

Report of On-Site Evaluation
ACEJMC
Undergraduate program
2018-2019

Name of Institution: Ohio University

Name and Title of Chief Executive Officer: M. Duane Nellis, President

Name of Unit: E. W. Scripps School of Journalism

Name and Title of Administrator: Robert K. Stewart, Director

Date of 2018-2019 Accrediting Visit: November 4-7, 2018

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

Date of the previous accrediting visit: 2013

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2018-2019 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: David Boardman, Dean and Professor

Organization/School: Klein College of Media and Communication, Temple University

Signature _____


Team Members

Name and Title: T. Kenn Gaither, Associate Dean and Professor

Organization/School: School of Communications, Elon University

Signature _____



Name and Title: David R. Davies, Professor

Organization/School: School of Communication, The University of Southern Mississippi

Signature _____


Name and Title: Gregory Pitts, Director and Professor

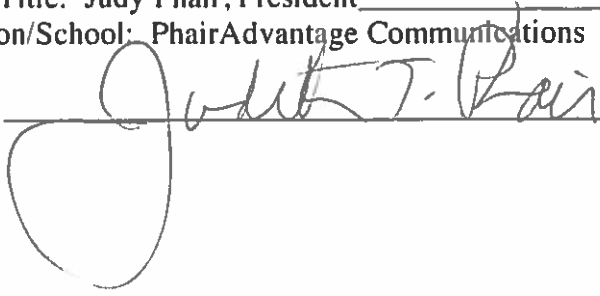
Organization/School: College of Media and Entertainment, Middle Tennessee State University

Signature _____


Name and Title: Judy Phair, President _____

Organization/School: PhairAdvantage Communications _____

Signature _____

A handwritten signature in black ink, appearing to read "Judy T. Phair". The signature is written over a horizontal line. Below the line, there is a large, loopy scribble that starts from the left side of the signature and loops back up towards the right side of the line.

PART I: General information

Name of Institution: Ohio University

Name of Unit: E.W. Scripps School of Journalism

Year of Visit: 2018

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

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

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

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

- Private
- Public
- Other (specify)

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

In 1786, Manasseh Cutler and Rufus Putnam helped establish the Ohio Company, whose petition to Congress resulted in the Northwest Ordinance of 1787. This ordinance provided for the settlement of the Northwest Territory as well as the establishment of Ohio University, which subsequently was chartered in 1804 as the first institution of higher learning in this new territory. The university is accredited by the Higher Learning Commission (HLC), formerly the North Central Association of Colleges and Schools, to award associate, bachelor, master and doctoral degrees.

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

- Yes
- No

If yes, give the date of the last accrediting visit: January 2013

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

The undergraduate program was first accredited in 1952 and has been accredited fully and continuously since that time.

6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.

The E.W. Scripps School of Journalism is committed to providing an education that emphasizes professional excellence, critical thinking, and social responsibility.

To maintain and enhance our democratic society and the free exchange of ideas, journalism must be built on the principles of truth, accuracy, and independence. Our faculty search for these principles, our students strive for them, and our alumni live them.

Through a blend of professional education, practical experience, and intellectual exploration, we teach journalism in a way that it can be applied to many professions and to a rewarding life in a multicultural and fast changing world. Whether it's telling a story, building a brand, or engaging in research, we prepare students for their chosen professions now and as those professions change in the future.

Adopted April 24, 2013

7. What are the type and length of terms?

Semesters of 15 weeks (including finals week)

Quarters of _____ weeks

Summer sessions of _____ weeks

Intersessions of _____ weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Science in Journalism

We have two sequences:

News & Information

Strategic Communication

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

120 semester hours

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

An adviser-approved internship is required for graduation. However, students are not required to earn academic credit hours for the internship but have the option of registering for up to two journalism credit hours.

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

Our two tracks, News & Information and Strategic Communication, do not have individual coordinators. However, faculty members within each track confer on a regular basis under the guidance of Director Robert K. Stewart and Eddith Dashiell, Associate Director for Undergraduate Studies.

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

34,691

This includes our regional campuses, medical school and graduate students from Spring 2018 semester.

14. Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total) for Fall 2018:

| Name of Sequence or Specialty | Undergraduate majors |
|-------------------------------|----------------------|
| News & Information | 366 |
| Strategic Communication | 244 |
| Honors (HTC) | 25 |
| Carr Van Anda | 5 |
| Total | 640 |

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

| Spring Semester 2017-2018 | | | |
|---------------------------|-----------------------------------|---------|--------------|
| Course # | Description | Section | Enrolled |
| 2210 | Graphics of Communication | 100 | 17 |
| 2210 | Graphics of Communication | 101 | 19 |
| 2311 | Multiplatform reporting/writing | 101 | 7 |
| 2311 | Multiplatform reporting/writing | 102 | 20 |
| 2311 | Multiplatform reporting/writing | 103 | 16 |
| 2311 | Multiplatform reporting/writing | 104 | 20 |
| 2311 | Multiplatform reporting/writing | 105 | 20 |
| 2311 | Multiplatform reporting/writing | 106 | 16 |
| 2311 | Multiplatform reporting/writing | 107 | 19 |
| 3140 | Fundamentals of Online Journalism | 100 | 26 Newswatch |

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| | | | | |
|------|------------------------------------|-----|----|-----------|
| 3140 | Fundamentals of Online Journalism | 101 | 19 | |
| 3310 | Reporting Public Issues | 100 | 15 | |
| 3330 | Editing | 100 | 18 | |
| 3330 | Editing | 101 | 16 | |
| 3500 | Radio/Television Reporting/Writing | 100 | 14 | |
| 3630 | Reviewing & Criticism | 100 | 13 | |
| 3700 | Advertising and PR Writing | 100 | 20 | |
| 4300 | Magazine Editing & Production | 100 | 12 | |
| 4300 | Magazine Editing & Production | 100 | 15 | |
| 4410 | Magazine Feature Writing | 100 | 17 | |
| 4410 | Magazine Feature Writing | 101 | 16 | |
| 4410 | Magazine Feature Writing | 102 | 16 | |
| 4450 | Creative Concepts | 100 | 16 | |
| 4520 | Radio and TV Producing | 100 | 28 | Newswatch |
| 4650 | Opinion Writing | 100 | 19 | |
| 4790 | Data Journalism | 100 | 16 | |

Online classes:

| Course # | Description | Section | Enrolled | |
|----------|-----------------------------------|---------|----------|--|
| 3700 | Advertising and PR Writing | 100 | 31 | |
| 3750 | Advertising Media Planning/Buying | 100 | 21 | |
| 4180 | Digital Information & Innovation | 101 | 5 | |

Fall Semester 2017-2018

| Course # | Description | Section | Enrolled | |
|----------|------------------------------------|---------|----------|--|
| J2210 | Graphics of Communication | 101 | 20 | |
| J2311 | Multiplatform reporting/writing | 101 | 19 | |
| J3211 | Multiplatform reporting/writing | 102 | 20 | |
| J2311 | Multiplatform reporting/writing | 104 | 19 | |
| J2311 | Multiplatform reporting/writing | 105 | 15 | |
| J3140 | Fundamentals of Online Journalism | 100 | 13 | |
| J3140 | Fundamentals of Online Journalism | 101 | 17 | |
| J3140 | Fundamentals of Online Journalism | 102 | 11 | |
| J3310 | Reporting Public Issues | 100 | 14 | |
| J3330 | Editing | 101 | 20 | |
| J3500 | Radio/Television Reporting/Writing | 100 | 15 | |
| J3500 | Radio/Television Reporting/Writing | 101 | 11 | |
| J3630 | Reviewing & Criticism | 100 | 13 | |
| J3700 | Advertising & PR Writing | 100 | 20 | |
| J3700 | Advertising & PR Writing | 101 | 21 | |
| J3700 | Advertising & PR Writing | 102 | 8 | |
| J4300 | Magazine Editing & Production | 100 | 15 | |
| J4390 | Business Reporting | 100 | 6 | |

| | | | |
|-------|--------------------------|-----|----|
| 4410J | Magazine Feature Writing | 100 | 17 |
| 4410J | Magazine Feature Writing | 101 | 18 |
| 4410J | Magazine Feature Writing | 102 | 14 |
| 4410J | Magazine Feature Writing | 103 | 17 |
| J4650 | Opinion Writing | 100 | 16 |
| J4670 | Foreign Correspondence | 101 | 5 |

*These courses are included in a newscast practicum cluster of Spring courses called Newswatch at Noon, which are taught by Mary Rogus and Tim Sharp, along with a teaching assistant with significant professional experience. Newswatch meets four days per week and airs a 30-minute newscast at noon each day.

**16. Total expenditures planned by the unit for the 2018–2019 academic year.
Give percentage increase or decrease in three years:**

Total expenditures are estimated at \$3,544,168.54 for 2018-2019. Additional funding comes from various endowments and foundation accounts that provide resources for equipment purchases and research-related travel and expenses.

Total annual Journalism budget:

| 2015-2016 | 2016-2017 | 2017-2018 | 2018-19 projected |
|----------------|----------------|----------------|-------------------|
| \$3,330,350.18 | \$3,391,125.22 | \$3,500,519.39 | \$3,544,168.54 |
| | \$60,775.04 | \$109,394.17 | \$43,649.15 |
| | 1.82% | 3.23% | 1.25% |

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

| | 2017-18 Salaries | 2018-19 Projected |
|-------------------|------------------|-------------------|
| Salary | 2,175,758.04 | \$2,208,394.41 |
| Insurance | 310,711.02 | \$315,371.69 |
| Medicare | 29,937.60 | \$30,386.66 |
| Retirement | 304,867.97 | \$309,440.99 |
| Workers Comp | 18,025.11 | \$18,295.49 |
| Total Faculty pay | \$2,839,299.74 | \$2,881,889.24 |

17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

| | |
|-----------------|-----------------------------------------|
| Julie Agnon | Scripps Howard Visiting Professional |
| Chuck Borghese | Lecturer |
| Surin Chung | Assistant Professor |
| Eddith Dashiell | Associate Professor |

| | |
|-----------------------|---------------------|
| Bernhard Debatin | Professor |
| Aimee Edmondson | Associate Professor |
| Ellen Gerl | Associate Professor |
| Marilyn Greenwald | Professor |
| Elizabeth Hendrickson | Associate Professor |
| Justice Hill | Assistant Professor |
| Parul Jain | Associate Professor |
| Yusuf Kalyango | Professor |
| Victoria LaPoe | Assistant Professor |
| Hugh Martin | Professor |
| Hans Meyer | Associate Professor |
| Bill Reader | Professor |
| Mary Rogus | Associate Professor |
| Tim Sharp | Lecturer |
| Jatin Srivastava | Associate Professor |
| Robert Stewart | Professor, Director |
| Thomas Suddes | Assistant Professor |
| Michael Sweeney | Professor |
| Nerissa Young | Associate Lecturer |

18. List names of part-time/adjunct faculty teaching at least one course in fall 2018. Also list names of part-time faculty teaching spring 2018. (If your school has its accreditation visit in spring 2019, please provide the spring 2019 adjunct list in the updated information.)

Part-time/adjunct faculty

Spring 2017-2018

| | |
|-----------------|--------------------------------------|
| Andy Alexander | Scripps Howard Visiting Professional |
| Aaron Atkins | Teaching Assistant |
| Ann Fitzpatrick | Adjunct |
| David Forster | Teaching Assistant |
| Jack O Jeffery | Adjunct |
| Hong Ji | Adjunct |
| Altaf Khan | Glidden Visiting Professor |
| Huyen Nguyen | Teaching Assistant |
| Tom Peters | Emeritus |
| Kenneth Ward | Teaching Assistant |

Fall 2018-2019

| | |
|---------------|--------------------|
| Aaron Atkins | Teaching Assistant |
| Pat Cambridge | Emeritus |

| | |
|---------------------|--------------------|
| Bailey Dick | Teaching Assistant |
| David Forster | Teaching Assistant |
| Michelle Michael | Teaching Assistant |
| Samantha Peko | Teaching Assistant |
| Tom Peters | Emeritus |
| Kari Peterson | Adjunct |
| Jessica Roark | Teaching Assistant |
| Natascha Roelsgaard | Teaching Assistant |

19. Schools on the semester system:

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

| Academic Year | Total Graduates | Number | Percent |
|---------------|-----------------|--------|---------|
| 2016-2017 | 189 | 189 | 100 |
| 2017-2018 | 193 | 193 | 100 |

20. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

Not applicable.

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The E.W. Scripps School of Journalism is nearing a century of achievement as one of the nation's most celebrated centers of journalism education. Its current strategic plan was adopted in 2016 in an effort to keep the program vibrant and relevant. As the self-study put it, the challenge for the School is "recognizing both the reality of change as well as the important history and traditions that are deeply rooted in both journalism and journalism education here at Ohio University." This is a theme the site visit team heard repeatedly through the visit, as both a point of pride and as a recognition of concern about the present and future.

The School's strategic plan was developed jointly by faculty and administrators over 2014 and 2015 and approved by the faculty in 2016. It was devised at a time when a Responsibility Centered Management (RCM) budgeting plan was being administered in a fashion that put the School at some disadvantage relative to other academic units at the University. In recent months and under new University leadership, the budget process is being adjusted and the School plans to revise its strategic plan accordingly.

While this program is strong overall, it lacks any particular emphasis that would set it apart from the many other strong programs across the nation. As the School struggles with enrollment challenges due largely to the declining population of college-aged students in Ohio – from which about 90 percent of its students hail – this could be a challenge and opportunity for the future.

The E.W. Scripps School of Journalism is one of five schools within the Scripps College of Communication. It is widely seen across campus as a jewel of Ohio University, one of its best-known and most-respected academic units. As such, the School is well-supported by top administrators.

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

As illustrated by the faculty's participation in the strategic-planning process, the School has an active and healthy system of shared governance. This is facilitated by an annual one-day retreat, called the Bush Seminar in honor of a contribution that funds it. By policy, no matters can be voted upon at these seminars, making them ideal for brainstorming and robust discussion. Since the last accreditation visit in 2013, these retreats have focused on diversity, assessment and the School's mission statement and strategic plan.

Beyond that, the University, College and School have clear policies that establish faculty governance. The Faculty Handbook is updated annually, with revisions originating with the Faculty Senate. The School's faculty has considerable autonomy regarding curricular decisions, though formal changes must

pass through a University approval process.

The faculty meets biweekly for an hour and a half, under the leadership of the director, who acts as a non-voting member. There are 11 faculty committees, each chaired by faculty members: Assessment, Contest and Awards, Curriculum, Director's Advisory, Scholarship, Graduate, Schuneman Symposium, Transfer, Technology, and two Hiring committees.

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

The School of Journalism is one of five schools within the Scripps College of Communication, reporting to a single dean. Each of those schools has a director who is the chief academic officer for the unit. The site team did not have an opportunity to meet with the dean of the College, but did meet with an assistant and an associate dean.

Robert Stewart has served as director of the School of Journalism since 2010. He is highly respected by faculty, students, alumni and fellow administrators. In fact, it was striking that even among those critical of the School on one aspect or another, the respect for Director Stewart was universal. The only concern about him was that he is often stretched too thin with responsibilities.

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

The director is selected by the dean of the Scripps College of Communication after consultation with the faculty members of the School. The faculty evaluate the director annually via an anonymous survey, and the dean uses those responses to guide his/her own evaluation of the director. The director is appointed on a five-year renewable term. The director selects and appoints both the associate director of undergraduate studies and the director of graduate studies.

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

The avenues for student, staff and faculty complaints are those typical of major universities: problems are initially addressed on a local level and escalate as needed through formal processes.

SUMMARY:

The E.W. Scripps School of Journalism is a well-managed unit with a strategic vision to have an impact nationally in the fields of journalism, advertising and public relations. The School's director is hard-working, knowledgeable, even-keeled and broadly respected across the University. The faculty are engaged and active in shared governance and the team seems to largely be rowing in the same direction.

Overall evaluation compliance / non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

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

Ohio University requires 120 credit hours for students to complete their undergraduate degree. The E.W. Scripps School of Journalism requires 36 credit hours in journalism, with a 12-hour core among the 36 hours. Students complete at least 72 hours from outside journalism; 63 hours are required General Education courses and at least 12 hours are additional outside electives. Students may complete as many as nine hours of Media Arts & Studies or Visual Communication classes as a second specialization area.

- Core/Required Courses for All Students in Program = 12 hours
 - JOUR1010 The Future of Media
 - JOUR2311 Multiplatform Reporting and Writing
 - JOUR3100 Communications Law
 - JOUR3200 Ethics, Mass Media and Society

The core includes one professional class and three conceptual classes. Students then select one of the three tracks (News & Information, Strategic Communication, or Carr Van Anda, a cross-disciplinary track). The News & Information track requires completion of at least three professional classes out of nine listed course selections. The fourth class is a required capstone course. The Strategic Communication track requires four classes with no track electives, as well as a capstone course. Four elective courses are also required; two must be skills/specialized journalism and two class must be issues or topics electives.

A cross-disciplinary track called Carr Van Anda requires 24 hours plus the 12-hour core. This track allows journalism students with broad interests the opportunity to create an individualized course of study. Students in this program may complete courses in Media Arts & Studies or Visual Communication. The Self Study notes that fewer than 1 percent choose the Carr Van Anda option.

All students in the School must complete at least one pre-approved internship that is formally evaluated by their internship supervisor. Students must complete at least 200 hours of work.

All students complete at least 72 hours of coursework outside the School of Journalism (and outside the School of Media Arts & Studies and the School of Visual Communication). The School presents an appropriately balanced curriculum.

b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

Within the 36 required journalism hours, students complete a balance of theoretical and conceptual

courses, professional skills courses and courses that integrate theory and skills. The self-study includes a detailed discussion of the offered courses and their contributions to student competencies required by the Council. The School's discussion of Assessment in Standard 9 uses a syllabus audit as an indirect assessment measure to ensure representation of values and competencies in core and other classes.

All students complete a 12-hour core. This class core is assessed through the freshman/senior knowledge exam.

- 1) JOUR1010 The Future of Media
- 2) JOUR2311 Multiplatform Reporting and Writing
- 3) JOUR3100 Communications Law
- 4) JOUR3200 Ethics, Mass Media and Society

The News & Information track is a 12-hour sequence. In addition to a senior Capstone course, students self-select, with consultation from a faculty adviser, three *three-credit* skills courses taught at the 3000/4000 level: Fundamentals of Online Journalism, Reporting Public Issues, Editing, Radio & TV Reporting, Magazine Feature Writing, Magazine Editing & Production, Data Journalism, Advanced Multimedia Reporting Practicum, Advanced Multimedia Editing Practicum.

The skills courses, if selected appropriately, create a cohesive flow, but students are allowed to select their classes and might not follow a flow most appropriate for a career path.

The Strategic Communication track is a fixed 12-hour sequence of four classes.

- 1) JOUR2500 Introduction to Advertising & Public Relations
- 2) JOUR3400 Advertising & Public Relations Research & Theory
- 3) JOUR3700 Advertising & Public Relations Writing
- 4) JOUR 4860 Strategic Communication Capstone (taught as a campaign-development practicum)

Students in both News & Information and Strategic Communication select four elective courses for 12 additional hours. Two are "skills/specialized" journalism courses, from a selection of 28 courses and two "Issues & Topics" electives, from a selection of 19 courses.

Both tracks appear to offer a balanced curriculum. Students complete general-education requirements totaling 62 hours of coursework in: political science, history, sociology or anthropology, economics/business, statistics, psychology, English, philosophy, foreign language, natural and applied sciences, fine arts African American Studies or Women's & Gender studies, Cross-Cultural Perspectives and other Arts & Sciences electives.

Students complete a specialization totaling 21 hours in another department outside of the college, but this may be divided into two sub-specialization areas of 12 hours in one department and nine additional hours of an interdisciplinary emphasis. The nine-credit specialization area can be used for coursework in Media Arts & Studies or Visual Communication. At least two courses of specialization must be at the 3000/4000 level.

All students are required to take JOUR3200: Ethics, Mass Media and Society. The School might also consider additional ethics courses within individual concentrations. For example, The Commission on Public Relations Education has recommended that a specific course on ethics in public relations should be included in all accreditation-certification-eligible public relations programs.

An Ethics and Inclusivity Certificate has been proposed to allow students to further their knowledge of

societal diversity and inclusiveness. A proposal to add a required diversity class to the core appears to be procedurally stalled in the School. Both would assist the program in addressing diversity and inclusiveness across the School.

Learning objectives are not always parallel across sections of the same course, which is a missed opportunity for the School to ensure consistency in its curriculum.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Faculty and professionals affirm that courses challenge students. Program assessment data provided by media professionals affirm the worth of the capstone courses as both demanding and current. Interns are evaluated positively by external supervisors.

Students offer mixed responses about course selections. Many praised the liberal arts/social sciences requirements and the specialization requirement. Students do not appear to choose the additional nine hours in Media Arts & Studies or Visual Communication, though some indicated they did complete at least one class in a related School. Students noted the limited range of elective offerings in journalism for broadcast students or students interested in sports media or sports journalism. Broadcast journalism students say they are compelled to pursue extra-curricular opportunities at WOUB to develop a well-rounded educational experience. They find the experience worthwhile but lament the lack of academic credit for their participation. Strategic Communication students noted that courses listed in the catalog are not routinely offered, possibly due to the limited number of PR instructors.

Student learning achievements are recognized externally. Standard 9 includes a list of student award winners. Several students identified a self-reflection process where they have observed their educational development through the academic program, student media involvement and internships.

An unevenness of faculty-student advising suggests that some students may not always be aware of opportunities to select complementary courses from other Schools in the College that might effectively contribute to programs of study. Visual Communication coursework for Strategic Communication/PR students appears to be a missed opportunity for students to complete courses appropriate to their track.

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

Course sections of skills-professional classes in the Scripps School adhere to the maximum of 20 students per section, but there were some problems with online enrollments. In Spring 2018, one online section of J3700 Advertising and PR Writing enrolled 31 students and an online section of J3750 Advertising Media Planning/Buying enrolled 21 students. In Fall 2017, one section of J3700 Advertising and PR Writing enrolled 21 students. Thus, 94.33% of the courses taught complied with the maximum enrollment of 20 students per section.

Each Spring, an OU Newswatch class is offered for students wishing to participate in the *Newswatch at Noon* newscast. This course enrolled 28 students in Spring 2018 but these 28 students simultaneously completed a cluster of four professional classes, emphasizing online writing and reporting fundamentals,

newscast producing, reporting and editing. The enrollment of more than 20 students was needed to ensure sufficient personnel, in rotated assignments for a class meeting from 8:30 a.m. until 1 p.m., to produce a 30-minute newscast, four times per week. The class appears to exceed the 20 students maximum, but the students are part of a highly professional, immersive experience necessary to staff a television newscast on WOUB-TV. The class function does not appear to violate the spirit of the 20 students rule.

Classrooms in the Schoonover Building are well-equipped for faculty-student interactions. Rooms include spaces with tables for student seating to promote discussions or collaboration. Classrooms are nicely equipped with appropriate “smart classroom” technology for display of lecture materials and video or audio content.

e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

All graduates must complete at least one internship that is pre-approved by their faculty advisers and that are formally evaluated by their internship supervisor. The internship does not carry academic credit or require the student to pay tuition to earn approval of the experience for graduation. Students complete a pre-internship request and supervisors submit a post-internship evaluation that is shared with the student and faculty member. Evaluation forms are retained by the School. Internship data is compiled as a direct-assessment measure.

Several Strategic Communication students said they had felt ill-equipped to successfully obtain the internships they wanted because critical courses in the major are not available until their junior year. These include JOUR3700, Advertising and Public Relations Writing. They noted that they would benefit from more flexibility in selection PR- and Advertising-specific courses in their first two years.

Required internships must involve at least 200 hours of work and students are responsible for identifying, applying for, and securing internships. The School offers competitive internships to students enrolling in academic programs that include internship assignments. These include the Statehouse News Bureau and the Scripps Semester in D.C. program.

SUMMARY:

The program revolves around a 12-hour core. Most students select either the News & Information Track or the Strategic Communication Track. Beyond the core and track requirements, students are afforded the opportunity to complete four three-credit elective classes.

Students note the difficulty in gaining broadcast education and experiences unless they pursue extracurricular activities at WOUB. All students noted that student media experiences provide high quality learning opportunities, but students are challenged to balance both required classwork, extracurricular, and often, part-time employment.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

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

Although the School was found in compliance on Standard 3 by the ACEJMC site team who visited in 2013, the Accrediting Council at that time was deeply troubled by some of what it saw and many felt the School should have been found out of compliance. In particular, Council members were alarmed that the School did not have a diversity plan, as mandated in Standard 3, had not done well in the recruitment of students of color, and did not have a particularly robust curricular program in this regard.

This site team saw much improvement, and even more clear effort. The School created a Diversity Planning Committee in 2013, and the resulting plan was approved by the faculty in April 2014. The plan is a blueprint for increasing diversity in the faculty and student body and for shaping curriculum that prepares students to function well in a diverse society. The plan details the school's commitment to increase specific underrepresented minority groups among faculty and student populations. This commitment encompasses gender, race/ethnicity, socio-economic class (considered a significant concern, given Ohio University's Appalachia location), and LGBTQ populations.

The plan clearly states the School's commitment to the recruitment and retention of a diverse student body, and the recruitment, retention and promotion of diverse faculty. It also mandates the inclusion of global and domestic diversity topics in learning outcomes, readings, and assignments for at least a quarter of all track and elective courses, as well as an expansion of study-abroad opportunities for all students. An assessment component specifies a regular syllabus review of core courses and track/elective courses to ensure diversity content. Knowledge surveys during freshmen and senior years and professional evaluation of capstone projects seek to assess student understanding of global and domestic diversity concepts.

Ohio University named a new president, M. Duane Nellis, in 2017, and he has declared diversity an emphasis of his administration. This year, the University as a whole received the 2018 *INSIGHT into Diversity* Higher Education Award for its "level of achievement and intensity of commitment" to increasing diversity and inclusion on campus through initiative programs and outreach; student recruitment, retention and completion; and faculty/staff hiring practices.

b) 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.

Since the previous re-accreditation, the School has instructed its faculty to include diversity-focused content across the curriculum “to ensure that every journalism major engages with content that helps them see the world through the perspective of the ‘other.’” All core courses are supposed to include diversity issues, and freshmen core courses JOUR1010 Future of Media, JOUR2311 Multiplatform Reporting and Writing, and sophomore courses JOUR3200 Media, Ethics, and Society have extensive diversity components. Additionally, journalism majors must take either an African American Studies course or a Women’s, Gender and Sexuality Studies course, as well as a General Education cross-cultural course, to fulfill liberal-arts requirements.

For more than a year, the faculty have considered making a diversity-specific course, Gender, Race and Class, a requirement for all students. However, that proposal has languished in the Curriculum Committee without action.

While capstone courses have a diversity and inclusion requirement, the school’s assessment process has reported that it is applied unevenly across sections and has mandated an improvement plan.

The school’s acclaimed Media and Civil Rights spring-break course has expanded in the past two years to include bus trips to civil-rights landmarks in Alabama, Mississippi and Tennessee. The School recently collaborated with the Scripps Howard School of Journalism at Hampton University and Bloomberg on a week-long training program in Washington, D.C., to reach more diverse students for the existing Ohio University-Bloomberg program.

Internationally, students may participate in faculty-led study away experiences in South America, Europe, Asia, and Africa. Director Stewart has worked with students in the Global Leadership Center since 2015 on international consulting projects in Cambodia. Students and faculty also collaborate with peers from Germany and Hong Kong through the school’s long-standing collaboration with Leipzig University’s Communication Institute and the School of Communication at Hong Kong Baptist University.

The faculty hold several meetings and an annual retreat to review progress on the diversity front, including curriculum. The assessment committee, which covers syllabi review and diversity-related goals, reports directly to the faculty on curricular-related diversity issues and recruitment efforts.

Diversity-oriented extracurricular programming is another critical component of the school’s efforts to expose students to societal and cultural diversity. The “90 Minutes” on-campus speaker series often features speakers of color and issues centered on diversity, equity and inclusion. Recent examples have included Soledad O’Brien and her multimedia “Black in America” presentation and public screenings of films by Parvez Sharma that address struggles facing gay Muslims. These sessions are a requirement for students in the JOUR2311 class.

The annual Schuneman Symposium on Photojournalism and New Media and the Kiplinger Program in Public Affairs Journalism also bring in such speakers as Nadine Ajaka (*The Atlantic*), Clarence Page (*Chicago Tribune*), Wesley Lowery (*Washington Post*), Bo He Kim (Storify) and Errin Haines Whack (AP Race and Ethnicity Team) to engage with students. Students met with 2108 Kiplinger Fellows from Nepal, Nigeria, Spain and the U.S. who spent a week on campus last April.

All of the above encompass significant improvement in this accreditation cycle. That said, many faculty,

alumni and students feel the School has not gone far enough. They would like to see the diversity-focused class be a requirement, and would like to see more classes either required or incentivized to attend the “90 Minutes” sessions, which, according to the program’s organizer, are often sparsely attended by School of Journalism students and faculty relative to those in other programs, despite being run by a faculty member in the School.

In discussions with students, the site team observed a general appreciation and respect for matters of diversity, equity and inclusion, but a desire among many students – both white and students of color – for more facilitated interaction.

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

The School has an expressed commitment to recruiting and retaining a more diverse faculty, including full-time faculty, adjuncts and visiting professionals. The numbers reflect modest progress. The percentage of whites in the full-time faculty has decreased from 84 percent to 78 percent since the 2013 site visit, and the percentage of women has increased from 38 percent to 48 percent. In fact, the school has not hired any white male tenure-track faculty since 2012. It has added two African Americans and one Native American to the full-time faculty, although one African American associate professor left the school earlier this year to become dean of the School of Journalism and Graphic Communication at Florida A&M University. Among 25 current full-time faculty, 16 percent are Black/African American; 12 percent are international and 4 percent American Indian/Alaskan native.

Some domestic-minority faculty members raised concerns about their relative lack of numbers, and said the School needs to try harder to recruit and retain minorities. In discussions with the director, the site team came away believing this is a priority for him, but minority faculty wonder if it is enough of a commitment for their colleagues, who lead faculty searches. One minority faculty member said, “This is not a nurturing environment for faculty of color.” Another indicated a sense among minority faculty that white colleagues: “won’t stand in your way, but they won’t help you out, either.”

The school emphasizes fairness in treatment of all faculty members, including salary levels. The salaries of female faculty in all except one classification are generally higher than those for men of similar rank. The number of women on the faculty is the highest it has ever been, and more women occupy leadership roles than in the past. Every woman and minority faculty member who has applied for tenure and promotion since the last self-study has been successful. The school is required to conduct searches for adjunct faculty members, with oversight from the university human resources office.

d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

Again, there is progress. The overall demographic composition of the School (81.5 percent white) is in most regards closely reflective of the state of Ohio (82 percent white). In the last report, 90 percent of the students were white.

Today, the most significant shortcoming is in African Americans; the School’s student population is 5.2 percent black, while the state’s population is 12.9 percent black. That is better than in 2013, when the

School's population was 4.5 percent, but it is clearly lagging and the administration recognizes that.

The director and admissions staff meet on a regular basis to discuss effective strategies. Those include:

- University-level undergraduate admission advisers travel throughout Ohio and the nation, including attendance at minority-specific fairs, such as 100 Black Men and the U.S. Hispanic Leadership Institute.

- Two annual campus visit programs are especially designed for multi-cultural students.

- The School sponsors an annual, residential, summer High School Journalism Workshop, targeted at students of color. The on-campus workshop attracts more than 100 students from 12 to 15 states each year, with about one-third of those funded by diversity scholarships. These scholarships are covered by an endowment earmarked for diversity recruiting and pay the full cost of the multi-day program plus room and board. Several alumni from underrepresented groups are instructors, and keynote speakers represent diverse backgrounds. The program has had some success in attracting students of color to the Scripps School.

Both active academic advising for minority students and the support offered by the Leon Harris Student Support Center, located in Schoonover Center, are credited with playing a critical role in maintaining a 91 percent retention rate. (Harris, a 1983 alum, is a noted African American journalist and network anchor in Washington, D.C.)

Professional student organizations cited throughout this report also play a strong role in student retention.

e) 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.

In the past two years, the Scripps College of Communication has had two high-profile, publicized cases involving allegations of discrimination or harassment – one with a faculty member/administrator as the alleged victim and the other with a faculty member as the accused offender. In the first, an associate dean who is African American sued the University after her contract in that position was not renewed, claiming the dean had discriminated against her because of race and gender. She subsequently took an administrative position elsewhere and dropped the lawsuit. In the second case, the final resolution of which was still pending at the time of the site visit, a journalism professor was found to have sexually harassed a graduate student on an overseas trip. He was suspended pending final discipline.

Ohio University President Duane Nellis wants the university to become “a national leader for diversity and inclusion.” To that end, he upgraded the institution’s chief diversity position from vice provost to vice president for diversity and inclusion, with the goal of creating an environment “where difference in all of its forms is welcomed and celebrated.” In keeping with the president’s mandate, the school has also increased the racial/ethnic and gender diversity of its Professional Advisory Board.

President Nellis instituted a university-wide online training program to increase awareness of the rules and requirements regarding sexual harassment. Most faculty members in the Scripps School have completed the “Bridges: Building a Supportive Community” program, which outlined the role of faculty and staff as mandatory reporters and clearly defined acceptable and unacceptable behavior.

The School also recognizes the potential vulnerability of students in required internships to sexual

harassment. Last year, it invited student media leaders to join a student-led task force charged with recommending ways to better protect students from harassment, especially during off-campus internships and other programs. The school has implemented several suggestions, including an internship orientation workshop and a multi-tiered online student survey. The latter is sent to students at several points throughout their internships. Finally, students can access several video interviews with representatives from such support offices as Title IX on the School's YouTube channel.

The Kiplinger Program has partnered with the school to increase outreach to Native American students, including support for the Native American Journalists Association and the creation of a NAJF Scripps Scholar Program. Faculty member Victoria LaPoe has installed a mentor program on campus for Native American students through NAJA and helped revive the Native American Journalists Student Fellowship. Latino/Hispanic students in journalism have also created a new student organization.

SUMMARY:

Evidence abounds that the E.W. Scripps School of Journalism takes issues of diversity and inclusion seriously. Since its 2013 re-accreditation – and a site-team report that found the School in compliance on this standard, despite various issues – the School has undertaken an impressive array of efforts to improve in this regard. That said and recognized, there remains much to be done, especially in the recruitment and retention of African American students and domestic-minority faculty. With the likely departure of two black faculty members, this priority should be front and center moving forward.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Table 6. Faculty Populations

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

Academic year: 2017–2018 Full-time Faculty

| Group | Female | % of total faculty | Male | % of total faculty |
|----------------------------------|---------------|---------------------------|-------------|---------------------------|
| Black/African American | 2 | 8% | 2 | 8% |
| American Indian/Alaskan native | 1 | 4% | | |
| White | 8 | 32% | 9 | 36% |
| International faculty (any race) | 1 | 4% | 2 | 8% |

Total Full-time Faculty: 25

Academic year: 2017–2018 Part-time Faculty

| Group | Female | % of total faculty | Male | % of total faculty |
|----------------------------|---------------|---------------------------|-------------|---------------------------|
| Black/African American | 1 | 6% | 1 | 6% |
| Asian American | 1 | 6% | | |
| Arab American | 1 | 6% | | |
| Hispanic/Latino (any race) | | | 1 | 6% |
| White | 3 | 18% | 6 | 35% |
| International faculty | 2 | 12% | 1 | 6% |

Total Part-time Faculty: 17 (including graduate student teaching assistants)

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

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

Unit performance with regard to indicators:

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

School faculty are bifurcated into Group 1 (tenure-track faculty) and Group 2 (full-time instructors on multi-year contracts). Faculty in both groups maintain a multi-step evaluation process with an emphasis on student evaluations of teaching. Under school policy, teaching and research are co-equals in level of importance for tenure and promotion, followed by service. Expectations for both promotion and balance between teaching, research and service are clearly communicated to faculty.

There are two faculty hiring processes, depending on whether the position is Group 1 or Group 2. For the former, the director appoints a search committee which drafts a job description that is presented to full-time faculty. Once these steps are completed, the position is approved by the dean of the college. The search committee then reviews applications before commencing phone interviews and reference checks. Three or four finalists are brought to campus for a two-day interview that includes teaching and research presentations. The committee then gathers all feedback, including student perspectives, before making a recommendation to faculty, who then rank order the finalists. Group 2 faculty hires also generally involve a search committee and faculty approval of the job description. The director interviews and screens finalists in this faculty Group.

The Ohio University Faculty Handbook was updated in August 2017 and provides an exhaustive overview of University policy relative to the selection and evaluation of all faculty.

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

In the past three years, 68 percent of all the School's 110 core courses have been taught by full-time, tenure-track and fixed-term faculty. The quality of that instruction appears to be strong, and those faculty generally get good reviews from students.

The remaining courses in the core are taught primarily by graduate students, either in sections or in stand-alone courses. Although some of those graduate students have significant professional experience, others do not, and the quality of those students as teachers appears to vary widely. In fact, one of the most frequent and resonant complaints from students and recent alumni was about the poor quality of some TA instruction.

Every Group 1 (tenure-track) faculty member is expected to participate in research and/or professional creative activities. The School values teaching and research as "being equally important and integral elements of scholarship." Service is classified as important and meaningful, but not wholly sufficient for tenure or promotion. A typical Group 1 faculty member might have a 40-40-20 percent distribution of teaching, research/professional activity, and service, respectively, although Group 1 faculty can negotiate different percentages, with acceptable ranges of distribution varied based on rank, faculty

interest and strengths. This model gives faculty a generous ability to chart their work distribution according to a School policy enacted in the 2012-2013 academic year.

Of the School's 23 current full-time faculty members, seven are full professors, eight are associate professors, four are assistant professors, three are lecturers and one is visiting professional faculty.

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

School faculty are active in national and international conferences, buoyed by a \$2,500 annual travel allowance. A sample of 10 faculty in the period of review illustrates a highly engaged faculty balancing professional development opportunities with conference presentations and attendance, including the Poynter Institute, Yale Publishing Course Magazine program, Lean Enterprise Institute and Reynolds Journalism Institute, among several others.

The range of unit faculty involvement across these areas illustrates a commitment to staying abreast of the rapidly changing industry. Faculty have participated in areas as diverse as data visualization, storytelling, media analytics, value stream mapping, newsroom diversity and hyperlocal journalism.

Worth noting is the School's Public Relations Student Society of America chapter, which is thriving. With the departure of its adviser last year, however, there does not appear to be a long-term faculty replacement. The School might seek an adviser who is a PRSA member to meet PRSSA adviser policy and offer the same level of commitment and stability the organization has enjoyed in previous years.

d) The unit regularly evaluates instruction, whether on-site or online, using multiple measures that include student input.

The School promotion and tenure policy clearly explicates the School's emphasis on teaching: "The School prides itself on excellence in teaching performance, which is built upon professional and scholarly knowledge." Excellence in teaching is predicated on effectiveness (teaching outcomes), involvement (enthusiasm toward subject and students), expertise (knowledge and staying up-to-date), innovation and refinement and pedagogy. The evaluation rubric captures quantitative feedback in the classroom, and students receive an email outside of class to write qualitative comments about their courses.

Advising is considered part of teaching, and each faculty member has a designated number of students to advise.

All School faculty are evaluated by students, and students evaluate their advisers through a separate instrument. Faculty in both groups undergo a peer-evaluation process and the director evaluates faculty as a final step in the process. The evaluation process is codified in the School's Peer Evaluation Process, which was passed by the faculty in 2013.

The peer evaluation process occurs in the fall for the previous academic year. A committee composed of all Group 1 and 2 faculty members is formed, with various roles of committee involvement dictated by group. The Peer Evaluation Committee reviews each faculty member through a highly participatory process before providing a recommendation of faculty teaching that "exceeds expectations," "meets expectations" or "needs improvement."

The director uses student evaluations of teaching and advising, the Peer Evaluation Committee letter and his or her own observations to determine merit raises for the following year.

Probationary faculty and adjuncts undergo commensurate evaluation processes through multiple instruments and review.

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

The School is recognized for its solid university citizenship across campus, and School faculty are active members of university committees and in the community. Despite the School's strong reputation on and off campus, there is the potential for the School to slip into a complacency mode. In conversations with faculty, some said the School is not as nimble as it could be in adapting to rapid industry change.

An aphorism on the wall in the Scripps College Building lobby ends with, "Make it Known." The challenge for the School is to make it known it is as relevant and current as ever.

SUMMARY:

The faculty are impressive in range of experience, quality of research and teaching and service. Faculty genuinely enjoy their work and show great pride in students and their achievements. Collegiality is apparent across the School, and students praise faculty for accessibility and commitment to their success. Across campus, School faculty are regarded as good university citizens who more than contribute to the academic vitality of the university.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

All Group 1 (tenure-track faculty) are expected to have active research/creative agendas. For most faculty in this grouping, approximately 40 percent of activity includes research/creative work, but there is flexibility in this number based on the strengths and interests of faculty members and through consultation with the director. The School is liberal in its definition of faculty research and creative/professional activity, providing full credit for activities that may not include “more traditional approaches such as producing scholarly books or peer-reviewed journal articles.”

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

Faculty workload expectations are clearly stated in the School’s promotion and tenure document. Most Group 1 faculty apportion time as 40 percent research/creative activity, 40 percent teaching/advising and 20 percent service. The School’s policy for workload is sufficiently flexible and calibrated jointly between the faculty member and director, and workload percentages can change over time based on the needs and interests of the school and faculty member.

Activities that count toward “research/creative” are clearly described in the Ohio University Faculty Handbook and school’s P&T document. Group 1 promotion encompasses a trio of scenarios, each with explicit criteria: instructor to assistant professor, assistant professor to associate professor, and associate professor to professor. Group 2 faculty are similarly categorized, from instructor to lecturer, lecturer to associate lecturer, and associate lecturer to senior lecturer.

The School provides an impressive array of support structures for upward mobility of faculty members, including startup research funds, travel support and assigned graduate-student research assistants. Probationary faculty also generally receive two course releases to support research and/or professional and creative activity. Tenured faculty also have access to research incentive funds from grants, travel funds, graduate research assistants, and Honors Tutorial stipends.

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

Evaluation criteria is clearly explicated in the OU Faculty Handbook and the school’s P&T document. The school’s mission statement begins with its dedication to meeting the needs of its students, although a similar corollary could exist for faculty members. A strong commitment to flexibility is evinced as follows: “To fully accommodate the academic freedom of each colleague, the School’s Promotion & Tenure Policy gives *equal consideration* (italics added) to scholarly research and professional creative activities; the same equitable consideration is applied to annual peer evaluations of each faculty member.”

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

School faculty have generated an impressive record of scholarly activity to augment the School's reputation. In the period of review, 17 members of the research/creative faculty received more than 20 awards or honors, produced eight scholarly books and six textbooks, wrote 27 scholarly book chapters, presented 81 papers at refereed conferences and gave 41 invited research talks/papers. In addition, faculty actively organize and host conferences. School faculty organized 26 conferences or workshops.

Faculty are sought-after keynote speakers and panelists, and faculty received more than a dozen internal grants, such as sabbatical fellowships, and generated 32 external grants, including the Young African Leadership Initiative (\$1.94 million over four years) and the Study of the U.S. Institute on Journalism and Media (\$2.57 million total).

The breadth and impact of faculty research and creative/professional activity is commendable and clearly contributes to the School's national and international reputation.

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

Adopted in 2013, the School's mission statement is to "provide an education that emphasizes professional excellence, critical thinking and social responsibility." From all indications, the School adheres to the mission by valorizing academic freedom in its many forms. The School offers a wealth of opportunities outside the classroom, including lectures from industry leaders, seminars and workshops.

The unit climate is bolstered by a director who is seen as generous, supportive and remarkably accessible considering the demands on his time.

Summary:

The pathway for rank advancement among faculty is illuminated through mentorship and documentation. Expectations for tenure and promotion are clear, and faculty cite the yearly review and peer evaluation process as especially helpful in professional development. The range of supports from course releases to startup grants are generous and allow faculty to conduct high impact research and engage in creative and professional activities that effectively merge faculty interests with School needs.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

| Scholarship, Research, Creative and Professional Activities | Total from Unit* | Professors (n=5) | Associate professors (n=10) | Assistant professors (n=2) |
|-------------------------------------------------------------|------------------|------------------|-----------------------------|----------------------------|
| | | | | |
| Awards and Honors | 20 | 3 | 15 | 2 |
| Grants Received Internal | 13 | 5 | 6 | 2 |
| Grants Received External | 32 | 11 | 21 | |
| Scholarly Books, Sole- or Co-authored | 8 | 4 | 2 | 2 |
| Textbooks, Sole- or Co-authored | 6 | 1 | 5 | |
| Books Edited | 1 | | | 1 |
| Book Chapters | 27 | 11 | 16 | |
| Monographs | 1 | 1 | | |
| Articles in Refereed Journals | 75 | 17 | 45 | 13 |
| Refereed Conference Papers | 81 | 31 | 35 | 15 |
| Invited Academic Papers | 41 | 22 | 18 | 1 |
| Encyclopedia Entries | 10 | 1 | 9 | |
| Book Reviews | 26 | 18 | 6 | 2 |
| Articles in Non-refereed Publications | 31 | 23 | 8 | |
| Juried Creative Works | | | | |
| Non-juried Creative Works | 16 | 5 | 11 | |
| <i>Other (please specify)</i> | 82 | 14 | 63 | 6 |
| Editing/co-editing/guest editing research journal | 7 | 4 | 2 | 1 |
| Organize conferences/workshops; consulting | 27 | 7 | 19 | 1 |
| Speaker / participant at academic conference | 48 | 2 | 42 | 4 |

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

E.W. Scripps School students are advised throughout their time at Ohio University through a hybrid advising model that relies mainly on faculty advising at the School level, but also includes student access to a professional advising staff at the College level. The faculty takes particular pride in its long history of serving as advisers for the School's students.

All freshman students are advised by a School of Journalism faculty member, Nerissa Young, beginning with freshman orientation in the summer before they begin classes and continuing through their first year. In the spring of their freshman year, students are assigned to a faculty adviser in the School for advising and keep that adviser through the remainder of their time at the university. Students are advised by faculty members for up to 30 minutes once each semester (though many report much shorter sessions), and may not register for classes until faculty members have lifted their advising holds.

For course substitutions, routine paperwork, or questions when their faculty advisers aren't available, students may turn to the College-level Harris Student Support Center, which is open from 8 a.m. to 5 p.m. weekdays. Students can make appointments with one of two professional advisers or the associate dean. The Advising Center also includes an internship coordinator, who is available to help students search for and secure internships.

All freshmen in their first semester are assigned to one of seven Learning Communities led by journalism faculty, and students learn how to navigate in the college environment. A session during the site team visit, for example, offered students tips on securing a faculty mentor. Each Learning Community takes two general education courses together as a group. Faculty members say the students of each Learning Community bond as a group, offering them a supportive environment for their first year. The communities also give faculty members opportunities to begin a mentoring relationship with students.

An online student record system, DARS, outlines the curriculum for each student and allows faculty and students to track their progress toward graduation. The School offers training sessions to new faculty members each year, and faculty members' advising duties are part of their annual peer evaluations. Students also have access to a single-page, double-sided "Journalism Checksheet" that summarizes all degree requirements.

b) Faculty are available and accessible to students.

All faculty hold regular office hours. Students report that faculty are readily available during office hours and at other times. A few students complained that advisers were assigned to them outside their

specialty area (e.g., News & Information track students assigned to Strategic Communication professors) or that advising was rushed and didn't inform them of all opportunities available to them. Other students were effusive about the quality of advising and the amount of time their professors were willing to commit to them, both for course scheduling and career counseling. It appears the quantity and quality of the faculty advising is uneven.

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

The School sends students a weekly email newsletter to inform them of opportunities available within the unit, including events, visiting speakers, and the like. Regular advising keeps students informed of the requirements and policies of the unit. Students also have access to their own degree progress reports and the Journalism Checksheet.

The School and its students have access to a job and internship database that is administered at a University level. An internship coordinator at the College level regularly makes presentations to classes and organizations about internships and also sends students a bi-weekly electronic newsletter.

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

The wide-ranging extra-curricular opportunities available to Scripps School of Journalism students is one of the true strengths of this program. An impressive range of media outlets and student groups offer students myriad opportunities to hone their skills outside of the classroom.

Those opportunities include 1804 Communication, a student advertising and public relations agency; Associated Press Sports Editors; Association for Women in Communication; the Ohio University Advertising Association; the magazines *Backdrop*, *Global Spotlight*, *Southeast Ohio*, and *Thread*; the Black Student Communication Caucus; Ed2010, an organization for students interested in working in the magazine industry; the Public Relations Student Society of America; the Scripps Hispanic Network; and the Society of Professional Journalists. Students may also work for *The Post*, an independent student newspaper, which has a staff of about 100 and consistently wins national awards, or WOUB Public Media, which operates AM, FM, and digital radio stations and a television station. The station is overseen by a professional staff but offers students ample opportunities for editorial, engineering, and other duties.

Some students were displeased that work for student organizations was unpaid and didn't offer college credit. In addition, a few students and faculty questioned the effectiveness of recently combining the School's advertising and public relations agencies into one agency, 1804 Communication. But overall, student satisfaction with extra-curricular activities was high. The SPJ and PRSSA recently won national awards for best chapter, attesting to the overall quality of the students and their advisers.

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

The School made available a wealth of statistics – all favorable – showing its graduation rates,

placement rates, and other statistics for tracking student progress and gaining insights for improving its programs.

The School's surveys found that more than 90 percent of graduates surveyed from the classes of 2015, 2016 and 2017 were working in journalism and mass communication. Graduation rates were also high. For the freshman class of 2013, for example, the School's four-year graduation rate was 74.7 percent (compared to a university graduation rate of 45 percent). Retention rates of freshmen were very high as well; the School retained 90 percent or more of freshmen entering in 2014, 2015 and 2016, a full 10 percent higher than the university as a whole in each year.

SUMMARY:

The School offers ample support and services for students to ensure a timely completion of its programs, and retention rates and graduation rates attest to the unit's success. A wide range of extra-curricular activities offers students extensive opportunities for experience. Some complaints from students indicate that the School may want to address inconsistencies in the depth of faculty advising, and to at least consider more reliance on professional advisers. Additionally, students could benefit from an internship and careers specialist working at the School level.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

For 2017-18, the School had a budget of \$3.50 million, supplemented by an endowment from the Scripps Howard Foundation to support student scholarships, faculty travel, technology, a visiting professional, the unit's High School Workshop, and other needs. The School has other endowments as well. The School has launched a scholarship drive in anticipation of its upcoming centennial celebration.

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

The School reports that the endowment funds coupled with its university budget and alumni gifts are adequate to support its programs. As one of five schools in the Scripps College of Communication, the Scripps School of Journalism is comparable in size to two other large units, the School of Media Arts & Studies and the School of Communication Studies. Their budgets are comparable as a result, though the School of Journalism suffers slightly under the College funding formula, which is partially based upon student credit-hour production. However, the School of Journalism is the only unit to enjoy the benefits of a school-specific endowment.

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

In December 2013, the School moved into a newly renovated building, the Schoonover Center for Communication, shared with the four other units in the College. The Center is a large and welcoming facility for the College's programs, and all full-time faculty and staff offices are located there. The building includes the Lasher Learning Center, a large multipurpose room that includes reserve materials, reference works, and the School's Bloomberg terminal. Schoonover also includes the Harris Student Support Center.

Schoonover is connected to the Radio-Television Building, which was renovated in the past five years and includes television studios, computer labs, and research labs. Students have access to a large multipurpose room in nearby Scripps Hall, the School's former home. Auxiliary office space for retired faculty and graduate student teachers are located in the Sing Tao Center.

These facilities are among the finest seen by members of this experienced site team.

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

The School's four computer labs are updated on a rotating basis, and no computer lab is older than four

years old. Students have access to a podcast lab in the Schoonover Center as well as a virtual reality lab in Scripps Hall that is maintained by the School of Media Arts & Studies. Faculty members report that they are pleased with the resources available to them.

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

The university's library is located nearby, and its online materials are readily available to faculty and students. Students and faculty reported no issues with access to library and information resources.

SUMMARY:

The School enjoys access to recently renovated buildings with a wide range of labs and other spaces that benefit its faculty and students. It has a budget adequate to meet its ambitious programs.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

A strong and enduring bond with its alumni, across generations, is a profound strength of this program. The presence of distinguished alums is clearly alive here, whether in frequent speaking engagements, networking events or in the myriad representations of successful alumni on posters and plaques.

The School communicates with alumni through social media, including Twitter and an active Facebook page, and posts stories regularly on the school's website: <http://scrippsjschool.org/news>. The School publishes an alumni magazine, *The Ohio Journalist*, and this year, in anticipation of its 2023 centennial, produced a book about the history of the School. It will be distributed as a free PDF to all alumni and students in 2019.

The School engages with alumni, professionals and professional associations in numerous ways to benefit from their expertise and to create ongoing dialogue and exchange of ideas. Professionals are regularly invited to speak to classes, and several alumni return to campus each spring for Senior Saturday, where they offer career and life advice and counsel to upcoming graduates. Alumni and professionals serve on the Professional Advisory Board, which meets once each year and provides feedback on such topics as enrollment, curriculum, diversity and structure. For example, the Advisory Board offered critical input on the upcoming transition of the Kiplinger Program in Public Affairs Journalism from Ohio State University to Ohio University. That program, designed mainly for mid-career training, will also enable students and faculty to attend training workshops and network with 20 professional journalists from around the nation and the world each spring.

Alumni and professionals provide vital input on the development of specific programs and initiatives – as well as crises. When the school was preparing to launch the Scripps Semester in DC initiative, it hosted a special meeting with Washington-based alumni at the National Press Club to share information and get feedback. Counsel from several alumni also helped shape the School's response to the controversy surrounding College of Communication alumnus Matt Lauer in 2017. A task force of alumni has worked with faculty to improve monitoring and support for students during their internships.

Faculty members participate actively in major professional organizations, including the National Association of Black Journalists, Radio Television Digital News Association, American Advertising Federation, Association for Women in Communication, Public Relations Society of America, and Society of Professional Journalists. In addition, they advise active student chapters of many of these, as well as other student associations, such as the Black Student Communications Caucus. Faculty members serve as editors or co-editors of academic journals, providing opportunities to keep colleagues and students current with communications research and ideas.

b) The unit provides leadership in the development of high standards of professional practice

through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The School has made a concerted and generally successful effort to obtain grant funding to support training sessions and workshops for journalists and its own journalism faculty at the state, regional, national and international levels.

As an example, the School co-sponsored an IRE Watchdog Workshop in Columbus. The workshop sought to improve journalists' ability to find information on the Web quickly in order to add depth to their daily work and to produce enterprise stories. The weekend workshop also featured a Computer-Assisted Training event on how to use Google spreadsheets for deadline and beat reporting on financial and data issues.

The School also collaborated with Nationwide Children's Hospital and Ohio Mental Health and Addiction Services on a grant that has resulted in the presentation of a series of suicide-reporting workshops on several campuses in Ohio, Pennsylvania, and Michigan.

Student media and organizations provide valuable developmental opportunities to students – and great service to the surrounding community. School-run WOUB-TV offers the only daily television newscast in southeastern Ohio, serving 55 counties in four states. *The Post*, an editorially independent student newspaper with faculty advisers, is distributed throughout Athens County and covers city and county news. Faculty provide particular guidance in such areas as ethics and access to public records. In 2017, *The Post* won the Society of Professional Journalists' Mark of Excellence Award for the best non-daily student newspaper in the nation. Students also produce and design the award-winning semi-annual Southeast Ohio Magazine.

Faculty members advise several student organizations, including the award-winning Society of Professional Journalists Chapter (National Chapter of the Year, 2016-18) and Public Relations Student Society of America (Teahan National Award for Outstanding Chapter 2018 and Teahan National Award for Outstanding Chapter Firm 2015).

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

Overall, faculty members are highly involved with campus organizations and activities and academic and professional associations. The School supports faculty involvement in professional organizations and academic associations, and provides Group 1 faculty members with annual travel stipends of \$2,500, in part to support attendance at professional and academic conferences. Faculty hold leadership positions in such groups as AEJMC, National Association of Black Journalists, Native American Journalists Association, International Communication Association, Journalism Education Association, and Society of Professional Journalists.

Through participation in these and other groups, faculty members review papers, serve as officers, and take part in conferences and other programs as moderators, panelists, and speakers. They frequently judge regional and national competitions and both write for and edit academic journals. The School is

encouraging involvement in entering more national award programs, such as Hearst, to enhance its visibility.

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

As noted, the School annually brings many speakers to campus, both for classes and special lectures/events, and has been successful at obtaining grant funding for training and workshops for journalists from local to international organizations. Faculty have a long record of involvement with service projects that benefit the community. For example, in 2014 they participated in a statewide public records audit conducted by Ohio Coalition of Open Government to determine compliance with Ohio public records laws. Working with the Ohio Newspapers Association and the Ohio Association of Broadcasters, they audited all 88 Ohio counties and published the results.

In 2016, the students organized a Future of Student Media Summit, attended by over 100 media innovators who discussed challenges facing collegiate media. The Scripps School is a primary sponsor of “90 Minutes,” a speaker series designed to create discussions on campus about politics, racism, sexism, and global topics. It is open to students, faculty, and the general public, and features individuals who have both suffered from and worked to address such issues as bigotry and discrimination.

Service learning for students includes internships and international collaborative opportunities. All graduates must complete at least one internship that is pre-approved by an adviser and formally evaluated by an internship supervisor. These internships must involve at least 200 hours of work. Through the Scripps Semester in D.C., students can combine a full academic program with internships with such organizations as NPR, Vox, the Smithsonian Channel, and the White House Desk at *USA Today*. The School founded what is now the Center for International Journalism in 1991. Since then, 282 Scripps students have completed foreign correspondence internships in 32 countries. A collaboration among the school, Leipzig University’s Communication Institute, and the School of Communication at Hong Kong Baptist University allows students from all three campuses to work together on projects.

Civic engagement has long been a commitment of the School. For the past decade, Scripps and the School of Visual Communication have co-sponsored the annual Schuneman Symposium on Photojournalism and New Media. Faculty develop and organize the program, as well as recruit speakers and promote this multi-day public event. Several faculty members serve on community boards and associations and work with international journalists and communities through the Center for International Journalism.

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

Scripps’ annual High School Journalism Workshop, begun in 1946, enrolls about 100 students from more than a dozen states, with approximately one-third receiving diversity scholarships. Faculty members manage the workshop, with alumni and other professionals as instructors. The event includes a mandatory discussion session on “The Importance of Diversity.” Six students who attended the workshop with diversity scholarships are currently enrolled in the school. Workshop students may choose from seven or eight tracks in such areas as photojournalism, news, broadcast journalism, and

strategic communication. Faculty members critique student work on site as well as from their high school publications.

Director Stewart also visits several high schools each year, offering a one-period workshop on video shooting and editing with a mobile device. One of those visits, to Oyler School in Cincinnati, has resulted in a partnership between Scripps students who staff the independent student newspaper, *The Post*, and Oyler students from their newspaper, *The Griffin*. Students from Oyler have traveled to several High School Journalism Workshops in recent years, and this fall they are making a special weekend trip to Athens to build an online presence for *The Griffin*. As part of a continuing mentoring relationship, *Post* staffers will continue to provide feedback to the Oyler group.

SUMMARY:

The Scripps School has a tradition of strong communication and engagement with its alumni, as well as professionals and professional associations. The School works to advance the profession and serve the community. The School offers specialized workshops and other continuing education activities and provides financial support for students and faculty to attend professional association and conferences. Ethics is emphasized in numerous courses, and students are required to take a course in ethics, mass media, and society. Students experience service-learning through internships and international experiences. Overall, civic engagement is a priority, as evidenced through numerous faculty-led programs, diverse speaker series, and the highly regarded annual High School Journalism Workshop, attracting students from a dozen states.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)

The unit defines learning goals for students. Students complete a common 12-hour core of classes that address most values and competencies. Other required coursework in the tracks address values and competencies. Standard 2 Curriculum and Instruction provides a detailed explanation of coursework used to ensure compliance with the “Professional Values and Competencies” of this Council.

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

The School was found out of compliance on assessment in its previous visit. In response, the School adopted its present assessment plan in 2013. The plan begins with the Mission Statement for the unit (shown below) and addresses the ACEJMC Values and Competencies. The mission statement is listed on the School’s website.

Mission Statement – E.W. Scripps School of Journalism

The E. W. Scripps School of Journalism is committed to providing an education that emphasizes professional excellence, critical thinking, and social responsibility.

To maintain and enhance our democratic society and the free exchange of ideas, journalism must be built on the principles of truth, accuracy, and independence. Our faculty search for these principles, our students strive for them, and our alumni live them.

Through a blend of professional education, practical experience, and intellectual exploration, we teach journalism in a way that it can be applied to many professions and to a rewarding life in a multicultural and fast changing world. Whether it's telling a story, building a brand, or engaging in research, we prepare students for their chosen professions now and as those professions change in the future.

The assessment plan includes an appointed assessment committee, consisting of at least five faculty but no more than eight members. The School director serves as an ad hoc committee member.

In the assessment plan are four indirect and three direct assessment measures. All seven measures are reflective of an assessment protocol appropriate for the unit.

Indirect Measures

1. Syllabi Audit (indirect measure)
2. Alumni Survey (indirect measure)

3. Annual National Survey of JMC Grads (indirect measure)

4. Student Competitions (indirect measure)

Direct Measures

5. Employer Internship Performance Evaluations (direct measure)

6. Freshmen/Senior Knowledge Survey (direct measure)

7. Senior Capstone Project Review (direct measure)

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

The assessment plan presents indirect and direct assessment approaches but implementation is uneven. In practice, the assessment *committee* appears to function as a collective of individuals assigned to administer individual components of the assessment plan. This is not necessarily an ineffective approach, as long as these individuals contribute to the overall assessment task. But the appearance of a cohesive assessment committee was lacking. Not all faculty in the unit appeared to recall the assessment approaches. Most could name about three of the seven approaches.

The assessment plan's audit of course syllabi proves useful as an indirect assessment measure but also as a curriculum effectiveness measure. The audit ensures consistency in addressing values and competencies in the 12-hour core and provides for evolution of the curriculum as the faculty in the school enhance their understanding of the required core. The School closed the loop adequately by explaining how it has used the results of course syllabi examinations to ensure that values and competencies are presented in core classes.

Two indirect measures, an alumni survey and student participation in national competitions, provide the opportunity for School graduates and professionals to assess the work of students. Surveys of alumni and seniors provide quantitative data. The National Survey of JMC Grads is of limited value due to the termination of the study, but faculty report an internal effort to use OU-derived data of graduates as a replacement indirect measure. A new survey of graduates was launched in Fall 2017. Sufficient data has not been gathered but this holds promise to be useful.

The Scripps School's chapters of the Society of Professional Journalists and the Public Relations Student Society of America were recognized in 2018 as the top national student chapters of those respective organizations. The SPJ chapter has received this award eight times, including four of the past five years. An impressive list of student award winners is included in support of this indirect assessment of student success.

As a direct assessment measure, every student is required to complete at least one adviser-approved internship. Thus, every student is assessed by a media professional through the internship, and the internships are almost exclusively completed with a media firm external to the School.

The self-study notes, "Internship supervisors rate Scripps students on job performance, work habits, knowledge of work, communication skills, problem solving skills, professionalism (including showing respect for diversity), ethics, general conduct, and overall performance." For the 2017 calendar year, internship supervisors rated 98 percent of the student interns as satisfactory, above average or excellent.

The assessment plan provides a “close the loop” procedure to ensure that students receive a copy of the final internship feedback and faculty advisers also receive the feedback. Faculty work with students who receive low marks. All supervisor intern assessment reports are recorded in a spreadsheet to provide a comprehensive view of student internship success. Less clear is where or how the loop is closed with regard to curriculum and instruction. What appears lacking is feedback from internship supervisors directly to the School where they might offer additional information about students or curriculum not available in the limited feedback provided through the internship measurement instrument.

One weakness of the internship as direct assessment of the School program is that no guarantee exists that a student completes the internship just prior to or during the senior year. Faculty report that the internship is often completed during the summer, to compel students to intern for an organization outside of Athens, Ohio. This means that much of the feedback is for students who are college juniors and not seniors. Additionally, a student could complete an internship the summer after the freshman year, if the student demonstrates initiative to locate a placement and identifies a faculty adviser willing to approve the internship. No procedural barriers prevent this from happening. A review of the internship evaluations found evidence of this. At this freshman-sophomore stage, the assessment likely reflects general education coursework and perhaps some exposure to student media organizations but limited coursework in the Scripps School.

In a positive view of the early internship experience, faculty note the internship can be used to guide student course selection within the program to provide an improved educational experience for the student. To their credit, faculty also recognized the early internship could be a problem when the internship is intended to be a direct measure of the program. While curriculum requirements have not yet been changed, analysis of this assessment data has successfully identified an issue to be addressed. Faculty affirm this will be addressed to close the loop.

Students also complete a capstone course before graduation and are again assessed by professionals as a direct assessment measure. The self-study contained examples of the rubrics used to review capstone projects and internships. This appears to be a successful measure. Capstone discussions among faculty have led to rethinking the purpose of the capstone experience and the use of the class as a means of addressing instruction and assessment of values and competencies.

The freshman/senior knowledge test was revised for use in the 2017-18 academic year after a faculty departure. The exam is not mandatory. The exam is a knowledge measure but has no defined passing or failing score. The test includes 45 questions, presented in nine categories, to align appropriately with the values and competencies of accreditation. These questions reflect content from the 12-hour core classwork completed by all students, including content from the senior capstone course. Additionally, the exam collects demographic data. The test appears to be an appropriate assessment tool but the School has very low participation in the exam due to unevenness in the testing delivery.

For the self-study year, in fall 2017, 68 percent of freshmen completed the exam, but only 29 percent of 264 seniors completed the exam in Spring 2018. While freshmen participation is higher than senior participation, any rate below 85 percent for both groups suggests a need to revisit the exam procedure. Ideally, the School would strive for closer to 100 percent. The low participation by seniors suggests ineffective direct assessment but faculty have acknowledged a willingness to change the administrative schedule.

Requiring that the exam be completed during the opening weeks of the semester each term for freshmen would increase participation. Similarly, senior participation was reported by faculty as low because the exam is administered late in the term of a student’s final semester in school thus allowing students to ignore the exam.

Faculty reported that some students complete the capstone class in the first semester of their senior year. In this case, requiring the senior exam as part of the capstone class experience could push participation close to 100 percent. If the capstone class is the final course contributor to the 12-hour core, it would seem appropriate to use this class sequence as the delivery stage for the exam when this is the only direct assessment measure under control of the School.

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

The Assessment Standard appropriately identifies student career placement for 2015 graduates; 92 percent were successfully tracked. Professional and alumni feedback of the capstone courses has been identified as especially helpful in closing the curriculum loop. The self-study includes results of a Ohio University Career survey of the Class of 2016.

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

Feedback from professionals has been highly effective in confirming the value of specific Capstone experiences and the faculty teaching those classes. Professionals regularly come to campus as speakers in classes or for out-of-class presentations. There appears to be regular engagement between faculty and professionals and this closes the assessment loop.

SUMMARY:

The E.W. Scripps School of Journalism has developed an appropriate assessment plan since its last re-accreditation visit, but there is need to rethink the internship requirement procedure and the senior knowledge exam. Faculty cite examples of closing the loop through program and curriculum review that takes place at their fall Bush Seminar, a sponsored off-campus faculty retreat. Available assessment feedback is helpful in focusing student course selection. Faculty acknowledge that more must be done to address the assessment process.

An alternative approach to increase completion of the senior knowledge exam might be to expand career development opportunities for students, in conjunction with the Harris Student Support Center operated by the Scripps College of Communication. In summary, the School has come a long way in assessment and has the tools in place to have an exemplary program.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Put succinctly, both the strengths and challenges of the E.W. Scripps School of Journalism are rooted in its outstanding legacy as one of the nation's finest institutions of journalism education. That legacy serves as a solid foundation, and the reputation of the School helps attract outstanding students and faculty. At the same time, there is a growing sense that the School is not as agile and forward-looking as it needs to be, and may be trailing other fine schools in meeting the fast-changing demands of these disciplines. It also lacks a strong differentiating factor setting it apart from other programs and potentially attracting more out-of-state students. Those are the primary challenges the School faces going forward.

Following are some other specific strengths and weaknesses:

STRENGTHS:

- 1) Leadership: The director of the School, Robert Stewart, is widely respected by faculty, students, staff, alumni and administrators.
- 2) Faculty: The faculty are talented, collegial and clearly committed to the education of their students.
- 3) Facilities: The building, equipment and technology are among the finest seen by this experienced site team.
- 4) Student media and other extracurricular opportunities: The opportunities for students to hone their craft outside the classroom are breathtaking.
- 5) Alumni network: The School's graduates maintain a strong connection to the School and are willing to contribute in a variety of ways to its continuing success.
- 6) Students: The School of Journalism attracts high-caliber, high-quality students, many of whom take it upon themselves to make the most of the myriad opportunities available here.

WEAKNESSES:

- 1) Diversity in the faculty: While progress has been made and effort is clear, the School must do better in diversifying its full-time faculty, particularly in representation of domestic minorities. With several openings anticipated over the coming year, it is imperative the School employ every strategy to recruit faculty of color.
- 2) Diversity in the student body: Again, some progress has been made, but the results fall short. In particular, the representation of Ohio's largest minority group, African Americans, is far short of where it should be.
- 3) Advising: The quality of student advising by faculty members appears to be quite uneven, with some faculty clearly committed to it and others treating it as an aside. With professional, dedicated advising staff available at the College level, the School might consider whether a hybrid model – with academic advisers coaching students on class selection, graduation, etc., and faculty serving as career and personal mentors – might be in order.
- 4) Silos among the Scripps College's schools: Many of the classes offered by other schools in the Scripps College of Communication are of the sort being offered by many of the nation's leading schools of journalism. Although these classes are available to School of Journalism students here, the data show most are not taking advantage of them. This is just one manifestation of what appears to be a lack of coordination and collaboration among the five schools in the College.
- 5) Lack of nimbleness: Two significant proposals – one to create a Strategic Communications minor and another to make a diversity class a core requirement – clearly have broad faculty support but have been

stuck in process for months, if not longer. This is an example of what is seen as a general lack of agility within the School.

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

NA

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

NA

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

NA

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

NA

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

In the 2013 site-visit report, the School was found out of compliance on Standard 9, Assessment of Learning Outcomes. Since then, the School developed appropriate direct measures for assessing its graduates' mastery of ACEJMC's values and competencies and has employed those measures in an effective assessment program.

Additionally, the previous site team identified as a weakness the School's lack of a diversity plan. The School immediately developed one and has made significant progress in pursuing its goals.

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

This self-study was one of the finest, best-organized and most clearly written seen by this experienced site-visit team.



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April 5, 2019

Patricia Thompson
Executive Director, ACEJMC
Assistant Dean/Student Media
The University of Mississippi
201 Bishop Hall
University, MS 38677-1848

Dear Ms. Thompson,

We are a bit confused and needing direction regarding concerns raised by the member of the Accreditation Committee who voted “no” on our reaccreditation. My colleague and I who attended that meeting in Chicago noticed that the committee member raised no issues or questions, yet still voted no. This leaves us in a quandary when it comes to understanding how to improve.

We further found it puzzling that another school with more than 30 faculty members yet not a single person of color on the faculty could pass unanimously while a committee member who asked not one question would vote against us.

We also were concerned about the chair of our site visit team stating that, had he been the chair of the site team for the 2012 visit, he would not have recommended reaccreditation. This seems prejudicial and unwarranted, given that he was not present during the site visit and therefore didn’t participate in the site review process.

A question was posed by a committee member as to whether we offer a data journalism class and the site team leader did not answer. Given that we are not allowed to answer, this created the impression that such a course is not available in our curriculum. In fact, we do offer data journalism, and have more students attend IRE and NICAR conferences than any other school. The process of discussion among committee members that does not allow the schools to respond to questions not directly posed to us leaves us with a conundrum and the committee with incorrect information. We believe this underscores a systemic issue in the process itself.

Finally, the question was posed to the chair of our site visit team by Chris Callahan as to whether the current site team would, six years from now, pass us on assessment based on our current practices. This also seems to be an inappropriate line of questioning, given that we always will be making improvements on assessment based on the feedback we receive through the accreditation process.

We appreciate being invited to respond to the letter from the Accrediting Committee.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Stewart", with a stylized flourish extending to the right.

Robert Stewart
Director

cc: M. Duane Nellis, President, Ohio University
David Boardman, Team Chair
Peter Bhatia, ACEJMC President