# West Virginia University
## REED COLLEGE OF MEDIA

# 2022-2023 Accreditation Self-Study

Accrediting Council on Education in
Journalism and Mass Communications

# Self-Study Report
## for Accreditation in Journalism and Mass Communications

For an undergraduate program site visit in the 2022-2023 academic year

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

**Name of Institution:** West Virginia University

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

**Address:** 1511 University Ave., Martin Hall, PO Box 6010, Morgantown, WV 26506-6010
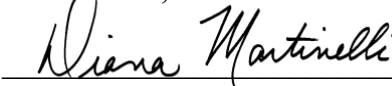
**Date of Scheduled Accrediting Visit:** Oct. 23-26, 2022

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

Journalism/mass communications administrator:
**Name:** Diana Martinelli, Ph.D.
**Title:** Dean
**Signature:** _____

Administrator to whom journalism/mass communications administrator reports:
**Name:** Maryanne Reed
**Title:** Provost
**Signature:** _____

**Name of Institution:** West Virginia University

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

**Year of Visit:** 2022

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

_X_ Higher Learning Commission
___ Middle States Commission on Higher Education
___ New England Commission on Higher Education
___ Northwest Commission on Colleges and Universities
___ Southern Association of Colleges and School Commission on Colleges
___ Western Association of Schools and Colleges

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

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

___ Private
_X_ Public
___ Other (specify)

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

West Virginia University is governed by the West Virginia Higher Education Policy Commission and the WVU Board of Governors. WVU's educational programs are accredited by the Higher Learning Commission and by the appropriate accreditation agencies for professional programs.

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

_X_ Yes
___ No

**If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit:**

Oct. 18–21, 2015

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

The WVU School of Journalism was established in 1939 and was first accredited in 1961.

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

We believe that a robust, independent media is fundamental to a democratic society in which individuals are empowered as critical thinkers, creative problem-solvers and engaged citizens. We expect our students, faculty and staff to use their communications skills and expertise to help our communities adapt and thrive in a complex, diverse global society.
*Adopted Spring 2018*

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

Number of weeks in a semester:　　　　16

Number of weeks in a quarter:

Number of weeks in summer sessions:　　6, 9, 12

Number of weeks in intersessions:　　　3

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

_X_ Bachelor's degree
_X_ 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.**

B.S. in Journalism (BSJ) degree
Advertising and Public Relations (ADPR) and Journalism (JRL) majors

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

120 semester credit hours

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

Up to 6 semester credits

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

| Name of Sequence or Specialty | Person in Charge |
|---|---|
| Advertising and Public Relations (ADPR) | Geah Pressgrove |
| Journalism | Emily Corio |
| *Sports and Adventure Media (started in 2018) | Emily Corio |
| **Game Design and Interactive Media (started in 2018) | Emily Corio |
| *Integrated Marketing Communications (online; started 2019) | Chad Mezera |

*although ACEJMC core values and competencies are being taught in this curriculum, formal assessment measures have not been separately documented; therefore, this major is not being reviewed for accreditation at this time;*
*** interdisciplinary major with School of Art and Design; accredited through National Association of Schools of Art and Design*

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

*Fall 2021 Official Numbers*
WVU (including Morgantown, Beckley and Keyser campuses): 28,267
WVU—Morgantown: 25,474

**14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented.**

| Name of Sequence or Specialty | Undergraduate majors in Fall 2021 |
|---|---|
| Advertising and Public Relations | 257 |
| Journalism | 217 |

**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 for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2023 visits. 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.)**
*Note: Campaigns courses are excluded from the lists below.*

*Fall 2022*
*ADPR and JRL Majors*
*Skills Course Enrollment (as of Aug. 11, 2022)*

| CRN | Subject Code | Course Number | Title | Section Number | Enrollment |
|---|---|---|---|---|---|
| 89255 | ADPR | 319S | Creative Design and Strategy | 1 | 20 |
| 87444 | ADPR | 457S | Martin Hall Agency Experience | C01 | 14 |
| 87441 | ADPR | 459S | Strategic Comm Campaigns | C01 | 17 |
| 87448 | ADV | 315S | Advertising Copywriting | 1 | 18 |
| 89303 | ADV | 333S | Portfolio | 1 | 20 |
| 87443 | ADV | 347S | MHA: Advertising Tactics | 1 | 5 |
| 87610 | JRL | 210S | Visual Journalism/New Media | 1 | 20 |
| 87638 | JRL | 220S | Introduction - Photojournalism | ½ | 16 |
| 87611 | JRL | 235S | Video Editing | 1 | 15 |
| 87612 | JRL | 235S | Video Editing | 2 | 13 |
| 87613 | JRL | 237S | Adobe Video Editing | 1 | 16 |
| 87614 | JRL | 238S | Broadcasting Voice Performance | 1 | 14 |
| 87616 | JRL | 318S | Beat Reporting | 1 | 18 |
| 87617 | JRL | 318S | Beat Reporting | 2 | 20 |
| 87618 | JRL | 319S | Editing and Curation | 1 | 19 |
| 87619 | JRL | 319S | Editing and Curation | 2 | 20 |
| 87620 | JRL | 320S | Advanced Photojournalism | 1 | 8 |
| 87621 | JRL | 325S | Podcast Reporting & Producing | 1 | 20 |
| 87623 | JRL | 335S | Video and Audio News Writing | 1 | 7 |
| 87625 | JRL | 341S | Data and Design | 1 | 20 |

| 87627 | JRL | 386S | Beginning Video Reporting | 1 | 11 |
|---|---|---|---|---|---|
| 87629 | JRL | 431 | Multimedia Storytelling | C01 | 18 |
| 87631 | JRL | 448S | Digital Pub: Social Video | 1 | 12 |
| 87633 | JRL | 467S | Public Affairs Show-Morgantown | C01 | 7 |
| 87710 | MDIA | 215S | Media Writing | 1 | 20 |
| 87711 | MDIA | 215S | Media Writing | 2 | 20 |
| 87712 | MDIA | 215S | Media Writing | 3 | 20 |
| 87713 | MDIA | 215S | Media Writing | 4 | 20 |
| 87714 | MDIA | 215S | Media Writing | 5 | 20 |
| 87715 | MDIA | 215S | Media Writing | 6 | 20 |
| 87716 | MDIA | 215S | Media Writing | H01 | 20 |
| 87717 | MDIA | 225S | Media Tools & Applications | 1 | 19 |
| 87718 | MDIA | 225S | Media Tools & Applications | 2 | 20 |
| 87719 | MDIA | 225S | Media Tools & Applications | 3 | 20 |
| 87720 | MDIA | 225S | Media Tools & Applications | 4 | 15 |
| 85894 | MDIA | 262 | Coding for Media Applications | 1 | 20 |
| 89304 | MDIA | 493A | SPTP: Intro to Screen Writing | 1 | 10 |
| 87451 | PR | 324S | PR Writing/Applications | 1 | 17 |
| 87442 | PR | 347S | MHA: PR Tactics | 1 | 7 |
| 83381 | PR | 410 | IMC for Public Relations | 701 | 20 |
| 83382 | PR | 412 | IMC for Sport | 701 | 20 |

*Online Skills Courses/Sections*

| 84555 | ADPR | 438 | Branded Content and Narrative | 701 | 10 |
|---|---|---|---|---|---|
| 85831 | ADPR | 438 | Branded Content and Narrative | 702 | 10 |
| 81564 | ADV | 309 | Advertising & Creativity | 701 | 20 |
| 89862 | ADV | 403 | Media Planning/Strategy | 700 | 18 |
| 84736 | IMC | 410 | Introduction to IMC | 900 | 6 |
| 87469 | IMC | 493A | SPTP: Intro to Digital Mkt Com | 701 | 3 |
| 84171 | JRL | 361 | Media Relations In Sport | 701 | 20 |
| 81568 | JRL | 361 | Media Relations In Sport | 702 | 20 |
| 81644 | JRL | 412 | Sport Journalism | 701 | 20 |
| 87725 | MDIA | 225S | Media Tools & Applications | 701 | 20 |
| 87726 | MDIA | 215S | Media Writing | 701 | 20 |

*Spring 2022*
*ADPR and JRL Majors Skills Course Enrollment*

| CRN | Subject Code | Course Number | Title | Section Number | Enrollment |
|-----|------|------|-------|------|------|
| 14435 | ADV | 315 | Advertising Copywriting | 1 | 20 |
| 16623/16622 | ADV/PR | 347 | MHA: ADV Tactics/PR Tactics | 1 | 5/4 |
| 12516 | ADV | 401 | Creative 1 | 1 | 21 |
| 16883 | JRL | 210 | Visual Journalism/New Media | 1 | 20 |
| 12475 | JRL | 220 | Introduction – Photojournalism | 1 | 13 |
| 12477 | JRL | 220 | Introduction – Photojournalism | 3 | 4 |
| 14462 | JRL | 237 | Adobe Video Editing | 1 | 20 |
| 14463 | JRL | 237 | Adobe Video Editing | 2 | 13 |
| 14464 | JRL | 238 | Broadcasting Voice Performance | 1 | 17 |
| 16884 | JRL | 238 | Broadcasting Voice Performance | 2 | 11 |
| 14465 | JRL | 240 | Immersive Storytelling: AR/VR | 1 | 17 |
| 10645 | JRL | 318 | Beat Reporting | 1 | 19 |
| 10647 | JRL | 318 | Beat Reporting | 2 | 20 |
| 13743 | JRL | 319 | Editing and Curation | 2 | 20 |
| 12479 | JRL | 321 | Media Design | 1 | 18 |
| 13248 | JRL | 330 | SAM Writing | 1 | 20 |
| 12480 | JRL | 335 | Video and Audio News Writing | 1 | 8 |
| 12482 | JRL | 335 | Video and Audio News Writing | 2 | 11 |
| 15535 | JRL | 341 | Data and Design | 1 | 19 |
| 16885 | JRL | 424 | Travel Writing & Photography | 1 | 11 |
| 16886 | JRL | 426 | Investigative Reporting | 1 | 5 |
| 14490 | JRL | 448 | Digital Pub: Social Video | 1 | 10 |
| 12489 | JRL | 488 | Video Editing | 1 | 20 |
| 12490 | JRL | 488 | Video Editing | 2 | 8 |
| 17809 | JRL | 493B | SPTP: GW Community Project | 1 | 5 |
| 17900 | JRL | 493D | SPTP: Media, Identity & Power | 1 | 8 |
| 16887 | JRL | 493E | SPTP: Intro to Screen Writing | 1 | 16 |
| 16888 | JRL | 493F | SPTP:INTL Multimedia Storytelling | 1 | 7 |
| 15316 | MDIA | 215 | Media Writing | 1 | 20 |
| 15320 | MDIA | 215 | Media Writing | 2 | 18 |
| 15370 | MDIA | 215 | Media Writing | 4 | 20 |
| 15372 | MDIA | 215 | Media Writing | 5 | 20 |
| 18458/15311 | MDIA | 215 | Media Writing | 6/H01 | 17/3 |

| 15373 | MDIA | 225 | Media Tools & Applications | 1 | 20 |
|--------|------|-----|----------------------------|---|----|
| 15374 | MDIA | 225 | Media Tools & Applications | 2 | 20 |
| 15543 | MDIA | 225 | Media Tools & Applications | 3 | 20 |
| 15392 | MDIA | 225 | Media Tools & Applications | 4 | 20 |
| 15395 | MDIA | 225 | Media Tools & Applications | 5 | 20 |
| 15396 | MDIA | 225 | Media Tools & Applications | 6 | 20 |
| 16862 | MDIA | 262 | Coding for Media Applications | 1 | 15 |
| 10642 | PR | 319 | Creative Design and Strategy | 1 | 21 |

*Online Skills Courses/Sections*

| 15237 | ADPR | 438 | Branded Content and Narrative | 701 | 10 |
|--------|------|-----|-------------------------------|-----|----|
| 16624 | ADPR | 438 | Branded Content and Narrative | 702 | 10 |
| 15239 | ADPR | 439 | Strategic Social Media | 701 | 20 |
| 13708 | ADV | 309 | Advertising & Creativity | 701 | 19 |
| 14427 | ADV | 403 | Media Planning/Strategy | 701 | 19 |
| 12993 | JRL | 319 | Editing and Curation | 701 | 20 |
| 14515 | JRL | 361 | Media Relations In Sport | 701 | 20 |
| 14091 | JRL | 361 | Media Relations In Sport | 702 | 20 |
| 11973 | JRL | 412 | Sport Journalism | 701 | 20 |
| 16110 | MDIA | 215 | Media Writing | 7W1 | 20 |
| 16111 | MDIA | 225 | Media Tools & Applications | 701 | 20 |
| 14436 | PR | 324 | Public Relations Writing/Applications | 7S1 | 21 |
| 11644 | PR | 410 | IMC for Public Relations | 701 | 19 |
| 11968 | PR | 412 | IMC for Sport | 701 | 20 |

**16. Total expenditures planned by the accredited unit for the 2022–2023 academic year:**

$5,090,632

**Give percentage increase or decrease in three years:**

Our overall 2022-2023 budget has increased 11.13% since AY 19-20, owing to a large increase in research grants. Without those funds, the budget would be flat this year. Our budget decreased the two previous years: AY 21-22 by -1.27% and AY 20-21 by -1.63%.

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

We expect to pay $1,665,167 in full-time faculty salaries, plus $218,121 in fringe benefits for a total of $1,883,288.

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

| Name | Title (primary teaching area) |
|---|---|
| Joel Beeson | Professor—on sabbatical Fall 2022 (JRL, Media [MDIA]) |
| Chuck Borghese | Harrison Omnicom Visiting Professor of Advertising (ADPR) |
| Bob Britten | Teaching Associate Professor (JRL) |
| Dana Coester | Professor (JRL) |
| Heather Cole | Teaching Assistant Professor (MDIA) |
| Rita Colistra | Associate Professor (ADPR) |
| Emily Corio | Teaching Associate Professor (JRL) |
| Gina Dahlia | Teaching Professor (JRL) |
| Jasper Fessmann | Visiting Assistant Professor (ADPR) |
| Julia Fraustino | Assistant Professor (ADPR) |
| Joseph Jones | Visiting Assistant Professor (MDIA) |
| Ashton Marra | Teaching Assistant Professor (MDIA, JRL) |
| Diana Martinelli | Professor (ADPR)—not teaching because of administrative duties (dean) |
| Mary Kay McFarland | Teaching Associate Professor (JRL, MDIA) |
| Catherine Mezera | Teaching Associate Professor (ADPR) |
| Elizabeth Oppe | Teaching Associate Professor (MDIA, ADPR) |
| Geah Pressgrove | Associate Professor (ADPR) |
| Lois Raimondo | Associate Professor (JRL, MDIA) |
| Robert Scatterday | Shott Teaching Assistant Professor (Sports and Adventure Media) |
| David Smith | Teaching Associate Professor (MDIA, JRL) |
| John Temple | Professor (JRL, MDIA) |
| Steve Urbanski | Associate Professor (JRL) |
| Jesse Wright | Teaching Assistant Professor (JRL) |

*Note: Professor of journalism Maryanne Reed serves as WVU provost*

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2022. Also list names of part-time faculty teaching spring 2022.**

Fall 2022 JRL and ADPR Adjunct Faculty

| | |
|---|---|
| Carrier, Zachary | *Minor, Eric |
| Ciarochi, Michael | Lituchy, Scott |
| Compton, Shani | Nevin, William |
| Creely, Stacey | Ostien, Christopher |
| Filak, Vincent | Rice, Cassie |
| *Gerber, Emily | Roberts, Ashley |
| *Greer, Demetrius | *Roush, Emily |
| *Hawley, Aaron | Sanderson, James |
| Hudak, Todd | Stalnaker, Brad |
| *Lindsay, Erica | Stolzenbach, April |
| Londergan, Joseph | Wang Yin |
| Martin Kratzer, Renee | |

*Full-time staff with a teaching assignment*

Spring 2022 JRL and ADPR Adjunct Faculty

| | |
|---|---|
| Ciarochi, Michael | Nevin, William |
| Creely, Stacey | Ostien, Christopher |
| Eddy, Natalie | Pritt, Pamela |
| Filak, Vincent | Sanderson, James |
| *Gerber, Emily | Stalnaker, Richard |
| Harman, Charles | Stolzenbach, April |
| Hudak, Todd | Swisher, Katlin |
| Landry, Melvin | Teller, Amy |
| Martin Kratzer, Renee | Uppercue, Kristen |
| Miclot, Stephanie | |

**19. For each of the last two academic years, please give the total number of graduates from the unit.**

    2021-22 academic year:  179.5*
    2020-21 academic year:  195

*Students counted as half within the shared Interactive Design for Media major (with the College of Creative Arts)*

# Part II

Circumstances and Scope of Unit

## Table 1. Students

List below each of the separate programs of study in the unit. Please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2021–2022 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2021–2022. Please include all semesters. If the unit has a formal pre-major status, list the number of such students.*

| College of Media Undergraduate programs of study<br>Pre-majors, if any          N/A | Number of Students | | | | | Degrees Conferred 2021-22 |
|---|---|---|---|---|---|---|
| | frsh | soph | jr | sr | Total students | bachelor's |
| 1.  ~ADPR—ADV Area of emphasis (AOE) | 5 | 9 | 33 | 64 | 111 | 36 |
| 2.  ~ADPR—PR Area of empasis | 1 | 13 | 32 | 68 | 114 | 43 |
| 3. JRL (tracks not counted separately) | 19 | 45 | 55 | 87 | 206 | 53 |
| 4. *Sports & Adventure Media—Sports AOE | 9 | 31 | 32 | 32 | 104 | 17 |
| 5. *Sports & Adventure Media—Adventure AOE | 0 | 1 | 4 | 5 | 10 | 1 |
| 6. #Game Design & Interactive Media | 4 | 11 | 11.5 | 19.5 | 46 | 7.5 |
| 7. ^*Multidisciplinary Media Studies | 1 | 4 | 16 | 39 | 60 | 22 |
| 8.**Integrated Marketing Communications (online) | 0 | 2 | 5 | 2 | 9 | 0 |
| Total students | 43 | 127 | 200 | 336 | 706 | 179.5 |

~Previously called Strategic Communications

*New majors (not seeking accreditation at this time)

#Previously called Interactive Design for Media; interdisciplinary/shared major (we count ½ as our students); accredited through the National Association of Schools of Art and Design

^Curriculum formally changed in 2021; previously called Multidisciplinary Studies

**Wholly online major, created in 2019, not seeking accreditation at this time

## Table 2. Full-Time Faculty

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

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

**Semester or Quarter: Spring 2022**

| | years full-time in the industry | years full-time college teaching | years on this faculty | years at present rank | highest earned degree | tenured (y/n) | credit hours taught per semester | % of time tchg. | rsch. | svc. |
|---|---|---|---|---|---|---|---|---|---|---|
| **Unit Administrator** | | | | | | | | | | |
| Diana Martinelli | 11 | 21 | 13 | 3 | PhD | Y | 0 | | | 100 |
| | | | | | | | | | | |
| **Professors** | | | | | | | | | | |
| Joel Beeson | 32 | 22 | 20 | 3 | PhD | Y | 6-9 | 40 | 40 | 20 |
| Dana Coester | 12 | 13 | 13 | 1 | MA | Y | 3 | 30 | 40 | 30 |
| Sammy Lee | 14 | 19 | 18 | 1 | PhD | Y | 6-9 | 40 | 40 | 20 |
| John Temple | 6 | 23 | 20 | 6 | MFA | Y | 6-9 | 40 | 40 | 20 |
| | | | | | | | | | | |
| **Teaching Professor** | | | | | | | | | | |
| Gina Dahlia (Assistant Dean) | 17 | 19 | 19 | 3 | MSJ | N | 3 | 30 | 0 | 70 |
| | | | | | | | | | | |
| **Associate Professors** | | | | | | | | | | |
| Rita Colistra | 19 | 15 | 14 | 8 | PhD | Y | 6-9 | 40 | 40 | 20 |
| *Geah Pressgrove | 12 | 10 | 9 | 3 | PhD | Y | 6 | 40 | 40 | 20 |
| Lois Raimondo | 18 | 13 | 13 | 3 | MA | Y | 6-9 | 40 | 40 | 20 |
| **Steve Urbanski | 28 | 15 | 15 | 9 | PhD | Y | 7-9 | 40 | 20 | 40 |
| | | | | | | | | | | |
| **Teaching Associate Professors** | | | | | | | | | | |
| Bob Britten | 8 | 19 | 14 | 5 | PhD | N | 9-12 | 70 | 10 | 20 |
| ***Emily Corio | 22 | 15 | 15 | 1 | MSJ | N | 6-9 | 60 | 10 | 30 |
| Mary Kay McFarland | 9 | 13 | 13 | 2 | MA | N | 9-12 | 80 | 0 | 20 |
| Catherine Mezera | 10 | 17 | 17 | 2 | MSJ | N | 12 | 80 | 0 | 20 |
| Elizabeth Oppe | 2 | 30 | 11 | 5 | PhD | N | 12 | 80 | 0 | 20 |

**ADPR Program Chair; ** Graduate Director; ***(JRL/MDIA Program Chair)*

**Assistant Professors**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Julia Fraustino | 16 | 10 | 7 | 7 | PhD | Y | 6-9 | 40 | 40 | 20 |
| **Teaching Assistant Professors** | | | | | | | | | | |
| Heather Cole | 6 | 11 | 3 | 3 | MFA | N | 12 | 80 | 0 | 20 |
| Ashton Marra | 10 | 4 | 4 | 4 | MS | N | 9-12 | 70 | 10 | 20 |
| ~Chuck Scatterday | 27 | 5 | 2 | 2 | MSJ | N | 12 | 80 | 0 | 20 |
| David Smith | 12 | 9 | 9 | 9 | MA | N | 9-12 | 70 | 10 | 20 |
| **Visiting Assistant Professors** | | | | | | | | | | |
| Jasper Fessmann | 17 | 11 | 4 | 4 | PhD | N | 9 | 60 | 30 | 20 |
| #Chuck Borghese | 37 | 7 | 1 | 1 | BSJ | N | 9 | 80 | 0 | 20 |
| ^Jim Iovino | 25 | 3 | 3 | 3 | BA | N | 7-11 | 70 | 10 | 20 |
| Joseph Jones | 0 | 1 | 1 | 1 | PhD | N | 9 | 60 | 30 | 20 |
| **Practitioner in Residence** | | | | | | | | | | |
| Jesse Wright | 13 | 2 | 2 | 2 | BSJ | N | 9 | 70 | 10 | 20 |

*~Shott Professor; #Harrison Omnicom Professor of Advertising; ^ Ogden Newspapers Professor of Media Innovation*

## Table 3. Part-Time Faculty

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

### Semester or Quarter: Spring 2022

| Name and Rank | years full-time professional experience | years teaching experience | highest earned degree | now working full-time as professional (y/n) | working toward degree (y/n) | credit hrs. teaching this semester | in charge of course | lectures | assists in lab | assists teacher in charge |
|---|---|---|---|---|---|---|---|---|---|---|
| Michael Ciarochi<br>Adjunct Instructor | 38 | 7 | BA | n | n | 6 | X | | | |
| Stacey Creely<br>Adjunct Instructor | 21 | 16 | MS | y | n | 3 | X | | | |
| Natalie Eddy<br>Adjunct Instructor | 30 | 18 | MSJ | n | n | 3 | X | | | |
| Vincent Filak<br>Adjunct Instructor | 26 | 25 | PhD | y | n | 3 | X | | | |
| Emily Gerber<br>Full-time Staff | 1 | 1 | MSJ | y | n | 2 | X | | | |
| Charles Harman<br>Adjunct Instructor | 28 | 23 | MSJ | y | n | 3 | X | | | |
| Todd Hudak<br>Adjunct Instructor | 28 | 13 | MS | y | n | 3 | X | | | |
| Renee Kratzer<br>Adjunct Instructor | 32 | 20 | PhD | y | n | 3 | X | | | |
| Melvin Landry<br>Adjunct Instructor | 17 | 18 | MBA | y | y (DBA) | 3 | X | | | |
| Joseph Londergan<br>Adjunct Instructor | 5 | .5 | M.S. | y | n | 6 | X | | | |
| Stephanie Miclot<br>Adjunct Instructor | 40 | 23 | DM | y | n | 3 | X | | | |
| William Nevin<br>Adjunct Instructor | 38 | 14 | MS | y | n | 2 | X | | | |

### Semester or Quarter: Spring 2022 (cont'd)

| Name and Rank | years full-time professional experience | years teaching experience | highest earned degree | now working full-time as professional (y/n) | working toward degree (y/n) | credit hrs. teaching this semester | teaching responsibilities: in charge of course | lectures | assists in lab | assists teacher in charge |
|---|---|---|---|---|---|---|---|---|---|---|
| Chris Ostien<br>Adjunct Instructor | 25 | 5 | BA | y | n | 2 | X | | | |
| Kathy Previs<br>Adjunct Instructor | 17 | 13 | PhD | y | n | 3 | X | | | |
| Pamela Pritt<br>Adjunct Instructor | 26 | 2 | BA | y | n | 3 | X | | | |
| James Sanderson<br>Adjunct Instructor | 9 | 9 | PhD | y | n | 3 | X | | | |
| Brad Stalnaker<br>Adjunct Instructor | 37 | 12 | BFA | y | n | 3 | X | | | |
| April Kaull Stolzenbach<br>Adjunct Instructor | 24 | 17 | MS | y | n | 3 | X | | | |
| Katlin Swisher<br>Adjunct Instructor | 10 | 3 | PhD | y | n | 3 | X | | | |
| Amy Teller<br>Adjunct Instructor | 20 | 4 | MBA | y | y (PhD) | 3 | X | | | |
| Kristin Uppercue<br>Adjunct Instructor | 3 | .5 | MS | y | n | 3 | X | | | |

## Semester or Quarter: Fall 2021

| Name and Rank | years full-time professional experience | years teaching experience | highest earned degree | now working full-time as professional (y/n) | working toward degree (y/n) | credit hrs. teaching this semester | teaching responsibilities: in charge of course | lectures | assists in lab | assists teacher in charge |
|---|---|---|---|---|---|---|---|---|---|---|
| Beth Babione-Hensley<br>Adjunct Instructor | 26 | 14 | MBA | y | n | 3 | X | | | |
| Kristen Buzan<br>Adjunct Instructor | 10 | 7 | MBA | y | n | 3 | X | | | |

## Semester or Quarter: Fall 2021 (cont'd)

| | years full-time | years | highest | now working full-time | working | credit hrs. teaching | teaching responsibilities: | | | assists |
|---|---|---|---|---|---|---|---|---|---|---|

| Name and Rank | professional experience | teaching experience | earned degree | as professional (y/n) | toward degree (y/n) | this semester | in charge of course | lectures | assists in lab | teacher in charge |
|---|---|---|---|---|---|---|---|---|---|---|
| *Jade Broomfield Adjunct Instructor | 4 | 0 | MFA | y | n | *3 | X | | | |
| Michael Ciarochi Adjunct Instructor | 38 | 7 | BA | n | n | 6 | X | | | |
| Shani Compton Adjunct Instructor | 23 | 21 | MS | y | n | 3 | X | | | |
| Stacey Creely Adjunct Instructor | 21 | 16 | MS | y | n | 3 | X | | | |
| Vincent Filak Adjunct Instructor | 26 | 25 | PhD | y | n | 3 | X | | | |
| Demetrius Greer Full-time Staff | 15 | 12 | MA | y | n | 2 | X | | | |
| Erica Lindsay Full-time Staff | 16 | 12 | BFA/BSJ | y | n | 3 | X | | | |
| Scott Lituchy Adjunct Instructor | 32 | 11 | BS | y | n | 6 | X | | | |
| Joseph Londergan Adjunct Instructor | 5 | 0 | MS | y | n | 3 | X | | | |
| Eric Minor Full-time Staff | 23 | 8 | MS | y | n | 2 | X | | | |
| William Nevin Adjunct Instructor | 38 | 14 | MS | y | n | 1 | X | | | |
| Chris Ostien Adjunct Instructor | 25 | 5 | BA | y | n | 1 | X | | | |
| Emily Roush Full-time Staff | 12 | 10 | MA | y | n | 2 | X | | | |
| James Sanderson Adjunct Instructor | 9 | 9 | PhD | y | n | 3 | X | | | |
| Brad Stalnaker Adjunct Instructor | 36 | 11 | BFA | y | n | 2 | X | | | |

## Semester or Quarter: Fall 2021 (cont'd)

| Name and Rank | years full-time professional experience | years teaching experience | highest earned degree | now working full-time as professional (y/n) | working toward degree (y/n) | credit hrs. teaching this semester | teaching responsibilities: in charge of course | lectures | assists in lab | assists teacher in charge |
|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| April Kaull Stolzenbach Adjunct Instructor | 24 | 17 | MS | y | n | 3 | X |
| Larry Stultz Adjunct Instructor | 52 | 26 | PhD | y | n | 6 | X |
| Katlin Swisher Adjunct Instructor | 9 | 2 | PhD | y | n | 3 | X |
| Kristen Uppercue Adjunct Instructor | 3 | .5 | MS | y | n | 3 | X |
| Clara Warner Adjunct Instructor | 5 | 3 | MS | y | n | 3 | X |

*had to resign in mid-semester, owing to work obligations*

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

Established in 1939 by Dr. Perley Isaac Reed, the WVU Reed College of Media has its roots in the university's English department, where Reed taught journalism courses and started the university newspaper in the early 1920s. In 1927, he started the journalism department, and some 12 years later succeeded in his 20-year dream to establish an independent journalism school. Reed was a national leader, helping to establish the American Society of Journalism School Administrators and Kappa Tau Alpha, for which he served as president from 1944–1946. He remained School of Journalism director until his 1958 retirement. The school was named after him posthumously in 1977.

One of Reed's students would play a large role in the school's history. After earning a Ph.D. at the University of Illinois, Guy Stewart returned to the School of Journalism in 1960 to develop a master's program and served as its fourth—and longest-serving—dean. The program's first master's graduate, Ralph Izard, would go on to earn a doctorate, lead journalism programs at Ohio University and LSU and serve as ASJMC president in 1992–1993.

In 1968, the school established one of the first nine Public Relations Student Society of America chapters in the country and received its formal Certification in Public Relations Education in 2019.

The school's lone period of accreditation loss occurred in 1973. The shock forced the school and university to update Martin Hall's facilities and equipment, and the school regained full accreditation during the next visit in 1979 and has retained it since.

Dr. William T. Slater became the school's fifth dean and first African American to hold the position. During his 1990s tenure, Slater served as president of ASJMC. In 1999, Christine Martin became the school's first female dean, until she left her position in 2004 to become a WVU vice president. Maryanne Reed followed Martin, becoming the second female dean and eighth dean overall. Under her leadership, the program flourished, with growing faculty numbers and recognition; improvements in facilities and technology; and curricular innovation, including entrepreneurial online curricula and programs. Reed served as president of ASJMC in 2016–2017 and was named WVU Provost in 2019. Then–associate dean Dr. Diana Martinelli was tapped to serve as dean and remains in the role.

In 2014—its 75th year—the P. I. Reed School of Journalism was formally rebranded as the Reed College of Media to better convey its breadth of academic programs and to communicate its relevance in the changing communications landscape. It has continued to evolve to meet the changing demands of our industry, opening a new 10,000-square-foot facility in 2016 to help ease the space constraints of Martin Hall—the university's oldest academic building—and to further media innovation, industry partnerships and collaboration with other academic units on campus. The college remains dedicated to experiential learning; service to the community, profession and state; and to a student-centered environment that produces skilled, thoughtful journalists and media professionals.

3. **Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.**

West Virginia University (WVU) was founded in 1867 as a result of the 1862 Land-Grant Act, otherwise known as the Morrill Act. WVU is proud of its flagship, land-grant university status, and its

mission reflects its dedication to serving the state and citizens of West Virginia. The WVU Board of Governors (BOG) is the university's governing body and oversees academic, financial, and administrative operations. In 2016, WVU was elevated by the Carnegie classification of Institutions of Higher Education to "R1—highest research activity." In 2018, WVU was re-accredited by the Higher Learning Commission, and in 2020, it was again recognized by the Carnegie Foundation for Advancement and Teaching as one of 75 institutions receiving its highest recognition in community engagement. In addition to the BOG, the university is, at times, subject to the oversight of a state-level coordinating board, the West Virginia Higher Education Policy Commission (WVHEPC).

WVU's main campus is located in Morgantown, West Virginia, and has 14 colleges and schools that offer 355 majors in the arts and sciences; business and economics; creative arts; engineering and mineral resources; education, sport and applied life sciences; law; agriculture, natural resources and design; dentistry; medicine; nursing; pharmacy; and public health, in addition to media. Two much smaller divisional campuses, Potomac State College of West Virginia University (PSC) and the West Virginia University Institute of Technology (WVUIT), are located in Keyser and Beckley, West Virginia, respectively.

"One WVU" is promoted across campuses, with the university's vision being, "As one West Virginia University, we are purposeful in our studies and our work so that we can partner with our communities—both near and far—to bring needed and valued solutions to real-life problems within the pillars of education, healthcare and prosperity." The university's mission is: "As a land-grant institution, the faculty, staff and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement."

WVU's Morgantown facilities include 245 buildings on 1,892 acres, including 11 buildings that are on the National Register of Historic Places, including the Reed College of Media's home, Martin Hall. The Robert C. Byrd Health Sciences Center has a campus in Morgantown, as well as campuses in Martinsburg and Charleston, the state capital. The WVU Extension Service has an office with a faculty presence in all of West Virginia's 55 counties. WVU also operates seven experimental farms and five forests throughout the state, in addition to the state 4-H Camp and Lifelong Learning Center at Jackson's Mill near Weston, West Virginia.

In fall 2021, WVU Morgantown boasted 25,474 students from every county in the state, every state in the Union (save one), plus Washington, DC, and 112 other nations, and offered more than 455 approved student organizations. The 2021 freshman class had an average cumulative GPA of 3.66/4.0. In-state students make up 46% of the overall student population.

Although WVU is a state institution, less than 20% of its funding comes from the State of West Virginia. Therefore, WVU colleges are heavily dependent upon tuition and development funds for revenue. For the last several years, WVU's Central Administration has largely frozen colleges' fiscal reserves to allow for more central "cash on hand" for strong bond ratings and lower interest rates for capital projects. Any reserve "spends" must be intended for strategic growth, formally submitted and approved. Therefore, while the College of Media has some $17 million dollars in reserve, we are not able to access it without special permission. Within the last few years, such permission has been granted to help us strategically grow major programs and to better compete for diverse faculty, albeit with disappointing results. This year, the university is looking to transition from an incremental

funding model to an incentive-based one that will make units less dependent upon tuition and rewarded instead for classes taught and students recruited, retained and graduated.

The College of Media has had initial meetings to compare what our current budget might look like under the new model and, at this time, revenues seemingly would be similar. WVU plans to run both budget models—the long-standing one and the new proposed model—concurrently this academic year to identify any problems and to help units anticipate and gauge their future financial standing.

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

With an emphasis on enrollment growth, the college has added four new undergraduate programs since 2018: Sports and Adventure Media (launched in fall 2018), interdisciplinary Game Design and Interactive Media (originally Interactive Design for Media, also launched in 2018), Multidisciplinary Media Studies (launched in fall 2022, formerly a separate program known as Multidisciplinary Studies) and the wholly online Integrated Marketing Communications program (launched in fall 2020). The Game Design major is accredited through the Association of Schools of Art and Design. Our other new offerings are not being put up for accreditation at this time. However, the college aspires to include at least the Sports and Adventure Media major—which was until this year an interdisciplinary major with the College of Physical Activity and Sport Sciences—and likely the Multidisciplinary Media Studies major in its next accreditation review. The college also added two new online master's degree programs in 2021 (Digital Marketing Communications and Media Solutions and Innovation).

Since the last accreditation visit, the college changed the name of its Strategic Communications major to Advertising and Public Relations, after a significant drop in enrollment in the major that was anecdotally attributed to "strategic communications" not being recognized or understood by prospective students and parents. An ADPR capstone section has become internationally focused, with a study-abroad component over spring break, which became virtual during COVID. In addition, we developed our Martin Hall Agency course to serve as a capstone option and added several new Advertising and Public Relations upper-level electives, including *PR 424 Crisis Communication, PR 426 Advocacy Communication, PR 420 International PR, ADPR 450 Audience Psychology and Behavior, ADV 333S Advertising Portfolio, ADV 415 Ideation and Strategic Visualization*, and *ADPR 438 Branded Content and Narrative* courses.

We also restructured our Journalism major curriculum, adding new requirements in *JRL 458 Audience Engagement, Data and Design*, and more writing courses, plus requiring three eight-week, one-credit-hour skills courses (e.g. *JRL 236S Podcast Producing, JRL 240S Immersive Storytelling: AR/VR, JRL 23S8 Voice Performance for Broadcasting, JRL 293 Drone Journalism, JRL 237S Video Editing, JRL 262 Coding for Media Applications*). Students also were given guidance on how to focus in a particular subject area within Journalism, if desired, with new capstone options added to support these interests (i.e visual journalism, *JRL 431S Multimedia Storytelling*, or two broadcast options, *JRL 487S WVU News* and *JRL 467S West Virginia Today*) to supplement the traditional multimedia journalism capstone course, *JRL 459S Multimedia News Publication.*

Owing to continued lower than desired scores on our senior assessment exam, we added an additional core course requirement, which took effect this fall. All ADPR and JRL majors must now take one of three upper-level courses, *JRL 427 American Journalism History*; *MDIA 455 Media,*

*Identity and Power*; or *MDIA 401 Making Media in the Digital Age*, each of which contains and intertwines elements of history, diversity and literacy.

In 2016, the college added 10,000 square feet of space when its Media Innovation Center opened its doors. Connected to the downtown campus via the university's Personal Rapid Transit (PRT) system, the new space includes open, modern and flexible classrooms, offices, study and public spaces, as well as a focus group room. One of the projects incubated in this space was the college's award-winning digital publication, [100 Days in Appalachia](#), which was created in 2016 in response to the election of Donald Trump to offer an insider's—rather than a stereotypical national—view of the region, its culture, people and politics. In 2022 the college transitioned it to a free-standing nonprofit publication, for which several faculty still work and engage College of Media students. The change was made during the pandemic, owing to the publication's success and ability to now function as an independent entity, saving the college valuable resources.

5. **If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.**

The College of Media was found in compliance on all standards in 2014, with no deficiencies, but several weaknesses, as follows:

- *A lack of understanding by many students of the differences between theory, concepts and skills*

Since that visit, Journalism (JRL) and Advertising and Public Relations (ADPR) program chairs have actively discussed with their respective faculties how and where to better infuse, and more effectively articulate, theory into our curricula. The college has since added additional theory questions to its Theory, History, Ethics, Law, Diversity and Digital (THELDD) assessment instrument and created a theoretically based upper-level ADPR major elective (Audience Psychology and Behavior). Additionally, because of continued frustrations around THELDD results involving history and law, as well as our lack of visible diversity among faculty and staff, faculty voted in spring 2021 to add another core requirement for our majors: an upper-level course that includes media history, media literacy and diversity content, tying the three together. As a result, two existing courses have been revamped (*JRL 427 American Journalism History* and *JRL 555 Women, Minorities and the Media*—now called *MDIA 455 Media, Identity and Power*). The latter course was offered in spring 2022; the former is being taught now (fall 2022). The new media literacy course (*MDIA 401 Making Media in the Digital Age*) is slated to be offered for the first time in spring 2023.

- *Despite creative, concerted effort, disappointing results in diversifying full-time faculty*

This remains our greatest challenge. Since the last accreditation visit, two Asian American faculty members left for positions overseas, and a Black male faculty member returned to Memphis after only a year to rejoin his wife and family, who didn't relocate to Morgantown. In addition, a Black female development officer took a higher-paying development position in the university's Health Sciences Center, and two diverse administrative assistants (one African American and one part Native American) also left. (The former was hired by our Provost; the latter left for health reasons

during the pandemic.) We have hired one diverse Visiting Professor, whom we hope to convert to a tenure-track position.

The college made efforts to hire two Black faculty members, but neither accepted. One was brought to campus with the intention of offering her a public relations faculty position as part of the university's Strategic Mission Hires initiative, which seeks to help diversify WVU faculty; however, she declined, citing the lack of diversity in the Morgantown area overall. A Black male was offered a joint position with the College of Media and the College of Creative Arts (he had long served as an adjunct for both colleges and recently completed his doctorate with Creative Arts). However, he instead accepted a position at his alma mater, The University of Texas at Austin, for far more money than we could provide.

The college also made an offer to a Black advisor to fill a recently vacated position; he instead accepted a similar position with the WVU Chambers College of Business and Economics, which offered more money. We did successfully hire a Black male in summer 2022 as an enrollment and recruitment manager for our online programs; however, the vast majority of his work is at the graduate level.

Although women make up 52% of College of Media faculty and the majority of the leadership team, as of fall semester 2022 the college has but one Black male undergraduate advisor and one half-Asian full-time faculty member.

- *Unrealized potential for more direct assessment measures and more robust indirect measures*

Since the last accreditation, the college's student careers and opportunities director has taken the advice of the previous site team and revamped the internship supervisor evaluation form to match the ACEJMC values and competencies. These evaluations are now also considered as part of our programs' direct assessment measures. In addition, we also added the ACEJMC values and competencies to our senior exit survey, asking them to reflect upon their perceived knowledge and skills in each area. (See Standard 3.)

- *More widespread contribution to scholarship by the faculty*

During the last accreditation, the college had but one full professor—the dean. Since that time, the university has been elevated to R1 (very high research status), four tenured faculty were promoted to full professor, and four assistant professors were promoted to associate with tenure. In addition, the number and diversity of conference presentations, refereed journal articles, creative works and external grants received has increased substantially. (The numbers of refereed conference papers and refereed journal articles more than doubled; external grants received grew from nine reported in the last self-study to 51 in this one.)

- *Limitations in space for present enrollment that will be even more challenging for projected enrollment increases*

The College of Media opened a new 10,000-square-foot space, called the Media Innovation Center (MIC), in a building called Evansdale Crossing in January 2016. This space is connected to the university's PRT system, which connects campuses, and gives the college a modern presence that supplements its space in historic Martin Hall. The MIC offers several flexible classrooms, plus access to two more traditional classrooms just across the hall.

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

For a number of years, we have engaged our freshman seminar classes by sharing with them ACEJMC's learning values and competencies and the value of the accreditation process. During 2021–2022, an accreditation committee was established and conversations about the process itself were held with faculty and Visiting Committee members. Program chairs Emily Corio and Geah Pressgrove engaged their respective faculty members in various sections around curriculum, diverse speakers and public service; Assistant Dean for Academic Affairs Gina Dahlia and her student services team (Emily Roush, Demetrius Greer, Aaron Hawley, Emily Gerber, Eric Minor and Timmy Eads) provided data, curriculum, scholarship, recruitment, retention and internship information; administrative personnel Brenda Sisler, Shannon Cunningham and Cindy Hart helped supply student worker, adjunct and faculty data; Financial Manager Valerie Burgess provided budgetary, hiring and faculty productivity information; Marketing and Communications Director Erica Lindsay and Communication Specialist Ally Kennedy provided information relevant to highlights and activities; IT personnel Rick Bebout and Brett Collins provided details about our facilities and technology processes; Creative Director Dana Coester provided the executive summaries; and leadership team faculty and staff helped edit the publication. In early fall 2022, student organizations and the dean's student advisory committee were briefed about accreditation and the upcoming site team visit.

Significant time was devoted to the accreditation process at a fall 2021 faculty meeting, and a conversation around our programs' strengths and weaknesses was documented. The following lists reflect that faculty conversation:

Self-identified Strengths
- Experiential and service learning
- Collaborations with other entities (internally and externally)
- Technology and facilities
- Caring, engaged, energetic faculty
- Award-winning, professional student services team
- Strong, supportive online programs team
- Meaningful research and public service activities
- Nimble and adaptable

Self-identified Weaknesses
- Recruitment of diverse faculty and staff
- Loss of undergraduate enrollment since last accreditation
- Challenging budget
- Student understanding of some theoretical, legal and First Amendment concepts

**7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.**

The Reed College of Media's website includes information about the college; its purpose, mission and values; faculty and staff; majors; student organizations; Visiting Committee members; alumni, faculty, staff and student awards; accreditation and accountability information, and more.

Students may keep track of their curriculum requirements at any time through WVU's DegreeWorks system, and the WVU Undergraduate Catalog represents the curricular "contract" with students as of the year they enter the program.

# Part II, Standard 1

Mission, Governance and Administration

**Part II, Standard 1. Mission, Governance and Administration**

As part of the self-study process, we have self-reported data into ACEJMC's searchable database.
The following files will be available in the workroom:
- unit reports on curriculum, educational policy, meeting minutes, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students
- a faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy (also available in Appendices 1A and 1D)
- copy of the strategic plan (also available in Appendix 1B)

**Executive summary**:

The college's leadership transitioned in 2019 from Dean Maryanne Reed to Dean Diana Martinelli (formerly Associate Dean), when Reed was asked by WVU administration to serve as provost. Notably, Martinelli served as acting dean in 2015-2016, when Reed became interim dean of the Eberly College of Arts and Sciences. After a strong five-year review as associate dean, Martinelli was again selected to serve as dean of the College of Media, providing continuity of experience, leadership and vision. After a year, the provost convened the faculty to obtain feedback about her leadership and to ask whether they wanted a national search for the position. The faculty indicated support for Martinelli's continuance.

An immediate challenge facing the dean and leadership team was the onset of the COVID pandemic in early 2020, necessitating a rapid shift to online courses and other remote learning structures throughout the university. Despite the many challenges posed by the pandemic, the college was able to swiftly deploy existing online programming infrastructure and expertise to smoothly transition all courses online. Most of the faculty had prior teaching experience in the college's longstanding online program offerings and were able to adapt their courses for satisfying online learning experiences, delivered with empathy and academic rigor despite the circumstances.

Martinelli has continued the longstanding leadership structure of the college, which includes a leadership team consisting of the director of graduate studies; assistant dean of online programs; assistant dean of academic affairs; creative director of the Media Innovation Center; two program chairs, one for journalism/media and one for advertising and public relations; and a marketing and communications director. She implemented more frequent faculty and staff meetings, incorporating training sessions into many, and held monthly or semi-monthly leadership team meetings.

As members of a relatively small, autonomous academic unit, faculty members participate fully and frequently in college decision making, strategic planning and day-to-day operations. Through both committee and administrative assignments, faculty regularly propose ideas, address challenges, and share in decisions about student enrollment and retention, curriculum, academic policies, equipment, technology, facilities and faculty development. In addition to faculty meetings that are held at least monthly during the academic year, faculty committees meet with varying frequency, depending on their respective charges. Faculty members also engage in the process of long-range planning, and the college continues to make systematic progress toward its strategic goals. Collectively the college has continued to make changes in response to industry, societal and student needs. These include opening the Media Innovation Center, with its associated innovation and entrepreneurial programming; launching four new undergraduate majors; and developing new curriculum to reflect current and emergent media issues.

**1. Provide the web link to the unit's mission statement.**

Our college's mission statement (which we call our "Purpose") may be found here:

https://mediacollege.wvu.edu/about

**2. Describe the administrative structure of the unit, including to whom the unit administrator reports within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.**

The Reed College of Media's administrative personnel and their reporting structures appear below:

- *West Virginia University President E. Gordon Gee:* Chief executive of the university with oversight of its activities and has final decision-making authority. President Gee returned in 2014 to again lead WVU, which was his first college presidency. President Gee is the 24th WVU president.

- *Provost and Vice President for Academic Affairs Maryanne Reed:* Chief academic officer of the university with overall leadership and responsibility for all academic units at the university, including the Reed College of Media, Reed served as dean of the Reed College of Media from 2005 to 2019. The provost is responsible for academic programs and related support services, including faculty development, promotion and tenure, sabbatical leaves, budgeting, personnel issues in the academic affairs area, facilities planning, curricular planning and assessment. The deans of the colleges and schools report directly to the provost.

- *Dean Diana Martinelli:* Chief academic and administrative officer of the College of Media since July 2019, with oversight of its educational activities, personnel, faculty development and evaluation, intra-university relations, outreach and development, and budget management. The dean has a 12-month administrative appointment and reports directly to the provost.

- *Assistant Dean of Academic Affairs Gina Dahlia:* Directs and manages the school's undergraduate advising efforts, internships and career placement, recruiting and retention and also serves as managing director of the college's Media Innovation Center. The assistant dean has a 12-month appointment, teaches a broadcasting capstone course and reports to the dean.

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

- *Director of Graduate Studies Steve Urbanski:* Directs and manages the school's on-campus and online Master's Degree in Journalism (MSJ) program. The graduate director receives an administrative supplement, a full-time faculty appointment and reports to the dean.

- *Media Innovation Center Creative Director Dana Coester:* Directs innovative activities and events for the college, including speakers, panels, partnerships and grant projects, and helps lead curricular changes around digital, technological and new professional directions (e.g. forensic journalism). This is a full-time faculty appointment with an 11-month contract and reports to the dean.

- *Director of Marketing and Communications Erica Lindsay:* Directs and manages the school's communication efforts, major events and alumni outreach. She has a 12-month FEAP appointment and supervises the social media communications manager and web developer. She reports to the dean.

- *Development Officer (vacant):* Directs and manages the school's fundraising efforts, with an emphasis on major gifts development. Although funded by the college, the major gifts officer is supervised by the WVU Foundation and has a 12-month appointment.

- *Program Coordinators Emily Corio for Journalism/Media and Geah Pressgrove for Advertising and Public Relations:* The college has no formal department chairs, and instead uses voluntary program coordinators who serve as faculty liaisons within their programs for full- and part-time faculty. They also serve as part of the dean's academic leadership team and convene their program faculty to discuss scheduling, curricular issues, assessment and course development. Program coordinators are charged with relaying issues of concern to the dean and are responsible for managing and reporting capstone assessment activities and resultant curricular changes. They are nine-month faculty who receive course reductions and administrative stipends.

**3**. **Describe the unit's process for strategic or long-range planning. Provide the web link to the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it is has encouraged and contributed to quality and innovation in the unit. Describe who has responsibility for updating the plan and the process for monitoring its effectiveness in driving progress.**

West Virginia University completed the goals of its previous 10-year strategic plan, known as "WVU 2020," and in spring 2017, the Board of Governors adopted the following vision, mission and values statements to honor the university's [150th anniversary](#) and lead the institution forward:

*Vision*
As one West Virginia University, we are purposeful in our studies and our work so that we can partner with our communities – both near and far – to bring needed and valued solutions to real-life problems within the pillars of education, healthcare and prosperity.

*Mission*
As a land-grant institution, the faculty, staff and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement.

*Values*
- Service — "We seek opportunities to serve others and are committed to providing the highest quality of service."
- Curiosity — "We ask questions, seek new opportunities and change through innovation."
- Respect — "We are respectful, transparent and inclusive with each other."
- Accountability — "We perform at our very best every day to create a university that is responsive, efficient and effective."
- Appreciation — "We support and value each other's contributions as we build a community that is One WVU."

Under Dean Reed's leadership, the College of Media followed by engaging the leadership team and then the faculty to craft our updated vision, purpose and goals, which was adopted in spring 2018:

OUR PURPOSE
We believe that a robust, independent media is fundamental to a democratic society in which individuals are empowered as critical thinkers, creative problem-solvers and engaged citizens. We expect our students, faculty and staff to use their communications skills and expertise to help our communities adapt and thrive in a complex, diverse global society.

OUR VISION
We aspire to be a catalyst for positive change in our region and a national leader in modern media education.

OUR VALUES
1. We are principled.
    We represent the values of the First Amendment and an ethical approach to journalism and media communications.
2. We are collaborative.
    We are an inclusive and welcoming community that fosters meaningful collaborations of shared purpose within and beyond our university.
3. We are innovative.
    We embrace a culture of creativity and risk-taking that anticipates and adapts to a dynamic and evolving media environment.
4. We are relevant.
    We require our students and faculty to be current in their knowledge and skills and able to apply relevant theories to their practice.
5. We are curious.
    We produce academic and creative scholarship that can be shared and applied to real-world problems.

OUR GOALS
1. Prepare students to be skilled and ethical communications professionals who are grounded in research methods, current and emerging media practices and the principles of the First Amendment.

2. Advance media communications theory and practice that positions the college as an academic thought leader and incubator for industry solutions.

3. Use the skills and expertise of our faculty, staff, students and alumni to create and support communications that contribute to the well-being and betterment of local communities.

4. Partner with the university to grow enrollment, advance innovation and entrepreneurship, and collaborate across disciplines and programs.

In spring 2020, Dean Martinelli worked to flesh out specific action items and activities to support each of the college's four goals. That fall, the draft was shared with the leadership team and faculty, who provided input and suggestions. The plan was adapted accordingly, and ultimately finalized and approved by faculty vote in March 2021. (The abbreviated strategic plan is available on our website under Purpose, Values and Goals; the full plan, with updates through spring 2022, is included in Appendix 1B.) The plan is updated each semester by the dean, with input from faculty, and shared at a faculty meeting. (An example of a slide shared with faculty in December 2021 is included in Appendix 1C.)

University strategic planning commenced in December 2020, when President Gee charged the provost and campus community with academic transformation to ensure relevant curricula that will sustain and build upon university excellence and prominence. As part of that charge, the university has critically reviewed each academic program and made recommendations regarding strategic investment or, in very limited cases, sunsetting.

None of the college's programs were identified as deficient, and there was support for strategic investment in our undergraduate Adventure Media and online graduate Digital Marketing Communications programs. As a result, we led two faculty searches last year to fill these positions but were unsuccessful. However, we continue to seek out new, innovative courses, technologies and curricular areas of interest to help prepare students for our changing professions, help support the state and help lead our media industries.

**4. Provide the web link to where the unit publishes its most recent retention and graduation data.**

Listed on the college website, on the "About" page under "Public Accountability," are our most recent retention and graduation data. (*Note that WVU typically does not finalize these data until well into each fall term.)* The Reed College of Media's rates exceed those of the university's. Most notable is our four-year college graduation rate (2017 entering class) of 64.4%, which was more than 20% higher than the university's rate and a college increase of nearly 5% over the previous year.

**5. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note passages and pages specific to the directive.)**

Decisions regarding school policies and procedures are made democratically. Any faculty member may propose new policies, although most tend to come from the committees' recommendations. (See Appendix 1D for the 2021-2022 standing committee list; prior committee lists will be available on site.) The dean also proposes new educational policies and invites discussion and votes at faculty meetings, but usually appoints an existing or ad hoc committee to explore the issue and report back

to the full faculty prior to voting decisions. (For example, during the coronavirus pandemic, the faculty voted to approve an asynchronous online course instructional policy—see Appendix A (p. 86) of the Faculty Handbook in Appendix 1A. Prior to the start of the 2021-2022 school year, faculty agreed to incorporate a new syllabus statement regarding on-ground course attendance expectations, which is now included in course syllabi. Full-time teaching and tenure-track faculty members are eligible to vote. The dean may veto any majority decision; however, this has not occurred in recent memory.

The College of Media handbook is updated regularly and provided to faculty. It was wholly updated in 2015 to reflect the new name of the college (from School of Journalism to College of Media in 2014) and our new Faculty Evaluation, Promotion and Tenure document. It also includes a list of Frequently Asked Questions with specific guidance regarding school policies and procedures. (In addition to Appendix 1A, the college handbook will be available on site; the WVU Faculty Handbook is available online.) Specific information related to the annual review process, promotion and tenure, travel funds, grant-funded course buyouts, faculty research support, and workload guidelines (which were formalized, vetted and approved by faculty in May 2022) are included in the college's document.

West Virginia University has a Student Government Association (SGA), which has a representative on the university's Board of Governors. Numerous College of Media students have been part of SGA over the years. (More information about the organization, which holds annual elections, may be found online.)

In fall 2021, the dean created a formal Student Advisory Committee (SAC) by issuing a school-wide invitation to serve and asking faculty to encourage their diverse and perhaps introverted students to consider applying. As a result, 17 students at all levels, from freshman to graduate, including several underrepresented students, responded and became part of the inaugural committee. The committee met once in fall and twice in spring. The committee's formal description is as follows:

> *A group of diverse WVU College of Media students whom the dean has invited to serve, SAC committee members interact with college administrators, who inform them of college plans, initiatives and priorities and who seek SAC members' feedback, input and suggestions regarding their College of Media experiences.*

In 2021-2022, the college's diversity and strategic plans were shared with the SAC, discussions around the college's climate survey results and around course offerings and improvements were held, and information about the college's Visiting Committee and accreditation were shared. The dean will extend invitations to students who remain in the college to continue serving, and a new call will be issued in early fall 2022 for other interested students. In addition, the dean periodically meets with other students at their request and more informally interacts with students in the hallways, inquiring about their courses, activities and experiences.

The dean and her leadership team (made up of the assistant deans, program chairs, graduate and creative directors, and communications and marketing director) periodically meet to discuss possible initiatives and student feedback, such as that acquired through senior exit surveys. Such student feedback also is regularly shared with faculty during our meetings. Senior exit surveys in particular provide current insights into student satisfaction and desires regarding policy and curricular offerings. For example, the latest (May 2022) senior exit survey indicated that 86% of students believed they could contact their advisor in a timely manner; 74% believed we offered sufficient course selections

(another 15% were neutral on this question); and most students (92%) indicated e-mail had been the most relied upon method of college communication to keep them updated. (The full 2022 survey results will be available on site.)

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

Faculty meetings are typically held once a month, with a second meeting occasionally scheduled for trainings. Faculty and staff typically meet together once or twice a semester. In academic year 2021-2022, eight faculty meetings were held and two trainings (ADA, SafeZone). All but the final meeting of the year (May 2022) were held virtually via Zoom. (Faculty meeting minutes will be available on site.)

**7. List faculty committees and chairs. List ad hoc committees in operation at the time of the self-study.**

Each academic year the dean makes committee assignments and communicates each committee's specific activities and goals. Standing committees and their general responsibilities are provided below; 2022–2023 committee members follow each description:

- *Academic Standards:* ad hoc committee that responds to second-level formal grade appeals. After the committee makes its decision, it is forwarded to the dean, who makes the final determination on appeals. Committee may be consulted to discuss unusual course substitutions or other academic exceptions, if needed.
    - Elizabeth Oppe, Chair
    - Lois Raimondo
    - John Temple

- *Curriculum/Digital/Assessment:* discusses/approves course changes and new course content and makes recommendations to the full faculty for faculty vote regarding new programs or significant updates or changes to the undergraduate curriculum. The committee meets on an ad-hoc basis, and the committee chair works with program chairs to ensure assessment activities take place as required for accreditation.
    - Gina Dahlia, Chair
    - Dana Coester
    - Rita Colistra
    - Emily Corio
    - Cindy Hart

- *Diversity, Equity and Inclusion:* tracks and updates the school's diversity, equity and inclusion plan, helps to carry out its outlined tasks and reports progress each semester to the faculty; makes recommendations for speakers, training or potential future faculty, staff, adjunct hires; and communicates to and from WVU's DEI liaisons.
    - Ashton Marra, Chair
    - Joel Beeson (spring)
    - Jasper Fessmann
    - Julia Fraustino
    - Joseph Jones

- *Faculty Evaluation:* Meets primarily in spring. Per the *Faculty Handbook*, committee is made up of at least five members, the majority of whom must be tenured, with one Teaching Professor at the associate level or higher; all but one of the remaining committee members must be at the level of at least associate professor; any untenured assistant professor must serve willingly/by request and be in at least their fourth year with solid prior reviews. Committee evaluates tenure-track and teaching faculty members annually and forwards recommendations to the dean to determine progress toward tenure and/or promotion, as well as contributions relative to any chair/endowed faculty positions per their respective appointment letters.

  Committee helps identify external promotion and tenure reviewers, when applicable, and evaluates college research support applications and, *resources permitting,* makes the applicable recommendations to the dean for teaching reductions based on *exceptional* (beyond "excellent") research productivity (equivalent of at least two peer-reviewed journal publications).
    - Dana Coester, Chair
    - Bob Britten
    - Rita Colistra
    - John Temple
    - Steve Urbanski

- *Graduate Programs:* reviews and revises MSJ (including MESO) graduate policies and curriculum, selects MSJ program applicants, and confers on IMC/DMC/Data Marketing policies and applicants, as needed. Meets on an ad hoc basis, often by e-mail and usually during early spring.
    - Steve Urbanski, Chair
    - Dana Coester
    - Julia Fraustino
    - Chad Mezera
    - Geah Pressgrove (fall)

- *International Curriculum:* discusses international curriculum ideas and plans to help increase students' and faculty exposure to international/global practice and cultures.
    - David Smith, Chair
    - Chuck Borghese
    - Heather Cole
    - Jasper Fessmann

- *Reaccreditation:* helps prepare, share and review materials relevant to the college's reaccreditation self-study and site team visit.
    - Diana Martinelli, Chair
    - Dana Coester
    - Emily Corio
    - Gina Dahlia
    - Erica Lindsay
    - Geah Pressgrove

- *Speakers:* identifies possible college speakers for panels, special events, class guests and graduation. Makes recommendations to the dean to share with faculty and program chairs, as applicable.
  - Mary Kay McFarland, Chair
  - Dana Coester
  - Joseph Jones
  - Chuck Scatterday

- *Student Awards:* nominates and encourages students' submissions for various school, regional and national awards, including college outstanding senior awards; works/coordinates with major program chairs for final selection of these latter awards; circulates information to faculty about student competitions and encourages participation/entries; chair is responsible for communicating with communications manager, dean and faculty/staff a comprehensive list of college winners for announcements and accreditation.
  - Chuck Scatterday, Chair
  - Chuck Borghese
  - Gina Dahlia
  - Ally Kennedy
  - Lois Raimondo
  - David Smith

Additional committees or individual coordination assignments in recent years have included the following:

- *Equipment Liaison:* This person (currently Mary Kay McFarland) manages college equipment available for class assignments, including training and managing student workers who provide check-out/check-in services and equipment inventory.

- *Library Liaison:* This person (currently Rita Colistra) serves as the liaison to WVU's Wise Library, sharing information about available resources and relaying specific materials requests to the appropriate university librarian.

- *Social Justice Liaison:* Search committee chairs invite this HR-trained college representative (currently Valerie Burgess) to be part of all initial search committee meetings and screenings to help ensure fair, legal and inclusive practices/discussions take place in the hiring process.

Various faculty search committees also are created on an as-needed basis and charged with developing job descriptions for new faculty positions in consultation with the dean, working with WVU Human Resources ("Shared Services") and the office administrator or social justice liaison to place ads in appropriate advertising venues, arrange candidate visits and provide hiring input and recommendations. In addition, faculty are assigned advising roles to the college's various student organizations or special projects.

**8. Describe the faculty's contributions to the administration and governance of the university.**

Reed College of Media faculty are actively engaged in WVU administration and governance. Ashton Marra, David Smith, Julia Fraustino and Emily Corio have been members of Faculty Senate during recent years. Geah Pressgrove and Jasper Fessmann have served the university as Faculty Marshals, who preside over commencement activities; Fessmann continues in this role.

Faculty members have also served on numerous university-wide committees. For example, Dean Diana Martinelli chaired the search committee for the College of Law dean search in 2020. She served on the College of Arts and Sciences' Harriett Lyon Professorship search committee, continues as a member of the provost's Mission Hires Selection Committee and is part of the university's founding IT Council. Assistant Dean Gina Dahlia serves as a WVU LGBTQ+ Commissioner, is on the provost's Academic Transformation and Student Success committees and served on the search committee for the university's new Director of Advising in summer 2022. Journalism/Media Program Chair Emily Corio served last academic year on the provost's Faculty and Leadership Development Committee. Creative Director Dana Coester serves as a college liaison for the university's Innovation and Economic Prosperity (IEP) Designation effort, and in summer 2020 she and Professor Joel Beeson served on the president's working group to address racism and racial inequality at WVU.

Other examples of recent faculty service to the university include:

- Cathy Mezera's, Bob Britten's and Heather Cole's service as Teaching and Learning Commons' Faculty Associates;
- Dana Coester's service as co-coordinator of the university' Innovation Hackathon in fall 2021;
- Gina Dahlia's work over the past several years as WVU TedTalk and Benedum Scholar presentation coach and a member of the WVU Foundation Outstanding Teaching Award selection committee;
- Rita Colistra's service on the Teaching & Learning Commons' Faculty Advisory Council;
- Teaching Associate Professor Elizabeth Oppe's appointment to the WVU Center for Community Engagement's Service-Learning Faculty Advisory Committee;
- Julia Fraustino's service as part of the WVU Mountaineer Health Initiative; and
- Jasper Fessmann's work on the interdisciplinary Climate Woking Group.

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

The dean serves at the "will and pleasure" of the provost; thus, her appointment to the position or termination from it is determined thusly. The dean is assessed annually by the provost on activity relevant to her assignments and on specific annual goals. The result of that evaluation determines whether she is reappointed for another year and if she is eligible for an annual merit-based pay raise. She will be formally evaluated by college faculty and staff this spring, as part of a three-year internal review. A more comprehensive "360 review" of the dean is performed every five years.

Dean Martinelli was appointed as dean in 2019; prior to her appointment, a comprehensive review of her work as associate dean was conducted via a survey of faculty, staff and other WVU unit administrators, which was highly positive. After her initial year as dean, the provost met with faculty and asked their views on her performance and whether they preferred to retain her in the role or conduct a national search for a replacement. Faculty indicated the former, and the dean was issued a longer-term contract. (A full description of the WVU administrator evaluation process is available here: "Review of Deans and Administrators.")

Assistant Dean Gina Dahlia is reviewed annually by the dean and her academic record is reviewed annually by the school's Faculty Evaluation Committee, as are Program Chairs Emily Corio and Geah Pressgrove and Graduate and Creative directors Steve Urbanski and Dana Coester, respectively. Assistant Dean of Online Programs Chad Mezera is not a faculty member, so he is reviewed annually solely by the dean. Prior to her appointment as assistant dean, Dahlia underwent a five-year program chair review, which was highly positive.

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

The College of Media is fortunate to possess a close, collegial faculty and staff who typically feel comfortable discussing their concerns openly at faculty meetings or in personal meetings with their respective program coordinators, supervisors or dean. If issues cannot be resolved at these levels, faculty and staff can turn to several entities within the university, as outlined in the university's Faculty Handbook, Section 5.8, Conflict Resolution and Academic Due Process, which states:

"Faculty members have the right of academic due process in accordance with the provisions of Higher Education Policy Commission Series 9, which governs academic freedom, appointments, promotion, tenure, evaluation, dismissal and termination, and grievances and appeal."

These rights include the university Mediation Program, which serves as an alternative form of conflict resolution for faculty and staff. Faculty grievances may be filed online and are heard under procedures described in W. Va. Code §6C-2. They also may be filed by faculty who have been denied promotion, tenure or reappointment, or by those who are given notice owing to program reduction or discontinuation or dismissal for cause. Faculty whose appointments are terminated receive formal written notice of termination from a university representative. The notice includes a description of the appeal procedures. One faculty grievance was filed since the last accreditation visit: following unsuccessful mediation, it was ultimately dismissed.

Students typically resolve complaints directly with their professors. However, if this fails, students may see their program chair or may be referred to the assistant dean of academic affairs. The school is fortunate in that it receives few formal complaints. Student grade appeals are filed through a formal process as outlined in the student catalog and also made available on the provost's website. The assistant dean of academic affairs serves as the college's undergraduate level one appeals reviewer. Level two appeals are made by the dean, either via the college's Academic Affairs Committee or—depending on the time of year and availability of the committee—directly.

The basic student academic rights and appeal processes follow, first for grade appeals, followed by appeals for cause (e.g. academic dishonesty; probation or suspension). (Student grade and suspension appeal files will be available on site.)

*Grade Appeals*

Students are informed of final grades for courses at the end of each academic term through the WVU Portal. Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual who reported the final grade to express their concerns and attempt to resolve the issue.

<u>Level 1 Appeal</u>

- The student may begin an appeal by [submitting a written appeal via WVU e-mail to the Level 1 appeal reviewer](#) before the appeal deadline listed above. The student's appeal must include the documentation and evidence forming the basis of their appeal.
- The course instructor/coordinator must provide all relevant documentation and criteria for determining the student's final grade to the Level 1 appeal reviewer upon their request.
- The Level 1 appeal reviewer assesses the available evidence and makes a decision about the appeal based on that evidence.
- Within 10 class days after the student has submitted the appeal, the Level 1 appeal reviewer communicates the decision in writing via WVU e-mail to the student and the course instructor/coordinator.
- Depending on the outcome of the appeal, the Level 1 appeal reviewer submits a grade modification.
- The reviewer retains all documentation related to the appeal for 5 years.
- If the student accepts the Level 1 appeal decision, the appeal is concluded.

<u>Level 2 Appeal</u>

- If the student does not accept the Level 1 appeal decision, the student may [submit a written appeal via WVU e-mail to the Level 2 appeal reviewer](#) within 10 class days after the decision at Level 1 is sent.
- The Level 1 appeal reviewer forwards all materials included in the appeal to the Level 2 reviewer. Both the student and the course instructor/coordinator may provide additional information if they wish.
- The Level 2 appeal reviewer assesses the available evidence and makes a decision about the appeal based on that evidence.
- Within 10 class days after the student has submitted the appeal, the Level 2 appeal reviewer communicates the decision in writing via WVU e-mail to the student, the course instructor/coordinator, and the Level 1 appeal reviewer.
- Depending on the outcome of the appeal, the Level 1 appeal reviewer submits a grade modification.
- The reviewer retains all documentation related to the appeal for 5 years.
- The appeal is concluded.

### *Cause Appeal*

The individual or chair of the committee who imposed an academic penalty must notify the student in writing via WVU e-mail of the academic penalty. Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual or committee that imposed the penalty to express their concerns and attempt to resolve the issue.

<u>Level 1 Appeal</u>

- The student may begin an appeal by [submitting a written appeal via WVU e-mail to the Level 1 appeal reviewer](#) within 10 class days after penalty is communicated to the student. The student's appeal must include the documentation and evidence forming the basis of their appeal.
- The individual or committee that imposed the penalty must provide all relevant documentation concerning the penalty to the Level 1 appeal reviewer upon their request.
- The Level 1 appeal reviewer assesses the available evidence and makes a decision about the appeal.
- Within 10 class days after student has submitted the appeal, the Level 1 appeal reviewer communicates the decision in writing via WVU e-mail to the student and the individual or committee that imposed the penalty.
- The reviewer retains all documentation related to the appeal for 5 years.
- If the student accepts the Level 1 appeal decision, the appeal is concluded.

Level 2 Appeal

- If the student does not accept the Level 1 appeal decision, the student may continue their appeal by [submitting a written appeal via WVU e-mail to the Level 2 appeal reviewer](#) within 10 class days after the decision at Level 1 is sent.
- The Level 1 appeal reviewer forwards all materials included in the appeal to the Level 2 reviewer on request. Both the student and the individual or committee that imposed the penalty may provide additional information if they wish.
- The Level 2 appeal reviewer assesses the available evidence and makes a decision about the appeal based on that evidence.
- Within 10 class days after student has submitted the appeal, the Level 2 appeal reviewer communicates the decision in writing via WVU e-mail to the student, the individual or committee that imposed the penalty, and the Level 1 appeal reviewer.
- The reviewer retains all documentation related to the appeal for 5 years.
- The appeal is concluded.

# Part II, Standard 2

Curriculum and Instruction

**Part II, Standard 2. Curriculum and Instruction**

A complete set of syllabi for Journalism (JRL) and Advertising and Public Relations (ADPR) required and elective courses for fall 2022 are included in Appendix 2.1; syllabi from spring 2022 are included in Appendix 2.2; summer 2022 syllabi, in Appendix 2.3. (No special sessions, i.e. Maymester, are applicable.) These syllabi also will be available in hard copy in the workroom.

**Executive summary:**

The College of Media offers students a strong digital-first undergraduate curriculum. Students share a core of media (MDIA) courses to provide a foundation in media writing, history, ethics and law, introductory production, critical thinking and theory-informed practice. Such core course as *MDIA 215S Media Writing* and *MDIA 225S Media Tools and Applications* are taken in the freshman year, immersing students in their major curriculum and facilitating a sense of community with each other and with faculty and staff.

Our faculty have worked tirelessly to keep curricula current and relevant in response to industry trends, emerging professional practice, certifications and relevant social contexts impacting media. For example, the newly created *MDIA 455 Media, Identity and Power* ensures all College of Media students are grounded in history, theory and contemporary movements impacting media and society, while the revised *MDIA 328 Media Ethics and Law* has incorporated such contemporary topics as threats to press freedom, data privacy, artificial intelligence and platform regulation.

Through required courses, special projects and electives, students write, report and produce multimedia and interactive content across platforms for both regional and national audiences, and produce public relations and advertising messages and products for real-world clients. Many of the college's most high-profile major projects are offered within courses, such as the donor-sponsored reporting collaboration with the George Washington University School of Media and Public Affairs, which resulted in a front-page story in the *Washington Post*, and the community-engaged research and branding campaigns of BrandJRNY (brandjrny.com), which has resulted in long-term state economic development.

New electives have enabled students to acquire skills in augmented reality, drone journalism, social video production, podcast reporting and producing, and voice performance, while new electives such as interactive data and design, audience psychology and behavior, crisis communication, and ideation and strategic visualization engage students theoretically as well. In addition to the college core and major specialization courses, all students must take a culminating capstone course.

For JRL majors, capstone options include *JRL 459S Multimedia News Publication*, *JRL 411 Experimental Journalism, JRL 431S Multimedia Storytelling, JRL 467S Public Affairs Show* (aka West Virginia Today) and *JRL 487S Advanced Video Reporting and Producing* (aka WVU News). For ADPR majors, they choose from *ADPR 459 Advertising and Public Relations Campaigns* (including a spring international experience option) or *ADPR 457 Martin Hall Experience*.

**1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed.**

**Number of hours/units required for graduation:**

120

**Number of hours/units required for major degree:**

JRL: 39 credit hours; ADPR: 36 credit hours

*Note: Beginning with Fall 2022, some of our courses have an "S" after the course number. This indicates that the course is a "studio" course with a lecture/lab component that provides students with experience in using specialized equipment, occurs at specific sites like a television studio, or engages them in team activities/projects.*

See Appendix 2A for graphic representations of JRL and ADPR major curricula.

**College of Media Core**
Courses required for all Students in JRL and ADPR Programs (15 credits):
1) MDIA 101 Media & Society
2) MDIA 215S Media Writing
3) MDIA 225S Media Tools & Applications
4) MDIA 328 Media Ethics & Law
5) *MDIA 455 Media, Identity & Power or JRL 427 American Journalism History or MDIA 401 Making Media in the Digital Age
   *As of Fall 2022, this is a new college requirement.*

➢ Journalism Core
Additional courses required of all JRL majors (15 credits):
1) JRL 318S Beat Reporting
2) JRL 319S Editing & Curation
3) JRL 341S Data & Design
4) JRL 458 Interactive Media & Audience Building
5) *Students choose three of the one-hour skills courses listed below:*
   • JRL 236S Podcast Producing
   • JRL 237S Adobe Video Editing
   • JRL 238S Broadcasting Voice Performance
   • JRL 240S Immersive Storytelling AR/VR
   • JRL 235S Video Editing
   • JRL 237S Adobe Video Editing
6) *Students choose one capstone course:*
   • JRL 459S Multimedia News Publication
   • JRL 411 Experimental Journalism
   • JRL 431S Multimedia Storytelling
   • JRL 467S Public Affairs Show—West Virginia Today
   • JRL 487S Advanced Video Reporting and Producing

Upper-Level Electives
Electives/additional required courses in JRL. Students may specialize in one area or take classes across multiple areas (6 credits):
- JRL 320S Advanced Photojournalism (Visual)
- JRL 340S Advanced Video Storytelling (Visual)
- JRL 440 Visual Storytelling for the Media (Visual)
- JRL 331 Infographics and Data Visualization (Print)
- JRL 430S Social Media and Journalism (Print)
- JRL 426S Investigative Reporting (Print)
- JRL 335S Video and Audio News Writing (Broadcast)
- JRL 386S Beginning Video Reporting (Broadcast)
- JRL 448S Digital Publications: Social Video (Broadcast)

➢ Advertising and Public Relations Core
  *Required ADPR courses* (6 credits)*:*
  1) ADPR 215 Intro to Strategic Communications
  2) ADPR 421S Advertising and PR Audience Insight and Analysis

  Students pick one capstone course (3 credits):
  - ADPR 457S Martin Hall Agency Experience
  - ADPR 459S Advertising and Public Relations Campaigns

o *Advertising Area of Emphasis (AOE)*
  Additional required courses (12 credits):
  1) ADV 315S Advertising Copywriting
  2) ADPR 319S Advertising and Public Relations Design *(new requirement this year)*

  *Students choose two of the courses below or advisor-approved 300/400 electives (6 credits):*
  - ADV 333S Portfolio
  - ADV 347S Martin Hall Agency: Advertising Tactics
  - ADV 401S Creative I
  - ADV 403 Media Planning and Strategy
  - ADV 415 Ideation and Strategic Visualization
  - ADPR 450 Audience Psychology and Behavior
  - ADV 451 Interactive Marketing Communications
  - ADPR 452 Strategic Comm Strategy/Management
  - ADV 455S Creative II
  - ADPR 410 Influencer Strategies
  - ADPR 438 Branded Content and Narrative
  - ADPR 439 Strategic Social Media

o *Public Relations Area of Emphasis (AOE)*
  Additional required courses (12 credits):
  1) PR 324S Public Relations Writing and Applications
  2) ADPR 319S Advertising and Public Relations Design

*Students choose two of the courses below or advisor-approved 300/400 electives (6 credits):*

- PR 347S Martin Hall Agency: Advertising Tactics
- PR 410 Integrated Marketing Communications for Public Relations
- PR 420S International Public Relations
- PR 424S Crisis Communication
- PR 426S Advocacy Communication
- PR 428 Public Interest Communication
- PR 455S Strategic Event Planning and Promotion
- ADPR 410 Influencer Strategies
- ADPR 438 Branded Content and Narrative
- ADPR 439 Strategic Social Media
- ADPR 450 Audience Psychology and Behavior

Non-Journalism Required courses for JRL and ADPR majors outside of the accredited unit. (27 credits):

1) ECON 200 Survey of Economics
2) BCOR 350 Principles of Marketing
3) HIST 153 Making of Modern America: 1865 to the Present
4) POLS 102 Introduction to American Government
5) STAT 111 Understanding Statistics
6) English Literature or Creative Writing Course (3 hours from an approved list)
7) Foreign Language (6 hours in any foreign language/two semesters of the same foreign language or one course and study abroad may complete Foreign Language Requirement.)
8) PSYCH 101 Intro to Psychology or SOC 101 Introduction to Sociology or ANTH 105 Introduction to Anthropology

**2. Explain how students in the unit complete academic requirements for the baccalaureate degree that meet the liberal arts and sciences general education requirements of the institution. How is your unit meeting the spirit of a liberal arts and sciences education? Identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit. If a minor is required, include these details.**

In addition to the 27 required credit hours external to our college listed above, WVU requires students to fulfill at least 33 additional credits of General Education Foundations requirements across eight areas/objectives: Composition and Rhetoric, Science and Technology, Math and Quantitative Skills, Society and Connections, Human Inquiry and the Past, The Arts and Creativity, Global Studies and Diversity, and a Focus Area, the latter of which may be completed with a minor.

In addition to journalism or advertising/public relations major courses, these majors must also complete a minor of at least 15 credit hours external to the College of Media, with a minimum of nine credits at the upper division (course numbers 300 or above). There is the possibility of pursuing a shared minor: Sport Communication, developed by the College of Media with the College of Physical Activity and Sport Sciences, now part of the College of Applied Human Sciences, but at least 9 credits of this must be in the external unit. (As noted above, the minor also fulfills the university's GEF 8 "Focus Area" requirement.) Students who graduate with the minimum required 120 credits, the major requirements and external course requirements have six to nine hours available for electives.

The 33 General Education Foundations credits, nine minor course credits and 27 external liberal arts credits total 69 credit hours that JRL and ADPR majors take outside of the college, with the vast majority of students taking at least 75 credit hours outside of the college. These requirements ensure our students obtain a strong liberal arts foundation.

Additional information about JRL and ADPR requirements may be found online in the *WVU Undergraduate Catalog*.

**3. Explain how the unit provides a balance among theoretical/conceptual courses and professional skills courses.**

The Reed College of Media's core requirement includes five courses, three of which focus on teaching students theoretical and conceptual media principles: *MDIA 101 Media and Society, MDIA 328 Media Ethics and Law* and *MDIA 455 Media, Identity and Power/JRL 427, American Media History* or *MDIA 401 Making Media in the Digital Age*. *MDIA 101* provides general knowledge about media theory and concepts. *MDIA 328* engages students to think critically about media theory and concepts, including the First Amendment, while deepening their overall knowledge and understanding in these areas. *MDIA 455*, *JRL 427* and *MDIA 401* are purposefully the highest-level of these theory/concept-based courses because students must critically analyze how media shape identity and hold power—concepts that can be challenging, yet necessary, for future media professionals or scholars. The two skills-based courses that make up the College of Media core include *MDIA 215S Media Writing* and *MDIA 225S Media Tools and Applications*. Students complete these foundational courses early in their college careers to prepare them for more demanding writing and reporting courses later in their studies.

The Journalism major core includes four courses that are designed to provide students with a solid foundation in reporting and writing while also exposing them to emerging media trends and preparing them to lead and manage change in a dynamic news media landscape. For example, for the last several years, Teaching Associate Professor Bob Britten has partnered with PolitiFact in his *JRL 319S Editing and Curation* course, in which students fact-check politicians' statements, often in real-time, and their work is included on PolitiFact's website. Courses that include skills based on media theories and concepts include *JRL 341S Data and Design*, where normative and social responsibility theories are taught when students learn about public and service journalism, and later in the course, students apply these concepts in assignments. In *JRL 458 Interactive Media and Audience Building*, audience behavior concepts are discussed while students learn about contemporary news media industry challenges related to audience engagement and industry finances.

In response to changes in the advertising and public relations fields, as well as lower assessment scores in digital and design and advice from alumni and our Visiting Committee, courses were added to the ADPR curriculum to address professional expectations and improve our elective theoretical offerings. The following courses have all been added since our last accreditation and have a strong theoretical focus: *PR 420 International Public Relations, PR 424 Crisis Communication, PR 426 Advocacy Communication, PR 428 Public Interest Communication* and *ADPR 450 Audience Psychology and Behavior*.

In addition, new courses have been added to enhance ADPR majors' digital competencies: *ADV 333S Portfolio, ADV 347S/PR 347S Martin Hall Agency: Advertising Tactics/Public Relations Tactics, ADV 415 Ideation and Strategic Visualization, ADPR 410 Influencer Strategies, ADPR 438 Branded Content and Narrative* and *ADPR 439 Strategic Social Media.*

Additionally, in *ADPR 215 Introduction to ADPR*, service-learning opportunities and the culminating capstone experience, the curriculum emphasizes theory, concepts and skills by incorporating case studies and bringing in guest speakers to talk about real-world issues and problems. Theory is included early in the semester in the introduction course and is continuously connected to practice in lessons, cases and class discussions throughout the term. In the research course (*ADPR 421S Audience Insight and Analysis*), a lesson is devoted to theory and students are encouraged to use this knowledge to help guide their research and campaign recommendations.

**4. Describe how the core and required courses instruct majors in ACEJMC's 10 professional values and competencies.**

As part of our ongoing assessment efforts, syllabus audits are conducted at least every two years to ensure our students are exposed to and learn AEJMC's required professional values and competencies. Any deficiencies are noted and discussed with faculty, and most are merely oversights in not explicitly documenting the values/competencies actually delivered. Following the latest syllabus audit in 2020-2021 (see Appendix 2B for the color-coded spreadsheet noting awareness, understanding and application learning levels within the required curricula for journalism and advertising/public relations majors), program chairs met with faculty to discuss where learning values and competencies were underrepresented and changes to syllabi needed to be made.

Required introductory courses, such as *MDIA 101 Media and Society* and *ADPR 215 Intro to Advertising and Public Relations,* provide conceptual and theoretical foundations, while required core courses, such as *MDIA 328 Media Ethics and Law* and *MDIA 455 Media, Identity and Power,* ask students to apply them. However, hands-on, skills-based courses make up the majority of our offerings. A list of required major courses that include ACEJMC values and competencies follows:

<div align="center"><em>Journalism</em></div>

*Creativity*
MDIA 215S Media Tools & Applications
JRL 431S/457S/459S/487S Capstone

*Digital Content*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 319S Editing & Curation
JRL 341S Data & Design

*Diversity*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 318S Beat Reporting
MDIA 455 Media, Identity & Power
   (*new core requirement as of Fall 2022*)
JRL 458 Interactive Media & Audience Building

*Ethics*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 318S Beat Reporting
JRL 319S Editing & Curation
JRL 458 Interactive Media & Audience Building

*Global Competency*
MDIA 101 Media & Society
JRL 318S Beat Reporting
JRL 341S Data & Design

*History*
MDIA 101 Media & Society
MDIA 225S Media Writing
MDIA 328 Media Ethics & Law
JRL 458 Interactive Media & Audience Building

*Law*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 318S Beat Reporting
JRL 319S Editing & Curation
JRL 458 Interactive Media & Audience Building

*Presentation*
MDIA 225S Media Tools & Applications
JRL 319S Editing & Curation
JRL 341S Data & Design

*Research*
MDIA 215S Media Writing
JRL 318S Beat Reporting
JRL 458 Interactive Media & Audience Building

*Theory*
MDIA 101 Media & Society
MDIA 328 Media Ethics & Law
JRL 440S Visual Storytelling for Media
JRL 458 Interactive Media & Audience Building
*MDIA 455 Media, Identity & Power

*Writing*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 318S Beat Reporting
JRL 319S Editing & Curation
JRL 341S Data & Design
JRL 458 Interactive Media & Audience Building

## *Advertising & Public Relations – ADV Area of Emphasis*

*Creativity*
MDIA 215S Media Writing
ADPR 215 Intro to Adv & PR
ADV 315S Advertising Copywriting

*Digital Content*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & Public Relations
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Diversity (THELDD, capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
*MDIA 455 Media, Identity & Power
   (*new core requirement as of Fall 2022*)
ADPR 215 Intro to Advertising & PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Ethics*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215S Intro to Adv and PR

ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Global*
MDIA 101 Media & Society
ADPR 215 Intro to Adv and PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*History*
MDIA 101 Media & Society
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv and PR

*Law*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv and PR
ADV 315S Advertising Copywriting

*Presentation*
MDIA 225S Media Tools & Applications
ADPR 215 Intro to Adv and PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Research*
MDIA 215S Media & Writing
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Theory*
MDIA 101 Media & Society
MDIA 328 Media Ethics & Law
*MDIA 455 Media, Identity & Power
ADPR 215 Intro to Adv and PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Writing*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv and PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Advertising & Public Relations – PR Area of Emphasis*

*Creativity*
MDIA 215S Media Writing
ADPR 215 Intro to Adv & PR
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

*Digital Content*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

*Diversity*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225 Media Tools & Applications
MDIA 328 Media Ethics & Law
MDIA 455 Media, Identity & Power
   (*new core requirement as of Fall 2022)*
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 324S Public Relations Writing & Applications

*Ethics*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 324S Public Relations Writing & Applications

*Global*
MDIA 101 Media & Society
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 324S Public Relations Writing & Applications

*History*
MDIA 101 Media & Society
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR

*Law*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
PR 324S Public Relations Writing & Applications

*Presentation*
MDIA 225S Media Tools & Applications
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

*Research*
MDIA 215 Media Writing
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

| *Theory* | *Writing* |
|---|---|
| MDIA 101 Media & Society | MDIA 101 Media & Society |
| MDIA 328 Media Ethics & Law | MDIA 215S Media Writing |
| *MDIA 455 Media, Identity & Power | MDIA 225S Media Tools & Applications |
| ADPR 215 Intro to Adv & PR | MDIA 328 Media Ethics & Law |
| ADPR 421S Adv & PR Audience Insights & Analysis | ADPR 215 Intro to Adv & PR |
| | ADPR 421S Adv & PR Audience Insights & Analysis |
| | PR 319S Creative Design & Strategy |
| | PR 324S Public Relations Writing & Applications |

**5. Explain how instruction, whether on-site, online, synchronous or asynchronous, responds to professional expectations of current digital, technological and multimedia competencies.**

Building toward a "digital-first" curriculum has been a major push for the College of Media in recent years. Digital and multimedia practice is now embedded throughout our two majors, and we have made significant changes to ensure our students are able to produce content and engage audiences across a wide variety of media and platforms.

This begins with our College of Media core classes. All Journalism and Advertising/Public Relations majors take five foundational courses. Two of these classes, *MDIA 215S Media Writing* and *MDIA 225S Media Tools and Applications*, are constantly evolving to stay relevant with digital, technological and multimedia competencies. The skills students learn in these two courses provide them with a solid foundation to operate in the media industry, including producing content for multiple platforms and engaging audiences through social media. Students are encouraged, and in some classes required, to update their professional digital portfolios, which they create early in their college careers in *MDIA 225S*.

Like many other journalism programs, we face the challenge of having to adapt quickly within an academic environment that is notoriously slow to change. We have managed to work around the bureaucracy by first offering courses as "experimental" (*Special Topics* courses, labeled *JRL 493*)— which we may list up to three times before making them "permanent" courses. This has led to the creation of several new courses, which are now among some of the most popular in our curriculum, such as *JRL 325S Podcast Reporting and Producing*, *JRL 341S Data & Design, PR 424 Crisis Communication*, *ADV 333 Portfolio*, and *JRL 467S Public Affairs Show--"West Virginia Today,"* which is broadcast locally with options by KDKA in Pittsburgh—a top 25 market—to broadcast or post its content beginning this fall.

Many of our faculty come from industry and maintain industry connections, which influences how we deliver courses and shape our curriculum. Another way we maintain industry connections is by bringing media professionals into our courses either as guest speakers or by pairing professionals with faculty to teach a course. Spring 2022 examples include international Pulitzer Prize–winning AP journalists Margie Mason (an alumna) and Robin McDowell serving as co-instructors with Teaching Assistant Professor Ashton Marra for *JRL 426 Investigative Reporting,* and alumni and communications agency professionals Maddie Ernst, Chad Hyett and Brandon Thomas serving as "mentors" to student agency teams in their international ADPR capstone course (*ADPR 459 Campaigns*).

Pre-COVID, our innovator-in-residence program also brought professionals in media disruption, invention and entrepreneurship to campus to lead both JRL and ADPR students in prototype projects from concept through real-world application. The program's goal was to produce high-profile research and projects that can offer candid results of industry experimentation in the form of thought leadership, novel applications, new economic or narrative forms, transferable processes and lessons learned.

Our partner innovators received a stipend, technical support and a four- to nine-month virtual residency with semester-based, on-site immersion visits of one to two weeks. For example, John Ketchum, a CNN social media producer, and Tricia Fulks, a College alumna and independent producer, worked as Innovators-in-Residence with our *JRL 440 Documentary Storytelling* course in fall 2016, partnering with Dr. Jackie Jones and students from Morgan State University to cover food access inequities in both urban Baltimore and rural West Virginia.

The college also supports students and faculty in special projects, often with grant or alumni funding. In a unique effort to burst long-standing "media bubbles," students and faculty from the WVU Reed College of Media and the George Washington University School of Media and Public Affairs have teamed up for several in-depth reporting projects. These collaborations were meant to bridge the urban/rural divide by bringing together student journalists from different parts of the country, as our collaborative social justice reporting projects with Morgan State University's School of Global Journalism and Communication have done.

One of the most high-profile WVU–GWU projects occurred in 2019. Students from both universities worked with *Washington Post* contributing journalist Debbie Cenziper and Reed College Teaching Associate Professor Emily Corio through a course and professional summer project that resulted in this front-page Washington Post story, which tracks the state's nearly 20-year history of lawsuits against drug companies and exposes the opioid epidemic's effect on children in West Virginia. The students also created multimedia stories and launched a website to showcase their work. (See student stories from this project at generationopioids.wvu.edu; more recent work, from spring/summer 2022, is available for viewing at fourstoried.com.)

ADPR and JRL majors worked together on the grant-funded Women Beyond Bars project, which engaged community members, public figures and legislators, resulting in changes to state law, while the grant-funded BrandJRNY (brandjrny.com), project involved community-engaged research to develop and implement traditional and digital community branding campaigns that have resulted in long-term economic gains. (See Appendix 2C for long-term project outcomes.)

To help maintain curricular relevance, we added an additional three credit-hours of skills courses as a JRL major requirement. Students may select from a variety of eight-week one-credit-hour courses to fulfill this requirement, including *JRL 240S Immersive Storytelling*: *Augmented and Virtual Reality*, *JRL 236S Podcast Producing*, *JRL 238S Broadcast Voice Performance*, and *JRL 237S Adobe Video Editing*. Additionally, we recently reorganized our journalism offerings into optional "tracks," where we recommend students take two classes in a particular area that prepares them for a specific capstone (we have several capstone options).

This is different from our previous curriculum map, which encouraged students to take any desired JRL courses, as long as they included "writing intensive," "creating" and "engagement" courses. This previous design was created at a time in the industry when the disruption from digital meant

journalists were expected to produce content for multiple platforms at once. Since then, news media operations have recognized the need for digitally focused positions and returned to wanting journalists with specialized skills and knowledge. As a result, we revised our curriculum to reflect this industry shift.

In our ADPR major, professors utilize, critique and analyze award-winning campaigns, including international and global work from Cannes Lions International Festival of Creativity (in *ADV 415 Ideation and Strategic Visualization; ADV 347S/PR 347S Martin Hall Tactics*) as well as ANA International ECHO Awards (in *ADV 315S Copywriting* and *ADV 401S Creative I*). Some ADPR courses require industry certifications that fulfill digital and media competencies, such as HootSuite Platform Certification and HootSuite Social Media Certification (in *ADV 315S Copywriting*), HubSpot (in *PR 324S Public Relations Writing and Applications*) and Google Analytics (in *ADPR 421S Audience Insight and Analysis*). Industry resources from the Association of National Advertisers (ANA) and PRSA are used in the ADPR curriculum and service-learning opportunities are included in such courses as *PR 324S Public Relations Writing and Applications, ADPR 459S Campaigns* and *ADPR 457S Martin Hall Agency Experience*.

Some of these ADPR courses also focus on digital and design-thinking skills (e.g. *ADV 315S Copywriting, ADV 401S Creative I, ADV 415 Ideation and Strategic Visualization, ADPR 319S Creative Design and Strategy*). Courses have been updated to include traditional and non-traditional graphic tools and applications, including Canva, Adobe Spark and Visme. In addition, ADPR courses that cover research include lessons involving appropriate use of data visualization. Data visualization knowledge and skills are demonstrated and applied in group-based projects in such upper-level courses as *ADPR 421S Audience Insight and Analysis* and *ADPR 459S Campaigns*).

Additionally, the College of Media has invested significantly in improving and updating our facilities to provide the tools and physical environment that encourages collaborative learning and creativity. In January 2016, the college's new [Media Innovation Center](#) (MIC) opened. This additional 10,000 square footage provides the space and culture for building a community of inventors, makers and media problem solvers. (More about the MIC is included in Standard 7.)

An example of curricular innovation is a 2016 course co-taught by professors Emily Corio and John Temple, for which journalism students used inexpensive, open-source devices called "riffles" (Remote Independent Friendly Field-Loggers) to collect water contamination data from the local Monongahela River. The students built the riffles in our MIC and located them in various river locations around Morgantown; then reported on the data.

**6. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.**

Faculty within each of the majors are reminded to coordinate learning objectives across sections, as well as to use common textbooks, final grading scales and similar types of major projects to ensure students are receiving relatively equivalent learning outcomes and experiences. The two major program coordinators work with adjuncts to provide course syllabi for courses they are employed to teach. As part of their work assignments, we also have "coordinators" (Teaching Assistant Professor Ashton Marra and Teaching Associate Professor David Smith), who work exclusively with our multi-section core courses *MDIA 215S Media Writing* and *JRL 225S Media Tools and Applications* faculty,

respectively, to ensure consistency across sections and to assist with any questions, concerns or problems in these required foundational courses.

**7. Explain how the unit connects faculty and administrators to the professions they represent and the understanding of the skills needed to be successful in the workplace.**

The Reed College of Media pays for one professional association membership annually for each full-time faculty member, and more if they advise a student professional organization (e.g. PRSSA). As a result, faculty are members of AEJMC, BEA, NCA, ONA, RTDNA, PRSA and the National Sports Media Association, among others. The paid membership provides faculty with access to resources from these organizations; combined with travel funds, it allows them to attend conferences to remain updated about the profession. In addition, the college has hosted professional association meetings/gatherings in its Media Innovation Center (e.g. WV Press Association [WVPA] and WV PRSA). (Note: The college houses the WVPA, WV Broadcasters Association and WV PRSA Halls of Fame.)

Other faculty are invited to exclusive events, such as Newsgeist, or attend Poynter Institute trainings, which the college supports. In addition, faculty often host professionals as guest speakers in their classes, and our program chairs and leadership team regularly attend and participate in the college's Visiting Committee meetings. (Visiting Committee members/bios may be found on our website.) Faculty and staff serve as liaisons to Visiting Committee subcommittees, including the curriculum subcommittee, which reviews and provides input into our current courses and makes suggestions for other relevant industry topics.

**8. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a separate digital file, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.**

Internships are strongly encouraged of all Reed College of Media students, and that message is reiterated beginning with a formal presentation during new student orientation the summer before freshman year and continued through our student careers and opportunities director's messaging via email and Twitter, as well as through advisors and professors throughout students' undergraduate years. However, internships are not a requirement for graduation.

Nonetheless, in our May 2021 and December 2021 graduating senior exit surveys, 43% of students indicated they had a paid or credit-based internship while in college. Of those students who had internships, 15% said their internship led to a full-time job after graduation. (See Appendix 2D for internship syllabi [*JRL 441, JRL 442*], midterm and final evaluation forms.)

*Selecting Internship Sites*

Prior to approving an internship for credit, Student Careers and Opportunities Director Eric Minor reviews the internship job description with the student. If no job description exists, the director, student and on-site internship supervisor discuss the expectations of all three parties to ensure mutual understanding, including:

- The supervisor will provide the student ample opportunity to work the required number of hours (50 hours = 1 credit) during the set dates for the semester.
- The supervisor will provide the student with the opportunity to observe and participate in meaningful work related to the student's major and career goals.
- The supervisor will verify via signature on weekly time sheets that the student is completing the expected number of hours worked.
- The supervisor will provide the student with feedback on his or her performance via a post-internship evaluation.

The student and the director also meet to discuss which experiential learning course the student wishes to take. The options include:

- *JRL 441 Internship*, a three-credit course requiring the student to document having worked 150 hours at the internship during the semester or summer.
- *JRL 442 Practicum*, a one- or two-credit course, requiring the student to document having worked 50 or 100 hours respectively at the internship during the semester.

Prior to signing the contract, the student careers and opportunities director verifies that both the student and the on-site internship supervisor understand the following learning outcomes:

- Students will integrate information from prior learning with experiential, on-the-job learning.
- Students will gain professional work experience and develop work competencies in the media industry.
- Students will be able to articulate career and major choices based on assessment of interests, values, skills and abilities.
- Students will gain self-understanding, self-confidence and interpersonal skills that are critical for future success.
- Students will employ critical self-reflection of the internship experience to help guide personal decision-making.

Once the director is satisfied that the student will have an opportunity to learn more about and gain experience in his or her chosen profession, he will sign the contract; once the student and internship supervisor have also signed, the internship for credit is approved.

*Supervising Internships*

Students are expected to report back to the director every week with a time sheet (verified with the on-site supervisor's signature) and a reflective journal.

Reflective journals are the primary way students demonstrate meaningful experiential learning as they address the learning outcomes, resolve problems and challenges, and document observations and feelings related to the internship. The goals of the reflective journal are as follows:

- provide a forum for reflection on the internship experience (i.e. observations, projects/tasks, challenges, accomplishments, etc.);
- provide an opportunity to highlight the progress toward achieving the learning outcomes;

- provide a venue for the internship instructor to monitor, coach and assess the internship experience.

The journal must address the topics below and use headings to divide each reflective topic within each journal:

- specifics about jobs/tasks/projects accomplished, and how classroom knowledge has helped prepare you or inform your efforts;
- progress toward achieving the learning outcomes; what you learned and how you learned it;
- problems encountered with job assignments or the work environment, and efforts toward resolution;
- descriptions of what is most impressive about your internship to date; and
- expectations for the following week.

It is recommended that students consider the following questions on a daily basis:
1. What did I learn today?
2. What challenges or frustrations did I encounter today?
3. How did I use previous learning and critical thinking or problem-solving skills to address this issue?

Satisfactory assessments of the reflective journals are based on

- evidence of thoughtful reflection, critical thinking, problem solving and complex interpretation;
- consistent reference toward the learning outcomes;
- demonstrated awareness of self in the work environment and the role of others; and
- adherence to the writing guidelines for reflective journals and timely completion.

Time sheets are required to monitor students' contact hours at the internship site. The more contact hours students have, the greater the opportunities for them to learn. It is the student's responsibility to keep an accurate account of the time spent at the internship site or performing job-related activities. Travel time to and/or from the internship site is not included in work hours. Time sheets accompany the weekly reflection papers and must be signed by both the student and the site supervisor or verified by the supervisor via email. All required internship hours must be completed by the Friday of that semester's final exam week. If the required internship hours are completed prior to the end of the semester, students are still responsible for completing the assignments by their respective due dates. Time sheets are required to receive credit for the course.

Satisfactory assessment of time sheets is based on:
- overall completion of internship hours;
- adherence to time sheet guidelines.

*Internship Evaluation*

Internship evaluations are assessment tools for both the site supervisor and the student to provide feedback regarding the internship experience. The site supervisor is strongly encouraged to discuss the evaluation with the student, and it is the student's responsibility to ask that the employer

evaluation be submitted prior to the end of the internship experience. Students submit their own evaluation to provide feedback about the internship with their final paper.

Students' required weekly reflective journals provide an ongoing record of specific analysis, while the final paper provides students the opportunity to reflect on the entire internship experience. The final reflection paper summarizes the students' learning, assesses their overall success in achieving the learning outcomes, and highlights any additional insights about the organization, industry or career field. The goals of the final reflection paper are:

- to provide an opportunity for students to reflect on and synthesize the full experience, and to analyze personal and professional effectiveness and
- to facilitate closure of the internship experience.

The final reflection paper must address the topics below, and use headings to divide each reflection topic within the paper:

- observations of the organization's strengths and weaknesses;
- student's perceived strengths and weaknesses;
- most significant challenge during the internship;
- discussion of each learning outcome (i.e. the extent to which each outcome was achieved and the tasks/skills utilized to accomplish each outcome);
- skills students wish they had acquired prior to beginning the internship that would have provided for a more beneficial experience;
- application of classroom knowledge to the internship experience;
- application of internship experience to future coursework;
- characteristics an ideal intern would possess to excel at this internship site; and
- impact of internship on career goals and personal aspirations.

Satisfactory assessment of the final reflection paper is based on:

- demonstrated ability to synthesize and analyze the internship experience;
- demonstrated self-awareness and self-actualization; and
- adherence to the final paper guidelines.

*Awarding Credit*

Internship and practicum course grades are determined by a variety of measures and are accorded either pass (P) or fail (F) final grades. Course scores totaling at least 75%, along with minimum internship hours and length, are mandatory to receive academic credit for the course. Internships listed as "virtual" were conducted remotely with the student's work submitted and hours verified via email or online portal.

| MEASURE | EXPLANATION | TOTAL POINTS | % OF GRADE |
|---|---|---|---|
| Reflective Journals | • Weekly Reflective Journals | 100 points | 20% |
| Internship Performance | • Time Sheet <br> • Employer Evaluation | 100 points <br> 100 points | 20% <br> 20% |
| Final Papers | • Final Reflection Paper <br> • Student Evaluation | 150 points <br> 50 points | 30% <br> 10% |
| **TOTAL** | | 500 points | 100% |

Since the last accreditation in 2015, for-credit internships were facilitated at the following locations:

*AY 2016-2017*
- GoGORILLA Media, New York, NY
- WVU Extension, Morgantown, WV
- WAVY-TV, Portsmouth, VA
- Cambria County Conservation and Recreation Authority, Ebensburg, PA
- Rubber City Radio Group, Akron, OH
- Stratus Interactive, West Chester, PA
- WTOV9-TV, Steubenville, OH
- Hunger Free America, New York, NY
- West Virginia Black Bears, Morgantown, WV
- Nashville Predators, Nashville, TN
- WTAE-TV, Pittsburgh, PA
- 12up Sports/90 Minute Media, New York, NY
- Core Communicators Broadcasting, Atlanta, GA
- WOIO-TV, Cleveland, OH
- Britain and Brooks, Fairmont, WV
- Provident Music Group, Nashville, TN
- EerSports, Morgantown, WV
- BlaineTurner Advertising, Morgantown, WV
- West Virginia Land Trust, Morgantown, WV
- WVU College of Law Land Use Clinic, Morgantown, WV

*AY 2017-2018*
- Charleston Gazette-Mail, Charleston, WV
- Spire Sports and Entertainment, Cornelius, NC
- 5-hour Energy, (Virtual)
- Mountain Line Transit Authority, Morgantown, WV
- WV Black Bears, Morgantown, WV
- WVU Alumni Association, Morgantown, WV
- Calico, Hollywood, CA
- New South Media, Morgantown, WV
- Advantage Health Services, Pittsburgh, PA

- Wilson Grand Communications, Alexandria, VA
- Greensboro Swarm, Greensboro, NC
- Pittsburgh Penguins, Pittsburgh, PA
- Entercomm Radio Promotions, Pittsburgh, PA
- West Virginia Miners, Beckley, WV
- WSYX-TV, Columbus, OH
- WTOV9-TV, Steubenville, OH
- WIVT/WBGH, Binghamton, NY
- WMBF, Myrtle Beach, SC
- Fox 26, Houston, TX

*AY 2018-2019*
- WVU Arts and Entertainment, Morgantown, WV
- Coopers Rock Foundation, Morgantown, WV
- WVU Athletics Communication, Morgantown, WV
- WVU Extension, Morgantown, WV
- WVUGo Media, Morgantown, WV
- WVU Athletic Video, Morgantown, WV
- Oliverio for State Senate, Morgantown, WV
- NFL Network, Los Angeles, CA
- Hearts of Gold Foundation, Morgantown, WV
- WVU Campus Recreation, Morgantown, WV
- WVU Center for Excellence in Disabilities, Morgantown, WV
- Philanthropy WV, Morgantown, WV
- Make-A-Wish, Morgantown, WV
- Impakt Results, Morgantown, WV
- West Virginia Roughriders, Wheeling, WV
- Entercom Radio, Pittsburgh, PA
- Monument Records, Nashville, TN
- WVU Formula SAE Competition Team, Morgantown, WV
- 100 Days in Appalachia, Morgantown, WV
- J+D Cellars, Eighty-Four, PA
- WV Innocence Project, Morgantown, WV
- Monongalia County Health Department, Morgantown, WV
- West Virginia Legislature – Office of Reference and Information, Charleston, WV
- Philadelphia Phillies, Philadelphia, PA
- ValPak Direct Marketing, Rochester, NY
- Pittsburgh Magazine, Pittsburgh, PA
- Q-92.5 FM, Alliance, OH
- Center for Threat Preparedness, Charleston, WV
- WDVM-TV, Hagerstown, WV
- WTOV9-TV, Steubenville, OH

*AY 2019-2020*
- Your Community Foundation, Morgantown, WV
- Emerald CAZ Productions, Los Angeles, CA

- Make-A-Wish, Morgantown, WV
- Vantage Ventures, Morgantown, WV
- Greater Morgantown Convention and Visitor's Bureau, Morgantown, WV
- Marchesa, New York, NY
- WVU Foundation, Morgantown, WV
- WVU Health Science Center, Morgantown, WV
- ReedPop, Norwalk, CT
- Curbicus, New York, NY
- WV Office of Reference and Information, Charleston, WV
- WVU Athletic Communications, Morgantown, WV
- The Memorial Tournament, Dublin, OH
- Bowie Baysox, Bowie, MD
- SSM Records, Nashville, TN

*AY 2020-2021*
- WVU Athletics Video, Morgantown, WV
- Mountaineer Mascot Program (Virtual), Morgantown, WV
- SSM Records, Nashville (Virtual)
- The Pittsburgh Penguins Foundation, Pittsburgh, PA (Virtual)
- The Sweat Room: Sports and Faith Podcast, Buffalo, NY (Virtual)
- HerCampus Media New York, NY (Virtual)
- The Final Fourcast, Morgantown, WV
- The West Virginia Black Bears, Morgantown, WV
- The Hampshire Review, Romney, WV
- RSN Sports Network, Charleston, WV
- WV Golf Association, Charleston, WV
- LMC and Associates, Beverly, WV
- Florence Y'alls, Florence, KY

*Updated Evaluation Form*

Eric Minor assumed the director of student careers and opportunities role in summer 2013. That fall, he became the instructor of record for *JRL 441 Internship* and *JRL 442 Practicum*. At that time, a 21-question survey was used to determine internship supervisors' satisfaction with our interns' performance. Following the last accreditation site team visit in October 2015, it was suggested by the site team that the existing survey measured too many student personality and behavioral factors and did not adequately measure students' proficiency in ACEJMC's professional values and competencies. During the 2016-2017 academic year, at the direction of then–Associate Dean Martinelli, Minor contacted several peer institutions and asked to review their post-internship evaluation forms with the aim of developing a new form that would better measure students' alignment with those values and competencies. Those institutions included:

- Iowa State University's Greenlee School of Journalism and Communication
- NYU Steinhardt School of Culture, Education and Human Development
- Franklin Pierce College
- Kent State University – School of Journalism and Mass Communication
- Penn State College of Communications

Beginning in fall 2017, the new evaluation form was implemented. This 30-question survey also included five short-answer questions encouraging evaluators to share qualitative insights around areas for improvement for both the student and the college's internship program. During this accreditation cycle, 158 internships for credit were completed and 114 employer evaluations were collected, for an overall response rate of 72%. We believe that moving this form online and streamlining the number of questions (while still measuring Professional Values and Competencies) will increase the response rate.

Employer evaluation data (2016-2022) are discussed more in Standard 3 and are available as part of Appendix 2D (p. 19).

# Part II, Standard 3

Assessment of Learning Outcomes

**Part II, Standard 3. Assessment of Learning Outcomes**

**Executive summary:**

The Reed College of Media has long been engaged in regular assessment of its undergraduate programs, using direct and indirect measures, and these efforts have continued to evolve since our last accreditation. Direct measures include biannual *capstone assessments,* for which we use professionals to review capstone projects within each major, and an updated version of the *Theory, History, Ethics, Law, Diversity and Digital (THELDD) Exam*, which is administered as a pre-test (in our *MDIA 191 First Year Seminar* course) and as a post-test (in our Journalism and Advertising and Public Relations capstone courses) to measure competency in these subject areas. An expanded *internship evaluation* began in 2017 in response to recommendations made in the previous accreditation.

Indirect measures include *exit surveys* for graduating seniors to evaluate their satisfaction with the program, perception of learning outcomes and overall undergraduate experience; a tri-annual *alumni survey* to assess the professional progress and perception of learning outcomes in practice of our recent graduates; and at least biannual *syllabus audits* to ensure that new and revised course curricula include content, assignments and learning objectives clearly tied to ACEJMC values and competencies.

As a result of these activities, we have identified and addressed a number of improvement areas. For example, in response to weaknesses observed in the capstone assessments in audio and video quality, design, grammar/AP style and digital proficiency, faculty and program chairs worked together to develop new courses and/or to implement new and supplemental course materials to address these gaps. These have included incorporating "bootcamp" modules in some core courses to strengthen audio, video, grammar and AP style skills; integrating certification opportunities and resources to supplement student skills; expanding existing design courses; and adding "design thinking" methodology within electives.

We continue to reflect on the *Theory, History, Law, Ethics, Diversity and Digital (THELDD)* assessment tool and the lower-than-desired student scores over time. The scores resulted in program chairs and faculty devising updates to several core courses to address learning and retention gaps within *MDIA 215S Media Writing*, *MDIA 225S Media Tools and Applications, MDIA 328 Media Ethics and Law*, *MDIA 341S Data and Design* and *MDIA 458 Interactive Media and Audience Building.* Faculty also voted to require a new upper-level core course (*MDIA 455 Media, Identity and Power, JRL 427 American Journalism History* or *MDIA 401 Making Media in the Digital Age*) to further students' learning around media history, diversity and literacy.

The college was a pilot member of the voluntary [ACEJMC Digital Certification](#) process, and conducted syllabus audits each semester in 2019 and 2020 for the digital certification standards, which included: required digital skills to navigate the rapid pace of technology; demonstration and use of emerging technologies; and external collaborations with those working in digital industries. Although the Digital Certification has not been formalized, the college continues to use its criteria to guide curricular innovation. In addition, new internship assessment and support structures include internship-specific preparation in the *MDIA 191 First Year Seminar* course, as well as pre-internship meetings and formalized early-warning supervisor feedback to address any potential performance issues.

**1. Provide a web link to the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.**

Our assessment plan was wholly reviewed by program chairs and faculty in 2019-2020 and was updated slightly in 2021 to better reflect ACEJMC's values and competencies. The assessment plan may be found on our college [website](website).

**2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

The college was a pilot member of the voluntary [ACEJMC Digital Certification](ACEJMC Digital Certification) process, and conducted syllabus audits each semester in 2019 and 2020 for the digital certification standards, which included: required digital skills to navigate the rapid pace of technology, demonstration and use of emerging technologies, and external collaborations with those working in digital industries. Although the Digital Certification has not been formalized, the college continues to use its criteria to guide curricular innovation, and it facilitated the addition of design thinking into courses and also new course offerings, such as AR/VR, podcasting, and ideation and strategic visualization.

The Reed College of Media states as its learning goals the ACEJMC values and competencies. (See "Curricular Assessment Goal Statement" on page 1 of the Assessment Plan.) In addition, each major—Journalism (JRL) and Advertising and Public Relations (ADPR)—has outlined specific educational outcomes in the plan as well. These latter outcomes are included below for reader convenience:

*ADPR Major*

1. Advertising and public relations graduates will understand how to serve, reflect and engage diverse publics and will be prepared to either work in the field or to pursue advanced educational opportunities.

2. Advertising and public relations graduates will demonstrate professional competency in preparing campaign plans, using both traditional and digital means, including obtaining, analyzing and interpreting data; establishing goals and objectives; identifying appropriate strategies; developing creative tactics; and understanding budgeting, timeframes, and success indicators/evaluation.

3. Advertising and public relations graduates will demonstrate an understanding of the history of media, advertising, public relations, and the influence of technology on the communication professions.

4. Advertising and public relations graduates will demonstrate the ability to professionally present ideas in all forms: written, verbal, and with the use of appropriate digital/electronic audio-visual materials.

5. Advertising and public relations graduates will understand the working relationship between advertising and public relations, as well as related marketing communications vehicles and media planning and placement.

6. Advertising and public relations graduates will be able to demonstrate knowledge and understanding of communication ethics and law as it applies to advertising, media and public relations, including privacy in the context of database marketing, artificial intelligence and social media.

7. Advertising and public relations graduates will be able to work effectively and collaboratively in teams to create messages, solve problems and develop and implement integrated communication strategies using human-centered design principles.

*Journalism Major*

1. Journalism graduates will demonstrate proficiency in critical thinking skills, writing and reporting, and an understanding of basic production skills, allowing them to produce news stories and multimedia projects. Graduates will be adequately prepared to either work in the field or pursue advanced educational opportunities.

2. Journalism graduates will demonstrate a mastery of written and spoken communications, an understanding of the technologies of print, television and digital media, and knowledge and applications of these skills in their chosen careers.

3. Journalism graduates will demonstrate an understanding of how to serve, reflect and engage diverse publics in their reporting and producing.

4. Journalism graduates will demonstrate knowledge of media ethics, law and regulation, including a full understanding of the First Amendment within the context of artificial intelligence and social media.

5. Journalism graduates will demonstrate specialized knowledge of news media interactions with various critical publics, including but not limited to: government at all levels; educational entities; law enforcement; medical, social and humanitarian services; and religious and secular organizations within the community.

6. Journalism graduates will learn to work as collaborative teams to solve problems, create strategies and produce content across all media platforms using the principles of human-centered design.

7. Journalism graduates will demonstrate the ability to engage an audience using social media networking and analytics tools.

8. Journalism graduates will demonstrate an understanding of the history of technology and Silicon Valley in the context of media and its impact on acquisition, production, distribution and the economic models of media.

9. Journalism graduates will learn methods for data mining, evaluating sources, and investigating algorithms.

10. Journalism graduates will be introduced to programming for media in one or more modern languages.

**3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide end-of-year assessment reports. If there are multiple reports from the review period, summarize the findings and make the reports available in a separate digital file.**

The Reed College of Media uses both direct and indirect measures to assess student learning.

*Direct Measures*
- *Capstone assessments:* The Reed College of Media first conducted capstone assessments in 2006. Since that time, capstone assessments have been conducted about every other year by industry

professionals. (Assessment instruments may be found in the detailed assessment plan, pp. 5-7 and pp. 10-11, in Appendix 3C.) The latest (spring 2021) JRL and ADPR summary capstone assessments are available in Appendix 3A. Links to the journalism capstone stories that were evaluated appear in the findings; sample ADPR campaign plans that were evaluated will be available on site, as will previous assessment reports. (More recent campaign books are in digital form.)

Although the vast majority of means across journalism capstone measures in the 2021 assessment were 4.0 or higher on a 5-point scale, information gathered from the assessments did point to areas for improvement. For example, specific improvement areas for journalism students were as follows:

- improvement in audio and video quality (also noted as a weakness in 2019 capstone assessments)
- improvement in grammar and AP style

In the Advertising and Public Relations capstone assessment, eight of 20 measures had means in the 3's. Areas for improvement included:

- better design/layout (also a weakness in 2019)
- better understanding of budgets
- stronger demonstration of digital proficiency

Program chairs actively reflect upon capstone assessment summaries and share them with their respective faculty. As a result of the weaknesses identified above, journalism faculty have implemented refresher "bootcamps" to strengthen audio, video, grammar and style skills, and a graduate student worked with a faculty member to develop video tutorials that can be used as a "refresher" resource across courses. As a result of ADPR assessments, a design course requirement (*ADPR 319*) was extended to advertising-focused students (previously only PR students were required to take it), and elective courses that include design thinking (e.g. *ADV 415 Ideation and Strategic Visualization*) were added to the curriculum. In addition, a list of free template-based design resources was developed and shared across ADPR faculty. To help address the observed lower digital proficiency scores, a list of free certifications and tools was developed for use across the ADPR curriculum; Hootsuite became a requirement in the *ADV 315S* and *PR 324S* writing courses; and Google Analytics is now part of the *ADPR 421S Audience Insights and Analysis* course.

- *Theory, History, Law, Ethics, Diversity and Digital (THELDD) Test:* Recognizing that the capstone assessment could not adequately measure students' competencies in media law, history, technology, diversity and ethics, the faculty also developed and implemented a written test to be administered to students before entering the major (as part of the *MDIA 191 First Year Seminar* class) and near the end of their studies (in capstone courses).

The test has been slightly modified with each administration, based on test question analysis and faculty feedback, and was revised substantially in 2013 to delete questions that were deemed too esoteric or profession-specific (e.g. public relations ethics) and to include questions from Elon University's and University of South Carolina's exams about theory and diversity. In fall 2021, faculty provided possible new questions for the next exam administration to include additional questions around cultural competency. (An annotated copy of the last pre-/post-exam appears in Appendix 3D;

six new questions just piloted are highlighted in Appendix 3E.) Additional background about the exam may be found in our assessment plan (Appendix 3C, pp. 2-3).

As summarized below, students have improved on the THELDD exam over time, with consistent statistically significant differences between the freshmen and senior scores. However, no senior cohort has yet reached the faculty's goal of an average of at least 70% correct.

| 2014-2015 | 2016-2017 | 2018-2019 | 2020-2021 |
|---|---|---|---|
| JRL 101: 49.48% correct | JRL 101: 50.61% | JRL 101: 53.71% | MDIA 101: 53.43% |
| SRs:     58.82 % correct | SRS:     63.36% | SRs:     64.94% | SRs:     68.42% |

Percent change in 2015:  9.34%  ($p = < .0001$)
Percent change in 2017: 12.75% ($p = < .0001$)
Percent change in 2019: 11.23% ($p = < .0001$)
Percent change in 2021: 14.99% ($p = < .0001$)

THELDD results are communicated to faculty at faculty meetings, and information about the most missed questions are provided (see sample faculty meeting minutes and e-mail in Appendix 3B). As a result of continued lower-than-desired results, program chairs met with their faculty in 2019 and again in 2021 to identify in which courses content assessed by THELDD could be reiterated. As a result of the latter meeting, faculty made updates to learning outcomes, lessons and/or assignments in theory, diversity and creativity within *MDIA 215S Media Writing*, *MDIA 225S Media Tools and Applications, MDIA 328 Media Ethics and Law*, *JRL 341S Data and Design* and *JRL 458 Interactive Media and Audience Building.*

In addition, faculty voted in spring 2021 to create a new core requirement—an upper-level course that includes elements of and intertwines media history, diversity and literacy. As a result, *MDIA 455 Media, Identity and Power* was offered in spring 2022, and our *JRL 427 American Journalism History* course was revamped and offered for the first time in a decade in fall 2022.

- *Internship Evaluations*

Because of the recommendations received during the last accreditation, the college implemented a new internship supervisor evaluation in 2017 to include direct measures of ACEJMC values and competencies. Since that time, 158 internships for credit were completed and 114 supervisors completed the evaluation form (response rate 72%). In an effort to secure greater completion rates, we plan to pare down the 30-question survey (retaining those questions related to the direct measures), place the survey online and share the instrument at the start of the internship, rather than simply requesting completion at the end. (A full internship report, which includes the instrument [p.7], along with evaluation summaries since the last accreditation is included in Appendix 2D.) The questionnaire includes a four-point Likert scale, ranging from strongly disagree to strongly agree, for each value and competency, without a neutral option. Qualitative information is also solicited.

During 2019-2020, internship assessment scores dipped in the majority of evaluation measures, which we believe was due to the pandemic. In 2020-2021, scores increased on every measure except two: "can apply numerical and statistical concepts" and "accepts constructive criticism," although these scores were still in the high 3's on a four-point scale. We were pleased to see the average score

on "shows sensitivity to diversity and cultural issues" to be the strongest-rated element, at 4.0, representing "strongly agree."

Because of ongoing internship supervisor feedback related to a lack of student self-confidence, the college has adapted its *MDIA 191 First Year Seminar* course to include discussions regarding this topic. In addition, supervisor feedback resulted in the implementation of a brief mid-term evaluation to identify and head off job performance issues sooner, and a pre-internship meeting, where the student, supervisor and the college's student careers and opportunities director (i.e. internship coordinator) will now meet when the student registers for the internship course to better establish expectations.

The last academic year's (2021-2022) mid-term evaluation means ranged from 3.54 to 3.81 on the four-point scale (see p. 63 of the internship report in Appendix 2D). The mid-term evaluations ask the supervisor whether the intern has the skills to complete assigned tasks, is willing to contribute ideas, welcomes suggestions and encourages feedback, displays initiative and is performing satisfactorily thus far.

*Indirect Measures*

- *Exit surveys*

At the end of the fall and spring semesters, graduating seniors are asked to complete exit surveys. These anonymous surveys are used to gauge student satisfaction and to gain feedback about the school's strengths and areas for improvement. Since the last accreditation, we have added students' perceived learning across the ACEJMC values and competencies to this survey.

The surveys are tallied overall and by academic program and are shared with the dean, who then shares the respective results with the program chairs, as well as the overall results in the form of a year-over-year comparison summary to faculty. (The December 2021 and May 2022 exit summary results appear in Appendix 3F. Earlier survey summaries [2016-2021] will be available on site.)

The means from the latest survey (May 2022) of graduating JRL and ADPR students' perceived skills and knowledge in the ACEJMC values and competencies appear below:

| *ACEJMC Skill/Competency* | *Mean Score* |
|---|---|
| 1. The College of Media helped me develop my writing skills. | 4.49 |
| 2. The College of Media helped me develop my verbal skills. | 4.28 |
| 3. The College of Media prepared me to work with and present graphic and visual images and information. | 4.13 |
| 4. The College of Media prepared me to conduct research. | 4.30 |
| 5. The College of Media's courses and required curriculum prepared me to apply basic numerical and statistical concepts. | 3.96 |
| 6. The College of Media prepared me to use the tools and technologies appropriate for the communication profession. | 4.21 |
| 7. The College of Media prepared me to practice communications in an ethical manner. | 4.68 |
| 8. The College of Media prepared me to think critically and independently. | 4.36 |
| 9. The College of Media prepared me to think creatively. | 4.28 |

10. The College of Media prepared me to understand diversity domestically.                                4.15
11. The College of Media prepared me to understand diversity globally.                                    3.94
12. The College of Media prepared me to evaluate communications for
    accuracy.                                                                                            4.40
13. The College of Media prepared me to evaluate communications for fairness.                             4.32
14. The College of Media prepared me to evaluate communications for clarity.                              4.51
15. The College of Media prepared me to evaluate communications for correct
    grammar.                                                                                             4.38
16. The College of Media prepared me to write in styles appropriate to my desired
    profession.                                                                                          4.36
17. The College of Media prepared me to understand the history of professionals
    and institutions in shaping U.S. institutions.                                                       3.91
18. The College of Media prepared me to understand and apply the principles and
    laws of freedom of speech and press.                                                                 4.28

The lowest scores from the latest (2022) exit survey were around statistical concepts, global diversity and history. Although all of these means were in the 4's in the previous (2021) spring exit survey (measuring 4.14, 4.25 and 4.38, respectively), the scores were still among the lowest overall that term. Therefore, program chairs were asked to engage their faculty around strengthening these competencies. All 2022 assessment measures (2022 exit survey and 2022 alumni survey) were shared with faculty early in the fall semester.

- *Alumni surveys*

As part of its assessment plan, the college must conduct an alumni survey at least once every three years. Since the last site team visit, three surveys of alumni who were graduated in the three prior years have been conducted (in the summers of 2016, 2019 and 2022). These graduates are surveyed to help us assess curriculum relevance and to capture reflections while they are still fairly fresh. (Alumni contact information is housed at and obtained from the WVU Foundation. The college supplements email messaging with social media to reach and obtain alumni responses.)

Survey results indicate that our undergraduates still value the education they have received, with more than 88 percent indicating overall satisfaction in 2019, and 91.14% indicating overall satisfaction in the latest (July 2022) survey. (A comparison summary of 2013, 2016 and 2019 is provided in Appendix 3G; full 2022 results will be available on site.) Some of the initial findings of note in 2022 include the following:

- the number of respondents who indicated having done an internship while in school increased from 65% in 2019 to 73.61% in 2022;
- the number of respondents who pursued graduate study decreased from more than 50% in 2019 to just over 30% in 2022;
- two-thirds of respondents (66.67%) received scholarships while a student at the College of Media;
- the number of respondents earning at least $40,000 in their first job post-graduation jumped from 20% to nearly 27%.

In addition, the college assesses graduates' educational satisfaction regarding the ACEJMC professional values and competencies via this triannual survey. These results (based on a five-point

scale, ranging from very dissatisfied to very satisfied) are shared and discussed with faculty at faculty meetings. The results over our accreditation review period appear in the table below:

Professional Values & Competencies (out of 5.0)
*Undergraduates' Educational Satisfaction (on a 5-point scale)*

|  | 2016 | 2019 | 2022 |
|---|---|---|---|
| Visual: | 3.55* | 3.91* | 4.09 |
| Research: | 3.78 | 4.11 | 4.10 |
| Writing: | 4.40**~ | 4.41 | 4.37 |
| Evaluate accuracy: | 4.22 | 4.46** | 4.35 |
| Evaluate fairness: | 4.22 | 4.34 | 4.39 |
| Evaluate clarity: | 4.18 | 4.40 | 4.38 |
| Evaluate style: | 4.02 | 4.41 | 4.42 |
| Evaluate grammar: | 4.28** | 4.41 | 4.46** |
| Statistical concepts: | 3.27* | 3.82* | 3.99* |
| Tools/technology: | 3.91 | 4.17 | 4.25 |
| Creative thinking: | 4.22 | 4.38 | 4.42 |
| Ethics: | 4.46** | 4.66** | 4.54** |
| Diversity (domestic): | 3.84 | 4.01 | 4.08* |
| Diversity (global): | 3.69* | 3.85* | 3.96* |
| Critical thinking | ----- | 4.53** | 4.49** |
| Overall mean: | 3.97 | 4.26 | 4.28 |

*lowest scores; **highest scores
~score from 2013; question inadvertently omitted in 2016

Note that mean scores increased across all dimensions in 2019 and again on nine of the 15 dimensions measured in 2022; both the *lowest* and **highest three scores* each year are noted below. Across all three survey years, statistical concepts and global diversity scores were consistently among the lowest means, although all have increased over time. Consistently higher means are seen for ethics and critical thinking.

Students in the college are required to take a statistics course within the Chambers College of Business and Economics and are exposed to polling and other research methods in both journalism and advertising and public relations courses. Still, alumni satisfaction regarding this competency has consistently been among the lowest three means over the past six years, as has global diversity. A new faculty committee dedicated to enhancing international curriculum was established in 2019, and we have included our international graduate students as guest speakers in some courses. However, although new study abroad opportunities have been identified and we include global perspectives in our curriculum, it appears we need to be more intentional around these topics.

- *Syllabus audits*

The college conducts syllabus audits at least every two years to ensure diversity and other ACEJMC values and competencies are taught across learning levels (awareness, understanding, application) and across the required curriculum for each major. Since the last site team visit, syllabus audits were

conducted in 2017, 2019, 2021. Audit results are shared with program chairs who work with their faculty to fill any gaps in learning levels or values/competencies across their respective required major curricula. (See the latest syllabus audit in Appendix 3G. Prior syllabus audits will be available on site.) Although including values and competencies in courses does not ensure students are learning them, the audits do ensure that students are being exposed to them across the curriculum and across the learning continuum, from awareness to application.

**4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.**

As mentioned above, the college uses local or regional professionals who volunteer their time to assess our students' capstone projects. For example, the latest (2021) capstone assessment evaluators included the following people. (Prior assessments, with the names of evaluators and their titles, will be available on site.)

*ADPR Capstones*
Aly Pluchino – PR, Senior Account Supervisor, MSL Group, Alum: BSJ 2014
Gabrielle Rusillo – PR/ADV, Campaign & Creative Director, Amazon, Alum: BSJ 2012
Rachel Coffman -  PR, President, Coffman Collaborative; Immediate Past President of PRSA WV, BA 2008 (Marshall), MBA 2011 (University of Charleston)
Savannah Ashworth -  Marketing Manager, Stonerise, Alum: BSJ 2017, IMC 2020
Hannah Cebula -  ADV, Brand & Product Advertising Senior Specialist, Audi, Alum: BSJ 2016
Rebecca Klado – ADV, Account Supervisor, McCann, Alum: BSJ 2015

*JRL Capstones*
Curt Chandler - Associate Teaching Professor, Bellasario School of Communications at Penn State University
Paige Lavender – Alum, Senior Editor of Breaking News, Huffington Post
Steve Mellon - Multimedia Editor, Pittsburgh Post-Gazette
Greg Moore – Alum, Executive Editor and Co-Founder, Mountain State Spotlight

In addition, internship supervisors evaluate our students for course credit; we administer a tri-annual alumni survey in which we ask graduates about their learning of the ACEJMC values and competencies; and we engage our Visiting Committee—many of whom are alumni—around major curricular changes.

In 2019, the dean created five working Visiting Committee subcommittees (see Appendix 3H for the 2021-2022 subcommittees list), including one that focuses on curriculum. (The other four subcommittees are fundraising, student enhancement, recruitment, and innovation.) The curriculum subcommittee provides feedback on our course syllabi, adds to a diverse speakers database for faculty to use/access, and discusses professional trends and possible new courses or course components. (See Appendix 3I for spring 2022 curriculum subcommittee meeting notes.)

**5.  In a digital file, list the major awards won by the unit's students in local, regional or national competitions during the review period. Limit to five a year.**

Guided by passionate, energetic faculty, College of Media students regularly publish their work and earn statewide, regional and national awards. For example, two students in a spring 2022 JRL

capstone course recently reported their course work was published this past July in *The Daily Yonder*. (See "The Asian Experience in Appalachia" and "The Gilded Palace in the Mountains.")

Listed below are examples of our student award winners during the review period. (Additional winners from the last few years may be found on our college website and via this Google doc):

2021–2022
o Gillian Wanosky—1st Place BEA TV News Anchor
o Duncan Slade—14th Place Hearst Feature Writing
o Gillian Wanosky—14th Place Hearst Television Feature
o Max Russell--2022 Stickell Honors Intern (ADPR, one of 11 students in the nation selected)
o Hunter Bennett, Sara Brinsfield, Sam Gorski, Leah Reed, Mark Schoenster, Seth Seebaugh, John Henry Thomas—Best of Festival BEA Student Interactive Multimedia and Emerging Technologies

2020–2021
o Ryan Alexander–1st Place overall (year-long) Communications Award, International EcoCAR Mobility Challenge Competition
o Sevohn Hunter—Stickell Honors Intern
o Patrick Orsagos, Jeffrey McCullough, Hunter Bennett, Molly DeCarli, Camrynn Tanner, Rylee McNemar, Penny De La Cruz—7th Place Hearst Team Multimedia Digital News/Enterprise Story Competition
o Women Beyond Bars, a collaborative project between journalism and public relations students—Best Independent Online Student Publication Winner, SPJ Region 4
o Sara Brinsfield—15th Place Hearst Multimedia Narrative Storytelling

2019–2020
o Ella Jennings—RTDNA Edward R Murrow Excellence in Audio Reporting
o Sarah Poteraki—5th Place Hearst Television Feature
o Anna Saab—Online In-Depth Reporting winner, SPJ Mark of Excellence
o Martin Hall Agency First Amendment Campaign—WV AAF Gold Addy
o Maxwell Shavers—Selected for Carnegie-Knight NEWS 21 cohort

2018–2019
o Meg Weissend—Best All Around Television Newscast, SPJ National Finalist
o Macy Senge—Best All Around Television News Magaine, SPJ Winner Region 4
o Bree McCullough—Interactive Reality, 3rd Place, BEA
o ADPR Brand JRNY class—Single Issue Print Publication, PRSA WV Crystal Award (top honors)
o ADPR Brand JRNY class—Integrated Communications Campaign, PRSA WV Crystal Award (top honors)

2017–2018
o JRL Capstone class—Online Indepth Reporting, National SPJ Mark of Excellence Finalist
o JRL Food Justice Project class (w/ Morgan State)—Best of the Web/Best of Digital, AEJMC (VisComm/Tech Division)
o Courtney Kramer—Television Feature Reporting, National SPJ Mark of Excellence Finalist
o Jacob Shockley, Sijie Yuan—Long Form Video, PRSA WV Crystal Award
o Carrie Shade, Emily Koehler—Social Media, PRSA WV Crystal Award

- o Charity Junkins—one of 25 AAF members in the country selected for the Chicago Portfolio School webinar.
- o WVU News class, "Special Edition Heroin and Opioids: When Addiction Hits Home"—Best All-Around Television Newscast—SPJ National Mark of Excellence Finalist
- o Bridging Selma JRL course (with Morgan State University)—1st place, Best Use of Multimedia, SPJ Region 4 Mark of Excellence Award
- o Megan Saporito, Hannah Goetz and Kristen Tuell —1st place, BEA Festival of Media Arts, Television Newscast (airing three days per week or less) for "Special Edition Heroin and Opioids: When Addiction Hits Home"
- o Andrew Spellman—Breaking News Photography and Feature Photography, SPJ Region 4 Mark of Excellence Winners

In 2022, the Broadcast Education Association ranked programs based on its annual competition results from the past five years. The Reed College of Media was recognized among the top 20 programs in the following categories:

- Top Overall Programs: #19
- Top Audio Programs: #18
- Top Interactive Multimedia and Emerging Technology Programs: #8
- Top News Programs: #11
- Top Sports Programs: #20

**6. In a digital file, list by specialty each member of the graduating class of 2019 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.**

A spreadsheet is attached as Appendix 3J that lists students in the class of 2019 and their latest known positions, cities and states. Forty-six of 195 graduates are currently "unknown." Of those that are known, 136 were strategic communications/ADPR majors; the remainder were journalism. Three graduates are employed internationally, with the remainder largely working in the Mid-Atlantic and Eastern regions of the country. More than a third are employed in West Virginia.

**7. Provide a matrix that aligns the student learning outcomes with the courses where they are taught and the direct or indirect measures that assess the outcomes.**

The syllabus audit spreadsheet included in Appendix 2B demonstrates where learning outcomes are being taught within our JRL and ADPR majors' required curricula. Listed below are each of the ACEJMC values and competencies, along with the list of required major courses that include them and how each value and competency is assessed.

## Journalism

*Creativity (Capstone assessment)*
MDIA 215S Media Tools & Applications
JRL 431S/457S/459S/487S Capstone

*Digital Content (THELDD exam, capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 319S Editing & Curation
JRL 341S Data & Design

*Diversity (THELDD exam, capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 318S Beat Reporting
MDIA 455 Media, Identity & Power
   (*new core requirement as of Fall 2022*)
JRL 458 Interactive Media & Audience Building

*Ethics (THELDD exam)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 318S Beat Reporting
JRL 319S Editing & Curation
JRL 458 Interactive Media & Audience Building

*Global (THELDD exam)*
MDIA 101 Media & Society
JRL 318S Beat Reporting
JRL 341S Data & Design

*History (THELDD exam)*
MDIA 101 Media & Society
MDIA 225S Media Writing
MDIA 328 Media Ethics & Law
JRL 458 Interactive Media & Audience Building

*Law (THELDD exam)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 318S Beat Reporting
JRL 319S Editing & Curation
JRL 458 Interactive Media & Audience Building

*Presentation (Capstone)*
MDIA 225S Media Tools & Applications
JRL 319S Editing & Curation
JRL 341S Data & Design

*Research (Capstone)*
MDIA 215S Media Writing
JRL 318S Beat Reporting
JRL 458 Interactive Media & Audience Building

*Theory (THELDD exam)*
MDIA 101 Media & Society

*Writing (Capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
JRL 318S Beat Reporting
JRL 319S Editing & Curation
JRL 341S Data & Design
JRL 458 Interactive Media & Audience Building

## Advertising & Public Relations – ADV Area of Emphasis

*Creativity (Capstone)*
MDIA 215S Media Writing
ADPR 215 Intro to Adv & PR
ADV 315S Advertising Copywriting

*Digital Content (THELDD exam, capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications

MDIA 328 Media Ethics & Law
ADPR 215S Intro to Adv & Public Relations
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Diversity (THELDD, capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications

MDIA 328 Media Ethics & Law
MDIA 455 Media, Identity & Power
   (*new core requirement as of Fall 2022*)
ADPR 215 Intro to Advertising & PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Ethics (THELDD)*
MDIA 101 Media & Society
ADPR 215S Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*History (THELDD)*
MDIA 101 Media & Society
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR

*Law (THELDD)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
ADV 315S Advertising Copywriting

*Presentation (Capstone)*
MDIA 225S Media Tools & Applications
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis

MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Global (THELDD, capstone)*
MDIA 101 Media & Society
ADV 315S Advertising Copywriting

*Research (Capstone)*
MDIA 215S Media & Writing
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Theory (THELDD)*
MDIA 101 Media & Society
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
ADV 315S Advertising Copywriting

*Writing (Capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
ADPR 421 Adv & PR Audience Insights & Analysis
ADV 315 Advertising Copywriting

*Advertising & Public Relations – PR Area of Emphasis*

*Creativity (Capstone)*
MDIA 215S Media Writing
ADPR 215 Intro to Adv & PR
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

*Digital Content (THELDD, capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

*Diversity (THELDD, capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
MDIA 455 Media, Identity & Power
   (*new core requirement as of Fall 2022*)
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 324S Public Relations Writing & Applications

*Ethics (THELDD)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR

ADPR 421S Adv & PR Audience Insights & Analysis
PR 324S Public Relations Writing & Applications

*Global (THELDD, capstone)*
MDIA 101 Media & Society
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 324S Public Relations Writing & Applications

*History (THELDD)*
MDIA 101 Media & Society
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR

*Law (THELDD)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
PR 324S Public Relations Writing & Applications

*Presentation (Capstone)*
MDIA 225S Media Tools & Applications
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

*Research (Capstone)*
MDIA 215 Media Writing
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

*Theory (THELDD)*
MDIA 101 Media & Society
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis

*Writing (Capstone)*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 319S Creative Design & Strategy
PR 324S Public Relations Writing & Applications

# Part II, Standard 4

Diversity and Inclusiveness

# Part II, Standard 4. Diversity and Inclusiveness

The following documents are available digitally and will be in the workroom:
- Reports showing impact of faculty professional development aimed at enhancing ability to teach courses that develop culturally proficient communicators able to work on and advocate for diverse teams (See Appendix 4.1 DEI Progress Report, pp. 8-10; Appendix 4.2, pp. 4-5.)
- Evidence of climate studies or other indicators of the unit's level of inclusion (See Appendices 4B and 4C.)

## Executive summary:

The Reed College of Media recognizes that attracting and retaining a diverse faculty and student body remains a significant challenge, and the college has continued to implement significant programming, curricula, events, outreach and recruitment strategies to address this persistent gap. Although the college has long had programmatic work rooted in addressing racial inequities in the region, these efforts were expanded over recent years by faculty, staff and administrators against the backdrop of heightened tensions, protests and rising social and political unrest nationwide. For example, we implemented an annual anonymous student culture survey, wholly revamped our DEI plan, provided extensive faculty and staff DEI training, updated and expanded syllabus statements and curricula, and publicly identified faculty/staff members as trusted resources for diverse students seeking support.

We conducted an audit of all courses and implemented revisions and/or new course development to ensure that appropriate and updated representation of domestic and global diversity is both explicitly and organically incorporated into learning objectives, readings, lessons and assignments. This has included a new course requirement, which may be satisfied through our wholly revamped *JRL 427 American Journalism History* or  the revamped/new undergraduate course *Media 455 Media, Identity and Power*. These courses and others include such issues as stereotypes, surveillance capitalism, gender, race, racism and class, as well as content that addresses implicit bias, implicit audience, algorithmic bias and other emerging issues in the field.

Since the last accreditation, we have also expanded projects, programs and events to incorporate underrepresented perspectives and topics in our research, practice and service. These activities included launching several years-long research and reporting collaborations for students and faculty, which were designed to explore rural/urban divides and inequities owing to racial, geographic and socio-economic status, and holding symposia and immersive social hackathons to address the lack of diversity in media.

In 2020, Professors Joel Beeson and Dana Coester were the first recipients of the WVU Center for Black Culture and Research's Mountaineer Strong Award for their work in creating an inclusive campus through service, teaching, research and creative work. Assistant Professor Julia Fraustino received the AEJMC PR Division's 2018 Doug Newsom Award for Research in Global Ethics and Diversity, and Beeson received the 2016 AEJMC Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education.

We made concerted efforts to increase the diversity of our students and faculty, with an emphasis on domestic racial and ethnic diversity. These efforts included regional recruitment at public, private and faith-based schools to maximize reach to students of various races, ethnicities, religions and

socioeconomic backgrounds; strategic articulation agreements with community colleges in areas with larger underrepresented populations; and expanded scholarship and student enhancement funds to support underrepresented students. Until COVID-19, the college hosted summer media camps, which yielded 17.5% underrepresented students.

Although female students and faculty are well represented, at 55% and 52%, respectively, underrepresented student and faculty percentages have decreased since the last site team visit at both the Reed College of Media and WVU. The college has a greater percentage of Black and Hispanic/Latino students than does the university at large; however, numbers of underrepresented students in the college have declined since 2019, from 17% to 15%.

Despite responsive measures to address our acknowledged gaps in the recruitment of diverse faculty and students, these challenges have been further exacerbated by limitations of in-person recruiting activities, owing to the pandemic, as well as impacts of an increasingly conservative political environment in our predominantly white region with a declining college-aged population. However, the latest data we have available from WVU (retention of 2020 freshmen) show no difference between College of Media students at large and our college's minority students. Our minority and overall freshman to sophomore retention *to the university* is 85.7%—more than 10% higher than the university's overall rate. In our latest available data, minority students were retained *within our college* at a slightly higher rate than our college's overall freshman to sophomore retention. Retention efforts have included an early warning advising model to identify students at risk, tutoring and coaching services, a mentorship program, early access to student organizations, community-building activities on and off campus, and other supportive interventions.

**1. Complete and attach to this narrative section the following tables: Table 4, "Area Population"; Table 5, "Student Populations"; Table 6, "Faculty Populations"; Table 7, "Full-time Faculty Recruitment"; and Table 8, "Part-time/Adjunct Faculty Recruitment."**

**Table 4. Area Population**

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

West Virginia University attracts students primarily from West Virginia and surrounding states. Our primary out-of-state markets include Pennsylvania, Ohio, Virginia, Maryland and New Jersey.

According to the 2020 Census, West Virginia's overall population was 1,793,716. *(Note that 19.9% of the state's population is aged 65 and over, with only 8.8% aged 18 to 24.)*
Other demographic breakdowns appear below:

**Based on the most recent (2020) Census figures, what percentages do the following groups represent of the population of the unit's geographic service area as described above?**

| Group | % of population |
| --- | --- |
| Black/African American | 3.76% |
| White | 89.80% |
| American Indian/Alaskan native | .21% |
| Asian | .84% |
| Hispanic/Latino (any race) | 1.94% |
| Native Hawaiian/other Pacific Islander | .03% |
| Two or more races | 4.74% |
| Other race | .72% |
| Female | 50.55% |

**Table 5. Undergraduate Student Populations**

**Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.**

**Academic year: 2021 – 2022***

| Group | Male | Female | % of total in unit | % of total in institution |
|---|---|---|---|---|
| Black/African-American | 24 | 15 | 4.53% | 3.5% |
| White | 332 | 401 | 85.13% | 81.92% |
| American Indian/Alaskan native | 0 | 0 | 0% | .13% |
| Asian | 2 | 9 | 1.28% | 1.78% |
| Hispanic/Latino (any race) | 16 | 24 | 4.65**%** | 4.24% |
| Native Hawaiian/other Pacific Islander | 0 | 0 | 0% | .06% |
| Two or more races | 10 | 19 | 3.37% | 4.87% |
| Other race | N/A** | | | |
| International students (any race) | 3 | 6 | 1.05% | 3.51% |

***information obtained from the WVU Registrar's Office in June 2022; numbers include all College of Media students enrolled during this academic school year*
****WVU does not track this category*

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

**Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.) Do not count any individual in more than one group.**

**Academic year: 2021 – 2022 Full-time faculty**

| Group | Female | % of total faculty | Male | % of total faculty |
|---|---|---|---|---|
| Black/African-American | 0 | 0% | 0 | 0% |
| White | 13 | 52% | 9 | 36% |
| American Indian/Alaskan native | 0 | 0% | 0 | 0% |
| Asian | 0 | 0% | 1 | 4% |
| Hispanic/Latino (any race) | 0 | 0% | 0 | 0% |
| Native Hawaiian / Other Pacific Islander | 0 | 0% | 0 | 0% |
| Two or more races | 0 | 0% | 1 | 4% |
| Other race | 0 | 0% | 0 | 0% |
| International (any race) | 0 | 0% | 1 | 4% |

**Academic year: 2021 – 2022 Part-time/adjunct faculty***

| Group | Female | % of total faculty | Male | % of total faculty |
|---|---|---|---|---|
| Black/African-American | 1 | 3.3% | 1 | 3.3% |
| White | 16 | 53% | 12 | 40% |
| American Indian/Alaskan native | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 |
| Hispanic/Latino (any race) | 0 | 0 | 0 | 0 |
| Native Hawaiian/other Pacific Islander | 0 | 0 | 0 | 0 |
| Two or more | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| International (any race) | 0 | 0 | 0 | 0 |

*represents undergraduate JRL and ADPR adjunct faculty*

**Table 7. Full-time Faculty Recruitment**

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

| Academic years: | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 |
|---|---|---|---|
| Openings | 5* | 0 | 2** |
| Total applicants in hiring pool | 72 | 0 | 51 |
| Females in hiring pool | 15 | 0 | 14 |
| Female finalists considered | 2 | 0 | 3 |
| Offers made to females | 0 | 0 | 1 |
| Offers accepted by females | 0 | 0 | 0 |
| | | | |
| Minorities in hiring pool | 19 | 0 | 24 |
| Minority finalists considered | 1 | 0 | 0 |
| Offers made to minorities | 0 | 0 | 0 |
| Offers accepted by minorities | 0 | 0 | 0 |
| | | | |
| International faculty in hiring pool | 1 | 0 | 3 |
| International faculty considered | 1 | 0 | 3 |
| Offers made to international faculty | 0 | 0 | 0 |
| Offers accepted by international faculty | 0 | 0 | 0 |

*Four positions were filled
**One of these positions was for our online graduate program; neither position was filled.

**Table 8. Part-time/adjunct Faculty Recruitment\***

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

*\*The Reed College of Media has primarily relied on personal knowledge of local alumni and professionals to fill adjunct positions. Beginning this past year, our assistant dean of online programs has worked with WVU Human Resources (HIRE)/Shared Services to develop general ads from which we can recruit nationally/ internationally for online adjunct faculty. However, a relatively small number of online adjunct faculty teach courses in our ADPR or JRL majors, as most of these courses are offered on-ground. Courses for our minors are predominantly online, and we offer four wholly online graduate programs.*

| Academic years: | (internal recruiting process) 2019 - 2020 | 2020 - 2021 | (use of WVU Hire) 2021 - 2022 |
|---|---|---|---|
| \*\*Openings | 9 | 7 | 5 |
| Total applicants in hiring pool | 17 | 15 | 222\*\*\* |
| Females in hiring pool | 10 | 10 | 118 |
| Female finalists considered | 7 | 3 | 3 |
| Offers made to females | 7 | 3 | 3 |
| Offers accepted by females | 7 | 3 | 3 |
| ^Minorities in hiring pool | ^ | ^ | 19 |
| Minority finalists considered | 1 | 3 | 1 |
| Offers made to minorities | 1 | 3 | 1 |
| Offers accepted by minorities | 1 | 3 | 1 |
| International faculty in hiring pool | 0 | 0 | 26 |
| ^International faculty considered | ^ | ^ | 0 |
| Offers made to international faculty | 0 | 0 | 0 |
| Offers accepted by international faculty | 0 | 0 | 0 |

*\*\* Openings equal sum of accredited program courses taught by an adjunct that academic year.*
*\*\*\* This number reflects recruiting for <u>all </u>online positions, the vast majority of which are for our online master's programs.*
*^ These data were not formally collected in our internal recruitment process; WVU tracked finalists.*

**2. Provide a web link to the unit's diversity plan. The plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity, and the under-represented groups identified by the unit. The plan should include key performance indicators, and focus on domestic minority groups and, where applicable, international groups.**

The college's abbreviated diversity, equity and inclusion plan can be found here. Since this new plan was adopted by faculty in October 2020, we have reported progress through subsequent iterations each semester, with updates each year (e.g. March 2021 and January 2022).

WVU defines diversity as "The presence of difference. This is typically understood to mean who or what we think we see when we look around the room." (Other terms, including culture, accessibility, equity, and inclusion are defined here.)

The College of Media defines diversity as emphasizing a shared responsibility for fostering a safe, welcoming and inclusive environment for individuals of all races, genders, ethnicities, religions, sexual orientations, socioeconomic statuses, geographical origins and physical abilities, and to express their culture, experience and perspectives through the art and science of ethical journalistic storytelling and professional communications.

DEI goals for the college include:
1) deepen the College of Media's understanding of diversity, equity and inclusion issues as central to our standards for providing a quality education with focused attention to the items of emphasis outlined above;
2) improve and increase the organic incorporation of diversity, equity and inclusion in curricula and course instruction for all College of Media faculty and students;
3) increase efforts to recruit and retain qualified faculty and staff members representing historically underrepresented groups, with an emphasis on domestic racial and ethnic diversity;
4) increase efforts to recruit and retain top students from diverse/minority groups, with an emphasis on domestic racial and ethnic diversity; and
5) increase programming and collaborations that address contemporary diversity, equity and inclusion issues and that are intentional in integrating underrepresented perspectives and experiences into media research, professional practice, community service and curriculum development.

Key performance indicators include progress around the following:
- Diverse faculty and staff
- Diverse student body
- DEI curriculum
- Supportive environment
- Communicating progress

**3. Describe how the unit assesses its progress toward achieving the plan's objectives, and how frequently faculty discuss the plan.**

The Reed College of Media has long had a diversity plan, but it had become unwieldy after years of annotating without critical review of the goals and tactics. That changed in 2020, when the college started from scratch to develop a new plan, which was discussed, tweaked and approved by faculty in

October of that year. The Diversity, Equity and Inclusion Committee also felt a renewed sense of purpose and commitment following the George Floyd murder, meeting regularly and reporting out to faculty on DEI progress each semester since. (The latest reports were given at the May 2022 and November 2021 faculty meetings. Faculty meeting minutes for the entire review period are available on site.)

**4. Describe how the unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society. Provide a grid that outlines where cultural communications proficiency is taught in the curriculum.**

As noted in Standard 3, the College of Media's curricula include domestic diversity and global diversity in the following *required* courses for Journalism and Advertising and Public Relations majors, respectively:

<u>Journalism</u>
*Diversity*
MDIA 101 Media & Society
MDIA 215S Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
455 Media, Identity & Power, MDIA 427 History of American Journalism or *MDIA 401 Making Media in the Digital Age (Media Literacy)
JRL 318S Beat Reporting
JRL 458 Interactive Media & Audience Building

*Global*
MDIA 101 Media & Society
JRL 318S Beat Reporting

*in development*

<u>Advertising and Public Relations</u>
*Diversity*
MDIA 101 Media & Society
MDIA 215 Media Writing
MDIA 225S Media Tools & Applications
MDIA 328 Media Ethics & Law
455 Media, Identity & Power, MDIA 427 American Journalism History or *MDIA 401 Making Media in the Digital Age (Media Literacy)
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 324S Public Relations Writing & Applications

*Global*
MDIA 101 Media & Society
ADPR 215 Intro to Adv & PR
ADPR 421S Adv & PR Audience Insights & Analysis
PR 324S Public Relations Writing & Applications

The following are examples of ways DEI lessons and activities are provided in College of Media core courses required of Journalism and Advertising and Public Relations majors:

- *MDIA 101 Media & Society:* A learning objective from this course includes "Demonstrate awareness of and critical thinking around tech development and related diversity issues." This class includes a "Diversity in Media" lecture and writing assignment. This takes place during weeks 6 and 7 of the course when the topics of media law and ethics are first discussed.

- *MDIA 215S Media Writing:* A learning objective from this course is "Recognize the importance of diversity in our audiences and in our sources." A week's lesson in this course focuses on "Diversity in the Media" and students complete a "Diversity and Identity" reflection assignment.

- *MDIA 225S Media Tools & Applications*: A learning objective from this course includes "Understand and critique the importance of diverse, accurate and thoughtful representation of underrepresented communities in media." Two sections of lessons in this course address

issues of representation and implicit bias. They're primarily about representation in imagery (photo and video). Course quizzes include several questions about that course content.

- *MDIA 328 Media Ethics & Law*: This course includes a week of instruction on Bias, Images & Social Responsibility. Students also have out-of-class reading assignments about confirmation bias, coverage of white supremacy and on attitudes and mindsets that hinder journalists. Students also complete a writing assignment that week on the topics covered in class.

- *MDIA 455 Media, Identity & Power*: This course includes a week of instruction on "Media, Society, Power, and Identity Work." Students dig into stereotypes, surveillance capitalism, and institutions and identities. In a separate week, this course includes discussions on the ethics of poverty coverage. In the latter half of the semester, this course takes a deep dive into journalism, gender, race, racism and class, and it addresses these topics through coursework, discussions, numerous and varied readings, and reflection assignments.

Additionally, under the leadership of Dr. Joel Beeson and Dr. Jackie Jones, the college has long partnered with HBCU Morgan State University's College of Global Journalism and Communication. Students collaboratively report on social issues that impact two seemingly disparate communities across urban/rural and racial divides. Dubbed "StoryBridge," examples of the five-year partnership have included a look at food insecurity and justice (called "Broken Plate") in fall 2016, a day-long [social justice reporting workshop](#), and in spring 2017, a "social hackathon" in collaboration with the American Press Institute to come up with solutions for the lack of diversity in newsrooms and news coverage.

Called "[Missing Voices: Diversifying the News,](#)" the hackathon, led by Professor Dana Coester, provided the opportunity to bring together diverse students and media professionals from across the country to collaboratively address these challenges. College students from a range of institutions— public, private, rural and urban—worked side by side with media professionals who represented news organizations working to improve diversity in the industry. Participants included students from West Virginia University, Emerson College, Northwestern University, Morgan State University, CUNY, UC Berkeley and University of New Mexico and media professionals from Scalawag, Maynard Institute, PRI, Rewire and others. (This was the second such hackathon since the last accreditation. In 2016, we partnered with MediaShift to host "Hack the Gender Gap: A Women's IoT Make-a-thon" in which our female students were joined by others across WVU for the weekend event.)

The College of Media has had a similar collaborative reporting partnership with George Washington University's School of Media and Public Affairs. Funded by a Reed College alumnus, the multi-year endeavor involves a special spring course and professional experience at the end of the term, where students work together on reporting projects and get internship pay for the experience. The course and project focus on crossing the rural/urban divide to connect students from different areas and from different backgrounds to learn and report on a topic together.

The collaborative course and [project](#) expose students to different geography, socio-economic environments and diverse populations. Led by Teaching Associate Professor Mary Kay McFarland, the 2021-2022 project focused on covering communities in rural WV and urban DC that are underserved by news media. This project kicked off with [a virtual panel discussion](#) in fall 2021 that included diverse speakers who discussed how COVID was covered by the media in historically underserved communities. The previous collaborative course with GWU, led by Teaching Associate Professor Emily

Corio in spring 2019, examined the opioid epidemic and its effect on children. Part of that work appeared in a front-page [Washington Post story](#).

A two-year [collaborative journalism and advertising and public relations project](#), funded through an Excellence and Ethics in Journalism grant, explored the high incarceration rates of women in West Virginia and Oklahoma. (The Gaylord College of Journalism and Mass Communication partnered on the grant.) The project involved in-depth research and community outreach, as well as a virtual session—owing to the pandemic—with Piper Kerman (the star of the TV series "Orange is the New Black") and a public exhibit. As a result of the PR students' advocacy work, under the tutelage of Dr. Geah Pressgrove, three new policies were passed by the WV Legislature: one that allows those formerly incarcerated for drug crimes to receive SNAP benefits; a second, which ensures individuals obtain a state-issued ID upon release from prison to help with employment opportunities; and the third, which addresses applications for expungement of nonviolent felony convictions to also help people obtain post-incarceration employment. More about the project may be found here: [https://www.womenbeyondbars.com](https://www.womenbeyondbars.com).

In 2017, the college launched the collaborative digital outlet [100 Days in Appalachia](#) as a learning laboratory for students and faculty. This project was explicitly founded as a counter to non-inclusive media and media representations within and about the region, and it engaged diverse community members and media makers. It became a source for underrepresented voices across the Appalachian region and included deliberate inclusion of racial, gender, cultural, religious, economic and generational representation, emphasizing diversity in professional practice as part of student learning and storytelling. The publication was so successful, it has become its own nonprofit reporting outlet and continues to engage our students in its work.

Each spring, the ADPR capstone course of long-time adjunct instructor (and AEJMC's 2019 Adjunct of the Year winner) Chuck Harman engages with an international nonprofit organization and travels abroad to pitch their campaign ideas during spring break. Unfortunately, students were grounded from traveling from 2020 through 2022, but continued to work with the clients virtually. Since the last accreditation, students have worked with the following clients in and/or traveled to the following countries:

- 2016 - Mental Illness Fellowship of Australia (National mental health NGO) - Australia (remote)
- 2017 - Destination Florida (Provides trips to Disney for critically ill children) – England
- 2018 - EUFAMI (Represents 38 European mental health family organizations) – Belgium
- 2019 - Factoria Cultural (Community arts center in disadvantaged neighborhood) – Spain
- 2020 - Customized Educational Programs Abroad (European study abroad organization) – France/Germany (remote owing to the pandemic)
- 2022 - SATO (Corporation focused on sanitation in developing countries) – Worldwide (remote owing to the pandemic)

Since the last accreditation visit, faculty have also taken students on summer study abroad trips to Korea, Japan and China. (The college had a long partnership with Guangdong University, facilitated by Associate Professor Lois Raimondo, which has been dormant since 2019. Prior to that time, two students from that university spent up to a year as students within our college, and our students traveled there in the summer.) The college also has a partnership with the University of Seville in Spain, and seven College of Media students and two faculty traveled there in June 2022 to meet with

media students and faculty and learn about Spain's culture. Under the leadership of Teaching Associate Professor David Smith, a College of Media JRL class collaborated with students and faculty in Seville in spring 2021 to create team-based augmented and virtual reality projects. (You may read more about that project [here](#).)

Other faculty (e.g. Jasper Fessmann, Elizabeth Oppe, Steve Urbanski) have invited international students or professionals into their courses (e.g. *PR 420 International Public Relations*, *MDIA 101 Media and Society, JRL 319S Editing and Curation*) to guest lecture on media and cultural communications.

Since the last accreditation, the college also offered a cross-listed, grant-funded *Oral History* course with the Eberly College of Arts and Sciences' Department of History, for which students interviewed elderly African American community members who had attended segregated public schools to document their experiences. Faculty member Ashton Marra attended a Diversity Across the Curriculum Poynter Institute training in fall 2021 and returned to alter learning objectives in our required *MDIA 215S Media Writing* course*.* Specifically, she deleted the existing learning objective, "Recognize the importance of diversity in our audiences and in our sources," and added additional, more specific learning objectives to the spring 2022 course, as noted below:

1. Recognize the importance of diversity in our audiences and in our sources along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

2. Recognize the ways a lack of diversity in our media organizations, beyond just newsrooms, and in our sources as journalists results in a breakdown of trust between our audiences and our organizations.

3. Demonstrate the ability to identify and, when necessary for complete reporting, include a diversity of thoughts, perspectives and experiences in media communications.

She also worked to infuse elements of diversity across lessons and assignments, i.e. examples of content from diverse creators that cover issues of diversity throughout the course, but not solely for the purpose of discussion about diversity:

1. Use a story about a new diversity initiative for students on WVU's campus in an exercise to identify the building blocks, or the identifiable elements, of a traditional print news story.

2. In their first interviewing assignment, students are provided interview questions so they can break the ice on this skill that they are all nervous to undertake. We added an additional question to this assignment where students ask the interview subject for their preferred pronouns, in addition to the identifying information they asked for previously.

3. In an assignment where students do a media consumption audit and then reflect on what they find, we added a question to the reflection portion:  How could you increase the diversity of your media consumption? Meaning, how could you increase the diversity in thought, story sources and authors in the content you are consuming?

4. Students complete interview reports alongside their news story assignment in which they have to reflect on their interviewing skills. Two questions were added to those reflections: What element of diversity, if any, do you interview subjects represent? *and* What can you do better next time in selecting/finding interview subjects themselves?

5. Students are provided fake city council meeting notes from which they have to identify potential news stories. These notes were updated to include instances of diversity, e.g. a female police chief, recognition for a retiring first AAPI city mayor, and public comments around senior issues.

6. Students end the semester with a strategic communications campaign critique and must choose a business that is Black-owned, female-owned, or identifies that they are minority-owned in some way.

7. In every instance where students are asked to search for sources, whether in their interviewing, research, event coverage or other ways, they are prompted to consider diversity: Please keep in mind elements of diversity in all forms, i.e. gender, race, ethnicity, sexual orientation, thought, etc.

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

WVU and the Reed College of Media strive to maintain a socially just environment for all students and employees. WVU's Division of Diversity, Equity and Inclusion works to protect students and employees from discrimination and harassment. The university's Board of Governors Rule 1.6 states:

West Virginia University is committed to fostering a diverse and inclusive culture of promoting diversity, inclusion, equity and intercultural and intercommunity outreach. The university does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined by state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment.

Specific information about and resources regarding affirmative action, discrimination, harassment and accommodations may be found here.

To ensure students have knowledge and resources around DEI issues, all College syllabi include the following statements:

**WVU Inclusivity Statement**

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services.

More information is available at the Division of Diversity, Equity, and Inclusion website as well.

**Reed College Diversity and Inclusion Statement**

The Reed College of Media is committed to maintaining a respectful and inclusive environment for students, faculty, staff and visitors that is free of all forms of discrimination and harassment. We embrace the notion of an academic community that is enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. Discriminatory, derogatory and threatening language or behavior to any member of the college or university community will not be tolerated.

We strive to create a learning environment for students that supports a diversity of thoughts, perspectives and experiences and honors self-defined identities, while also providing an atmosphere of learning that is representative of those perspectives. The diversity that students bring to our classrooms will be viewed as a resource, strength and benefit by not just our instructors, administrators and staff, but also by our students, who agree to engage in discussion with care and empathy for the other members of their class.

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

Individuals who may have been illegally discriminated against by any member of the university community at West Virginia University may file a complaint with the Division of Diversity, Equity, and Inclusion (https://diversity.wvu.edu/).

Individuals who may have experienced violence or harassment of a sexual nature, by a stranger, friend, or partner, or by any member of the university community can find more information about resources through the WVU Title IX Office (https://diversity.wvu.edu/equity-assurance/title-ix) and may file a complaint with the Division of Diversity, Equity, and Inclusion (https://diversity.wvu.edu).

**Sexual Misconduct Statement**

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Rule 1.6]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration,

faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator.

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline).

For more information, please consult WVU's Title IX Office.

Beginning in 2020, the college added to syllabi the following statement about COVID; in 2021, the statement about mental health:

**COVID-19 Syllabus Statement**

WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic or other campus-wide emergency, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the university at all times. While in class, students will sit in assigned seats when required and will wear PPE according to current university guidelines. Students who fail to comply may be referred to the Office of Student Conduct for sanctions.

COVID related absences fall under the university attendance policy found here: attendance. As detailed in the policy, a student who becomes sick or is required to quarantine during the semester should notify the instructor. The student should then work with the instructor to develop a plan to complete the course learning outcomes while he or she is absent.

**Mental Health Statement**

Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Counseling and Psychological Services (CCCPS) website: https://carruth.wvu.edu/.

If you are in need of crisis services, call the CCCPS main number 24/7: (304) 293-4431. Crisis services are also available through text: Text WVU to 741741 for support 24/7 from a trained Crisis Counselor.

In addition, WVU requires all faculty and staff to take online training about harassment and hostile work environments every three years.

In early 2020, the College of Media dean requested training for faculty and staff from the university's Division of Diversity, Equity and Inclusion. A college-wide training on unconscious bias followed, which became the first part of the division's five-part "Climbing Higher" series. The college continued with two faculty/staff trainings in fall 2020 and two more in spring 2021 to be the first unit on campus to complete the series. College faculty and staff participated in two additional trainings in fall 2021: ADA and SafeZone, which is designed to create a safe and affirming environment for everyone at WVU, including those who identify as Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) and allied students, faculty, staff and administrators.

WVU maintains a Center for Women and Gender Studies, Women's Resource Center, Center for Black Culture and Research, and an LGBTQ+ Center, along with a variety of associated student organizations. College of Media Assistant Dean Gina Dahlia serves as one of the 12 members of the university's LGBTQ+ Commission.

Over the summer of 2020, faculty members Dana Coester and Joel Beeson were invited to serve on a campus-wide working group convened by the president's office to address racism and racial inequality at WVU. This working group was charged with addressing campus culture and the student experience for Black students specifically around the priorities of campus culture, programming and recruitment and retention. In early fall 2020, the college developed an anonymous culture survey for students, drawn from a survey administered to professional students at the WVU Health Sciences Center the previous fall. It was first administered to all College of Media students (undergraduate and graduate) in January 2021 and was administered again in early 2022. Results were shared with faculty, staff and Visiting Committee members. The latter group provided suggestions after the initial survey, such as including a question about whether students who indicated hearing discriminatory comments reported the incident, and if so to whom, and if not, why?

In the second survey, respondents who indicated they had heard/seen discriminatory comments/behavior within the college or at WVU said they didn't report them because they felt uncomfortable doing so. The dean discussed this issue with the leadership team and at a faculty meeting and asked our DEI Committee to come up with ideas for solutions. As a result, several faculty and staff have been identified as "go-to" resources for students who experience or observe discriminatory actions; their names and university resources were provided to students in college-wide correspondence at the start of the school year. (See Appendix 4A.) Complete culture survey findings are included in Appendices 4B and 4C.

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

Our college takes several steps in an effort to recruit and retain a diverse student population. We typically recruit across the northeastern United States and across West Virginia. We also make individual visits to select high schools in New Jersey, Maryland, Ohio, Pennsylvania and Virginia and visit public, private and faith-based schools to reach diverse students of various races, ethnicities, religions and socioeconomic backgrounds. (See the list of high schools with which we communicate or visit—in person or remotely—in Appendix 4D.) Particular cities we have focused on within the past

few years to help increase our diversity enrollment have included high schools in the Cleveland, OH; Washington, DC; and Pittsburgh and Philadelphia, PA, areas.

Before the pandemic we offered summer media camps, which brought high school students to campus to learn more about media tools, engage with faculty and professionals, and create media products. Students from all of the high schools with which we interact were invited to attend at low cost ($200 for three days, two nights), with full scholarships available for students whose teachers indicated they may have trouble affording it, paid for by a donor. Our camps averaged more than a dozen students who came from six states, with 17.5% of attendees from underrepresented groups. Recruitment from these camps was high. Having to pause in-person high school visits and camps for the past three years because of the pandemic has undoubtedly hurt our recruitment.

In addition to individual high school visits, we have also created a number of articulation agreements with community colleges in WV and in areas with larger underrepresented populations, such as Columbus State Community College in Ohio and Harrisburg Area Community College in Pennsylvania. These agreements create pathways for Journalism and Advertising and Public Relations majors to receive credit for their associate degree curricula, which mirrors requirements within our programs. (An example is included in Appendix 4E.)

Because of the increased cost for out-of-state students at WVU, we have worked with alumni to create scholarships to support underrepresented students. At present, we have three such scholarships, two funded from alumnus Scott Widmeyer and one from alumnus Ray Gillette and his wife, Susan. Additionally, we spend a large amount of time recruiting students who are already at WVU. We expose them to our fields through such large introductory classes as the general education *MDIA 101 Media and Society* course. We also receive some transfer students who become interested in our majors through such minor courses as *PR 215 Introduction to Public Relations* or *ADV 201 Advertising and Society.*

Once students are enrolled, we provide various ways to support their success. We employ an early warning "intrusive advising" model, where faculty are asked at the fourth week of classes to report students who have missed more than two class sessions or who currently have a C average or below. Advisors then reach out to these students to provide counsel and assistance, as necessary. For example, the university offers a discounted tutoring/coaching program called MindFit.

As noted in the January 2022 DEI Progress Report, the college engaged in numerous recruiting activities in an attempt to draw interest from diverse prospective students. Among them were webinars, podcasts and social media (e.g. TikTok videos) that featured diverse current students and alumni; communications around Black History Month; and virtual visits to diverse high schools in Pennsylvania, Ohio and Maryland. Prior to the pandemic, the college hosted media students from North Canton, Ohio (near Cleveland) for the day. A person of color was hired by the college in summer 2022 as an online recruitment and retention director; however, in this position his work will focus entirely on our fully online degree programs.

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

The Reed College of Media's admissions standards are equivalent to those of the university's, i.e. at least a 2.0 high school cumulative GPA for in-state students and 2.5 for out-of-state students. As a result of the pandemic, the university has made college entrance exam scores (i.e. ACT, SAT) optional. In addition, the college has worked with the university to accept provisional students directly into the college, rather than designate them as a "pre-media" major.

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

The numbers of diverse first-time freshmen (FTF) entering the college are small, and only FTF are tracked by the university to determine retention rates. (Because we have more success attracting diverse transfer students to our college, accurate tracking of our underrepresented students can be difficult.) However, the diverse FTF we do attract fare well in our college.

The latest data we have available from WVU (retention of 2020 freshmen) show no difference between College of Media students at large and our college's minority students. Our minority and overall freshman-to-sophomore retention *to the university* is 85.7%—more than 10% higher than the university's overall rate and a significant increase over the college's retention rate from earlier years. In our latest available data, minority students were retained *within our college* at a slightly higher rate (78.6%) than our college's overall freshman-to-sophomore retention (77.9%). (See Appendix 4F for the latest overall and minority/underrepresented student retention charts.)

In 2015, a college advisor of color (Demetrius Greer) started a mentorship program for freshmen, which he dubbed "MOVE—Motivating Others Via Engagement." (See Appendix 4G.) Since 2017, participants have numbered between 13 and 21, with encouraging results. Although all freshmen are encouraged to apply, he reaches out specifically to students who may be at risk, such as first-generation college students. Formal and anecdotal evaluation reveal success in keeping students engaged in the program. For example, all 21 students in the 2017-2018 cohort were retained at the college for their sophomore year; their cumulative GPAs were 3.05, with an average of 31 completed credit hours, as opposed to freshmen who weren't in the program who had an average GPA of 2.6 and an average of 27 completed credit hours. MOVE activities include such (pre-COVID) social gatherings as bowling, mentor appreciation breakfast, and "milkshakes with mentors." Such gatherings were often sponsored by area businesses. The latest MOVE cohort to graduate (2018 freshmen) numbered 36, and nearly three quarters of those students graduated within four years.

In 2021, Greer reflected on the program and suggested ways we might further encourage and engage mentors to take greater leadership roles in the program. The program was discussed at New Student Orientation, and talking points were developed for advisors to encourage their incoming students to participate. (See Appendix 4H.) It is noteworthy that a number of MOVE mentees have become MOVE mentors.

The college also has a mentorship program for upperclassmen, which was started and is managed by Student Careers and Opportunities Director Eric Minor. Students apply for a match, and Minor works

to identify alumni and Visiting Committee member mentors. This past year, a mentorship event involved a "speed dating" scenario, during which students met with three different possible mentors for 15 minutes. The idea was to introduce students to more potential mentors and to facilitate a more organic approach toward finding a fitting "match."

As a way for students to make friends and feel part of the college community, we encourage all students to get involved in student organizations and/or campus media outlets as soon as possible. We host a college student organization fair early each fall semester, and we also encourage first-time freshmen to participate in our college-specific section of the summer orientation course Adventure WV.

University data show that students who participate in this latter program come away from the experience with a bonded set of friends before the start of the school year and this sense of belonging helps retain them at the university. The faculty leader of this activity, Teaching Associate Professor Elizabeth Oppe, also teaches the *MDIA 191 First Year Seminar* section in which these participating students are enrolled as a cohort. As a result of the outdoors activities (with no cell phones allowed) and this first class together, these students often remain close friends throughout their time at WVU. The college set aside minority-based full scholarships for several years to encourage underrepresented students to go on the trip, with limited success. (The overall Adventure WV program has been so successful at student engagement and retention, the university now subsidizes most of the cost, and students can participate in the week-long course for only $95 or for free if they are Pell Grant eligible.)

Over the last several years, the college has identified and supported the travel of diverse students to the Plank Center for Leadership in Public Relations' national Diversity Summit in Chicago. (Professor/Dean Diana Martinelli has served as co-chair of this event since 2019.) In 2020, the college nominated a student of color for the prestigious News 21 program, who was selected and received a partial scholarship from the program to participate. The college sponsored the rest of his cost to attend—$5,000—from the Dean's Fund.

To help ensure dedicated support for underrepresented students and a way to fundraise directly to support their professional development, $10,000 was transferred from the Dean's Fund to create a dedicated Diversity in Media student enhancement fund in early 2022. This dedicated account was one of five promoted during the college's annual Day of Giving in March, and several thousand dollars were contributed by alumni to the account. The fund has already been used to help defray the costs of a student's attendance at NABJ in Las Vegas in August and an international graduate student's attendance at two AEJMC conferences (mid-winter and national) to present research.

**9. Describe the unit's efforts to recruit women and minority faculty (as enumerated in Table 7, "Full-time Faculty Recruitment").**

Reed College of Media faculty attend such professional conferences as AEJMC, ICA, NABJ, PRSA, BEA and ONA for professional development and to network to expand our potential faculty hiring pools. We advertise job openings in collaboration with WVU Talent and Culture (i.e. Human Resources) and place them in mainstream and diverse-oriented publications and websites, including *The Chronicle of Higher Education*, DiverseJobs.com, NABJobs Online and NAHJ's online job site, as well as promote them through the college's website and social media. We also work with networks in Native American Journalists Association (NAJA), National Association of Hispanic Journalists (NAHA) and

Asian American Journalists Association (AAJA) in program, event and recruiting outreach. We have also used these networks to recruit for guest speakers, special events and adjuncts.

In addition, we have assigned a social justice liaison (Valerie Burgess) for faculty and staff searches. The liaison is asked to review or sit in on screening discussions to ensure underrepresented candidates are fully considered. She also often liaises with WVU's Human Resources Shared Services personnel, who are assigned to our college.

In spring 2018, the college hired an African American male as a teaching assistant professor, and he taught for us during academic year 2018-2019. However, he resigned at the end of the year to rejoin his family in Memphis, Tennessee, which did not relocate to Morgantown as initially planned. Since becoming dean in 2019, Martinelli has sought out potential diverse faculty members through outreach to faculty involved with doctoral programs, asking them for recommendations of upcoming graduates. She has then reviewed their LinkedIn profiles to see if their professional backgrounds fit existing college needs.

As a result of these leads, the college invited a prospective hire to campus in March 2020—immediately before the COVID-19 shut-down—and invited her to apply to become a full-time tenure-track faculty member in our ADPR program. (See her itinerary in Appendix 4I.) Although the visit seemed to go well, she ultimately declined, citing the Morgantown community's overall lack of diversity. In 2021, the college sought and received permission to waive a search and use its reserve funds to hire a Black male faculty member who had taught as an adjunct for us and was completing his doctorate in the College of Creative Arts. While he entertained our offer, he decided to return to his MSJ alma mater, the University of Texas at Austin, for significantly more money than we could offer him.

The dean has maintained a two-year relationship with a doctoral student of color, who was another prospective faculty member identified through the dean's personal outreach. They speak regularly via Zoom, and the dean invited her to visit campus last March. While at WVU, the student spoke to our NABJ chapter and *MDIA 455 Media, Identity and Power* class and met with a variety of other students and faculty during her stay. (See Appendix 4J for her itinerary.) The dean hopes to obtain a waiver of search and extend a tenure-track offer of employment (with faculty approval and pending successful completion of her dissertation) after she completes her comprehensive exams and dissertation proposal defense (expected in spring 2023).

Two of the four finalists brought to campus for our 2021-2022 openings (Adventure Media and Digital Marketing Communications) were women; one was a Muslim woman. One of these two women was offered a position, but she declined, as she did not want to relocate. A third woman was also recruited and offered the digital marketing position, but she also declined after her university counter-offered to retain her.

Despite the difficulty the college has had recruiting minority faculty, WVU has programs in place to help retain those who are successfully hired. For example, the college's former dean, now Provost, Maryanne Reed, helped develop a university program in 2012 called Women's Leadership Initiative, which provides WVU women with a professional network and professional development opportunities. More than a half dozen College of Media faculty have participated in the program.

Under Provost Reed, the university established a Mission Hires initiative, whose goal is to increase the ranks of minority tenure-track faculty. As part of that initiative, the [Faculty Justice Network](#) was established to help provide a community for minority faculty.

**10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.**

In addition to the university's [Faculty Justice Network](#), which was [started in 2021](#) to serve as a community for underrepresented faculty/staff and their allies—and the decade-old WVU [Women's Leadership Initiative](#) (both of which were mentioned above), the college supports, hosts and participates in activities and events that support diversity and inclusion within the university community and beyond.

For example, the college regularly participates in WVU's [Diversity Week](#) and has hosted two events since the last accreditation that examined gender, race and sports:
- ["Play Like a Girl: A Discussion of Women in Sports & Media"](#) (Fall 2019), co-sponsored by the Office of DEI
- ["Patriotism, Politics and the Playing Field"](#) (Fall 2018), which was broadcast live on WVPBS

In July, the college co-sponsored with alumna Crystal Good a panel discussion and local showing of the documentary *[Black in the Newsroom](#)*. Another college alumna (and Visiting Committee member), Chelsea Fuller, was one of the panelists.

As part of WVU's institutional membership in the [National Center for Faculty Diversity and Development](#), faculty members have participated in the [Faculty Success Program,](#) a 12-week online program that includes conference calls and coaching, with the aim of enhancing research productivity and scholarship while preserving work–life balance. The college has also paid for training from Poynter and other professional development providers.

Faculty travel to professional conferences is subsidized, and faculty and staff are routinely nominated for university and professional awards. For example, in 2021, our senior advisor, Emily Roush, received the university's Nicholas Evans Advisor of the Year award; our then-assistant dean Tricia Petty received the same award in 2019. Also in 2019, faculty member Elizabeth Oppe received WVU's Heebink Award for Distinguished Service to the State, and ADPR Program Chair Geah Pressgrove received the Faculty Award for Distinction in Mentoring Undergraduates in Research. In 2017, Associate Professor Rita Colistra received the WVU Alumni Association's Caveney Faculty Excellence Award. Most recently, in spring 2022, Professors Dana Coester and Joel Beeson shared the university's Benedum Distinguished Scholar Award—WVU's highest annual research award.

**11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment").**

In fall 2021, college faculty discussed and voted unanimously to accept changing the eligibility requirements for full-time and adjunct faculty. Previously, only those professionals with a master's degree and at least one year of professional experience were eligible for teaching positions or, in lieu of a master's degree, professionals with at least 15 years of high-level experience. Faculty discussed

the pitfalls of such rigid requirements, including how it limits our pool's diversity. As a result, our hiring guidelines were changed to allow those without a master's degree to be eligible to apply for teaching positions if they have a bachelor's degree and at least seven years of professional experience.

Additionally, our assistant dean of online programs has worked with WVU Talent and Culture on running general advertisements for adjunct faculty in our online programs to draw a bigger and more diverse pool of applicants. This new process began in 2021–2022. Previously, he relied on personal knowledge of possible adjuncts or recommendations/word of mouth. (Note: The vast majority of our college's online courses are tied to our master's or minor programs; most course sections in our required ADPR and JRL classes are offered on-ground.)

**12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context.)**

The College of Media regularly invites diverse professionals to visit campus or interact via Zoom, meet with students and guest lecture. For example, guest lectures in Fall 2021 alone included 26 women, 10 people of color, seven LGBTQIA+, and one person with a disability, as documented through our DEI curriculum audit. Pre-pandemic, the college regularly hosted "innovators in residence" and associated speakers, among them women and people of color. Throughout the spring semester 2022, two women Pulitzer Prize–winning AP reporters, Margie Mason and Robin McDowell, helped instruct students in our *JRL 426 Investigative Reporting* course. Through them, the dean was introduced to AP Global Investigations Editor Ron Nixon, who served as our college's spring 2022 commencement speaker.

Examples (although not a comprehensive list) of visitors within the last three years appear below:

*2021–2022*
- Leo Morejon, Sr. Manager, Social Media Marketing, Web3, Gaming, Influencer Marketing, Applegate (Latinx male)
- Alicia Haywood, Award-winning producer, educator and founder and Executive Director, iSpeakMedia Foundation (Black female)
- Chris Jones, journalist and military veteran who served in Afghanistan (White male)
- Shoshanna Walter, Pulitzer Prize finalist at Reveal from the Center for Investigative Reporting (White female)
- Jade Broomfield, Senior Design, Global Consumer Products, Netflix (Black female)

*2020–2021*
- Deidre West, Director of Special Events and Celebrity Relations, Children's Health Fund (NYC) (Black female)
- Chauncie Burton, Director of Brand Experiences, Melanated Marketing Group (Black female)
- Kim Jamieson, Director of Marketing & Air Service Development, Columbia Metropolitan Airport (Black female)
- Diane Jeanty, Social Media Producer, NBC News New York (Black female)
- Emily Dick, Executive Producer, CBS Morning News San Francisco (White female)

- Dr. Juan-Carlos Molleda, Dean, School of Journalism and Communications, University of Oregon (Latin LGBTQ+)
- Erica Hilton, Digital Campaigns Strategic, Advancement Project National Office (Black female)
- Osama Albishri, Doctoral Student, University of Florida (Middle Eastern male)
- Dr. Jungyun Won, Assistant Professor, William Paterson University (Asian female)
- Dr. Toluwani Oloke, Assistant Professor, University of North Georgia (international Black female)

In addition, our student organizations host diverse speakers. For example, in spring 2022 PRSSA co-hosted with our NABJ chapter "Real Talk: Answers to your DEI Questions"; speakers were Andrea Richardson, EVP of DEI at Zeno Group, and Juan-Carlos Molleda, dean at the University of Oregon. PRSSA was chosen to host the district's regional conference, "Wired and Wonderful," in 2019, which included a diverse group of alumni speakers, including Eric Winkfield, Whitney Drake, Kristi Hanson Onkka, Leighann Sainato, Suhki Sahni, Robin Rectenwald, Bree McCullough and Rachel Borowski.

# Part II, Standard 5

Faculty

# Part II, Standard 5. Faculty

The following documents are available as indicated below:
- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.) (See Appendix 5A.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2022 semester (See Appendix 5B.)

Print copy in the workroom only:
- records on faculty promotion and tenure

**Executive summary:** (Include a brief description of faculty balance in terms of degrees, professional experience, gender, race and rank.)

The Reed College of Media's fall 2022 full-time faculty is comprised of more females (13) than males (10), with a predominantly female leadership team. With the departure of three tenure-track faculty in three years (two who retired, one who moved during the pandemic), teaching faculty make up a slight majority to tenure-track faculty (11 to 9). Our faculty's expertise is supplemented by three talented Visiting Professors. Each faculty member in our college contributes in unique ways to the university mission areas of teaching, research and creative activity and service. However, the college's lack of faculty diversity remains a serious concern and challenge.

Since the last accreditation, WVU's status was elevated from a "high" to a "very high" (R1) research institution and five longstanding faculty members were promoted to full professor, with four assistant professors promoted to associate with tenure. In addition, the number of refereed conference presentations and journal articles more than doubled, and external grants grew from nine reported in the last self-study to 51 in this one, totaling nearly $28 million. As part of our land-grant service mission, the university is moving toward recognizing community-engaged scholarship, which the college welcomes given our long-established, experiential service-learning focus and the extensive community work and public scholarship of our tenure-track faculty.

We have been able to provide additional support to faculty, beyond our limited Central Administration allocation, primarily through entrepreneurial and development funds. These funds have enabled us to provide travel support to academic conferences and professional development workshops (although we experienced severe travel and budget restrictions due to COVID) and offer internal research support in the form of course reductions to highly productive faculty. In addition to academic conferences, both teaching and research faculty have engaged in high-profile industry professional development, ranging from the Poynter Institute to the Plank Center for Leadership in Public Relations' Diversity Summit to Newsgeist.

The college gives annual teaching and research recognition to full-time faculty to support outstanding teaching, research and creative accomplishments, and our faculty received nearly 100 *external* awards during the accreditation period.

The college continues to use adjunct faculty in strategic ways to supplement student learning, including the recruitment of high-profile industry leaders. Our adjuncts bring a wealth of professional experience and innovative skills into the classroom and consistently receive high teaching ratings from students.

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

The Reed College of Media follows university guidelines in advertising for and hiring full-time faculty positions. This includes obtaining approval to hire from the Provost's Office and working with WVU Talent and Culture (i.e. Human Resources/Shared Services) to ensure diverse job ad placements.

Once approval to hire has been granted by the university's administration, our dean enlists a search committee and appoints a search committee chair, who reports to her. Based on the college's needs, the chair crafts a job description and receives dean feedback before sharing it with the larger committee. The committee then tweaks, as desired, and approves it, and the description is finalized and approved by the dean. The description is then provided to Talent and Culture, who places ads in their standard outlets, including those for diverse populations, and the college provides additional outlets, as applicable. Application packets are available electronically to the committee members.

Our faculty handbook provides guidance to search committee chairs about the search process and includes best practices (taken from ADVANCE) to ensure diverse candidates are given concerted consideration. (See pp. 74-76 in the Faculty Handbook, provided in Appendix 1A and also in the site team workroom.) Recently, the dean attended an AEJMC panel about unconscious bias in hiring searches, and additional tips from that session were recently incorporated into the handbook as well (p. 76).

We have traditionally selected our undergraduate adjunct faculty based on personal knowledge of local professionals who have previously taught for us or who may be interested in teaching, and we formally advertised only for those positions that required necessary specialized knowledge not readily available through our local talent pool. (Typically, these types of positions involve online minor courses or online elective options.) During the past year, Assistant Dean of Online Programs Chad Mezera has worked with our Talent and Culture liaisons to advertise more broadly for these positions, following the university's process and using their publication outlets to reach a greater number of potential candidates. While more time-intensive, the process has served its purpose of identifying a greater and more diverse pool of applicants for these online positions, where geographic proximity is not a limiting factor.

**2. Describe the university and unit expectations of faculty members in teaching; research; creative and professional activity; and service. Describe the process for the award of tenure, promotion, reappointment and salary.** (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

Both tenure-track and teaching faculty are eligible for promotion, but teaching faculty are not eligible for tenure. Tenure-track faculty are expected to make significant contributions (typically considered 40% effort) in teaching and in research/scholarship/creative activity, with at least reasonable contributions (typically 20%) in service; teaching faculty typically are expected to make significant contributions in teaching (typically 80% effort), with at least reasonable service contributions. Some teaching faculty have a small (10%) assignment in creative/research activity, which reduces their teaching assignment accordingly.

The Provost's Office offers information sessions about the promotion and tenure process several times a year. The Reed College of Media updated its faculty evaluation, promotion and tenure

document in 2017 to include specifics around the promotion of teaching faculty and to expand the size of the college's Faculty Evaluation Committee to include a teaching faculty representative (see p. 26 of the college's Faculty Handbook, located in Appendix 1A and also available in the site team workroom). WVU's document may be found [here](#).

To help ensure transparency and equity, the Provost's Office recently required all units to formally document their workload guidelines, share them with faculty and have them formally approved centrally. The Reed College of Media's guidelines were approved by faculty in May 2022 and approved by the Provost's Office in June. A copy of the guidelines now appears in our college's Faculty Handbook (see Appendix 1A, pp. 107-114).

The college's Faculty Evaluation Committee is assigned by the dean and comprised of five members, the majority of whom must be tenured and one of whom must be a promoted teaching faculty member. The committee reviews the annual personnel files of all full-time faculty (with the exception of full professors, who may opt-out of the committee-level review), and assigns a rating of excellent, good, satisfactory or unsatisfactory in the assignment areas (i.e. teaching, research, service), based on the respective faculty member's appointment letter, recommendations from the previous year's evaluation and annual work plan (which is reviewed jointly by each faculty member and the dean and signed each fall). Evaluation committees are asked to rate not just the current year's performance, but to add a second evaluation paragraph that provides guidance on progress toward promotion and, if applicable, tenure.

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

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

While the committee's and dean's ratings are usually consistent, at times the dean's rating may differ from the committee's. Faculty members receive confidential copies of both evaluations via the electronic faculty file management system, Digital Measures, and are provided reappointment letters, as applicable, each year.

Historically, student evaluations of instruction (SEIs) have been the primary basis for teaching evaluations; however, more recently, the university has moved away from relying solely on evaluations, owing to their limited scope and student biases. Therefore, faculty are asked to submit other documentation (e.g. peer evaluations, teaching workshops/professional development activities, reflections on experimentation and improvement) as well as curriculum development activities. (See the Faculty Handbook, pp. 31-32 for more specifics regarding teaching documentation.)

Although there is no "magic number" of publications for tenure, tenure-track faculty are typically expected to publish at least the equivalent of one scholarly article per year (for which they were sole,

lead author or significant co-author) in a relevant, highly regarded journal, such as those affiliated with AEJMC or other SSCI publications. Tenure-track faculty engaged in creative activities should annually demonstrate significant progress on larger projects, such as books, documentaries or exhibits. Faculty members are encouraged to develop grant proposals; however, products or papers are also expected from the receipt of such funds. (More information about what constitutes research/creative activity may be found in the Faculty Handbook, pp. 32-33.)

Owing to our land-grant service mission and President Gee's emphasis on service to the state, the university is moving toward recognizing community-engaged scholarship—activities that directly involve research in communities and actions that are demonstrated to benefit them as a result—as research activity that can be "counted" in lieu of publications about such work. Our college welcomes such broadened research definitions, especially given our experiential service-learning focus and the extensive community work of some of our tenure-track faculty (e.g. Julia Fraustino and Rita Colistra), discussed in more detail in Standard 8.

To help recognize outstanding research/creative contributions and teaching contributions, the college presents an award each spring for each. After their review of faculty files, the Faculty Evaluation Committee recommends recipients to the dean, along with their evidence/reasoning. The awards are then typically presented at the college's spring honors Ceremony. (The most recent recipients are Joel Beeson and Dana Coester for research; Mary Kay McFarland for teaching.)

WVU must approve the salary range for all new faculty hires, and pay increases (when available) are typically determined by the average annual ratings of the Faculty Evaluation Committee and dean in each of the required areas proportionally, along with compensation levels of our peer institutions (called "compa rates," which are provided by the university). The dean and budget officer then allocate available funds accordingly. (The merit pay process is detailed in the Faculty Handbook, pp. 38-41.)

Faculty and staff were awarded raises university-wide in July. The college also has been able at times to obtain support from Central Administration to provide small market adjustments to faculty salaries. These have been used to help address disparities owing to salary compression and to help make salaries between existing faculty and new hires more equitable.

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

Through the college's Media Innovation Center, we have collaborated with Innovators-in-Residence, who have helped inform our teaching, curriculum development and special course projects, like the award-winning—now independent—digital start-up publication 100 Days in Appalachia, Mobile-First Reporting and StreamLab.

WVU offers professional development training through its Teaching and Learning Commons and helps support external professional development through its Faculty Travel/Development Grants. Through this latter program, the university provides up to $700 to faculty for domestic travel and up to $1000 for international travel. (The College of Media requires faculty to apply for this university support when requesting college travel funds; however, approval is not contingent upon receiving this university support, which is usually provided after the fact and applied back to college accounts.)

Although the college drastically reduced travel funding during the pandemic, when most conferences were canceled or held virtually, the college now provides travel funding of up to $2300 per year for every full-time faculty member, making the faculty member's total paid travel allotment $3000 annually.  From fall 2016 through spring 2022, the college received over $39,000 from 58 WVU faculty development grants, for an average of $673 in support of each activity. (There were no faculty development grants awarded in AY 20-21 owing to COVID travel restrictions.)

Therefore, the Reed College of Media encourages and supports faculty attendance at professional development activities to enhance teaching, and faculty have attended a number of events over the last few years, some of which were virtual owing to COVID-19. Although not a complete list, a few more recent examples include the following:

- Ashton Marra attended the Poynter Institute's Diversity in the Curriculum workshop in summer 2021 and NABJ in 2019;
- Marra and Gina Dahlia attended Poynter's Teachapalooza in 2019;
- Dahlia , Eric Minor, Mary Kay McFarland and David Smith attended recent WV Press Association meetings and conferences;
- Smith, Emily Corio, Rita Colistra and Steve Urbanski attended the Broadcast Education Association Conference in 2022; Smith and Colistra also attended the 2022 Appalachian Studies Conference
- Jesse Wright attended Poynter's TableStakes training in 2020-2021;
- Dana Coester was invited to and attended Newsgeist each year from 2017 through 2021;
- Joseph Jones attended AEJMC and ICA in 2022;
- Jasper Fessmann attended AEJMC in 2022 and CommNet in 2019;
- Lois Raimondo attended National Geographic Storytellers Summit in 2022;
- Geah Pressgrove and Julia Fraustino participated in multiple AEJMC PR Division events throughout the accreditation period;
- Fraustino also attended NCA and ICRCC in 2019; Pressgrove, ICRCC in 2021 and PRSA in 2017, 2019, 2020;
- Elizabeth Oppe attended BEA throughout the accreditation period and AEJMC in 2017;
- Catherine Mezera attended American Marketing Association conferences in 2020, 2021 and 2022;
- Heather Cole attended (and took students to) the Game Developers Conference in San Francisco in 2022; and
- Diana Martinelli attended the Plank Center's Diversity Summit and the Page Society conference in 2021, AEJMC in 2022, and multiple virtual webinars in 2020-2022 (from Plank Center, WV PRSA, ASJMC and Museum of Public Relations).

Martinelli was selected as a WVU Big 12 Faculty Fellow in 2017, for which she spent two weeks at the University of Oklahoma's Gaylord College of Journalism and Mass Communication. The time there informed the subsequent restructuring of our student-run, faculty-led Martin Hall Agency and ultimately led to a joint grant from Excellence and Ethics in Journalism Foundation, which funded special course projects (discussed in Standards 2 and 8).

In addition, a number of faculty attended WVU Teaching and Learning Commons (TLC) activities in summer 2020 to help them be better teachers in the COVID-19 online environment. TLC regularly offers trainings to faculty and graduate students and holds a "Celebrate" event each year, in which they showcase various faculty and graduate development sessions. The group maintains its recorded,

on-demand webinars within an online library that allows faculty, staff and students to "attend" events they may have physically missed.

WVU further encourages innovative teaching through its competitive Honors Faculty Fellows and its IDEAS Faculty Fellows programs. Faculty propose a new or modified course and, if selected, receive a salary enhancement and/or professional development funds. Journalism Program Chair Emily Corio received an IDEAS Fellowship in 2020; Teaching Associate Professor David Smith is a 2022-2023 Honors Fellow.

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

Typical teaching assignments are 3/2 for tenure-track faculty, with reduced assignments often negotiated for new faculty and also typically reduced for those in their critical year, for faculty serving in administrative capacities or who hold chairs or endowed positions, and for faculty who have exceptional performance in research/creative activity, defined as the equivalent of two or more published journal articles in a year. (Tenure-track faculty apply for these reductions at the end of the year when they submit their annual files. The Faculty Evaluation Committee reviews the applications and makes recommendations to the dean accordingly.)

Teaching faculty typically have 4/4 teaching loads, and they also receive teaching reductions for administrative assignments and sometimes for special college or curricular projects. For example, Teaching Assistant Professor Ashton Marra manages our *MEDIA 215 Media Writing* instructors to ensure consistency across sections and receives a teaching reduction for this service. Teaching Associate Professor Mary Kay McFarland oversees our college equipment inventory and manages the students who check-out/check-in equipment, and she receives a teaching reduction for this additional assignment. Faculty also often receive a teaching reduction to develop new courses.

As mentioned earlier, the Provost's Office recently asked each unit to formalize and share with faculty their workload guidelines. The college did so earlier this year, and the document is now part of our Faculty Handbook (in Appendix 1A, see pp. 107-114). The handbook also will be available in the site team workroom.)

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

Although the college still uses more adjuncts than we would like, the majority of core and other required Journalism and Advertising/Public Relations major courses and their electives are taught by full-time faculty, with a few additional courses (e.g. *MDIA 191 First Year Seminar*) taught by full-time advisors. We have added a number of elective options for students in these majors, increasing about 30 course sections since the last accreditation, while keeping the percentage taught by full-time faculty/staff about the same or higher. (Course schedules with highlighted courses/instructors will be available on site in the workroom.)

**Percentage of core and required courses taught by full-time faculty:**

*2021-22 school year:*
Of 163 ADPR and JRL major course sections offered this academic year, 117 (71.77%) were taught by full-time faculty/staff

*2020-21 school year:*
Of 148 ADPR and JRL major course sections offered this academic year, 100 (67.6.%) were taught by full-time faculty/staff

*2019-20 school year*:
Of 158 ADPR and JRL major course sections offered this academic year, 110 (69.6.%) were taught by full-time faculty/staff

**6. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff, including teaching evaluations and faculty evaluations. Use a digital format to provide access to any course evaluation forms, peer review forms or other documents used in evaluations.**

Although other teaching evidence is considered (e.g. student awards, curriculum development and peer evaluations when available), historically, the primary measure of teaching effectiveness has revolved around students' evaluation of instruction (SEIs). Faculty may tailor the SEI instrument by including additional questions of their own or by selecting from any number of suggested questions. However, all faculty must use an SEI form that contains at least 9 WVU *required questions*; 7 to which students respond via a five-point scale ranging from "poor" to "excellent." (A copy of an SEI summary with instructor name redacted is included in Appendix 5C.)

The evaluation committee pays particular attention to the means of the college's key SEI questions, which are included below:

- ➢ The instructor's overall teaching effectiveness was …
  - ○ *Pulled from an index that includes the following questions:*
    - ▪ The instructor fostered a positive learning environment.
    - ▪ The instructor was well organized.
    - ▪ The instructor provided helpful feedback.

- ➢ The overall quality of the course was…
  - ○ *Pulled from an index that includes the following questions:*
    - ▪ Course content was related to graded assignments.
    - ▪ Course content was thought-provoking.
    - ▪ Course materials were useful to course objectives.

- ➢ Overall, my learning in this course was …

The two additional WVU required questions are qualitative:

- ➢ What helped you learn in this course?
- ➢ What recommendations do you have for changes?

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

If a faculty member receives particularly low evaluations, he or she is asked about the low scores by the program chair. Faculty are encouraged to reflect upon their teaching experience and evaluations each semester and discuss in what ways that experience will influence future teaching approaches or strategies. They are also encouraged to reach out to senior faculty who have taught similar courses for advice and to engage with Teaching and Learning Commons faculty, who offer a number of resources, including teaching observation reports and recommendations for specific teaching workshops.

Adjunct faculty members' mean SEI scores and qualitative comments are shared with program chairs, the online assistant dean (if applicable) and the dean. Problematic scores or response rates are then discussed with the adjuncts by the program chair or assistant dean. (Adjunct SEIs are available on site.)

**7. For the grid that follows: Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during the review period (for example, new faculty and retired faculty).**

Using the grid below, provide counts of the unit's overall productivity in scholarship during the review period by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the review period. Therefore, the grid should capture relevant activity by all full-time faculty only **while at the accredited unit**. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

Since the last accreditation, faculty have won nearly 100 awards, including recognition at the university, regional, state, national and international levels. Awards have included those for creative work and scholarship (e.g. Professor Joel Beeson won the 2016 AEJMC Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education), for service (Associate Professor Rita Colistra was named the 2019 Appalachian Studies Helen M. Lewis Community Service winner) and for teaching/mentorship (e.g. Associate Professor Geah Pressgrove and Beeson each won the WVU Faculty Award for Distinction in Mentoring Undergraduates in Research in 2019 and 2022, respectively).

The chart below reflects activity from all full-time faculty from August 2015 through December 2022, as obtained through the WVU Digital Measures (DM) system. Data obtained from DM was then reviewed manually, as not all entries were correctly or consistently applied to the various categories below. The notated reports will be available in the workroom. An awards and grants spreadsheet is included in Appendix 5D and 5E, respectively.

| Scholarship, Research, Creative and Professional Activities | Total from Unit* | Individuals | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | Full Professors (7) | Associate Professors (9) | Assistant Professors (7) | Other Faculty** (4) | Totals (26) |
| Awards and Honors | 95* | 28 | 31 | 36 | 0 | 95 |
| Grants Received Internal | 28 | 5 | 14 | 6 | 3 | 28 |
| Grants Received External | 51 | 17 | 21 | 12 | 1 | 51 |
| Scholarly Books, Sole- or Co-authored | 5 | 2 | 1 | 1 | 1 | 5 |
| Textbooks, Sole- or Co-authored | 1 | 1 | 0 | 0 | 0 | 1 |
| Books Edited | 2 | 1 | 0 | 0 | 1 | 2 |
| Book Chapters | 24 | 4 | 7 | 9 | 4 | 24 |
| Monographs | 0 | 0 | 0 | 0 | 0 | 0 |
| Articles in Refereed Journals | 63 | 9 | 51 | 1 | 2 | 63 |
| Refereed Conference Papers | 135 | 32 | 67 | 32 | 4 | 135 |
| Invited Academic Papers | 61 | 31 | 14 | 15 | 1 | 61 |
| Encyclopedia Entries | 3 | 3 | 0 | 0 | 0 | 3 |
| Book Reviews | 3 | 0 | 2 | 0 | 1 | 3 |
| ***Articles in Non-refereed Publications | 41 | 13 | 14 | 12 | 2 | 41 |
| Juried Creative Works | 8 | 3 | 5 | 0 | 0 | 8 |
| +Non-juried Creative Works | 10 | 2 | 1 | 7 | 0 | 10 |
| ++Other (please specify) | 10 | 5 | 2 | 2 | 1 | 10 |

Co-authored work is counted as a single publication in the unit totals.

*includes 22 regional/state/university awards; 73 national/international awards; shared awards are counted only once
**includes Visiting Professors
***includes trade and published media outlet works
+ includes public/published podcasts, blogs, videos
++ includes Congressional testimony, community engaged scholarship reports, apps, white papers

**8. List in a separate digital file the scholarly, research, creative and professional activities of each member of the full-time faculty during the review period. <u>Limit to 10 per faculty member through the review period.</u> (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note the departure. Professional service activities should be reported in Standard 8.**

The list below includes all full-time College of Media faculty tenure track and teaching faculty's research, creative and professional publications and works since 2015—our last accreditation cycle. Note that presentations are not included on this list; however, CVs are included in Appendix 5A and will be available on site, should additional information be desired.

- Hongmin Ahn *(resigned in December 2016).*
    - Ahn, H. and Mundel, J. (2016). "Luxury Brand Advertising in Argentina: Changes Following Import Restrictions," *Journal of Marketing Communications.*
    - Ahn, H., Sung, Y. and Drumwright, M. "Conusmer Emotional Intelligence and Its Effects on Responses to Transgressions," *Marketing Letters, 27,* 223-233.

- o Ahn, H., Kwloek, E., and Nowman N. (2015). "Two Faces of Narcissism on SNS: The Distinct Impacts of Vulnearble and Grandiose Narcissism on SNS Privacy Concerns, *Computers in Human Behavior, 45*, 375-381.
  - o Sung, Y., Choi, S., Ahn, H., and Song, Y. (2015). "Dimensions of Luxury Brand Personality: Scale Development and Validation," *Psychology & Marketing 32*(1): 121-132.

- Alison Bass *(retired in December 2019)*
  - o Bass, Alison. (2015). *Getting Screwed: Sex Workers and the Law.* University Press of New England.

- Joel Beeson
  - o *Raised by Wolves* documentary film about white supremacy and online recruitment of teens. (2021). https://www.raisedbywolvesdoc.com
  - o "*The Forgotten 100-Year-Old Legacy of Black Appalachians in WWI.*" (2018) Online Exhibition (vol. 1, pp. 1-50). Paris: Google Cultural Institute. https://artsandculture.google.com/story/soldiers-of-the-coalfields-the-hidden-stories-of-black-appalachians-in-wwi-reed-college-of-media-innovation-center-at-west-virginia-university/iAWx-LnPzeKWKw?hl=en
  - o *"BlackTimeMap: WWI Through the Eyes of the Chicago Defender." (2018)* Virtual Reality Documentary. Mountainview, CA: Google Expeditions. https://vimeo.com/296560570
  - o Beeson, J. (2018). African Americans in WWI. *U.S. WWI Centennial Commission Server and Archives*. Washington, D.C.: U.S. WWI Centennial Commission. http://www.worldwar1centennial.org/
  - o Beeson, J. (2017). *Rebirth of a Nation: The Klan's Long Shadow Falls in Charlottesville*. Morgantown/Charleston, WV and Whitesburg, KY: 100 Days in Appalachia in partnership with West Virginia Public Broadcasting, The Daily Yonder. http://www.100daysinappalachia.com/2017/08/14/rebirth-nation-klans-long-shadow-falls-charlottesville/
  - o Beeson, J. (2017). *"We've had about all the help we can stand." Matewan 30 years and a century later.* Morgantown/Charleston, WV and Whitesburg, KY: 100 Days in Appalachia in partnership with West Virginia Public Broadcasting, The Daily Yonder. https://www.100daysinappalachia.com/2017/10/09/weve-help-can-stand-matewan-30- years-century-later/
  - o Beeson, J. (2017). *'Appalachian Shaming' on Day 100: The White Supremacist Rally and Counter Protest that No One Wanted*. Morgantown/Charleston, WV and Whitesburg, KY: 100 Days in Appalachia in partnership with West Virginia Public Broadcasting, The Daily Yonder. http://www.100daysinappalachia.com/2017/04/30/appalachian-shaming-day-100-white-supremacist-rally-counter-protest-no-one-wanted/
  - o Beeson, J. (2017). *'Surrender Under Protest': Another Take on Pikeville, Kentucky's White Supremacist Rally and Counter Protest*. Morgantown/Charleston, WV and Whitesburg, KY: 100 Days in Appalachia in partnership with West Virginia Public Broadcasting, The Daily Yonder. http://www.100daysinappalachia.com/2017/05/08/surrender-protest-another-take-pikeville-kentuckys-white-supremacist-rally-counter-protest/

- Beeson, J. (2017). *Policing White-Supremacist Rallies: Lessons from Small-Town America*. Whitesburg, KY: The Daily Yonder. http://www.dailyyonder.com/policing-white-supremacist-rallies-lessons-small-town-america/2017/10/18/21879/
- Fuller, M. M. (2017). In J. Beeson (Ed.), *"The Pendulum Effect: The Science that took us from Obama to Trump"*. Morgantown/Charleston, WV and Whitesburg, KY: 100 Days in Appalachia in partnership with West Virginia Public Broadcasting, The Daily Yonder. http://www.100daysinappalachia.com/2017/02/20/pendulum-effect-science-took-us- obama-trump/

- Chuck Borghese *(Harrison Omnicom Visiting Assistant Professor in Advertising)*
  - Nothing listed on his CV for this timeframe.

- Bob Britten
  - Britten, B. (2021). [Review of the book Visual Culture (3rd ed.), R. Howells & J. Negreiros]. *Visual Communication Quarterly, 28*(4), 253-254.
  - Britten, B. (2020). Online images and collective memory making. In Kelly, J., Smith, K. & Josephson, S. (Eds.). *Handbook of Visual Communication: Theory, Methods, and Media* (2nd ed.). Routledge.
  - Troilo, J. & Britten, B. (2020). Facebook Use in Maintaining Close Friendships and Acquaintances. *Journal of Behavioral and Social Sciences 7*. 160-169.
  - Nelson, C., Britten, B. & Troilo, J. (2015). "You ARE Talking to the Man": Female Newspaper Editors' Career Paths in Appalachia. *Community Journalism 4*(2), 1-18.
  - Britten, B. (2015). Review of *Journalism and Memory*. *Journalism 16*(7), 970-971.
  - Britten, B. (2015). Data-driven Journalism. In Filak, V. (Ed.). *Convergent Journalism: An Introduction* (2nd ed.). Focal Press: Burlington, Mass. 141-163.

- Dana Coester
  - Coester, Dana. "View from Appalachia: Covering White Supremacy and White Nationalism." Nieman Reports, Nieman Foundation. Harvard, July 2019 (web) September 2019 (print).
  - Coester, Dana. "Taking Risks and Building Resilience on the Path to Innovation." Media Innovation and Entrepreneurship, edited by Michelle Ferrier and Elizabeth Mays. Rebus Community, 2019.
  - Coester, Dana, and Beeson, Joel. "White Nationalist Recruitment of Youth Through Online Gaming." Democracy Fund Just and Inclusive Society, 25 March 2019, Washington, D.C. Presenter and author.
  - Coester, Dana. "Taking Risks and Building Resilience on the Path to Innovation." Media Innovation and Entrepreneurship, edited by Michelle Ferrier and Elizabeth Mays. Rebus Community, 2019. Author.
  - Coester, Dana. "Missing Voices: Diversifying the News Hackathon." The Ford Foundation, The Democracy Fund, The American Press Institute, 27 October 2018, Morgantown, West Virginia. Author.
  - Coester, Dana. "We Are Not Winning: Why My Love Affair with Tech Is Waning." Trust, Media and Democracy, 13 July 2018. Web. 30 Sept. 2020. Author and Invited Testimony.

- Beeson, Joel, and Coester, Dana. Soldiers of the Coalfields: The Hidden Stories of Black Appalachians in WWI. 2018, Google Cultural Institute. Co-author and editor.

- Heather Cole
  - "Dismantling the Deficit Trope: What Erie Public Schools can teach us about the failing schools narrative." A research collaboration with Early Elementary Education professors at Penn State Erie. This is an ethnographic research project on the strength of Erie Public Schools, documented through artwork and interviews.
  - Fourth Annual Faculty Art Show, John M. Lilley Library, Penn State Erie, Group Exhibition (2018 – 2019)

- Rita Colistra
  - Colistra, R. F. (2020, December). Final Grant Research Report for the American Electric Power Foundation- funded Community Branding Initiative—BrandJRNY. American Electric Power Foundation.
  - Colistra, R., & Johnson, C. (June 2019). Framing the legalization of marriage for same-sex couples: An examination of news coverage surrounding the U.S. Supreme Court's landmark decision. *Journal of Homosexuality.* https://doi.org/10.1080/00918369.2019.1627128
  - Colistra, R. (2018). Power pressures and pocketbook concerns: Perceptions of organizational influences on news content in the television industry. *International Journal of Communication, 12*, 1790-1810. Retrieved from http://ijoc.org/index.php/ijoc/article/view/8121
  - Colistra, R., & Duvall, K. (October 2017). Active consumerism: Importance of crowdfunding factors on decisions to financially back Kickstarter campaigns. *Social Media + Society.* https://doi.org/10.1177/2056305117736942
  - Fraustino, J. D., Pressgrove, G., & Colistra, R. (October 2017). Extending understanding of service-learning projects: Implementing place-based branding for capstone courses. *Communication Teacher.* https://doi.org/10.1080/17404622.2017.1372609
  - Colistra, R., Buchman, E., & Duvall, K. (October 2016—online first edition; September 2017—print edition). User generated content and television news stations: Perceptions, policies, and uses." *Electronic News*, *11*(7), 1-22 https://doi.org/10.1177/1931243116672261
  - Colistra, R. F. (2016, October). Final Grant Research Report for the Benedum Community Branding Initiative. Claude Worthington Benedum Foundation.

- Emily Corio
  - "Radio & Digital Audio," Communication Technology Update and Fundamentals, 18th ed. (2022)
  - "Inside West Virginia's Nursing Homes, the Coronavirus Changed Everything" West Virginia Public Media (2021)
  - "Despite Challenges with Drug Addition and Child Welfare, Some Find Ways Forward" West Virginia Public Media (2020)
  - "Finding Affordable Child Care in W.Va. Leaves Some Working Parents Short on Options" West Virginia Public Media (2020)
  - "51 lost lives: A portrait of the pandemic's tragic toll on America's nursing homes" Contributor, *The Washington Post* (2020)

- o "Nursing Home Concerns Persist Amid Continuing Pandemic" West Virginia Public Media (2020)
- o "The Foster Care System in West Virginia Struggles to Help Children During the Pandemic" NPR (2020)
- o "With Schools Closed, Child Advocates Get Creative to Reach Vulnerable Children," West Virginia Public Media (2020)
- o "Coronavirus Threatens Not Only the Elderly but the Children They Care For" West Virginia Public Media (2020)
- o "They Looked at Us Like an Easy Target" Co-author, The Washington Post. Contributor, Post Reports. (2019)

- Gina Dahlia *(Assistant Dean of Academic Affairs)*
  - o Nothing listed on her CV for this timeframe.

- Jasper Fessmann
  - o Fessmann, J. (Accepted). Public interest communications – Science-based strategic communications in service of the public good. In Gisela Gonçalves & Evandro Oliveira (Eds), *Routledge Handbook of Non-Profit Communications*. Philadelphia, PA: Routledge / Taylor & Francis
  - o J. Fessmann (Ed.) (2019). *Strategic climate science communications - Effective approaches to fighting global warming denial.* Wilmington, DE: Vernon Press.
  - o Fessmann, J. (2019). Climate Change Communications in the Age of Trump [Editor's Introduction]. In J. Fessmann (Ed.), *Strategic climate science communications - Effective approaches to fighting global warming denial* (pp. xvii-xxiv). Wilmington, DE: Vernon Press.
  - o Fessmann. J. (2019). An unlevel playing field - A primer on the problems of climate change communications. In J. Fessmann (Ed.), *Strategic climate science communications- Effective approaches to fighting global warming denial* (pp. 1-11). Wilmington, DE: Vernon Press.
  - o Fessmann, J. (2019). Key strategic climate denial techniques journalists need to understand. In J. Fessmann (Ed.), *Strategic climate science communications - Effective approaches to fighting global warming denial* (pp. 97-108). Wilmington, DE: Vernon Press.
  - o Fessmann, J., Fessmann, A. & Griffin, L**.** (2019). The spiral model of public interest communications. *Proceedings of the 69th Annual International Communication Association Conference "Communication Beyond Boundaries,"* Washington, DC.
  - o Fessmann, J. (2018). On communications war: Public interest communications and classical military strategy. *Journal of Public Interest Communications, 2*(1), 156-172. DOI: https://doi.org/10.32473/jpic.v2.i1.p156

- Julia Fraustino
  - o Dey, K. C., Rahman, M. T., Pyrialakou, V. D., Martinelli, D., Fraustino, J. D., Deskins, J., Roy, A., Rambo- Hernandez, K. E. (2021). Understanding the potential of a holistic engineering project experience in the advancement of the professional formation of engineers. *Proceedings of the 2021 annual conference of the American Society for Engineering Education.*

- o Fraustino, J. D., Totzkay, D., & Costello, L. (2021). *COVID-19 vaccine formative and process evaluation in WV: Main findings and recommendations for communicating with parents and guardians*. Report to the West Virginia Center for Rural Health Development. Morgantown, WV: West Virginia University PIC Research Lab.
  - o Dey, K., Rahman, M.T., Pyrialakou, V. D., Martinelli, D., Rambo-Hernandez, K., Fraustino, J. D., Deskins, J, Plein, L. C., Roy, A. (2020). Development of a holistic cross-disciplinary project course experience as a research platform for the professional formation of engineers. *Proceedings of the 2020 Conference and Exposition of the American Society for Engineering Education*. Montreal, Canada.
  - o Pyrialakou, V. D., Dey, K., Martinelli, D., Deskins, J., Fraustino, J. D., Plein, C., Rahman, M. T., Rambo- Hernandez, K. E., Roy, A. (2020). Holistic engineering: A concept exploration in a cross-disciplinary project course experience. *Proceedings of the 2020 Conference of the American Society for Engineering Education North Central Section*.
  - o Pressgrove, G., & Fraustino, J. D. (2019). A case of place-based branding: Boosting pride in Whitesville, West Virginia. In B. St. John, C. Spaulding, R, Pritchard, & D. Martinelli (Eds.), *Cases in Public Relations Strategy.* Sage.
  - o Fraustino, J. D., & Kennedy, A. K. (2018). Care in crisis: An applied model of care considerations for ethical strategic communication. *Journal of Public Interest Communications, 2*(1). http://journals.fcla.edu/ jpic/article/view/105560
  - o Fraustino, J. D., Lee, J. Y., Lee, S., & Ahn, H. (2018). Effects of 360° video on attitudes toward disaster communication: Mediating and moderating roles of spatial presence and prior disaster media involvement. *Public Relations Review, 44*(3), 331-341. doi: 10.1016/j.pubrev.2018.02.003
  - o Fraustino, J. D., Pressgrove, G., & Colistra, R. L. (2017). Extending understanding of service-learning projects: Implementing place-based branding for capstone courses. *Communication Teacher 33*(1), 45-62. doi: 10.1080/17404622.2017.1372609
  - o Formentin, M., Bortree, D., & Fraustino, J. D. (2017). Navigating anger in Happy Valley: Analyzing Penn State's Facebook-based crisis responses to the Sandusky scandal. *Public Relations Review*, *43*(4), 671-679. doi: 10.1016/j.pubrev.2017.06.005
  - o Fraustino, J. D., & Liu, B. F. (2017). Toward more audience-oriented approaches to crisis communication and social media research. In L. Austin and Y. Jin (Eds.). *Social media and crisis communication.* New York: Routledge.

- • Jay Gilmore *(resigned in spring 2019 from Teaching Assistant Professor position)*
  - o No scholarship/creative work listed on CV

- • Jennifer Harker *(resigned summer 2021)*
  - o Coombs, W. T. & Harker, J. L. (2021). *Strategic sport communication: Transmedia campaign strategies for a global sports market*. Routledge, Taylor & Francis Books.
  - o Harker, J. L. (2020). The United States of America's interlocked information industry: An examination into seven U.S. media sectors' boards of directors. *Journal of Media Business Studies 17*(2), 219-242. https://doi.org/10.1080/16522354.2020.1726671. [Impact Factor: 2.14 in 2017]
  - o Harker, J. L. & Jensen, J. A. (2020). Adding insult to rivalry: Exploring the discord communicated between rivals. *International Journal of Sports Marketing and Sponsorship*. https://doi.org/10.1108/IJSMS-12-2019-0141. [Impact Factor: 1.18]

- Harker, J. L. (2019). Identification and crisis: An exploration into the influence of sports identification on stakeholder perceptions of sports-related crisis. *Journal of Sports Media 14*(1), 171-199. https://www.muse.jhu.edu/article/735262. [Impact Factor: .96]
  - Harker, J. L. (2019). Let's talk sports: An egocentric discussion network analysis regarding NFL crisis perceptions. *Communication & Sport*. https://doi.org/10.1177/2167479519875970. [Impact Factor: 2.14]
  - Harker, J. L. (accepted 2019, *forthcoming*). #JoinTheAlliance: A network exploration into hashtag brand-building by an emerging sports league. *Journal of Sports Media*, *16*(1). [Impact Factor: .96]
  - Harker, J. L. & Saffer, A. J. (2018). Mapping a subfield's sociology of science: A 25- year network and bibliometric analysis of the knowledge construction of sport crisis communication. *Journal of Sports & Social Issues*, 42(5), 369-392. https://doi.org/10.1177/0193723518790011. [Impact Factor: 1.09]
  - Harker, J. L. (2018). Flag on the play: A five-year analysis of the kategoria and apologia that combine to incite journalistic antapologia in sports reporting. *Communication & Sport*, 6(5), 570-587. https://doi.org/10.1177/2167479517734851. [Impact Factor: 2.39]
  - Harker, J. L. (2018). Knee-jerk policymaking in crisis response: A fumbled play by the NFL. Billings, A. C., Coombs, W. T. & Brown, K. A. (Eds.), *Reputational challenges in sport: Theory and application*. Routledge: New York.
  - Podcast: Sports Media Guy (2019, Sept. 19). Episode 102: Reverse Outlining with Dr. Jennifer Harker. Available online at https://www.sportsmediaguy.com/the-other-51/2019/9/19/episode-102-reverse-outlining-with-dr-jennifer-harker.

- Jim Iovino *(Ogden Newspapers Visiting Assistant Professor of Media Innovation—resigned summer 2022)*
  - NewStart newsletter (2021-2022)

- Joseph Jones
  - Jones, J. (2021). Caring with the public: An integration of feminist moral, environmental, and political philosophy in journalism ethics. *Journal of Media Ethics*, *36*(2), 74-84.
  - Jones, K.B., & Jones, J. (2018). Sufficient desire: The discourse of sustainable luxury. In C.K.Y Lo & J. Ha-Brookshire (Eds.), *Sustainability in Luxury Fashion Business*. New York, NY: Springer.

- Sammy Lee *(retired from faculty in summer 2022)*
  - Lee, S. & Lee, J. (2021). Fixing the barn door before the horse bolts: Effects of pre-crisis engagement and stealing thunder in crisis communication. *Public Relations Review*, *47*(1). https://doi.org/10.1016/j.pubrev.2020.101930 [SSCI].
  - Lee, S. (2020). Stealing thunder as a crisis communication strategy in the digital age. *Business Horizons,* 63 (6), 801-810. https://doi.org/10.1016/j.bushor.2020.07.006 [SSCI].
  - Lee, S., Lee, J., & Ahn, H. (2020). Deflecting resistance to persuasion: Exploring CSR message strategies on consumer evaluations. *Journal of Applied Communication Research,* 48, 393-412. https://doi.org/10.1080/00909882.2020.1748685. [SSCI].

- Lee, S. (2019). Advertising education at a crossroad. *Journal of Advertising Education*, 23, 155-163. https://doi.org/10.1177/1098048219867448 [SCOPUS].
- Lee, S., Lee, J., Ahn, H., & Moon, J. (2019). How implicit mindset influences consumers' perception of company engagement with product complaints online. *Social Behavior and Personality, 47* (10), 1-9. https://doi.org/10.2224/sbp.8451. [SSCI].
- Lee, S. (2018). Managing a crisis online: Behavioral effects of stealing thunder among Facebook users. *Asian Journal of Public Relations*, 2 (1), 26-51.
- Lee, S., Lee, J., & Cho, Y. (2018). Framing corporate social responsibility for a controversial product. *Journal of Travel and Tourism Marketing, 35, 988-999.* https://doi.org/10.1080/10548408.2018.1468852 [SSCI].
- Fraustino, J., Lee, J. Lee, S., & Ahn, H. (2018; Second and third authors contributed equally). Effects of 360-degree video on attitudes toward disaster communication: Mediating and moderating roles of spatial presence and prior disaster media involvement. *Public Relations Review, 44*, 331-341. https://doi.org/10.1016/j.pubrev.2018.02.003 [SSCI].
- Lee, S., Ahn, H., & Cho, Y. (2017). An expected crisis: A case of Volkswagen diesel crisis. *Journal of Practical Research in Advertising and Public Relations, 10,* 244-264.
- Lee, S. (2016). Weathering the crisis: Effects of stealing thunder in crisis communication. *Public Relations Review*, *42* (2), 336-344. https://doi.org/10.1016/j.pubrev.2016.02.005 [SSCI].

- Ashton Marra
  - 'Recovery is Possible': National Addiction Expert Discusses Stigma, Recovery (2021) 100 Days in Appalachia
  - Appalachia Remembers: 20 Years Since 9/11 (2021) 100 Days in Appalachia
  - 'There Was A Code of Silence': Re-Release of Oral Histories as Book Marks Centennial of Pivotal Battle of Blair Mountain  (2021) 100 Days in Appalachia
  - You Want to Understand Joe Manchin? You Have to Understand West Virginia Politics First. (2021) 100 Days in Appalachia
  - Q&A: Investigation Finds Rural North Carolina Lacks Necessary Care for Sexual Assault Survivors (2021) 100 Days in Appalachia
  - Where Did the First COVID Vaccines Go in Appalachia? (2020) 100 Days in Appalachia
  - COVID-19 and Rural America: The Daily Yonder's Reporting Has Detailed the Pandemic's Impact on Rural Communities (2020) 100 Days in Appalachia
  - Q&A: The Podcast Challenging What You Think You Know about Black Communities in Appalachia (2020) 100 Days in Appalachia
  - 'Even As We Breathe' Explores Race, Class Intersections Through Eyes of Cherokee Man in Appalachian N.C.(2020) 100 Days in Appalachia
  - No One Knows Appalachia's Story Quite Like We Do – So We're Going to Tell It. (2020) 100 Days in Appalachia
  - Appalachians at Home and around the World are Celebrating a Ramadan They 'Never Imagined' (2020) 100 Days in Appalachia

- Diana Martinelli
  - Martinelli, Diana. (2021). "Strategic Communication Planning," in Mordecai Lee, Grant Neeley and Kendra Stewart (eds.). *The Practice of Government Public Relations* (2nd Ed.), New York, NY: American Society for Public Administration, Routledge. (invited)
  - Erzikova, Elina, and Martinelli, Diana. (2020). "Leadership & Mentorship in the Lives of Accomplished Millennials: Implications for Practice." *Public Relations Journal 13*(2)*.
  - Martinelli, Diana. (2019). "Political Public Relations in History: Scholarly Foundations & Possible New Directions," in Spiro Kiousis and Jesper Stromback (eds.), *Political Public Relations: Principles and Applications* (2nd Ed.), New York, NY: Routledge. (invited)
  - St. John, Burton, Martinelli, Diana, Pritchard, Robert, and Spaulding, Cylor (Eds.). (2018). *Cases in Public Relations Strategy.* Thousand Oaks, CA: Sage.
  - Martinelli, Diana, and Erzikova, Elina. (2017). "The Leadership Development Cycle: A Cross-cultural Perspective." *Public Relations Review 43*(5), 1062-1072.
  - Martinelli, Diana, and Erzikova, Elina (October 2016). "Mentoring Research and Best Practices White Paper" for the Plank Center for Leadership in Public Relations. (available through the Plank Center website)
  - Martinelli, David, Unnikrishan, Avi, Martinelli, Diana and Poszich, Andrew. (June 2016). "An Evaluation of School Zone Traffic Control Strategies" for the U.S. Department of Transportation/Mid- Atlantic Universities Transportation Center.
  - Martinelli, Diana (2016). "AAPOR." *21st Century Voting Encyclopedia of Who Votes, How They Vote and Why.* Guido Stempel (ed.). Santa Barbara, CA: ABC–CLIO, 1–3. (invited)

- Mary Kay McFarland
  - United Way of Monongalia and Preston Counties Promotional Video – 2016. "Change the Story" video highlighting the work of the organization
  - Wards of the State: Protecting West Virginia's Children (3-part series on foster care). The individual articles were titled: "Foster Care West Virginia's Growing Concern," "Foster Care Strains a Family," and "A Fostering Ministry." West Virginia Press Association.

- Catherine Mezera
  - Mezera, C., Davis, C., & Teller, A. (2021, October). Building a Sense of Inclusion in the Classroom: The Role of a Learning Community. Retrieved from http://www.mmaglobal.org/publications/
  - Conference Proceeding Paper titled "*Building a Sense of Inclusion in the Classroom: The Role of a Learning Community*." Published October 2021. Marketing Management Association (MMA).
  - Conference Proceeding Paper titled "*Flipped & HyFlex: VoiceThread for the Win*." Published October 2020. Marketing Management Association (MMA).
  - Conference Proceeding Paper titled "Teaching Online with VoiceThread". Published September 2019. Marketing Management Association (MMA).

- Elizabeth Oppe *(Teaching Associate Professor)*
  - Nothing listed on her CV for this timeframe.

- Geah Pressgrove
  - Pressgrove, G. N., McKeever, R. & Collins, E. (2021). Effectiveness of persuasive frames in advocacy videos. *Public Relations Review.*
  - Janoske, M., Madden, S. & Pressgrove, G. N. (2021). Complexity Theory as a New Lens for Digital Social Advocacy. *Public Relations Review.*
  - Pressgrove, G. N. & Bowman, N.D. (2020). From immersion to intention? Exploring advances in prosocial storytelling. *International Journal of Nonprofit and Voluntary Sector Marketing.*
  - Pressgrove, G. N., Barra, C. & Janoske, M. (2020). Using STOPS to predict prosocial behavioral intentions: Disentangling the effects of passive and active communicative action. *Public Relations Review.*
  - Besley, J., Lee, N. & Pressgrove, G.N. (2020). Reassessing the Variables Used to Measure Public Perceptions of Scientists. *Science Communication.*
  - Pressgrove, G.N. & Harrison, V. S. (2019). Stewardship. In. *Public Relations: Competencies and Practice.* Routledge.
  - Pressgrove, G.N. & Waters, R. D. (2019) Nonprofits. In. *Public Relations Theory: Application and Understanding*. Wiley.
  - McKeever, B, McKeever, R., Pressgrove, G. N. Ott, H. (2019). Predicting public support: Applying theory to prosocial behaviors. *Journal of Communication Management.*
  - McClimans, L., Pressgrove, G. N., & Campbell, E. (2019). Objectives and outcomes of clinical ethics services: a Delphi study. *Journal of Medical Ethics.*
  - Pressgrove, G.N., Janoske, M., & Madden, S. (2019). Changing the story: Implications of narrative on teacher identity. *Journal of Public Interest Communication.*

- Lois Raimondo
  - Fractured Spaces (Brown University and West Virginia University, 2017)
    - This three-part show brings together work focusing on communities disrupted and dislocated by political and cultural conflict.
  - *Words Matter: Writing to Make a Difference* (University of Missouri Press, 2016)

- Chuck Scatterday *(Shott Teaching Assistant Professor—Sports and Adventure Media)*
  - Nothing listed on his CV for this timeframe.

- David Smith
  - Teleproctoring for Neurovascular Procedures: Demonstration of Concept Using Optical See-Through Head-Mounted Display, Interactive Mixed Reality, and Virtual Space Sharing-A Critical Need Highlighted by the COVID-19 Pandemic. June 2021 *American Journal of Neuroradiology*

- Tom Stewart *(retired in May 2018)*
  - Stewart, T. (2016). *Reporter's Field Guide: Public meetings, public records and other laws journalists in West Virginia must know.*

- John Temple
  - *Up in Arms: How the Bundy Family Hijacked Public Lands, Outfoxed the Federal Government, and Ignited America's Patriot Militia Movement*: Narrative journalism

book (2019) chronicling the story of Cliven and Ammon Bundy's clashes with the federal government.

- o *"American Pain: How a Young Felon and His Ring of Doctors Unleashed America's Deadliest Drug Epidemic":* Narrative journalism book published in September 2015 by Lyons Press about the rise and fall of the largest painkiller distribution ring in the U.S. Film rights optioned by Warner Brothers. Selected by Publishers Weekly as a Big Indie Book of Fall 2015. A New York Post "Best Book of 2015" honoree. Nominated in Best Fact Crime Category for the Edgar Allen Poe Award. Suspense Magazine named it one of the Best True Crime Books of 2015. Foreword Reviews named it the INDIEFAB Best True Crime Book of 2015.

- Steve Urbanski
  - o Urbanski, Steve. (2020). "Why Paul Tillich's 'The Courage to Be' is a Life Guide for 21st-Century Media Managers … And Everyone Else for that Matter." *Journal of Communication & Religion*, Issue 43.2, Summer. Peer reviewed.
  - o Urbanski, Steve. (2018). "Re-visiting an Old Friend: Updating 'The Soviet Communist' Chapter of 'Four Theories of the Press' to Empower 21st-Century Media Professionals." *Online Journal of Communication and Media Technologies,* Vol. 8, Issue 3. Peer reviewed.
  - o Urbanski, Steve. (2016) "A Neo-Aristotelian Critique of 'Jimmy's World': New Ideas in a Long-Debated Journalism Fabrication." *American Communication Journal*, Vol. 18, Issue 1, Spring. Peer reviewed.

- Jesse Wright
  - o Explore How Appalachia Voted in 2020 (December 2020) https://www.100daysinappalachia.com/2020/12/explore-how-appalachia-voted-in-2020/
  - o In Appalachia, United, We're Not (November 2020) https://www.100daysinappalachia.com/2020/11/in-appalachia-united-were-not/
  - o Q&A: Kentucky Documentary-Maker Starts Zine That Evokes Memories of an Appalachian Home (November 2020) https://www.100daysinappalachia.com/2021/11/qa-kentucky-documentary-maker-starts-zine-that-evokes-memories-of-an-appalachian-home/
  - o Author Matthew Thomas-Reid and the Difference Between 'Queer' and 'Quar' in Appalachia (July 2020) https://www.100daysinappalachia.com/2020/07/author-matthew-thomas-reid-and-the-difference-between-queer-and-quar-in-appalachia/

**9. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the review period. Give one-sentence descriptions detailing the academic achievements of each sabbatical.**

WVU grants sabbaticals through authority of W. Va. Code §18B-7-2 for faculty who have held full-time rank for at least six years, so they may engage in research or professional activity. The subsequent Board of Governors' policy is included here. (FAQs regarding sabbaticals and the process are provided on the WVU website.)

Faculty must submit an [application form](#) that specifies the activity to be undertaken during the leave period, for which they may receive their regular full compensation for half of their contract period or half compensation for a full contract year. The dean must approve the application, which is then forwarded to the provost or other designee of the president for approval.

Faculty who receive sabbaticals file a report at the end of their sabbatical period outlining their activity while on leave and are eligible for sabbatical again in the seventh subsequent year of full-time employment. Faculty who have taken sabbaticals since 2015 and their primary work products appear below:

- Joel Beeson (Spring 2016)—worked on Google Cultural Institute projects: a virtual reality documentary, *"BlackTimeMap: WWI Through the Eyes of the Chicago Defender"* (2018), and the online exhibition, "*The Forgotten 100-Year-Old Legacy of Black Appalachians in WWI*" (2018)
- Rita Colistra (Fall 2016)—worked on scholarship related to her community-focused, grant-funded, award-winning BrandJRNY projects and presented at regional and national venues
- Steve Urbanski (Spring 2018)—worked on scholarship, which was published in the *Journal of Communication and Media Technologies*
- John Temple (Spring 2020)—worked on the acclaimed book *Up in Arms: How the Bundy Family Hijacked Public Lands, Outfoxed the Federal Government, and Ignited America's Patriot Militia Movement*
- Sammy Lee (Fall 2020)—worked on completing and publishing scholarship, which appeared in *Public Relations Review*
- Dana Coester (Spring 2021)—worked on the widely recognized documentary *Raised by Wolves*

Joel Beeson is again on sabbatical in fall 2022; Geah Pressgrove has been approved for sabbatical leave in spring 2023. Both intend to work on book projects.

**10. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity. List faculty who have taken advantage of those programs during the review period.**

In January 2016, the college opened its 10,000-square-foot [Media Innovation Center](#) and named Professor Dana Coester as its creative director. Since then, efforts to inform both teaching and practice have occurred under its umbrella. The college has sponsored hackathons, drawing diverse students, faculty and professionals from across campus and around the country to explore and embrace media challenges and innovation. (See a fall 2018 ["Missing Voices" hackathon session](#); a fall 2017 ["Hack the Gender Gap: Diversifying Artificial Intelligence" session](#). )

After a two-year period during the COVID-19 pandemic, during which faculty were limited to a few hundred dollars to "attend" virtual events, the college is again supporting faculty travel for research and/or professional development activities at a substantial level. As reported under question 3 above, annual travel allotments of $2300 are provided to each faculty member, with the opportunity to apply for additional university [support](#) of up to $700 for domestic travel and $1000 for international travel each year. From fall 2016 through spring 2022, the college received over $39,000 from 58 WVU faculty development grants, for an average of $673 in support of each activity. (There were no faculty development grants awarded in AY 20-21 owing to COVID travel restrictions.)

Recent examples of research/creative travel support follows: during spring semester 2022, Visiting Assistant Professor Joseph Jones received college and university travel support to attend the International Communication Association conference in Paris, and faculty members Rita Colistra, Steve Urbanski, Emily Corio, David Smith and Elizabeth Oppe attended the Broadcast Education Association conference in Las Vegas. Colistra and Smith also attended the Appalachian Studies Conference. Jones, Bob Britten, Jasper Fessmann, Julia Fraustino and Diana Martinelli attended the AEJMC conference in Detroit in August.

In addition to travel funds, the college also provides the opportunity for research support through its research support initiative. This process, approved by faculty in early 2013, was developed to reward exceptionally productive faculty and to provide resources to help them maintain scholarship momentum. Faculty members submit their applications with their annual files at the end of each calendar year, and the Faculty Evaluation Committee reviews the requests. The committee then makes support recommendations to the dean, who has final approval. Although summer monetary and graduate student support are no longer offered as options, faculty who have significant assignments in research (30-40%) may apply at the end of each calendar year for a course reduction the following academic year to allow them more time for research/creative activity. Faculty who already receive a course reduction owing to administrative assignments are exempt. (A description of the process and application form are provided in the Faculty Handbook, pp. 54-62.)

Current faculty who have received this research-focused course reduction since 2015 include Joel Beeson, Rita Colistra, Jasper Fessmann, Julia Fraustino, Geah Pressgrove and John Temple.

After receiving a 2015 proposal from a core group of strategic communications (ADPR) faculty members, then-Dean Reed provided $10,000 seed money to create the college's Public Interest Communications (PIC) Research Lab. Faculty associated with the lab, which has become interdisciplinary, are able to apply to the Lab's director and faculty associates for project and student researcher funding. If it aligns with the PIC's mission and funds are available, the project request is approved. A college alumna was so impressed by the leading work of the Lab's researchers during the pandemic, that she donated another $10,000 to further fund their research efforts. This past spring, Assistant Professor Julia Fraustino and another PIC researcher were recognized with the National Guard's Civilian Service Commendation Medal for their pandemic communications research and its application to State communication strategies.

In addition, new tenure-track faculty have sometimes negotiated summer research money (typically $3000) for their first summer or two to help alleviate the need to teach summer courses for additional revenue.

# Part II, Standard 6

Student Services

The following will be accessible to the site team while on campus:
- advising records
- other files related to student services

**Executive summary:**

The Reed College of Media's professional student services model has set a university-wide standard that has begun to be replicated across WVU, owing to its success in increasing student satisfaction, retention and graduation. Of note is that 85.7% of Reed College of Media students are retained at WVU into their sophomore years, with more than three-quarters of all freshmen retained within the college. Our latest available six-year graduation data (from the fall 2015 class) is 78%—a rate 15% higher than WVU's overall.

The college's office of student services includes a recruitment specialist; four full-time professional undergraduate advisors who provide one-on-one advising from freshman status to graduation; a student careers and opportunities director, who provides career counseling and internship guidance; and an assistant dean of academic affairs who supervises the student services team. Since our prior accreditation, Student Careers and Opportunities Director Eric Minor has expanded our student mentorship and career counseling program and earned board certification as a National Association of Colleges and Employers (NACE) career coach.

In addition to offering counsel and direction for students about academic requirements and university resources, College of Media advisors also serve as instructors for our freshman orientation course, *MDIA 191 First Year Seminar.* During the pandemic, our advisors were the only advisors on campus who remained available in person, employing masks and physical distancing so they could be available for students on demand and on site, should they be needed. Their performance is continually reviewed through anonymous advising surveys, student evaluations of their course instruction and comments provided via our senior exit surveys.

Since the last accreditation, the number of College of Media students receiving scholarships controlled by WVU has nearly doubled—from 201 in 2014-2015 to 401 in 2021-2022, while the number controlled by our unit has grown from 67 to 71 in the same time period. In addition, the college's student enhancement funds have helped to support academic and/or professional experiences for students to study abroad, as well as to pursue major market internships and other professional development opportunities. During the first summer of the pandemic, student enhancement funds were used to arrange for paid remote internship experiences, so seniors could gain important professional experience before graduating.

In 2018, 2019 and 2022 we provided $21,000 to 30 students to help defray the costs of summer study-abroad trips and professional development opportunities, such as conferences and internship travel. (No travel was conducted in 2020 and 2021, owing to the pandemic.) Students used the funds to travel to China, Japan, South Korea, Spain, England and such conferences as BEA, NABJ, AEJMC and Game Developers.

**1. Complete and insert here Table 9, "Student Aid."**

Since the last accreditation, the number of College of Media students receiving scholarships controlled by WVU has nearly doubled—from 201 in 2014-2015 to 401 in 2021-2022, while the number controlled by our unit has grown slightly (from 67 to 71). However, while tuition has increased over the years, the median scholarship amounts controlled by the university have increased only slightly since that time ($3000/yr vs $2812/yr), and the college's median scholarship amount has decreased from $2465 to $2000.

However, even with our COVID-necessitated budget constraints, our support of students through student worker positions nearly tripled over our last accreditation report figure, increasing from 16 to 46 students. Although we hired fewer student workers in 2021-22, that figure is still nearly double the number in 2014-2015. Table 9 reflects these numbers below:

**Table 9. Student Aid**
**Provide information for each of the two years preceding the accreditation visit.**

|  | 2020 - 2021 | 2021- 2022 |
|---|---|---|
| **SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT** | | |
| Total amount of scholarship dollars from funds controlled by institution** | $2,856,538 | $3,107,828.35 |
| Number of students receiving scholarships from funds controlled by institution | 405 | 401 |
| Median individual scholarship from funds controlled by institution | $2500/yr | $3000/yr |
| Total amount of scholarship dollars from funds controlled by unit | $117,455 | $136,550 |
| Number of students receiving scholarships from funds controlled by unit | 74 | 71 |
| Median individual scholarship from funds controlled by unit | $1030/yr | $2000/yr |
| **\*UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS** | | |
| Number of students holding appointments | 46 | 30 |
| Range of stipends | $17.50**–$2981.62 | $6.57**–$3611.72 |

*Total funds spent equaled $58,925.73 in 20-21; $44,998.68 in 21-22.*

*\*\*These low numbers represent a student who quit almost immediately to take another position.*

**2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Describe availability and accessibility of faculty to students.**

Our college was one of the first at WVU to assemble a professional advising and student services team—a model that, owing to its success, has been touted university-wide and is being replicated across campus. All of our advisors (Emily Gerber, Demetrius Greer, Aaron Hawley, Emily Roush) have master's degrees and vast experience working directly with college students. In addition, Student Careers and Opportunities Director Eric Minor—a two-time graduate of our college on both the news (BSJ) and strategic communications (MS IMC) sides—also holds a professional certification in career counseling.

Faculty continue to meet with and mentor students, and they are required to designate at least two hours each week per course taught for formal office hours. Post-COVID, we are requiring faculty to be physically present on site for at least 50% of these office hours. All faculty also make appointments with students outside of these designated hours by request. Because our advising team is intimately familiar with specific degree requirements, courses and university processes and resources, they are charged with guiding students through their curricular pathways. Students are assigned an advisor their first year, and they remain with that advisor throughout their time with us, unless the student requests a change, which is rare.

Our advisors' first interaction with students is often during the recruitment process. A member of the college's student services team, Recruiting Specialist (and alumnus) Timmy Eads, has an office located in our advising hub (room 104 Martin Hall). When prospective students receive the detailed informational flyers about our majors from Eads, they often request to meet with an advisor to discuss the curriculum in greater depth. However, for the majority of incoming freshmen, advisors first meet students at our new student orientation (NSO), held during the month of June.

Advisors meet with each assigned freshman one-on-one for an hour via Zoom to discuss not only their fall schedule but also the number of credit hours to take each semester to retain financial aid/scholarships and to make good progress toward graduation. Parents often join these initial Zoom meetings and have additional questions regarding degree and major requirements.

Advisors usually next engage with incoming freshmen each August during WVU's Academic Day (see https://mediacollege.wvu.edu/academic-day). At this event, students meet our college deans, program chairs and other faculty and staff. They participate in break-out sessions with the advisors they will have as instructors for their university-required freshman orientation course, *MDIA 191 First Year Seminar.* (Note: The College of Media is one of only a few colleges on campus that offers a tailored version of First Year Seminar; therefore, our freshmen take *MDIA 191 First Year Seminar* together, while other students take WVU's more general version of the course.)

Four of our professional advisors teach this freshman orientation class, which was developed to engage students in active learning strategies for successful transition to college life. Students explore Reed College of Media and WVU programs, policies and services relevant to academic success. Advisors use in-class activities to discuss major requirements, spring schedules, graduation requirements and financial aid compliance. Advisors also hold workshops to show students how to

navigate DegreeWorks, the university's academic tracking system, which provides students and advisors a visual, real-time checklist of courses completed and remaining graduation requirements. (See Appendix 6A for sample JRL and ADPR major DegreeWorks pages.)

Each semester advisors meet with their assigned students, the numbers of which typically range between 150 and 300 depending on advisors' other duties. Students may schedule one-hour, one-on-one appointments with their advisor in person or on Zoom. During these appointments, advisors not only discuss academic schedules for the next semester but also review degree progression to help ensure students are on track to graduate in four years. Advisors also confirm that the courses students select are degree-pursuant and in compliance with their financial aid/scholarships. Following each advising appointment, advisors make detailed notes in each student's DegreeWorks file. This information includes the classes suggested and anything else discussed during the appointment. Students may return to DegreeWorks at any time to review the notes.

Advisors are available five days a week, with at least one advisor available on site between 8 a.m. and 5 p.m. each weekday. Advisors also often receive calls or texts from students after hours, on weekends or even holidays, especially at stressful times of the year, such as add/drop dates, midterms, registration periods, or nearing the end of term or graduation. We are proud that our advisors demonstrate care to our students and are responsive to them, even during their "off" hours. In addition, while every academic unit on campus pivoted to a hybrid schedule during 2021-2022, our advisors were the only ones on campus who remained in person, instead employing masks and physical distancing so they could be available to students on site and in real time. The decision to remain on site for our students was supported after numerous mental health issues arose during the pandemic and our advisors were the first "go-to" contacts. We realized that advising is not only transactional in terms of scheduling, but that students also needed the personal support of advisors during these difficult times as well. (A recent survey at WVU shows that up to 86% of students [mostly freshmen and sophomores] trust their advisor as a source of contact and mentoring.)

Advisors also proactively reach out to struggling students. Around the fourth week of each semester, the assistant dean emails college professors and asks them to send a list of students who have Ds or Fs along with information on their absences and missed assignments. This information is organized by each advisor, who then reaches out to those students via email, text and/or phone call. The advisor offers support and provides resources to help them get back on track. We follow this same process for mid-term grades.

In addition, our advisors do 90-hour (senior status) checks each semester to ensure our students are on track to graduate and in compliance with all requirements. A graduation audit is also conducted each semester with students who are applying for graduation to confirm all graduation requirements have been met.

Advisors also work closely with our students on academic probation to provide support and resources to help bring their GPAs into good academic standing. Advisors meet one-on-one with students on probation and have them complete an academic contract with realistic goals and expectations. Advisors then follow-up with struggling students several times during the semester to ensure the students are following through with tutoring services, success coaching or any other resource that was suggested.

Advisors have a targeted plan to ensure students get registered for courses on time by monitoring weekly university data to see which students in the college have not yet registered. They first follow up with several emails, and if there is no response, they text students through the secure WVU platform "Navigate." As a last resort to reach them, they call.

**3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments, and any changes or adjustments made because of the findings.**

We strive to match every incoming freshman with an advisor who "specializes" in their major, and as noted previously, students typically keep the same advisor throughout their time in the college. All of our advisors (and faculty) have taken SafeZone training, which educates people around LGBTQ+ issues, and stickers indicating this training are visible in the advising suites, as well as other areas around Martin Hall.

Assessment of advising is done primarily through an advising evaluation form that is distributed via an anonymous survey link to each student via email following their academic advising appointment each semester. This survey has been an effective tool at assessing the satisfaction of students with their advising interactions. We have made direct changes over the years based on student responses to this evaluation. For example, our advising team used to do group advising, but by analyzing survey results, we discovered our students were dissatisfied with group advising, so we returned to one-on-one counsel.

Student satisfaction scores with their advising experience have been consistently strong, with overall means the last two years remaining steady at 4.8 satisfaction on a 5-point Likert scale. Qualitative comments show students report that their advisors are kind, caring and compassionate. Students also report that advisors are very knowledgeable about our college and WVU. (Scores for the last two semesters appear below; results from previous semesters are available on site.) Our advising team's high quality is further evidenced by two members of the team having received WVU's highest advising honor, the Nicholas Evans Advising Award, within the past three years (Tricia Petty in 2019 and Emily Roush in 2021).

*Spring 2022 Advising Evaluation Quantitative Data (274 student participants)*

| Questions | Avgs |
|---|---|
| It was easy to schedule an appointment with my advisor. | 4.86 |
| My advisor was well prepared and organized during advising. | 4.83 |
| My advisor helped me plan for future semesters. | 4.77 |
| My advisor understands the degree requirements for my major in the College of Media | 4.80 |
| My advisor was knowledgeable about University and program policies and processes. | 4.74 |
| My advisor made an effort to answer all of my questions or to refer me to someone who could. | 4.84 |
| My advisor was understanding and helpful about my personal concerns. | 4.80 |
| Evaluate the following statements about your advisor: - My advisor was polite, respectful and considerate. | 4.88 |
| Rate your overall advising experience this semester. | 4.81 |
| Rate your overall advising experience in the College of Media. | 4.69 |
| Overall Average | 4.80 |

*Sample Spring 2022 Student Comments:*

- Helped me get on a clear path to graduation.
- I have nothing but great things to say about my advisor experience. As a non-traditional student who is juggling getting married, working, and trying to finish my Bachelors. I have no stress after I speak with him he has made the process so smooth for me to register and feel that I am on the right path. Enrolling and getting organized can feel very over whelming but he did such a great job of breaking everything down for me. I am lucky to have such a great advisor.
- My advisor was helpful in planning ahead for not only next semester, but also in exploring my options for future semesters and graduation.
- He helped me decide my options for double-minoring as well as gave me all the information I needed to know on re-taking classes for the summer. I really appreciated this, as I did not know the steps I needed to take at first, now I do! he was super helpful compared to my other experiences with advisors.
- Very encouraging, understanding and transparent. I appreciated the honesty about his personal experience in college, and because I could relate to it, it gave me peace about my current standing. Transparency and encouragement goes a long way, and is very valuable to a student.
- She was so well prepared and extremely helpful in navigating my final semester(s)! She answered all of my questions or was able to direct me to someone who would be able to. I really appreciate the time she took to take my concerns into account and help me figure out the end of my undergraduate career.
- She is very understanding and makes sure I understand what is going on. She answers all my questions to the extent of her ability or refers me to someone who can explain more, then gives me a time and number to call. She also writes an email shortly after our meeting explaining the things we spoke about.
- Helped me stay on track to graduate in time! One thing about my advisor is she always answers within an hour and I'm able to communicate well with her over email.

- She went out of her way to contact people to ask questions she could not answer for me which I really appreciated. She also worked with me to make sure I would be on track to graduate on time, and not only helped me plan my classes for next semester, but the following two semesters as well. I have not had great advising experiences in the past but I am so thankful to have her helping me now.
- Understand my personal concerns and feelings while guiding me through picking classes. She creates a great environment that is very warm and welcoming! I absolutely love talking to her and feel very comfortable voicing my opinion or thoughts in our meetings.

*Fall 2021 Advising Evaluation Quantitative Data (264 student participants)*

| Questions | Avgs |
|---|---|
| It was easy to schedule an appointment with my advisor | 4.88 |
| My advisor was well prepared and organized during advising | 4.85 |
| My advisor was knowledgeable about University and program policies and processes | 4.86 |
| My advisor made an effort to answer all of my questions or to refer me to someone who could | 4.91 |
| My advisor was understanding and helpful about my personal concerns | 4.88 |
| My advisor was polite, respectful and considerate | 4.95 |
| My overall advising experience this semester was | 4.79 |
| My overall advising experience in the College of Media has been | 4.73 |
| My advisor helped me plan for future semesters | 4.84 |
| My advisor understands the degree requirements for my major in the College of Media | 4.90 |
| Overall Average | 4.86 |

*Sample Fall 2021 Student Comments:*
- He completely rocks, he does a fantastic job understanding the workload requirements I have and helps me make the best decisions for my college career. By far the best advisor I have had between the two departments I have been with.
- He was well prepared, thorough, and brings a wealth of experience and knowledge to the advising session. Couldn't ask for a better advisor. Stellar job!
- Very good at providing useful information and advice about classes, advice for improvement, advice for the future and very friendly. Never made me feel like I was dumb like I have experienced with other advisors and never leaves me in the dark.
- I think you did great, if you didn't tell me this was your first time being an advisor I would have never known.
- He always understands what I need to be successful and has helped me tremendously to finish my last year at WVU strong.
- He is the man. He's helped me out since day 1 at WVU and always given me honest advice and guidance. Definitely helped me be successful in my college career.
- He is very passionate about helping out. He understands how important our education is to us and explains why a choice may be good or bad.
- She helped me figure out what classes and understood what I needed in order to graduate early.

- Helped me figure out my plans for the future and what classes I will be taking. She is very knowledgeable about the college. Many of my roommates and friends complain about their advisors in other majors but I never have a bad word to say about her!
- She was very well prepared and even went out of her way to find out things about my specific situation.

While there is no formal assessment of our advising team by faculty, they often compliment them during faculty meetings or as part of faculty/staff emails. For example, faculty expressed deep appreciation for our advisors during the pandemic for their close attention to and handling of our students and their mental health needs.

**4. Describe student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.** *Do not duplicate information already included in Standard 2 (Curriculum and Instruction).*

The College of Media has 10 student organizations that are relevant to our curricula and that help develop students' professional and intellectual abilities and interests. Each is valuable; however, the sheer number of organizations coupled with membership declines during the pandemic have left some organizations struggling. The college is working on strategies to grow them, such as combining organizational meetings to create synergy. The following lists our organizations alphabetically:

- The Ad Club (AAF)
    - The Ad Club provides insights into the advertising world, connects students with industry professionals and provides internship and job opportunities to support advertising careers for students. Harrison Omnicom Visiting Assistant Professor Chuck Borghese serves as advisor.
- Association for Women in Sports Media
    - AWSM is an organization that advocates for women in the sports media industry and works to promote and increase diversity in sports media through career networking, mentoring and an internship/scholarship program. Reed College of Media Teaching Associate Professor Elizabeth Oppe is the group's advisor.
- Film Club
    - WVU's Film Club is advised by College of Media Professor John Temple. It is a creative community that encourages interest and enthusiasm in all aspects of film, from the craft of production to consumption.
- Her Campus
    - Her Campus is a feminist and activist group on campus with an online publication. Its goal is to empower college women while also providing a national platform for college journalists to have their work published. College of Media Teaching Assistant Professor Ashton Marra advises the group.
- Mirage Magazine
    - Mirage Magazine is a student-run lifestyle and fashion publication, started by students in the WVU Reed College of Media through the former organization Ed On Campus. The team publishes a new magazine issue each semester centered around a theme. ([View past issues.](#)) Teaching Associate Professor Bob Britten is the faculty advisor.

- The National Association of Black Journalists
  - A national organization of students and media professionals dedicated to diversity within media, NABJ is committed to academic and extracurricular excellence and integrity, establishing a strong union among minority students pursuing degrees in journalism and related fields. Visiting Professor Joseph Jones serves as the chapter's faculty advisor; advisor Demetrius Greer has long advised as well.
- Public Relations Student Society of America
  - One of the initial nine PRSSA chapters chartered in 1968, our PRSSA is a strong, active chapter that strives each year to provide members with opportunities that expand their education beyond the classroom, broaden their network of professional PR practitioners, and help launch their careers. Associate Professor and ADPR Program Chair Geah Pressgrove serves as advisor. (This academic year, Visiting Assistant Professor Jasper Fessmann is co-advising.)
- Radio Television Digital News Association
  - The Radio Television Digital News Association (RTDNA) is the world's largest professional organization exclusively serving the electronic news profession, including industry professionals, journalism educators, and students. Teaching Assistant Professor Jesse Wright advises the group.
- Society of Professional Journalists (SPJ)
  - The school's oldest organization, SPJ is open to students from all journalism sequences and is dedicated to the continuation of a free press. Ogden Newspapers Visiting Assistant Professor of Media Innovation Jim Iovino served as advisor until his departure in late summer 2022; Wright (listed above) is also advising this group in 2022-2023 and will work to partner with RTDNA on speakers and events to help reinvigorate interest in SPJ.
- X-Reality (AR/VR Club)
  - Advised by College of Media Teaching Assistant Professor Heather Cole, X-Reality explores new and emerging multimedia tools, technology and platforms. Open to any student at WVU, its members experiment and explore the ways storytelling merges with modern technology.

In addition to the organizations housed within the college or advised by its faculty, West Virginia University recognizes nearly 500+ student organizations. Among these groups, several dozen could be relevant to the Reed College of Media's curricula and help develop students' professional and intellectual abilities and interests. Examples of these WVU organizations/activities include the following:

- Adventure WV
  - Adventure WV offers outdoor adventure trips , including first-year trips (the college offers its own freshman adventure trip each July; Teaching Associate Professor Elizabeth Oppe is the faculty leader), spring break and sophomore outdoor adventure reorientation trips. Adventure WV also provides resources to live an active lifestyle, including rental equipment, training, seminars and workshops.
- Amateur Radio Club
  - The WVU Amateur Radio Club is focused on providing students with an environment in which they can learn about RF communications. We emphasize project-based learning and encourage our members to lead by example.

- American Marketing Association (AMA)
  - The student AMA chapter is affiliated with the AMA, the largest marketing association in North America. Advised by Chambers College of Business and Economics faculty, the WVU chapter offers career resources, platforms for professional development and networking, execution of chapter events, leadership development, and participation in regional and national competitions.
- Appalachian Prison Book Project Student Organization (our classes have partnered with them on projects)
  - This campus group assists a nonprofit in its mission to provide free books and educational resources to people incarcerated in six states. Students also assist with volunteer training, fundraising, educational events, and service-learning activities that raise awareness about prison conditions, the need for criminal justice reform, and the practice of restorative justice.
- Artificial Intelligence Club
  - This group strives to bring technical AI knowledge to everyone who wants to learn, regardless of experience, through weekly discussions and workshops.
- Campus Recreation
  - The Recreation Center is located on Evansdale Campus. Campus Recreation is partnered with WellWVU, Adventure WVU and Collegiate Recovery. The multi-million-dollar facility is home to 17,000 square feet of weightlifting equipment, a 50-foot rock climbing wall, a 20-person spa, and offers numerous group fitness classes and health and wellness resources. Dozens of student sporting groups and clubs are available.
- Cheat River Review
  - The *Cheat River Review* is named after a river that flooded and destroyed a local community in 1985. A literary magazine, the *Review* aims to feature at least one piece in each issue that focuses on the area of West Virginia and its surroundings: the people, the rivers, and the complexity of the culture.
- Fashion Business Association
  - This organization provides students who are interested in fashion-relate careers with field industry events and social connections. *Mirage* magazine has partnered with them on projects/events.)
- Game Developers Club
  - A club for students interested in game development, it affords them opportunities to meet interested others and gain skills to pursue gaming as a hobby or profession.
- Honors Student Association
  - The Honors Student Association is a club in which all WVU Honors Students are enrolled. Its purpose is to be a place where students can come together and create events for themselves and their peers to enjoy.
- Hospitality Club
  - This group exposes students to professional opportunities in the hospitality and tourism management industries.
- Outdoor Adventure Club
  - This group gives students opportunities to get to know others while participating in a wide variety of outdoor activities (e.g. skiing, rafting, hiking, biking), regardless of skill level.

- WVU Coding Club
    - This club provides a platform to share, learn and develop coding skills, regardless of major.
- WVU Creative Writing Club
    - The Creative Writing Club is open to writers of any skill level, genre or major. Students in this group meet regularly to share their work, receive constructive feedback and gain inspiration.
- WVU Smash
    - The WVU Super Smash Bros Club is an esports club centered on the Nintendo Video Game Series *Super Smash Bros.* They host weekly and monthly tournaments and occasionally send players to larger-scale events to compete against hundreds of other players from around the world.

There are also a variety of professionally oriented extracurricular activities that students within the Reed College of Media are encouraged to explore. These include:

- WWVU-FM (U92)
    - Founded in 1982, U92 is the university's student-run radio station. The station broadcasts on 91.7 and is affectionately referred to as "The Moose." U92 is known for launching many students into the broadcast industry. In addition to playing new and experimental music, students produce news and current events shows, provide news updates, and offer a mix of podcasts that range from sports to history to pop culture and more.
- The Daily Athenaeum (DA)
    - Created the same year the university opened its doors in 1887, the DA serves students, faculty and staff of West Virginia University. The publication began as a literary magazine; hence the name, which refers to the forum in ancient Athens where oratory and debate took place. A 24/7 digital-first publication, the DA includes print, online, video and podcasting content. The once-a-week printed copies are distributed on campus and inserted in the local newspaper, the *Dominion Post*. More experienced students are able to secure paid positions with the DA.
- Prospect and Price Creative
    - Prospect and Price Creative is a student-run creative services agency. Located at the intersection of Prospect and Price Streets in Morgantown, where the DA and U92 also are housed, its mission is to provide a hands-on learning environment where students can work together with local businesses and promote them through advertising, social media and special events.

*Note: The new WVU Student Media Director, Madison Cook, is a Reed College of Media alumna who returned to campus this summer to lead the DA, U92 and Prospect and Price Creative.*

Local nonprofits started by WVU faculty that engage students include:

- 100 Days in Appalachia
    - The digital publication that was incubated through the college's Media Innovation Center in 2016 and that focuses on the Appalachian region and culture

- [Mon River Games](#)
  - A game development studio that provides the community with game design experience and connections
- [Mon Hills Records](#)
  - A local record label that engages community members interested in all aspects of the music industry

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

Since 2013, the unit has employed a full-time director of student careers and opportunities, Eric Minor, within the college's Student Services unit and under the supervision of the assistant dean of academic affairs. Minor works closely with the recruiter, advisors and faculty to identify students who may need career counseling (for which he is nationally certified) or need help identifying internship opportunities or resume, interviewing, personal branding or cover letter advice. Available five days a week for in-person or virtual coaching sessions, he also works throughout the year to engage potential corporate partners for on-campus (or virtual) recruiting visits. He also manages an upperclassmen–professionals mentor-matching program.

Minor's interactions can be summarized as 1) providing formal curricular instruction, 2) providing individual career counseling, 3) providing connections with internship and post-graduation employers and 4) communicating professional opportunities. These strategies are discussed in more detail below:

*Curricular Instruction*
During the freshman orientation class *MDIA 191 First-Year Seminar*, Minor presents (either in person or via video) a series of six lectures, in-class workshops and assigns homework related to career exploration. These are presented as a series on "Personal Branding and Career Preparation," described in more detail below:

Session 1: What is personal branding and why is it so important?
- Students identify their personal strengths and values and start to articulate what attracted them to a career in media. Students are given a basic lecture on consumer brands and shown parallels between marketing a product and self-marketing in the job search. Students are encouraged to take an online strengths assessment and participate in a life-mapping exercise to identify key moments in their past that led them to where they are today.

Session 2: Career path research: How to find/read job ads
- Students begin to identify jobs within their areas of interest. Students are shown how to locate entry-level jobs (through online searches, job posting websites, WVU's Handshake system, networking with alumni and faculty). Students are shown how to dissect a job ad and begin to strategize how they can connect their strengths and experiences with the expectations of hiring managers.

Session 3: Reinventing you: Define your brand, imagine your future: Resumes and cover letters
- Students are shown how to begin to articulate their strengths, values and experiences in context to an employer's specific job posting. Students are given strategies for designing a basic professional resume and cover letter for a first internship. Students are encouraged to begin to envision their career pathway from internships to first jobs to "dream jobs." This is illustrated by "reverse engineering" careers of alumni, whose resumes and LinkedIn profiles are examined.

Session 4: LinkedIn and the "digital you"; personal branding in the virtual age
- Students are shown how to build a first LinkedIn profile, how to connect with professionals who can assist them, how to use LinkedIn to search for jobs and internships, given tips on how to "clean up" their online presence, shown examples of social media behavior that can impede employment and shown how to use Google's job search function and alerts to generate a steady stream of keyword-specific (or location-specific) jobs that align with their career goals.

Session 5: Interviews and dressing for success
- Students are instructed on what to expect during a professional job interview and how this may differ from previous job interviews (summer or service jobs). Students are given strategies on how to use stories and the STAR method (situation, task, action, result) to relate their past experiences to the interview questions they're likely to face. Students also are shown how body language and other nonverbal cues may be interpreted (positively and negatively) during the interview process. Students are shown examples of business professional and business casual dress. Students also are shown how to prepare for virtual interviews and one-way (recorded) interviews. At the conclusion of this session, students conduct a mock interview with a classmate using a script comprised of common interview questions.

Session 6: Personal Branding Strategies and Your Elevator Pitch
- Students are given examples of elevator pitches for products as well as personal brands. Students are shown how being able to answer the question "Tell me about yourself" can be utilized in networking, resume summaries, online profiles and job interviews. At the conclusion of this session, students begin to write their elevator pitches and practice them. In the following weeks, they are required to make these speeches in class in front of their peers.

*Note: These modules have also been presented when requested by faculty in upper-level courses or student organizations.*

The goal of these modules is to establish a relationship with Minor early in a student's freshman year. As part of their final grade in *MDIA 191*, students are required to make an appointment with him to individually review their materials (resumes, cover letters, elevator pitches) as well as start talking about the student's aspirations and career goals.

*Individual Career Counseling*
In December 2018, Minor participated in the National Association of Colleges and Employers' 30-hour Coaching Institute and Certification Program in Cleveland. This training was in pursuit of a Board-

Certified Coach credential. According to the Center for Credentialing and Education, which administers this credential, the certification demonstrates that a professional coach has

- Met educational and training requirements
- Passed a psychometrically sound coach-specific examination
- Obtained experience in the field of coaching
- Has professional peer references
- Understands accountability to an enforceable ethics code
- Has a commitment to continuing education

In July 2019, Minor passed his certification examination, which is effective through 2024. During individual coaching sessions, he encourages students to identify clear goals and then works with them to co-create a strategy to meet those goals. For example, a student may be stuck on the question of which specific career track to explore within the realm of advertising. Minor will coach the student with a series of reflective questions to help motivate the student to take relevant and effective action. Examples of these questions follow:

- What matters most to you in your professional life? What do you believe passionately in?
- What skills, talents, or competencies do you have that you are most proud of? Which makes you the happiest? Which makes you feel accomplished?
- What would you love to be able to list on your ideal resume? How about if there were no barriers or boundaries?

Questions such as these are built on the belief that students may already have some of the answers necessary to act. The goal is to create an environment in which students realize they are in control of their own destinies. While the coach resists the urge to provide the answers to students, there are situations in which they need specific instruction and guidance.

*Providing Connections*
In lieu of an annual job fair, Minor works throughout the year with national, regional and local employers to execute a series of informational interview sessions with graduating seniors and underclassmen seeking internships. Each employer gets a full day dedicated to meeting with our students, typically in Martin Hall. Students must register for an appointment and upload a resume via a Google form in advance. Students are given resources on how to research the company and provided coaching on how to prepare for the interviews. Minor reviews all student resumes and offers feedback prior to each student's interview appointment.

Examples of recent participating companies follow:

- WebFX (Digital Marketing Agency in Harrisburg, PA)
- Omnicom Media Group
- AHM Digital (marketing agency in Charleston, WV)
- Monongalia County Health Department
- Gray Television
- Sinclair Broadcast Group
- Nexstar Media
- Graham Media
- Draper Media

- Entercom (now Audacy of Pittsburgh)
- HD Media (Charleston Gazette-Mail and Huntington Herald-Dispatch)
- Dow Jones News Fund
- Spectrum Networks
- The West Virginia Office of Technology
- WordWrite PR (Pittsburgh)
- The Dominion Post (Morgantown, WV)
- General Motors
- The West Virginia Black Bears

*Communicating Opportunities*

Each week during the school year (and monthly during the summer), Minor produces the Opportunity Alert newsletter, which lists jobs and internships he has either uncovered during that week's research or that were sent to him by alumni or friends in the industry. These listings are categorized by major and include either online application instructions/links or a request to meet with him personally to obtain full application instructions. These leads are also shared on his WVU Twitter account (@EricMinorWVU), LinkedIn profile, WVU Reed College of Media LinkedIn group and through the WVU Strategic Communications LinkedIn group. Students often continue to follow Minor's social media accounts—particularly his Twitter account—long after graduation.

Two recent Opportunity Alert newsletters (March and April 2022) are included in Appendix 6B. Additional copies are available by request on site.

**6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major, and provide comparison to the university's rates. Discuss the findings of the analysis.**

The college's latest retention and graduation rates are posted on our website, per ACEJMC requirements, under "Public Accountability."  *(Note that WVU typically does not finalize these figures until well into each fall term. The latest information available is included here; any available updates will be shared with the site team.)*

Of note is that 85.7% of Reed College of Media students are retained at WVU into their sophomore years, with more than three-quarters of all freshmen retained within the college. Our latest available six-year graduation data (from the fall 2015 class) is 78% — a rate 15% higher than WVU's overall. To achieve these relatively high retention and graduation rates, our advisors employ many processes to collect, maintain and analyze enrollment, retention and graduation rates. These processes are highlighted below:

- The student services team receives information each semester regarding students enrolled in the college who have not yet registered for classes. This inaction typically signals some issue, from procrastination to financial difficulty to mental health or indecisiveness around their career path. Advisors reach out to students on this list to ascertain the issues and work to help resolve them. Specifically, advisors start contacting students that aren't registered as soon as the registration period opens. The day after senior registration, advisors contact seniors to make sure they register before juniors, sophomores, etc. Advisors execute an intensive outreach process that includes:
  - Email reminders

- o Text reminder using our Navigate system
- o Personal phone call reminders (Students who remain on the not-registered list will receive multiple phone calls and text messages after the registration period ends, but before the semester begins.)

- 90 credit hour checks – advisors identify their students who should have 90 credits (end of junior year) to give them senior status and keep them on track to graduate on time. Advisors then leave notes in DegreeWorks specifying all of the remaining requirements to ensure students register for the correct courses. If an advisor sees an issue that could prohibit a timely graduation, the advisor contacts the student to attempt to rectify the problem.

- Probation contracts – Any student on probation must complete a contract that includes meetings with an advisor, meetings with a WVU success coach, checking in with instructors about grades and seeking out tutoring and additional resources, as applicable.

- Early-alert outreach – Advisors use an early alert system to identify students who are four weeks into the semester (one quarter of the way through). Advisors reach out to these students, sending them such resources as success coaching and tutoring/mentoring contacts.

- Mid-term outreach – Advisors email struggling students (those with Ds or Fs on their mid-term grade reports), provide additional resources and offer to meet with them to discuss their challenges. Advisors reach out to:
  - o Students with at least one deficient mid-term grade within the college or two deficient mid-term grades overall or
  - o First-time freshmen who have any deficient mid-term grades

- Fewer than 15 credits outreach – Advisors run a report and contact students who are taking fewer than 15 credit hours, which is the number students should take each semester to graduate in four years (120 total credit hours).

Our college also encourages freshmen to participate in our MOVE mentoring program, created and managed by Advisor Demetrius Greer. *(Note that about a quarter of our undergraduate students overall are first-generation.)* This program provides opportunities to connect with and be mentored by a successful upperclassman within the College of Media, as well as a chance to meet and interact with other freshmen.

*Enrollment*
Our recruiter and assistant dean of academic affairs regularly track enrollment via admissions and deposit reports provided throughout the academic year by university admissions. The reports show college data, as well as the data of other academic units on campus, allowing for direct comparisons.

Historically, our rate of admissions has been on par with or greater than that of other WVU units. However, college enrollment has declined significantly since our last accreditation (more than 18%: 890 students in fall 2015 to 724.5 in fall 2021), despite aggressive efforts to expand our curricular offerings (e.g. Sports and Adventure Media, interdisciplinary Gaming and Interactive Media Design). JRL and ADPR majors have declined even more: They represented 876 majors in 2015; in 2021, only 474. No doubt our new majors have pulled enrollment from the more traditionally perceived JRL and

ADPR ones. For the first time, Sports and Adventure Media (SAM) majors make up more of our freshman class than ADPR or JRL. (Our 2022 freshman class is composed of 27% JRL majors, 20.5% ADPR majors, and 37% SAM majors.)

Although the recent enrollment data are somewhat discouraging, this year's freshman class has grown nearly 14% over last year (120 vs 106, with the majority of that increase coming from our Sports and Adventure Media major). We believe COVID-19, the loss of a highly experienced recruiter in summer 2021, the loss of U.S. media credibility and prestige, and the inability to personally visit high schools all combined to our enrollment decrease. However, when viewed historically, our overall enrollment figures aren't as alarming. (For example, in 1999, we had 404 students: in 2009, 714, and in 2019, 748. See Appendix 6C for an historical enrollment overview.) Still, increasing enrollment is the college's—and university's—number one priority. The chart below illustrates the enrollment declines since our last accreditation:

| | Major | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|---|---|---|---|---|---|
| **Reed College of Media – Undergraduate** | **Advertising & PR/STCM** | 551 | 524 | 426 | 391 |
| | **Journalism** | 325 | 314 | 318 | 302 |
| | **Sport and Adventure Media** | | | | 27 |
| | **Interactive Design for Media** | | | | 2.5* |
| | **Integrated Marketing & Comm** | | | | |
| | **Multidisciplinary Studies** | 14 | 33 | 42 | 41 |
| | **Grand Total** | 890 | 872 | 786 | 763.5 |

| Major | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|
| **Advertising & PR/STCM** | 345 | 300 | 257 |
| **Journalism** | 280 | 261 | 217 |
| **Sport and Adventure Media** | 69 | 112 | 141 |
| **Interactive Design for Media** | 19.5* | 35.5* | 48.5* |
| **Integrated Marketing & Comm** | | 1.5* | 5 |
| **Multidisciplinary Studies** | 62 | 60 | 56 |
| **Grand Total** | 775.50 | 770.00 | 724.50 |

*shared major; we count half for our college*

With a dynamic new recruiter (who is a college alumnus and part-time graduate student) and an aggressive recruitment plan (see Appendix 6D), we believe our enrollment numbers will continue to climb. However, we must continue to grow our scholarship funds, particularly for underrepresented and out-of-state students, and reach and encourage the dwindling numbers of West Virginia high school students, many of whom would be first-generation.

# Part II, Standard 7

Resources, Facilities and Equipment

**Part II, Standard 7. Resources, Facilities and Equipment**

**Executive summary:**

Housed in historic Martin Hall, the Reed College of Media is centrally located in West Virginia University's downtown campus. In January 2016, the college expanded to nearby Evansdale campus with the launch of its $2.5 million Media Innovation Center (MIC). The MIC houses innovative classrooms; an AR/VR studio; a focus group room; podcast facilities; a control studio; and flexible, collaborative gathering spaces that are in high demand for coursework, projects, research and other high-profile campus, community and industry events. The MIC also houses the college's online programs team, their offices and conference room.

The college supports a full-time professional technologist and a technology supervisor. Faculty and staff typically receive a new laptop every four to five years, and upgrades to equipment in classrooms, labs, and our broadcast news sets are done periodically. Despite restricted budgets over the past two years because of the pandemic and decreased enrollment, the college has had sufficient funds to run its operations and support its strategic priorities. We cover the costs of operations through a mix of sources, including the university's central allocation, a college-specific tuition, private fundraising, foundation grants and revenues from online programs. These latter revenues make up a significant portion of our annual budget, and, in light of increased competition in that space, we continue to aggressively pursue entrepreneurial program development and fundraising efforts.

Since the last accreditation, the college has substantially grown its external grant awards and development funds, raising more than a million dollars from donors in each of the last three years. However, financial challenges remain owing to the need to continually assess, adapt and incorporate rapidly changing technology for faculty and student use.

## 1. Table 10. Budget

The annual unit budget for each of the three years preceding the accreditation visit appears below. "Annual budget" refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. (List student newspaper budget only if it is under control of unit and is used in instruction—N/A.) *Note: The following budget excludes expenses associated with our online graduate programs.*

| *Budget Item | 2019- 2020 | 2020 - 2021 | 2021 - 2022 |
|---|---|---|---|
| Administrative salaries | $1,111,446 | $1,117,037 | $925,474 |
| Teaching salaries (full time) | $1,898,980 | $1,929,888 | $2,017,377 |
| Teaching salaries (part time/adjunct) | $442,415 | $499,216 | $441,767 |
| Teaching assistants | $117,506 | $78,326 | $82,558 |
| Clerical salaries | $77,904 | $72,145 | $46,012 |
| Equipment | $90,058 | $93,524 | $29,674 |
| Equipment maintenance | $16,343 | $25,162 | $6,983 |
| Supplies | $76,559 | $16,850 | $15,413 |
| Library resources | $2,009 | $1,199 | $527 |
| Databases, online information services | $7,746 | $13,222 | $10,403 |
| Travel | $89,004 | 0 | $32,868 |
| **Research | $17,006 | $39,502 | ^$273,987 |

*\*\*Includes only funds that come through WVU Research Corp, state-funded research and overhead accounts. Does not include foundation grants or funds accessed through WVU Foundation.*
*^The majority of these funds stem from grants associated with COVID messaging through our PIC research lab and from AR/VR training funds.*

*Other:*

| | | | |
|---|---|---|---|
| Fringe benefits: | $301,426 | $321,007 | $311,306 |
| Student worker salaries/fringe | $64,521 | $41,688 | $25,542 |
| Marketing and communications | $73,228 | $34,455 | $61,235 |
| Professional memberships | $4,344 | $7,215 | $5,389 |
| Insurance, utilities, telecommunications | $31,174 | $28,974 | $22,411 |
| Hospitality | $15,151 | $1,071 | $1,845 |
| Student activities | $1,771 | $4,071 | $1,845 |
| Rent | $154,061 | $192,749 | $143,110 |
| Production costs (WVU News/Playbook) | $4,200 | $4,500 | $4,500 |

| | | | |
|---|---|---|---|
| **TOTAL ANNUAL JOURNALISM/ MASS COMMUNICATIONS BUDGET** | **$4,596,852** | **$4,521,801** | **$4,463,971** |

**2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.**

The College of Media receives its annual state allocation from the university's Central Administration at the start of each fiscal year on July 1. Typically, the new allocation includes an increase from the previous year to cover state and/or institutional raises and other approved budget increases requested by the college. While there is no formal process for requesting additional monies, the college has been successful at securing faculty lines and one-time funds for building improvements because of its strong campus reputation. For example, Central Administration is paying for the replacement of Martin Hall's elevator this year and paid nearly half of our Media Innovation Center's (MIC) build-out costs. The MIC opened in 2016, doubling our unit's square footage, and central pays half of the MIC's annual rent.

Since the last accreditation, our annual central allocation has increased 1.8%, from $1,535,671 in fiscal year 2015 to $1,563,095 in fiscal year 2022. In addition to this allocation, the college is able to access non-central funds generated from its own tuition and online programs, as well as private support from fundraising and grants. According WVU's All Funds Budgeting Policy, units are to use all funds available to them to support their mission. The policy goes on to state that such funds, depending on their restrictions, can be used for personnel, capital improvements and other expenses accrued by the academic unit.

However, in recent years, units on campus have been unable to access their reserve funds without Central Administration's permission and for strategic purposes only. This restriction is due to the university's desire for more cash on hand, which helps its bond ratings and interest rates. We were successful in a recent reserve funding request to help support the salary of a new full-time development officer and hire a new online program recruiter.

Certain general principles have typically guided the college's use of its various funds. For example, central funds have been used to support long-term commitments, such as tenure-track faculty positions, while non-central and private funds, which are more unpredictable, have been used primarily to support shorter-term commitments, such as capital improvements, research and travel support, special projects and events, and salaries for visiting faculty and professional staff hired on an annual basis. The college's tuition revenues are used for expenditures related to student instruction, which typically includes the purchase of computers, software, projectors and other equipment, as well as technical support, student advising and adjunct instruction. Private support contributes to endowed chair/professor salary supplements; faculty and student travel; guest speakers and special events; and recruiting, marketing and communications.

Because the college's central allocation primarily covers "fixed" costs, our faculty typically have little input on how the money is allocated. However, new faculty lines/hires secured from Central Administration have typically been based on needs expressed by the dean's leadership team in support of the college's strategic goals. Faculty tend to have greater input on how non-central revenues are spent, as the college has more flexibility regarding these funds' use. Ideas for new curriculum development, specialized equipment, guest speakers and special events are normally made with input from the faculty and in support of the college's strategic goals.

Equipment requests are also made by the faculty who oversee our inventories: our assistant dean of academic affairs, Teaching Professor Gina Dahlia, manages our television broadcast capstone courses

and their associated equipment; Teaching Associate Professor Mary Kay McFarland manages the other student media equipment and the graduate assistants/student workers who check-out/inventory it. (A list of this equipment may be found in Appendix 7A.) The college's full-time professional technologist submits equipment and technology purchase requests throughout the year on an as-needed basis and also strategically plans and outlines regular replacements and related facility upgrades. (See Appendix 7B for a list of projected costs through 2025.) Ultimately, the decisions about developing and managing the budget fall to the dean.

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

Despite tight budgets the past two years as a result of decreased enrollment and the uncertainty around COVID, the college has had sufficient funds to run its operations and support its strategic priorities. The dean greatly reduced travel budgets the last two years, allowing for only online registrations if available, until spring 2022, when in-person major conferences commenced. This year, we have adjusted our travel allowances for faculty to pre-pandemic levels. (See Standard 5 for specifics.)

The greatest source of revenue for the college continues to come from tuition and fees generated by our online graduate and minor programs. (The current university budgeting model allows colleges to retain 70% of online program revenues.) These revenues, combined with private fundraising and significant grant support, has allowed us to maintain adequate staffing levels, although some positions have remained unfilled (e.g. a full-time office administrative assistant, associate dean and two ADPR tenure-track faculty lines) to relieve budgetary tensions without compromising our core academic functions.

However, despite starting new online master's and minor programs, we are facing declines in our entrepreneurial revenues, due to increased competition. This competition has accelerated since programs everywhere pivoted to fully online teaching by necessity during the pandemic. To ensure our financial solvency, we are aggressively identifying new sources of revenue, including new academic programs, private fundraising and grants.

We have substantially grown our development funds since the last accreditation report, despite the loss of three development officers since then (all of whom went on to better positions). We have raised more than a million dollars each of the last three years in cash and planned gifts—equal to the entire amount raised by the college through fundraising, Foundation and other grants during the previous six-year accreditation review period. As of July 2022, our college's combined demand and endowed WVU Foundation funds totaled nearly $3 million in 102 accounts.

Faculty have received significant grant funding since our last site team visit as well. For example, we have received grants from the State of West Virginia to help with vaccination communication research and campaigns; from regional and industry foundations (e.g. Benedum, Knight, Scripps Howard, Excellence and Ethics in Journalism, Mon Forest Alliance); and from such national organizations as Google News Initiative, the Democracy Fund, the Ford Foundation, Facebook Community Journalism Fund and the Andrew H. Mellon Foundation. Totaled, since fall 2016, external grant funding of which College faculty have been a part exceeds $27.5 million.

There is a direct correlation between resource allocation and the college's purpose (i.e. mission) and strategic vision, which are included here for reference: *We expect our students, faculty and staff to use their communications skills and expertise to help our communities adapt and thrive in a diverse, complex global society. We aspire to be a catalyst for positive change in our region and a national leader in modern media education.*

The following provides examples of investments to support our strategic goals, funded primarily by the college's discretionary resources (i.e. college tuition, extended learning revenues, grants and private funds):

*College Goals and Strategies*
1. Prepare students to be skilled and ethical communications professionals who are grounded in research methods, current and emerging media practices and the principles of the First Amendment.

   - Continue to support classes, student organizations and events that promote and educate others around the First Amendment.

     We hired a new visiting professor, Dr. Joseph Jones, who has contributed to our revised *MDIA 328 Media Ethics and Law* course and helped create our new required *MDIA 455 Media, Identity and Power* class. We have increased our support of student organizations to pre-COVID levels (up to $500 per organization, plus a match of their raised funds up to $500) to allow for field trips and invited guest speakers. Our Martin Hall Agency faculty secured funds to [promote the First Amendment](link) on campus through the First Amendment Center at Middle Tennessee State University, and the college has sponsored multiple speaking events over the past year as part of our First Amendment "Year of Reckoning" series through donor and Foundation funds.

2. Advance media communications theory and practice that positions the college as an academic thought leader and incubator for industry solutions.

   - Continue to support research and creative activity through course reductions for exceptional research productivity (per the Faculty Handbook), as possible.

     We have continued to grant a yearly one-course reduction for faculty who have made "exceptional" contributions to research, defined as the equivalent of two published peer-reviewed journal articles in a year. Multiple faculty have received such a reduction.

   - Continue to foster and support the college's Public Interest Communications research lab.

     The dean provided a $10,000 start-up account for the "PIC Lab" to help fund faculty research around public interest issues. The PIC Lab has gone on to be part of well over a million dollars of grants, largely related to State-funded COVID vaccination work, which became a model for the nation and was acknowledged by the CDC. Because of this impressive work, an alumna provided a $10,000 donation to the lab in 2021.

- Upgrade technology regularly to ensure students and faculty have professional quality experiences and skills.

  The college periodically upgrades and replaces equipment used in our core MDIA and JRL classes, with the latest purchases occurring in late spring 2022. In addition, we recently updated our broadcast news set and plan to use money from a donor to design and equip a Mixed Reality Computer Lab in our current MIC Maker Space.

- Explore incorporating Virtual Innovators into classrooms, as possible, as a more economical extension of our Innovator in Residence program.

  Although not formal innovators, the college again hosted innovative, entrepreneurial, successful alumni on campus last academic year, after a two-year hiatus owing to COVID. Some expenses (e.g. meals and/or lodging) are often covered for these guests. In addition, we used accrued funds from an unfilled professorship to provide a stipend to two international, Pulitzer Prize-winning AP investigative reporters, one of whom is an alum and both of whom spoke at a college-sponsored community event on campus about their work in fall 2016. The pair helped co-teach our *JRL 426 Investigative Reporting* class, largely via Zoom and while on-the-road conducting their work in real time for the students to observe.

- Continue to offer "real-world" course experiences and study abroad opportunities each year through established classes, travel, and/or through partnerships with other entities/ institutions, as possible.

  Experiential learning has long been a hallmark of our college. Since the last accreditation, we have continued to offer real-world special project courses, such as the donor-funded Humans of Morgantown (HoM) (unsheltered peoples community awareness and educational campaign) and George Washington University collaborative reporting projects, the Morgan State University partnership and Foundation-funded BrandJRNY and Women Beyond Bars projects. These courses take students away from Morgantown and into communities they otherwise would not see, allowing them to meet diverse others and use their reporting and communication skills to give them voice and to educate the public about important societal issues.

  Additionally, we have worked to increase our students' opportunities for international experiences, such as offering a Spring Break study-abroad ADPR capstone course, taught by an alumnus and long-time college adjunct, Chuck Harman, who received AEJMC's 2019 adjunct of the year award. The following list includes the class "clients" for this course since our last accreditation:

  2016 - Mental Illness Fellowship of Australia (National mental health NGO) - Australia (remote)
  2017 - Destination Florida (Provides trips to Disney for critically ill children) – England (travel)
  2018 - EUFAMI (Represents 38 European mental health family organizations) – Belgium (travel)
  2019 - Factoria Cultural (Community arts center in disadvantaged neighborhood) – Spain (travel)

2020 - Customized Educational Programs Abroad (European study abroad organization) - France/Germany (remote)
2022 - SATO (Corporation focused on sanitation in developing countries) - Worldwide (remote)

We have developed a formal partnership with the University of Seville in Spain, and two faculty members (Heather Cole and David Smith) taught a study-abroad course there in summer 2022. During the pandemic, instead of taking students abroad, Smith co-taught an *Immersive Storytelling* course with an instructor at Seville via Zoom. The students' work won BEA's 2022 Best of Festival in Interactive Multimedia and Emerging Technologies.

3. Use the skills and expertise of our faculty, staff, students and alumni to create and support communications that contribute to the well-being and betterment of local communities.

- Place a renewed emphasis on diversity, equity and inclusion*

  Beginning in early spring 2020—prior to George Floyd's murder—we began holding special faculty/staff DEI training meetings and were the first unit on campus to complete the university's optional five-part "Climbing Higher" unconscious bias training. We also participated in collective faculty/staff SafeZone training to support our LGBTQ+ community and ADA training to increase our knowledge about those with special needs and WVU's available teaching resources for them.

  We also created a new student culture survey, which we administered in January 2021 and 2022. Our college served as a formal co-sponsor and participated in WVU Diversity Week events in September 2020 and October 2021, and faculty held grant-funded social justice reporting workshops for students and professionals at our Media Innovation Center in spring 2017. In addition, we have developed long-standing relationships with potential faculty, funding a diverse doctoral student's visit with us in March 2022 to meet and talk with students and faculty, and with HBCU Florida A&M University's School of Journalism and Graphic Communications for potential graduate students. *See our college diversity plan progress report here or in the workroom for additional activities/actions around diversity, equity and inclusion.*

- Support faculty and staff through both internal and external professional development opportunities, with such training occurring for each individual at least once bi-annually

  Faculty are provided membership to one professional association of their choice per academic year and are allotted annual travel funds to stay connected to current and best practices. (Student organization advisors receive a second professional membership, when applicable, as for PRSA, AAF or RTDNA.) During the last university staff evaluation period, the dean asked college supervisors to have their staffs identify possible training opportunities. As a result, we have already funded a professional training "subscription" for the coming year for our professional technologist.

- Continue to raise funds for and invest in special projects, such as capstone courses, 100 Days in Appalachia and NewStart, that positively contribute to the state and region.

- Continue to seek grant projects/Foundation support that allow faculty and students to research, network and meaningfully engage around issues of societal and/or regional importance (e.g. past oral histories around WV veterans and local elderly residents who were educated in segregated public schools; opioid effects on families; Women Beyond Bars …).

  As noted in question 2 above, students' work on such projects as BrandJRNY and Mon Forest Alliance, which were meant to increase state tourism and enhance economic development; Women Beyond Bars, which illuminated incarcerated women's struggles and resulted in new legislation; Humans of Morgantown, which educated the community about unsheltered persons; and the partnerships with Morgan State and George Washington universities were all made possible through alumni and external foundation funding. Alumni donors see the value in such projects for students and the region and have continued to fund such work over several years. Although these projects take far more faculty time and energy to teach than other courses, our faculty believe in their value and understand our charge as a land-grant institution to serve—and strive to better—the state and region.

- Continue to promote the activities of the college through communications, student opportunities and recruitment teams via email, social media, podcasts, the Visiting Committee and alumni correspondence.

  For the first time ever, the college moved in 2021 to an all-digital alumni magazine with no printed copies, owing to COVID–related budget constraints. Since then, the college has returned to a hybrid approach, first tried in summer 2020, by making the digital issue available to younger audiences who are more accustomed to reading in online/mobile formats, and printing copies for our older (60+) audiences and for our own archives and giveaways.

  The college also has a robust student ambassador program on campus, a member of our communications team who is dedicated to social media, biannual Visiting Committee meetings and an annual alumni and student awards event.

- Continue to partner with state and regional professional organizations to offer support and expertise.

  In recent years the college has provided space at our Media Innovation Center for WV Public Relations Society of America (PRSA) and WV Press Association (WVPA) gatherings. Our faculty also have contributed to such events by participating as speakers on panels and webinars. The college recently agreed to house the WV PRSA Hall of Fame in Martin Hall—a natural decision, given that we have long housed the WVPA and WV Broadcasters Association halls. The dean is part of a small selection committee for WVPA Hall of Fame, and prior to his resignation in summer 2022, our Ogden Newspapers Visiting Professor of Media Innovation spoke to multiple state press associations and to Ogden editors across the country about modern digital practices.

4. Partner with the university to grow enrollment, advance innovation and entrepreneurship, and collaborate across disciplines and programs.

- Develop new, innovative "destination majors" to help grow college and university enrollment (e.g. Sports and Adventure Media, Interactive Design for Media, online Integrated Marketing Communications undergraduate degree, Digital Marketing Communications [master's]; Media Innovation and Solutions [master's]).

  In addition to the relatively new curricula listed in the bullet above, we have also adapted a former college Multidisciplinary Studies degree (MDS) to become more media-centric, while still giving students flexibility in their desired media focus through suggested "tracks." This new major is called Multidisciplinary Media Studies (MDMS), and unlike in the prior MDS degree, students take the five College of Media core courses (*MDIA 101 Media & Society*, *MDIA 215S Media Writing*, *MDIA 225S Media Tools & Applications*, *MDIA 328 Media Ethics and Law*, *MDIA 455 Media, Identity and Power/MDIA 427 American Journalism History/MDIA 401 Making Media in the Digital Age*) and select at least three media specializations/tracks, for which they must take at least nine credit hours (an introductory, skills-based and advanced course) in each. As a result, new course offerings in documentary journalism and screenwriting have been and are being developed by our full-time faculty. (Faculty receive either a course reduction or are paid to develop these new class offerings.) Although the new MDMS major, which officially began this fall, is not currently under review for accreditation, it's likely to be among the majors we put up for accreditation in 2029.

- Deliver engaging, practitioner-focused coursework to reach, attract and engage diverse student audiences both on-campus, throughout West Virginia, across the country and around the globe to meet enrollment and entrepreneurial goals.

  To reach students beyond our campus, the college created its first fully online undergraduate degree (in Integrated Marketing Communications), first offering it in fall 2020. The major attracted few students in its first couple of years. However, the college has since adapted the curriculum, allowing for more flexibility and greater transfer credits, with plans to convert some courses from the traditional 16-week model to more intensive 8-week deliveries. The college also is one of three on campus who have joined together to create an interdisciplinary online eSports minor, which is being offered for the first time in fall 2022, with a full interdisciplinary major expected to launch in fall 2023.

**4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.**

As one of the smallest independent academic units at WVU, the College of Media receives a relatively small central allocation, but our budget is comparable to similar-sized departments within the College of Arts and Sciences, such as Communication Studies and Sociology, with similar-sized faculties. Since academic year 2015–2016, our central allocation has increased 1.8 percent, and has included funding to support faculty for new programs and capital improvements.

Our students have access to digital resources and computers at the university's libraries, and WVU's downtown Wise Library maintains books and databases requested by or germane to the college. A faculty member is assigned as a library liaison, and a librarian is assigned to the college. Our

designated librarian responds to faculty requests and develops resource links, when asked. (For example, she compiled relevant secondary research resources specifically for our ADPR majors: http://libguides.wvu.edu/content.php?pid=67596.) The college also pays for access to specific trade or news publications, when requested by faculty for classroom use.

Per the current all-funds model, Central Administration has also allowed the college to keep 70 percent of revenues raised from its online programs, which have added significantly to our overall operating budget. However, as the university seeks additional funds to support its central strategic priorities, we are preparing to switch to a new budget model next academic year within the next academic year. The new incentive-based model emphasizes courses delivered and students recruited and retained over college-based tuition. Early indications point to a budget that will be comparable to our current one.

**5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.**

The College of Media's classrooms, faculty and staff are housed in two buildings: Martin Hall on the downtown campus and the fourth floor of the Evansdale Crossing Building, dubbed the Media Innovation Center (MIC), on the Evansdale campus. The two campuses are connected via the university's Personal Rapid Transit (PRT) system, which runs 6:30 a.m. to 9:15 p.m. Monday through Friday and 9:30 a.m. to 5 p.m. Saturdays.

The following overview provides a basic breakdown of our classrooms and the available technology in each:

*Martin Hall*
The College of Media's administrative home is Martin Hall, which is the oldest building on WVU's campus. Completed in 1870 and named after WVU's first president, it houses three ground-floor computer labs/classrooms and one open computer lab for students. A 39-seat classroom is available on the first floor, and a conference room (room 101) is sometimes used for seminar-style teaching. (Room 101 Martin will serve as the site team's work room.)

Martin Hall's second floor offers the Jim and Alexis Pugh Innovation Lab, an open classroom space that can seat 28, a 101-seat lecture classroom, a 10-seat video editing studio, and a soundproof voiceover space. Each of the classrooms has an instructor area with screen/projector controls.

The majority of skills classes are taught within Martin Hall, although a few are offered online and at our Media Innovation Center in Evansdale Crossing (described in more detail below). Some of the large introductory *MDIA 101 Media & Society* courses are taught outside of Martin Hall and Evansdale Crossing, and these classrooms are almost entirely in newly renovated buildings. The college's broadcast program records its newscasts at WVU Television Productions' high-definition studio at One Waterfront Building, using a set especially designed for the course. The college pays an annual fee for the studio's use and technical support.

Media equipment is available for students to check-out, typically for 48 hours. The equipment policy appears on relevant course syllabi and is included in Appendix 7C. Students enrolled in the broadcast capstone courses are often assigned equipment in pairs.

All WVU courses have recently upgraded eCampus shells, where faculty may communicate with individual students or their entire class; post syllabi, assignments and grades; collect assignments electronically; and have students engage in online discussion boards. Online faculty can see how long students engage with posted material, how often they log in to the site, and in how many discussions they participate. Students and faculty are also able to access WVU eCampus on mobile devices by downloading the Blackboard Mobile Learn app for both Android and iPhones. With eCampus in the cloud, faculty can upload files to eCampus up to 500MB.

Martin Hall houses individual offices for its faculty, who are primarily located on its third floor except for five faculty offices on its second. All faculty have a laptop computer (mostly Apple MacBook Pro's), with differing software based on the expertise/needs of each instructor. Student services staff also have individual offices in Martin Hall, which are clustered on the first floor in rooms 104 and 108. Two graduate assistants and adjuncts who need an office to meet with students share the three work spaces in room 107. Our assistant dean for online programs, Chad Mezera, and his staff, who manage online curricula and related faculty, are located in the college's Media Innovation Center (MIC). Every College of Media faculty and staff member has the ability to print via personal or network printers.

We support our technology in-house with a full-time on-site professional technologist (Brett Collins), who was hired from the university's central technology support staff, and student workers, along with our technology supervisor (Rick Bebout), who also works full-time with our online programs' team. In addition to upgrading labs with new computers and the latest versions of software, they ensure our faculty are satisfied and comfortable with their computers and our classroom technology by offering individual training sessions at the beginning of each semester. They also periodically distribute technology surveys to gauge faculty and staff satisfaction and to identify any unknown problems. (The latest college technology survey was distributed to faculty in summer 2022; results were positive and appear in Appendix 7D.)

Faculty and staff computers are updated on a set schedule, with PC users receiving a new laptop at least every four years; Mac users, at least every five years. (Eighty percent of our faculty and staff use Macs.) Long before COVID-19, the College of Media had a laptop-first strategy. This has allowed faculty to connect and lecture from classrooms using their own laptops, as well as afforded flexibility in shifting to remote online course delivery when it was required by the pandemic.

Entering freshmen and transfer students are required to have a laptop with specific requirements, which they use immediately in their *MDIA 215S Media Writing* and *MDIA 225S Media Tools and Applications* courses. Computers are available for check-out in classrooms where computers are not already available (i.e. 201 Martin Hall and the MIC).

Many College of Media courses use Adobe Creative Cloud. This software is available in computer labs in Martin Hall, on laptops at the MIC and at the WVU Wise Library. Adobe offers a discounted rate of $19.99/month or $239.88/year for students at adobe.com/creativecloud/plans.html. Microsoft Office and Sophos anti-virus software are free for WVU students. Students also receive unlimited Google Drive cloud storage at no cost.

*Media Innovation Center*
Inspired by Google and other companies in the business of innovation, the college's Media Innovation Center (MIC) opened in 2016 and doubled the college's footprint. Its flowing, open layout was

designed to foster creativity across disciplines and be flexible and conducive to team work. Collaborators from across campus and throughout the nation have been involved in the Center's programs, which are designed to work closely with industry and community partners to tackle the challenges presented in media and to incubate a new generation of media change agents.

In addition to housing the online programs team, the MIC includes two 20-seat classrooms (named the Digital Storytelling Hub and Strategic Communications Hub); a focus group room and control room, which doubles as a podcasting studio; an open forum, where events can be held; an open kitchen/sitting space; a room and equipment for AR/VR work; and several small work rooms. The college also is granted priority access to two classrooms across from the MIC on the building's fourth floor.

Together, Martin Hall and the MIC provide about 20,000 square feet of space. The list below provides additional details about each space:

*Martin Hall Overview*

- Room G1 Lab – 20 iMacs, 673 Square Feet

  This dedicated multimedia lab had its computers updated in March 2020, with the software updated in 2021.

- Room G2 Lab - 14 iMacs, 438 Square Feet

  This lab contains specialized software used by students across our majors. Ten of the computers have SPSS and all have the Adobe Creative Cloud suite installed. A capital improvement request is aimed at making it more inviting to students for use as a study and networking area in addition to the lab function.

- Room G3 Lab - 21 iMacs, 572 Square Feet

  The lab is primarily used for writing courses. The iMacs were upgraded in 2019, with the room technology (projector, projector screen, audio and touch-screen system controller) upgraded in 2016.

- Room G4 Lab - 21 iMacs, 743 Square Feet

  The room serves as a multi-purpose academic lab. The iMacs were upgraded in the summer of 2020 and the room technology (projector, projector screen, audio and touch-screen system controller) was upgraded in 2016. The college is looking at reconfiguring this lab when the computers are scheduled to be upgraded to focus on students using their own computers.

- Room 101 - 1 iMac, 333 Square Feet

  This room serves both as a conference room and a small classroom. In 2019, the room technology (projector, projector screen, audio and touch-screen system controller) was updated to mirror Room 103.

- Room 103 – 1 iMac, 438 Square Feet

  Room 103 is a traditional classroom with projector and technology-centered lectern at the front of the room. The room technology (projector, projector screen, audio and touch-screen system controller) was updated in 2017.

- Room 201 – 3 "loaner" MacBook Pro Laptops, 981 Square Feet

  The Media Innovation Lab is the room that inspired the Media Innovation Center and serves as the "connector" between the two innovative spaces. Glass boards were installed in spring 2022 to allow for additional collaborative work. A capital improvement has been requested to update the seating and tables.

- Room 205 – 1,419 Square Feet

  The largest teaching classroom in Martin Hall, Room 205 features a large dropdown screen and projector (updated in 2017) system controlled through a technology-centered lectern. A capital improvement request has been made to update the projector and related technology to better mirror the other classrooms in the building.

- Room 207 – 20 iMacs, 207 Square Feet

  This lab is used exclusively by broadcast journalism students and has specialized software for video and audio editing.

*Media Innovation Center Overview*

Opened in the spring of 2016, the Media Innovation Center (MIC) can function as a single, large learning environment and event space utilizing sound and video functionality that can be displayed across the entire center on several large screens. A charging cart holds 20 MacBook Pro laptops, which students may check out for class or to work on while in the space. The MIC has a total of 4,023 square feet of learning space.

- Room 420A – Blue Sky Room, 207 Square Feet

  This modern meeting room can be reserved by faculty or students. Blue Sky's technology includes a tabletop touch panel control and laptop inputs connected to a large, wall-mounted display and camera system.

- Room 420B - Studio B – 1,336 Square Feet

  This miniature, full-featured broadcast studio serves as the control center for the MIC's technology. The studio and the adjacent space are used by broadcast journalism students to record broadcasts and interviews. In 2021, the studio controls were re-worked to streamline and simplify the system's controls.

- Room 421 - Digital Storytelling Hub - 787 Square Feet

  The center room table provides inputs for faculty and students to project presentations and share work from their laptops on the large display in the front of the room. The room technology is controlled by a wall-mounted touch panel. A streaming cart, complete with a large monitor, provides additional options for faculty, such as hosting a guest speaker from a remote location.

- Room 429 - Strategic Communications Hub - 769 Square Feet

  Situated directly across from the forum, this room mirrors the technology and classroom style found in the Digital Storytelling Hub.

- Rooms 438/440 - Observation Room/Think Tank - 323 Square Feet

  These two rooms can be used in tandem or independently. They are separated by a solid wall with an embedded one-way glass partition. This allows students to observe and record a focus group or interview being conducted in the Think Tank from the Observation Room. In 2021, the Observation Room was re-tooled to accommodate podcast recording. The Think Tank features a large wall-mounted display, is powered by a Mac and allows for a laptop connection.

- Room 442 – Maker Space - 499 Square Feet

  This workshop-style space allows for both traditional and hands-on/experiential coursework. A streaming cart provides faculty and students options for presenting and sharing work. The room also contains a 3-D printer and related materials.

- Room 444 - AR/VR Room - 309 Square Feet

  This room is used for augmented and virtual reality content creation and editing, as well as a photography lab. It also has a large drop-down green screen for video and photographic projects.

- Online Programs Office Space

  The remainder of the MIC houses the College of Media's Online Programs team. They are responsible for operating four fully online master's programs and the college's online undergraduate minors programs. The space includes a conference room complete with touch panel controls and laptop inputs connected to a large, wall-mounted display and camera system.

Although the university has a rich media environment with an independent student newspaper and a radio station, the college neither formally advises nor administers these student media. Teaching Associate Professor Bob Britten serves as an informal advisor to the newspaper staff; Teaching Assistant Professor Chuck Scatterday and Student Careers and Opportunities Director Eric Minor have both served on the radio station's Alumni Board.

**6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.**

The MIC was a $2.5 million addition to the college, which expanded both our capability and visibility at WVU and beyond. Despite recent declines in enrollment and the budgetary constraints associated with COVID, the college continues to make significant investments in technology, equipment and facilities to keep our curricula and programs up to date and relevant in today's dynamic media environment.

Students and faculty across the college have access to a wide range of digital equipment and software programs. Since the last accreditation, the college has spent more than $400,000 in classroom and student technology/equipment, and more than $143,000 for faculty/staff technology and equipment, not including software. However, our current IT infrastructure replacement plan, included in Appendix 7B, projects expenditures of nearly $200,000 will be needed over the next three years to remain current.

Although we have invested significantly in technology and equipment and maintain a technology replacement fund, we do not have enough equipment to provide every student with a video or photography camera for the entire semester. Students have to work in pairs and share their equipment in many cases, and they are able to check out equipment only on a limited basis (typically 48 hours). In addition, we have plans to enlarge and expand our AR/VR space at the MIC, which will require significant initial and ongoing investments.

However, the biggest needs of the college remain growing enrollment and attracting diverse faculty and students to our overwhelmingly white state and campus. Therefore, expanding endowed professorships to make us more competitive at attracting diverse faculty members and funding more out-of-state scholarships at higher levels will be needed to attract more and diverse students at both the undergraduate and graduate levels, and investments in recruiting will need to be prioritized. (During 2018-2019, the last full academic year before COVID, we spent $7,588 on recruiting travel; this year, we've budgeted $12,130.)

Scholarships have already been identified as a college priority in our upcoming Foundation campaign (now in the silent phase), and the dean continues to engage with donors and potential new donors around faculty endowments.

Finally, the college will need to be attuned and adapt to the university's new budget model by ensuring we strategically align with its goals of recruitment, retention, efficiencies and research productivity. We will need to be particularly thoughtful around the latter goal by making tenure-track hires that support curricular growth in areas of demand and actively contribute to the university's R1 mission.

# Part II, Standard 8

Professional and Public Service

**Part II, Standard 8. Professional and Public Service**

**Executive summary:**

The Reed College of Media has a long history and established culture of professional and public service. Students learn professional skills and engage with local communities through hands-on coursework and extracurricular projects, and faculty engage with communities and industry in diverse projects and engaged scholarship. Resultant public impact has included the start of several nonprofit organizations, multiple testimonies before Congressional committees, community projects that have contributed directly to economic development, training for local newspapers to aid them in digital transformation, and essential crisis communication responses to the COVID-19 pandemic, among others. The culture of public service in the college consistently results in outreach projects that respond to some of the most pressing public challenges of our times and region.

Our ADPR majors formally engage in service learning that both builds their professional portfolios and contributes to the greater good. Students produce campaign and communication materials for local nonprofits and community-focused clients through core and special topics courses, such as the BrandJRNY initiative, which supports distressed communities by revitalizing local economies, and through client work within Martin Hall Agency that has helped develop brands for nonprofits and public awareness campaigns for the First Amendment. In recognition of such work, two ADPR faculty have received WVU's Ethel and Gerry Heebink Award for Distinguished State Service since the last accreditation.

In addition to state and local outreach, our college is actively engaged in the WVU campus, where we collaborate with other units to sponsor public events and panels of timely importance. Examples include the 2016 and 2018 CreatAthons, where students, faculty and professional mentors gathered for an immersive 24 hours to produce campaign materials for nonprofit organizations; the 2017 "Truth and Consequences: Fake News, Filter Bubbles and Democracy" panel to help community members better understand the growing misinformation landscape; the 2018 Missing Voices: Diversifying the News hackathon for student and industry participants from across the country; the 2021 Reporting on Addiction training event for working journalists; and the 2019-2021 Women Beyond Bars event and panel series addressing justice reform across different communities, among many others.

Our faculty contribute actively to professional and public service activities, with faculty serving as AEJMC and BEA division officers and judges; journal editorial board members; judges for national PRSA and PRSSA competitions; advisory board memberships, such as for the Plank Center for Leadership in Public Relations; and speaking, committee and advisory roles for a range of professional organizations, including the International Women in Media Foundation, International Press Institute, American Press Institute and others.

**1. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships and fundraising. Provide advisory board members' names and contact information.**

The College of Media has a Visiting Committee (i.e. advisory board), currently made up of 31 alumni and friends of the college. In 2020, the dean expanded the board to increase its diversity in age, race, gender and professional background. In recent years, the committee has met formally each semester; however, during COVID, the meetings were shorter and held via Zoom. In spring 2022, an in-person on-campus meeting was again convened. (Visiting Committee minutes are available on site.)

Committee members serve up to three three-year terms. After rotating off the Committee for at least a year, the bylaws allow for past members to return. Currently, we have four members (Betsy Dziedzic, Shawn Anderson, Samme Gee and John Walls) who previously served their fully allowed time (a total of nine years) and have since returned. Newer members include young and mid-career professionals of color, graduate alumni and adjunct instructors, LGBTQ+ alumni and professionals with experience in documentary, sports, nonprofit journalism outlets and fundraising.

With the committee's expansion, the dean created five working subcommittees: curriculum, innovation, recruiting, student enhancement, and fundraising. Each subcommittee has a Visiting Committee chair and an assigned college liaison. (See Appendix 3H for a list of subcommittee charges, members and email addresses.) The chairs work with their respective liaisons to develop short-term goals, and subcommittee chairs report out at our larger meetings. As a result of this work, we have received course feedback and new class ideas, diverse speaker contacts—for which a database was developed—and enjoyed greater outreach and Day of Giving fundraising success.

Current Visiting Committee members, with titles and contact information, appear below. (A more detailed spreadsheet, which includes terms served and demographic data, is available in Appendix 8A.)

- Frank Ahrens, Principal BGR Public Relations, ahrensf@gmail.com
- Shawn Anderson, Host, WTOP Radio, shawn.anderson@wtop.com
- Tom Boyd, Retired Colonel-- Public Affairs, USAF, boydtj@zoominternet.net
- Chris Caserta, VP Business Development, US Medical Management, Christopher.caserta@yahoo.com
- Meredith Delaney, Director of Philanthropic Strategies, Scripps Howard Foundation, Meredith.delaney@scripps.com
- Betsy Klebe Dziedzic, Retired VP of Corporate Communications, Air Products, betsy.dziedzic@gmail.com
- Karen Snyder Duke, Voices Director, POPSUGAR, ksnyderduke@gmail.com
- Chelsea Fuller, Co-founder and Managing Partner, Black Alder, cgfuller.10@gmail.com
- Samme Gee, Attorney, Jackson Kelly, sgee@jacksonkelly.com
- Cyndi Greenglass, President, Livingstone Strategies, cgeengl@mix.wvu.edu
- Luella Gunter, Executive Director of Philanthropy, luellagunter@earthlink.net
- Chad Hyett, Executive VP, MCS Healthcare, chadhyett@gmail.com
- John Ketchum, Editor, The Daily—New York Times, john.ketchum3@gmail.com

- Bob Kittle, Retired Editor, San Diego Union Tribune, [Robert.kittle1@gmail.com](mailto:Robert.kittle1@gmail.com)
- Paige Lavender, News Director, HuffPost, [paige.lavender@huffingtonpost.com](mailto:paige.lavender@huffingtonpost.com)
- Matthew Lehosit, Sr. Director of Marketing, Strategy & Brand Management, WarnerBros., [matthew.lehosit@turner.com](mailto:matthew.lehosit@turner.com)
- Rick Loughery, VP of Global Marketing & Communications, GoPro, [rloughery@gopro.com](mailto:rloughery@gopro.com)
- Sharon Martin, VP of University Relations & Enrollment Management, WVU, [Sharon.martin@mail.wvu.edu](mailto:Sharon.martin@mail.wvu.edu)
- Jennifer Manton, Legal Marketing & Business Development, Kramer Levin, Naftalis & Frankel, [jmanton@kramerlevin.com](mailto:jmanton@kramerlevin.com)
- Lauren O'Connor, Chief Revenue Officer, Primoprint, [Oconnor.lauren@gmail.com](mailto:Oconnor.lauren@gmail.com)
- JP Olsen, Director of Pulliam Center of Contemporary Media, DePauw University, [youreallydontsay@gmail.com](mailto:youreallydontsay@gmail.com)
- Ashton Pellom, Marketing Representative, RangeWater, [ashcpellom@gmail.com](mailto:ashcpellom@gmail.com)
- Adam Prather, Executive Director, Cheddar, [adamtprather@outlook.com](mailto:adamtprather@outlook.com)
- Haider Rafique, Chief Marketing Officer, OKX, [haider.rafique@gmail.com](mailto:haider.rafique@gmail.com)
- Sukhi Sahni, Senior VP Brand Communications, Wells Fargo, [sukhisahni@wellsfargo.com](mailto:sukhisahni@wellsfargo.com)
- Don Smith, Executive Director, WV Press Association, [donsmith@wvpress.org](mailto:donsmith@wvpress.org)
- Joe Steranka, Chief Global Strategist, Steranka Sports + Strategy, [joe@sterankallc.com](mailto:joe@sterankallc.com)
- Jacelyn Swenson, Leader Strategic Partnerships and Events, Corporate Communications, IBM, [jacelynswenson@gmail.com](mailto:jacelynswenson@gmail.com) *(retired July 31, 2022)*
- Brandon Thomas, VP & Head of DEI, PAN Communications, [bjrthom@gmail.com](mailto:bjrthom@gmail.com)
- John Walls, PGA Tour Host, Commentator, [johnmwalls21@gmail.com](mailto:johnmwalls21@gmail.com)
- Melissa Moraes Wilson, Marketing Manager, Disney Photo Imaging, [wilsonmelm@gmail.com](mailto:wilsonmelm@gmail.com)
- Eric Winkfield, VP, M Booth, [ericw@mbooth.com](mailto:ericw@mbooth.com)

We also engage with professionals to develop curriculum when new specialty courses are desired for which faculty lack either specific expertise or the time to devote to course development. With our large online graduate program, its cadre of adjunct instructors and their networks, finding qualified experts who are engaged with education is not usually difficult. Examples of recent courses that were developed by professionally employed adjuncts and/or known professionals include *ADV 415 Ideation and Strategic Visualization, ADPR 438 Branded Content and Narrative, JRL 238S Voice Performance for Broadcasting* and *MDIA 26S2 Coding for Media Applications.*

Other regular interactions with professionals include inviting alumni back to campus as guest speakers (see Standard 4 for examples) and participation in professional organizations, such as WV Public Relations Society of America and WV Press Association (WVPA). Faculty attend these organizations' meetings, and the dean contributes to a committee that selects WVPA Hall of Fame members. Additionally, we hold an alumni awards event each year, during which we honor four outstanding alumni with the following:

- *P.I. Reed Achievement Award* (created in 1966), the most prestigious award bestowed upon alumni, recognizes outstanding achievements in journalism or advertising/public relations;
- *Friend of the College Award,* established in honor of the late Professor Emeritus Paul A. Atkins, it recognizes individuals for their exemplary support and commitment to the College of Media;
- *Commitment to Service Award*, established in honor of Dr. R. Ivan Pinnell's more than two decades of service and commitment to the college; and

- o *P.I. Reed Young Alumnus/Alumna Award*, developed in 2004 to recognize an individual who has graduated within the last 10 years and has demonstrated the ability to excel in his or her field.

In spring 2022, we combined our senior award ceremony with our alumni event. This arrangement worked so well we plan to continue that model this coming academic year. A list of alumni award winners may be found on our college [website](#).

**2. List examples of professional and public service activities undertaken by members of the faculty during the review period. <u>Limit to five examples per faculty member</u>. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 7.**

The Reed College of Media has a long history of professional and public service activities. Since the last accreditation, our faculty members have remained engaged regionally and nationally, including serving as AEJMC division officers, ACEJMC site team reviewer and Committee member, and ASJMC president. In addition, faculty regularly serve as judges and reviewers for professional competitions and scholarly journals and conferences, and several have started nonprofit organizations and/or testified before Congressional committees, using their professional knowledge and skills to better the community, region and nation. Since the last accreditation, two faculty members (Drs. Elizabeth Oppe and Geah Pressgrove) have received the university's Ethel and Gerry Heebink Award for Distinguished State Service since the last accreditation.

The list below includes *non-college/non-WVU faculty service* pulled from WVU's Digital Measures system:

- Hongmin Ahn *(resigned in December 2016)*
  - o Ad hoc reviewer: *Journalism and Mass Communication Quarterly, Journal of Business Research, Computers in Human Behavior, Journal of Advertising, Asian Journal of Communication, International Journal of Communication, Journal of Brand Management*
  - o International Advertising Educator Committee, American Academy of Advertising

- Alison Bass *(retired in December 2019)*
  - o "Sex Work and Addiction" presentation at the WV Addiction Training Institute (June 12, 2017)
  - o "Sex Work and the Law" presentation to the American Association for University Women, Santa Rosa, California chapter (Oct. 7, 2016)
  - o "Public Health and Sex Work" presentation at the Real Truth about Health Care Conference, Orlando, Florida (Sept. 10, 2016)
  - o "Sex for Money" keynote speech at the California State University's Cross Cultural Conference, Los Angeles, CA (May 16, 2016)

- Joel Beeson
  - o Congressional testimony to the U.S. Committee on Commerce, Science and Transportation (Dec. 2021)
  - o West Virginia WWI Centennial Commission. Appointed by Governor Earl Ray Tomblin to advise on African American WWI activities in the state for the U.S. WWI Centennial (2017-2019)

- Editorial Board, *Visual Communication Quarterly* (2014-present)
- Congressional Black Caucus Veterans Braintrust, Washington, D.C. (2007-present), consortium of historians, journalists and scholars who serve as a resource for congressional policy makers on issues related to African American veterans
- Chair, Advisory Board, Kimball African American WWI Memorial, advisor on interactive exhibits, mobile historical tourism, curriculum development and digital humanities/mobile technology (2010-present)

- Chuck Borghese *(Harrison Omnicom Visiting Assistant Professor of Advertising)*
  - Nothing listed on his CV for this timeframe.

- Bob Britten
  - Panel participant in the Election Cybersecurity Initiative for West Virginia, sponsored by the University of Southern California (2020)
  - Professional Freedom & Responsibility Chair, Visual Communication Division, AEJMC (2018 to 2020)
  - Head, Visual Communication Division, AEJMC (2016)
  - Editorial board member, *Visual Communication Quarterly* (2014 to present) and *Journal of Magazine and New Media Research* (2010 to present)
  - Journal reviewer: *Newspaper Research Journal*

- Dana Coester
  - Invited Aspen Institute presenter (summer 2022)
  - Congressional testimony to the U.S. Committee on Commerce, Science and Transportation (Dec. 2021)
  - Invited presenter, "Covering Hate in Appalachia." Shorenstein Center on Media, Politics and Public Policy, Cambridge, Massachusetts: Harvard University (June 2019)
  - Editor in Chief and founder, *100 Days in Appalachia*. Digital Media Collaborative publishing outlet (2017-present), independent nonprofit as of 2022
  - West Virginia Governor's School of Entrepreneurship presenter/workshop organizer (2019)

- Heather Cole
  - Erie Arts & Culture, assist in the reviewing and scoring of "Pennsylvania Partner for the Arts" grants through committee (ongoing)
  - Created the nonprofit [MonRiverGames](#) to encourage students and community members in the creation of video games for public good (2022)
  - Public Mellon-funded workshop (June 2021) "Scrolling through Time"

- Rita Colistra
  - BrandJRNY volunteer community consultant for sustainability (ongoing)
  - Judge. Public Relations Society of America's WV Chapter. Reciprocal judging for professional awards for various partner chapters across the U.S., ongoing (as needed) since 2018.
  - Ad Hoc Manuscript Reviewer. *Journalism & Mass Communication Quarterly (*2017-2019) and *Electronic News* (2013-2018)

- Sage Textbook Reviewer (2017)
- *Communication Research Reports* manuscript reviewer (2017)

- Emily Corio
  - Proposal Reviewer, Corporation for Public Broadcasting (ongoing)
  - Gave a Mellon-funded public workshop on [podcasting with a purpose](#) (2020)
  - Reviewer, Corporation for Public Broadcasting, PBS NewsHour Student Reporting Labs (2015, 2016)
  - Presented to national conference for high school television students (2019)
  - Presented to Fayette County, WV, vo-tech school, on video production skills

- Gina Dahlia
  - BEA (Broadcast Education Association) Judge and/Research Paper Peer Reviewer, 13 papers peer reviewed and 36 BEA peer reviewed competitions judged (2018)
  - BEA Judge and/Research Paper Peer Reviewer, 12 BEA papers reviewed and five BEA documentaries judged (2017)
  - AEJMC (Association for Education in Journalism and Mass Communication) Tankard Book Awards-Peer Reviewer. on Research administers the Tankard Book Award competition for AEJMC (2017)
  - BEA Judge and/Research Paper Peer Reviewer, eight BEA papers reviewed, 18 BEA documentaries judged and six interactive media projects judged (2016)
  - BEA Judge for Student Documentary Division Competition (2015)

- Jasper Fessmann
  - Fessmann, J. (2020). [Review of the book *Story Movements - How Documentaries Empower People and Inspire Social Change*, by Caty Borum Chattoo]. *Journal of Public Interest Communications, 4*(2), 75-76. DOI: https://doi.org/10.32473/jpic.v4.i2.p75
  - Member - Editorial Board of the *Journal of Public Relations Education (*2021+)
  - Member - Editorial Board of the *Journal of Public Interest Communications (*2019+)
  - Academic book reviewer for Oxford University Press & Vernon Press
  - Conference submission reviewer for AEJMC & ICA conferences (ongoing)

- Julia Fraustino
  - Member/Risk, Health, Crisis Communication Science Advisor: WV Joint Interagency Task Force on COVID-19 Vaccines and the WV Joint Information Center (e.g., WV State pandemic leadership, WV Governor's Office, WV Dept. of Health and Human Resources, WV Immunization Network, etc.) (Sept. 2020-Present)
  - Chair: Fundraising Committee, AEJMC PR Division (2020-2021)
  - Crisis Consultant: San Francisco Community Land Trust, via AEJMC PRD Giveback program (Aug. 2020)
  - Editorial Board Member: *Journal of International Crisis and Risk Communication Research* (2018-Present)
  - Editorial Board Member: *Journal of Public Interest Communications* (2017-Present)

- Jay Gilmore *(resigned in spring 2019 from Teaching Assistant Professor position)*
  - Nothing for this timeframe listed on his CV

- Jennifer Harker *(resigned in summer 2021)*
  - Invited Virtual Panel Presentation: Women in Sport. Alabama Sport Communication Program (Sept. 2020)
  - Harker, J. L. (2020). Strategic Sport Communication: A Teaching Panel, AEJMC PRD/Sports Communication Virtual Conference (Feb. 14, 2020)
  - Harker, J. L. (2018). Research trends in sports crises. Public Relations Perspectives in Sports Communication, 2018. AEJMC PRD Virtual Conference, (May 4, 2018)

- Jim Iovino *(Ogden Newspapers Visiting Assistant Professor of Media Innovation—resigned in summer 2022)*
  - Presented to Ogden Newspapers editors on digital innovations (2022)
  - Presented to Colorado and Texas press associations (2021)
  - Presented at WV Press Association conference (2019)

- Joseph Jones
  - International Communication Association, Chair for Communication History division session (2021), U.S. American Ideologies: Media Corporatism and the Public Interest

- Sammy Lee *(retired in summer 2022)*
  - AEJMC conference paper reviewer (multiple divisions, 2017-2021) and NCA paper reviewer (2017)
  - *International Journal of Contemporary Hospitality Management* paper reviewer (2019)
  - *Health, Education & Behavior* article reviewer (2018)
  - Communication master's accreditation member, United International College, China (2018)
  - *Journal of Consumer Behavior* and *Journal of Advertising Education* reviewer (2017)

- Ashton Marra
  - Researched and created Reporting on Addiction materials to ensure sensitive reporting around opioid abuse issues (2021)
  - Presented on opioid reporting to public health officials at conference in Atlanta, GA (2021)
  - Edward R. Murrow/RTDNA national competition judge (2021)
  - Gave a Mellon-funded public workshop on visual storytelling for social media (2020)
  - Reviewer/adjudicator, Broadcast Education Association (2018-present)

- Diana Martinelli
  - Advisory board member (2013-present) of the Plank Center for Leadership in Public Relations and DEI Committee co-chair (2019-present), responsible for planning, organizing and managing diversity programming, particularly the annual Diversity Summit each November in Chicago, IL
  - Editorial Review Board member, *Mass Communication & Society* (2009 to present), and *Journal of Public Relations Research* (2016 to present)
  - ACEJMC site team reviewer (2016-present) and Committee member (2020-present)
  - Served as one of three to five judges for the national PR Week Outstanding Student award (2017, 2018, 2019, 2020, 2021)

- AEJMC Theory Colloquium "Discerning a middle way -- Public relations beyond the sway of identification and the spark of activism," (August 2020) (*discussant*)


- Mary Kay McFarland
  - Serves as NPR NextGen Radio mentor, providing professional feedback and guidance to minority journalists and student journalists (2021, 2022)
  - Conducted workshop/presentation to journalists at the *Charleston Gazette-Mail* (2017)


- Catherine Mezera
  - Marketing Management Association Conference – Session Chair/Moderator (2021) Proposal accepted to serve as special session chair and moderator for "Building a Sense of Inclusion in the Classroom: The Role of a Learning Community" as part of the MMA Fall Educators' Virtual Conference (October 13-15, 2021)
  - Marketing Management Association Conference – Panel Chair (2021) Invited to serve as panel chair and panelist in "Innovative Teaching Strategies" panel as part of the MMA Fall Educators' Virtual Conference (October 13-15, 2021)
  - Marketing Management Association – Conference Paper Reviewer (2021)
  - ANA International ECHO Awards Judge (2021) Judged round one for two categories: Travel and Hospitality Sector and Special Sector
  - ANA In House Excellence Awards Judge (2021) Judged nine entries in two categories: Social Media and Socially Responsible Campaigns.


- Elizabeth Oppe
  - Created the local nonprofit *Get Moving WV* in 2013, which engages WV children in a day of play with current and former WVU athletes. Plans, manages and organizes the event each year.


- Geah Pressgrove
  - Presented to WV Philanthropy, "Radical Stewardship: A Pathway for Enhancing Relationship Cultivation" (August 2022)
  - Editorial Review Board, *Public Relations Review, Journal of Public Relations Education* (Current)
  - Public Relations Society of America, professional development workshop coordinator (WV PRSA/PRSA Pittsburgh); Crystal awards judge for Minneapolis, MN and Hawaii chapters (WV PRSA); International Conference planning committee (PRSA International – Association & Nonprofit Division) (Current)
  - Special Issue Guest Editor, *Public Relations Review:* The Intersection of Public Relations and Visual Communication (2018)
  - Association for Education in Journalism & Mass Communication (AEJMC) Public Relations Division: Chair and Founder of Writing Support Group (2021-current); Secretary (2017-2020); Communication Manager (2016-2017); Social Media Team (2013-2015), Chair (2015)


- Lois Raimondo
  - Pictures of the Year International Judge in four categories (Feb. 2022)
  - Participates as an instructor in the Missouri Photo Workshop each year at the University of Missouri (2016-2021)

- Chuck Scatterday
  - Presented to High School Television students (2021, 2022)
  - Featured on the Los Angeles-based sports podcast "On To Something"

- David Smith
  - AIR4VR Training for Vocational Rehabilitation Counselors: as part of a continuing U.S. Department of Education grant funding accessible, innovative and relevant training for vocational rehabilitation counselors, lead the team utilizing social virtual reality (VR) for skills enhancement exercises where participants roleplay real-world scenarios using digital avatars in social VR. (2020 – present)
  - Gave a Mellon-funded public workshop on visual storytelling for social media (2020)
  - Gave a Mellon-funded public workshop on immersive storytelling with augmented and virtual reality (2020)
  - Conducted workshop/presentation to journalists at the *Charleston Gazette-Mail* (2017)
  - West Virginia Press Association, taught a session on mobile phone photography and video production to regional journalism professionals and editors (2016)

- Tom Stewart *(retired May 2018)*
  - Coordinator for WV National Guard exercise, which engaged students in a crisis simulations (2016)

- John Temple
  - Book reviewer for University of Mississippi (2017)
  - Spoke about opioid epidemic research conducted as part of his book to numerous organizations around the country (legal, health, community/policy) (2016)

- Steve Urbanski
  - Consultant for journalism center in Armenia (ongoing)
  - Reviewer for various Press Clubs' awards (Milwaukee, Idaho, New Jersey (2019, 2021)
  - Religious Communication Association paper reviewer (2021)
  - AEJMC panel participant on mentoring graduate students (2017)
  - AEJMC conference paper reviewer (2016)

- Jesse Wright
  - Serves as a Poynter Table Stakes News Innovation consultant (2021-present)
  - Helped develop public workshops as part of a Mellon grant (2021)

**3. Summarize the professional and public service activities undertaken by the unit. Include short courses, continuing education, institutes, press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.**

The Reed College of Media regularly initiates and sponsors special events, from lectures to panels to workshops and hackathons. The college also co-sponsors relevant activities with other units on campus. For example, this past summer we were a co-sponsor with WVU's Vantage Ventures group for the film screen and panel discussion, "Black in the Newsroom"; in fall 2020, we collaborated with the College of Creative Arts to offer a virtual public session with Jad Abrumrad, creator and host of NPR's Radiolab.

During the past year (2021-2022), the college focused on a series of events under the umbrella "First Amendment: A Year of Reckoning." The year kicked off with a collaborative panel with George Washington University to provide background and context around the joint student reporting project described in Standard 2. Titled "Who Informs the Citizenry: Finding Trust and Truth in a Fractured Age," the virtual panel was open to the public and featured four professionals (Dr. Paulette Brown-Hinds , Dr. Brian Castrucci , Ellen Clegg and Kristine Villanueva), who interacted with WVU and GW faculty, students and online alumni and community members. During fall 2021, our Martin Hall Agency students were simultaneously conducting research around First Amendment knowledge and awareness on campus, which they used to inform a fake campus censorship campaign.

As part of the "Year of Reckoning" activities, we also brought former press secretary and media commentator and critic Ari Fleischer to campus to discuss political polarization and the media. Our culminating event will be held this fall during the week of First Amendment Day, when our college and the WVU College of Law will co-sponsor a public panel titled "Delete, Ban, Cancel: Public Understanding of Free Speech and Censorship," which includes *Dare to Speak* author Suzanne Nossel, recent AEJMC First Amendment Award winner Steve Walden and legal scholar Ronnell Andersen Jones.

Often such events are funded through donors or grants. The college has several WVU Foundation funds dedicated to such activities, including the Ogden Newspapers Seminar Fund and the Pete Sasser Fund. Examples of these activities include a "social hackathon" held in fall 2017 in collaboration with the American Press Institute to find solutions to the lack of diversity in newsrooms and news coverage. Fifty women attended the weekend-long event dubbed "Hack the Gender Gap: A Women's IoT Makeathon." In spring 2017, the college sponsored a day-long social justice reporting workshop as part of the Morgan State University partnership, which included professionals from newsrooms across the country, including ProPublica, the Center for Public Integrity, NowThis and NPR. In 2020, through a grant from the Andrew W. Mellon Foundation, faculty provided public workshops on podcasting, interactive video and augmented and virtual reality.

As noted elsewhere in this self-study, the Reed College of Media prides itself on meaningful experiential learning, which most often involves service to the community or state to help fulfill our land-grant mission. Examples include journalism and/or public relations students' participation in WV National Guard crisis simulations, with oversight and coaching by faculty members. Students have volunteered to work with Assistant Professor Julia Fraustino and engage in this crisis communications work nearly every year since 2016. Student projects are often funded through grants or alumni donors and include some public component; such activities are marked with an asterisk (*) in the list of additional professional and public service activities below:

Fall 2016
- "Delta Jewels: Black Women, Wit and Wisdom from the Mississippi Delta"
  Alysia Burton Steele, author and photojournalist
  September 22, 2016 at 7:30 p.m.
  Media Innovation Center

- "Media Effects in the Age of Interactivity: Affordances that shape the way we think and act"
  Dr. S. Shyam Sundar, Distinguished Professor of Communications at Pennsylvania State University
  September 30, 2016 at 11 a.m.
  Media Innovation Center

- "Seoul Man: Cars, Culture, Crisis and Unintended Hilarity Inside a Corporate Titan"
  Frank Ahrens
  October 4, 2016 at 6 p.m.
  Mountainlair Ballrooms

- "Seafood from Slaves: From Investigation to Pulitzer Prize" Panel
  Margie Mason, Esther Htusan, Robin McDowell and Martha Mendoza
  October 10, 2016 at 7 p.m.
  Mountainlair Ballrooms

- The WVU Chapter of The Association for Women in Sports Media (AWSM) presents Celina
  Pompeani host of PensTV
  November 3, 2016 at 6 p.m.
  Media Innovation Center

- CreateAthon
  Content creation by students (w/ professionals as mentors) for non-profits over a 24-hour period
  Lead by Geah Pressgrove
  November 11 at 2 p.m. – November 12 at 2 p.m., 2016
  Martin Hall

- "By the Numbers: Data, Journalism and the 2016 Election"
  Paul Overberg, Wall Street Journal Data Reporter
  November 28 at 5:30 p.m.
  Media Innovation Center

Spring 2017
- "Truth and Consequences: Fake News, Filter Bubbles and Democracy." Panel
  David Mikkelson, Founder of Snopes.com; Paige Lavendar, Senior Politics Editor at The Huffington
  Post; Erinn Haines Whack, Urban Affairs Reporter at The Associated Press; Zach Graves,
  Technology Policy Program Director at R Street Institute; Elizabeth Cohen, Assistant Professor of
  Communications Studies at WVU; and moderator Emily Corio.
  February 22, 2017 at 7 p.m.
  Mountainlair Ballrooms

- "Can Photographs Help Guide Us Through Environmental Crisis?"
  Peter Essick, freelance photojournalist
  March 28, 2017 at 7 p.m.
  Media Innovation Center

- "Engage! Using Audience Engagement to Report on Social Justice Issues" Workshop
  Partnership between Morgan State University School of Global Journalism and Communication
  and West Virginia University Reed College of Media
  April 28, 2017 8:45 a.m. – 5 p.m.
  Media Innovation Center

Fall 2017

- "Journalism on the Frontlines: Covering the Trump Administration"
  Panelists: Mark Lander, New York Times White House correspondent; Tara McKelvey, White House correspondent for the British Broadcasting Corporation; Katherine Skiba, Chicao Tribune's Washington correspondent; and Sarah Westwood, White House reporter for the Washington Examiner. Moderated by Hoppy Kercheval.
  September 13, 2017 at 7:30 p.m.
  Mountainlair Ballrooms

- "Freedom of the Press: Constitutionally Enshrined Guardians of Democracy"
  WVU Communications, Journalism and Law Professors panel
  September 18, 2017 at 4 p.m.
  WVU Law Event Hall

- "Diversity Matters: Ensuring Multiple Voices Count in the Media Narrative"
  Panel included print and broadcast journalists from diverse backgrounds and was moderated by Alison Bass
  October 3, 2017 at 7 p.m.
  Ming Hsieh Hall

- "Hack the Gender Gap: A Women's Hackathon on Diversifying AI"
  Kick-Off Symposium 6:30-8:30 p.m. November 9, 2017
  Cyber-bullying expert Michelle Ferrier, founder of TrollBusters; human rights attorney and social entrepreneur Flynn Coleman who writes about humanity's future in AI; and Susan Etlinger, a global expert in AI, data and digital ethics who works with the technology futurist company Altimeter.
  Hackathon November 10, 2017-November 11, 2017
  Media Innovation Center

Spring 2018

- "Report for America: Seeking Ground Truth"
  Eric Eyre, statehouse reporter for the *Charleston Gazette-Mail*; Dana Coester, WVU and 100 Days in Appalachia; and Roxy Todd, reporter and co-producer for Inside Appalachia
  January 9, 2018 at 6 p.m.
  Media Innovation Center

- "Luxury, Tech and Consumer Behavior Evolving the Digital Landscape"
  Leyda Hernandez
  January 24, 2018 at 6 p.m.
  Media Innovation Center

- "Path to the Pulitzer"
  Eric Eyre and Eric Newhouse
  April 4 at 7 p.m.
  Ming Hsieh Hall

- CreatAthon
Content creation by students (w/ professionals as mentors) for non-profits over a 24-hour period
Lead by Geah Pressgrove
April 20-21, 2018
Media Innovation Center

- Community Screening of "Recovery Boys" with panel discussion
Elaine McMillion Sheldon
July 6 at 6:30 p.m.
Metropolitan Theater in Morgantown

Fall 2018
- Covering and Protecting Your Elections
October 19, 2018, 1-5 p.m.
Martin Hall 205

- "Missing Voices: Diversifying the News" Hackathon
Facilitated by Michael Grant, a John S. Knight Journalism Fellow at Stanford University
October 26-27, 2018
Webcast Live at WVU Media Innovation Center

- "Patriotism, Politics and the Playing Field" panel
Nancy Armour, USA Today Sports columnist; Kevin Blackistone, national sports columnist at The Washington Post and panelist on ESPN's Around the Horn; Kimberley A. Martin, Senior NFL Reporter at Yahoo Sports; Keith Reed, contributing editor for 100 Days in Appalachia; and Etan Thomas, former professional basketball player and writer.
November 13, 2018 at 7:30 p.m.
Mountainlair Ballrooms

Spring 2019
- "Threats and Opportunities in the New Journalism Landscape"
David M. Shribman, executive editor of the Pittsburgh Post-Gazette
February 1, 2019 at 11 a.m.
Media Innovation Center

- CreatAthon
Content creation by students (w/ professionals as mentors) for non-profits over a 24-hour period
Lead by Geah Pressgrove
April 12-13, 2019
Media Innovation Center

- An Interview with Michael Tomasky
Michael Tomasky, columnist for *The Daily Beast*
April 15, 2019 at 7 p.m.
Media Innovation Center

- Esports Gaming Symposium
  March 21-22, 2019
  David Chen, co-owner of FaZe Clan, the largest Esports team in the world; Neil Duffy, chief commercial office for Collegiate Starleague; and Ashley DeWalt and Marc Williams, cofounders of one of the first Esports business degree specializations in the country at St. Peter's University in Jersey City, New Jersey
  Media Innovation Center

Fall 2019
- *Women Beyond Bars Panel Discussion
  Three formerly incarcerated women and Lida Shepherd, who leads a team of formerly incarcerated people working for justice reform in West Virginia
  September 4, 2019 5:30 p.m.
  Media Innovation Center

- "Play Like A Girl: A Discussion of Women in Sports and Media"
  Paola Boivin, a professor at Arizona State University, sports journalist and first female member of the College Football Playoff Committee; Meghan Duggan, captain of the U.S. Women's National Hockey Team and three-time Olympic medal winner; Tomika Ferguson, Virginia Commonwealth University assistant professor who examines the college experiences of women of color student-athletes; and Kelli Zinn, deputy athletics director at WVU. Moderated by Emily Corio, a teaching associate professor in the College of Media
  September 17, 2019 at 7 p.m.
  Mountainlair Ballrooms

Fall 2020
- USC: Election Cybersecurity Initiative—WV
  We served as a cosponsor
  Bob Britten served as a panelist
  Zoom

Spring 2020
- "Good River: Stories of the Ohio" Panel
  Njaimeh Njie, multimedia producer; Sarah Cayton, project manager of the WV Water Research Institute; Owen Mulkeen, associate director of Friends of the Cheat and Paul Ziemkiewicz, director of the WV Water Research Institute. Moderated by Teaching Assistant Professor Ashton Marra
  January 27, 2020 at 6:30 p.m.
  Media Innovation Center

Fall 2020
- "Reporting Safely in Violent and Virulent Times"
  Dr. Michelle Ferrier, the founder of TrollBusters.com; Diane Foley from the James Foley Foundation; Sally Stapleton, global religion editor at The Associated Press; and David Shribman, formerly the executive editor of the Pittsburgh Post-Gazette,
  September 30, 2020 at 8 p.m.
  Zoom

- *Beyond Bars Summit
  Dwayne Betts, Piper Kerman and breakout sessions
  November 12, 2020
  Zoom

- Pandemic-Proof Artists Series
  Workshop and Presentation with Jad Abumrad, Creator and Host of Radiolab
  September 16, 2020
  Zoom

Spring 2021
- "Social Science for the Social Good" Panel
  Hosted by the PIC Research Lab
  April 14, 2021 at 11 a.m.
  Zoom

Fall 2021
- *"Beyond Bars: Life After Incarceration" Reentry Simulation
  October 26, 2021 at 6 p.m.
  Media Innovation Center

- "Who Informs the Citizenry: Finding Trust and Truth in a Fractured Age"
  Dr. Paulette Brown-Hinds, founder of Voice Media Ventures, an advocate for local news media
  and second generation publisher of Black Voice News; Dr. Brian Castrucci, president and chief
  executive officer of the de Beaumont Foundation, a leading voice in health philanthropy and
  public health practice; Ellen Clegg, retired editorial page editor of the Boston Globe who is
  working on a book tentatively titled "What Works: The Future of Local News"; Kristine
  Villanueva, project editor for Equally Informed, a Resolve Philly initiative that brings news
  and information to communities affected by the digital and information divide.
  November 3, 2021 at 6 p.m.
  Zoom

- *Humans of Morgantown Presentation
  Students in Martin Hall Agency presented to the Morgantown City Council
  November 30, 2021
  Morgantown City Council

- *The Community Action Poverty Simulation
  Students in Martin Hall Agency partnered with the WVU School of Public Health, the School
  of Pharmacy, the HSC Office of Interprofessional Education, and the STEPS Center to develop a
  simulation for Health Science and Public Health students
  December 2, 2021, and February 16, 2022
  WVU Health Sciences Campus

Spring 2022
- A Conversation with Ari Fleischer
  February 7, 2022 at 7:30 p.m.
  WVU College of Law Fitzsimmons Hall

- *Health Disparities Simulation
  Martin Hall Agency students held for Health Sciences students
  April 20, 2022
  Health Sciences Campus

- *"Taste of Freedom"
  Martin Hall Agency students raise awareness of First Amendment
  April 20, 2022
  Outside of the Mountainlair

As noted in Standards 2 and 4, many of our capstone courses also provide community service through their projects. For example, BrandJRNY projects took students into five West Virginia communities (Matewan, Grafton, Whitesville, Pineville and Point Pleasant) to research and brand towns to help with economic development. Our spring ADPR study-abroad capstone students work with nonprofits abroad. Other examples of course-driven public service include our *JRL 427S Adventure Travel Writing and Photography* class and our broadcast news *JRL 487S WVU News* and *JRL 467S Public Affairs Show*, which may be seen on campus, the Morgantown community (via local cable) and state through WV Public Broadcasting. Owing to a recent partnership with KDKA-TV in Pittsburgh, a top 25 market, select content may also be broadcast to their viewing audience. (The shows also are available online.)

**4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link(s) for communication during the previous academic year or provide print copies in the workroom.**

The College of Media produces an annual magazine, which is sent to more than 7,000 alumni and friends. Our latest available issue (2021) is available online, as are back issues. Erica Lindsay, the college's director of marketing and communications, oversees the publication, which is written and designed by students and college communications staff (comprised of Lindsay, Communication Specialist Allyson Kennedy and Web Designer Austin Rupp). The magazine highlights our focus on media innovation, student experience, community outreach and curricular updates. It also features successful alumni and college donors whose gifts impact students' lives. In response to budget cutbacks during COVID, the college did not print any hard copies in 2021; instead, it was available only in digital form. This year, we are returning to at least a limited hard copy run to send to older alumni and to have available for visitors.

The college also distributes a monthly eUpdate to approximately 8,300 alumni and friends. These are subsequently archived on our website. This electronic HTML–designed communication features student and faculty achievements and awards, new programs and projects, alumni news and upcoming events. It is produced in-house by our communications staff and sent to alumni via the WVU Foundation.

Our alumni webpage lists and describes these communications and encourages people to sign up to receive them and to submit professional and personal updates. (Hard copies of our annual magazine and sample eUpdates from the past few years will be available on site for the site team's review.) The college also maintains a YouTube channel and Instagram, Facebook, LinkedIn and Twitter accounts. After graduation, many alumni continue to follow Student Careers and Opportunities Director Eric Minor through Twitter, where he posts information about jobs and professional development.

**5. Describe the unit's support of scholastic (high school) journalism and communications, including workshops, visiting lectures, critiques of student work, etc.**

College of Media faculty and staff intersect with high school students in various ways. In October 2016, two of our students and Teaching Associate Professor Emily Corio traveled to Richwood, West Virginia, to work with Richwood High journalism students. This school was part of the PBS NewsHour Student Reporting Lab program. The students worked on a story about a devastating flood that hit their town and how the community was recovering from it. Our students and Corio helped the high schoolers with the story development process by completing interviews and gathering video footage of the damage.

In 2016 we hosted high schoolers from the Cleveland area on campus for a day. While here, they received journalism, advertising and public relations training from faculty and local professionals. A list of high schools that participated in day-long campus training visits since 2018 appears below:

- Annville-Cleona High School (PA)- 2018
- Buckhannon Upshur High School (WV) - 2021
- East Fairmont High School (WV) - 2019, 2018, 2017
- Elder High School (Cincinnati, OH) - 2019
- Greater Latrobe High School (PA) - 2019, 2018, 2017
- Hempfield High School (PA) - 2018
- Laurel Highlands High School (PA) - 2019
- Mountain Ridge High School (MD) - 2019
- Nicholas County High School (WV)- 2020
- Notre Dame High School (WV)- 2019
- Point Pleasant High School (WV) - 2018
- St. Mary's High School (WV) - 2019
- Wheeling Park High School (WV) - 2018
- Winfield High School (WV) - 2019

In summer 2019, Professor Dana Coester organized and presented a panel about media entrepreneurship to high-achieving high school students at the Governor's School of Entrepreneurship. In June of that year, our then-recruiter, Whitney Godwin, held two three-day summer media camps on campus, with more than a dozen high school students attending each. (We provided donor-funded scholarships for students whose teachers indicated they may have financial challenges.) More than 17% of students attending were from underrepresented groups.

That fall, Godwin also arranged an all-day high school journalism teachers' workshop at our Media Innovation Center; 75 teachers were invited and 23 attended from West Virginia, Ohio, and Pennsylvania. Students, faculty and local professionals instructed them in various software programs and in reporting and promotional techniques. (See Appendix 9A for the agenda.) In November 2019, Godwin and Corio visited a multimedia journalism class at the Fayette County, WV, vocational school, which was affiliated with the local high school. Students were readying to conduct video interviews with local public officials, so Corio presented to the students about effective interviewing techniques. In February 2020, Godwin highlighted content from Black high schoolers in partnership with our student-run *Mirage* magazine.

During the pandemic, Godwin remained busy working with high schools. She developed a series of high school "challenge competitions"—one in January, February, March and April—each on a different journalism topic (i.e. news and sports packages; newspaper, yearbook and website design; newscasts, sportcasts and on-air talent; and a TikTok challenge around a school's or town's history). We received 78 submissions from four states. Faculty, students and our student careers and opportunities director served as judges, and feedback was provided to all entrants. Godwin also held numerous virtual webinars and alumni panels for high school students and teachers, and developed a teacher's resource guide in collaboration with faculty, which she housed on Google Drive for their easy access.