its prevailing attitudes, standards and/or environmental conditions – with respect to various groups within the university community.

*The goal is to understand the perspectives and needs of the school community and to create supportive environments by way of building community, trust and credibility for all groups, to include internal and external collaborative partners of JMC.*

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

Kent State University Strategic Objective: Engaging With the World Beyond Our Campuses

**Expected Outcome**
1. A welcoming and inclusive environment reflective of all dimensions of diversity.

**Implementation**
1. Use surveys and/or focus groups to assess periodically student and employee feedback on the climate for diversity in JMC.
2. Provide purposeful intellectual and social development through a variety of programs (e.g., reunions, yield events, speaker series, recognition events, etc.) for students, faculty, staff, alumni and the community, to enhance the understanding of diversity, inclusive of all groups, global awareness and global citizenry.

Engage alumni from underrepresented or underserved groups (i.e., women, international, LGBTQ, AALANA, and those with diverse abilities) in diversity and inclusion efforts.

**Metrics**
1. Evaluate selected programs for their impact on the climate for diversity.
2. Measure perceptions of JMC students with relevant questions regarding the classroom and living environment at KSU, with special attention given to issues of diversity and inclusion.

2) Student Access, Recruitment, and Success:
This dimension focuses on greater inclusion and success of historically underrepresented student groups. It will also address the challenges for broader underserved student populations, such as increasing international student enrollment.

*The goal is to increase engagement of underrepresented and underserved student groups to provide stronger bonds that will enhance academic goals within JMC. The main area of focus for this dimension*
is recruitment and retention to intentionally aid underrepresented students to enter, persist and graduate from the university.

ACEJMC Diversity Goal: The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruitment of underrepresented groups.

Kent State University Strategic Objective: Ensuring Student Success

Expected Outcomes
1. Demonstrate a healthy and appropriate level of recruitment and retention of diverse students when compared to the overall university measure and that of select KSU departments and schools.
2. Demonstrate a healthy and appropriate four-year graduation rate among the School’s diverse populations.

Implementation
1. Coordinate activities with the Admissions Office, The Division of Diversity, Equity and Inclusion and the CCI Recruitment Committee to identify and recruit high school students from diverse backgrounds.
2. Establish partnerships with regional high school administrators and guidance counselors to coordinate diversity-based recruitment activities.
3. Use KSU admissions data to identify high-performing students from diverse backgrounds for specific recruiting outreach.
4. Increase contacts to prospective freshmen with an emphasis on a diverse population within an appropriate ACT/GPA margin.
5. Utilize the services of the Center for Scholastic Journalism as an outreach to high school journalism teachers and media advisers to develop relationships with diverse students and particularly diverse high school journalists.
6. Coordinate activities with the CCI Undergraduate Coordinators Council and the JMC advisers, to monitor the persistence and retention of students from diverse backgrounds.
7. Encourage underrepresented students to participate in the CCI Commons living/learning community that provides special programming and services to support persistence through graduation.
8. Create a Student Advisory Board (note: now called Student Voice Team) to advise the Director of the School, the JMC Diversity and Globalization Committee and the JMC faculty at large on diversity issues.
9. Actively promote various student-media outlets and media-related student organizations to students from diverse backgrounds.
10. Provide annual training sessions for student-media and organization leaders on how to manage a diverse workforce.

Metrics:
1. Annual census to determine the recruitment and retention of students from diverse backgrounds.
2. Four-year graduation rates for underrepresented/underserved students.
3. Feedback from academic advisers on roadblocks or impediments to progress by students with diverse backgrounds.
4. Number of students from diverse backgrounds participating in Student Media and student organizations.
5. Participation in diversity specialized programming targeting JMC students.

3) Education and Scholarship:
This dimension pertains to the mission of JMC to prepare all of its students to thrive in a pluralistic society and in an increasingly linked global community.
The goal is to broaden the curriculum to emphasize cross-cultural knowledge by providing diversity-teaching resources and by assisting faculty with global outreach education and by providing teaching and learning strategies focused on multicultural competencies.

ACEJMC Diversity Goal: The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit’s curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Kent State University Strategic Objective: Enhancing Academic Excellence and Innovation

Expected Outcomes
1. A curriculum that fosters domestic and global cultural competencies.

Implementation
1. Incorporate a diversity support statement in the syllabi for all courses taught in JMC.
2. Expand diversity learning opportunities through assignments in syllabi that broaden cross-cultural knowledge.
3. Provide teaching resources from the KSU Faculty Professional Development Center (FPDC), the Division of Diversity, Equity and Inclusion and other academic and professional groups.
4. Assist faculty via education and coaching regarding best practices and relevant pedagogy for students with differing abilities.
5. Utilize JMC intranet site as a central depository for diversity resources.

Metrics
1. Guidelines for diversifying the curriculum.
2. Qualitative and quantitative evaluation of diversity curriculum.

4) Institutional Accountability:
This dimension unites the first three dimensions simultaneously to help build and sustain a successful, diverse and inclusive School of Journalism and Mass Communication.

The goal is to increase the recruitment and success of a diverse faculty and staff.

JMC Accreditation Diversity Goal: The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

Kent State University Strategic Objective: Developing and Recognizing Our People

Expected Outcomes
1. Addition of new hires with content expertise in areas of study that examine diverse identities and cultures.
2. Advancement of women and underrepresented groups.
3. Successful leadership and career-path programs for faculty and staff.
4. Annual assessment of diversity goals.
5. Increase in philanthropic campaign efforts focused on diversity.

Implementation
1. Utilize the support from JMC’s Diversity and Globalization Committee for all faculty and staff searches to assist in outreach and recruitment strategies to increase diverse hires.
2. Post faculty and staff openings in targeted and identifiably successful publications and electronic distribution lists to reach a broader pool of diverse candidates.
3. Work with the Division of Diversity, Equity and Inclusion to include search-committee training for all search-committee members.
4. Implement faculty and staff exit surveys and use the results for identification of issues and opportunities for continuous improvement.
5. Conduct periodic surveys of faculty and staff to measure the climate for diversity within the school.

**Metrics**

1. Number and proportion of various underrepresented groups in comparison to total population in JMC.
2. Annual percentage of movement up or down; gain or loss in monitoring the college diversity scorecard and affirmative-action goals as they relate to AALANA new hires and retention of AALANA new hires in JMC.
3. Attrition rates of JMC diversity faculty and staff.

This plan was drafted by the School’s Diversity and Globalization Committee, with input and review from the University’s Division of Diversity, Equity and Inclusion.

The committee will **evaluate progress against diversity objectives at least annually**.

The first progress report was completed in July 2014 and was sent to each full-time faculty and staff member and is posted on the diversity section of the School’s website.

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**JMC Diversity Plan**

**Progress Report**

**July 2014**

The following report is an update of the 2013–2014 Diversity Plan and highlights several of our significant accomplishments for each Objective.

**Goal #3**: Enhance our commitment to diversity and inclusion in both our faculty and student body through initiatives developed by the School’s Diversity and Globalization Committee.

**Objective #1.** Understand the perspectives and needs of the School’s community and create supportive environments by way of building community, trust and credibility for all groups, to include internal and external collaborative partners of JMC.

- The Diversity and Globalization Committee sponsored a semester-long JMC climate assessment, conducted by students in the Audience Analysis class, to explore student perceptions and expectations. This is the first assessment of its kind at JMC.
- JMC inaugurated the Diversity Speaker Series in the 2012-2013 academic year to expose students to successful and diverse professionals who can serve as role models and to examine issues of diversity, civil rights and human rights. Since then, JMC has hosted six diversity speakers and events. This academic year, the Diversity and Globalization Committee sponsored “They Led the Way,” an exhibition that told the stories of eight students who desegregated public schools in Leon County, Florida, 50 years ago. The exhibition was the work of JMC Professor (and Committee member) Ann Schierhorn, with photography by JMC photojournalism program coordinator David LaBelle. The Diversity and Globalization Committee worked with Kent State’s Division of Diversity, Equity and Inclusion to incorporate this event as part of the University’s official Martin Luther King Day celebration.
Other 2013-2014 presentations in the Diversity Speaker Series included:

- A presentation on human-rights abuses and brutality toward women by journalists Nicholas Kristof and Sheryl WuDunn, the first married couple to win a Pulitzer Prize.
- A film screening of “The Last Clinic,” an in-depth look at both sides of the abortion battle in Mississippi, with Emmy-nominated filmmaker Maisie Crow. Her appearance was JMC’s first collaboration with the Kent State Women’s Center.

- Professor Gene Shelton was awarded the University’s 2013 Diversity Trailblazer Award by (then) Kent State President Lester Lefton, in recognition of his personal credibility on diversity issues and his long-standing contributions to building an atmosphere of inclusiveness at JMC and Kent State.

- The Committee encouraged JMC students to talk to members of JMC’s new Student Voice Team (item 8 under Objective 2). Members of the Student Voice Team (SVT) also made presentations to JMC classes.

- Kathryn Coduto, a graduate student in the Managing Media Diversity course, developed a diversity plan for TV2, the student-media television station.

- In early May 2014, Student Media held a “Cultural Competency Seminar” for new student-media managers.

- The School created a new diversity section on the JMC website – another first for the School. The diversity section features the JMC Diversity Plan, JMC’s statement on diversity, faculty and student research on diversity, diversity events, diversity courses, the Committee’s charter and membership and the SVT charter and membership.

- The Diversity and Globalization Committee helped sponsor the 11th annual Robert G. McGruder Luncheon, Distinguished Guest Lecture and Awards Presentation and strengthened the national focus on this event by selecting Byron Pitts, ABC News Anchor & Chief National Correspondent, as the 2014 McGruder Distinguished Guest Lecture and Award winner. Constance D. Harper, associate publisher and editor of Call & Post, which serves African-American communities throughout Ohio, was selected as the recipient of the Media Distinguished Leadership Award.

- After the event, JMC hosted and videotaped a conversation on diversity that featured Byron Pitts and former McGruder winners and media leaders Russ Mitchell, managing editor and lead anchor of WKYC-TV; Debra Adams Simmons, vice president for news development for Advance Local (The Plain Dealer); and Albert E. Fitzpatrick, retired assistant vice president of the Akron Beacon Journal. The video is available on the JMC website and can be incorporated into the JMC curriculum.

- Also at the McGruder Luncheon, three outstanding student projects on diversity were honored with awards: Yolanda Li’s multimedia presentation on a humanitarian relief effort in Haiti; Matthew Petrunak’s video of Kent State students discussing their connection/disconnection with the civil rights movement; and Bruce Walton’s opinion piece, “The Dangers of Being a Black Man.”

- JMC presented the Fast Track award to Shannon Lanier, a 2003 alumnus and the first person of color to receive this award, at Homecoming 2013.

- Alumni have attended JMC Diversity Speaker Series lectures and have participated as panelists and guests at the Poynter Kent State Media Ethics Workshop.

- John Butte, JMC’s Coordinator for Career Services and a member of the Diversity and Globalization Committee, began tracking JMC alumni. Shantae Rollins, the new full-time Coordinator for Outreach and Marketing, will develop more focused alumni tracking, outreach and engagement programs.
Objective #2: Increase engagement of underrepresented and underserved student groups to provide stronger bonds that will enhance academic goals within JMC. The main area of focus for this dimension is recruitment and retention to intentionally aid underrepresented students to enter, persist and graduate from the University.

- The School created the Recruitment and Retention Committee to ensure a concerted focus on JMC enrollment. Three members of the Diversity and Globalization Committee (John Butte, Traci Williams and Stephanie Smith) have served on the Recruitment and Retention Committee.
- The Recruitment & Retention Committee and the director of JMC regularly review admissions data.
- The School continues to explore new strategies for attracting students of color and other under-represented students, as well as recruitment activities aimed at students well before high school and nontraditional students (including returning veterans and homeschooled students).
- We have redesigned the presentations at Kent State recruiting events, such as Preview Days and Golden Flash Days, to enable current JMC students to engage directly with high school students and their parents. The School’s plan is to have students of color and students of diverse backgrounds participate in each recruitment event.
- We created the Promising Scholar awards for the strongest incoming freshmen, and in spring 2014 the Recruitment andRetention Committee selected the first 10 Promising Scholars, who entered the school in Fall 2014. The Promising Scholar awards provide financial awards of $2,000 and $3,000 for these students; the financial award is renewable for up to four years if the students remain in good standing in JMC. (See also Goal #10, JMC Strategic Plan)
- We engage high school educators through the national Journalism Education Association (JEA), the Ohio Scholastic Media Association (OSMA) and the annual American Society of News Editors (ASNE) Summer Institute. We work with high school advisers through JEA, OSMA and our ASNE Institute. CCI works with high school counselors through the Admissions office. The Center for Scholastic Journalism hosts the two-week ASNE summer institute for high school media advisers from schools with diverse student populations. The institute provides intensive training in journalism and media advising, including how to build diversity in their programs and support diverse staff members.
- In spring 2014, the director of JMC sent handwritten notes to more than 200 high school students who had been admitted but had not yet enrolled.
- We actively encourage diverse students to visit JMC through a phone-call campaign.
- We require mandatory academic advising for freshmen, sophomores and juniors who first enrolled in summer 2012 or later; CCI has one of the highest advising rates in the University. Through regular counseling sessions, JMC academic advisers detect struggling students who are potential retention risks and suggest intervention measures.
- Special emphasis on CCI Commons is made on all tours of Franklin Hall, and a CCI Commons brochure is included in all packets for visiting prospective students.
- The School featured the first-year experiences of four JMC freshmen, two who are students of color and one who is an international student, in the Spring 2014 issue of JARGON, the alumni magazine that has a readership of nearly 8,000.
- The Director and the Diversity and Globalization Committee established the Student Voice Team (SVT), which includes both undergraduate and graduate students who represent the diverse voices and viewpoints of the JMC student body. Members of the SVT advise the Diversity and Globalization Committee and the School’s Director and are engaged in specific assignments to help the School achieve its diversity and globalization goals.
- Student Media held a Student Media Job and Involvement Fair in November 2013 to recruit for Spring 2014;
- The School relaunched the Kent State chapter of the National Association of Black Journalists.
Associate Lecturer Traci Williams, a member of the Diversity and Globalization Committee, conducted a diversity workshop for TV2 and DKS leaders during the annual training week (Fall 2013).

Objective #3: Broaden the curriculum to emphasize cross-cultural knowledge by providing diversity-teaching resources and by assisting faculty with global outreach education and by providing teaching and learning strategies focused on multicultural competencies.

- JMC’s diversity statement is now in the syllabi for all JMC courses.
- The School has developed diversity exercises and content in JMC courses to supplement JMC’s required diversity course, Media Power and Culture, and diversity courses like Managing Media Diversity, African American Media and Black Hollywood. Some recent examples include:
  - Students in Multimedia Reporting had a deadline assignment to post both stories and pictures from the 2013 and 2014 Robert G. McGruder Luncheon, Distinguished Guest Lecture and Awards presentation.
  - Students in a fall 2013 section of the Public Relations Case Studies course worked with Kent State’s Office of Global Education to develop a comprehensive communication plan to interest more AALANA students, men and regional-campus students in study-away programs. The AALANA communication plan was sent to Kent State’s senior vice president for Diversity, Equity and Inclusion.
  - We added a repository of resources on the JMC website for faculty to share specific diversity assignments, compiling relevant articles, and providing links to training resources, such as those on the Poynter and SPJ sites.
  - We use the JMC intranet site as a central depository for diversity resources.

Objective #4: Increase the recruitment and success of a diverse faculty and staff.

- Diversity and Globalization Committee members are continuing to assist with outreach and recruitment strategies to increase diverse hires, and Committee members are also serving on selection panels.
- The Director named professor Gene Shelton the School’s first Coordinator for Diversity Initiatives and co-chair of the Diversity and Globalization Committee in 2012.
- The School hired Federico Subervi, Ph.D., a researcher and scholar on Latino media and audiences in fall 2013. Subervi is now a Diversity and Globalization Committee member (and currently chair).
- The Director appointed Danielle Coombs, Ph.D., as JMC’s Associate Director in May 2014.
- Three of the four academic sequences have been led by women, for the first time in JMC’s history.
- The School is continuing to work progressively with the Division of Diversity, Equity and Inclusion to include search-committee training for all search-committee members as part of the hiring process recently undertaken for several open positions at the School.
- JMC Director Thor Wasbotten has served on search committees for key University positions, including Director for Diversity and Assessment Research, and General Manager and News Director for WKSU.

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

The School has created two committees to monitor progress on diversity objectives: the Diversity and Globalization Committee, created in 2012, and the Recruitment and Retention Committee, created in 2013. Members of the Diversity and Globalization Committee serve on the Recruitment and Retention Committee, to ensure consistent and collaborative approaches.
The Diversity and Globalization Committee works closely with all JMC faculty and staff, as well as Kent State’s Division of Diversity, Equity and Inclusion (DEI), on all matters of diversity affecting JMC.

**Inclusive Climate and Culture**

The Diversity and Globalization Committee works with School administration and faculty, as well as the College of Communication and Information (CCI) and Kent State’s DEI, to organize diversity-related events each semester that engage students, expose them to diverse viewpoints and global perspectives, and celebrate diversity in journalism and mass communication. These initiatives are described in question 6 of this standard.

In 2013, Thor Wasbotten, the School’s director, chartered the Student Voice Team (SVT), consisting primarily of undergraduate students who represent demographic, academic and experiential diversity. The SVT advises the Diversity and Globalization Committee and the School’s director on the views and interests of under-served student groups, concerns that could impede JMC from achieving its diversity and globalization goals and new opportunities for inclusion. The SVT is advised by JMC associate lecturer Traci Williams, who is also a faculty member of Kent State’s Department of Pan-African Studies, as well as a member of JMC’s Diversity and Globalization and Retention and Recruitment Committees. The attached video, What is Student Voice Team?, includes quotes from members of SVT, spring 2014. Also see Appendix 3.3

In 2012 and 2013, the school conducted extensive research before undertaking a comprehensive redesign of its website. Students participating in focus groups pointed out two significant deficits in the former website. First, they felt the site did little to create a sense of connection, community and authenticity: “Prospective students who visit the website should see themselves already there [at JMC],” a male undergraduate student said. Second, international students were especially concerned with the lack of diversity featured on the site. The redesigned website, launched in July 2013, prominently features large-format photos of diverse students at work and in social settings. The website contains sections devoted to diversity, student work, Student Media, student professional organizations, internships and the overall JMC student experience. The School’s social-media sites are refreshed with new content frequently, to reinforce a sense of community.

An additional and important measure of progress is the recognition JMC faculty and staff receive for outstanding efforts in creating a climate of inclusiveness. In 2013, associate professor Gene Shelton was awarded Kent State’s prestigious Diversity Trailblazer Award (see Standard 3, Question 6); in 2014, associate director Danielle Sarver Coombs was awarded an “Excellence in Accessibility Award” by Kent State’s Student Accessibility Services for her outstanding support of students with disabilities; and 10 of the School’s female faculty and staff have been recognized as “Mothers, Mentors and Muses” by the Women’s Center of Kent State’s Division of Diversity, Equity and Inclusion, since this recognition program began in 2010.
Student Recruitment and Retention
The Recruitment and Retention Committee regularly tracks student enrollment, retention and progress toward graduation. The School conducts an annual census of retention and graduation rates among students from diverse backgrounds; this information is available to the public on JMC’s website and is detailed in question 9 of this standard.

The committee also works closely with Kent State’s Admissions Office, DEI, and CCI’s Recruitment Committee to develop strategies to engage and recruit students from diverse and non-traditional backgrounds. The committee meets at least monthly to assess and refine the effectiveness of student outreach and recruitment strategies. In the 2013-2014 academic year, the committee substantially redesigned JMC’s presentation for Kent State’s major on-campus recruiting events. Students and parents now spend about two hours in Franklin Hall, touring classrooms and facilities and learning about the School’s academic programs, co-curricular experiences, internships and study-abroad opportunities. Students of diverse backgrounds are among the presenters at these events. Feedback consistently shows visiting students and parents are impressed with the School and especially with the caliber of JMC students they meet.

The committee is now exploring strategies to reach middle-school and home-schooled students and nontraditional students, including returned veterans. In 2014, the School’s Director Thor Wasbotten spoke about careers in journalism and mass communication at two Cleveland elementary schools (see photo), and Lecturer Wendy Wardell spoke to about 50 eighth-grade students in Akron about career opportunities in advertising.

Education and Scholarship
To ensure the School’s commitment to diversity and inclusion is well reflected in all JMC courses, the School began requiring that its diversity support statement (provided in Standard 3, Question 6) be included in every course syllabus starting in spring 2014. Compliance with this requirement is tracked each semester.

A repository of student and faculty diversity research and resources is contained on the diversity section of JMC’s website, where it can be accessed by faculty, staff and students. In addition, JMC offers five diversity-related courses and many co-curricular experiences that engage students in issues of diversity and inclusion (detailed in Standard 3, Question 4 and Question 6, respectively).
JMC faculty members continue to broaden their cross-cultural knowledge and experience, as these highlights demonstrate:

- The late Evonne Whitmore, an associate professor, was involved with study-away programs in Paris and Geneva and spent 2010-11 in Egypt on a Fulbright Fellowship studying women’s issues.
- Lecturer David LaBelle, coordinator of JMC’s photojournalism program, traveled to Israel in 2012 with other Kent State faculty and students, as part of the Jewish Studies Program’s Comparative Religious Thought course.
- Associate Professor Jan Leach, coordinator of JMC’s journalism sequence, spent several weeks in India in 2014, at the request of the Poynter Institute and the U.S. Department of State. Leach lectured university students, met with journalists, and conducted online sessions, relating to media ethics and gender-based violence, in Chennai, Hyderabad, Mumbai and New Delhi.

In spring 2014, JMC’s director traveled with a diverse group of JMC and Pan-African Studies students to visit the Jim Crow Museum at Ferris State University in Big Rapids, Michigan, and the African-American History Museum and Motown in Detroit. This annual trip is part of a growing effort to extend diversity education and scholarship beyond the Kent State campus and to ensure that administrators, faculty and students understand the importance race, ethnicity and culture play in the fabric of our society.

**Institutional Accountability**

The School recognizes that a diverse faculty is an essential and visible demonstration of inclusion. JMC makes serious efforts to recruit minorities and women by being inclusive in outreach, advertising and selection efforts when faculty and staff openings occur. Openings are advertised on the JMC website, in publications and on electronic distribution lists that have proven effective in reaching diverse pools of candidates. Members of JMC’s Diversity and Globalization Committee also serve on selection panels. The faculty today consists of 15 women and three minority colleagues.

In 2013, an internationally recognized Latino media scholar and a Pulitzer Prize-winning female journalist joined the JMC faculty. Question 10 of this standard provides more information.

The School’s Professional Advisory Board (PAB) includes 9 women or minority members, including Cynthia Schulz, chair of the PAB, Carol Costello, CNN anchor, Debra Adams Simmons, vice president for news development for Advance Local (The Plain Dealer), and Wayne Dawson, anchor at WJW-TV, Cleveland’s Fox affiliate.

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.

JMC offers several courses with a diversity perspective that provide hundreds of undergraduate students with deeper insights on racial, ethnic and cultural diversity. These courses include:

- **Media Power and Culture**, which is one of Kent State’s core courses. The course helps students become more knowledgeable and critical consumers of all media and focuses on how issues of gender, race, ethnicity and sexual orientation are represented in media.
- Four undergraduate electives also deal primarily with diversity issues. Two of these, **African American Media** and **Black Hollywood**, focus on African-American media and entertainment. The third, **Managing Media Diversity**, which is cross-listed as a graduate-level course, helps prepare students for the changing demographic and cultural realities in the U.S. and the world.
The course focuses on gender, racial and ethnic diversity; sexual orientation is discussed but is not at the core of this course. Record Promotion helps students learn how to critique, select, promote, publicize and successfully sell original recorded music. In the process, the students learn about the racial and ethnic origins of many types of music. This course draws more students of diversity than most JMC courses.

Content related to diversity is integrated in several other JMC courses. For example:

- The Feature Writing course always includes works from authors of diverse backgrounds or focuses on issues affecting diverse populations.
- Examples of magazines directed at diverse populations are included in the Magazine Publishing class.
- One module of the Principles of Public Relations course explores demographic differences between developed and developing nations and examines five global problems (counterterrorism, economic inequality, access to potable water and sanitation, global food crises and international refugee crises). More than 120 students from across the University take this course each semester.
- In 2013, students in one section of Public Relations Case Studies developed a comprehensive communication campaign aimed at increasing study-abroad participation among Kent State’s African American, Latin American and Native American students.
- During fall and spring 2013-2014, guest speakers who addressed diversity issues were invited to the following undergraduate courses: Broadcast Beat Reporting, Public Relations Case Studies and Science Documentary Filmmaking. Key issues and readings presented during those presentations are being incorporated in lesson plans for future semesters.
- The Advertising Messaging (ad history) course addresses diversity issues related to the portrayal of women and minorities in American advertising.

The school strives to ensure that conversations about diversity become more deeply embedded in all courses. To accomplish that, JMC professor Federico Subervi is developing teaching and practicum modules on diversity issues that will be incorporated in various JMC courses and also can be used by students for independent study and/or with guidance of faculty. Students in the School also re-launched the Kent State chapter of the National Association of Black Journalists.

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

As indicated in the diversity statement that is required in every JMC course syllabus, this unit has a clear and purposeful goal of preparing its undergraduate and graduate students to face the realities of the rapidly changing demographic, cultural and economic structures of the United States. It also seeks to prepare all of its students to better understand and work in a global society that is increasingly multicultural and interconnected in almost every facet of communication.

This goal is reflected at the curricular, instructional level (as briefly described in the answer to question 4), as well as in complementary extracurricular activities that take place or are sponsored by the School. Examples of the latter are:

1. The establishment of a faculty Diversity and Globalization Committee to explore and take a leading role on diversity and globalization activities with and for students and other faculty.
2. The establishment of the Student Voice Team (SVT), which includes both undergraduate and graduate students who represent the diverse voices and viewpoints of the JMC student body. Members of the SVT advise the Diversity and Globalization Committee and the School’s Director and will be engaged in specific assignments to help the School achieve its diversity and globalization goals.

Additionally, the School has taken a leading role in two international study-away exchange programs that expose students to diverse cultures and global issues.

• CCI’s **International Storytelling** course has been taught in spring semester for the last four years by JMC professors Gary Hanson and Mitch McKenney. This popular course has enabled JMC students – many of whom have never traveled outside the United States – to experience diverse cultures and create multimedia reporting packages in **China**, **India**, **Brazil** and **Estonia**. JMC students work in partnership with students at universities in these countries; in turn, JMC hosts students from these countries. In 2014, this course earned first place in the Elected Committee on Teaching’s 2014 Best Practices competition sponsored by AEJMC and was the Global Partnership division winner in the 2014 Best Practices in the International Higher Education Awards competition.

• In the 2013-2014 academic year, JMC developed and participated in **Modern Media and Democracy**, a study-away program in the Czech Republic, co-led by JMC Associate Professor Candace Perkins Bowen. In summer session, JMC students studied alongside counterparts at the Anglo-American University (AAU) in Prague; in spring semester 2014, JMC hosted 10 AAU students. The study-away and exchange program was made possible through the support of the Prague Freedom Foundation, a nonprofit, nonpartisan organization committed to protecting and promoting freedom of speech. The 20 Kent State and AAU students who participated in this program became the first Prague Freedom Foundation Scholars.

These activities and many others are listed in JMC’s Diversity Plan, which clearly shows the steps taken by the School’s faculty and students to enhance a variety of diversity and globalization initiatives and perspectives in the unit’s curricular instruction, as well as extracurricular in-house and outreach efforts.

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.**

JMC faculty and staff support principles and practices of diversity, equity and inclusion, as articulated by Kent State University, CCI, and the School’s own Handbook and Diversity Statement, which follows:

**Freedom from Harassment and Discrimination**

Kent State University has an explicit policy in its Policy Registrar about unlawful discrimination and harassment. It states in part:

This policy sets forth the expectations and responsibilities for maintaining an educational and employment environment free of unlawful discrimination and harassment. This policy, (in accordance with rule 3342-6-02 of the Administrative Code, as well as state and federal law), prohibits unlawful discrimination based on race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, or identity as a
JMC believes that the highest levels of success, knowledge and progress arise when we learn from others who are not of our own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class. We welcome the many opportunities to examine challenges that may arise from differences.

JMC Diversity Statement
Starting in spring semester 2014, JMC required that the School’s diversity statement be included in all syllabi:

The Kent State University School of Journalism and Mass Communication (JMC) recognizes the importance of a diverse faculty and student body and embraces the concept that diversity will foster the acknowledgement, empowerment and inclusion of any person.

JMC teaches the history, culture, values and notable achievement of persons who represent the world’s diverse community. The mission of the School is to offer a strong curriculum, enriched by a legal and ethical foundation, which recruits, retains, promotes and hires from this diverse community.

JMC believes that the highest levels of success, knowledge and progress arise when we learn from others who are not of our own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class. We welcome the many opportunities to examine challenges that may arise from differences.

Student Accessibility Statement
The following statement is also required on every course syllabus at Kent State University:

University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Kent State’s Student Accessibility Services (SAS) provides assistance to students with disabilities, in order to achieve learning outcomes and maximize academic potential. SAS supports students with mobility impairments, visual impairments, hearing impairments, speech impairments, specific learning disabilities, attention deficit disorder, chronic health disorders, psychological disabilities and temporary disabilities. Students seeking SAS services must provide documentation of their specific disabilities. Although a student may be eligible for services, specific accommodations are not offered by SAS unless they are requested. A student has the right to choose only a few accommodations or to completely refuse help.

Franklin Hall is in compliance with the Americans for Disabilities Act. The public spaces in the building are accessible to all students, regardless of disability.
Diversity Initiatives

*Since the ACEJMC visit six years ago, the School has implemented a number of initiatives that reflect its commitment to diversity.*

In 2012, the School named Associate Professor Gene Shelton Coordinator for Diversity Initiatives. In this role, Shelton has co-chaired the Diversity and Globalization Committee, also formed in 2012, and plans one of the University’s most prestigious diversity events, the McGruder Luncheon, Lecture and Awards Program (detailed below). He has long been recognized and respected as the School’s diversity leader and one of the preeminent diversity leaders at Kent State University. He was the University’s 2013 Diversity Trailblazer award winner. He teaches JMC’s required diversity course, Media Power and Culture, where he is able to reach hundreds of students early in their undergraduate careers.

In addition to launching the Student Voice Team in 2013, JMC reinstituted the Kent State chapter of the National Association of Black Journalists (NABJ), after five years of inactivity. Kent NABJ is an organization of journalists, students and media professionals that encourages students of color to work in student media. NABJ membership is open to all JMC students and majors and to all Kent State students who are interested in student media. Kent’s chapter was originally established at JMC by the late Dr. Von Whitmore but went inactive in 2009. See Appendix 3.4 for more information on NABJ.

Diversity Events

Each year, the School hosts several diversity events that expose students to diverse professionals in the media and communication industries. Students, faculty, staff, alumni, and regional media attend the following events:

The **Robert G. McGruder Luncheon, Distinguished Guest Lecture and Awards Presentation**, which will celebrate its 12th anniversary in 2015. This spring-semester event celebrates media diversity and honors the memory of the late Robert G. McGruder, a graduate of Kent State University and a foundational local figure for diversity in journalism. The University recognizes this event as “an exemplary diversity program that each unit within the University should emulate.” Under the leadership of Associate Professor Gene Shelton, the School’s Diversity and Globalization Committee organized the 2014 event and recognized Byron Pitts, ABC news anchor and chief national correspondent, as the McGruder Distinguished Guest Lecture and Award winner. See Appendix 3.5 for the 2014 program.

After the 2014 McGruder Awards Presentation, JMC hosted and videotaped a conversation on diversity that featured Byron Pitts and former McGruder Award winners and media leaders Russ Mitchell, managing editor and lead anchor of WKYC-TV; Debra Adams Simmons, vice president for news development for Advance Local (The Plain Dealer); and, Albert E. Fitzpatrick, retired assistant vice president of the Akron Beacon Journal. Please see the accompanying video **McGruder Award Winners Discuss Diversity**. The video is also available on the JMC website as a curriculum resource.
The McGruder Awards Presentation also honors outstanding student work related to diversity. In 2014, three student projects were recognized: a multimedia presentation on a humanitarian relief effort in Haiti; a video of Kent State students discussing their connection/disconnection with the civil rights movement, and an opinion piece entitled “The Dangers of Being a Black Man.”

The JMC Diversity Speaker Series, was introduced in 2012, as a way to expose students to successful minority role models and to showcase diverse voices and topics. The 2012-2013 series featured:

• Dwayne Bray, a senior coordinating producer for ESPN and East Cleveland native, who explained how his passion for sports led to a career in journalism;
• David Pilgrim, Ph.D., the founder and curator of the Jim Crow Museum of Racist Memorabilia at Ferris State University; and,
• Jim Colton, the former photo editor of Sports Illustrated, who spoke about the power and digital evolution of photography.

The 2013-2014 series featured:

• Pulitzer-Prize winning couple Nicholas Kristof and Sheryl WuDunn, who spoke about human rights and the marginalization and maltreatment of women;
• Emmy-nominated filmmaker Maisie Crow, whose most recent documentary chronicled both sides of the abortion battle in Mississippi. The event was cohosted by the Kent State Women’s Center;
• JMC Professor Ann Schierhorn, whose exhibition “They Led the Way” told the stories of eight students who desegregated Leon County, Florida, public schools 50 years ago. The event was incorporated into Kent State’s official Martin Luther King Day celebration. See Appendix 3.6 for a copy of the “They Led the Way” brochure cover or click the link for a pdf version.

See Appendix 3.7 for fliers on JMC’s Diversity Speaker Series.

Support for Student Media

JMC is committed to supporting the University’s independent Student Media. Student Media continue to make progress in ensuring that under-represented voices and viewpoints are heard through initiatives such as:

• A Student Media Job and Involvement Fair in fall semester 2013, designed specifically to recruit students of diverse backgrounds.
• The Kent Stater (formerly the Daily Kent Stater) and KentWired.com have a diversity reporter to ensure consistent, well-informed coverage of racial, ethnic and cultural-diversity issues.
• Student leaders from TV2 and the Kent Stater held a diversity workshop, conducted by associate lecturer Traci Williams. In 2013, TV2 selected Gabriel Kramer as its general manager. Kramer is the first student of color to hold that position.
• Uhuru, a respected and award-winning student magazine, speaks directly to the issues and interests of minority students.
• Fusion, Kent State’s lesbian, gay, bisexual, transgender and queer/questioning magazine, celebrated its 10th anniversary in 2013. It has evolved from a small, black-and-white publication to a full-color, 48-page magazine. In 2013, Fusion received a $3,000 grant from the Gay Endowment Fund of the Akron (Ohio) Community Foundation, to expand its reach to Akron, Canton and Cleveland.
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.

JMC’s minority enrollment continues to improve and is slightly ahead of minority enrollments at the University. Undergraduate AALANA (African American, Latino American, Native American) students constituted 11.1 percent of JMC’s undergraduate enrollment in spring 2014, compared with 14.9 percent in CCI and 10.5 percent for all undergraduate minority students enrolled at the Kent Campus of Kent State University. The total number of undergraduate AALANA students in JMC during spring semester 2014 was 90.

Broadening Outreach to Students
Recruitment of students-of-color in the School’s geographic service areas are highly competitive and is complicated by declining high school graduation rates. Therefore, the School is moving ahead with innovative, expanded and sustained programs to recruit, retain and support these students through graduation and beyond. Some of these measures are described in Standard 3, Question 3.

The School’s new website is critical to recruitment efforts because it offers prospective students and parents their first look at the School. The new website features a section devoted to future students and their parents/guardians, as well as a section devoted to diversity. The website provides information on career options and opportunities; Department of Labor job projections for careers in journalism and mass communication; admission, financial aid and scholarship information; information on student-engagement opportunities (including Student Media and student professional organizations); and a gallery featuring the work of current students.

JMC also recruits diverse students through faculty involvement with national scholastic-journalism organizations. JMC faculty members participate in sessions at the national conventions of the Journalism Education Association, National Scholastic Press Association and Columbia Scholastic Press Association. JMC also sponsors a recruiting booth in the exhibit area of at least one of these national conventions each year, staffed by JMC/CCI faculty, staff and students.

JMC is deeply involved with the state’s only scholastic press organization, the Ohio Scholastic Media Association (OSMA). A JMC faculty member serves as director of that organization, and graduate students assist with administration. Twice a year, OSMA hosts conferences that bring hundreds of diverse students to our campus from around the state. OSMA brochures can be found in Appendix 3.4.

JMC’s Center for Scholastic Journalism (CSJ) has been a sponsor, and a JMC faculty member is a regular presenter, at the annual summer journalism workshop hosted by the Asian American Journalists Association. “JCamp” brings together a group of high school students of all races and backgrounds from across the nation, to receive hands-on training in journalism and leadership.

CSJ also hosts a two-week summer institute for high school media advisers from schools with diverse student populations. The institute provides intensive training in journalism and media advising, including how to build diversity in their programs and support diverse staff members. The institute is sponsored by the American Society of News Editors and the Donald W. Reynolds Foundation.
Co-Curricular Experiences
All JMC students – including first-semester freshmen – are encouraged to join JMC’s award-winning Student Media and student professional organizations. Involvement with Student Media and student professional organizations offers students a deeper affiliation with their peers, more engagement with faculty outside the classroom, the ability to build professional portfolios and compete in intercollegiate competitions and connections to industry professionals.

In 2012, John Butte was named the School’s full-time Coordinator for Career Services. He works with faculty to help students develop professional-development strategies and provides focused assistance with internships and full-time employment. The School holds several résumé and personal branding workshops throughout the semester, to strengthen student professional-development skills, in addition to organizing the aforementioned CareerExpo for juniors and seniors (described in Standard 2, Question 12).

These initiatives help students remain focused on their long-term professional aspirations, connect them to professionals in the media industry and underscore the importance of completing their degrees.

Finally, the National Association of Black Journalists and Student Voice Team also assist with retention. The SVT, in particular, helps under-represented student groups, including nontraditional and transfer students, become engaged and involved, while ensuring that the School’s faculty and staff have deeper insight into student needs and attitudes.

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.

JMC does not have admission requirements that vary from those of the general admission requirements of the university.

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 following tables show student retention rates by ethnicity for JMC, CCI and the Kent Campus.
## Kent Campus, KSU Retention Rates by Ethnicity (Retained at KSU)

<table>
<thead>
<tr>
<th>Self-Reported Ethnicity</th>
<th>Fall 2010 Cohort Size</th>
<th>Fall 2010 1st-Yr Retention Rate</th>
<th>Fall 2011 Cohort Size</th>
<th>Fall 2011 1st-Yr Retention Rate</th>
<th>Fall 2012 Cohort Size</th>
<th>Fall 2012 1st-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>28</td>
<td>85.71%</td>
<td>51</td>
<td>82.35%</td>
<td>47</td>
<td>91.49%</td>
</tr>
<tr>
<td>African American</td>
<td>361</td>
<td>64.82%</td>
<td>456</td>
<td>73.03%</td>
<td>405</td>
<td>72.35%</td>
</tr>
<tr>
<td>Foreign</td>
<td>128</td>
<td>84.38%</td>
<td>173</td>
<td>84.39%</td>
<td>168</td>
<td>89.88%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>113</td>
<td>64.60%</td>
<td>148</td>
<td>71.62%</td>
<td>141</td>
<td>71.63%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>97</td>
<td>60.82%</td>
<td>148</td>
<td>68.92%</td>
<td>151</td>
<td>71.52%</td>
</tr>
<tr>
<td>Native American / Alaskan Native</td>
<td>7</td>
<td>57.14%</td>
<td>6</td>
<td>100.00%</td>
<td>4</td>
<td>75.00%</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Island</td>
<td>4</td>
<td>75.00%</td>
<td>3</td>
<td>33.33%</td>
<td>6</td>
<td>83.33%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>3,005</td>
<td>76.24%</td>
<td>3,186</td>
<td>77.72%</td>
<td>3,094</td>
<td>77.70%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>238</td>
<td>79.83%</td>
<td>160</td>
<td>71.25%</td>
<td>114</td>
<td>69.30%</td>
</tr>
</tbody>
</table>

## Kent Campus, CCI Retention Rates by Ethnicity (Retained at KSU)

<table>
<thead>
<tr>
<th>Self-Reported Ethnicity</th>
<th>Fall 2010 Cohort Size</th>
<th>Fall 2010 1st-Yr Retention Rate</th>
<th>Fall 2011 Cohort Size</th>
<th>Fall 2011 1st-Yr Retention Rate</th>
<th>Fall 2012 Cohort Size</th>
<th>Fall 2012 1st-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2</td>
<td>50.00%</td>
<td>8</td>
<td>87.50%</td>
<td>5</td>
<td>80.00%</td>
</tr>
<tr>
<td>African American</td>
<td>35</td>
<td>74.29%</td>
<td>43</td>
<td>86.05%</td>
<td>32</td>
<td>65.63%</td>
</tr>
<tr>
<td>Foreign</td>
<td>6</td>
<td>66.67%</td>
<td>10</td>
<td>70.00%</td>
<td>6</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>40.00%</td>
<td>19</td>
<td>73.68%</td>
<td>12</td>
<td>66.67%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>10</td>
<td>70.00%</td>
<td>19</td>
<td>83.33%</td>
<td>15</td>
<td>86.67%</td>
</tr>
<tr>
<td>Native American / Alaskan Native</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Island</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
<td>1</td>
<td>0.00%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>257</td>
<td>81.32%</td>
<td>285</td>
<td>77.54%</td>
<td>276</td>
<td>83.70%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>21</td>
<td>76.19%</td>
<td>15</td>
<td>73.33%</td>
<td>6</td>
<td>50.00%</td>
</tr>
</tbody>
</table>
Kent State University’s 2013 freshman class is on pace to set retention records, as the number of students who committed to returning for a second year has risen by more than 5 percent over the previous year.

A number of factors positively influence student retention, including readiness for college; academic, social and professional acclimation; and financial assistance. JMC is addressing these factors in the following ways:

**College Readiness**
Entering freshmen at the Kent Campus in fall 2014 have a 3.31 grade point average (GPA), up significantly from the GPA of 3.18 in fall 2008. In addition, an estimated 90 percent of all entering freshmen at the Kent Campus are prepared for college-level reading and writing. This is an improvement from 2008, when only about 70 percent were prepared. Kent State University is committed to enrolling an academically talented and diverse freshman class. The University has become more selective in admitting students to the Kent Campus and is admitting students with stronger high school credentials. As a result, in recent years, the academic quality of freshmen has increased.

The University also has invested in freshman scholarships, new student-recruitment resources, and campus upgrades and new construction, all of which help attract stronger students who are more prepared for and committed to a college education.

JMC has benefited from University initiatives and implemented its own retention measures (described in this section). As a result, the School has experienced significant improvements in GPA, ACT and SAT scores, among the School’s entering freshmen in the last five years:

- In 2009, the mean high school GPA was 3.17, the mean ACT composite was 22.11, and the mean SAT was 1003.

### Kent Campus, JMC Retention Rates by Ethnicity (Retained at KSU)

<table>
<thead>
<tr>
<th>Self-Reported Ethnicity</th>
<th>Fall 2010 Cohort Size</th>
<th>Fall 2010 1st-Yr Retention Rate</th>
<th>Fall 2011 Cohort Size</th>
<th>Fall 2011 1st-Yr Retention Rate</th>
<th>Fall 2012 Cohort Size</th>
<th>Fall 2012 1st-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1</td>
<td>100.00%</td>
<td>6</td>
<td>83.33%</td>
<td>3</td>
<td>100.00%</td>
</tr>
<tr>
<td>African American</td>
<td>29</td>
<td>79.31%</td>
<td>34</td>
<td>94.12%</td>
<td>24</td>
<td>66.67%</td>
</tr>
<tr>
<td>Foreign</td>
<td>1</td>
<td>0.00%</td>
<td>4</td>
<td>75.00%</td>
<td>4</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>50.00%</td>
<td>6</td>
<td>66.67%</td>
<td>5</td>
<td>40.00%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>7</td>
<td>85.71%</td>
<td>5</td>
<td>80.00%</td>
<td>9</td>
<td>77.78%</td>
</tr>
<tr>
<td>Native American / Alaskan Native</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Island</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
<td>1</td>
<td>0.00%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>152</td>
<td>85.53%</td>
<td>178</td>
<td>79.78%</td>
<td>145</td>
<td>84.14%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>16</td>
<td>75.00%</td>
<td>7</td>
<td>71.43%</td>
<td>2</td>
<td>50.00%</td>
</tr>
</tbody>
</table>
• In 2013, the mean high school GPA was 3.31, the mean ACT composite was 23, and the mean SAT was 1070.

Students who make a successful transition to the college learning environment and develop solid support networks are more likely to persist and complete their degrees. Several University programs help smooth the high school-to-college transition:

• **Academic Success Center**—Kent State’s Academic Success Center (ASC) offers individual, group and online tutoring, peer mentoring, supplemental instruction and assistance with study strategies, note-taking, test anxiety, time management and proficiency with personal computers. Students who regularly attend ASC tutoring sessions for their courses increase their performance by a full letter grade on average, compared to their peers.

• **Writing Commons**—Kent State’s writing center supports students at all levels of proficiency, in every academic discipline and at every stage of the composing and revising process.

• **Math Placement and Math Emporium**—Kent State requires mathematics placement of all new freshmen and those transfer students who have not successfully completed a college-level mathematics course at another college or university, or earned scores of 3 or higher on the Advanced Placement Calculus AB or Calculus BC test. To determine placement, Kent State uses ALEKS (Assessment and Learning in Knowledge Spaces), a software program that assesses each student’s mathematical strengths and weaknesses and, if necessary, provides a learning module to improve the student’s knowledge and skill. Kent State’s Math Emporium is a state-of-the-art learning center, where students learn through an engaging program that is tailored to their specific needs and designed to help them become comfortable and proficient in basic mathematics.

**Academic Acclimation**

The learning-support programs available to freshmen and transfer students are supplemented with active advising and intervention programs that continue throughout the students’ undergraduate career.

The university requires academic advising for all students. JMC’s advisers are located in Franklin Hall, which makes them easily accessible to both students and faculty. The College of Communication and Information (CCI) has one of the highest advising rates in the University.

All JMC undergraduate and transfer students are assigned an adviser before they begin classes and continue with the same adviser through graduation. Students must meet with their assigned adviser at least once a semester to develop clearly defined goals. Through regular counseling sessions, academic advisers are able to develop and sustain relationships with students, detect struggling students and help them find appropriate intervention measures.

The online CCI Advising Station allows JMC students to remain in contact with their advisers between appointments. The Advising Station is available on Blackboard, the online learning system students use daily.

The Graduation Planning System (GPS) allows the adviser and students to create tailored, semester-by-semester road maps for their undergraduate careers. GPS makes it easy for students to track their progress toward graduation.
Faculty are required to enter mid-term grades for freshmen, which can serve as an early-warning system and help faculty and advisers arrange for appropriate intervention.

For struggling undergraduate students at any level, Kent State offers an online Early Alert System that connects faculty with resources for students who are having trouble comprehending course material, performing poorly on quizzes, exams and assignments, demonstrating poor class attendance and/or are missing assignments.

JMC encourages struggling students to attend “Save My Semester” and “Recalculating My Route” workshops, hosted by the University’s Undergraduate Studies office. The workshops focus on helping students set goals, develop academic action plans and provide tips on improving academic skills.

Social Acclimation
To help students acclimate to college, JMC encourages students who live on campus, particularly new freshmen, to live in CCI Commons, the College’s residential learning community. JMC faculty and advisers discuss CCI Commons at all information sessions with prospective and newly enrolled students and their parents. On average, JMC students comprise more than half of all CCI residents of the Commons each year.

Students living in CCI Commons benefit from in-residence academic advising and weekly programs that provide insight into career possibilities and current practices in the communications industry. JMC faculty and staff regularly participate in Commons programs, including as guest speakers and on field trips. Students also benefit from living in a community with others who are studying in the same major or have similar professional interests.

These support programs have enabled the College to achieve strong retention rates, as the following table indicates:

<table>
<thead>
<tr>
<th>CCI Retention by Academic Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>73.9%</td>
<td>84%</td>
<td>84.9%</td>
<td>75.8%</td>
<td>84.8%</td>
</tr>
<tr>
<td>All Students</td>
<td>80%</td>
<td>88.2%</td>
<td>88.4%</td>
<td>79.9%</td>
<td>87.3%</td>
</tr>
</tbody>
</table>

All freshmen are required to take the University’s First Year Experience (FYE) class, which begins during welcome weekend and continues through fall semester. JMC instructors, including some of our most senior faculty members, teach small-section FYE courses each fall, so students can begin developing personal relationships with faculty members and peers early in their academic careers. The course also provides ongoing support with the high school-to-college transition and the opportunity to network with fellow classmates, upper-class students and faculty.

Feelings of affiliation and belonging are key to retention. JMC builds an inclusive and supportive learning community in several ways:
• The school’s diversity coordinator, Dr. Federico Subervi, helps diversity students acclimate to the pace and climate of JMC, encourages involvement in Student Media and offers coaching and mentoring.

• Involvement in Student Media and student professional organizations like the Public Relations Student Society of America, Franklin Advertising Associates and Kent State Independent Films is strongly encouraged from JMC’s first contact with a student (usually during student/parent information sessions). At recruitment events and campus visitation days, JMC faculty and advisers emphasize the importance of these co-curricular experiences. Involvement contributes to camaraderie and commitment, as well as increasing professional confidence, competence and contacts.

• The school’s recruitment presentations and marketing materials emphasize the theme “Day One” to help students recognize that co-curricular opportunities -- such as Student Media and student professional organizations – are available to them from the start of their college careers. A corresponding theme of “1,357” – the average number of days in a four-year undergraduate program – emphasizes the importance of making each day count, particularly in the development of the student’s personal brand.

• Student-centered social events, like Student Success Week, also help deepen ties to the School, peers, and students’ chosen professions. Three student comments from the 2013-2014 Student Award Ceremony illustrate the effectiveness of these programs:
  . “It’s great to be recognized by a school that actually celebrates its students. This award encourages me to keep pursuing the work I love.” – David Hrvatin, 2014 graduate.
  . “It’s great to celebrate with students I’ve known since we were freshmen, and to see how we’ve progressed together.” – Hannah Hamner, senior PR major.
  . “My award makes me want to work just as hard each year I’m here and keep doing what I love. The freshman class has made such leaps and strides. I can’t wait to see what happens next year.” – Andrea Noall, freshman, photojournalism major.

**Professional Acclimation**

Diversity students often lack access to diversity professionals in their chosen fields who can become role models, mentors and future employers. Regular exposure to minority role models helps minority students envision their futures after college. JMC events like the aforementioned Diversity Speaker Series, CareerExpo and the “Communication Connections” networking event, sponsored by JMC’s PRSSA Chapter and Franklin Advertising Associates, are successful ways of introducing students to diverse role models who can be positive influences on college persistence.

JMC’s Coordinator for Career Services also hosts several workshops each semester to help students develop and polish résumés and cover letters, and build their personal brands, including their online brands. For diversity students, as for many students, these workshops may be their first exposure to professional coaching.

JMC’s faculty members and Coordinator for Career Services work closely with minority students to help them identify and successfully compete for internships in their chosen fields.

**Financial Aid**

Undergraduate persistence is very often driven by financial aid, especially for minority and low-income students, who face the demoralizing uncertainty of securing and maintaining financial aid
each year and the excessive burden of student-loan debt. JMC recognized the need for more scholarship and financial gifts and responded by:

- Establishing the Promising Scholar Awards in 2013 to attract the highest-achieving students by awarding them $2,000 to $3,000 in financial support, renewable for up to four years, if they remain in good standing in JMC.
- Offering 51 undergraduate and graduate students more than $64,000 in scholarships and financial awards in 2014 — the highest dollar totals in the School’s history.
- Growing the JMC endowment to a historic high of nearly $8 million in 2014 (includes all gifts, planned and direct), which represents a $4.2 million increase in funds in two academic years.

10. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, “Full-time Faculty Recruitment”).

In all searches, JMC follows University policy and recommendations for developing diverse applicant pools and giving full consideration to applications from under-represented groups. JMC also advertises faculty openings on its website and social media and in professional publications, and JMC’s director, associate director and search committee members personally reach out to qualified minority applicants through phone calls and emails. Faculty members use professional and academic conferences to identify minority professionals, acquaint them with our School and cultivate them as future candidates. Additionally, members of JMC’s Diversity and Globalization Committee assist with outreach and recruitment strategies to increase diversity hires, and committee members also serve on selection panels. During the search process, women and minority candidates are routinely offered phone interviews.

The current make-up of the JMC faculty shows the following:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Total</th>
<th>Female</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Faculty</td>
<td>19</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Tenure-Track Faculty</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>NTT Faculty</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Staff</td>
<td>12</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Emeriti</td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2013 and 2014, JMC hired two new faculty members, one of whom is Hispanic and the other a woman, and a new African-American staff member:

- Professor Federico Subervi, Ph.D., a researcher and scholar on Latino media and audiences. Subervi is the chair of the Diversity and Globalization Committee.
- Assistant Professor Susan Kirkman Zake, a Pulitzer-Prize winner and former managing editor for multimedia and special projects at the Akron Beacon Journal, is an assistant professor of journalism. Zake is a member of JMC’s Recruitment and Retention Committee.
- Shantae Rollins, the full-time Coordinator for Outreach and Marketing, is an African-American woman and alumna.
In searches during the past two years, the result has been at least one finalist who is a minority or a woman. JMC offered tenure-track positions to two minority women during the 2013-2014 academic year. Both women ultimately accepted positions at other universities.

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 School of Journalism and Mass Communication wants to be considered a leader on both the Kent State campus and in our community in creating a culture that embraces and supports the retention, progress and success of women and diversity faculty and professional staff.

Over the past six years, the School has demonstrated progress in these areas through hiring, reappointment, promotion and tenure of our diversity colleagues.

Our efforts are not only part of our JMC Diversity Plan, but they have become part of our culture. We have open discussions in both small- and large-group settings (FAC and committee meetings, formal conversations with students and faculty, and one-on-one with faculty, staff and the Director) regarding diversity issues (recruiting, retention and support of students, faculty and staff).

Professor Federico Subervi, Ph.D., has worked with faculty to design and implement diversity modules that can be incorporated into various courses in our curricula.

Progression
In 2009, faculty member Michele Ewing received tenure and was promoted to Associate Professor. JMC hired its first in-house full-time adviser, Amy Wilkens.

In 2010, former Associate Professor Von Whitmore was granted leave for the 2010-11 school year in order to serve as a Fulbright Scholar in Cairo, Egypt.

In 2012, five faculty promotions went to women and minorities: Candace Perkins Bowen, Jan Leach, Jacquie Marino, and Gene Shelton were promoted to Associate Professor, and Traci Easley Williams, who is shared by JMC and Kent State’s Department of Pan-African Studies was promoted to Associate Lecturer.

In 2013, Professor Federico Subervi, Ph.D., was hired as Professor with tenure.

In 2014, two women were promoted: Danielle Sarver Coombs, PhD, received tenure and was promoted to Associate Professor, and Stefanie Moore, a non-tenure-track Assistant Professor, was promoted to Associate Professor.

In 2014, Shantae Rollins was hired as the School’s Coordinator for Outreach and Marketing.

In 2013-2014, Sarver Coombs was named Associate Director of JMC, and, for the first time, women led three of the School’s four undergraduate academic sequences: Associate Professor Michele Ewing—Public Relations sequence coordinator, Associate Professor Jan Leach—Journalism sequence coordinator, and instructor Wendy Wardell—Advertising sequence coordinator (Note: Ms. Wardell decided to focus on teaching in fall 2014. Greg Blase was appointed Advertising sequence coordinator for one year).
In addition, JMC’s two centers are led by women: The Media Law Center for Ethics and Access is directed by Associate Professor Jan Leach, and the Center for Scholastic Journalism is directed by Associate Professor Candace Perkins Bowen.

Two JMC female faculty members also have been selected as CCI Administrative Fellows: Associate Professors Sarver Coombs and Associate Professor Michele Ewing. The CCI Administrative Fellowship program is designed to introduce CCI faculty members to the activities and responsibilities of the College-office administration.

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 9, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.**

The School has no formal policy on adjunct or part-time faculty. JMC sequence coordinators identify needs and look at the availability and skill sets of potential candidates. Faculty-meeting discussions focus on strong candidates who would be the best fit for available opportunities, with a clear view to greater integration of women and minorities. The School’s associate director is working to revise the orientation program to ensure that part-time faculty acclimate quickly and well to JMC.

Based on the list that follows, JMC has had success in recruiting female adjunct faculty. The School needs to improve in its minority adjuncts.

### Fall 2014

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy</td>
<td>Becker</td>
</tr>
<tr>
<td>Bonnie</td>
<td>Bolden</td>
</tr>
<tr>
<td>Roseann</td>
<td>Canfora</td>
</tr>
<tr>
<td>Georgia</td>
<td>Dunn</td>
</tr>
<tr>
<td>Lorraine</td>
<td>King</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Amy</td>
<td>Petkiewicz</td>
</tr>
<tr>
<td>Kaye</td>
<td>Spector</td>
</tr>
<tr>
<td>Susan</td>
<td>Tantillo</td>
</tr>
<tr>
<td>Mark</td>
<td>Turner</td>
</tr>
<tr>
<td>Traci</td>
<td>West</td>
</tr>
<tr>
<td>Sue</td>
<td>Zimmerman</td>
</tr>
</tbody>
</table>

### Spring 2014

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen</td>
<td>Barnes</td>
</tr>
<tr>
<td>Bonnie</td>
<td>Bolden</td>
</tr>
<tr>
<td>Tami</td>
<td>Bongiorni</td>
</tr>
<tr>
<td>Roseann</td>
<td>Canfora</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Sarah</td>
<td>Szweda</td>
</tr>
<tr>
<td>Mark</td>
<td>Turner</td>
</tr>
<tr>
<td>Traci</td>
<td>West</td>
</tr>
<tr>
<td>Sue</td>
<td>Zimmerman</td>
</tr>
</tbody>
</table>

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.**
## Part II, Standard 3. Diversity and Inclusiveness

School of Journalism and Mass Communication – Kent State University

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
<th>Affiliation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca</td>
<td>Hamilton</td>
<td>Reporter - Sudan</td>
<td>Pulitzer Center</td>
<td>2011 Spring</td>
</tr>
<tr>
<td>Ariana</td>
<td>Huffington</td>
<td>Co-Editor</td>
<td>Huffington Post</td>
<td>2011 Fall</td>
</tr>
<tr>
<td>Rami</td>
<td>Khouri</td>
<td>Journalist</td>
<td>Lecture</td>
<td>2011 Fall</td>
</tr>
<tr>
<td>Rob</td>
<td>King</td>
<td>Sr VP ESPN</td>
<td>Poynter Lecture</td>
<td>2011 Fall</td>
</tr>
<tr>
<td>Melissa</td>
<td>Ludtke</td>
<td>Editor</td>
<td>Neiman Reports</td>
<td>2011 Fall</td>
</tr>
<tr>
<td>Terry</td>
<td>Pluto</td>
<td>Columnist</td>
<td>Poynter Lecture</td>
<td>2011 Fall</td>
</tr>
<tr>
<td>Paul</td>
<td>Steiger</td>
<td>Editor</td>
<td>ProPublica</td>
<td>2011 Fall</td>
</tr>
<tr>
<td>Caesar</td>
<td>Andrews</td>
<td>Journalism Faculty</td>
<td>McGruder Lecture</td>
<td>2011 Spring</td>
</tr>
<tr>
<td>Leon</td>
<td>Bibb</td>
<td>Broadcaster</td>
<td>McGruder Lecture</td>
<td>2011 Spring</td>
</tr>
<tr>
<td>John</td>
<td>Kaplan</td>
<td>Pulitizer Center</td>
<td>Journalist</td>
<td>2011 Spring</td>
</tr>
<tr>
<td>Lola</td>
<td>Kulinova</td>
<td>Kyrgyzstan Journalist</td>
<td>Seminar</td>
<td>2011 Spring</td>
</tr>
<tr>
<td>Soledad</td>
<td>O'Brien</td>
<td>Activist</td>
<td>Lecture</td>
<td>2011 Spring</td>
</tr>
<tr>
<td>Dwayne</td>
<td>Bray</td>
<td>ESPN</td>
<td>Coordinating Producer</td>
<td>2012 Fall</td>
</tr>
<tr>
<td>Frederic</td>
<td>Brenner</td>
<td>Photographer</td>
<td>Lecture</td>
<td>2012 Fall</td>
</tr>
<tr>
<td>Amity</td>
<td>University Students</td>
<td></td>
<td>India</td>
<td>2012 Fall</td>
</tr>
<tr>
<td>Deborah</td>
<td>Adams-Simmons</td>
<td>Editor</td>
<td>McGruder Lecture</td>
<td>2012 Spring</td>
</tr>
<tr>
<td>Lydia</td>
<td>Esparra</td>
<td>Anchor</td>
<td>McGruder Lecture</td>
<td>2012 Spring</td>
</tr>
<tr>
<td>Rebecca</td>
<td>Hamilton</td>
<td>Pulitizer Center</td>
<td>Lecture</td>
<td>2012 Spring</td>
</tr>
<tr>
<td>Shannon</td>
<td>Lanier</td>
<td>TV reporter and entrepreneur (alum)</td>
<td></td>
<td>2012 Spring</td>
</tr>
<tr>
<td>Fred</td>
<td>Squillante</td>
<td>Photographer</td>
<td>Exhibit</td>
<td>2012 Spring</td>
</tr>
<tr>
<td>Gina</td>
<td>Stikes-Shoehalter</td>
<td>Director of marketing</td>
<td>msnbc.com/NBC News (alum)</td>
<td>2012 Spring</td>
</tr>
<tr>
<td>Nicholas</td>
<td>Kristoff</td>
<td>Human Rights Activist</td>
<td>Journalist and Speaker</td>
<td>2013 Fall</td>
</tr>
<tr>
<td>Sheryl</td>
<td>WuDunn</td>
<td>Human Rights Activist</td>
<td>Journalist and Speaker</td>
<td>2013 Fall</td>
</tr>
<tr>
<td>Jim</td>
<td>Colton</td>
<td>Photo Editor</td>
<td>Sports Illustrated</td>
<td>2013 Spring</td>
</tr>
<tr>
<td>Betty</td>
<td>Lin-Fisher</td>
<td>Columnist</td>
<td>Akron Beacon Journal</td>
<td>2013 Spring</td>
</tr>
<tr>
<td>Russ</td>
<td>Mitchell</td>
<td>Anchor</td>
<td>WKYC Cleveland</td>
<td>2013 Spring</td>
</tr>
<tr>
<td>David</td>
<td>Pilgrim</td>
<td>Founder/Curator</td>
<td>Jim Crow Museum</td>
<td>2013 Spring</td>
</tr>
<tr>
<td>Holocaust</td>
<td>Exhibit</td>
<td>(Vanishing Americans)</td>
<td></td>
<td>2013 Spring</td>
</tr>
<tr>
<td>Anglo</td>
<td>American University Students</td>
<td></td>
<td>Prague, Czech Republic</td>
<td>2014 Spring</td>
</tr>
<tr>
<td>Byron</td>
<td>Pitts</td>
<td>ABC News Anchor</td>
<td>McGruder Lecture</td>
<td>2014 Spring</td>
</tr>
<tr>
<td>Maise</td>
<td>Crow</td>
<td>Filmmaker</td>
<td></td>
<td>2014 Spring</td>
</tr>
<tr>
<td>They Led</td>
<td>Exhibit</td>
<td></td>
<td></td>
<td>2014 Spring</td>
</tr>
<tr>
<td>Costa</td>
<td>Way</td>
<td></td>
<td></td>
<td>2014 Spring</td>
</tr>
<tr>
<td>Rican</td>
<td>Film Festival</td>
<td></td>
<td></td>
<td>2014 Spring</td>
</tr>
<tr>
<td>Robert</td>
<td>Hernandez</td>
<td>Assistant Professor</td>
<td>University of Southern</td>
<td>Fall 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>California</td>
<td></td>
</tr>
</tbody>
</table>
Standard 4: Full-Time and Part-Time Faculty
Part II, Standard 4. Full-Time and Part-Time Faculty

During the visit, the unit should provide the following documents in the workroom:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2014 semester
- records on faculty promotion and tenure

Executive Summary

The School of Journalism and Mass Communication has a deep and long-standing commitment as a professional School. As a result, we maintain a faculty with an appropriate mix of full-time and part-time educators, significant experience in both professional and academic settings, and a dedication to traditional scholarly and creative endeavors that have an impact in the discipline and reinforce our teaching.

Our part-time faculty have been a significant part of our program for decades. The professional experience and perspective on current issues and industry standards that adjunct faculty provide enriches the value of our students’ education. Some part-time faculty have been teaching in our program for more than a dozen years and hold various positions in industry.

We have made a concerted effort to incorporate part-time faculty more fully into JMC. Our associate director has created a portal for the School, where all faculty can read important announcements, training materials and policies of the School. This is in addition to more feedback, face-to-face meetings and opportunities to co-teach courses with full-time faculty, but, as with many programs, this still poses a challenge. One of our priorities is to have full-time faculty participate more in the evaluation of part-time faculty. Dr. Danielle Coombs, our Associate Director and tenured Associate Professor, is implementing this program in consultation with our full-time faculty.

The School has experienced tremendous change in the faculty in the past six years. Four senior faculty retired and were recognized with emeritus status, eight more were tenured and 12 were promoted. The School also mourned the loss of one faculty member who passed away and the difficult decisions not to award tenure to four others. This does not include additional faculty who were hired or left for other reasons.

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

The faculty in the School of Journalism and Mass Communication appropriately reflect the professional focus of the School. In recent years, there has been a need to increase the level of traditional scholarly research, based on the expectations of University administration. New faculty have been hired to help our School meet those expectations. The same can be said for diversity among our faculty. We have been able to hire diversity faculty members (two additional offers to diversity candidates were turned down). We have a healthy number of tenured faculty, but we are facing a couple of retirements in the next year and need to be able to replace those positions to maintain our +1 balance of TT and NTT faculty, as required by the TT Collective Bargaining Agreement, to protect appropriate levels of faculty governance, and to ensure quality teaching by full-time faculty.
In summary, the full-time faculty balance is as follows:

### Degrees

<table>
<thead>
<tr>
<th>BS</th>
<th>LSM</th>
<th>MA</th>
<th>MEd</th>
<th>MBA</th>
<th>MFA</th>
<th>MPA</th>
<th>MS</th>
<th>MSJ</th>
<th>JD</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>19</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3 %</td>
<td>3 %</td>
<td>56%</td>
<td>3 %</td>
<td>3 %</td>
<td>3 %</td>
<td>3 %</td>
<td>6 %</td>
<td>3 %</td>
<td>3 %</td>
<td>15%</td>
</tr>
</tbody>
</table>

The average professional experience is 17 years, with 35 years the highest and two years the lowest.

### Professional Experience

<table>
<thead>
<tr>
<th>Professional Experience</th>
<th>Gender</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Years</td>
<td>Males – 19 (56%)</td>
<td>Black – 2 (6%)</td>
</tr>
<tr>
<td>Average Years</td>
<td>Females – 15 (44%)</td>
<td>Hispanic – 1 (3%)</td>
</tr>
<tr>
<td>Most Years</td>
<td></td>
<td>White – 31 (91%)</td>
</tr>
<tr>
<td>Fewest Years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Tenure Track Faculty – 2 (6%)</th>
<th>Non Tenure Track Faculty – 13 (38%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors – 6</td>
<td>Assistant Professors - 2</td>
<td>Associate Professors – 2</td>
</tr>
<tr>
<td>Associate Professors – 11</td>
<td></td>
<td>Associate Lecturers – 1</td>
</tr>
<tr>
<td>Assistant Professors – 2</td>
<td></td>
<td>Assistant Professors – 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecturers – 3</td>
</tr>
</tbody>
</table>

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

**Full-time Faculty**

Usually, the sequence coordinator for the sequence discusses the need for new faculty with the Director. The Director compiles a staffing-need assessment for the entire School and presents it to the Dean of the College.

After discussions with the Dean based on need and budget, the Director determines which positions can be filled. He discusses this with the faculty who then elect a search committee, which meets and elects a chair. At least one member of the School’s Diversity and Globalization Committee must be on each search committee. In most cases, a national search is initiated, and a deadline for applications is set. Potential candidates are informed of the search through advertising and direct or indirect contact through search committee sources.

Once a diverse pool is achieved, the search committee meets to determine a list of an appropriate number of candidates, with whom a Skype or telephone interview is conducted. Based on these interviews, three to four candidates are brought to campus for interviews with the full faculty and administrators in both the School and College. Acceptable candidates are discussed with the Director, and an offer is made. If none of the candidates is acceptable, it is considered a failed search, and the Director discusses with the faculty the next steps to take.

**Part-Time Faculty**

Sequences discuss the need for part-time faculty to teach a course or an additional section of a course. Some sequences have a pool of part-time instructors from which they can draw. They attempt to make this pool as diverse as possible. New part-time instructors are interviewed by the
sequences and Associate Director or Director. Once a part-time instructor is chosen, an offer is made. At the end of the semester, the teaching evaluations of the part-time instructor are reviewed. If they are good, the part-time instructor is added to the pool for potential future teaching opportunities. If the evaluations are not good the part-time instructor is typically not brought back.

See Appendix 1.5, Faculty Handbook: Article IV, Section K: Faculty Additions and Replacements

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.**

In the past six years the School has had nine faculty searches, all successful. Below are examples of posted job descriptions. Additional job postings are in Appendix 4.1. These were provided to online services showing the required and preferred qualifications for each position.


The following faculty openings were filled with a Waiver of Posting (no search): Bailey-2010, LaBelle-2010, Roberts-2010, Napieralski-2013, and Smith-2013.

**Assistant Professor, NTT News, 2014**

We seek candidates capable of teaching integrated multimedia communications and production skills to undergraduates. The successful candidate will have appropriate journalism credentials and demonstrable experience in integrating video, audio recording, digital photography, web design and social media savvy into news reporting and production. This is a teaching-intensive position. Special preference will be given to those who can demonstrate strong storytelling skills and expertise in advanced reporting techniques with an emphasis on mobile and on data journalism. Successful teaching will be highly valued, as will scholastic journalism advising or instruction. A Master’s degree or higher is preferred. Salary is competitive and dependent upon qualifications and experience.

**Assistant Professor, TT, PR and Advertising, 2014**

The Kent State University School of Journalism and Mass Communication seeks a faculty member to help lead our graduate and undergraduate Public Relations and Advertising programs. Candidates must have an earned doctorate in a relevant field by August 2014. We are seeking dynamic, engaged candidates with both academic and professional credentials, ready to teach the theory and practice of public relations, advertising, and integrated marketing communications. We are particularly interested in candidates whose research and/or professional experience focuses on topics relating to social media and digital communications, including an emphasis on diverse audiences. In addition to teaching, a successful candidate will be expected to actively mentor graduate students at both the master’s and doctoral levels. Preference will be given to those with expertise in quantitative research. All candidates must demonstrate a commitment to maintaining an active research and publishing agenda.

**Full Professor, 2013**

KSU’s JMC seeks a senior faculty member with an established record of outstanding research to help lead our graduate program. Qualifications: Candidates should be senior-level scholars with a Ph.D. and prominence in a field related to journalism, advertising, public relations and/or electronic media, evidenced by a substantive and sustained track record of funded and published research in their area of expertise. Special preference will be given to those who have special expertise in quantitative
4. Describe the unit’s expectations of faculty members in teaching, research, creative and professional activity, and service.

Teaching
Teaching is at the core of what we do in the School of Journalism and Mass Communication. Faculty are expected to develop a strong track record in the classroom, as exhibited by teaching evaluations both from students and professional colleagues and teaching peers.

Tenure-track faculty are assigned, per the Collective Bargaining Agreement, to 12 hours of workload each semester. Based on the research expectation of individual members, faculty may teach up to four courses per semester, although three is more likely. For those with robust research agendas, the teaching load may be two courses.

Non-tenure-track faculty are assigned, per the Collective Bargaining Agreement, to 15 hours of workload each semester. Although this allows for an assignment of five courses taught per semester, 3-to-4 is more typical, depending on the hours assigned for administrative and other non-teaching responsibilities.

Scholarly/Creative Work
The School’s tenured and tenure-track faculty are expected to be engaged in activities that will lead to presentation and then to publication in quality scholarly or professional venues.

Tenure is granted with the expectation that faculty members will continue to be engaged in scholarly endeavors. Given the School’s professional mission, published journalism of the highest quality qualifies as published research.

Publication is used in the broadest sense to include multiplatform distribution to defined audiences in print, web, audio or video formats. It is up to the tenure or promotion applicant to assess and document how his or her work is significant in leading professional change. Such documentation must include meaningful peer review conducted in a detached and dispassionate manner.

The School supports endeavors that generate external funding, particularly when the work is aligned with the goals and missions of the School, College, University or our professions. Similarly, collaboration among colleagues within the School, College and University is encouraged.
Service
Service is considered in the overall file of the faculty member standing for tenure or promotion and is defined as administrative service within the University, professional service through academic and professional associations and provision of professional expertise to public and private entities beyond the University.

See Appendix 1.5, Faculty Handbook, for more detail, Article V, Section B: Tenure and Promotion for Tenure-track Faculty.

5. 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.

As outlined in the Collective Bargaining Agreement for tenure-track faculty, the University assigns the equivalent of 12 credit hours per semester, 24 credit hours per academic year to all full-time TT faculty. As outlined in the CBA for non-tenure-track faculty, all full-time non-tenure track faculty are assigned a load equivalent of 15 credit hours per semester and 30 credit hours per year.

Load adjustments are given for a variety of reasons (see Faculty Handbook). When a load adjustment is requested by a faculty member, the sequence in which that faculty member teaches discusses the teaching need for the courses in that sequence and how providing a faculty member a load adjustment may affect the teaching need.

The faculty member and the Director discuss the reason and the amount of load adjustment (number of credit hour equivalencies assigned to the adjustment) before each fall semester. Also before each fall semester, the Director must submit an annual workload summary for each full-time faculty member to the College, and the faculty member must sign this annual workload summary.

Whatever the combination of teaching and load adjustment is, it must equal 12 hours a semester for tenure-track faculty and 15 hours a semester for non-tenure-track faculty.

See the KSU Policy Register on faculty workload.
http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2038538

See Appendix 1.5, Faculty Handbook, Article IV Section D: Faculty Workload

6. 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.

Formal student evaluations, using KSU-mandated evaluation questions, plus additional questions devised by the School, are conducted for each course taught during regular academic semesters by full- and part-time faculty. Results of the evaluations are made available to the individual faculty member, along with the average score for courses in the appropriate norming group.

The University is moving toward making these KSU-mandated evaluations completely online. Presently, it is up to the individual faculty member to determine how to enforce mandatory completion of these on-line evaluations by all students in his or her class.
In addition, the School maintains a Peer Review Committee, which administers the peer review of each tenure-track and non-tenure-track faculty member. Sequence coordinators are involved in the review of new faculty and work with the Director in discussing these evaluations with the faculty member. See Appendix 4.2 for a sample Peer Evaluation form.

Evaluations are public record.

See Appendix 4.3 for Kent State course evaluation forms.

7. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

Reappointment
Tenure-track faculty members are reviewed by the School’s tenured FAC Committee, based on guidelines included in the University Policy Register and distributed each year by the Provost’s office. The entire faculty vote on reappointment, and the vote is recommendatory to the Director.

Tenure-track faculty must show appropriate progress toward the requirements for tenure. Performance expectations develop from initial letters of appointment, any additional written initial expectations and the Director’s annual reappointment letters.

For faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical and must show progress toward previously stated goals. Faculty must give an open presentation of scholarly/creative work in the spring semester of the third year to the Ad Hoc Reappointment Committee.

If concerns about a faculty member’s performance are raised during the reappointment process, the Ad Hoc Reappointment Committee and the Director shall provide detailed, prescriptive comments to serve as constructive feedback.

From time to time valid, extraneous circumstances may arise that require an untenured faculty member to request that her/his probationary period be extended. Upon request, a faculty member may be granted an extension of the probationary period, which has been traditionally called “tolling” or “stopping the tenure clock.”

For regular non-tenure-track faculty, formal third-year reviews are required. The evaluation should be appropriate for their assigned duties, eg., teaching and service.

Tenure and Promotion
Faculty stand for tenure (and possibly promotion) at the beginning of their sixth year. Tenure and promotion are separate decisions at Kent State University. The awarding of tenure must be based on convincing, documented evidence that the faculty member has achieved a strong record in teaching, scholarly/creative work and service.

Tenure and promotion to Associate Professor often occur at the same time and are encouraged by the University. However, a faculty member may receive tenure and not promotion. After promotion
to Associate Professor, a faculty member must wait at least five years before standing for promotion to Full Professor.

See Appendix 1.5, Article V, Sections B and C of the Faculty Handbook.

See Appendix 4.4 for the University Policy Register 6-14 on tenure and 6-15 on Promotion.

8. **Describe faculty members’ activities outside the unit in service to the campus or university.**

Faculty rarely have to be asked to serve on various committees or to provide other service across campus. For a long time, JMC faculty have been active in serving the broader University, and the School believes it’s important to participate in University governance and development. Junior faculty, however, are not expected to engage in as many of these activities, as they need to concentrate on tenure and promotion.

Note: For all committees listed, faculty serve(d) as members unless otherwise specified.

**Evan Bailey**
- Marketing Committee, College of Communication and Information
- Marketing Committee, University Communications and Marketing
- University printers RFQ/selection committee, University Communications and Marketing
- Adviser, Fusion Magazine, Office of Student Media
- Kent State Sustainability Committee
- Spring Corporate Training Panelist, Center for Corporate and Professional Development
- PR/Social Media Strategist, Organic Photovoltaics Symposium, Division of Research and Sponsored Programs
- Faculty Advisory Board, IdeaBase

**Greg Blase**
- College Curriculum Committee, College of Communication and Information
- University Educational Policy Council
- Provost’s Fellow
- Hoover Grant at Kent State Stark Campus
- Interim Executive Director, College of Undergraduate Studies
- Ohio Board of Regents Transfer Articulation Panel
- Registrar’s Office Scheduling Steering Committee

**Candace Perkins Bowen**
- Member of HOCOPOCO, the advisory group to the Dean of the Honors College
- Member of University Council on Teacher Education

**Danielle Sarver Coombs**
- Intercollegiate Athletics Committee
- Academic Complaints Committee
- Faculty Advisory Board, IdeaBase

**Michelle Ewing**
- Provost’s Advisory Council
- University Commencement Committee

**Jeff Fruit**
- Interim Director, School of Library and Information Science
- Chair, Director of Technology and TeleProductions Search, College of Communication and Information
Chair, School of Library and Information Science Director Search
Chairs and Directors Council
Chair, KSU Libraries Dean Search
Interim Dean, College of Communication and Information

Mark Goodman
Co-Chair, Director of Student Media Search Committee

Gary Hanson
Commencement Committee (announcer)
Provost and Tenure Advisory Committees
Curriculum Committee, College of Communication and Information
University Research Council
KSU Press Editorial Committee

David LaBelle
Special Lecture, Alumni Association
Directed and produced booklet and print show Children of the Holocaust in collaboration with Jewish Studies, Kent State University
Traveled with KSU Jewish Studies group to Israel

Jan Leach
Adviser, A Magazine, Office of Student Media
Adviser, Artemis magazine, Office of Student Media
Speaker, Leadership Development, Center for Student Involvement

Jacquie Marino
University Libraries Advisory Committee
Celebrating College Teaching Conference

Mitch McKenney
Co-Coordinator, H.W. Hoover Foundation environmental media initiative
Regional campus representative, College Curriculum Committee
Chair, Faculty Speaker Series Committee
Kent State workgroup of study-abroad faculty
Scholarship, Handbook, Sustainability committees
Program Committee for statewide regional campuses conference, Kent State Stark
Member, search committee for tenure-track Organizational Communication and Marketing faculty at Stark Campus
Moderator, Corporate University breakfast panel on critical thinking

Joe Murray
Interdisciplinary Advisory Committee
Collaborated with the School of Technology and the aeronautics/flight program to present the Stories That Fly student photography exhibit at the 2009 University Aviation Heritage Days Festival.

Ann Schierhorn
Adviser, A Magazine, Office of Student Media
Invited/arranged for sculptor Susan Ewing to lecture to JMC students on how she created, StarSphere 2010, the First Amendment sculpture at Franklin Hall, during university-wide sculpture dedication, spring 2011.
KSU/City of Kent Sculpture Mile Committee
Committee screened entries and selected four sculptures for Esplanade
Faculty Senate Budget Advisory Committee
9. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.

Over the past three years, full-time faculty (both TT and NTT) have taught between 41% and 52% of classes. As the specific percentages below indicate, this has improved each year over the past three, demonstrating an increased emphasis on meeting this guideline.

When Director Wasbotten joined JMC, he established a target of 55% of classes taught by full-time faculty. While we still have progress to make, it is notable that for Fall 2014 we were only four classes shy of meeting 55%, a goal that seemed almost unachievable just a few years ago. This is a combination of hiring more teaching-focused faculty, granting course load lifts to faculty more strategically, and ensuring more consistency in terms of how load equivalencies are determined. We have a solid balance that allows us to fulfill our mission.
Percentage of courses taught by full-time faculty:

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 school year</td>
<td>52%</td>
</tr>
<tr>
<td>2013-14 school year</td>
<td>45%</td>
</tr>
<tr>
<td>2012-13 school year</td>
<td>41%</td>
</tr>
<tr>
<td>2011-12 school year</td>
<td>45%</td>
</tr>
</tbody>
</table>

10. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Full-time faculty have the primary responsibility for the education of our students. Our full-time faculty serve as sequence coordinators, administrators and on appropriate committees, such as curriculum and assessment.
Standard 5: Scholarship: Research, Creative, and Professional Activity
Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

Executive summary

The School has a rich history as a professional program, and it continues to be considered a professional program today. Over the past six years, however, there has been an increased expectation from the University to increase traditional research activity, in addition to the creative and professional activity that has been the focus of our program and faculty.

The promotion of Gary Hanson to Professor, the promotion and tenure of Dr. Danielle Sarver Coombs and the hiring of Dr. Federico Subervi and Dr. Chance York have positioned JMC well for the future. All four are productive scholars in the traditional research model and allow the School to better balance its activity.

Our faculty have produced books, research, documentaries and chapters that have received national and international recognition. They also have held numerous leadership positions in professional organizations outside the academy.

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

Kent State’s commitment to research is embedded in the preamble and mission statements.

Preamble: From its roots as one of Ohio’s original four-corner universities, Kent State University celebrates 100 years of teaching and research excellence to serve the public good -- service which will continue into its second century and beyond. Kent State aspires to distinguish itself as a magnet for high-achieving students. Kent State is a traditional, selective, residential public research university; it is also a multicampus university, with open access on its Regional Campuses to serve local communities in Northeast Ohio.

Mission: The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.

(From http://www.kent.edu/president/mission-planning)

As evidenced by these statements, Kent State’s focus, historically, has emphasized teaching and research as integrated goals; research cannot exist without connections to our programs and students. This has been the case in JMC as well. Over the past six years, both Kent State and our School have witnessed an increasing emphasis on developing rigorous, high-level research with significant impact. To help JMC’s faculty meet this goal, the University offers small institutional grants to support faculty research, start-up packages to help launch new TT faculty members’ research agendas, an office dedicated to helping apply for grants, and several research-oriented events throughout the year. The School offers additional travel funds for conferences and regularly offers one- or two-course load releases for faculty actively engaged in research.
JMC’s policies toward supporting scholarship are codified in the Faculty Handbook in Article IV, Section D.4 below and in Appendix 1.5, the Faculty Handbook.

Faculty members actively engaged in scholarly/creative work, as demonstrated by consistent publication and presentation, may receive up to a three-hour per semester equivalency. The Director, in consultation with the Associate Director, will evaluate the performance of each faculty member annually, informed by the annual workload summary required of full-time faculty each year and based on the required criteria provided in Article V - Reappointment, Tenure, Promotion and Faculty Excellence Awards - of this Handbook. Faculty nearing tenure and promotion may merit special consideration for scholarly/creative equivalencies.

In addition, JMC TT faculty are expected to be rated as “very good” in terms of research and creative activity for tenure and promotion and “excellent” for promotion to full professor. The Handbook offers this guidance for faculty seeking promotion or tenure in Article V, Section C.

The Handbook also offers rubrics for evaluating faculty research and creative activity during reappointment, tenure, and promotion decisions for TT faculty.

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 lists below include all JMC full-time faculty members during the six-year time period under review. During this time, 11 FT faculty members left due to a variety of reasons, including retirement, unsuccessful promotion and tenure efforts, non-renewal, or for other positions. Of these, nine were tenured or tenure-track; two were NTTs. Thirteen new faculty were hired; of these, nine are NTTs, two are tenured full professors (including Director Wasbotten), and two are tenure-track.

This increase in NTT faculty allows us to better balance the percentage of classes taught by full-time faculty, while also offering more flexibility for TT faculty to produce quality, rigorous, well received scholarship and creative activity.

Current JMC full time faculty (with hire date if after 2009)

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Hire Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke Armour</td>
<td>NTT</td>
<td>2012</td>
</tr>
<tr>
<td>Evan Bailey</td>
<td>NTT</td>
<td>2010</td>
</tr>
<tr>
<td>Greg Blase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candace Bowen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beth Butler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fran Collins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danielle Coombs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michele Ewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Foster</td>
<td>NTT</td>
<td>2014</td>
</tr>
<tr>
<td>Jeff Fruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark Goodman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gary Hanson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karl Idsvoog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheryl Kushner</td>
<td>NTT</td>
<td>2012</td>
</tr>
</tbody>
</table>
3. Using the grid that follows, provide counts of the unit’s productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

The Faculty within the School have produced scholarship consistent with the level of expectation within the University. Some faculty have exceeded those expectations over the past six years. With a new president, and a provost who has been on campus for just over two years, the expectations for scholarship, grant writing and national recognition for scholarship, whether traditional research or creative activity, have increased. The Director believes the expectations for the faculty in JMC will be increased as well.
Data for the two tables below was taken from 34 current full time JMC faculty and 11 former full time JMC faculty.

<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>By Unit *</th>
<th>By TT Individuals</th>
<th>JMC Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Professors</td>
<td>Associate Professors</td>
<td>Assistant Professors</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>62</td>
<td>16</td>
<td>45</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>20</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Grants Received External</td>
<td>36</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-authored</td>
<td>9</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Books Edited</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>35</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>18</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>59</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>Invited Academic Papers</td>
<td>25</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>15</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Articles in Non-refereed Publications</td>
<td>70</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Other (specified)</td>
<td>100</td>
<td>3</td>
<td>75</td>
</tr>
</tbody>
</table>

*Co-authored work should be counted as a single publication in the unit totals, however if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.
### Scholarship, Research, Creative and Professional Activities

<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>By Unit *</th>
<th>By Individuals NTT**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Associate Lecturer</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Articles in Non-refereed Publications</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other (specified)</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

*Co-authored work should be counted as a single publication in the unit totals, however if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

**Includes all full-time faculty on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

### 4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities will be reported in Standard 8.

The following list focuses on faculty productivity, such as journal articles, books, book chapters, creative projects, academic presentations and panels.

**Current Faculty**

**Candace Perkins Bowen – Associate Professor**

**Books/Book Chapters/Guides**


Publications – Juried Submissions
http://jmc.sagepub.com/content/67/3/252.abstract


Publications – Invited Submissions
Bowen, C., & Bowen, J., Dow Jones Newspaper Fund Adviser Update Law Columns (Distributed quarterly to more than 6,000 teachers nationwide) Authors alternate writing/editing columns so those written by C. Bowen are marked *. Others she has edited.


http://issuu.com/djnfund/docs/winter2014adviserupdate

“A Fall of anticipation,” Fall 2013, Vol. 54, #2, p. 13A.
http://issuu.com/djnfund/docs/fall2013adviser

“A Heck of an Adventure,” Summer 2013, Vol. 54, #1, p. 15A.*
http://issuu.com/djnfund/docs/2013_summer_adviser_update

“Why we must have a Hazelwood Cure,” Spring 2013, Vol.53, #4, p. 18A. http://issuu.com/djnfund/docs/springadviserupdate2013/1

“A lack of law and ethics,” Winter 2013, Vol. 53, #3, p. 19A.*
http://issuu.com/djnfund/docs/2013winteradviser/19

“Twenty-five years of Hazelwood,” Fall 2012, Vol. 53, #2, p. 20A.
http://issuu.com/djnfund/docs/fall_2012_adviser_update/1

“Emerging and alternative tools,” Summer 2012, vol. 53, #1, p. 20A.*
“Hit the Panic Button!” Spring 2012, Vol. 52, #4, p. 21A.* (see newsfund link above)

“No matter platform used: Student must honor existing values,” Winter 2012, Vol. 52, #3, p. 18A. (see newsfund link above)

“Self-protection steps to take,” Fall 2011, Vol. 52, #2, p. 19A. (see newsfund link above)

“Are we speaking the same language?” Summer 2011, Vol. 52, #1, p. 18A.* (see newsfund link above)

“Helping students find diverse viewpoints,” Spring 2011, Vol. 51, #4, p. 20A. (see newsfund link above)

“Time for heart-to-heart: Free expression doesn’t mean free-for-all,” Winter 2011, Vol. 51, #3, p. 18A.* (see newsfund link above)

“Looking at scholastic media roles: Now and in the future,” Fall 2010, Vol. 51, #2, p. 18A.

“Practice and policy had better align,” Summer 2010, Vol 51, #1, p. 18A.*

“Best solution to keeping current,” Spring 2010, Vol. 50, #4, p. 22A.

“Building alliances before you need them,” Winter 2010, Vol. 50, #3, p. 15A.*

“Exercising, protecting First Amendment rights,” Fall 2009, Vol. 50, #2, p. 18A.

“JEA updates position on prior review,” Summer 2009, Vol. 50, #1, p. 18-19A.*


Conference Papers — Juried Submissions
Bowen, C.P., & Ivan, T. (2011) Law Textbooks for School Administrators: Do They Present the Same Tinker and Hazelwood We Know? Association for Education in Journalism and Mass Communication, St. Louis, Missouri.


Conference Presentations - Invited
Honors lecture, Scholastic Journalism Division, Association for Education in Journalism and Mass Communication, Montreal 2014.


Presenter, “Ethics Across the Media – No Matter What the Platform,” Teach-in for High School and Middle School Scholastic Media Teachers (pre-convention workshop), Association for Education in Journalism and Mass Communication Convention, St. Louis 2011.

Presenter, “Sources: More Than the First Five Clueless Kids in the Hall,” Teach-in for High School and Middle School Scholastic Media Teachers (pre-convention workshop), Association for Education in Journalism and Mass Communication Convention, St. Louis 2011.

Moderator and Panelist, “Shut up and POST!” Association for Education in Journalism and Mass Communication, St. Louis 2011.


updated session JEA has requested I present at each convention for the Certification Commission

Presenter, “That’s not plagiarism, or is it?” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, San Francisco 2013.

Presenter, “What you need to know to be certified: Legal and ethical issues,” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, Minneapolis 2011.

Presenter, “That’s not plagiarism, or is it?” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, Minneapolis 2011.

Presenter, “What you need to know to be certified: Legal and ethical issues,” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, Anaheim 2011.

Presenter, “That’s not plagiarism, or is it?” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, Anaheim 2011.


Presenter, “What you need to know to be certified: Legal and ethical issues,” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, Kansas City 2010.

Presenter, “That’s not plagiarism, or is it?” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, Kansas City 2010.

Presenter, “Topics beyond the Same Old/Same Old,” Teach-in for High School and Middle School Scholastic Media Teachers (pre-convention workshop), Association for Education in Journalism and Mass Communication Convention, Denver 2010.

Panelist, “Journalists and Numbers: They can and DO mix,” Association for Education in Journalism and Mass Communication, Denver 2010.


Presenter, “What you need to know to be certified: Legal and ethical issues,” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, Portland 2010.

Presenter, “That’s not plagiarism, or is it?” Journalism Education Association/National Scholastic Press Association National High School Journalism Convention, Portland 2010.
Moderator and Panelist, “Offering online training for high school journalism teachers,” Association for Education in Journalism and Mass Communication, Scholastic Journalism Division Mid-winter Meeting, St. Petersburg 2010.

Workshops, Symposium and Conference Activities


Far East Journalism Conference, Department of Defense Education Activity (high school students and advisers from military-base and American schools in Japan, Korea and Guam), Tokyo, Japan. Presented sessions on newspaper layout and design, multimedia for online publications and feature writing plus judged overall yearbooks (October 2010).

Ohio Scholastic Media Association, planned, coordinated and oversaw regional workshops/state conventions. At Regions 2, 3, 4 and 5, Professor Perkins Bowen also taught a variety of sessions.

State Convention, April 4–5, 2014, Kent State University (464 in attendance)
Region 5 workshop, Oct. 15, 2013, Otterbein University (387 in attendance)
Region 1 workshop, Oct. 1, 2013, Kent State University plus the Tinker Tour national speakers (456 in attendance – broke the record)
State Convention, April 5–6, 2013, Kent State University (483 in attendance)
Region 5 workshop, Oct. 10, 2012, Otterbein University (457 in attendance – broke the record)
Region 4 workshop, Oct. 9, 2012, University of Findlay (122 in attendance – broke the record)
Region 2 workshop, Oct. 4, 2012, Muskingum University (92 – inaugural workshop)
Region 1 workshop, Oct. 2, 2012, Kent State University (437 in attendance – broke the record)
State Convention, April 20–21, 2012, Kent State University
Region 5 workshop, Oct. 12, 2011, Otterbein University
Region 1 workshop, Oct. 5, 2011, Kent State University
State Convention, April 8–9, 2011, Kent State University
Region 5 workshop, Dec. 3, 2010, Otterbein University
Region 3 workshop, Oct. 29, 2010, Voice of America Learning Center, West Chester, Ohio
Region 1 workshop, Oct. 20, 2010, Kent State University, Kent, Ohio
Region 4 workshop, Oct. 7, 2010, Findlay University, Findlay, Ohio
State Convention, April 2–3, 2010, Kent State University
Region 5 workshop, Dec. 4, 2009, Otterbein College
Region 1 workshop, Oct. 21, 2009, Kent State University
Region 3 workshop, Oct. 16, 2009, Voice of America Learning Center, West Chester, Ohio
Region 4 workshop, Oct. 8, 2009, University of Findlay
State Convention, April 3–4, 2009, Kent State University
Danielle Sarver Coombs – Associate Director and Associate Professor

**Refereed Publications**


**Authored Books**

Osborne, Anne C. and Danielle Sarver Coombs. (Expected publication date: March 2015.) *Female Fans of the NFL: Finding their Place in the Stands*. Routledge.


- The title was published as part of the Communication, Media, and Politics series, edited by Robert E. Denton, Jr.

**Edited Volumes**


**Contributions to Edited Volumes**


Research Presentations

Coombs, Danielle Sarver. (September 2013). “This is Ours—You Just Got Here”: Aston Villa Football Club and Ethnic Tension in Birmingham.” Presented as part of the Football, Inclusion, and Identity panel at the Football 150 Conference, Manchester, UK.


Coombs, Danielle (November 2012). “Talking Your Way In (or Kicking Down the Door?): Conducting Ethnographic Research with Top Sporting Organizations and Athletes.” Presented as part of an Ethnography Division panel at the National Communication Association Convention, Orlando, FL.


Coombs, Danielle Sarver and Anne Osborne. (March 2010). “Taking Online Relationships Offline: Sports Fans, Website Communities, and In-Person Meet-Ups.” Presented at the Fourth Summit on Communication and Sport, Cleveland, OH.

Coombs, Danielle Sarver. (March 2010). “Bringing the Blue and Gold: Football and School Spirit at a Mid-Major Program.” Presented at the Fourth Summit on Communication and Sport, Cleveland, OH.


Panel Presentations


Coombs, Danielle Sarver and Anne Osborne (Chair/Panelist, November 2012). “Talking Your Way in (Or Kicking Down the Door?): Conducting Ethnographic Research with Top Sporting Organizations and Athletes.” Presented at the National Communication Association Convention, Orlando, FL.


Osborne, Anne C. and Danielle Sarver Coombs. (Panelist, August 2011). “Women in the Stands: Experiences of Female Fans.” Presented at the Association for Education in Journalism and Mass Communication Convention, St. Louis, MO.


Michele Ewing – Associate Professor

Book Reviews

*An Introduction to Public Relations*, Dana Gray, Maryann Lamer, Flat World Knowledge, reviewed Preface, Table of Contents and Chapter One (January 2012)

*Strategic Public Relations: An audience Focused practice*, Barbara Diggs-Brown, Cengage Learning (2012); reviewed four chapters

Invited Presentations

“An analysis of undergraduate public relations education and the prioritization of skills and industry knowledge for new hires in an integrated communications world,” 17th Annual International Public Relations Research Conference, Miami, Florida (March 2014)

“Assessing the Real Value of Service-Learning in Public Relations Education,” PRSA International Educators Academy, Philadelphia (October 2013)


“Blogs, Tweets and Streaming, Oh My: Technological State of Internship Assessments” AEJMC Conference, St. Louis, panelist (August 2011)

“Bonding With the Pros: Building a Relationship With PRSA," adviser to Kent State University PRSSA presenters, Public Relations Student Society of America National Conference, Washington DC (October 15, 2010)

Professional Scholarship

Consultant to Marcus Thomas LLC, Cleveland (Aug. 2003-2010)

Provide counsel relating to strategic planning and public relations initiatives.
Research and write stories/press materials about various topics for Marcus Thomas and its clients.
Conduct communications with national and international editors/reporters.
Completed more than 60 consultant projects.

Consultant to SoftScribe, Atlanta (Fall 2005-Fall 2006; Summer 2010)

Provided counsel relating to marketing technology products in the healthcare industry
Conducted interviews among hospital executives and drafted copy to promote the agency’s services in the healthcare industry
Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

School of Journalism and Mass Communication – Kent State University

David Foster – Assistant Professor NTT

Professional Presentations

JEA (Journalism Education Association) San Antonio and Boston - Multimedia lectures and contest judging, November 2013, November 2012

Projects/Workshops

Burning River Films - Working on the production of a documentary film, 2013

Multimedia Workshop at Kent State University - Coached attendees and provided technical support. 2012-2014

“Tiger Legacy” – Photography exhibit and book project - Kent State University and The Massillon Museum, 2010-Present

Franklin Hall Photography Exhibit Space - Helped curate and display student and faculty photography work, 2012-Present

Picture Kentucky Workshop - Kent State University and University of Kentucky Jefferson, KY, 2012

Eddie Adams Workshop - Selected in worldwide entry competition Jeffersonville, NY, 2010

NPPA (National Press Photographers Association) Northern Short Courses, 2010

Mark Goodman – Professor and Knight Chair

Publications/Papers Presented

Mark Goodman, Shelley Blundell, Margaret Cogar, Quantifying Control: Scholastic Media, Prior Review and Censorship. Paper presented at Association for Education in Journalism and Mass Communication 97th Annual Conference; August 6-9, 2014; Montréal, Canada.

Contributor to creation of classroom activities/learning layer for Searchlights and Sunglasses, ebook by Eric Newton (http://searchlightsandsunglasses.org), a joint project of the John S. and James L. Knight Foundation and the Reynolds Journalism Institute (2013)

Promoting Scholastic Press Rights Legislation: A Blueprint for Success, (co-author) published January 2013 by the Journalism Education Association Scholastic Press Rights Commission


Invited Speaking/Presentations

Moderator, “The Challenges of Scholastic Journalism in International Settings,” Panel at Association for Education in Journalism and Mass Communication national conference, Montréal, Canada, August 2014

Presenter, “In the Name of the Law” at Asian American Journalists Association JCamp, a multicultural journalism program for high school students, Los Angeles July 2010; New Orleans June 2012; Washington, D.C., June 2013; Boston July 2014


Presenter, “Designating your publication as a public forum” and “Can I use that?” at National Scholastic Press Association/Journalism Education Association National Convention, San Diego, April 2014
Presenter, “Designating Your Publication as Public Forum” and “Can I use that?” at Columbia Scholastic Press Association Spring Convention, New York, N.Y., March 2014

Presenter, “Designating your publication as a public forum,” “Can I use that?” and “Explore a (free) digital-age e-book” at National Scholastic Press Association/Journalism Education Association National Convention, Boston, November 2013

Presenter, ”Five Great Public Records Story Ideas You Can Do Yourself” and Student Media Boards That Work at Associated Collegiate Press/College Media Association National Convention, New Orleans, October 2013

Presenter, “The Law of Publishing (and Information Gathering) Online” and “Let’s just download it” as part of the “Tinker Tour” at Kettle Moraine Press Association Fall Scholastic Journalism Conference, Whitewater, Wis., October 2013

Moderator, “Campus Press Struggles Extend Beyond Campus” at Ohio State Bar Association Law and Media Conference, Columbus, Ohio, October 2013

Presenter, “Can I use that?,” “Student media need policies?” and “Open forum on law and ethics” at Ohio Scholastic Media Association Region 5 Conference, Otterbein University, Westerville, Ohio, October 2013

Presenter, “Real-world law & ethics: An open forum,” “You NEED a Policy for Your Student Media” and “Let’s just download it” at Ohio Scholastic Media Association Region 1 Conference,
Kent State University, Kent, Ohio, October 2013


Presenter, “Law and Ethics Open Forum” and “Can I Download That?” at Ohio Scholastic Media Association State Convention, Kent, Ohio, April 2013

Presenter, “Designating Your Publication as Public Forum” and “State laws protecting press freedom” at Columbia Scholastic Press Association Spring Convention, New York, NY, March 2013

Keynote speaker, "You Can't Print That! Censorship vs. Your Constitutional Rights," Celebrating Communications, Robert Morris University, Moon Township, Pa., March 2013.

Presenter, “Does Your Student Media Board Work?” and "I'm Going to Shoot Up Your School! Covering Threats of Violence and Other Crimes on Campus” at Associated Collegiate Press/College Media Association National Convention, Chicago, Ill., November 2012

Presenter, “Designating your publication as a public forum” and State laws protecting press freedom” at National Scholastic Press Association/Journalism Education Association National Convention, San Antonio, Texas, November 2012

Presenter and Panelist, “A Scholastic Journalism Census of Today's High Schools,” Presentation at Association for Education in Journalism and Mass Communication national conference, Chicago, August 2012

Presenter, “Real-world law & ethics: An open forum?,” “You NEED a Policy for Your Student Media” and “Let’s just download it” at Ohio Scholastic Media Association Region 1 Conference, Kent State University, Kent, Ohio, October 2012

Presenter, “Can I use that?,” “Student media need policies?” and “Open forum on law and ethics” at Ohio Scholastic Media Association Region 5 Conference, Otterbein University, Westerville, Ohio, October 2012

**Gary Hanson - Professor**

**Publications**


[Link to online portfolio.](#)
Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

School of Journalism and Mass Communication – Kent State University

S5-18


Conference Papers

“The Role of Political Identity and Media Selection on Perceptions of Hostile Media Bias During the 2012 Presidential Campaign” (third author, with Mei-Chen Lin and Paul Haridakis.) Paper presented at AEJMC International Conference, Montreal, Quebec, Canada, August 2014.

“Looking at the Influence of Individual Differences and Media Use on Political Polarization During the 2012 Presidential Primary Season, and Considering the Language of Polarization” (third author, with Mei-Chen Lin, Paul Haridakis and Bin Xing.) Paper presented at juried research panel at International Communication Association Conference, Seattle, WA, May 2014.


“Differing Uses of YouTube During the 2008 U.S. Presidential Election” (co-authored with Paul Haridakis and Rekha Sharma). Paper presented at juried research panel, RTV-J Division at the AEJMC national convention, Denver, CO, August 2010. (55% acceptance rate.) Link to online portfolio.

Conference Presentations


Panel member: UTC Chairman’s Invited Roundtable. Excellence in Teaching, Celebrating College Teaching Conference, Kent State University, October 2012.

Presenter: New Faculty Series Welcome, Faculty Professional Development Center, Kent State University, August 2012.


Panel member: Discussion on Assessment and Evaluation, Celebrating College Teaching Conference, Kent State University, October 2011.


Panel member: “Newsroom to Classroom: Adapting from JMC Pro to JMC Faculty,” AEJMC national convention, Denver, CO, August 2010.


Karl Idsvoog – Associate Professor
Professional Panels/Presentations
2014
Multimedia Reporting: Covering Breaking News - How to Present Information Using Multimedia - Kazak National University
Video Storytelling for the Internet, MediaNet International Center for Journalism, Almaty, Kazakhstan

2013
Center for Journalism Ethics Annual Conference, University of Wisconsin Panel: Journalism Inside Academia: Is the Watchdog Leashed?

2012
New Media: Overview of Global and Local Trends - Risks and Rewards of Social Media for Journalists, Al-Farabi University, Almaty, Kazakhstan

Social Media Source Development, International IT University, Almaty, Kazakhstan

Print Publications
2014 Behind the Story: How Kent State Tracked Student Athletes Missing Class IRE News, 8/28/14

2012 Want a Free Car? Become a College Coach, April 26, 2012, Nieman Watchdog
http://www.niemanwatchdog.org/index.cfm?fuseaction=showcase.view&showcaseid=00174

2012 J-Students Take On Athletic Departments and the NFL, March 8, 2012 Nieman Watchdog
http://www.niemanwatchdog.org/index.cfm?fuseaction=showcase.view&showcaseid=00169

2012 Examining the University Bill, IRE Journal. The article described a student-reporting project by my computer-assisted reporting class that examined the fees charged by all universities in the Mid American Conference. Because universities do not provide line-item detail on the bill, parents and students don’t know that the highest fee the student pays goes to funding the athletic department.
http://et.kent.edu/jmc40004/fees/

Training Missions
U.S. State Department - training mission to Rustavi 2 Broadcasting Company, Tbilisi, Georgia Rustavi 2, until the Rose Revolution, was the premier independent news organization in the post-Soviet republics. Subsequently, it became a mouthpiece for the president and since the most recent election, it’s been sold and is in transition again. He trained investigative reporters and photographers for Rustavi’s investigative program - 60 Minutes. (video available on request).


Multimedia training for journalists Botswana, 2011 This was a week-long session with journalists selected by the embassy who needed to learn how to shoot and edit. The State Department provided both computers and cameras, so everyone got hands-on training both in the classroom and on location.
Video training for Egyptian journalists, Cairo, Egypt, 2011. Applicants had to submit their own videos to be considered. We found several that plagiarized. But the final group turned out to be truly dedicated at wanting to improve their video reporting skills.

Video training for citizen journalists & bloggers, Tunisia, 2011. When training journalists abroad, you know one thing: you’re the dumbest person in the room. Unless you’ve been reporting in country for a couple years, everyone there knows more about the reporting obstacles in that country than you do. I started the first seminar as I often do. I asked, “what are the problems, the obstacles you face as you report?” One young man who had covered the uprisings posting videos and pictures responded, “the police beat me and smash my camera.”

Multimedia/Social Media training for both professional and student journalists in Kazakhstan - Almaty and Astana, 2012 including Eurasia University, MediaNet, American Corner, Al-Farabi University, Kazakhstan State Media, International IT University.

Multimedia/Social Media training for both professional and student journalists - return mission to Kazakhstan, 2014. Conducted a series of seminars and hands-on training for journalists, bloggers and freelancers in Astana, Almaty, Pavlodar and Shymkent including Eurasian University, School of Political Management, Kazakhstan State Television, Pavlodar State University, American Corner, Kazak National University, University of International Business, MediaNet International Center for Journalism, Miras University,

Multimedia Training - Regional Television Stations in the Republic of Georgia, 2013 I conducted a range of training sessions - source development, fact verification, videography, editing, motion graphics, crowd sourcing, smartphone video, interviewing and on-camera voice/delivery for news operations in Tbilisi, Batumi, Poti, Zugdidi, Kutaisi, Telavi and Gurjani.

David LaBelle – Lecturer NTT

2013
Photographed “They Led The Way” participants and contributed to the shooting, layout and publication of brochure. Also produced a large print exhibition for Tallahassee and JMC. Made several summer trips to Florida and Georgia to photograph pioneers who integrated Florida school. The work with Ann Schierhorn was honored with a national Award of Merit from the American Association for State and Local History.
Continued to write a monthly column for Ruralite Magazine, a northwest publication with a circulation of over 300,000 readers.

Magazine article in NPPA news photographer cover story: A tale of two pictures.

2012
Taught two photojournalism sessions for the Journalism Education Association National Convention in San Antonio, Texas, and recruited two minority students from the trip

Directed and produced a 32-page booklet and print show titled Children of the Holocaust in collaboration with JMC professor Ann Schierhorn and Jewish Studies Director Chaya Kessler. Subjects and their families attended the event.
2011
Began Project on Holocaust Victims, Survivors, Children and Liberators. Produced multimedia project, print exhibit and a 35-page booklet titled “Children of The Holocaust.”
http://www2.kent.edu/news/newsdetail.cfm?newsitem=EED3B5F6-C4B2-9BCC

Taught three photojournalism sessions for the Journalism Education Association National Convention in Minneapolis, Minnesota.

2010
Two-page photo spread in Sports Illustrated.

Jan Leach – Associate Professor
July 2014
U.S. Speaker and Specialist Program, India
Taught media ethics related to coverage of gender-based violence, introductory journalism and social media ethics in four cities in India at the invitation of the U.S. State Department. Visited seven different colleges and participated in 33 (total) events including a five-hour journalism workshop, a live Twitter chat and visits with Indian journalists, law enforcement, women’s rights groups and NGOs. http://www.janleach.com/category/international-activities/

Summer 2007, 2008, May 2010
Visiting Faculty, The Poynter Institute, St. Petersburg, Fla., Summer Fellowship for College Graduates. Taught on-site, two-week copy editing, ethics and job-hunting skills classes to Fellows in this highly selective national program. Also taught introductory journalism lesson for high school workshop attendees. Continued distance lessons via Skype.

Publications


Leach, J. (2013). “8 Ways to Use Online Resources to Teach Ethics,” Ethical News, Vol. 16, No. 4, published online.


Conference Papers

“Ethical Issues of Data Digging in Journalism” (co-authored with Gilbert, J.). Refereed paper accepted for juried research presentation, Media Ethics Division of AEJMC at the national convention, St. Louis, MO. August 2011. (67% acceptance rate)

“Can This Marriage Be Saved? The Love-Hate Relationship between Traditional Media and Citizen Journalism,” (co-author with J. Gilbert). Refereed paper accepted by the Civic and Citizen Journalism Interest Group of AEJMC for poster session at the national convention, Denver, CO. August 2010. (51% acceptance rate.) http://www.janleach.com/?p=403


Presentations
Invited Presenter – U.S. Speaker and Specialist Program – U.S. Department of State, multiple journalism, ethics and media events in Chennai (Madras), Hyderabad, Delhi and Mumbai (Bombay), India.


Invited Presenter: Media Ethics Division of AEJMC annual pre-convention Teaching Ethics Workshop title “Stars and Neurons: Using Celebrities, Entertainment and Brain Science To Teach Ethics.” The program “will provide new ethics instructors and seasoned veterans with practical approaches for their classrooms ....” St. Louis, MO. August 9, 2011. http://www.aejmcstlouis.org/home/scheduletues


Jacquie Marino – Associate Professor
Academic and Journalism Trade Publications


“The Hacker Chronicles,” Nieman Reports’ “Professor’s Corner.” September 2011. This package of stories co-written with Northwestern University Professor Jeremy Gilbert relays lessons learned from teaching courses that required student journalists and computer scientists to work together in the classroom.
“The Importance of Words in Multimedia Storytelling,” *Nieman Storyboard*, a project of the Nieman Foundation of Harvard that explores storytelling “in every medium.” April 22 and 23, 2010. This two-part series examined the writing in the top-rated multimedia stories posted on Interactive Narratives, a showcase of multimedia storytelling sponsored by the Online News Association. While those stories did contain many words written in a traditional journalistic feature style, I make the case that feature forms need to evolve to become part of—not simply complementary to—the photographs, video and interactive graphics.

**Presentations**

“The Reanimation of Literary Journalism as a Digital Genre,” second author. Paper presentation in a high-density research session of the Newspaper and Online News Division at the Association for Education in Journalism and Mass Communication’s annual conference on August 6, 2014, in Montreal, Canada. Acceptance rate: around 40 percent.

“What’s Old is New Again: Literary Journalism’s Modern Renaissance,” panelist for a workshop session at the Association for Education in Journalism and Mass Communication’s annual conference on August 9, 2014, in Montreal, Canada.

“The Longform Renaissance,” a panel at the annual conference of the Association for Education in Journalism and Mass Communication on August 8, 2013, in Washington, D.C. Discussed the Longform Renaissance among college students. Other panelists included editors from *Slate* and *The New Republic*.

Ohioana Book Festival, served as a panelist for the “History and Biography” session on May 11, 2013, in Columbus, Ohio.

“The Multiplatform Magazine,” moderated this panel at the annual conference of the Association for Education in Journalism and Mass Communication on August 6, 2010, in Denver. Panelists included Tom James, editorial director for several Bonnier Corp. magazines, including SKI. The discussion centered on how tablets, such as the iPad, are changing magazine journalism and how we teach magazine journalism.

“The Art of the Pitch,” presented this interactive class exercise in a teaching-tips panel at the AEJMC conference on August 4, 2010 in Denver. The exercise helps students refine their start-up magazine proposals. Other panelists included professors from the University of Florida, Drake and Ohio University.

“What You Don’t Know About Your Interns Could Kill You,” moderated and presented on this panel at the annual conference of the City and Regional Magazine Association on June 6, 2010, in Providence. Along with a professor from the University of Missouri and an assistant dean from the Columbia Graduate School of Journalism, provided evidence J-schools are teaching students to produce strong journalism on multiple platforms and provided tips to editors looking to better engage their audiences. Invited.

“Pioneering the Mobile Magazine: Lessons from the Past and Present,” presentation on magazines to the staff at iNomadics, a start-up mobile technology company in Cleveland that publishes magazines on the iPad. March 5, 2010. Invited.
“Slate, Salon and Beyond: The New Promise of Web-only Magazines,” developed and moderated this panel discussion at the Association for Education in Journalism and Mass Communication annual convention on August 7, 2009, in Boston. Attracted leading experts from the industry and academia, including the managing editor of Salon and nationally recognized Web strategist Don Nicholas. Cited in Poynter Online.

“Clicking for Story: Literary Writing Meets Multimedia on One Journalism Web Site,” presented at the International Association for Literary Journalism Studies annual conference on May 14, 2009 at the Medill School of Journalism, Northwestern University. An analysis of the text in highly rated multimedia stories.

“Good Writing on the Web: Lessons from Successful Sites,” presented at the AEJMC Scholastic Journalism Division’s Midwinter Meeting on Jan. 10, 2009, at the Poynter Institute, St. Petersburg, Fla. Reported on a study of writing forms that work well on the Web. Invited.

**Mitch McKenney – Associate Professor Regional**

**Publications**


McKenney, Mitch, “Selling Vice: Cigarettes and Alcohol,” chapter on limits to ad speech in We Are What We Sell, edited by Danielle Sarver Coombs and Bob Batchelor, 2014.

McKenney, Mitch, textbook slides for Media/Impact, 10th edition, by Shirley Biagi. Wadsworth – Cengage Learning. The 16 presentations were published in July 2011 and are available to faculty who adopt the text.


**Refereed papers and presentations**

“Lessons from the Tenure Track,” session for new faculty and graduates that I proposed and moderated for the Newspaper & Online News Division of the Association for Education in Journalism and Mass Communication, at the annual conference in Montreal. (August 2014).

“So You Want To Do An International Journalism Course? Lessons From China, India and Beyond,” panel at the 2013 Broadcast Education Association convention in Las Vegas, Nev. (April 2013).

“Green Film: The Effect of Teaching Them Environmental Media,” panel at the 2013 Broadcast Education Association convention in Las Vegas, Nev. (April 2013).


“Are Print Narratives Over?” a panel on the future of literary journalism techniques that I proposed and hosted at the Association for Education in Journalism and Mass Communication annual conference in St. Louis (August 2011).


“Losing My Religion Page: The New Normal for Faith Coverage,” a panel exploring the transformation of religion in media, that I proposed and hosted at the Association for Education in Journalism and Mass Communication annual conference in Denver (August 2010).

“JMC Pro to JMC Faculty,” session for new faculty – broken into teaching and research hours – that I proposed and moderated on behalf of the News Division of the Association for Education in Journalism and Mass Communication, at the annual conference in Denver (August 2010).

“Everyone’s a Critic: As Newspapers Drop Orchestra Reviewers, Will Social Media Fill the Void?” at the Association for Education in Journalism and Mass Communication midwinter conference at University of Oklahoma (March 2010).

“Hungry for News: Celiac Sufferers Learn from Media, Each Other,” presented to Civic and Citizen Journalism Interest Group, Association for Education in Journalism and Mass Communication midwinter conference in Norman, Okla. (March 2010).

Invited presentations

“Disruptive Innovation in Media: Three Effects,” presentation to Pontifical Catholic University of Paraná in Curitiba, Brazil (March 2013).


“Media Transformation and the Effects on Democracy,” presentation at Amity University, Uttar Pradesh, India. (March 2012).


Other professional conferences

Joe Murray – Associate Professor

Publications (Journals and Articles)

http://tinyurl.com/JOME-April2010

Publications (Television Programs)


Research Funding (As Co-Principal Investigator)
Awarded

Peer-Reviewed Invited Presentations
Fulbright National Screening Committee, New York. (April, 2014). Invited to serve on the committee to nominate students for the inaugural Fulbright-National Geographic Digital Storytelling Fellowship. The Fulbright-National Geographic Fellowship is made possible through a partnership between the U.S. Department of State and the National Geographic Society.


Ann Schierhorn – Professor
Exhibits
Exhibit chronicles the experiences of eight students who desegregated the Tallahassee schools. Six of the eight former students spoke at the opening of the exhibit in Tallahassee. Exhibit was featured in a quarter-page story in capital city newspaper, in the city magazine and in a 3-minute, 30-second story on WFSU-FM radio (local NPR station).

“They Led the Way,” duplicate exhibit, Kent State University, Jan. 27 - March 30, 2014. One of the former students delivered remarks by video at the opening reception.

Exhibit won a national 2014 Award of Merit from American Association for State and Local History.

**Publications**


**Invited presentations to journalists and educators**


**Reviewer/referee of books, journal articles and papers**


**Bill Sledzik – Associate Professor**

**Publications**

ToughSledding, 2006-present. Published more than 460 substantive essays exploring a range of important issues in public relations and social media.

**Invited Presentations**

“Storytelling for the Social Media Curriculum,” Invited presentation, Edelman Social Media Summit, June 18, 2012, Stanford University, Palo Alto, CA

**David Smeltzer – Associate Professor**

**Creative Works**
Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

School of Journalism and Mass Communication – Kent State University

Juried Awards / Invited Live Performances / Installation / Broadcasts
(The creative position is indicated with each work. Each was either an award winner in a juried
competition, selected for broadcast, cablecast, installation or invited live performance.)

Smeltzer, David, (Co-Producer/Post Production Supervisor)
Title: “Breaking News”
Award: “Honorable Mention” 2011 BEA Festival of Media Arts. Class project for the
Advanced Narrative Production class.

Idsovoog, Karl and Smeltzer, David (co-author)
Title: “Media JobPod” www.mediajobpod.org
Partial Grant: Research and Graduate Studies, Kent State University
Awards: 2009 BEA Festival of Media Arts, Award of Excellence – Interactive Multimedia –
Promotional/Informational Production
http://faculty.kent.edu/dsmeltze/BEA_AWARD_FINAL.pdf

Papers and Presentations at Professional Meetings: Refereed
“Igniting Streams of Learning in Science (ISLS): Case Study of a STEM Learning Community” co-
presenter with Holly Wells and Mary Lou Holly (lead author Holly Wells). Ethnographic and
Qualitative Research Conference, June 4, 2010, Cedarville University.
http://faculty.kent.edu/dsmeltze/EQRC.pdf

Papers and Presentations at Professional Meetings: Panel Creator and/or Moderator (Panel creation
at BEA is refereed)
Panel: Behind the Green Desk: Use of Virtual Technology in a Broadcast Environment. Panel
Creator and Moderator. Broadcast Education Association Conference, April 2010, Las Vegas,

Education Association Conference, April 2010, Las Vegas, Nevada.
http://faculty.kent.edu/dsmeltze/BEA2.pdf

“Making Peace with Viet Nam” Respondent and moderator of question and answer session
with the filmmaker following the film, August 5, 2009, University Film and Video Association
annual conference, University of New Orleans, New Orleans, Louisiana.
http://faculty.kent.edu/dsmeltze/UVFA PEACE.pdf

Papers and Presentations at Professional Meetings: Invited Panel Presentations and Nonrefereed
Presentations
“Hints for Students Who Want to ‘Roll Camera.’” Panel: Yeah...but can you shoot it? Strategies
for assisting student screenwriters and producers attempting to create longer-form projects.
Broadcast Education Association Conference, April 2013, Las Vegas, Nevada.

“What it Takes to Finish.” Panel: Faculty Making Features: Tales from the Trenches. Broadcast
Education Association Conference, April 2013, Las Vegas, Nevada.


CREATIVE WORK – Citations
*(The following works by others include excerpts from Smeltzer’s Films or Photography)*

**Discovery Channel**
- Title: “Discovering Ardi”
- Author: Rod Paul, Primary Pictures
- Broadcast: October 2010, worldwide
- Excerpt: Footage from the film, “Lucy in Disguise”
  - http://faculty.kent.edu/dsmeltze/Discovering_Ardi_About_Discovery_Channel.pdf
  - http://dsc.discovery.com/tv/ardipithecus/about/about.html

**Federico Subervi – Professor**
- Journal articles


Mellado, Claudia; Hanusch, Folker; Humanes, María Luisa; Roses, Sergio; Pereira, Fabio; Márquez, Mireya; Yez, Lyuba; de León, Salvador; Subervi, Federico; & Wyss, Vinzenz (2012). The pre-socialization of future journalists: An examination of journalism students’ professional views in seven countries. *Journalism Studies, 12* (6), 857-874.


**Book Chapters**


Subervi-Vélez, F. (2012). Views from an expert. (A commentary to the chapter titled “Nothing will be the same; Everything will be better: Floods in Colombia’s Atlántico State.”) In A. George & C. Pratt (Editors), *Case studies in Crisis Communication* (pp. 517-519). NY: Routledge.


**Web-based-only publications**


**Reports**


**Part II, Standard 5. Scholarship: Research, Creative and Professional Activity**

**School of Journalism and Mass Communication – Kent State University**

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**Miscellaneous**


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**Papers Presented**


Mapping educational role dimensions among Chilean journalism educators. International Association for Media Communication Research convention. Presented by Claudia Mellado (University of Santiago) first author; (Subervi could not attend), Durban, South Africa, July 2012.

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**Panels, Lectures and other Presentations**


Understanding the role of the mass media in ethnic-race relations in the United States and Brazil. Escola de Comunicação e Arte, Pontifícia Universidade Católica Do Paraná, Brazil, October 22 & 23, 2013.

Relações étnico-raciais no campo da comunicação mediática. For the Seminários Avançados do Núcleo de Estudos Interdisciplinares sobre o Negro Brasileiro, Universidade de São Paulo, Brazil, October 17, 2013.


(Panels presented prior to Kent State)


Making the case for Bi-Lingual, Bi-Cultural News Literacy. Presentation to the News Literacy Leaders Conference, Stonybrook University, May 31, 2013.


The News Media Landscape in the U.S.: New Opportunities for Journalism Professionals. Marry Gardner Endowed Lecture, School of Journalism, Michigan State University, April 18, 2013.


Latinos and Media. At the Symposium on Transnational Mediations: Nationalism, Culture and Identity Politics. Department of Languages, Manchester Metropolitan University, Great Britain, November 2012.


Cómo Nos Ven: Incongruencias y retos de las dinámicas demográficas, comunicaciones en situaciones de emergencia, y la política en torno a la Isla. Keynote presentation at the annual
meeting of the Asociación de Relacionistas Públicos de Puerto Rico, San Juan, Puerto Rico, October 2012.

Media Interaction and Social Branding. At the Annual Conference of Ford Foundation Fellows. The Beckman Center of the National Academies of Science, Irvine, CA, September 2012.


Comunicação e etnicidade/raça: uma abordagem sobre os latinos na cobertura mediática dos EUA. Inaugural presentation for the start of semester at the Centro de Ciências Humanas e Artes, Programa de Pos-Graduação de Media, Universidade Federal do Rio Grande do Norte, Natal, Brazil. August 2012.

From Professional to Professor. Roundtable presentation at a panel on diversifying academia. Association for Education in Journalism & Mass Communication annual convention. Chicago, August 2012.


The Unrelenting Crisis Faced by Journalists and Journalism in Latin America: Views from the Region and Implications for the U.S. Chair, convener of a panel for the Association for Education in Journalism & Mass Communication annual convention. St. Louis, August 2011.
Embracing the Potential of Ethnic Diversity in Journalism & Mass Communication: Views from the U.S. Census, the Industry, and Academia. Chair, convener of a panel honoring Texas State University’s School of Journalism & Mass Communication upon receiving the Diversity & Equity Award, presented during the annual convention of the Association for Education in Journalism & Mass Communication. St. Louis, August 2011.


Editorial Boards

Camino Real: Estudios de las Hispanicidades Norteamericanas, since 2007
Thor Wasbotten – Director and Professor
Editorial Board

Traci Williams – Associate Lecturer NTT
Conference Papers, Publications & Speaking Engagements
Conference Presentation, (April 2014) “Beyond the Classroom: Running a media club, field experiences and internship opportunities!” Broadcasters Education Association April 6-9th Las Vegas, Nevada

Conference Presentation, (April 2013) “Yeah...but can you shoot it? Strategies for Assisting Student Screenwriters and Producers Attempting to Create Longer-Form Projects” Broadcasters Education Association April 17-20th Las Vegas, Nevada

Conference Presentation, (April 2013) “Faculty Making Feature: Tales from the Trenches” Broadcasters Education Association April 17-20th Las Vegas, Nevada

Conference Presentation, (April 2012) "Defining the Image of the African-American Woman on Television" Broadcasters Education Association April 15-18th Las Vegas, Nevada

Chance York – Assistant Professor
Refereed Conference Papers
Paul, N., & York, C. I Approve this Message: An Examination of Endorsements in Political Advertisements. Presented at the Association for Education in Journalism and Mass Communication (AEJMC) convention. Montreal, Canada. 2014, August


Book Chapters

Sue Zake – Assistant Professor
Publications
Two book chapters in the forthcoming “Education in Action: The Crucible of College Media (tentative title), edited by Gregory Adamo, PhD., and Allan DiBiase, EdD., Peter


Presentations


“Mini-Workshop Session: Bringing the Knight News Challenge into Your Classroom” — Panelist invited by the Association for Education in Journalism and Mass Communication and the John S. and James L. Knight Foundation. With moderator Jennifer H. McGill, executive director of AEJMC; Julie Jones, Oklahoma University; Jeanine Guidry, Virginia Commonwealth and Scott Parrott, Alabama at the Association for Education in Journalism and Mass Communication annual convention in Montreal, Quebec, August 2014. Listed as a highlight of the conference in the AEJMC newsletter.

“Half Teacher, Half Coach: Project Learning and Interdisciplinary Course Design” — Invited panelist with Sharon Bloyd-Peshkin, Columbia College Chicago; Seth Gitner, Syracuse and Jeff Inman, Drake University at the Association for Education in Journalism and Mass Communication annual convention in Montreal, Quebec, August 2014.

“Product Patrol” Breakout Session — Invited to lead a breakout session to discuss and report out on how news organizations balance the revenue department’s desire for new products and new audiences with the demands of daily journalism at the American Society of News Editors’ Hacking News Leadership Conference in Austin, Texas, May 2014.


“A National Student Media Initiative on Rape” — Invited panelist with David Simpson, Georgia Southern University and Frank LoMonte, Student Press Law Center at the College Media Association’s Spring National Convention in New York, March 2014.
“How to be a Watchdog: Using Public Records Requests to do Great Stories” — Proposed panel with Frank LoMonte, Student Press Law Center at the College Media Association’s Spring National Convention in New York, March 2014.

“Five Great Public Records Story Ideas You Can Do Yourself” — With Mark Goodman, Knight Fellow in Scholastic Journalism, Kent State University, at the Associated Collegiate Press/College Media Association National College Media Convention in New Orleans, October 26, 2013.

“Developing a Mobile App and Doing it Right the First Time” — Invited panelist with Tim Roberts, iCampusTimes, and Brad Arendt, Director of Boise State Student Media, at the Associated Collegiate Press/College Media Association National College Media Convention in New Orleans, October 25, 2013.

“Wanted: A National Student Media Initiative on Rape” — Invited panelist with Frank LoMonte, director of the Student Press Law Center, David Simpson, former AP Associated Chief of Bureau, Erica Beshears Perel, University of North Carolina, at the Associated Collegiate Press/College Media Association National College Media Convention in New Orleans, October 26, 2013.

“Converged, Collaborative or Just Plain Crazy” — With Katy Coduto, TV2 KSU general manager and Lydia Coutre, Daily Kent Stater editor at the Associated Collegiate Press/College Media Association National College Media Convention in New Orleans, October 25, 2013.

“How to be a Watchdog: Using Public Records Requests to do Great Stories” — With Frank LoMonte, director of the Student Press Law Center at the College Media Association’s Spring National Convention in New York, March 2013.


"FOIA Requests and You. How to Get Access to the Information You Need" — with Mark Goodman, Knight Chair in Scholastic Media, Kent State University, College Media Association’s Spring National Convention, in New York, March 2012.


Works in Progress

The Jews of Tetiev — Completed several interviews with principals and conducted research on the persecution of Jews and pogroms in south Russia between 1918 and 1920. Website under construction.
Former Faculty

Robert Batchelor – Assistant Professor 2010-2013

Books

Series Editor
Scarecrow Press (imprint of Rowman & Littlefield)
“Contemporary American Literature” Book Series 2012 - present
Series focused on how American literature reflects and shapes knowledge of cultural, historical, and socio-economic worlds. In an age when “literature” encompasses everything from multi-modal texts to classics in the canon, the time is ripe for assessing, reassessing, and refocusing our gaze on the centrality of literature and the literary life in the contemporary world.

Edited Books


Journal Editor
Journal of American Popular Culture 2012 – Founding Editor-in-Chief
Elected to three-year term to lead creation, launch, and development of a new journal for the 500+ membership of the Midwestern Popular & American Culture Association (published by Intellect Books, UK). Duties include: vendor relations, creation of an Editorial Advisory Board, peer-review process, and editorial oversight.

Chapters/Essays in Books


Peer Reviewed Journal Articles


Book Reviews


Presentations


Max Grubb – Assistant Professor 2004-2010

International Media Development

Egyptian Media Development Program: "Media, Journalism, New Technologies, and Business Models." IREX USAID funded program. Facilitated and led study tour of U.S. newspaper and radio companies to examine the integration of multimedia technologies and web publishing. Focus on evolving multimedia principles, practices and training needs. In addition, directed discussion on journalistic standards and business models in the evolving media environment. Group included Egyptian editors, journalists and online publishers from independent newspapers. Project important to enhance the continual development of Egypt's independent media. June 2009.

Moscow, Russia. International Media Partnerships Program. IREX USAID funded program. Consulted Russian universities on developing partnerships and collaborative arrangements with United States' university media and journalism programs. March 2009.
Egypt. Middle East North Africa (MENA) Transparency Project. International Research Exchange (IREX). worked with universities in Egypt and Yemen to develop curricula that incorporates investigative journalism elements to promote transparency in the Middle East. Since 2007 have been working with Ahram Canadian University (ACU) to develop journalism program and cooperative arrangements. 2006 to present.


Publications
"Women Sportscasters: Navigating a Masculine Domain." Journal of Gender Studies. Publication pending Autumn 2009. First Author: Max Grubb, Ph.D. Second Author: Theresa Billiot


Paper Presentations


Professional Associations
Broadcast Educators Association since 1993 (Currently Chair of Research Division)
Association for Educators in Journalism and Mass Communication, since 1995
National Communication Association since 2007
Hyangsook Lee – Assistant Professor 2006-2013
Professional Presentations
Panelist, “From Flat to 3-D: Implications for Visual Communicators, Journalists and Educators,” 2011 AEJMC Conference, St. Louis, August 2011


Presenter, “Pedagogical Use of Video in the Classroom,” International Conference on Learning, Barcelona, Spain, July 2009


Tim Smith – Emeritus Professor
Invited Presentation
Law & Media Conference; presenter on judicial system and covering courts; bench-bar-media panel facilitator; Ohio State Bar Association, Columbus, OH, Oct. 15, 2010

Evonne Whitmore – Associate Professor Departed August 2011
Professional
Fulbright Scholar, 2010-2011, Ahram Canadian University, Egypt

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

JMC’s faculty and administration are committed to fostering an environment in which those engaging in either creative activity or traditional scholarship can succeed. To account for the variety of discipline-relevant work produced by our faculty, our Handbook clearly articulates the wide range of potential artifacts that can be considered for promotion and tenure. This includes recommendations for demonstrating the impact of faculty work, in order to ensure our faculty’s work will be evaluated appropriately throughout the entire tenure and promotion process, which includes committees at the College and University levels.
The current Handbook language was first introduced in the 2010 revision; in fact, creating appropriate parameters for evaluating and rewarding research and creative activity was one of the primary tasks undertaken during that review. Because faculty believed this gave clear guidance for both professionally focused colleagues and those engaged in traditional scholarship during the tenure and promotion process, the language and structure were overwhelmingly supported with minimal discussion during the 2014 Handbook revision. The JMC Faculty Handbook now includes an expanded section that covers how non-tenure-track faculty can best move toward reappointment and promotion.

**ARTICLE IV**

**APPOINTMENT AND EMPLOYMENT PROCEDURE AND REGULATIONS OF THE SCHOOL OF JOURNALISM AND MASS COMMUNICATION**

Section C: Letters of Appointment

Formal letters of appointment for both pretenured and non-tenure-track faculty shall be formulated, stating terms and expectations for the individual faculty member in teaching, scholarly/creative activity and service, so that he or she may be positively considered for reappointment, tenure, and promotion. This is normally done at the time of hiring. The letters must be approved and agreed to by the Dean, the Director, and the faculty member and may be revised with the permission of the faculty member. Ultimate approval of letters of appointment is the responsibility of the Provost. In addition to the formal letters of appointment, the Director and the new faculty member, in consultation with an assigned mentor, may develop additional written expectations for specific teaching, scholarly/creative activity and service in the initial year of work.

**ARTICLE V**

**REAPPOINTMENT, TENURE, PROMOTION FOR TENURE-TRACK AND NON-TENURE-TRACK FACULTY AND FACULTY EXCELLENCE AWARDS**

Section A: Reappointment for Tenure-Track Faculty

The policies and procedures for reappointment are included in the University Policy Register 6-16. Each academic year, reappointment guidelines for faculty are distributed by the Office of the Provost. These guidelines will be given to all tenure-track faculty and Ad Hoc Committee members. Tenure-track faculty members are reviewed by the Department’s Ad Hoc Reappointment Committee.

For tenure-track faculty, reappointment is contingent upon demonstration of appropriate progress toward the requirements for tenure. Performance expectations develop from initial letters of appointment, any additional written initial expectations (see Article IV C) and the Director’s annual reappointment letters. These expectations may differ significantly, given the faculty member’s experience, background and assignments. In annual reappointment materials, the faculty member must establish and articulate both short- and long-term goals, then document progress toward meeting those goals. Specific concerns expressed by the Ad Hoc Reappointment Committee members and/or the Director in annual reappointment reviews during the probationary period must be addressed by the faculty member in subsequent reappointment reviews.

According to the University Policy Register (6-14) and Appendix A of the Tenure-Track Collective Bargaining Agreement, assistant professors following the traditional tenure clock are granted or denied
tenure by March 15 of their sixth year. However, if an assistant professor carries some years of credit toward tenure, he or she could be eligible earlier. The maximum credit toward tenure is typically two years, but “in extraordinary circumstances” additional credit may be granted at the time of appointment after consultation with the Faculty Advisory Committee. Faculty members appointed as either associate professors or professors have a three-year probationary period before learning whether they will be granted tenure.

For faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical. Upon completion of the third year of the probationary period, faculty reviewing a candidate for reappointment should consider the record of the candidate’s achievements to date. This record should be considered a predictor of future success. The hallmark of a successful candidate is compelling evidence of positive development in teaching, scholarly/creative activity and service, per the criteria detailed in the tenure/promotion section.

If concerns about a faculty member’s performance are raised during the reappointment process, the Ad Hoc Reappointment Committee and the Director shall provide detailed, prescriptive comments to serve as constructive feedback. If such concerns arise during a review that occurs after completion of three (3) full years in the probationary period, the Director and the candidate’s mentor, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the School’s tenure and promotion expectations; however, the candidate is solely responsible for her/his success in implementing this plan. Failure to meet performance expectations or failure to satisfactorily address concerns expressed by the Ad Hoc Reappointment Committee or by the Director may result in a negative reappointment recommendation to the Dean.

From time to time, personal and/or family circumstances may arise that require a pretenured faculty member to request that her/his probationary period be extended. Upon request, a faculty member may be granted an extension of the probationary period, which has been traditionally called “tolling” or “stopping the tenure clock.” The University policy and procedures governing modification of the faculty probationary period are included in the University Policy Register. (See University Policy Register 6-13)

**Section B: Tenure and Promotion for Tenure-track Faculty**

The policies and procedures for tenure and promotion are included in the University Policy Register 6-14 and 6-15. Each academic year, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. These guidelines will be given to all tenure-track faculty and Ad Hoc Committee members.

Tenure and promotion are separate decisions. The awarding of tenure must be based on convincing, documented evidence that the faculty member has achieved:

1. a strong record of effective instruction and curricular engagement
2. a significant body of scholarly/creative work that has undergone meaningful peer review and that has had a demonstrable impact on her/his discipline and profession, meeting or exceeding expectations as defined in initial appointment letters and other written initial expectations and in annual reappointment letters (See Article V, Section C for further detail.)
3. a track record of effective service relevant to the mission of the School and to the mission of the University

Tenure considerations may include evaluation of accomplishments prior to arrival at Kent State University, but primary emphasis should be on work conducted while on the tenure track. Such considerations also may include grant proposals submitted but not funded, proposals pending, creative
work and papers “in review” or papers “in press,” graduate students currently advised, and any other materials that may reflect on the candidate’s potential for a long-term successful career. The tenure decision is based on all of the evidence available to determine the candidate’s potential to pursue a productive career.

Promotion, on the other hand, is based solely on a candidate’s accomplishments completed during the review period.

Candidates for promotion to Associate Professor must meet all the qualifications for tenure. They must also show potential for a career likely to achieve national/international recognition, as evidenced by the body of work presented in the promotion file.

Promotion to Professor recognizes the highest level of university achievement and national/international prominence. Evidence for this prominence includes:

1. sustained excellence in teaching and service;
2. a record of scholarly/creative activity in highly significant venues that has undergone meaningful peer review and that has had a demonstrable and sustained impact on the candidate’s discipline and profession;
3. a record of substantial prominence in and impact on the field.

External funding for scholarly/creative activity or programmatic support also provides strong evidence of prominence and external validation of excellence. Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for tenure and advancement in academic rank. The overall evaluation of a candidate for tenure and promotion shall include consideration of the faculty member’s personal integrity and professional behavior, as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek tenure and promotion in the School.

Section C: Criteria for Tenure and Promotion for Tenure-track Faculty

The School of Journalism and Mass Communication hires tenure-track faculty at the assistant professor level, generally with a terminal degree of either a Ph.D., J.D., or a M.F.A.; or a master’s degree with significant professional experience, as determined by the search committee in consultation with the Director and Dean.

1. Teaching

Faculty are expected to develop a strong track record in the classroom, as exhibited by responsiveness to teaching evaluations from professional colleagues and teaching peers, as well as students, professional improvement and industry engagement as appropriate. Criteria for the evaluation of teaching are listed in Table 2 in the Appendix. Course revision is defined as making a substantial modification to a course, such as addition of distance learning options or multi-media instruction, formally proposing to change course content/format, etc. Other information, such as written comments from students, colleagues within and beyond the School, College, or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (including all student comments) must be submitted as part of a candidate’s file for reappointment, tenure and promotion. Copies of representative syllabi, examinations, and other relevant teaching material also should be available for review.
2. Scholarly/Creative Work

The School’s tenured and tenure-track faculty are expected to be engaged in endeavors that support the School’s mission. It is expected that these activities will lead to presentation and then to publication in quality scholarly or professional venues. Evaluation criteria are listed in Table 1 in the Appendix.

The quality of the work and the venues are important components in tenure and promotion decisions. Tenure is granted with the expectation that the faculty member will continue to be engaged at the same or a higher level of quality.

Given the School’s professional mission, published journalism of the highest quality qualifies as published research, using standards defined in more detail below.

Publication, for purposes of this document, is used in the broadest sense to include multiplatform distribution to defined audiences in print, web, audio, video or mobile formats. Considering the proliferation of open-access information and audience-generated content, we anticipate that scholarly/creative activity may be published and evaluated in new ways, such as online or in other digital venues. It is up to the tenure or promotion applicant to assess and document how his or her work is significant in leading professional change. Such documentation must include meaningful peer review conducted in a detached and dispassionate manner.

Generally, the School expects tenure-track faculty to build a body of scholarly, journalistic and/or creative work that:

a. shows substantial and consistent engagement by exhibiting focused growth that is documented by professional evaluations or assessments.

b. extends to publication or presentation in appropriate professional or academic venues as defined below.

c. engages peer or juried review or other evidence of detached, dispassionate vetting by peers or recognized experts as defined below.

d. creates a positive recognition and reputation for those scholarly and creative endeavors, leading in time to national recognition measured by citations or letters of recognition, invitations to present or publish, awards and honors, or other documented means.

e. aids communities and media organizations in better understanding their roles in a democratic society and/or advances the body of knowledge about the processes, economics, uses, effects, freedoms, and responsibilities of professionals and audiences of journalism and mass communication. The School recognizes the importance of faculty working in and with emerging media and technologies. Such work is essential to the future of media-related businesses and organizations. We also encourage faculty to build partnerships locally, regionally, and nationally.

3. Service

The School defines service as administrative service within the university, professional service through academic and professional associations and provision of professional expertise to public and private entities beyond the university.

Service activity is expected and required; however, service of any magnitude cannot be considered more important than a candidate’s teaching and scholarly/creative responsibilities. Nonetheless, a faculty
member’s willingness to make contributions to the overall progress of the School is an important measure of the faculty member’s fitness for tenure or promotion.

Contributions as a University citizen include service to the School, the College, and the University as outlined in Table 3. The merits of University service should be evaluated as to (1) whether or not the candidate chaired the committee listed and (2) the importance of the service to the mission of the unit served. Other components of citizenship include active participation in School events, such as faculty-undergraduate- and graduate-student recruitment, seminars and department meetings, etc.

Additional components of service include public outreach and professional or academic service. These may differ in their importance among faculty members, depending on each faculty member’s duties and responsibilities within the School.

Expectations in service for promotion to Professor are higher than for promotion to Associate Professor.

4. Note on external funding and collaboration

The School recognizes and supports the value of teaching, scholarly/creative or service endeavors that generate external funding, particularly when the work is aligned with the goals and missions of the School, College, University, or our professions. Similarly, collaboration among colleagues within the School, College, and University and other universities is encouraged.

5. Evaluation tables and documentation examples

The text in this section and the tables in the Appendix are designed to facilitate assessing performance of candidates being evaluated for tenure and promotion. During the probationary period, these tools should be used for developmental assistance and projection of future success in achieving tenure and promotion and for determining the faculty member’s qualification for reappointment.

Tables 1, 2, and 3 in the Appendix provide worksheets for use in the evaluation of candidates. For promotion from Assistant to Associate Professor, the faculty member must meet the criteria for at least a “very good” evaluation in scholarly/creative activity and at least a “very good” evaluation in teaching. University citizenship must at least meet the minimum School criteria as outlined in Table 3. These same categories and assessment tools apply for tenure decisions.

A candidate for promotion to Professor must meet the criteria for an “excellent” evaluation in either scholarly/creative activity or teaching and no less than “very good” in the other category. Service must exceed the minimum School criteria. A candidate for promotion to Professor may not have equal activity in scholarship, teaching and service, as he/she becomes more specialized.

Given the wide range of venues in which scholarly/creative work may be published or presented, faculty are expected to provide clear documentation regarding publication or presentation of scholarly/creative work. Such documentation should include an assessment of its quality, impact or contribution to the body of professional or scholarly knowledge.

Conference papers and presentations, for example, generally do not carry equal weight with published articles. Original scholarship or journalism based on original reporting or research, for example, generally would be weighted more heavily than analysis or review of another’s work. In collaborations, the contributions of each author should be clear.

Assessment may be through traditional scholarly peer-review processes, demonstrated by client or external colleague evaluation, or adjudication (e.g., critical reviews, letters from acknowledged experts).
Examples of acceptable assessment are provided below. Reviews by close colleagues and collaborators do not carry the same weight as dispassionate reviews by more objective, detached, external colleagues. For peer-reviewed articles, faculty are expected to document:

- acceptance rate
- quality of the publication
- targeted audience
- impact of the article
- citations

For peer-reviewed paper sessions, faculty are expected to document:

- acceptance rate
- significance of the organization
- indication of how paper or presentation may advance to publication

For invited papers or presentations, faculty are expected to document:

- the significance of the organization
- significance of the presentation, cited in a letter from the person who extended the invitation
- audience for the paper or presentation

Books also represent scholarly/creative activity. The relative weight depends on such factors as the original research behind the text, the importance of the book to the field and the candidate’s role as single author, multiple author or editor. Faculty are expected to document:

- publishing process
- targeted audience
- copies sold
- reviews or other evaluations
- citations

For articles in professional media, faculty are expected to document:

- the circulation of the publication
- description of audience
- significance of the article, cited in a letter from the supervising editor, when available
- other external validation such as awards or contests
- citations, references
- description of the reporting, research and/or creative process used to produce the article
- acceptance rate

For articles and blogs online, faculty are expected to document:

- unique visitors or other accepted measures
- links
- significance of the organization that owns the web site
- significance of the work, cited in a letter from the supervising editor, critical reviews or other evidence or in the case of a blog, qualified outside resources
- other documented citations

For video/broadcast work in professional reporting or production, faculty are expected to document:

- selection for distribution by a television station, network or online
- description of audience
- significance of the work, cited in a letter from the supervising producer, when available
- assessment through professional or academic awards competitions
- reviews from relevant professional or academic experts.
In addition to reporting/writing/producing, the practice of journalism encompasses such creative activities as editing, photography and design for print and digital media. These are to be vetted in a similar fashion to the three preceding examples.

The practice of public relations, on behalf of businesses and/or nonprofit organizations, encompasses:

- Conducting formal communication audits and/or research initiatives.
- Developing strategic public relations campaigns or programs that produce measurable results.
- Developing and executing substantial public relations initiatives such as websites, social-media campaigns, large-scale events, etc.
- Providing senior-level counsel leading to the adoption of more effective and ethical public relations practices.

Although the School puts the highest value on original research and creative activity, the following also are valued as part of a candidate’s portfolio: book reviews, grant proposals, as well as reviewing manuscripts and programs.

Faculty also may apply their expertise as advisers or consultants in significant problem-solving activities for an organization and may create workshops and seminars for professional audiences. Candidates will be expected to provide evaluation and impact of their work.

Because of the heavy teaching responsibilities for tenure-track faculty members at the regional campuses, expectations for scholarly and creative activity will not be as great as they are for faculty on the Kent campus.

**Section D: Non-Tenure-Track Reappointment and Promotion**

Assignments for non-tenure track faculty vary widely. Terms for renewal are explained in Article X of the Collective Bargaining Agreement for Non-tenure Track Faculty. Criteria are developed by the academic units. For regular non-tenure-track faculty, formal third-year reviews are required. For non-tenure-track faculty in JMC, evaluation should follow standards for teaching and service in Tables 4 and 5. Evaluation criteria for professional development are outlined in the next section and standards are noted in Table 6. For non-tenure-track faculty with duties other than teaching, evaluation appropriate for their assigned duties will be developed. Faculty may apply for promotion in the third year of a cycle of three one-year appointments.

There are six academic ranks for non-tenure track faculty members: Lecturer, Associate Lecturer, Senior Lecturer, Assistant Professor, Associate Professor and Professor. Criteria for promotion are set forth in Addendum C of the Collective Bargaining Agreement for Non-tenure Track Faculty. Candidates are eligible for promotion to Associate Lecturer or Associate Professor after completing five consecutive years as an NTT and successfully passing one three-year performance review. They are eligible for promotion to Senior Lecturer or Professor in the seventh consecutive year (or any year thereafter) of NTT employment and after two successful performance reviews. They will be assessed on their performance of assigned duties, professional development and university citizenship.

According to the Collective Bargaining Agreement, evidence of “significant accomplishments in both Performance and Professional Development” is required for promotion. Contributions in university citizenship will help the candidate’s file and may be required. The Provost ultimately makes promotion decisions after receiving recommendations from the college Dean. The Dean is advised by the Non-tenure-track Promotion Advisory Board, whose members review the candidates’ files. Those files include a letter of evaluation and recommendation from the director, who is advised by the FAC.
Section E: Criteria for Promotion of Non-tenure-track Faculty

The School of Journalism and Mass Communication hires most non-tenure-track faculty at the assistant professor level, generally with a terminal degree of either a Ph.D., J.D., M.F.A., or a master’s degree with significant professional experience, as determined by the search committee in consultation with the Director and Dean.

1. Teaching

Non-tenure-track faculty generally teach more than tenure-track faculty, and they are evaluated primarily on their track record in the classroom, as exhibited by responsiveness to teaching evaluations from professional colleagues and teaching peers, as well as students, professional improvement and industry engagement as appropriate. This rigorous review is detailed in Table 4 of the Appendix.

2. Service

Non-tenure-track faculty in JMC who have service obligations specified on their workload statements or letters of appointment are expected to provide service to the school; A faculty member’s willingness to make contributions to the overall progress of the School is an important measure of the faculty member’s fitness for promotion.

Contributions as a University citizen include service to the School, the College, and the University as outlined in Table 5. The merits of University service should be evaluated as to (1) whether or not the candidate chaired the committee listed and (2) the importance of the service to the mission of the unit served. Other components of citizenship include active participation in School events, such as faculty-undergraduate- and graduate-student recruitment, seminars and department meetings, etc.

Additional components of service include public outreach and professional or academic service. These may differ in their importance among faculty members, depending on each faculty member’s duties and responsibilities within the School.

Expectations in service for promotion to Senior Lecturer/Professor are higher than for promotion to Associate Lecturer/Associate Professor. The former requires that the candidates exceed service expectations. The latter requires that the candidates meet them.

3. Professional Development

In addition to showing significant success in teaching, non-tenure-track candidates for promotion must show they have accomplished a great deal professionally. Given that the areas for professional development within JMC are broad, professional development is evidenced via the effective alignment of activities to the workload statement/appointment letter. Examples might include (but are not limited to) professional awards, active roles in professional organizations, or publication / appearance / presentations in an industry specific outlet, or creative works relevant to the field. Table 6 in the Appendix outlines evaluation criteria.

Expectations in professional development for promotion to Senior Lecturer/Professor are higher than promotion to Associate Lecturer/Associate Professor. The former requires that the candidates exceed service expectations. The latter requires that the candidates meet them.
6. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

**Professional Improvement Leave**

Faculty professional improvement leave may be available to all those who qualify, in accordance with regulations and provisions in the University Policy Register 6-12 and 6-12.101. See Appendix 5.1.

Faculty members requesting a faculty professional improvement leave must submit a proposal to the FAC and the Director for review, after which it is reviewed by the Dean and other appropriate University officials and committees. Final approval comes from the Provost and is subject to available funding.

Faculty receive full pay for one semester for a Professional Improvement Leave. They may choose to take a full academic year for a Professional Improvement leave, but they are still paid for only one semester.

Faculty must work for at least one year after their professional Improvement leave before retiring.

**Leaves of Absence**

Leaves of absence, including sick leave, shall follow College and University regulations as stated in the University Policy Register 6-11 and must be approved by the Dean. Appropriate documentation must be completed by all concerned parties. See Appendix 5.2.

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

**Jan Leach – Spring 2015**

Leach plans to further develop the Media Law Center for Ethics and Access and the Poynter KSU Media Ethics Workshop, as they are among the nation’s foremost entities in the study, training and development of media ethics.

**David Smeltzer – Spring 2014**

Smeltzer researched and reworked ideas for a grant project to secure funding for a student-produced science television series entitled “RE:Search.”

**Jacquie Marino – Fall 2013**

Marino learned new web-development skills (to collaborate more effectively with technologists in the classroom) and explored the reinvention of magazines on tablet devices, which led to a new journalism/computer course.

**Joe Murray – Fall 2013**

Completed work on a three-year project to publish his first book, Lost in Oscar Hotel: There is Something in the Air. Murray also accomplished a significant amount of work related to his scholarship and research, including experimenting with technologies disrupting the publishing industry.
Jeff Fruit – Spring 2013
The sabbatical enabled Fruit to revamp the School’s Media Management Master’s concentration, which resulted in a paper submitted to JMC and other faculty, program revisions and possibly a new minor in the future.

Ann Schierhorn – Fall 2012
Through the sabbatical, Schierhorn produced a book and a nationally award-winning exhibit entitled *They Led the Way*.

Karl Idsvoog – Fall 2011
Idsvoog developed content channel collaboration focusing on news reporting on “stories of substance” in education, politics and investigative work and was available for use by partner professional media outlets.

Michele Ewing – Fall 2010
Ewing’s research focused on best practices on the internship and job-search process, explored helping students achieve a meaningful internship experience, and leveraged PRKent graduates’ career guidance with current students.

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

The School provides $750 (in previous years it was $500) a year per faculty member for travel funding. Faculty can apply for up to $500 for domestic travel and up to $800 for international travel from the Department of Research and Sponsored Programs. The school does, on occasion, draw from other funds to aid faculty in attending academic conferences.

New tenure-track faculty also can put travel money in their start-up packages, which aids in funding travel for approximately three years. The amounts will vary, based on the total amount of the start-up package and the faculty member’s plans for travel.

Faculty are encouraged to participate in academic organizations such as AEJMC, BEA and PRSA, etc.

Tenured and tenure-track faculty may be given a one-course load adjustment each semester, to provide time to be productive in scholarship and professional activity. Each year, each tenured and tenure-track faculty member meet with the Director to discuss aspirations and results of his/her scholarship and/or professional activity.

The Department of Research and Sponsored Programs may offer faculty summer research grants in the amount of up to $6500. The University also maintains an office that provides assistance for grant writing.

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

Many faculty have taken advantage of the School’s assistance to provide funding for travel. The support has been used for paper presentations, panels, and research for books, papers and
documentaries. In the past two years, very few requests from faculty for travel support have been denied. Below is a list of faculty who have used assistance for travel since 2009:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Fruit</td>
<td>Jeff Fruit</td>
<td>Jacquie Marino</td>
</tr>
<tr>
<td>Tim Roberts</td>
<td>Ann Schierhorn</td>
<td>Jeff Fruit</td>
</tr>
<tr>
<td>Jacquie Marino</td>
<td>David Smeltzer</td>
<td>Candace Perkins-Bowen</td>
</tr>
<tr>
<td>Jan Leach</td>
<td>Traci Williams</td>
<td>Jan Leach</td>
</tr>
<tr>
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<td>Jacquie Marino</td>
<td>Michele Ewing</td>
</tr>
<tr>
<td>Michele Ewing</td>
<td>Jan Leach</td>
<td>Danielle Coombs</td>
</tr>
<tr>
<td>Gary Hanson</td>
<td>Danielle Coombs</td>
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<td>Stefanie Moore</td>
<td>Bill Sledzik</td>
<td>Joe Murray</td>
</tr>
<tr>
<td>David LaBelle</td>
<td>Michele Ewing</td>
<td>Josh Talbott (Staff)</td>
</tr>
<tr>
<td>Wendy Wardell</td>
<td>Gary Hanson</td>
<td>Tracy Baughman (Staff)</td>
</tr>
<tr>
<td>Joe Murray</td>
<td>David LaBelle</td>
<td>Traci Williams</td>
</tr>
<tr>
<td>Mark Goodman</td>
<td>Wendy Wardell</td>
<td>Gary Hanson</td>
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<tr>
<td>Candace Perkins-Bowen</td>
<td>Joe Murray</td>
<td>Tim Smith</td>
</tr>
<tr>
<td>David Foster</td>
<td>Mark Goodman</td>
<td>Bill Sledzik</td>
</tr>
<tr>
<td>Federico Subervi</td>
<td>Candace Perkins-Bowen</td>
<td>David LaBelle</td>
</tr>
<tr>
<td>Sue Zake</td>
<td>Barbara Hipsman</td>
<td>Mark Goodman</td>
</tr>
<tr>
<td></td>
<td>Bob Batchelor</td>
<td>Karl Idsvoog</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2010-2011</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacquie Marino</td>
<td>Joe Murray</td>
</tr>
<tr>
<td>Ann Schierhorn</td>
<td>Max Grubb</td>
</tr>
<tr>
<td>Carl Schierhorn</td>
<td>Josh Talbott (Staff)</td>
</tr>
<tr>
<td>Jan Leach</td>
<td>Jeff Fruit</td>
</tr>
<tr>
<td>Evonne Whitmore</td>
<td>Tracy Baughman (Staff)</td>
</tr>
<tr>
<td>Danielle Coombs</td>
<td>Hyangsook Lee</td>
</tr>
<tr>
<td>Gary Hanson</td>
<td>Bob Batchelor</td>
</tr>
<tr>
<td>Mark Goodman</td>
<td>Jacquie Marino</td>
</tr>
<tr>
<td>Candace Perkins-Bowen</td>
<td>Jan Leach</td>
</tr>
<tr>
<td>Josh Talbott (Staff)</td>
<td>Gary Hanson</td>
</tr>
<tr>
<td>Traci Williams</td>
<td>Evonne Whitmore</td>
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<td>Max Grubb</td>
<td>Bill Sledzik</td>
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<td>David Smeltzer</td>
<td>Ann Schierhorn</td>
</tr>
<tr>
<td>Tim Smith</td>
<td>Carl Schierhorn</td>
</tr>
<tr>
<td>Gene Shelton</td>
<td>Teresa Hernandez</td>
</tr>
<tr>
<td>Barbara Hipsman</td>
<td>Stefanie Moore</td>
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<tr>
<td>Bob Batchelor</td>
<td>Mark Goodman</td>
</tr>
<tr>
<td>Candace Perkins-Bowen</td>
<td>Danielle Coombs</td>
</tr>
</tbody>
</table>
Standard 6: Student Services
Part II, Standard 6. Student Services

During the visit, the unit should make the following documents accessible to the team:
- advising records
- other files related to student services

Executive Summary

The School has made a tremendous investment to improve student services during this accreditation cycle.

Three new positions have been created to directly benefit our students. The Coordinator for Career Services focuses on the JMC internship program, career-preparation training and job placement services (including an annual job and internship fair—CareerExpo). The Coordinator for Outreach and Marketing assists in recruiting and retention efforts, tracking graduates, marketing the School and promoting student accomplishments. The Senior Media Specialist manages equipment checkout and training for all students, in coordination with our faculty and other staff.

The School also enjoys a professional advising office that was not in existence during the last site visit (except for two part-time staff who started in 2008. Now, there are three full-time advisers and administrative help). We believe there is a direct correlation between the implementation of professional advising and our increasing graduation rate.

The Office of Student Media is currently undergoing a transition, as we look for ways to maintain the robust experience our students have enjoyed for many years.

Our students have responded to all of these improvements by increasing their graduation rates, increasing their placement in higher-level regional and national award programs and in providing positive feedback regarding their educational experience.

Our donors have responded by more than doubling the School’s endowment (including all gifts, planned and direct) in the past 2½ years, including the creation of the School’s own Promising Scholar Awards.
Part II, Standard 6. Student Services
School of Journalism and Mass Communication – Kent State University

Please respond to each of the following instructions:

1. Complete and attach here Table 10, “Student Aid.”

Table 10. Student Aid
Provide information for each of the two years preceding the accreditation visit.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total amount of scholarship dollars from funds controlled by institution</td>
<td>2,123,717</td>
<td>2,238,930</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by institution</td>
<td>502</td>
<td>496</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by institution</td>
<td>$3,000.00</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by unit</td>
<td>$43,750.00</td>
<td>$64,290.00</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by unit</td>
<td>59</td>
<td>51</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by unit</td>
<td>$500.00</td>
<td>$750.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointments in JMC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students holding appointments</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Range of stipends</td>
<td>$7.50-$9.50/hr</td>
<td>$8.00-$10.00/hr</td>
</tr>
<tr>
<td>Appointments in Student Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students holding appointments</td>
<td>371</td>
<td>369</td>
</tr>
<tr>
<td>Range of stipends*</td>
<td>$8.00-$10.00/hr</td>
<td>$8.00-$10.50/hr</td>
</tr>
</tbody>
</table>

*Please note: Students in Student Media are not always paid hourly. Student Media has provided a range for hourly wages for a more consistent illustration of our students’ compensation.

2. Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising. Attach advising guides, manuals, newsletters or other internal communication with students. (These documents can be placed in the appendices binder.)

See Appendix 6.1 for Advising guides and other internal communication

Academic Advising is assigned to the College of Communication and Information and decentralized across the Undergraduate Schools. CCI employs professional advisers with considerable training and education in student development theory and experience in higher education. Three full-time advisers are assigned to advise students in the School of Journalism and Mass Communication. The
Part II, Standard 6. Student Services
School of Journalism and Mass Communication – Kent State University

advising office is located in room 334 Franklin Hall, and advisers advise only students in JMC majors and minors or those considering transferring into a JMC major or minor. Students are first advised during the summer prior to their freshman year, through the two-day Destination Kent State program (which is coordinated through the Undergraduate Studies Office on the Kent Campus). Students come to campus and attend a day of programming, becoming acquainted with everything on the Kent Campus and meeting other students, professors, administrators and staff. On day one of the program, they attend a Pillars of Academic Success presentation, given by advising administration and advisers, where they learn about their major curriculum and opportunities to get involved in student organizations. Day two is spent meeting with an academic adviser one on one, discussing placement scores, Kent Core and major requirements and scheduling their first-semester classes.

Kent State University established a required academic advising policy in 2012. As of the fall 2014 semester, all freshman, sophomore and junior students are required to meet with their academic adviser during the fall and spring semesters. During the first meeting in the fall semester of their freshman year, an hour-long appointment is required to review the academic roadmap, GPS audit and planner, and major requirements. A university-established PIN is placed on the students’ record, which prevents students from registering for a future term prior to the start of the semester. Once the students meet with their adviser, the PIN will be removed. Students are given paper semester-by-semester guides (roadmaps), advising portfolios, and requirement sheets to bring to each advising appointment (see attachment). Advisers review the Graduation Planning System in FlashLine with each advisee. This system also contains a semester planner, which is introduced during required advising. Advisers are required to update this planner to match the students’ current semester registration and update one semester ahead, to ensure the students are progressing towards their degree.

3. **Describe availability and accessibility of faculty to students.**

Faculty are required to have set office hours each week that are typically two office hours for each class. If a faculty member teaches three classes he/she must have a minimum of six office hours each week. These hours are usually listed in the faculty member’s syllabi and posted outside his/her office.

Many faculty members are in their offices more than the required time and leave their doors open, so students can easily see if they are in.

Most faculty also list their office phone numbers and email addresses in their syllabi, and many even list their home or cell phone numbers. A few also put their home or cell phone numbers on their office voicemail messages.

4. **Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.**

As students enter the School of Journalism and Mass Communication, either through the summer Destination Kent State program or through the change-of-major process, a hard-copy file is created. This file is kept in room 334 Franklin Hall in a secure file room. Each person who has access to the student file has signed the appropriate confidentiality agreement.
5. Describe resources for academic and career counseling that the unit or institution offers to students.

In recent years, JMC moved to expand and formalize its resources for academic and career counseling.

In 2012, it added the position of Coordinator for Career Services. In 2012, it created an “interim” marketing coordinator position and in 2014 formalized the position and hired Ms. Shantae Rollins as the first Coordinator for Outreach and Marketing.

As detailed in Question 2 of this standard, the advising staff was expanded from two and a half positions to three full-time advisers in 2012. The advising office is located in the School of Journalism and Mass Communication building, 334 Franklin Hall.

While this advising staff is primarily charged with keeping students on track for timely graduation within their majors, it advises students on the academic paths necessary for career pursuits, both within and outside JMC.

The primary responsibility of the office of Coordinator for Career Services is to lead JMC career-development efforts for all students, including internships and career counseling. It conducts career-building workshops on résumés, cover letters, interview skills, using social media for internships and job searches. The workshops are held each semester, well publicized and open to all students. Outside speakers and experts contribute to the workshops.

CareerExpo, the School’s job and internship fair, is open to all juniors and seniors and is held in Cleveland in the spring, to attract top employers. Bus transportation to Cleveland is provided for all students attending. Sixty students attended in each of the first two years. Twenty-five of northeast Ohio’s leading communication-oriented employers attended. The event has provided both job and internship opportunities and scores of career interviews with industry recruiters. See Appendix 6.2 for Office of Career Services brochures and fliers.

A JMC geographic advantage is its location in one of the nation’s top-twenty media markets, Cleveland. As a result, we have frequent in-classroom visits by media professionals and a robust internship market.

With the addition of the Coordinator for Outreach and Marketing, we are beginning to build a program for tracking our graduates and their subsequent employment. This data will not only reflect the relevance and reality of their JMC degree but also serve as a resource for career opportunities for subsequent graduates.

The School invites and hosts corporate recruiters throughout the academic year. The Columbus Dispatch, Gannett, The Plain Dealer, Akron Beacon Journal, Chautauquan Daily, and others have visited the School to interview students for both internships and jobs. Many professionals who come as guest lecturers also interview students for positions and review portfolios.

The Public Relations sequence maintains listservs for PR majors and PR Kent Alumni. The listservs often are used to post internships and jobs for students, as well as jobs for alumni.
The Kent State Chapter of the Public Relations Student Society of America hosts programs focused on résumé writing, interviewing and networking. All JMC students are encouraged to attend.

The University also maintains a fully staffed Career Services Center to support students in achieving their academic and career goals, by assisting them in making informed decisions and obtaining meaningful employment. It provides personalized services and resources, including career counseling, job fairs and employment-skills training.

JMC students are frequent users of the Career Services Center. It reports the following usage of its “Jobs Board” by JMC majors:

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>116</td>
<td>179</td>
<td>320</td>
<td>314</td>
<td>233</td>
<td>221</td>
</tr>
</tbody>
</table>

6. Describe the unit’s methods and procedures to keep students informed about its activities, requirements and policies.

JMC uses several methods to keep students informed, beginning before their first days as freshmen.

**Prospective Students**

Students and families visiting JMC for a tour or for Destination Kent State (DKS) are encouraged to explore the School’s website (www.kent.edu/jmc). Website content is focused on the student experience, with a section devoted entirely to future students. The content features essential information on admissions, scholarships and financial aid, undergraduate academic programs, faculty and staff, advising support, internships, graduation requirements, Student Media and student professional organizations and a student-work gallery. School news and announcements are updated almost daily.

Prospective students are also encouraged to join JMC social media, especially Facebook, Twitter and JMC’s YouTube channel. These social media assets are important outreach mechanisms, with content aimed at building a sense of community and stimulating student participation. In the summer of 2014, to prepare admitted students for their transition to college, JMC created “The Freshman Four,” an FAQ feature that encouraged current students and faculty to offer their four best tips on subjects as wide ranging as what to bring from home, college writing, study methods, and best places to eat on campus. See the attached video [Kent State JMC Now on YouTube](https://www.youtube.com/watch?v=1234567890) for highlights of the School.
Every student who visits the School is given a packet of information, which includes a one-page summary of graduation requirements for his/her academic year, a copy of Kent State’s award-winning The Kent Stater, (formerly the Daily Kent Stater), information on scholarships and careers, and information on the College’s CCI Commons residential community, as well as samples of other Student Media, such as magazines.

JMC increasingly uses multimedia opportunities to inform potential students. This past year, the website and YouTube channel have featured “You Belong at JMC,” a 90-second video about the School and its students. The website currently features the video, “A Conversation on Diversity,” with leading minority journalists, like ABC’s Byron Pitts, who have been winners of the Robert G. McGruder Guest Lecture Award.

A series of one-page information fliers is frequently used at recruitment events and with prospective students. One such flier, “Your story starts here,” describes the opportunities afforded by a career in journalism or mass communication and provides Department of Labor job projections for the communication industry. Other one-page fliers list all JMC majors and minors, give examples of internship opportunities and provide examples of where recent graduates are working. See Appendix 6.3 for a list of one-page fliers.

**Current Students**

During Destination Kent State, all entering freshmen are given a thorough orientation to the aforementioned Graduation Planning System (GPS), which allows the adviser and student to create a tailored, semester-by-semester road map. GPS makes it easy for students to track their completed requirements and their progress toward graduation.

Regular, required meetings with advisers also keep students informed of their progress and requirements, as well as changes in academic policies. The CCI Advising Station, hosted on the Blackboard learning system, is another means of keeping students informed of academic requirements.

The School uses its website and social media accounts to announce news, policies, events, awards and student achievements. The website regularly runs student-centric features, such as a recent series about students engaging in public and community service.

The website and social media accounts also keep students informed about study-abroad experiences. During the annual International Storytelling course, for example, JMC’s Facebook account “follows” the students, by providing a daily travelogue, complete with photos and multimedia work samples, of student experiences.

Flat-screen plasma TV screens in the main entrance lobby of Franklin Hall broadcast School videos, including videos that are produced each spring to highlight student award winners.

Events, guest speakers, workshops and School celebrations also are promoted through fliers, posters and banners displayed throughout the School. Faculty meetings and the faculty listserv are also used to share information on news and events; faculty share these announcements with students. Students are kept regularly informed about internship requirements and opportunities through JMC’s
7. 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.

JMC maintains a variety of Student Media and organizations to sustain an environment in which our students can develop their professional skills. As a consequence, Student Media and related organizations and activities are prominent in student life at JMC. They are nationally award-winning, diverse, independently student-led and co-curricular. They do provide the professional development groundwork that leads to internships, jobs and careers. Frequently, our students cite their student-media experiences as the edge that sets them apart in both internships and the workplace.

In 2012 and 2013, the College Media Association judged TV2, the student television station, the College Television Station of the Year. In 2014, the Society of Professional journalists judged the *Daily Kent Stater* (now *The Kent Stater*), our student newspaper, the best college newspaper in Ohio. Individually, our students win national achievement awards in such competitions as the Hearst Journalism Awards program, Broadcast Education Association and in advertising and public relations competitions.

In recent years we have added the production of a feature film for the benefit of Digital Media Production students and reinstituted our student chapter of the National Association of Black Journalists.

In 2013, the Student Media Policy Committee and the Journalism and Mass Communication Media Board took steps to streamline and add efficiencies to the operations of Student Media, to meet the challenges of the changing media-business environment. The Boards approved creating a new position, Director of Student Media, to maintain student editorial independence and to improve financial stability.

The following are the Student Media and organizations available to students:

*KentWired* – Site and app delivering content from the converged *Kent Stater* and TV2 newsrooms, with an appointed student editor and student web-production staff. Nearly all of the Student Media operating budget comes from advertising, sold by student advertising sales reps, with the balance
coming from student fees. A professional business manager and advertising manager oversee the business side.

*The Kent Stater* – News staff produce stories and multimedia for KentWired publication and three-day-per-week print editions. The *Summer Stater* is now online-only, with a single printed Orientation issue. An appointed student editor hires staff and decides content and newsroom policy, with faculty adviser help. The School’s Print Beat Reporting class feeds stories to the paper for use at the student editor’s discretion.

*The Burr* magazine – A four-color magazine published once each semester. The magazine is controlled and produced solely by students. A faculty adviser is assigned to the magazine, which is supported by advertising and student fees. The School’s Feature Writing class feeds stories to the magazine for inclusion at the student editor’s discretion.

*TV2* – A student television station that broadcasts a half-hour newscast five days a week. Additional programming includes public affairs, talent, and sports talk shows. TV2 also produces live-to-tape Kent State University and local high school sports games. TV2 is controlled and produced solely by the 100 students who staff the station. A faculty adviser is assigned to the station. Programming reaches on-campus students, as well as 26,000 homes in most of Portage Country on Time Warner's public access station. Advertising, production work and student fees support the station. The School’s Broadcast Beat Reporting and Reporting Public Affairs classes feed stories to the station for inclusion at the student news director's discretion.

*Black Squirrel Radio* – A student radio station that broadcasts on its own website, as well as through a cable system to KSU dorms. BSR is controlled and produced solely by the 125 students who staff the operation. A faculty adviser is assigned to the station. The station is supported by advertising, a mobile DJ service and student fees.

Kent State University Independent Films (KSUIF) – Kent State University Independent Films is a student-led production company and student organization that creates and develops media productions, under the guidance of Associate Lecturer Traci Williams. KSUIF offers students the opportunity to be part of feature-length and short films, trailers and teasers, documentaries, corporate and music videos.

National Association of Black Journalists (NABJ) – Kent NABJ encourages students of color to work in and prepare for careers in their field. NABJ membership is open to all JMC students and majors and to all Kent State students who are interested in Student Media. Kent’s chapter was originally established at JMC by the late Von Whitmore, Ph.D., but it went inactive in 2009. Students enthusiastically relaunched it in 2013 with 15 members, under the guidance of Associate Professor Gene Shelton. Events since have included a re-launch reception and a Student Media “Job and Involvement Fair,” to connect Student Media leaders with candidates for positions on their staffs. Kent NABJ also plans workshops and networking opportunities with professionals. Please see Appendix 3.4.

FocalPoint – The student chapter is dedicated to the advancement of photojournalism, its creation, editing and distribution in all news media. Club activities include arranging campus events, interacting with professionals in the field, and traveling to key conferences, such as the Picture Kentucky Workshop.
Public Relations Student Society of America (PRSSA) – Kent State's PRSSA Chapter was established in 1968 as one of the 14 Alpha Chapters. Its executive committee is called the Darrow Committee, named for the former coordinator of Kent's PR sequence and first PRSSA Kent faculty adviser, Ralph C. Darrow. The chapter has more than 60 active members, doubling its membership in the past decade, and it has earned an excellent regional and national reputation for its member engagement and professional-development programming. PRSSA Kent has won six national Teahan awards and two PRSSA STAR Chapter awards and numerous Kent State Student Involvement Honors. In 2013, PRSSA Kent’s Blue team placed second out of 68 teams in PRSSA’s national Bateman Case Study Competition.

Franklin Advertising Association (formerly Ad Club) – Established in the early 1980s, the Kent State Ad Club had long been a student chapter of the American Advertising Federation (AAF). Rebranded Franklin Advertising in 2013, the student group left the AAF because of declining chapter membership, mostly because of its focus on the National Student Advertising Competition and AAF’s 2012 doubling of dues from student chapters. Club officers determined that dues would be better spent attending industry events that provide extensive educational opportunities, some of which are actual AAF events in the Cleveland market. Since the change, attendance at three-times-per-month meetings nearly tripled, to 25-30 students. The 2013 rebranding included a club-naming convention, logo and social media-platform development and the creation of an initial brand plan framework. The new structure of the club focuses on education and IMC integration during the fall semesters, to ensure that new and underclassmen understand the basics of the industry. Then in spring, club members choose competitions to enter: one strategy-centric (such as Effie) and one creative-centric. Franklin Advertising also serves as agency-of-record for the KSU Flash-a-Thon, a non-profit philanthropic organization benefitting a local children’s hospital, whose work culminates in a 12-hour dance marathon.

See Appendix 6.4 for samples of Student Media publications and Appendix 6.5 for professional activities for students.

8. **Provide the web link where the unit shares its most recent retention and graduation data with the public. Discuss retention and graduation statistics at the accredited unit level and the processes in place to collect, maintain and analyze such data.**

Retention and graduation data are shared in the “Student Success” link under “About” on the JMC website:  [http://www2.kent.edu/jmc/about/student-success.cfm](http://www2.kent.edu/jmc/about/student-success.cfm).

Retention rates
Our School considers retention rates on a six-year cycle. Between 2007 and 2013, the School saw a third-semester retention increase of 2.8 percent to an average of 65.82 percent. Fifth-semester persistence increased 6.3 percent to 47.67 percent from 2006-2012. Seventh-semester persistence increased 12.3 percent to 41.25 percent from 2005-2011. A variety of factors likely led to this improvement, including the shift to JMC-specific advisers and required advising for freshman and sophomore students.

Graduation rates
We analyze graduation rates based on a similar six-year cycle. JMC’s four- and six-year graduation rates have improved. The four-year graduation rate, based on the 2010 freshman cohort, was 22.6
percent, a 6.8-percent increase over the 2004 freshman class. The six-year graduation rate, based on the 2008 freshman cohort, was 32.54 percent, a 7.8-percent increase over the 2002 freshman class.

These data are compiled by the Assistant Dean of the College of Communication and Information and regularly reviewed by the School’s Director, Associate Director and the Recruitment and Retention Committee.

Although JMC’s retention and graduation rates have improved in the last six years, we are not close to where we want to be. The School remains focused on the following:

- Admitting students with stronger academic credentials (with assistance from the University).
- Improving retention between freshman and sophomore year, a critical attrition point for many students.
- Improving retention among minority students.
- Working with academic advisers to gain insight on trends that may impact student retention, such as writing problems.
- Identifying struggling students early and leading them to Kent State’s academic support resources (as described in Standard 3, Question 9).
- Providing scholarships and financial gifts to more deserving students. Financial hardship is a significant contributing factor to attrition.
- Improving four-year degree-completion rates.
- Emphasizing four-year graduation as the norm for undergraduates.

9. Describe the unit’s (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.

**Policy on academic good standing and dismissal for poor scholarship**

From 2002 to 2014 a 2.75 overall GPA at Kent State and a 2.75 GPA in JMC courses were required for graduation for both JMC majors and minors. A 2.75 overall GPA was also required to enroll in JMC courses. Students who fell below a 2.75 overall were allowed to remain in JMC courses for one more semester, to bring their overall GPA up to the school minimum. Failure to do so would result in not being permitted to enroll in JMC courses until their overall GPA reached the school minimum. In addition, no grade lower than a C-minus (1.7) in a JMC course would be counted toward graduation or as a prerequisite for a subsequent course.

If students fall below the minimum GPA required for good standing, they are given a number of opportunities to return to good standing. They could continue taking non-JMC classes to bring their overall GPA up. Or they could take advantage of the University’s Recalculation of GPA Policy, which states that students may retake any 10000- or 20000-level class, and only the higher of the two grades would count in their GPA. If neither of these options would work for them, their advisers would help them switch to another major.

From 2002 to 2013, JMC students had to pass a gateway course, Media Writing, with a B-minus or better. Journalism students could pass out of this gateway course after meeting specific conditions proving their writing competency.
In the fall of 2012, Journalism and Public Relations majors stopped requiring the gateway course and added a one-hour grammar review course that is taken concurrently with Newswriting and requires only the same minimum grade, a C-minus, as all other JMC courses.

In fall 2014, the School of Journalism and Mass Communication changed its minimum GPA requirements to a 2.70 GPA in the major and 2.0 GPA overall, to be consistent with the overall GPA policy of the University. If a student’s GPA falls below the 2.0 overall, he/she is no longer in good standing with the University and is placed on probation, where continued substandard performance will result in dismissal from the University.

If a student’s major GPA falls below the 2.70 minimum, he/she is allowed to take JMC courses for one more semester to bring his/her major GPA up to the 2.70 minimum. Failure to do so will result in not being permitted to enroll in JMC courses.

10. Describe the unit’s placement operation for assistance in students’ searches for employment. List placement statistics for the three most recent years (before the self-study year) for which accurate information is available.

Placement Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Placement Known</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>187</td>
<td>169</td>
<td>90</td>
</tr>
<tr>
<td>2012</td>
<td>177</td>
<td>134</td>
<td>76</td>
</tr>
<tr>
<td>2011</td>
<td>159</td>
<td>139</td>
<td>87</td>
</tr>
</tbody>
</table>

The new JMC Career Services office, led by the Coordinator for Career Services, is instrumental in connecting students with job opportunities. The office is a central location for employer referrals. All such opportunities are sent directly to applicable student groups via email. Currently under design and set for mid-2015 implementation is a “jobs board” for the School’s website (kent.edu/jmc). It will be accessible to employers for job postings. A key function will be text alerts to students. Alumni will have password-protected access to the site for continued post-graduation JMC career support.

Highly instrumental in providing student job placement is the JMC CareerExpo, now entering its third year and described in detail in Question 5 of this standard. The Coordinator for Career Services produces the job and internship fair. It connects graduating seniors with career opportunities and juniors with internship opportunities. All students benefit from a day of interviewing with career professionals in their field of study. Twenty-five leading Northeast Ohio communications-oriented employers participated in each of the first two events. It is held in downtown Cleveland. Bus transportation is provided for students.

All members of the JMC faculty maintain strong connections to the media and public relations/advertising industries. In doing so, JMC faculty members receive information about job openings. This is a two-way street, as faculty often contact these sources about possible openings. Examples of these sources are Gannett Newspapers, Penton Publishing, CNN, Edelman Public Relations, individual broadcast stations and broadcast groups such as Gannett, Cox, Raycom and Scripps.
As students move though the courses in each major, they are counseled about how to develop a portfolio, résumé materials and interviewing skills. The search process for an internship is intended to give students practice in job searches, so they have some experience before they graduate.

11. Describe the unit’s operation, if any, for assistance to alumni in later employment searches.

Both faculty and staff at JMC provide employment assistance to graduates. JMC’s most recent graduates are typically trying to build professional networks and to find their first professional jobs; these alumni also seek advice from John Butte, JMC’s Coordinator for Career Services, whose efforts are described in question 9 of this standard.

JMC announced Butte’s role to all alumni through the alumni magazine JARGON, JMC’s website and social-media accounts.

Alumni who have been out of school longer tend to connect directly with faculty members with whom they have maintained relationships. Typically, these alumni already have professional networks in place, but they may seek advice when they are considering a career change or when they are relocating and need referrals in a new city.

JMC also uses its social-media assets, especially its Facebook pages, to share job opportunities and announce job searches. The Public Relations sequence is especially active in using social media to inform alumni of job openings.

In 2014, JMC hired a full-time Coordinator for Outreach and Marketing, Shantae Rollins, an alumna of the School, who will work with the Coordinator for Career Services to implement a comprehensive alumni-relations plan for the School, manage communication with alumni and plan special events, including the annual Homecoming and alumni awards ceremony.

12. 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.

Surveys of students and feedback from faculty to advising coordinators and the Assistant Dean of the College have produced useful data and guidelines for our continuous improvement plan for academic advising. Surveys, last administered in 2011 and scheduled to be repeated in 2015, show that availability and quality of advising are valued and rated highly by students. 2011 JMC student survey results are shown below.

No formal survey of faculty opinion of advising was conducted. However, anecdotal evidence from faculty indicates advisers give students the correct information and contact faculty for additional information at the appropriate times.

The results of this survey have helped, and future surveys will help advisers correct problems and increase focus on student concerns.
NOTE: For this Likert survey the Strongly Agree and Agree categories were combined, as were the Strongly Disagree and Disagree. The Feel Neutral category is not shown here, and that is why the percentages do not add up to 100.

**JMC Advising Survey**
1. My adviser in 334 Franklin Hall knows my major requirements and what I need to graduate.
   - Strongly Agree/Agree: 83%    Strongly Disagree/Disagree: 4%
2. My adviser helps me understand my responsibilities as a college student and encourages me to make well-informed decisions and utilize helpful resources.
   - Strongly Agree/Agree: 69%    Strongly Disagree/Disagree: 3%
3. In my advising sessions my adviser listens and focuses on my needs.
   - Strongly Agree/Agree: 83%    Strongly Disagree/Disagree: 4%
4. I am able to reach an adviser when I need to discuss classes or other important issues.
   - Strongly Agree/Agree: 80%    Strongly Disagree/Disagree: 5%
5. My adviser is knowledgeable about out-of-class opportunities such as organizations, informational meetings, and study-away programs offered by my school or college.
   - Strongly Agree/Agree: 59%    Strongly Disagree/Disagree: 8%
6. I understand why I need to maintain an advising relationship with an adviser in 334 Franklin in addition to my faculty adviser.
   - Strongly Agree/Agree: 77%    Strongly Disagree/Disagree: 7%
7. My JMC advising office helps me get my paperwork done in a reasonable amount of time (e.g., course substitutions, transfer evaluations, changes of major/minor, and semester hour overloads, etc.).
   - Strongly Agree/Agree: 71%    Strongly Disagree/Disagree: 9%
8. Registering online for JMC classes or getting registration permission for controlled JMC classes is easy to do.
   - Strongly Agree/Agree: 66%    Strongly Disagree/Disagree: 15%
One direct measure of assessment of effective advising (not student learning) is graduation rates. We have achieved some improvement since professional advising began in JMC (and a small slip back in the most recent cohort), and we are hoping to see the (overall) positive trend continue.

<table>
<thead>
<tr>
<th>JMC Graduation Rate</th>
<th>Freshman Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002 (E=251)</td>
</tr>
<tr>
<td>Four-Year</td>
<td>17.13%</td>
</tr>
<tr>
<td>Six-Year</td>
<td>24.70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JMC Graduation Rate</th>
<th>Freshman Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007 (E=249)</td>
</tr>
<tr>
<td>Four-Year</td>
<td>18.88%</td>
</tr>
<tr>
<td>Six-Year</td>
<td>30.12%</td>
</tr>
</tbody>
</table>

Evaluation in 2006 of student services and retention data University-wide and in the School led to the decision to evaluate the JMC curriculum and make substantial investments in advising, to improve student success and retention rates.

**Analysis:**
Past concerns were focused on issues related to meeting graduation requirements rather than career, internship or specific course advice. While the School offers requirement sheets and roadmaps for each major, students nonetheless feel the programs are complex, and they sometimes are confused. Some said they received conflicting advice from faculty and professional advisers. Audits of graduation requirements also created confusion.

In retrospect, these issues arose after the School implemented open online course enrollment, which replaced an unpopular controlled enrollment system with manual registration by School staff and long lines of students during registration periods. Even though it was unpopular and resource-intensive, that controlled system required students to make contact with School administrators and advisers each semester. The loss of that structured contact with the open online enrollment temporarily caused less continuity in advising, particularly with lower-achieving students more in need of curricular advising.

Part of past dissatisfaction also was caused by the 2007 move to Franklin Hall. Although it improved the student learning experiences in many ways, it also created some transitional student-service issues. For example, the main College advising office remained in Taylor Hall through 2008, just one floor above the former School main office. Following the move, that professional advising office was a considerable distance away.

More recent dissatisfaction with student services has been related to accessibility to advising during registration season and prerequisites and curricular rules that were enforced differently than they’re listed in the catalog.
Actions:

• The College’s decentralized advising system is fully implemented. The JMC Advising Center is fully staffed, with professional advisers available in 334 Franklin Hall, with online appointment scheduling. With a secretary, a senior adviser, two advisers and a scheduler in the JMC Advising Center, JMC student-adviser ratios are below the 300-1 recommended by NACADA. Also, this system enables professional advisers to operate within the culture of the School, to communicate more effectively with faculty, and to become true experts on the JMC curriculum.

• The College advisers developed a required advising-communication plan to complement the University’s communication plan, which is increasing the number of JMC students who seek advising before their registration dates and, as a result, reducing frustrations with demand exceeding availability of advising appointments during registration season.

• Curricular change to evaluate students based on their major GPAs rather than their cumulative GPAs improves students’ probability for success and persistence in JMC programs.

• The JMC Advising Coordinator works directly with the JMC Undergraduate Coordinator, the Associate Dean of the College, and the College’s Director of Recruitment and Curriculum Services to ensure that curricular rules and course prerequisites are being enforced correctly, they’re being communicated clearly to students, and unnecessary roadblocks to course registration are being removed whenever possible.

• The School’s website, the online course catalog, the GPS website and students’ online GPS audits and graduation plans provide easily accessible information regarding major and general requirements, as well as progress-to-degree.
Standard 7: Resources, Facilities and Equipment
Part II, Standard 7. Resources, Facilities and Equipment

Executive Summary

We are fortunate in JMC to have a stable and well equipped facility, a budget that allows us to implement our Strategic Plan and an endowment that has more than doubled since the last site visit.

Franklin Hall remains a powerful recruitment and educational tool. We are focused on keeping the facility relevant and up-to-date. It is a challenge, but one that we have accomplished in this accreditation cycle. In 2014, JMC launched the Student Resource Lab (SRL), formerly the Equipment Support Lab (ESL), which now incorporates an equipment-training center, in addition to the checkout area. The Senior Media Specialist (Tracy Baughman) is responsible for the SRL. All computers, software and other equipment either has been part of a regular replacement cycle or has been replaced as needed.

When the University changed to a Responsibility Center Management (RCM) budget model, the School was negatively affected. It happened at a time when the School had launched a new graduate program (not included in the accreditation, but it is appropriate context for the narrative to this standard) that needed time to become financially stable. Some difficult decisions had to be made, but the School has positioned itself well for the future.

Please see Appendix 7.1 for a brochure of Franklin Hall.
1. Complete and attach here Table 11, “Budget.”

Table 11. 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>Budget Item</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries</td>
<td>386,755</td>
<td>454,951</td>
<td>452,963</td>
</tr>
<tr>
<td>Teaching (full time)</td>
<td>1,919,989</td>
<td>1,901,629</td>
<td>1,928,235</td>
</tr>
<tr>
<td>Teaching (part time)</td>
<td>690,010</td>
<td>746,420</td>
<td>605,289</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>58,663</td>
<td>41,495</td>
<td>43,485</td>
</tr>
<tr>
<td>Summer Faculty Salaries</td>
<td>269,990</td>
<td>304,358</td>
<td>332,730</td>
</tr>
<tr>
<td>Clerical Salaries</td>
<td>94,066</td>
<td>112,681</td>
<td>105,614</td>
</tr>
<tr>
<td>Student Salaries</td>
<td>111,588</td>
<td>103,942</td>
<td>107,956</td>
</tr>
<tr>
<td>Centers - Center for Scholastic Journalism</td>
<td>62,401</td>
<td>52,863</td>
<td>50,000</td>
</tr>
<tr>
<td>DL Service Provider Fees</td>
<td>397,547</td>
<td>710,759</td>
<td>851,068</td>
</tr>
<tr>
<td>Duplication / Printing</td>
<td>4,853</td>
<td>13,486</td>
<td>7,756</td>
</tr>
<tr>
<td>Equipment</td>
<td>105,756</td>
<td>129,326</td>
<td>86,256</td>
</tr>
<tr>
<td>Equipment Maintenance</td>
<td>9,480</td>
<td>5,514</td>
<td>7,411</td>
</tr>
<tr>
<td>Events / Entertainment</td>
<td>7,845</td>
<td>9,804</td>
<td>8,791</td>
</tr>
<tr>
<td>Information &amp; Communication</td>
<td>133,087</td>
<td>145,486</td>
<td>140,775</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>34,373</td>
<td>38,991</td>
<td>14,773</td>
</tr>
<tr>
<td>Supplies</td>
<td>51,340</td>
<td>26,589</td>
<td>18,960</td>
</tr>
<tr>
<td>Telecommunications / Telephones</td>
<td>110,408</td>
<td>111,503</td>
<td>112,290</td>
</tr>
<tr>
<td>Travel</td>
<td>52,418</td>
<td>49,428</td>
<td>54,179</td>
</tr>
</tbody>
</table>

| TOTAL ANNUAL Journalism & Mass Communications Budget | 4,500,569 | 4,959,225 | 4,928,531 |

Funding Sources in addition to Core Budget:

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC Course Fees</td>
<td>62,305</td>
<td>37,167</td>
<td>32,859</td>
</tr>
<tr>
<td>Embanet Program Fees</td>
<td>301,234</td>
<td>349,090</td>
<td>442,545</td>
</tr>
<tr>
<td>College Funding</td>
<td>4,500</td>
<td>58,338</td>
<td>61,630</td>
</tr>
<tr>
<td>Regional Tuition Revenue Share</td>
<td>20,121</td>
<td>69,915</td>
<td>53,548</td>
</tr>
<tr>
<td>Student Media Funding ¹</td>
<td>1,042,322</td>
<td>995,079</td>
<td>904,102</td>
</tr>
</tbody>
</table>

Special Notes:

¹ Includes Student Fee Allocations
Part II, Standard 7. Resources, Facilities and Equipment

School of Journalism and Mass Communication – Kent State University

Student Media Expenses

<table>
<thead>
<tr>
<th>Account</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsroom</td>
<td>538,354</td>
<td>526,586</td>
<td>461,791</td>
</tr>
<tr>
<td>TV2</td>
<td>43,323</td>
<td>41,876</td>
<td>37,036</td>
</tr>
<tr>
<td>BSR</td>
<td>27,113</td>
<td>26,373</td>
<td>26,510</td>
</tr>
<tr>
<td>BURR</td>
<td>44,840</td>
<td>47,143</td>
<td>41,124</td>
</tr>
<tr>
<td>UHURU</td>
<td>7,644</td>
<td>3,431(^1)</td>
<td>8,763</td>
</tr>
<tr>
<td>LUNA</td>
<td>5,768</td>
<td>7,840</td>
<td>7,582</td>
</tr>
<tr>
<td>FUSION</td>
<td>31,643</td>
<td>33,616</td>
<td>13,566(^2)</td>
</tr>
<tr>
<td>A MAG</td>
<td>7,875</td>
<td>8,571</td>
<td>8,349</td>
</tr>
<tr>
<td>BUS MGR ACCT</td>
<td>206,053</td>
<td>225,545</td>
<td>240,026</td>
</tr>
<tr>
<td>STUDENT PUBS</td>
<td>27,243</td>
<td>42,569</td>
<td>4,645(^3)</td>
</tr>
<tr>
<td>CAPITAL PURCHASE</td>
<td>64,868</td>
<td>74,896</td>
<td>54,446</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1,004,725</strong></td>
<td><strong>1,038,447</strong></td>
<td><strong>903,838</strong></td>
</tr>
</tbody>
</table>

\(^1\)-Did not print this year, only payroll and small expenses.
\(^2\)-Went from two magazines and payroll per year to one magazine and payroll.
\(^3\)-No travel, no advisers, no big marketing as in the past.

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.

In fiscal year 2010, the University implemented the Responsibility Center Management (RCM) budgeting model. Under this budgeting model, all income and costs accrue to the centers (academic units) whose activities generate them.

**Kent State University’s Operating Budget Process**

Models of future operating budgets are created for executive officers to make resource allocations and decisions on changes in tuition. The key drivers of revenues are state appropriation and enrollments. Salaries, benefits, institutional scholarships, and utilities comprise about 89% of the expenditure budget.

The state appropriation is formula-driven, based on outcomes (course and degree completions). The total appropriation amount for all publicly funded higher-education institutions is included in the State of Ohio’s biennial budget, and this budget normally includes tuition-increase limitations.

Based on models using various assumptions, the executive officers of the University make decisions on changes in current expenditures, new investments in strategic priorities, and tuition changes. Some resources already may have been committed through labor contracts and multi-year commitments for scholarships. Depending on the net resources available, reallocation of existing resources may be needed to invest in new opportunities.

The final annual operating budget is recommended to the Board of Trustees for approval by the Senior Vice President for Finance and Administration.
In the School of Journalism and Mass Communication, the Director shares budget information with the faculty and staff at the All-Schools Retreat held in August. The Director shares the School’s budget results for the previous year, with information showing revenues generated from instructional fees and state support, as well as categories and amounts of expenditures. Discussions about the upcoming fiscal year’s budget will be included in this review.

In early spring, the School will begin its budget discussions for the upcoming fiscal year. Throughout the academic year, the Director will begin discussions with faculty and staff concerning planning for new hires and projecting student enrollments. The strategic hiring plan for the School will be presented to the Dean for review in late January. A college-wide strategic hiring plan will be reviewed and discussed with the College’s Management Team, made up of the four school directors and the Dean. The Dean approves a final college strategic hiring plan to be used in the budgeting process. Requests for projected enrollment numbers will be brought to the Dean’s Office in early April. These projections will be requested by the Provost’s Office in mid-April.

The Director will work with the FAC and various committees to prepare requests for capital expenditures, marketing and recruiting initiatives, and general operational needs. By March, the Director will begin working with the Dean’s Office to build an operational budget for the next fiscal year. This is often done before the final revenue estimates are shared with the College by the upper administration. Once the revenues are in, the College office puts the four schools’ expenditure budgets together in a formal document. Revenues versus expenditures are reviewed and may result in expenditure cuts if necessary. Requests then will be made to the School Directors concerning needed cuts.

The completed College-wide budget is sent to the Provost’s Office for review in early May. The College will receive final approval for the budget later that month.

3. Describe how the allocation of resources is related to the unit’s long-range, strategic plan.

The Kent JMC Strategic Plan consists of 10 goals, each with measurable objectives, supported by a collection of specific action initiatives. The plan was developed through the collective efforts of the College and School faculty and staff and has provided direction for the development of programs and plans, assisted with the identification of priorities, and served as a guide for the allocation of resources tied to each goal. The full Strategic Plan is included in Appendix 1.4.

Several specific examples demonstrate how the Strategic Plan has been used to identify and allocate resources to achieve specific goals:

**Career Advisers and Coordinator for Career Services**
Goal #2 outlined in the Strategic Plan is to “enrich the learning experiences for students by providing co-curricular programs, career advising and counseling, and recognition of achievements.” In the most recent accreditation cycle, academic advising was assigned to the College of Communication and Information and decentralized across the Undergraduate Schools. An Academic Advising Office was created, and the responsibility shifted from faculty to an advising staff, which currently numbers three full-time advisers trained and educated in student
development theory and experience in higher education. In addition, the position of Coordinator for Career Services was created, to lead JMC career-development efforts for all students, including internship recruitment and counseling. The Coordinator conducts career-building workshops on résumés, cover letters, interview skills, using social media for internship and job searches. This latter position did not exist prior to the development of the Strategic Plan.

**Student Resource Lab (SRL)**

Goal #7 in the Strategic Plan is to “maintain a state-of-the-art facility and learning environment.” The Student Resource Lab, formerly the Equipment Services Laboratory, was created as a resource for all of JMC’s loan equipment. The facility is located in a larger space (than the previous ESL) in Franklin Hall, more than doubling the available space for equipment and training. The equipment in the SRL is loaned to students to complete assignments for class or Student-Media purposes. In addition, the position of Senior Media Specialist was added to provide training and assistance to our students who use the TV studio and control room, work with our outreach and marketing efforts and help manage ESL.

**Coordinator for Outreach and Marketing**

Goal #9 in the Strategic Plan is to “Strengthen the School’s relationships with alumni and friends in the media/communications industry as well as the broader business community, nonprofit and public sectors.” To support this goal, a new full-time position was created -- Coordinator for Outreach and Marketing. With this new position, we now are building a program for tracking our graduates and their subsequent employment. This data will not only reflect on the relevance and value of their JMC degree but also serve as a resource for career opportunities for subsequent graduates.

4. **Describe how the resources provided by the institution compare with similar units on your campus.**

The School of Journalism & Mass Communication is well supported by the University. Our Dean meets with the Provost regularly to discuss College issues, including financial decisions. The Dean has a college-wide management committee that also meets once a month to discuss the overall College operations, including financial issues.

Recently, the School of Journalism and Mass Communication has received financial support during the initial phase of its fully online PR Masters Program. The Provost’s Office had agreed to some subvention support for the first two years of the program’s growth. Although the School’s graduate program is not included in this accreditation, the financial situation needs to be explained. The College also supports each school by setting aside CCI Program Fees to support requests by the Schools to fund instructional and classroom needs.

Overall, faculty and staff salaries are equitable across our schools in the College, as well as the University as a whole. Faculty salaries are generally average across the University with the School of Business being the highest paid on average.
5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include undergraduate and graduate tuition, for both in-state and out-of-state students.

**Undergraduate Tuition Kent Campus**

<table>
<thead>
<tr>
<th>2014-2015 School Year</th>
<th>Ohio Resident</th>
<th>Non-Ohio Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition¹</td>
<td>$10,012.00</td>
<td>$17,972.00</td>
</tr>
<tr>
<td>Room and Board²</td>
<td>$9908.00</td>
<td>$9908.00</td>
</tr>
<tr>
<td>Total</td>
<td>$19,920.00</td>
<td>$27,880.00</td>
</tr>
</tbody>
</table>

¹Based on 11-16 semester hours. An additional $456 per-credit-hour fee applies to more than 16 hours per semester.

²Based on a standard double room and basic board plan.

**Graduate Tuition Kent Campus**

<table>
<thead>
<tr>
<th>2014-2015 School Year</th>
<th>Ohio Resident</th>
<th>Non-Ohio Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition¹</td>
<td>$8,730.00</td>
<td>$14,886.00</td>
</tr>
<tr>
<td>Room and Board²</td>
<td>$9908.00</td>
<td>$9908.00</td>
</tr>
<tr>
<td>Total</td>
<td>$18,638.00</td>
<td>$24,794.00</td>
</tr>
</tbody>
</table>

¹Based on 9 semester hours. An additional $485 per-credit-hour fee applies to more than 16 hours per semester.

²Based on a standard double room and basic board plan.

**Program Fees**

| College of Communication and Information Semester | $60.00 |
| Distance Learning Fee for all Students enrolled in a Distance-Learning Course Semester | $10.00/hr |

**Course Fees**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>20004</td>
<td>Media Writing</td>
<td>Semester</td>
<td>$20.00</td>
</tr>
<tr>
<td>22001</td>
<td>Photography</td>
<td>Semester</td>
<td>$20.00</td>
</tr>
<tr>
<td>26001</td>
<td>Multimedia Newswriting</td>
<td>Semester</td>
<td>$20.00</td>
</tr>
<tr>
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Part II, Standard 7. Resources, Facilities and Equipment

School of Journalism and Mass Communication – Kent State University

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<th>Code</th>
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<td>Corporate Video</td>
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6. Describe fund-raising goals and efforts undertaken by the unit.

The School of Journalism and Mass Communication has a Director of Advancement in the College of Communication and Information, with dual reporting lines to the University Office of Institutional Advancement (IA) and the JMC Director. With more than two decades of experience in fundraising, development, donor relations, corporate and nonprofit public relations, publications, and special-event planning, the Director of Advancement manages a portfolio of major-gift donors and implements a fundraising strategy for the School that is aligned with the University’s development goals.

Prior to the University’s implementation of the RCM budget model, the School’s Director was not as actively involved in fundraising and development. Since that time, a significant part of the Director’s time has been spent on development-related efforts, leading to both gifts and grants.

Increased fundraising efforts have resulted in endowment and scholarships achieving record levels. In 2014, the JMC endowment reached a historic high of nearly $8 million, which represents a 35-percent increase in a single academic year. Some $1.7 million has been raised to support scholarships, including the new Promising Scholar awards for new freshmen. An estimated 85 percent of the School’s donors are alumni.

In fall 2014, a $3-million gift for scholarships in Photojournalism was announced. It is the largest gift dedicated to scholarships for one program in the history of the University. (This gift is included in the $8 million mentioned in the previous paragraph.)
7. 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 devoted to those operations.

The School of Journalism and Mass Communication moved to Franklin Hall in 2007. The building, built in 1926, underwent a total reconstruction from 2005-2007. When JMC moved in, an additional 20,000 square feet had been added to the original 60,000 square feet, adding a 150-seat auditorium, digital video studio and control room and converged newsroom.

Additional features added to accommodate the School included the Media Lab, a computer lab for all JMC students to use. It is equipped with the latest software and hardware. This lab includes twenty Mac computers with dual-screen monitors to help students with various editing projects. Some of the software present in this lab includes Adobe CS6 Master Collection, Avid Media Composer, and Autodesk Smoke.

The labs are made available by issuing key-card access on a permanent basis to faculty, yearly to graduate students and by semester to undergraduate students who need access to labs and/or specialized spaces. The JMC Media Lab is open 8 a.m. – 5 p.m. Monday-Friday. Students with activated key cards can get in at other times as well.

Audio Editing Suites were added that are equipped with sound-deadening treatment via acoustical paneling on the walls, which make them ideal for voice-over work. They have two desk-mounted microphone booms, with high-end microphones connected to an Apple Macintosh professional computer. The computer has professional audio editing software, as well as a few other programs to assist users to complete work. A larger space functions as a recording studio for class labs or other uses. It is equipped with two workstations with digital audio editing hardware and software for more complex multi-track audio mixing.

Classroom labs have a total of 20 student computers with specialized software. Some of the specialized software includes various Adobe programs, Avid, and ENPS.

The Student Resource Lab, introduced in Question 3 in this standard, houses all of JMC’s loan equipment. The equipment in the SRL is checked out to students and used to complete assignments for class or Student-Media purposes. The equipment room features shelving for efficient storage capacity for the equipment. The senior media specialist manages the space, along with student workers and a part-time librarian. The room has a long counter and two PC computer workstations. These PC workstations run the Millennium cataloging software used by the Kent State Library to manage and track inventory. There are also two IP security cameras, which are recorded on a server managed by JMC, to provide a layer of loss prevention. The second room is used to train students on the equipment in the SRL. Between the two rooms is a large locked closet that protects the School’s more expensive equipment.
The main lobby in Franklin Hall has several built-in features. Immediately apparent are the six plasma displays on two walls. They are managed by an AMX control system with high-end AV switching and routing gear, to provide an array of source display options. There are two places for video/audio connections to be made in the lobby. One is specifically designed to hook up to a rolling podium, which is stored in the 117A closet, along with the AV rack for the lobby. The podium has a built-in gooseneck microphone and laptop connection, which can be displayed on any of the six plasma screens in the lobby in any arrangement. There are a wireless lavaliere microphone and wireless handheld microphone for public announcements. The ceiling in the lobby has two speakers for the microphones. A second place for connections is a large, locking, broadcast connection panel, which has several connections that can tie the TV studio facility to the lobby for a remote production location. Room 110, which is adjacent to the lobby, can open its moveable wall and expand the capacity of the lobby for larger events. An adjacent room is also connected to the lobby AV system but also can function on its own for regular classroom use.

The focus-group room was built for researching group interaction and responses to stimuli. It features a two-way mirror that spans the length of the wall between two rooms. This allows for private observation and research-material acquisition. A multitude of audio-visual components assist with sessions and provides materials to researchers. There are three cameras strategically placed in the ceiling of the focus-group room and two highly sensitive microphones, for capturing the facial expressions, responses, and group interaction of the participants. In the back observation room, there are tiered seating and power strips located nearby for taking notes on a laptop or digital device. The focus-group room can present digital multimedia on either a projection screen or LCD in any configuration. There are also a SmartBoard Symposium screen and laptops provided for digital annotation. The AV system is controlled via a touch-screen AMX system. The AV system also has the capability for video conferencing and streaming.

There is a fully outfitted broadcast television studio comparable to what would be found in a mid-market TV facility. Everything is high definition, for a modern-looking production. The studio features a wall for 3D virtual sets and a chroma-key wall for green-screen work (i.e., weathercasting). The studio facility is highly configurable from a combination or a large-capacity digital matrix router and physical patching of signals. There are modern broadcast IT technologies like server-based recording and playback of video, mass file-workflow capability through a transcoding and transporting server, 24/7 live HD IP streaming, TV channel automation, and online non-linear editor systems. The studio has a network-based digital studio lighting dimmer/control system. The master control facility is fiber networked to the MACC center and Music and Speech Building for cross-campus remote productions, where the studio acts as the control center.

The Black Squirrel Radio (BSR) facility is a fully functioning online radio station. The studio control room has a sound-protected glass window into the hallway, where students and tours walking by can see DJs on air. In the studio, there are a digital mixing console, LCD monitors, streaming server, playback server, several talent microphones, and other sources for Disc Jockeys to use. The room has two cameras for broadcasting the environment to its audience. The control room is also tied to the TV studio master control, for additional capability and flexibility. There is a production room inside BSR that has two digital audio workstations, microphones, and a mixing console for creating content for the station.

The newsroom is a specialized computer lab with several other features that integrate into the rest of Franklin Hall. For example, there are connections to the TV studio master control, lighting circuits in
the ceiling, and raised flooring for cabling. The open nature of the room was designed to encourage collaborative efforts among the different student media outlets working on story production.

The First Energy auditorium is a state-of-the-art, large-lecture hall. There is power and networking connectivity for an audience to connect laptop computers at every seat in the tiered room. The lighting system is on multiple circuits controlled by a Lutron digital dimming system. Windows in the facility have motorized blinds to create a cinematic-viewing atmosphere on demand. The AV system contains three high-output projectors, digital 7.1 surround-sound, and multiple-source routing/mixing capability, controlled by an AMX touch screen interface. The center projector is a digital cinema projector capable of displaying native 1080P digital footage for a discerning audience. This room has many locations where connections to the TV studio on the first floor of Franklin Hall can be made for broadcasting high-profile speakers and events. There are two podiums in the front, each with a gooseneck microphone and laptop inputs. There are also a wireless lapel and handheld microphones for speakers or lecturers who want to be mobile.

The Murray Powers Reading Room has newspapers, periodicals and subscription-based journals, as well as three Mac computers and a printer for students use. Journal subscriptions include the following:

- Journal of Broadcasting and Electronic Media
- Journalism and Mass Communication Educator
- Journalism and Mass Communication Quarterly

8. Describe the unit’s most urgent needs for resources, if any, and the plan to address these needs.

The School’s most urgent and immediate needs for resources and plans to address these needs are clearly articulated in the JMC Strategic Plan. Goal #7 in the Strategic Plan is to “maintain a state-of-the-art facility and learning environment with appropriate learning tools.” One of the objectives of this goal is to establish short-term infrastructure investments that will have the greatest impact on improving student-learning outcomes and deliver the highest level of return. The process includes close collaboration with the Director of Technology and TeleProductions at the College level, to ensure that short-term priorities are identified and met. The outcome of this effort will create enhanced efficiencies through consolidation, greater collaboration, and reduction of unnecessary expenses.

An additional objective in the plan focuses on the development of a longer-range (3-5 years) needs-assessment plan for Franklin Hall. Shortly preceding the last accreditation visit, the School moved into this state-of-the-art facility. The School’s Franklin Hall home will continue to be a competitive advantage in the recruitment of students, with the identification, prioritization and recapitalization of investments in the facility.

The plan to address the longer-term but urgent needs includes the creation of an advisory group composed of faculty, staff, alumni, and business and media representatives to conduct a needs assessment that will be relevant to learning outcomes and industry-technology trends (our internal Equipment and Technology Committee already has begun to discuss this). The group will work with the School’s Equipment and Technology committee to provide recommendations for repairs to infrastructure, building renovations, equipment upgrades, and ongoing maintenance that will be required, as well as exploring and proposing funding options.
Standard 8: Professional and Public Service
Part II, Standard 8. Professional and Public Service

Executive Summary

The School has a tradition of understanding its service role on our campus, in our community and, increasingly, around the world.

The Center for Scholastic Journalism (CSJ) is a nationally renowned center of excellence and serves as a clearinghouse for multiple aspects of student media and teacher training and support, building from programs that already exist and expanding into new areas of concern. It is managed by a director (Candace Perkins Bowen) and a Knight Chair in Scholastic Journalism (Mark Goodman).

JMC hosts various conferences, workshops and events that are open to all members of our university community and to the public. Details are provided throughout this standard.

Faculty have expanded their service to an international level. Dr. Federico Subervi serves on numerous international boards and consults with organizations around the world. You can see in our responses to the questions in this standard that he is not alone. Our faculty have contributed much to our communities off campus.

The School is focused on improving our ability to track and maintain communication with alumni. Individual sequences and faculty keep in contact with numerous alumni, but the School had not, until recently, made a strong effort to centralize this opportunity. The appointment of a Coordinator for Outreach and Marketing has helped this effort tremendously, and we are making progress toward accomplishing our goals.

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.

JMC engages in many professional and public-service activities that allow students, faculty and staff to connect with and contribute to the community. Some activities, such as JMC’s Diversity Speaker Series and Scholastic Journalism events, are described in other sections of the self-study (including Standards 2 and 3). Additional examples include:

The School of Journalism and Mass Communication provides a tremendous co-curricular Student Media experience for our students and students from around campus. All units in Student Media are editorially independent of the School and are primarily housed in Franklin Hall. Those units that are co-curricular are The Kent Stater, TV2, The Burr, Black Squirrel Radio, and kentwired.com. There are additional, non-co-curricular units within Student Media: Fusion, A Magazine, Uhuru, Luna Negra. The non-co-curricular units are housed in various buildings on campus.
A JMC Conversation, a new event that allows the School to hold “conversations” on current or important topics with faculty and students. This series launched in fall 2014 with two conversations, one focused on Terrorism and the Media and the other on Diversity (Re)Defined. Faculty representing each of the School’s sequences connect the issue with the profession and then engage students in a discussion that has proven valuable to the learning environment of the School.

Portage Pulse, TV2’s weekly public affairs program, which gives Portage County’s civic, business, community and political leaders the opportunity to discuss the needs and issues of the county and region.

The Poynter-Kent State Media Ethics Workshop, which has been hosted by JMC for 10 years. The annual conference is well attended by regional journalists and professional communicators. It also draws a significant national audience through live-streaming and online archives.

The YouToo Social Media Conference, which JMC has hosted in Franklin Hall for seven years. YouToo brings together national and local experts to discuss the impact of mobile technologies. The conference is hosted by CCI and produced in cooperation with the Akron Area Chapter of PRSA, Kent State University Chapter of PRSSA and university staff.

Hosting professional organizations for annual conferences and competitions: During the 2013-2014 academic year, for example, the Ohio Newspaper Association (ONA) and the Ohio News Photographers Association (ONPA) held annual gatherings at Franklin Hall.

Tiger Legacy, a community storytelling project that explored the connection between the Massillon, Ohio, community and its high school football team, the Massillon Tigers. Several JMC student photographers and faculty were embedded in Massillon for more than a year. The visual story debuted at the Massillon Museum in November 2012 to a crowd of more than 500, earned strong reviews from the Canton Repository, Massillon Independent and New Philadelphia Times Reporter and won the 2012 James R. Gordon Ohio Understanding Award from the ONPA. (Photos from the exhibit are available at tigerlegacy.net.)

Screening “Eyes Wide Open: This is Media,” a documentary about connectivity and privacy, at Franklin Hall. Kent State was one of only 15 universities across the country to receive a grant from the National Association of Media Literacy Education (NAMLE) to screen the documentary. The February 2014 screening was free, open to the public and well attended. JMC hosted a panel discussion after the film, with Chris Quinn, vice president of content for the Northeast Ohio Media Group, JMC’s director, two JMC faculty members and a JMC student.

A summer Multimedia Workshop helped journalists, communication-industry professionals, faculty and students update and refine their skills. During this three-day, hands-on workshop, participants worked closely with JMC faculty to learn how to tell narrative stories using multimedia techniques.
Pursuing multimedia storytelling projects well beyond campus: Some examples have included a student’s partnership with a local bakery to document “Bread for Haiti,” a hunger-relief project; two JMC students joined other Kent State students on a service trip to Memphis, where they helped maintain the city’s oldest all-black cemetery and created a photo essay about the project, and a student’s photo essay of an elderly couple displaced from their home in Kent.

2. Provide brochures and other publications that describe the unit’s professional and public service activities. Please see Appendix 8.1 for examples of the School’s service activities: faculty Jan Leach’s annual Poynter/Kent State Media Ethics Conferences, the annual Akron PRSA YouToo Social Media Conference, faculty David LaBelle’s Children of the Holocaust Exhibit, faculty Candace Perkins Bowen’s Ohio Scholastic Media Association (OSMA) Workshops, Kent’s Multimedia Workshop and more.

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. (Alumni and professional involvement in the assessment process will be discussed in Standard 9.)

Every undergraduate academic program of the School engages with working professionals, including alumni. Many professionals serve as guest speakers, adjunct faculty, coaches and mentors. Through frequent engagement and collaboration, faculty and students gain insight on emerging technology, industry trends, professional practices and current and relevant case studies. These professional exchanges are essential for ensuring that the School’s curriculum remains relevant.

Editors and reporters from news outlets like The Plain Dealer and the Akron Beacon Journal are regular guest speakers in the Journalism sequence. The School is fortunate to have many media outlets within easy driving distance, so students in courses like Broadcast Beat Reporting also visit local TV newsrooms and meet producers, anchors and reporters. In addition, students in JMC’s Advanced TV News Producing course take an annual trip to New York City to meet industry professionals.

The Public Relations and Advertising sequences regularly host guest speakers in courses like Public Relations Case Studies, where working professionals provide real-world examples of crisis management and effective communication campaigns. Both the PR Campaigns and Advertising Campaigns courses work with actual clients and engage numerous professionals to coach students and evaluate their work. The School’s Public Relations and Advertising sequences also host an annual industry networking night, “Communications Connection.”

Photojournalism and Digital Media Production students benefit from engagement with award-winning photographers and filmmakers, including renowned photo editor Jim Colton, formerly with Sports Illustrated, and the Emmy®-nominated filmmaker and internationally awarded photographer Maisie Crow. These professionals speak at events for the entire School and meet with students individually, to review portfolios and provide professional advice.

Working professionals and industry leaders also participate in annual events like the Poynter-Kent State Media Ethics Workshop, which has featured guest speakers as diverse as Ariana Huffington; Paul Steiger, formerly of ProPublica; Connie Schultz, a Pulitzer-Prize winning, nationally syndicated
columnist and alumna; and Todd Mesek, an alumnus and vice president of marketing and communications for the Rock and Roll Hall of Fame.

The School attracts nationally and internationally recognized media leaders for the McGruder Lecture and Awards Program and the Diversity Speaker Series, as discussed in Standard 3, Question 3.

Through the annual CareerExpo, industry professionals who are also among the region’s top employers get a chance to survey the talent of the School’s juniors and seniors. In turn, students gain insight on the skills and attributes these employers are seeking. See the attached video, Kent State University CareerExpo 2014.

Faculty and staff engage with peers through participation in and affiliations with a wide range of professional organizations, including ACEJMC, Broadcast Education Association, Journalism Educators Association, Society of Professional Journalists, American Society of News Editors, the Student Press Law Center, Knight Foundation, Kappa Tau Alpha, Radio Television Digital News Association, Ohio News Photographers Association, Public Relations Society of America, Poynter Institute, Association for Practical and Professional Ethics, International Communication Association, National Association of Hispanic Journalists and Latino Public Radio Consortium.

4. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 4.

Luke Armour – Assistant Professor NTT
Presentations to: PRSA Akron, PRSSA Akron University, Akron Kiwanis, United Way Stark County.

Evan Bailey – Assistant Professor NTT
Young Professionals Forum Member

Greg Blase – Assistant Professor and Undergraduate Program Coordinator
Member of The Conservancy (Non-profit organization that supports the Cuyahoga Valley National Park)

Candace Perkins Bowen – Associate Professor
JEA
JEA Board Member, JEA Listserv Liaison, JEA Scholastic Press Rights Commission, JEA Certification Commission, JEA Chair of the selection committee to elect Future Teacher Award winners, national Courage in Student Journalism Award, Future Teacher Scholarships
Part II, Standard 8. Professional and Public Service  
School of Journalism and Mass Communication – Kent State University

for JEA, Construct and score tests for JEA, email and lists for JEATALK and JEAHELP, Blog posts for the JEA Scholastic Press Rights Commission

**SPLC**
Student Press Law Center Advisory Council, Student Press Law Center Advisory Council Steering Committee, Head of SPLC Director’s Group, Head of the SPLC directors’ group, listserv for SPLC Advisory

**Other**
Media Arts Pathway for Ohio Dept. of Education committee member, Reviewer for Tenure/Promotion of Scott Winter, U. of Nebraska-Lincoln, ASNE list of Radio-Television Digital News Foundation, list for NewsU Boot Camp, Write and post weekly quizzes for JEAHELP, RTNDFTeacher and MEDIAWRITING-L, panelist for Dow Jones Newspaper Fund National High School Journalism Teacher of the Year, Judge and critique high school newspapers for Northern Illinois High School Press, Missouri Interscholastic Press and Quill and Scroll Society

**Beth Butler – Assistant Professor NTT (Regional)**
Assistant Director and trainer for Dow Jones Newspaper Fund Internship Program

**Michele Ewing – Associate Professor**
**PRSA**
Member of the Counselors Academy (Web committee, chair of various activities and speaker on strategic planning, motivational research)
Member of Educators Academy
Akron Area Chapter of PRSA
PRSA committee for YouToo Conference

**AEJMC**
Member and workshop panelist
PR division Executive Leadership co-chair

**Other**
Consultant to Marcus Thomas LLC Cleveland and SoftScribe, Atlanta
Secretary to Berlin-Ellsworth Athletic Boosters
Trustee for The John & Mary Gura Memorial Scholarship

**David Foster – Assistant Professor NTT**
JEA Boston contest judging and lecturer

**Jeff Fruit – Professor and Interim Director SLIS**
Kappa Tau Alpha National Vice President

**Mark Goodman – Professor and Knight Chair**
College Media Association Advisory Council, NAAFYS Committee Member, Urban Scholastic Media Initiative Board of Directors, Judge for Free to Tweet Contest, Judge for Five Freedoms Public Service Announcement Competition, Editorial Board-Communication Law and Policy Law Division-AEJMC
Part II, Standard 8. Professional and Public Service

Gary Hanson – Professor
AEJMC Edward Bliss Teaching Award committee, AEJMC Division Head-Radio Television, Announcer for video The Sojer Boys of Portage County, Reviewer for text-McGraw-Hill, Judge RTNDA Edward R Murrow Awards

Karl Idsvoog – Associate Professor
Training videos and workshops for the U.S. State Department, Radio Free Asia, Tomsk Media Group in the following locations:
- Republic of Georgia
- Damascus
- National Syrian Television
- Bahamian journalists
- Ramallah
- Kenya
- Botswana
- Cairo, Egypt
- Tunisia
- Kazakhstan
- Tomsk, Siberia
- Kazakhstan

Video Services / Media Training for
- Baker & Hostetler Law Firm
- American Public University Executives

Other
- U. of Wisconsin Ethics Conference presenter
- Appearances on HuffingtonPostLive

Cheryl Kushner – Assistant Professor NTT
Hooper judge (ONA)

David LaBelle – Lecturer NTT
Cuyahoga Valley Photo Society lecture, Ohio Humanities Council evaluator, presentation to Alumni Association, Massillon Museum and Akron Holocaust Juror, resumed ONA relations with JMC, aided Western Kentucky faculty print show, Art Juror for Akron’s Holocaust Arts and Writing Contest, Spring Training project for the Cactus League, Photographed “They Led the Way” project, monthly column for Ruralite Magazine, exhibitor at Chanute Art Gallery in Kansas, workshops for JEA and NSPA, JEA Convention presenter, San Antonio and Seattle, photo show for Youngstown Jewish Center, taught summer youth program for Ravenna city, lectured at Brooks Institute of Photography, Ventura CA, Pictures with Purpose Workshop, Kansas, California, Rhode Island, Utah (online), Columbus Dispatch (online), collaborated WWII project

Jan Leach – Associate Professor
Taught media ethics in India as guest of the U.S. State Department, AEJMC pre-conference Media Ethics workshops, Association for Education in Journalism and Mass Communication (AEJMC), 2005 – present, AEJMC Media Ethics Division, vice chair/programming, 2014-15,

Jacquie Marino – Associate Professor
Freelance writer/editor for over 20 magazines, newspapers, online sites, books, panelist/presentations for AEJMC, Ohioana Book Festival, iNomadics, Medill School of Journalism, OSMA, Judge-National Magazine Awards, Hooper Ohio Contests and Association for Alternative Newsweeklies, University Library Advisory Committee

Mitch McKenney – Associate Professor (Regional)
Presentations to ASNE, American Marketing Association-Canton, Tallinn Institute-Estonia, Shanghai International Studies University, Pontifical Catholic University-Brazil, Amity U.-India, panelist at Stark County Library, Society of Environmental Journalists, Miami, Association of Alternative Newsweeklies, Washington, D.C

Vice head and program chair-Newspaper & Online News Division-AEJMC, member of editorial board-Newspaper Research Journal, CMA, BEA, SEJ, IALJS

Stefanie Moore – Associate Professor NTT
Presentations at Hudson Library and Historical Society, YouToo Social Media Conferences, Business Media Job Fair, Led roundtable discussion “How to Nail an Interview,” Communications Connection, Boy Scouts of America Committee Chair,

Joe Murray – Associate Professor
Invited presentations to Fulbright National Screening Committee, University of Northern Iowa Academic Program Review, BEA, Second Annual World Journalism Education Congress, Ohio Board of Regents, Omnibus meeting of the Knight Foundation and New Voices Grantees, U. of Akron, Kent Free Library, Jihlava International Documentary Film Festival Prague, Czech Republic, AEJMC
Created an online Magazine

Multiple broadcasts and New Media Publications for PBS, IS/Internet, CD-ROMS, BMC New York

Julie Napieralski – Assistant Professor NTT
Board of Directors, PRSA Rochester, PRism Committee Chair, PRSA Rochester

Tim Roberts – Lecturer NTT
Member, National Investor Relations Institute
Part II, Standard 8. Professional and Public Service

School of Journalism and Mass Communication – Kent State University

Ann Schierhorn - Professor
Exhibitor for John G. Riley House Center/Museum in Tallahassee and other museums in Florida, AEJMC presentations, ONA Hooper Contest Judge Coordinator

Gene Shelton – Associate Professor NTT
Boy Scouts of America Special Projects

Bill Sledzik – Associate Professor
PRSA Fellow, publish Tough-Sledding blog since 2006, consultant to Time-Warner Cable, PR Counsel to United Way of Portage County, Mozes Cleveland & Co, contributed to Ernst & Young, PLC and Telson web sites, Communication director and campaign strategist, Committee to Elect John Massoud to Tallmadge Board of Education, Communication Director and Steering Committee Member, Citizens United for Education Political Action Committee, Chief writer and message strategist, Committees to Elect Larry Bagnoli and Dennis Loughry, Communication Director, Tallmadge PRIDE (Committee in support of school Bond Issues 105 and 106), Marketing communications counsel to Internet retailer Gloves Online. Invited presentations for Edelman Social Media Summit, Stanford University, Kent State University Herrick Society Luncheon, Kent State University Alumni Conference, Bonita Springs, FL

David Smeltzer – Associate Professor
Video projects for eTech Convention Columbus, ISIS Ohio Board of Regents, Hoover Foundation, WKSU’s Folk Alley, webisodes for Hoover Foundation, DVD of Discovering Ardi

Presentations at BEA, Lilly Conference, University Film and Video Association, OEECE, ISIS, Ohio Educational Technology Conference, Ohio Board of Regents
Reviewer for UFVA, judge for Silver Telly Council, Host for MCAI regional meeting, Audio/Visual services for local church, Cable Commission of city of Kent

Stephanie Smith – Assistant Professor NTT
League of Women Voters Greater Youngstown, Boards – Inspiring Minds, Foundation Board, Trumbull Campus Community Advisory Board, Office of Global Education Advisory Board, CIA Retirement Association, St. Joseph Healthcare volunteer

Federico Subervi – Professor
Panels, lectures, presentations in San Juan, Florida International University, Brazil, Spain, Anaheim, Chicago, Washington D.C., Austin, London, Stonybrook, Michigan State, Denver, Wayne State, San Antonio, Orlando (since 2013)
Radio and internet interviews
McCormick Foundation Grant 2013
Doctoral and Masters Committees U. of Texas
Editorial Boards – Camino Real
Academic Associations – AEJMC Committees, Task Force on Latino/Latin American Outreach, International Communication Association
Boards – Latino Public Radio Consortium, NAHJ, Latinitas, Inc, Hispanic Scholarship Consortium
Consulting and Advisory – Child Trends Hispanic Institute, Escuela de Comunicación, Universidad del Sagrado Corazón, Puerto Rico, College of Communications, California State University-Fullerton, (for the development of the Hispanic/Latino Communication Program), 2013
5. **Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.**

As a professional school, we believe our charge includes a commitment to the disciplines represented among our faculty and curricula. As such, we encourage faculty to engage in professional and public service as appropriate to their fields. While not a requirement, engagement with and leadership in professionally relevant organizations is held in high esteem among our faculty during tenure and promotion decisions. These relationships often are noted and highlighted by peers and administrators in balloting, presented as an indicator of excellence in our disciplines.

Membership in academic and professional associations is strongly encouraged, as faculty need to stay current in their fields. The school provides $750 in travel funding for faculty (in previous years it had been $500), and faculty also can apply for $500 from the University Teaching Council.

We are proud and fortunate that JMC will have three faculty heading divisions or interest groups for AEJMC over the next two years.
6. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The School’s work in this area comes under the umbrella of the Center for Scholastic Journalism and falls into three categories: content and activities for teachers/advisers, content and activities for students, and content and activities for others intended to support scholastic journalism.

Center for Scholastic Journalism
JMC is home to the Center for Scholastic Journalism, a national clearinghouse with information for and about student journalists and their advisers, a research center on issues affecting scholastic media, an educator of journalism teachers and an advocate for student press freedom and the First Amendment. The Center serves as an advocate for high school and middle school journalism and strives to be the preeminent national resource for information about youth journalism and journalism education and one of the most effective national voices supporting scholastic journalists and their teachers. Through an agenda that includes research, programming, teaching and advocacy, the Center leads efforts to increase and improve scholastic journalism education and editorially independent student media in America’s high schools and helps raise awareness of the importance of scholastic journalism as a tool for First Amendment and civic education.

CSJ Director and JMC Associate Professor Candace Perkins Bowen serves on the board of directors of the national Journalism Education Association and as a member of the steering committee of Student Press Law Center’s advisory council. CSJ Assistant Director John Bowen is chair of the Journalism Education Association’s Scholastic Press Rights Commission. Knight Chair Mark Goodman is a member of JEA’s Scholastic Press Rights Commission and the College Media Association’s Advisory Council.

Some of the specific initiatives and achievements under the auspices of the Center for Scholastic Journalism since 2008 include:

Ohio Scholastic Media Association (OSMA)
Kent State is the home of Ohio’s only statewide scholastic press association, the Ohio Scholastic Media Association. JMC’s Associate Professor Candace Perkins Bowen serves as the group’s executive director, overseeing the five regions, each of which hosts a fall workshop. In addition, JMC hosts a two-day state convention in April of each year. JMC faculty members and outside professionals present hands-on classes there and at the Region 1 fall workshop, also at Kent State. Other JMC faculty members judged the 56 pre-entered competition categories, providing feedback and ratings to students at more than 50 schools in the state.

Online Master’s Degree for Journalism Educators
Scholastic journalism teacher and adviser training has been a growing part of Kent State’s focus, as it offers the nation’s only completely online master’s degree specifically for scholastic journalism educators.

ASNE Reynolds Institute
Kent State’s JMC is one of only four university journalism programs in the country to host an intensive two-week hands-on workshop for high school journalism educators, sponsored by the American Society of News Editors and funded by the Donald W. Reynolds Foundation. The instruction is based on the core tenets of journalism and the skills needed to produce top-notch
scholastic publications on paper or online. Topics covered during the workshop, many taught by JMC faculty members, include reporting, writing, editing, photojournalism, multimedia storytelling, layout and design, opinion pages, journalistic credibility, ethics and responsibilities, the future of daily newspapers and business-side skills. First Amendment matters and the state of scholastic press freedoms are also key topics. The Institute enables and energizes teachers to help students start a campus media outlet if one doesn’t already exist, dramatically improve the quality of an existing media outlet and enhance their teaching.

Scholastic Journalism Census
In 2011 CSJ solicited information about the presence of scholastic media from a random sample of more than 4,000 public high schools across the nation, one of the largest samples ever surveyed and the first such sample gathered after student media began to move online. The survey learned how many schools have student-produced newspapers and news magazines, yearbooks, television and radio programs or websites. Combining that information with the demographic data from each school presented a picture of scholastic journalism that had never been seen before. The Census related a student’s high school journalism opportunities to his or her community’s wealth, school size, minority vs. majority student population and other traits. This research told us where high school journalism stood in 2011 and provides a baseline for future research on the subject. A follow-up study is underway. See Appendix 8.2

Courage in Student Journalism Awards
Since 2009, the Center for Scholastic Journalism has been the presenting sponsor of the Courage in Student Journalism Awards, which are co-sponsored by the Student Press Law Center and the National Scholastic Press Association. Each year, the awards recognize middle school or high school journalists, as well as a media adviser or school administrator, who have stood in support of the First Amendment. The awards are presented each year at the fall national high school journalism convention. Winners include:

2013 Staff of MavLife, La Costa Canyon High School, Carlsbad, CA
2011 Lori Shafer and Jaclyn Gutierrez, The Overland Scout, Overland High School, Aurora, CO
2010 Vaughn Hillyard and Sophia Curran, The Challenge, Thunderbird High School, Glendale, AZ; William C. (“Kit”) Moran, principal, Dexter High School, Dexter, MI
2009 Seth Zweifler and Henry Rome, The Spoke, Conestoga High School, Conestoga, PA; Barb Thill, former adviser, Stevenson High School, Lincolnshire, IL

JEAn Mentoring Program
The Center for Scholastic Journalism supports two retired high school journalism teachers from Ohio, Wayne and Georgia Dunn, as part of the Journalism Education Association’s Mentoring Program for new student media advisers. The program pairs experienced and retired journalism teachers and media advisers with new media advisers around the state. The mentors visit the mentees’ schools and have regular e-mail and phone contact with the new advisers throughout the school year. Since 2008, the Dunns have worked with more than a dozen new media advisers around the state of Ohio. By providing an ongoing support system to improve the retention rate of new journalism teachers, we hope that new advisers in this program will stay with their publications and build them into strong, effective programs that promote JEA’s goals of freedom of expression, responsible journalism
Part II, Standard 8. Professional and Public Service

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and support for diversity. Of those the Dunns have mentored, three are on the Ohio Scholastic Media Association board, one as secretary, and seven others now regularly attend OSMA workshops and conventions.

State Legislation Protecting Student Press Freedom: Past, Present and Future
In November 2008, the Center for Scholastic Journalism hosted a symposium to discuss the current status and future prospects of state legislation to protect student press freedom. Twenty-five experts in scholastic journalism from around the nation, including a state senator from California, came to Kent State to discuss tactics for enacting student press freedom laws, based on experiences in the states that had already considered such bills. The entire conference was captured on video, and individual sessions are posted on the Center’s website.
http://www2.kent.edu/jmc/about/csj/projects/student-free-press-legislation/conference.cfm

Certification Requirements for Teaching Journalism Across the U.S.
In 2012, CSJ completed an update of our 2009 research project compiling the requirements from each of the 50 states and the District of Columbia for certification to teach journalism at the secondary-school level. This tool, of special use to journalism educators moving from state to state, as well as prospective journalism educators, is available on our website.
http://www2.kent.edu/jmc/about/csj/projects/teacher-certification-map/index.cfm

Principal’s Guide to Scholastic Journalism
In 2013, CSJ hosted a weekend retreat of a distinguished group of national high school journalism educators that resulted in the first update in a decade (and the first ever with an online component) of the Quill & Scroll International Honorary Society’s book, Principal’s Guide to Scholastic Journalism (principalsguide.org). The book is the only resource specifically for school administrators about the oversight and support of a scholastic journalism program. Kent State, under the guidance of CSJ assistant director, John Bowen, maintains and updates the website. http://principalsguide.org/

Knight Chair in Scholastic Journalism
The John S. Knight and James L. Knight Foundation has endowed the Knight Chair in Scholastic Journalism in the School of Journalism and Mass Communication, with a total of $2 million in past and current funding. In 2008, Professor Mark Goodman, formerly the executive director of the Student Press Law Center became the first holder of this chair. In his time at Kent State, he has coordinated CSJ’s Scholastic Journalism Census and the State Legislation Protecting Student Press Freedom conference, along with other research projects, and has spoken to groups of student journalists and media advisers around the country about the role of scholastic journalism and the importance of a free student press. In 2013, Goodman traveled with landmark First Amendment plaintiff Mary Beth Tinker for part of her tour around the nation, speaking about press freedom and student voices.

7. Describe the unit’s methods for communicating with alumni, such as newsletters or other publications. Attach copies of publications during the previous academic year. (These documents can be placed in the appendices binder.)

Communication Programs and Activities
For nearly 60 years, the School has published JARGON, the flagship alumni publication. The magazine is published twice a year (spring and fall) and mailed to nearly 8,000 alumni. It is also available on the School’s website. The magazine features alumni news and profiles, faculty news, a message from the
director and news about the School and its students (including student awards and achievements, curriculum changes, new technology and scholarships). Many of the articles are written by current students, who receive bylines. See Appendix 8.3 for a copy of the fall 2014 JARGON.

In 2013, JARGON underwent a redesign to reflect the School’s brand pillars (respected, relevant, real). The refreshed design also incorporates the color palettes, larger and bolder graphics and modern design elements of JMC’s website. Content improvements give alumni deeper insight into changes taking place in the School.

The School’s new website contains an expanded section for alumni. The section features alumni news and events, awards and updates on where recent graduates are working, as well as ways alumni can support the School.

Social media, particularly Facebook and Twitter, inform and engage alumni and invite them to School events, such as the Diversity Speaker Series and the annual Poynter-Kent State University Media Ethics Workshop.

Events
Homecoming weekend, held every October at Kent State, is the signature on-campus alumni event for the University and the School. Alumni are invited to return to the School (via JARGON and University Alumni Association direct mailings) for Friday evening’s alumni awards ceremony, Saturday morning’s Kent State Homecoming Parade, and Saturday afternoon’s lunch with alumni, faculty and staff at Franklin Hall. See Appendix 8.4 for a Program of the fall awards ceremony.

Two well-established alumni awards are presented during Homecoming weekend:
- The William D. Taylor Distinguished Alumni Award, established in 1957, is the most prestigious award given by the School. It is presented to an alumnus/alumna who is well established and well respected in the media and communication industry. More than 65 distinguished alumni have become Taylor Award winners.
- The Fast Track Award, established in 2009, is given to at least one alumnus/alumna who has been a significant early achiever in his/her field. Since its inception in 2009, nine alumni have received this award.

Alumni are invited to events throughout the year. In spring semester 2014, JMC held a “Freelancing and Consulting Workshop” for students and alumni. This was JMC’s best-attended career-development workshop, with alumni from across northeast Ohio attending. Alumni offered positive feedback and asked for additional workshops on this topic.

In addition to campus-based events, the School has held alumni meetings in Pittsburgh, Chicago, New York City, Washington, D.C., and San Francisco.

Dedicated Staff Resources
With the establishment of the aforementioned outreach and marketing coordinator position, the School is revamping its young alumni organization, which will be titled the JMC Young Alumni Council. The School’s former alumni organization, “The Friends of JMC,” drew its membership primarily from alumni living in or near Kent. The new chapter, which is expected to launch in spring 2015, will be more nationally focused and will aim to engage alumni through student recruitment initiatives and mentoring/networking opportunities with current students.
The School works closely with the Kent State Alumni Association to update the University’s alumni database. Additionally, the School’s Coordinator for Career Services is also developing a database to track the professional progress of the School’s alumni.

8. Describe the involvement of alumni in the unit’s educational and public-service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors’ boards.

Alumni are an essential part of the School’s current programs and its future success. Alumni hire JMC students as interns or full-time professionals after graduation, visit classes as guest speakers, serve as mentors and participate in professional networking events like CareerExpo and Communication Connections.

Alumni gifts have played a significant part in the unprecedented growth of the School’s endowment. In 2014, the JMC endowment reached a historic high of almost $8 million (includes a $3-million gift that will begin awarding funds in spring 2015). An estimated 85 percent of the School’s donors are alumni. Ninety percent of the aforementioned Promising Scholar awards for new freshmen came from alumni.

JMC has a Professional Advisory Board (PAB), and many of the members are JMC alumni. Board members are media-related professionals who commit to three-year renewable terms. Board members come to Franklin Hall twice a year for meetings, and many of the members have more frequent contact with the School, including as guest speakers and adjunct professors. See Appendix 8.5 for a listing of the current PAB.
Standard 9: Assessment of Learning Outcomes
Part II, Standard 9. Assessment of Learning Outcomes

Please attach 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 Student Learning Assessment Plan follows the Executive Summary and is also in Appendix 9.1.

Executive Summary

JMC was found in noncompliance on Standard 9 in 2008. We were told that, although we had appropriate measures in place, they were not part of an overall plan, and the School did not demonstrate “closing the loop.”

We have come a long way since then.

Our new director arrived from Penn State University, considered one of the leading accredited programs in assessment as defined by ACEJMC. Our new associate director has a strong social-science background and assessment knowledge and is now responsible for the assessment efforts of the School. Finally, we have engaged faculty through the Academic Integrity and Assessment Committee (AIAC) and created the School’s first comprehensive Student Learning Assessment Plan.

Clearly defined in the plan are multiple direct and indirect measures, a clear application of the 12 professional values and competencies and an outline for how professionals contribute to the assessment process. Most importantly, we have begun to close the loop.

As described in Standard 6, we have made a strong effort in the past couple of years to centralize our effort in the School to keep in touch with graduates. Our new Coordinator for Outreach and Marketing is leading this effort.

We have made a stronger commitment to close the loop in the six years since the last site visit, especially in the formal approaches within the past 2½ years. We are pleased with where we are, based on our timeline, the changes to our curricula that are a direct response to our assessment data, and the student improvement we are seeing.

Assessment Overview

Over the past six years, JMC has worked toward developing a consistent, manageable assessment program. After various iterations and experiments, our current Student Learning Assessment Plan allows for triangulation of data, systematic analysis, and meaningful recommendations, to maximize impact on curriculum, both programmatically and in terms of key courses. This section emphasizes the final version of our plan progress, one we believe is both sustainable and effective. We already are seeing the impact of a rigorous, systematic assessment effort, designed to ensure the results can be applied to curriculum development and course execution.

Our Student Learning Assessment Plan (SLA) was approved in August 2013. Immediately thereafter, Dr. Danielle Sarver Coombs (currently the Associate Director; at that time, Assistant Professor and Undergraduate Coordinator) was identified as the point person for assessment.
A Brief History of Assessment in JMC

While the 2013 plan formalized our assessment efforts, this was by no means our first effort to implement assessment into our program. Although in this self-study we are focusing on JMC-specific assessments, during this period, we also benefitted from Kent State’s alumni surveys, student surveys of instruction, and the Academic Quality Improvement Program (AQIP) from the Higher Learning Commission. We also work with Kent State’s Assistant Provost for Accreditation, Assessment, and Learning, Fashaad Crawford, and Kathy Spicer, the outreach program manager. We also have continually used internship-supervisor feedback to help evaluate our programs and our students; in 2014, we are shifting to measures that reflect the 12 professional values and competencies.

2008-2011: Student Portfolio Assessment/Newswriting

In the wake of our last accreditation report, JMC initiated an online portfolio system intended to curate materials over a student’s career in JMC that then would be used for rigorous outside evaluation. After approximately three years of effort, we realized several substantial challenges, including technical difficulties and a lack of student buy-in, meant this could not effectively meet our assessment needs.

Recognizing the importance of writing (one of the core competencies most valued by our faculty and industry), during this period we began conducting specific assessments for Newswriting. Tim Roberts and later Cheryl Kushner led these efforts, which included elements designed to assess both grammar and news style (i.e., inverted pyramid).

2011-2012: Syllabi Outcomes

In the wake of this decision, then-Director Jeff Fruit convened an assessment committee led by (now Emeritus) Professor Fred Endres in Summer 2011. This committee worked to establish common language and structure for syllabi outcomes and increasing consistency across our courses. While various strategies for assessment and evaluation were discussed, the committee eventually disbanded without developing a comprehensive program.

During this period, we accelerated Newswriting assessment, increasing the frequency of measures to three times each semester. Findings were used to train instructors and inform development of course materials.

2012-2014: Developing and Implementing the Student Learning Assessment Plan (SLA)

In 2012, recognizing the importance of developing a systematic approach to program evaluation, JMC began to consider opportunities to formalize and prioritize our assessment efforts. We created an Academic Integrity and Assessment Committee to support assessment efforts, and the Associate Director role was expanded to create a point person for our assessment work. In consultation with the FAC, the SLA was created and implemented.

During AY 2012-2013, we conducted our first Culminating Experience Team Assessment (CETA) and Faculty Survey, spearheaded by then-Associate Director Greg Blase. Those initial efforts provided invaluable guidance on instrument development and the creation of surveys that are now effective tools for assessment. They were particularly helpful in identifying opportunities to shape instruments designed to collect useful data, meaning we are not just assessing for assessment’s sake but, instead, focusing on translating data into insights and insights into recommendations.
This has become a guiding principle of our assessment efforts. Rather than treating assessment as a somewhat painful but necessary step in the reaccreditation process, we are creating an ethos of meaningful assessment with tangible results. In what is a fairly substantial culture change, we now look at assessment as central to what we do in JMC—including ensuring that the results are shared, and findings are implemented to maximize student learning.

This sentiment is reflected in the focus on “closing the loop” in our longest running measure, the Newswriting assessment. Through this process, we have identified the need for additional grammar instruction outside of JMC coursework, leading to the addition of a Grammar Review class housed in Communication Studies. With that change, the course focus can be more specifically on writing and reporting skills rather than emphasizing individual media.

Following is the JMC Student Learning Assessment Plan, which was approved by the Faculty Advisory Committee on August 19, 2013.

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Kent State University
School of Journalism and Mass Communication
Student Learning Assessment Plan
Approved August 19, 2013
Updated November 1, 2013

I. Overview

The overarching goal of the process is to assess student learning to improve curricula, instruction and learning. Student learning outcomes must be assessed annually. The goals for learning are drawn from the professional values and competencies of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). They are:

**Professional Values and Competencies**

Per the ACEJMC 2012 document, “A Guide to Assessment of Learning Outcomes for ACEJMC Accreditation,” we have opted to restructure the twelve competencies espoused by ACEJMC-accredited schools. Instead of listing the competencies as a series of bullets, we have grouped them into five key areas based on the qualities we seek to foster and develop in our graduates. These categories reflect both extant language historically used within the School and our desire to generate awareness of and reflection on the importance of addressing these competencies throughout our curriculum.

The complete restructuring is as follows:

As an accredited member of the Association for Education in Journalism and Mass Communication, we are committed to developing a curriculum designed to meet twelve professional competencies. Our programs are designed to prepare graduates who are:

**THOUGHTFUL, PROFICIENT COMMUNICATORS...**

- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- understand concepts and apply theories in the use and presentation of images and information.
Part II, Standard 9. Assessment of Learning Outcomes

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♦ apply current tools and technologies appropriate for the communications professions in which they work.

...WHO ARE CREATIVE, CRITICAL THINKERS...
♦ think critically, creatively and independently.

...TRAINED TO UNCOVER AND EVALUATE INFORMATION...
♦ conduct research and evaluate information by methods appropriate to the communications professions in which they work.
♦ 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.

...WITHIN A LEGAL AND ETHICAL FRAMEWORK...
♦ Understand and apply the principles and laws of freedom of speech and press in the United States, 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 professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

...IN A DIVERSE AND GLOBAL SOCIETY.
♦ 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 groups in a global society in relation to mass communications.

II. Objectives of Assessment

This assessment plan is designed to evaluate student learning outcomes related to the School’s objectives. We want to assess whether our students are mastering the professional values and competencies outlined by ACEJMC and adopted by the School and whether our graduates have mastered them. Specifically, this SLA is designed to examine student learning by major or concentration: Journalism (Multimedia News, Magazine, Broadcast News, Photojournalism) Advertising, Public Relations, Electronic Media (Electronic Media Production, Electronic Media Sports Production, Electronic Media Management).

III. Measures

A. Overview of Direct and Indirect Measures

The most basic measure of student learning is course grades in the set of required courses that includes all of the 12 professional values and competencies. The Student Learning Assessment (SLA) plan, however, calls for analysis of further direct and indirect measures to assess student learning. Moreover, the plan identifies an assessment role for working professionals in the communications institutions and industries for which we prepare students. Many of the working professionals are alumni of the School of Journalism and Mass Communication.

B. Direct Measures

• Faculty/Alumni Team Evaluation of Capstone Materials. Student work will be assessed by
teams composed of faculty, academics and working professionals. The student work itself is a sample drawn from courses across the curriculum, preferably from senior-level or capstone courses. Material will be drawn from lower-level courses, where appropriate. An assessment matrix, matching professional values and competencies with appropriate courses for each program in the College will be used.

- **Direct Assessment by Faculty**
- **Internship Supervisors’ Assessment**
- **Exit Exam for Graduating Seniors.** This instrument will allow us to gauge our students’ mastery of the twelve competencies and provide important feedback on how to improve our curriculum. It will be benchmarked against expectations established by the School, per the 2012 “Guide to Assessment of Learning Outcomes for ACEJMC Accreditation.”

### C. Indirect Measures

(Note: We were one of the first schools to comply with the ACEJMC requirement to post relevant indirect measures, including graduation rates, to our website.)

- Retention rates
- Graduation rates
- Student performance in national competitions
- Results of student surveys of satisfaction and engagement
- Alumni Survey results

### IV. Process

#### A. Committees and individuals involved

- School Administration
  - Associate Director for Undergraduate and Graduate Education
  - Undergraduate Coordinator
  - Graduate Coordinator (when graduate outcomes are assessed)
  - Coordinator for Career Services
  - Systems Administrator
- Academic Integrity and Assessment Committee, comprised of faculty members representing each major
- Sequence Coordinators
- Professional Advisory Board
- Student Learning Assessment Teams (one for each program)
- Coordinator of Alumni Relations

#### B. Overview

The SLA is conducted annually and managed by the Associate Director for Graduate and Undergraduate Education and the Undergraduate Coordinator. There are five phases in the process:

- **Preparation.** With continuous quality improvement in mind, useful recommendations from the previous year’s SLA are incorporated into the SLA process. Instruments are reviewed and updated as needed.
- **Measurement.** Data are collected.
- **Analysis.** Collected data are reviewed and analyzed.
- **Recommendations (including Report Preparation).** Relevant reports are produced and distributed to the directors, sequence coordinators and professional advisory board.
• **Application of Findings.** Results are used to improve curricula, course development, teaching and learning. A summary report is created that synthesizes key findings and recommendations across our Direct and Indirect Measures. This report includes a section drawing connections between previous recommendations and new data, in order to identify and measure the impact of these assessments.

1. **Preparation**

Appropriate improvements to the plan are made each year, based on feedback from individuals (faculty, reviewers, and administrators) involved in the process.

**Direct Measures**

Capstone Evaluations (Completed each semester)
Course selection is made and faculty are contacted with instructions for sampling and submitting student work. In collaboration with Alumni, volunteer assessment team members are recruited.

Faculty teaching selected courses supply samples of student work – all grading marks removed – along with relevant assignment directions and syllabus.

Assessment teams are assembled for each program under review:
• Advertising
• Electronic Media
• Journalism
• Public Relations

Each team is comprised of a faculty member and two to three working professionals. Sequence Coordinators, the chair of the Professional Advisory Board, the Associate Director, and the School’s undergraduate coordinator collaborate to recruit 10 to 20 professionals. These professionals are trained and placed on teams led by the Undergraduate Coordinator.

Direct Assessment by Faculty (Completed annually)
A survey is created that reflects all courses taught in an academic year. A supplemental document is crafted indicating the instructors for each of those courses and enrollment information.

Internship Supervisors’ Assessment (Completed each semester)
A standard set of questions is used each semester to measure internship supervisors’ assessments of their student interns

Exit Exam for Graduating Seniors (Completed each semester)
The previous semester’s exam is reviewed to determine changes that should be made for the upcoming semester. Classes with high concentrations of graduating seniors are identified, and faculty are contacted to schedule class visits.

2. **Measurement**

Staff support is used to collect, organize and store data during this process.

**Direct Measures**

Capstone Evaluations
Each team member receives digital copies of capstone materials created by students as part of the course.
Instructions for the process are included. Team members are directed to an online survey to complete for their analysis.

**Faculty Surveys**
Selected faculty participate in an online survey.

**Internship Surveys**
Internship supervisors participate in a survey about student performance and competence.

**Exit Exam for Graduating Seniors**
Academic Integrity and Assessment Committee (AIAC) members visit relevant classes to administer the exam to graduating seniors.

**Indirect Measures**
Arrangements are made to collect secondary measures data; activities include planning the internship supervisor survey and the survey for faculty, designing and planning focus groups if needed, and researching means to acquire other secondary measures.

**Retention Rates**
Supplied by the KSU Office of Research, Planning and Institutional Effectiveness and Registrar’s Office.

**Graduation Rates**
Supplied by the KSU Office of Research, Planning and Institutional Effectiveness and Registrar’s Office.

**Student performance in national competitions (source: department heads)**
**Student surveys (such as the National Survey on Student Engagement and student satisfaction surveys)**
This can be in the form of surveys, focus groups or interviews. The School may call on professionals to assist with student focus groups on specific issues of concern in the assessment process.

**Alumni Surveys**
Occasionally, the College or University surveys alumni, and applicable results are considered for assessment.

3. Analysis

**All Measures**

Once data have been collected and organized, the Undergraduate Coordinator, Associate Director, and the AIAC review assessment material for each major.

4. Recommendations

**All Measures**

After data have been analyzed, the Undergraduate Coordinator, Associate Director, and AIAC will offer recommendations grounded in findings. These findings will be both strategic and tactical, allowing for both long-term planning and immediate action.

The AIAC will issue reports for each individual direct measure. These will be presented to the Director and sequence coordinators, and made available to the entire FAC upon request. (Note: FAC will be issued a
summary report at the end of each academic year, summarizing and synthesizing the findings associated with each Direct and Indirect Measure and giving a comprehensive list of strategic and tactical recommendations.)

5. Application of Findings (Closing the Loop)

Direct Measures

Capstone Evaluations
The Undergraduate Coordinator and Associate Director will review findings with the sequence coordinators, as well as instructors of the courses included in the Capstone Evaluations. These meetings will contextualize findings and allow for discussions on how to best implement recommendations.

All Measures:

Associate Director’s office will create an annual document reporting results of all direct and indirect measures. This report is circulated to the Director, sequence coordinators, Academic Integrity Committee and Professional Advisory Board.

Sequence Coordinators present results to faculty. Changes to improve curriculum and instruction are planned and implemented. Results are reported back to the Associate Director.

Associate Director will prepare an annual report of changes made to improve curriculum and instruction, including input and material from sequence coordinators, course instructors, and results of faculty survey. This document is circulated to the Director, sequence coordinators, Academic Integrity Committee and Professional Advisory Board.

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.

As outlined in the SLA above, we are focused on students developing mastery of ACEJMC’s 12 professional values and competencies within the context of our mission statement:

We provide a relevant academic experience that balances both conceptual and practical courses, professional opportunities and multiple internships, all of which are grounded in a foundation of ethics in a diverse and global society.

Taken together, we have structured our presentation and integration of the ACEJMC professional values and competencies to best reflect JMC’s specific mission. Thus, our goal is to prepare graduates who are:

THOUGHTFUL, PROFICIENT COMMUNICATORS
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
understand concepts and apply theories in the use and presentation of images and information.

apply current tools and technologies appropriate for the communications professions in which they work.

WHO ARE CREATIVE, CRITICAL THINKERS

think critically, creatively and independently.

TRAINED TO UNCOVER AND EVALUATE INFORMATION

conduct research and evaluate information by methods appropriate to the communications professions in which they work.

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.

WITHIN A LEGAL AND ETHICAL FRAMEWORK

understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievance.

demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

IN A DIVERSE AND GLOBAL SOCIETY

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 groups in a global society in relation to mass communications.

2. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Our assessment process is designed to include regular and rigorous feedback from professionals/experts, including alumni from our programs.

Culminating Experience Team Assessments (CETA): Each semester, professionals in relevant fields are asked to evaluate student-created work in each of the four JMC culminating-experience (also known as capstone) courses. This process launched during AY 2012-2013 and, based on feedback from evaluators, faculty, and initial data analysis, was significantly revised beginning in Fall 2013. This final iteration was used in Spring 2014 and will continue to be used going forward.

External evaluators are determined based on industry expertise and level of experience. We deliberately seek to shape evaluation teams that reflect a variety of sectors and levels of experience. We particularly are interested in reaching out to younger alumni who have more recent experience in our fields, to get their specific perspectives on our curriculum.

Internship Evaluations: Throughout the year, professionals working in a supervisory capacity are asked to evaluate their JMC interns.
A team led by Associate Director Dr. Danielle Sarver Coombs, Coordinator for Career Services John Butte, and Associate Professor Michele Ewing is revising (fall 2014) the internship evaluation instruments, in order to align them with the ACEJMC core competencies and better measure other additional items deemed relevant by our faculty. The plan to revise the internship evaluation instrument was approved by the JMC faculty as part of our internship revision discussion in Spring 2014.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. Written assessment plan for the master’s program. Provide 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.

Dr. Coombs is responsible for preparing both the annual JMC Progress Report, which focuses on the School’s progress based on the SLA, and the School’s annual academic-year Assessment Report, which includes findings from AY 2013-2014 and recommendations for AY 2014-2015.

Per the SLA, JMC’s assessment efforts include five phases: preparation, measurement, analysis, recommendations, and application of findings.

Our assessments include the following measures:

**Direct Measures (examples of all available measures are located in Appendix 9.2).**

**Culminating Experience Team Assessments (CETA)**

Student work is assessed by teams composed of faculty, academics, and working professionals. The student work is drawn from capstone courses across the curriculum, representing each of our four majors: Advertising, Digital Media Production (formerly Electronic Media Production), Journalism, and Public Relations. The evaluation teams are presented with work from the capstone courses. They review the work and then complete a survey, evaluating the work against relevant competencies (as determined by the faculty member teaching the course, in consultation with the sequence coordinator).

After all evaluations are completed, instructors for each course evaluated are then given a specific report on their class, including a summary of responses, which identifies specific recommendations to better address relevant competencies. These recommendations also are shared with sequence coordinators in order to spark ideas and discussion on issues that can better be addressed at the curricular level. This allows for changes earlier in programs of study so students can demonstrate mastery of relevant competencies by the time they reach their culminating experience courses.

**Direct Assessment by Faculty**

Faculty complete a survey that evaluates their courses against relevant core competencies. Based on the survey used at Penn State, this instrument encourages faculty to consider options for better addressing relevant competencies in their courses. The results of this survey are compared with the results of the CETA, to help faculty improve syllabi to ensure consistent support between what a faculty member intends to teach and the evidence of what students have demonstrated as learning at the end of a course.
Graduating Senior Exit Exam (GSEE)
Launched in Fall 2013, the GSEE allows us to gauge our students’ mastery of the 12 competencies and provide important feedback on how to improve our curriculum. We have established a benchmark (70% correct on each question) against which we evaluate our students. This exam was administered to incoming freshmen beginning in Fall 2014, which will allow for a longitudinal examination of data. Our GSEE was based in part on Elon University’s exam.

Internship Supervisors’ Assessment (In progress)
While we have been asking supervisors to evaluate our interns for years, we are taking this opportunity to revise our evaluation instrument to better reflect and measure against our core competencies. This will be launched for internships completed in Fall 2014.

Indirect Measures: Our SLA includes several indirect measures to help assess student success, including retention rates, graduation rates, results of student surveys of satisfaction and engagement, and alumni survey results (conducted at the College level by Kent State University).

We understand that retention and graduation rates do not adequately reveal graduating seniors’ mastery of learning outcomes, but we have included them in our SLA, to ensure a focus on improving the overall learning environment in our School.

Retention rates
Our School considers retention rates on a six-year cycle. Between 2007 and 2013, the School saw third-semester retention increase 2.8 percent to an average of 65.82 percent. Fifth-semester persistence increased 6.3 percent to 47.67 percent from 2006-2012. Seventh-semester persistence increased 12.3 percent to 41.25 percent from 2005-2011. A variety of factors likely led to this improvement, including the shift to JMC-specific advisers and required advising for freshman and sophomore students.

Graduation rates
We analyze graduation rates based on a similar six-year cycle. JMC’s four- and six-year graduation rates have improved. The four-year graduation rate, based on the 2010 freshman cohort, was 22.6 percent, a 6.8-percent increase over the 2004 freshman class. The six-year graduation rate, based on the 2008 freshman cohort, was 32.54 percent, a 7.8-percent increase over the 2002 freshman class. (http://www2.kent.edu/jmc/about/student-success.cfm)

Results of student surveys of satisfaction and engagement
We regularly review the Student Surveys of Instruction administered by the University. We also review the internship reports from our students (a mandatory component of the required internship for all JMC majors). Feedback from these reports is used to inform course and curricular change, such as the development of a Microsoft Office course and an increased focus on professionalism.

In addition, early assessment efforts and student feedback indicated a need to better understand and address the needs of diverse students in JMC, leading to the creation of the Student Voice Team, which offers regular feedback to the Director and faculty.

Alumni survey results, conducted by Kent State University
Conducted annually, these surveys provide specific feedback on the need for increased exposure to technology and professionalism.
Reporting Findings:
In addition to the individual CETA reports discussed above, data from each of our various measures are synthesized to inform one, overarching Assessment Academic Year Report, written by Associate Director Dr. Danielle Sarver Coombs. The report identifies competencies on which we excel, those that need some additional attention, and those that need substantial improvement. The report also includes both strategic and tactical recommendations for implementing changes, grounded in data.

This report is presented first to the School’s Director and Sequence Coordinators. The entire faculty then receives the report. As detailed above, instructors in culminating-experience classes are given additional feedback, based on their evaluations, in order to implement direct changes in those classes.

Our first academic-year report was presented to the faculty in August 2014. Per the SLA, future reports will include a section drawing connections between previous recommendations and new data in order to identify and measure the impact of these assessments.

The full SLA Progress and Assessment Reports are below and also in Appendix 9.3.

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One of the primary goals associated with the School of Journalism and Mass Communication’s Strategic Plan (adopted in August 2013) was to improve student learning outcomes. Specifically, **Goal #1** reads: 

*Improve student learning outcomes through a commitment to enhancing, expanding, and evolving both undergraduate and graduate curricula and programs.*

Under this directive, we have made remarkable progress across a number of fronts, including developing and implementing a wide-ranging, comprehensive assessment plan that allows us to efficiently and effectively gather relevant data, conduct a meaningful analysis, and provide relevant strategies and recommendations to improve our curricula and programs.

This report articulates our progress toward meeting Goal #1 over academic year 2013-2014. Because this goal is so important to continual reflection and improvement in our School, each objective will be addressed individually.

**Objective #1: Assess student learning to improve undergraduate curricula, instruction, and learning.**

- We implemented two robust direct measures this academic year, including a graduating senior exit exam that was administered to almost all of our Fall 2013, Spring 2014, and Summer 2014 graduates and a greatly expanded Capstone Evaluation. Both were grounded in the 12 core competencies identified by our accrediting body, the Accrediting Council for Education in Journalism and Mass Communication.

- The **Graduating Senior Exit Exam (GSEE)** was developed and administered for the first time in Fall 2013. Beginning Fall 2014, the exam also will be administered to all incoming freshmen, allowing us to conduct a longitudinal analysis over time. This exam helped us identify areas where our graduating seniors excel (critical thinking, research and evaluation, numeracy), perform moderately well (writing, history and role of professionals, presentation of images and
Objective #2: Develop undergraduate curriculum tracks that focus on student outcomes.

- Beginning in Spring 2014, instructors were asked to move from “course objectives” to “learning outcomes” on their syllabi. While the difference may seem nuanced, this shift is quite meaningful. Rather than looking at what students will learn in that course as what has to happen during the 15-week semester, a focus on learning outcomes reorients both the students and the instructor to think about what comes next: what students need to learn, so they are prepared to move on in our curriculum and be prepared for their careers.

- Armed with this new orientation, we are working on a “syllabus map” for each major in to help establish connections among courses and ensure our classes build on each other, as students move through our curriculum. This also will help us identify existing gaps and opportunities moving forward.

- Of our four undergraduate majors, three are expected to undergo or already have undergone major curricular overhauls, in order to best prepare our students for their future careers. Digital Media Production (formerly Electronic Media Production) will roll out in Fall 2014. Advertising and Journalism plan to bring new curriculum proposals forward for approval this fall.

- As a College, we are looking at maximizing major/minor combinations. The success of smart pairings was evidenced this spring, when a team of Visual Communication Design majors/Advertising minors placed among the top six teams in the nation for the Collegiate Effie Awards. Their entry was created as part of a class taught by an Advertising professor.

Objective #3: Create more collaborative learning opportunities for students.

- The Journalism faculty overwhelmingly voted to eliminate concentrations within their major as part of their curricular revamp, allowing for more flexibility and collaborative opportunities for our majors.

- Faculty members in Advertising and Public Relations undertook an extensive research project to identify opportunities to work together and explore potential integration. Data indicated that undergraduate programs were better served by remaining separate, yet closely aligned. This finding has allowed our faculty to start exploring key touchpoints for integration and alignment, particularly in areas identified as “must haves” for our graduates (social media, digital, data/metrics/analytics).

- Grounded in this same research project, we are exploring the possibilities of refreshing our face-to-face master’s concentration in Public Relations to one emphasizing strategic or integrated communication instead. This gives us the opportunity to involve collaboration with a number of partners, including Advertising.

Objective #4: Enhance entrepreneurial skills training for students.
Part II, Standard 9. Assessment of Learning Outcomes
School of Journalism and Mass Communication – Kent State University

- Over the past year, we have offered a number of personal-brand and entrepreneurship workshops for our students, including bringing in Blackstone LaunchPad to provide information for our students on how to freelance or start their own companies.
- Our Coordinator for Career Services and the Kent State Career Services office also have offered résumé and cover-letter workshops for our students, emphasizing the importance of developing and articulating their personal brands.

**Objective #5: Expand and enhance graduate-program curricula.**
- The PR Online program has transitioned from a startup to a more stable phase. This sets us up to start a needs assessment designed to help develop a clear, strategic plan for future growth and development.
- As mentioned under Objective #3, we are exploring options to revise the existing face-to-face Public Relations degree to better accommodate the complexity of the integrated communications professions.
- We have hired two doctoral faculty members, including senior scholar Federico Subervi and newly minted Ph.D., Chance York. The addition of these faculty members gives us more opportunity to engage with the CCI doctoral program and to elevate the caliber of our graduate offerings.
- Dr. York will be offering a graduate quantitative research methods course in Spring 2015, the first such course to be offered in over three years.
- To help address the needs of our growing graduate-student population, we assigned a graduate assistant to serve as a writing coach and mentor to our graduate students. This mentor offered both domestic and international students guidance and advice on writing, serving as a coach rather than a proofreader. This resource proved invaluable for our graduate students.

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**Assessment Report**
School of Journalism and Mass Communication
AY 2013-2014
August 2014

**Overview of Measures**

During this academic year, three direct measures were used to assess our student learning against the twelve core competencies. Specifically, we completed the following:

- **Graduating Senior Exit Exam (GSEE):** Fall 2013 and Spring 2014
  - This exam was administered to seniors during their last two weeks of classes. When possible, students were asked to take the exam in person. For Spring semester, seniors who planned a Summer graduation were included with the sample.
  - The exam was created by members of the Academic Integrity and Assessment Committee, based on the exam used at Elon University. Specific charges were given to faculty members with expertise in relevant content areas for question creation, revision, and approval.
  - Because we do not have freshman data to use as a benchmark, the GSEE subcommittee established a 70% threshold as our internal benchmark. In other words, we expect 70% of our students to answer each question correctly.
• **Culminating Experience Team Assessments (CETA):** Fall 2013 and Spring 2014
  o Each semester, teams of two professionals and one JMC faculty member reviewed content from culminating experience courses across each of our sequences:
    ▪ **Advertising:** Advertising Campaigns (F13/S14)
    ▪ **EMP:** Digital Film Post-Production (F13); ST: Documentary Filmmaking in Costa Rica (S14)
    ▪ **Journalism:** Reporting Public Affairs (F13/S14)
    ▪ **Public Relations:** Public Relations Campaigns (F13/S14)
  o Each team member was sent material from the relevant course, including syllabi, evaluation materials, and student work.
    ▪ In addition, the Associate Director completed a training call with each evaluator to ensure he/she was comfortable with the process and that all questions were addressed before he/she began evaluating.
  o All work was evaluated as a whole, with team members asked to complete an online evaluation form one time. This form included questions intended to measure:
    ▪ Performance on relevant competencies (as determined by the faculty member teaching the course)
    ▪ Student readiness for the job market
    ▪ Comparative assessments of JMC students versus peers from other institutions

• **Faculty Survey:** Summer 2014 (for AY13-14)
  o This survey was sent to all instructors who taught JMC courses during AY13-14.
  o During the survey, faculty were asked to identify relevant competencies for their courses and, for each, assess their students against that competency, address what they've done to work toward student mastery of that competency, and what they will do to better address the competencies in the future.
    ▪ Note: Because this survey is still open at the time of writing, a separate addendum will be added to this report at a later date.
  o This survey was based in part on an instrument used at Penn State University.

**Findings**

Overall, our students performed well on a number of competencies, including those related to writing, critical thinking, and research/methods. We did find challenges on several others, however, including both domestic and global diversity, legal concepts, and understanding/using current tools and technologies. A brief overview of findings related to each core competency is below. Please note that more complete reports for each measure will be available on the JMC Intranet site.

**Core Competencies**

◆ **Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**
  o Overall, our students performed well on the writing measures, including both the GSEE and the CETA. Our faculty tended to evaluate students lower on this competency than what we found in the other direct measures.

◆ **Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.**
  o While our students know some of the key events in the history of mass communications, they did not perform as well when it came to identifying specific people (Edward R. Murrow, Edward Bernays, and D.W. Griffith in the GSEE). This competency was not
measured in the CETA, and often does not play a large part in classes outside of the JMC introductory classes.

♦  **Understand concepts and apply theories in the use and presentation of images and information.**  
  - All of our students are now required to take a CCI Literacy class in the School of Visual Communication Design that covers some of this basic information, so we expect this to improve as those students move through our programs.  
  - For now, however, our students perform moderately well on these measures on the GSEE. The CETA evaluators give mixed feedback, however, and this is an area in which we will look for improvement in future semesters.

♦  **Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.**  
  - Overall, students performed well when measured against this competency in terms of the CETA. Evaluators generally felt our students demonstrated appropriate use of tools and technologies either “somewhat” or “very” well.  
  - The GSEE responses, however, indicate that students are not as familiar with some of the programs and tools available as we might hope, not meeting our 70% threshold for two of the three relevant questions (covering ProTools, Adobe Premier, Dreamweaver, and Google Analytics).

♦  **Think critically, creatively and independently.**  
  - This was one of our students’ strongest competencies across all of our direct measures. All of our evaluators rated our students as performing “somewhat” or “very” well, and students did well on relevant GSEE questions.

♦  **Conduct research and evaluate information by methods appropriate to the communications professions in which they work.**  
  - Again, this was one of the strongest competencies for our students across all of our direct measures, particularly among Advertising, EMP, and PR majors. (Note: Journalism did not include this as a relevant competency for the RPA course used in the CETA). These students demonstrated competency in both the GSEE and the CETA.

♦  **Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.**  
  - Because it is exceedingly difficult to develop a reliable measure for this competency from either the students themselves or an external assessment team, we relied on the faculty survey to assess our performance on this measure. Our initial results are positive, with faculty reporting regular use of student critiques and evaluations across our programs and courses. This is prevalent in both early writing classes and later, senior-level courses.

♦  **Apply basic numerical and statistical concepts.**  
  - Despite our students’ common claim to be “math-phobes,” they performed well on this competency on both the GSEE and the CETA. The CETA evaluations were particularly positive for Advertising and Public Relations students but more mixed for Journalism.

♦  **Understand and apply the principles and laws of freedom of speech and press in the United States, 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.**
While students demonstrated a basic knowledge of the First Amendment and the freedoms afforded by it, they did not demonstrate a consistent understanding of more complex applications of it (the limits of hate speech, libel) in the GSEE. Likewise, our CETA evaluations were mixed for the two courses that identified this as a relevant competency.

- **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**
  - The CETA evaluators generally were quite positive about the demonstration of professional ethical principles in our students’ work, although there were some less positive reviews. In terms of the GSEE, results were mixed; while most students understood why ethics were important, they were less likely to correctly answer a question related to being able to defend your actions through application of ethical principles.

- **Demonstrate an understanding of gender, race, ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications.**
  - Both the GSEE and the CETA indicate that domestic diversity is one of the areas in which we need to demonstrate considerable improvement. Students performed poorly on all but one of the domestic-diversity questions, reaching our 70% threshold only on the question related to demographics. This dynamic also was reflected in the CETA evaluations, with the Costa Rican documentary filmmaking class as the notable exception.

- **Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society.**
  - As was the case with domestic diversity, our direct measures indicate we fall short in terms of developing an understanding of the importance of global diversity among our students. Our graduating seniors did not reach the 70% threshold on either global diversity question in either fall or spring; only the Costa Rican documentary filmmaking class included this as a relevant competency for the CETA.

**Recommendations**

Grounded in the findings outlined above, the following recommendations are intended to improve our courses and curricula to help our students better master our core competencies.

Please note that not all of the recommendations listed below will be relevant or appropriate for each of our courses, but we hope they will spark ideas and interest, both in terms of specific classes and our overall curricular development. Please feel free to consult with Dr. Danielle Sarver Coombs, if you would like to discuss ways you can incorporate any of the recommendations below in your courses.

- **Better integrate diversity elements into courses across the curriculum, including both domestic and global approaches to understanding diversity.**
  - The two diversity competencies were by far the weakest for our students on the GSEE and CETA.
  - Consider ways we can more clearly and explicitly help our students think about diversity, including giving them both the vocabulary and the platform to talk about and think about these issues.
  - Partner with colleagues, including Dr. Federico Subervi and other members of the Diversity Committee, to identify opportunities to integrate diversity information and discussions in classes.
• Emphasize Internet/digital expertise, including how websites target their audiences and measure success.
  o Identify ways to integrate current analytical tools into courses in each sequence, including free tools such as Google Analytics.
  ▪ Our graduates are expected to be proficient with the latest tools and technologies in their fields, and being able to meaningfully engage with data will help our students land positions post-graduation.
  o This also includes understanding how websites measure advertising success, even for students outside the Advertising sequence.
  ▪ Again, employers expect our students to be digital experts. Almost all of our students can find themselves in positions that require them to engage in an online environment, and they need to know the basics of online economics.

• Integrate important legal elements and concerns earlier in our courses, so these concepts are repeatedly reinforced for students, even before they get to their senior-level law classes.
  o These concepts include First Amendment protections and libel/slander/defamation.
  o While these are covered in Law of Mass Communication and Law of Advertising and Public Relations, these concepts should be introduced and reinforced earlier, so our students have time to reflect on and internalize these central concepts.

• Better address visual expectations in classes, reiterating the importance of design and presentation when communicating messages across all of our disciplines.
  o Visual presentation is a key element in communicating messages to audiences, and we need to help students engage in visual best practices throughout their time in JMC.
  o Consider adding visual guidelines/standards in class for presentations and appropriate written assignments, including integrating multimedia elements when possible.

• Highlight important (and relevant) historical events and people to help our students better understand what has gone before and how we got to where we are.
  o This historical perspective helps our students contextualize what they are learning and applying, better grounding them in the traditions of our fields.
  o From a practical perspective, historical knowledge of our industries gives our students credibility in the job market; while questions about Murrow or Saatchi may not come up, knowing how to respond if they do will help our students establish themselves as experts in our fields.

Impact on the Curriculum:
When considering where to focus our efforts on “closing the loop” within JMC programs, two areas stood out as particularly relevant: Journalism and Advertising. Both of those majors were planning significant curriculum revision, and the recommendations grounded in assessment findings delineated in the above report (including topline reports from the Fall 2013 data shared with sequence coordinators and leaders of the curricular efforts) directly informed the revised curricula in both areas.

Journalism:
The Journalism curriculum revision was a long process, and findings uncovered during the assessment process helped spark discussion about and ensure inclusion of the following items:
  • Teaching data better.
The new curriculum includes a new Interviewing and Data class, and a Big Data class was added as a special topics class in Fall 2013.

As will be discussed in more detail below, Reporting Public Affairs (changing to Reporting Public Policy in Fall 2015) includes a data component in nearly every single assignment.

- Diversity.
  - Across the curriculum, outcomes related to diversity are included for both new and existing courses. Specifically, students are asked to think about diversity in terms of both sources and audiences. “Diversity” is operationalized a number of ways, including race and ethnicity, income, age, and home geography.
  - For example, in Multimedia Newswriting, an Interview Series was added to ensure students grow progressively more experienced (and hopefully comfortable) with interviewing people who are different from them in key ways.
  - Copywriting includes specific lessons on loaded language, encouraging students to be very mindful of the nuance of language.

**Advertising (and Public Relations):**
The new Advertising curriculum greatly increases the focus on data, industry tools and technology, writing, creative/critical/strategic thinking, and diversity. These changes are explicitly a result of the assessment work conducted over recent semesters as well as an extensive research project conducted by Dr. Danielle Sarver Coombs (Advertising) and Professor Michele Ewing (Public Relations) over Summer/Fall 2013. Changes include:

- Creative, critical, and strategic thinking.
  - Refocusing the curriculum on strategy to help students critically evaluate and draw connections among the various areas of expertise within the industry.

- Understanding data.
  - The creation of a Digital Analysis class for both Advertising and Public Relations students.

- Better addressing numeracy and research.
  - The existing Audience Analysis and Research class has been renamed Research and Measurement in Advertising and Public Relations, which allows for a more focused course that prepares students for data analytics and digital advertising courses.
  - While outside of our major courses, Advertising students will now be required to take an introductory statistics class as well as Sociological Analysis.

- Developing expertise in industry tools and technologies.
  - Establishing a new Digital Advertising for Advertising students.
  - Developing a one-credit-hour Industry Tools class for Advertising and Public Relations students, where students will learn the basics of Microsoft Office (Excel, Word, and PowerPoint) and the Adobe suite.
  - The inclusion of the existing Multimedia Techniques class as a requirement for Ad majors.

- Helping students become clear, concise writers and effective communicators.
  - Revising an existing Advertising Messaging class to better address professionalism and workplace expectations, grounded in the history of our industry.
  - Changing the focus of the existing Media Writing class to Advertising Writing and Storytelling to better help students understand what makes good writing and how to tailor writing and messaging to diverse audiences.
• Focusing on global and domestic diversity.
  o Making space for an elective within our program, including options such as Political Advertising, Activation Advertising (shopper marketing), Global Advertising and Public Relations, and a Practicum course. Each of these courses focuses on understanding and targeting diverse audiences.
  o Because diversity is essential to our students’ experiences both in JMC and within their professional lives, we have included diversity elements in required courses throughout our curriculum, beginning with Principles of Advertising and continuing throughout the program to Campaigns.

While these efforts focus on Advertising and Journalism, findings from our assessment efforts also have had impact on the Public Relations sequence, as evidenced by the partnerships identified above with Advertising. Since Digital Media Production rolled out a new curriculum in Fall 2014, we expect to start identifying opportunities for improvement in upcoming semesters.

In addition to these curricular changes, we also have seen a direct impact in our courses. Faculty are now considering opportunities to better address issues around diversity in our classes, including ensuring students have the appropriate nomenclature to have thoughtful, respectful discussions related to race and ethnicity.

Within the CETA courses, for example, Reporting Public Affairs underwent major renovations for Fall 2014 based on research from AY 2013-2014. Changes include the addition of more First Amendment material, such as journalists’ rights to public documents and buildings; more data focus in stories; an increased emphasis on design and visualization (both in terms of data visualization and multimedia); and focusing on diversity through multiple sources. This last item is one on which the instructors want to focus in Spring 2015. For Advertising Campaigns, beginning in Fall 2014, students were encouraged to explore more closely in their research the gender, sexual orientation, racial and ethnic composition of the audiences with whom they are communicating; challenged to include more diverse imagery in their creative elements (and think about why this is important); and carefully consider the use of media/touch points that are optimized for differences across whatever diverse audience segments are identified through their research. While Public Relations campaigns and the Digital Media Production CETA courses have not yet made direct changes based on the research findings (since Advertising and Journalism were priorities), we expect to see shifts in emphasis in upcoming semesters.

4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.

The School of Journalism and Mass Communication provides a tremendous co-curricular student media experience for our students and students from around campus. All units in Student Media are editorially independent of the School and are primarily housed in Franklin Hall. Those units that are co-curricular are The Kent Stater, TV2, The Burr, Black Squirrel Radio, and kentwired.com. There are additional, non-co-curricular units within Student Media: Fusion, A Magazine, Uhuru, Luna Negra. The non-co-curricular units are housed in various buildings on campus. Most of the units listed above have won awards as described below.
## 2014-2015

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<td>Best Student Issue</td>
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## 2013-2014

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<td>Best Entertainment Program</td>
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<tr>
<td>TV2</td>
<td>Pinnacle Award</td>
<td>TV Station of the Year</td>
</tr>
<tr>
<td>TV2</td>
<td>BEA</td>
<td>3rd Place Election 2013</td>
</tr>
<tr>
<td>The Burr</td>
<td>ACP/CMA</td>
<td>4th Place Features</td>
</tr>
<tr>
<td>The Burr</td>
<td>AEJMC</td>
<td>General Excellence</td>
</tr>
<tr>
<td>A Magazine</td>
<td>AEJMC</td>
<td>2nd Place Article</td>
</tr>
<tr>
<td>A Magazine</td>
<td>AEJMC</td>
<td>3rd Place General Excellence</td>
</tr>
<tr>
<td>DKS</td>
<td>ACP/CMA</td>
<td>9th Place Four-year-daily broadsheet</td>
</tr>
<tr>
<td>DKS</td>
<td>ACP/CMA</td>
<td>3rd Place Newspapers Editors</td>
</tr>
<tr>
<td>DKS</td>
<td>ONA</td>
<td>1st Place News Coverage</td>
</tr>
<tr>
<td>DKS</td>
<td>ONA</td>
<td>1st Place Sports Coverage</td>
</tr>
<tr>
<td>DKS</td>
<td>ONA</td>
<td>1st Place Editorial Writing</td>
</tr>
<tr>
<td>DKS</td>
<td>ONA</td>
<td>2nd Place Headline Writing</td>
</tr>
<tr>
<td>DKS</td>
<td>ONA</td>
<td>3rd Place Design</td>
</tr>
<tr>
<td>JMC</td>
<td>Hearst</td>
<td>4th Place Intercollegiate Photojournalism</td>
</tr>
<tr>
<td>JMC</td>
<td>Hearst</td>
<td>10th Place Writing</td>
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</table>

## 2012-2013

<table>
<thead>
<tr>
<th>Media Unit</th>
<th>Organization</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>The Burr</td>
<td>Student Addy</td>
<td>Front Cover</td>
</tr>
<tr>
<td>The Burr</td>
<td>ACP</td>
<td>2nd Place</td>
</tr>
<tr>
<td>DKS</td>
<td>ACP</td>
<td>4 Year Broad Daily</td>
</tr>
<tr>
<td>Kentwired.com</td>
<td>ACP</td>
<td>Best Website in Circulation Category</td>
</tr>
<tr>
<td>TV2</td>
<td>BEA</td>
<td>3rd Place Election 2012</td>
</tr>
<tr>
<td>TV2</td>
<td>CBI</td>
<td>Best Sportscast</td>
</tr>
<tr>
<td>TV2</td>
<td>CBI</td>
<td>Best Comedy</td>
</tr>
<tr>
<td>TV2</td>
<td>CBI</td>
<td>Best General Entertainment</td>
</tr>
<tr>
<td>JMC</td>
<td>Hearst</td>
<td>7th Place Photojournalism</td>
</tr>
<tr>
<td>JMC</td>
<td>Hearst</td>
<td>7th Place Multimedia</td>
</tr>
<tr>
<td>JMC</td>
<td>Hearst</td>
<td>8th Place Overall</td>
</tr>
<tr>
<td>DKS</td>
<td>ONA</td>
<td>1st Place Headline Writing</td>
</tr>
<tr>
<td>DKS</td>
<td>ONA</td>
<td>Multiple awards in various categories</td>
</tr>
<tr>
<td>TV2</td>
<td>Pinnacle Award</td>
<td>TV Station of the Year</td>
</tr>
<tr>
<td>Multiple units</td>
<td>SPJ</td>
<td>24 top placements in 19 categories</td>
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### 2011-2012

<table>
<thead>
<tr>
<th>Media Unit</th>
<th>Organization</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Burr</td>
<td>ACP</td>
<td>2nd Place, Best of Show</td>
</tr>
<tr>
<td>Fusion</td>
<td>ACP</td>
<td>Pacemaker Award</td>
</tr>
<tr>
<td>Fusion</td>
<td>AEJMC</td>
<td>1st Place Design Category</td>
</tr>
<tr>
<td>A Magazine</td>
<td>AEJMC</td>
<td>2nd Place online presence</td>
</tr>
<tr>
<td>The Burr</td>
<td>AEJMC</td>
<td>3rd Place General Excellence</td>
</tr>
<tr>
<td>KentWired.com</td>
<td>ACP</td>
<td>Pacemaker Award</td>
</tr>
<tr>
<td>TV2</td>
<td>BEA</td>
<td>Honorable Mention The Agenda</td>
</tr>
<tr>
<td>TV2</td>
<td>Pinnacle</td>
<td>TV Station of the Year</td>
</tr>
<tr>
<td>The Burr</td>
<td>SPJ</td>
<td>2nd Place Best Student Magazine</td>
</tr>
</tbody>
</table>

### 2010-2011

<table>
<thead>
<tr>
<th>Media Unit</th>
<th>Organization</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fusion</td>
<td>AEJMC</td>
<td>Honorable Mention</td>
</tr>
<tr>
<td>Fusion</td>
<td>ACP</td>
<td>Pacemaker Award</td>
</tr>
<tr>
<td>The Burr</td>
<td>SPJ</td>
<td>1st Place Best Student Magazine</td>
</tr>
<tr>
<td>The Burr</td>
<td>SPJ</td>
<td>2010 Mark of Excellence Award</td>
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<tr>
<td>Fusion</td>
<td>SPJ</td>
<td>2nd Place Best Student Magazine</td>
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<tr>
<td>KSU Buzz</td>
<td>SPJ</td>
<td>3rd Place Best Affiliated Website</td>
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<tr>
<td>KentWired.com</td>
<td>SPJ</td>
<td>3rd Place Online in-depth reporting</td>
</tr>
<tr>
<td>KentWired.com</td>
<td>SPJ</td>
<td>1st Place Online in-depth reporting</td>
</tr>
<tr>
<td>KentWired.com</td>
<td>SPJ</td>
<td>3rd Place Online news reporting</td>
</tr>
<tr>
<td>TV2</td>
<td>SPJ</td>
<td>1st Place TV in-depth reporting</td>
</tr>
<tr>
<td>TV2</td>
<td>SPJ</td>
<td>2nd Place Breaking news</td>
</tr>
<tr>
<td>TV2</td>
<td>SPJ</td>
<td>3rd Place Breaking news (2)</td>
</tr>
<tr>
<td>The Burr</td>
<td>SSND</td>
<td>1st Place, Overall use of Photography</td>
</tr>
<tr>
<td>The Burr</td>
<td>SSND</td>
<td>3rd Place, Overall Design of Special Section</td>
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</tbody>
</table>

### 2009-2010

<table>
<thead>
<tr>
<th>Media Unit</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Fusion</td>
<td>AEJMC</td>
<td>2nd Place Consumer Article</td>
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<tr>
<td>The Burr</td>
<td>AEJMC</td>
<td>1st Place Consumer Article</td>
</tr>
<tr>
<td>The Burr</td>
<td>AEJMC</td>
<td>3rd Place Consumer Article</td>
</tr>
<tr>
<td>The Burr</td>
<td>AEJMC</td>
<td>1st Place Single Issue, fall 09</td>
</tr>
<tr>
<td>The Burr</td>
<td>AEJMC</td>
<td>1st Place Single Issue, spring 10</td>
</tr>
<tr>
<td>The Burr</td>
<td>AEJMC</td>
<td>3rd Place General Excellence, spring 10</td>
</tr>
<tr>
<td>DKS</td>
<td>ACP</td>
<td>Pacemaker Winner</td>
</tr>
<tr>
<td>Fusion</td>
<td>ACP</td>
<td>Pacemaker Honorable Mention</td>
</tr>
<tr>
<td>Fusion</td>
<td>ACP</td>
<td>Pacemaker Winner</td>
</tr>
<tr>
<td>Fusion</td>
<td>ACP</td>
<td>Pacemaker Finalist</td>
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<tr>
<td>KentWired (NewsNet)</td>
<td>ACP</td>
<td>Pacemaker Winner</td>
</tr>
<tr>
<td>DKS</td>
<td>SND@MSU 2009</td>
<td>2nd Place DKS Staff</td>
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<tr>
<td>DKS</td>
<td>SPJ</td>
<td>National Winner – Editorial Board</td>
</tr>
<tr>
<td>DKS</td>
<td>SPJ</td>
<td>National Winner – Sports Writing</td>
</tr>
<tr>
<td>KentWired (NewsNet)</td>
<td>SPJ</td>
<td>National Finalist – Staff</td>
</tr>
<tr>
<td>KentWired (NewsNet)</td>
<td>SPJ</td>
<td>1st Place Online News Reporting - Staff</td>
</tr>
</tbody>
</table>
5. Discuss awards won by the unit’s students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit’s majors.

We are very proud of our students for the awards they have won on a national scale. The list below includes students who have won awards for submissions that were part of their Student-Media responsibilities or for assignments in experiential-learning courses.

### 2014-2015

**SPJ**
- **Brian Smith**, Best Sports Photography

**Cleveland Press Club**
- **Rex Santus**, First Place, Best Print News Story
- **Grant Engle**, First Place, Best Print Story
- **Grant Engle**, First Place, Best Print Sports Story
- **Kaitlynn LeBeau**, First Place, Best TV News Story

### 2013-2014

- **Jenna Watson**, Fifth Place, Photojournalism News & Features Competition
- **Kaitlynn LeBeau**, Eighth Place, Television Features Competition
- **Christina Bucciere**, Sixth Place, Personality/Profile Writing
- **Mark Haymond**, Ninth Place, Feature Writing

**AEJMC Student Magazine Division**
- **Christine Bucciere**, First Place, Consumer Magazine Article: First-Person, the *Burr*, “My Upright Life”
- **Nick Shook**, Second Place, Consumer Magazine Article: First-Person, the *Burr*, “Head Games”

**BEA Festival of Media Arts**
- **Kathryn Coduto, Allie Johnson** and **David Hrvatin**, Third Place, Multicamera, Live-to-Tape
- **Lauren Miller**, Vincent Wasilewski Scholarship

**PRSSA**
- **Cindy Deng**, National Gold Key Award

**College Photographer of the Year**
- **Kristin Bauer**, Gold Medal Domestic Picture Story
Coty Giannelli, Award of Excellence
Jenna Watson, Award of Excellence
Coty Giannelli, Rick Mahan Best Student Portfolio Award

Ohio Newspaper Association
Jody Michael, First Place, Editorial Writing

Ohio Newspaper Photographers Association
Jenna Watson, Larry Fullerton Scholarship Award
Jacob Byk, First Place, James R. Gordon Award Ohio Understanding Award
Coty Giannelli, Shane Flanagan, Jenna Watson, Andrea Noal, Awards of Excellence

Cleveland Press Club
Rex Santus, First Place, Best Print News Story for a Four-Year School, “Popular Professor Dismissed.”
Grant Engle, First Place, Best Print Feature Story, “Behind Those Hazel Eyes.”
Grant Engle, First place, Best Print Sports Story, “The Cost of Losing a Conference Title.”
Kaitlynn LeBeau, First Place, Best TV News Story, “KSU Professor Faces Rare Cancer.”

Photographer’s Forum
Shane Flanagan and Andrea Noal, Finalists
Andrea Noal, Honorable Mention

Fellowships, Internships and Scholarships
Jacob Byk, Carnegie-Knight News 21 Fellowship
Alicia Balog (Oregonian) and Rex Santus (Denver Post), Dow Jones Internships
Lydia Coutre (Arizona Republic), Pulliam Award
Lydia Coutre and Rex Santus, Student Press Law Center Internships
Celia Fernandez, Carley Hull, Emily Mill, Madeleine Winer, Akron Press Club/John S. Knight Scholarships
Lyndsey Schley, Akron Press Club Scholarship
Meghan Caprez, Akron Press Club/Sauvageot Scholarship
Meghan Caprez, National Residence Hall Honorary Society, President of the Year

2012-2013
William R. Hearst Foundation Journalism Awards
Matthew Jarchow, Fifth Place, Enterprise Reporting, “Youngstown’s Remarkable Concussion Statistic”
Chelsie Corso, Fifth Place, Multimedia Narrative Storytelling-F etaures, “A Search for Light”
Hannah Potes, Fifth Place, Picture Story/ Series Competition
Katelyn Brown, Eighth Place, News, “Outside the Hospital, an Asphalt Waiting Room”
Anthony Dominic, Top 10 National Finalist, Personality Profile, the Burr (December 2012), “Who is Lester Lepton?”
AEJMC Magazine Contest
Rachel Campbell, Second Place, Consumer Magazine Article: First Person, the *Burr*, “Failure to Diagnosis”
Mark Haymond, Third Place, Consumer Magazine Article Investigation and Analysis, the *Burr*, “The G Word”

SPJ Mark of Excellence Awards, Region 4
Jacob Byk, Winner, Breaking News Photography, “Tornado War Zone”
Brian Smith, Winner, Sports Photography, “Piling On”
Jason Kostura, Winner, TV In-Depth Reporting, “KSU declines to renew the contract of Professor Richard Stanislaw”
Rex Santus and Jason Kostura, Winner, TV In-Depth Reporting, “Professor dismissed amid claim he ‘actively misrepresented’ credentials”
Gabriel Kramer, Winner, TV Sports Reporting, “Roosevelt High School joins Suburban League”
Alicia Balog, Finalist, General News Reporting, “It Couldn’t Happen at Chardon”
Jacob Byk, Finalist, Feature Photography, “Shelter from the Storm”
Chelsea Ketchum, Finalist, Breaking News Photography “A Mother’s Grief”
Gabriel Kramer, Finalist, TV Breaking News Reporting, “Ravenna teen dies in car accident with train”

BEA Festival of Media Arts
Rich Pierce, First Place, TV Sports Talent, “Sports Reel”
Kathryn Coduto, Third Place, Student Video Competition, “Campaign to Kent”
Estee Chase-Hodge, Honorable Mention, Student Scriptwriting Competition, “Clandestine Truth”

College Photographer of the Year
Brooke DiDonato, Gold Medal, Photo Illustration, “Exorcism”
Kristin Bauer, Silver Medal, Domestic Picture Story, “Goodbye Home, Goodbye John, Goodbye Life”
Philip Botta, Bronze Medal, Spot News Category, “College Fest”

Public Relations Student Society of America (PRSSA)
Kristin Bowers, Wezley Garlick, Mary Katherine Garvey, Caitlin Potts and Lyndsey Sager, Second Place National Bateman Case Study Competition, Gold Team
National Dr. Frederick H. Teahan Chapter Award for Outstanding PRSSA Website
Christine Morgan, Gold Key Award
Kent State University, Star Chapter Award

College Broadcasters, Inc.
Adam Brokaw, Best Comedy and General Entertainment Show, The Agenda, TV2
Rich Pierce, Best Sportscast, TV2
Collegiate Effie Awards

Jadyn Atkinson, Corey VanSon, Zach Seder and Marissa Decker, Top Five Finalist, MINI USA
Brand Challenge

College Newspaper Business and Advertising Managers

Paul Gimmel, Fourth Place, Best Sales Manager

Student Society for News Design

Frank Yonkof (with Rachel Kilroy), Third Place, Mini-Site/Special Section, Daily Kent Stater

Fellowships, Internships and Scholarships

Daniel Moore, Carnegie-Knight News 21 Fellowship
Carrie Blazina and Emily Inverso, Dow Jones Internships
Kelli Fitzpatrick, Reader's Digest, American Society of Magazine Editors Magazine Internship Program
Carrie Blazina, Kirsten Bowers, Kathryn Coduto, Lydia Coutre and Tyler Pina, Akron Press Club/John S. Knight Scholarships

Photographers Forum 2013 Best of College and High School Photography

Brooke DiDonato, Fourth Place, 2013 Best of College Photography contest, “Exorcism.”

Ohio News Photographers Association

Chelsie Corso, “Best of Show” and First Place, Feature Category
Alexis Pfeifer, First Place, Pictorial, “Balloon”
David Foster, Adrienne Bastas, Chelsie Corso, Coty Giannelli, Matt Hafley, Jenna Watson,
Jessica White (with JMC Instructor Gary Harwood and Kent State School of Visual Communication Design student Caitlin Bourque), James R. Gordon Ohio Understanding Award for “Tiger Legacy”
Hannah Potes, Larry Fullerton Photojournalism Scholarship
Hannah Potes, Second Place, Student Photographer of the Year
Coty Giannelli, Third Place, Student Photographer of the Year
Matt Hafley, Second Place, Spot News, “Fight”
Coty Giannelli, Third Place, News Picture Story, “College Fest”
Brooke DiDonato, Third Place, Illustration, “Exorcism”
David Foster, Third Place, Pictorial, “Family Exit”
Brooke DiDonato, Award of Excellence, “Mother Nature”

Press Club of Cleveland Ohio Excellence in Journalism awards

Brian Presley, First Place, Best TV News Story, 4-Year School, "TV2 News Exclusive: Former Kent State Employee Charged With Sexual Battery"
Leighann McGivern, First Place, Best Print Feature Story, 4-Year School, "KSU Professor Searches for His Mother, A Holocaust Survivor"
Doug Brown and Rex Santus, Second Place, Best Print News Story, 4-Year School, “Board Highlights Praise, Hides Criticism in Lefton Evaluation”
Kaitlyn LeBeau, Second Place, Best TV News Story, 4-Year School, "Preparing for President Barack Obama’s Visit to Kent"
Kent State University, Center for Student Involvement
Christine Morgan, President of Kent State’s Chapter of PRSSA, Student Leader of the Year

2011-2012
William R. Hearst Foundation Journalism Awards
Jeannette Reyes, Finalist, Television News Feature Reporting, “Online Scams”

AEJMC Magazine Contest
Leighann McGivern, Third Place, Consumer Magazine Article: Feature, the Burr, “Waiting for I Do”

BEA Festival of Media Arts
Rich Pierce, Second Place, Best Sportscaster
Jasen Sokol, Third Place, Best Weathercaster

SPJ, Mark of Excellence Awards, Region 4
Philip Botta, First Place, Breaking News Photography, “College Fest”
Doug Brown, First Place, In-Depth Reporting, “The courting of Jason Cope: Behind the scenes of a $1 million withdrawal”
Doug Brown, Frank Yonkof and Rachel Kilroy, First Place, Online In-Depth Reporting, “The courting of Jason Cope: Behind the scenes of a $1 million withdrawal”
Doug Brown, First Place, Sports Writing, “90Ksu reached with help of departmental money”
Doug Brown, First Place, Online Sports Reporting/Sports Writing, “90Ksu reached with help of departmental money”
Leighann McGivern, First Place, Feature Writing, “An impossible search”
Daniel Moore, First Place, “Non-Fiction Magazine Article, “Climbing the Ladder”
Doug Brown and Rex Santus, Second Place, In-Depth Reporting, “Board highlights praise, hides criticism in Lefton evaluation”
Doug Brown and Rex Santus, Second Place, Online In-Depth Reporting, “Board highlights praise, hides criticism in Lefton evaluation”
Leighann McGivern, Second Place, Non-Fiction Magazine Article, “Waiting for I Do”
Doug Brown and Rex Santus, Second Place, In-Depth Reporting, “Board highlights praise, hides criticism in Lefton evaluation”
Brian Smith, Second Place, Photo Illustration, “Moving Out”

Doug Brown, Third Place, Breaking News Reporting, “Cope Court donor withdraws $1 million gift”
Chelsie Corso, “Third Place, Online Feature Reporting, “A Search for Light”
Matt Hafley, Third Place, Sports Photography, “Painful Loss”
Rachel LeGoubin, Third Place, Feature Photography, “Little big man”
Jody Michael, Third Place, General Column Writing
Rebecca Reis, Third Place, Non-Fiction Magazine Article, “Making amends with my invisible half”

Student ADDY Award, American Advertising Federation – Akron
Thomas Song and Kelly Lipovich, Silver Award, Publication Design, Cover, the Burr (Spring 2012), “Putting the Pieces Back”
Kent State CSI Awards
Lindsay Ridinger, Student Leader of the Year and Leadership Excellence Award
Trenton Chavez, Tom Crilley, Elizabeth Holton, Sarah Lack, Nathan Lehota, Wei Lu, Christine Morgan, Brittany Nader, Darian Thomas, Taylor Titus, David Sadvari, Alex Rodia, Leadership Excellence Awards

2010-2011
AEJMC Magazine Contest
Joey Pompignano, Second Place, Consumer Magazine Article: Investigation and Analysis, the *Burr* (Spring 2011), “In an Instant: How Former Kent State Basketball Star Malika Willoughby Lost Everything”
Mark Haymond, Second Place, Consumer Magazine Article: First Person, the *Burr* (Spring 2011), “Jess and Mark: A Stage-three Love Story”
Brandi Shaffer, Third Place, Consumer Magazine Article: People, *Fusion*, “A Fox in Boy’s Clothing”
Simon Husted, Honorable Mention, Consumer Magazine Article: People, *Fusion*, “Jake Nash: Speaking for the Transgender Community”

College Photographer of the Year
Brooke DiDonato, Bronze, Photo Illustration Category

Student Society for News Design
Kristina Deckert, First Place, Overall Use of Photography in Magazine, the *Burr*, Spring 2010
Justin McCraw, Second Place, Overall Use of Photography in a Magazine, *Fusion*, Winter 2011
Kristina Deckert, Third Place, Overall Design of a Special Section

Saxton Luminaries Photography Competition
Arielle Farley, First Place in the Student Category and the People’s Choice Award, “Remembering May 4.”

SPJ Mark of Excellence Award, Region 4
Nathan Edwards, First Place, Online In-Depth Reporting, “Kent's Changing Landscape: Redefining a College Town”
Joey Pompignano, First Place, Non-Fiction Magazine Article, “In an Instant: How Former Kent State Basketball Star Malika Willoughby Lost Everything”
Megan Moore-Closser, First Place, TV In-Depth Reporting, “Kent State sues former student for tuition”
Chris Lambert, Rich Pierce and Casey Braun, Second Place, Television Breaking News, “Crain Avenue crash injures five”
Kassandra Meholick and Nathan Edwards, Third Place, Television Breaking News, “House explodes in Suffield Township”
Jenn Bellissimo, Third Place, TV Sports Reporting, “Kent State’s bass fishing team”

2009-2010
Ohio News Photographers Association College Photographers
Tessa Bargainnier, second place, and Laura Torchia, third place in the Year Competition
Festival of Media Arts of the Broadcast Education Association
   Eric Snitil, first place, Weathercaster competition
   “Freshman 15,” produced by the Advanced Producing class, first place, best studio show in the
   Studio Production category.

National Charles M. Schulz Award
   Chris Sharron, DKS editorial cartoonist, for editorial cartooning

Association of American Editorial Cartoonists/John Lockner Memorial Award
   Chris Sharron, DKS editorial cartoonist, for best college cartoonist

Associated Collegiate Press 2010 Pacemaker Awards
   Laura Lofgren, – Magazine Category Honorable Mention, Feature Story of the Year, "The
   Importance of Being Aaron,"

AEJMC Magazine Contest
   Jinae West, First Place, First Person Competition, “My Family I (Don’t) Have to Know,” the Burr
   Kelly Petrysyn, Third Place, First Person Competition, “The Best-Kept Secret,” the Burr
   Laura Lofgren, Second Place, Consumer Magazine Article: People, “The Importance of Being
   Aaron,” Fusion

BEA Festival of Media Arts
   Eric Snitil, First Place, TV Weathercaster

SPJ Mark of Excellence Awards, Region 4
   Jeannette Reyes, First Place, Television Feature, “The Price of Education”
   Taylor Rogers, Emily Inverso and Sierra Guterba, First Place, Online News Reporting, “Who is
   Terry Norman?”
   Jackie McLean, Amanda Hinds and Jackie Valley, Second Place, Online Feature Reporting, the
   Burr.com (Spring 2010), “Living with Lymphoma”
   Philip Botta, Third Place, General News Photography, “Tears of Remembrance”
   Kristine Gill, Third Place, General News Reporting, “The Day According to Students”
   Rich Pierce, Third Place, Television In-Depth Reporting, “Dorm Safety”
   Laura Torchia, Third Place, Online Feature Reporting, the Burr.com (Spring 2010), “The Final
   Delivery”
   Sports columnist Tom Gallick, national finalist, Mark of Excellence Awards

Ohio News Photographers Association
   Tessa Bargainnier, Second Place, College Photographers of the Year Competition
   Laura Torchia, Third Place, College Photographers of the Year Competition

Hearst Journalism
   Mitchell Cooper, senior broadcast journalism major, one of five television winners qualifying for
   the semi-finals in a Hearst Journalism Awards Program’s
Kent State CSI Awards
Rebecca Odell, the Cindy Bolby Award
Brianne Paumier, the Distinguished Student Leader Award
Carrie Drummond, Emerging Student Leader recognition
Mary Jo Spletzer, President, Kent State Chapter, PRSSA, the Nancy and John Scott Leadership Award President
Katie Campbell, Jessica Lumpp, Kateyln Luysterborg, Tim Muir, Julie McKinney, Rebecca Odell, Noelle Pennyman, Deborah Pritchard, Mary Jo Spletzer, and Brittany Thoma, Leadership Excellence Awards
Michelle Wilkes, John Proppe, Leadership Excellence Awards
Sijan Raj Baral and Katelyn Luysterborg, Student Leaders of the Year

6. List by specialty each member of the graduating class of three years ago and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.

The list below shows 139 of the 159 graduates from JMC’s graduating class of 2011. The other 20 (12.5%) could not be tracked.

<table>
<thead>
<tr>
<th></th>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
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<td>Behnke</td>
<td>Jessie</td>
<td>Owner/Executive Communication Strategist</td>
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<td>Advertising</td>
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<td>Benedetti</td>
<td>Matthew</td>
<td>E-Marketing Specialist</td>
<td>Insivia</td>
<td>Advertising</td>
<td></td>
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<td>Biris</td>
<td>Elizabeth</td>
<td>Media Account Specialists</td>
<td>NAS Recruitment Communications</td>
<td>Advertising</td>
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<td>Borstein</td>
<td>Brian</td>
<td>Freelance Copywriting &amp; Creative Design</td>
<td>Freelance</td>
<td>Advertising</td>
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<td>5</td>
<td>Burgess</td>
<td>Zachary</td>
<td>Sr. Account Executive &amp; Subject Matter Expert</td>
<td>Pep Promotions</td>
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<tr>
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<td>Christina</td>
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<td>TV Land</td>
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<td>University of New Orleans</td>
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<td>Michelle</td>
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<td>Simply Color Lab</td>
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<td>Versona Accessories/</td>
<td>Visual Journalism</td>
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</table>
7. List graduates who have established distinguished careers in journalism and mass communications.

Throughout the School’s 77-year history, JMC alumni have distinguished themselves in their professional pursuits. Some of our alumni have won Pulitzers and Emmys, others lead corporations, communication agencies and non-profit organizations. The following list is not comprehensive; instead, it highlights those who have had and are having remarkable impact on the journalism and mass communication industries.

William D. Taylor Distinguished Alumni Award Recipients
The School’s highest and most prestigious award, the William D. Taylor Award has been given to alumni every year at Homecoming since 1957. Recipients are:

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
<th>Affiliation</th>
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<tr>
<td>1957</td>
<td>Helen Wescott Dix</td>
<td>First President Journalism Alumni Association</td>
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<tr>
<td>1958</td>
<td>Frances E. Murphey</td>
<td>Akron Beacon Journal</td>
</tr>
<tr>
<td>1959</td>
<td>John Lewis Stage</td>
<td>Freelance Photographer</td>
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<tr>
<td>1960</td>
<td>Loris C. Troyer</td>
<td>Kent Ravenna Record Courier</td>
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<tr>
<td>1961</td>
<td>Kenneth F. Cole</td>
<td>Akron Beacon Journal</td>
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<tr>
<td>1962</td>
<td>Clement C. Scerback</td>
<td>U. S. Information Agency</td>
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<tr>
<td>1963</td>
<td>Paul P. Haney</td>
<td>Public Affairs Officer, NASA</td>
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<tr>
<td>1964</td>
<td>Russell N. Baird</td>
<td>Professor of Journalism, Ohio University</td>
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<tr>
<td>1965</td>
<td>August W. Quattrochi</td>
<td>General Electric Company</td>
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<tr>
<td>1966</td>
<td>William Schlemmer</td>
<td>Akron Beacon Journal</td>
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<td>1967</td>
<td>John W. Mine</td>
<td>Associated Press</td>
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<tr>
<td>1968</td>
<td>Ann E. Gray</td>
<td>Akron City Hospital</td>
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<tr>
<td>1969</td>
<td>Edward Cliney</td>
<td>E. Edu Poul de Nemours</td>
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<tr>
<td>1970</td>
<td>Donald Kirkman</td>
<td>Scripps Howard Newspapers</td>
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<td>1971</td>
<td>Frank Quine</td>
<td>Associated Press Institute</td>
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<td>1972</td>
<td>Robert West</td>
<td>WJW Radio</td>
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<td>1973</td>
<td>Albert Fitzpatrick*</td>
<td>Akron Beacon Journal</td>
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<td>1974</td>
<td>Robert Burdock</td>
<td>The Plain Dealer</td>
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<td>1976</td>
<td>O. Louis Mazzatenta</td>
<td>The National Geographic</td>
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<td>1977</td>
<td>William Miller</td>
<td>Industry Week</td>
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<td>1978</td>
<td>Donald Deer</td>
<td>American Standard Inc.</td>
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<td>1979</td>
<td>W. Thomas Duke</td>
<td>B. F. Goodrich</td>
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<tr>
<td>1980</td>
<td>Luella Cordier</td>
<td>Kent-Ravenna Record Courier</td>
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<tr>
<td>1981</td>
<td>Kenneth Halterman</td>
<td>WAKR</td>
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<td>1982</td>
<td>Max Brown</td>
<td>Publisher, Columbus Magazine</td>
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<tr>
<td>1983</td>
<td>David Meeker</td>
<td>President, Meeker-Mayer Agency</td>
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<tr>
<td>1984</td>
<td>Robert McGruder</td>
<td>ME/NEWS and The Plain Dealer</td>
</tr>
<tr>
<td>Year</td>
<td>Recipient</td>
<td>Affiliation</td>
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<tr>
<td>1985</td>
<td>J. Ross Baughman*</td>
<td>President, Visions Photo Group</td>
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<td>1986</td>
<td>Maynard Buck, Jr.</td>
<td>Newspaper Publisher Cadiz/Carrollton</td>
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<td>1988</td>
<td>Ted Henry</td>
<td>Co-Anchor, NewsChannel 5 TV</td>
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<td>1989</td>
<td>John Filo*</td>
<td>Photographer, Sports Illustrated</td>
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<td>1990</td>
<td>Ron Sustana</td>
<td>Public Relations Consultant</td>
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<tr>
<td>1991</td>
<td>Carl Grant</td>
<td>Senior Vice President Chamber of Commerce</td>
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<td>1992</td>
<td>Thomas Litwiler</td>
<td>Exec Assistant to the Chairman Westinghouse Electric</td>
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<td>1993</td>
<td>William Girgash</td>
<td>APCOA</td>
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<td>1994</td>
<td>Anthony May</td>
<td>Nieman May Communications</td>
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<td>1995</td>
<td>Alice Weston</td>
<td>WKYC Television</td>
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<tr>
<td>1997</td>
<td>Kenneth Goldstein</td>
<td>Professor Emeritus Columbia University</td>
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<td>1997</td>
<td>Adelaide Snyder</td>
<td>Broadcast News Pioneer</td>
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<td>1997</td>
<td>John Scott</td>
<td>New York Broadcasting and Executive</td>
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<td>1997</td>
<td>Stanley Mouse</td>
<td>Retired CEO, Cox Broadcasting</td>
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<tr>
<td>1997</td>
<td>Frances Waterbury</td>
<td>International Educator and Journalian</td>
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<tr>
<td>1997</td>
<td>Walt Seifert</td>
<td>Professor Emeritus, Ohio State University</td>
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<td>1998</td>
<td>David McGrail</td>
<td>Director, Live with Regis &amp; Kathy Lee</td>
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<td>1999</td>
<td>Brian Tucker</td>
<td>President Plain Communications</td>
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<td>2000</td>
<td>Ronald Clark</td>
<td>Editorial Page Editor, St. Paul Pioneer Press</td>
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<td>2001</td>
<td>Paul Tople</td>
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<td>2002</td>
<td>Richard Edwards</td>
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<td>2002</td>
<td>William Oliver</td>
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<td>2002</td>
<td>Lynne Dragomier</td>
<td>Vice President, The Hoover Company</td>
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<td>2002</td>
<td>Thomas Welsh</td>
<td>Vice President, First Energy Corp.</td>
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<td>2002</td>
<td>Mark Nylander</td>
<td>Vice President, Liggett-Stashower Public Relations</td>
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<td>2002</td>
<td>Cynthia Vrsansky Schulz</td>
<td>Senior Managing Director, Dix and Eaton</td>
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<td>King Hill</td>
<td>President, DigiKnow Inc.</td>
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<td>2003</td>
<td>Hal McCoy</td>
<td>Sports Writer, Dayton Daily News</td>
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<td>2004</td>
<td>Jim Nash</td>
<td>Managing Partner, Marcus Thomas Associates</td>
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<td>2005</td>
<td>Connie Schultz*</td>
<td>Columnist, The Plain Dealer</td>
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<td>2006</td>
<td>Brooke Spectorsky</td>
<td>President and General Manager, WKYC-TV</td>
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<td>2007</td>
<td>Richard Ramhoff</td>
<td>President and Publisher, Lansing State Journal</td>
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<td>2008</td>
<td>Bob Circosta</td>
<td>President, Bob Circosta Communication Inc.</td>
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<td>2009</td>
<td>Earl Jones Jr.</td>
<td>Founder, Chairman and CEO of Jones Broadcast Group LLC.</td>
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<td>2010</td>
<td>Tom Jordan</td>
<td>Hoffman York</td>
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<td>2011</td>
<td>Stephanie Danes Smith</td>
<td>Director for Support, Central Intelligence Agency (Retired)</td>
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### Part II, Standard 9. Assessment of Learning Outcomes

**School of Journalism and Mass Communication – Kent State University**

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<th>Year</th>
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<th>Affiliation</th>
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<tr>
<td>2012</td>
<td>Elizabeth Z. Bartz</td>
<td>President and CEO, State and Federal Communications, Inc</td>
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<td>2013</td>
<td>Sam Roe*</td>
<td>Investigative Reporter, <em>The Chicago Tribune</em></td>
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<tr>
<td>2014</td>
<td>Wayne Dawson</td>
<td>Co-host, Fox 8, WJW-TV, Channel 8 (Cleveland)</td>
</tr>
</tbody>
</table>

* Also a Pulitzer Prize winner

**Other distinguished JMC graduates:**

- Kristen DelGuzzi Alltucker, Director, News Publishing Center, *The Arizona Republic*
- Chris Baldwin, Principal and Founder, True Digital Communication
- Andy Baskin, Sports Director, NewsChannel5 (Cleveland)
- Ben Brugler, President, AKHIA Public Relations & Marketing Communications
- Stan Bullard, Senior Reporter, *Crain’s Cleveland Business*
- Carol Costello, Anchor, CNN
- Melissa Rzeppa DiGianfilippo, Vice President and Partner, Serindipit Consulting
- Michelle Fromholzer, Director of Operations, Jannsen Pharmaceuticals
- Janelle Hall, reporter and anchor, WTAE Action News 4, Pittsburgh
- Kelly Kleinschmidt, Director of Major Gifts, Rock and Roll Hall of Fame
- Christina Klenotic, Director and Social Media Strategist, Rosetta
- Shannon Lanier, Reporter, Arise Entertainment 360, BET/Centric
- Kyle Michael Miller, Video Producer/Reporter, Today.com
- Lyndsay Petruny, Host, “Inside the [Chicago] Bears,” Fox/Chicago
- Jodi Sourini, Director of Marketing Communications, Rockwell Automation
- Holly Thomas, Vice President for Public Relations and Cause Marketing, Macy’s
- Jenn Yokley, Corporate Communications Manager, Cleveland Cavaliers and Quicken Loans Arena

**Recent graduates:**

- Estee Chase-Hodge, Central Intelligence Agency
- Megan Confer, PR Associate, Studiothink
- Jake Corcoran, Associate Producer, WOIO, 19 Action News (Cleveland)
- Molly Devaney, News Producer, WCMH-TV, NBC4 (Buffalo)
- Emily Inverso, Web Producer, Forbes (New York)
- Isabelle Jones, Senior Copywriter, Questline
- Sidney Keith, Partner, Squirrel LLC
- Jason Kostura, ESPN Content Associates Program
- Phylicia McCorkle, Community Relations, Cincinnati Reds
- Lauren Miller, Digital Merchandise Assistant, Home Shopping Network
- Rich Pierce, Anchor/Reporter, WTOV9 (Pittsburgh)
- Justin Rockhold, ESPN Content Associates Program
- Jasen Sokol, Host, “The Jasen Sokol Show, WAKR (Akron)
- Christina Stafford Stowers, Communications Specialist, Department of Energy
- Taylor Titus, Account Manager, Chic Communications (Annapolis)
- Monique Zappa, Talent Development Program, KUSA-TV (Cleveland)
8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates’ satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

All alumni information is centrally held by the University’s Alumni Affairs office. JMC provides updates to these files when alumni provide new information to our staff and faculty. Contributions of alumni to the School and the University are centrally managed at the College level by Christine Isenberg, CCI’s Director of Advancement.

Since 2012, JMC has created two staff positions to ensure more robust tracking of and engagement with our alumni. Shantae Rollins, the new Coordinator for Outreach and Marketing, is the focal point for all alumni communication and engagement, and John Butte, the Coordinator for Career Services, focuses intently on graduating seniors to ensure there is no gap in communication after they graduate. Experience has shown that students who are highly involved with the School before graduating remain interested and engaged after graduating.

In an effort to develop a better connection with alumni, the School is in the process of developing the JMC Young Alumni Council, an alumni affinity group targeting graduates age 35 and younger. A concerted effort to track employment status and location will allow the School to increase engagement and participation from its younger alumni base. In addition to tracking alumni and providing professional and social programming, JMC will create a campaign to help soon-to-be grads seamlessly transition from students to alumni.

Faculty members, including emeriti faculty, are another essential source of alumni updates.

JARGON, the aforementioned alumni magazine that is edited by Ms. Rollins, encourages alumni news and updates. Although the magazine is published twice a year, alumni send updates year-round. The current JARGON can be found in Appendix 8.3.

During the annual JMC Alumni Awards nominating process, the School faculty and staff review the professional accomplishments of two groups of alumni: Those who are well established in their professions and have a well-documented track record of success would be considered for the William D. Taylor Distinguished Alumni Award; and more recent graduates who have made substantial progress in their professions would be considered for the Fast Track Awards.