

Report of ACEJMC Evaluation

Undergraduate program

Name of Institution: West Virginia University

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

Name of Unit: Reed College of Media

Name and Title of Administrator: Diana Martinelli, Dean

Date of 2022-2023 Accrediting Visit: Oct. 23-26, 2022

Date of the previous accrediting visit: Oct. 18-21, 2015

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2022-2023 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Jennifer Sizemore, Vice President of Communications |


Organization/School: Arnold Ventures

Signature 

Team Member

Name and Title: Hub Brown, Dean and Professor

Organization/School: University of Florida College of Journalism and Communications

Signature  _____

Team Member

Name and Title: Greg Pitts, Director and Professor


Organization/School: Middle Tennessee State University School of Journalism

Signature  _____

Team Member

Name and Title: Jessica Pucci, Senior Associate Dean

Organization/School: Arizona State University Walter Cronkite School of Journalism and Mass Communication

Signature _____ 

PART I: General Information

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.

- 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

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

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level. 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?

- 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:

Bachelor's degree

Master's degree

Ph.D. degree

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

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 ACEJMC assessment measures have not been separately documented, owing to its prior intercollegiate status; therefore, this major is not being reviewed for accreditation at this time;*

*** interdisciplinary major with the College of Creative Arts 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.

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors in Fall 2021</u>
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. 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

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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

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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.

NameTitle (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)*

Standard 1: Mission, Governance and Administration

The State of West Virginia was formed in 1863 and, shortly thereafter, the state's legislature accepted the terms for the Morrill Act of 1862 to raise the money to start the new land-grant college they called the Agricultural College of West Virginia, founded in 1867. In 1868, the school's name was changed to West Virginia University.

The WVU Reed College of Media has its roots in the university's English department, where Dr. Perley Isaac Reed taught journalism courses in the early 1920s. In 1927, he started the journalism department, and in 1939 he achieved his 20-year dream to establish an independent journalism school. Reed helped establish the American Society of Journalism School Administrators, 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 only period of accreditation loss was 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. It has been fully accredited 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; in 2004 she became 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 industry, opening a 10,000-square-foot facility in 2016 to help ease the space constraints and further media innovation, industry partnerships and collaboration with other academic units on campus. This still-gleaming outpost is a five-minute drive or a quick “PRT” (Personal Rapid Transit, a circa 1972 “train” system around campus) from headquarters at Martin Hall—the university's oldest academic building, a magnificent brick structure framed, at the time of the visit, by fading fall color.

Unit performance with regard to indicators:

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

The college's mission statement is what they call their "Purpose." Its vision, values and goals identify its needs and measurements. It was updated in 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.

University administration is hugely supportive of the college's mission, calling it "the poster child for what an academic unit should look like."

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

The college's mission and plans are here:

<https://mediacollege.wvu.edu/about>

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

In 2020, Dean Diana Martinelli fleshed out tactics to support the college's four goals. Faculty provided input and suggestions and the strategic plan was adapted and approved in March 2021. The plan is updated each semester by the dean with input from faculty.

The unit lives its mission in real life and figuratively. Through its land-grant university commitment to service to community and its combination of conceptual and skills-based instruction, it prepares thinking humans to step intentionally into careers. Even the walls of Martin Hall are covered in the goals and the ACEJMC competencies—all adjacent to the centerpiece containing the language of the First Amendment.

The university at large began strategic planning in December 2020, aimed at ensuring relevant curricula in changing times. Every academic program has come under review, with some receiving strategic investment, and others sunsetted. The college's programs were not found deficient and Sports and Adventure Media and an online graduate program received strategic investment. (Two faculty searches based on these investments were unsuccessful.)

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

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

Dean Martinelli is the chief academic and administrative officer of the College of Media, 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.

But there only needs to be one word said to introduce Dean Martinelli: horsepower.

The dean ascended to the position in 2019 from her role as associate dean (and a previous stint as acting

dean). Her predecessor moved into the provost position. After Dean Martinelli's first year, the provost asked the faculty if they wanted the college to launch a national search for the role. The faculty supported Dean Martinelli's continued leadership.

The dean continued the longstanding leadership structure of the college, including 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, added regular training sessions—including taking the entire faculty through the university's DEI and LGBTQ trainings—and holds monthly or semi-monthly leadership team meetings.

One faculty member said the college is the best-run on campus.

The dean is a passionate advocate for the college and its academic and service pursuits. She has brought creativity and dogged determination to connecting with both alumni and students, with contributing Visiting (alumni) and Student Advisory committees. These groups bring diverse perspectives and feedback to all facets of the college. Her faculty highlight her "deep respect for everything," and her leadership putting students first.

Those students respond. "Dean Martinelli fosters that care and relationships as well as building yourself as a journalist," said one. "She makes you feel encouraged and supported."

"She has a vision and sees it through in a kind and inclusive way," one faculty member said. "There is no question she is for you," said another.

University administrators had equally positive things to say. One talked about the challenge the dean faced filling the "big shoes" of the previous dean, now provost. She flipped the script on that potential pitfall, this administrator said, "by wearing her *own* shoes." Another chimed in that the two of them "dance together really well." Others mentioned her reputation as an intercollegiate collaborator, her authenticity and her "compassionate strength." One encapsulated her performance simply as, "wonderful."

Alumni remember the dean—and still value her—as a thoughtful and generous teacher and leader, and many Reed alumni now collaborate with her from university positions of authority of their own.

The teaching faculty and the tenure-track faculty work collaboratively and collegially. Some teaching faculty expressed a feeling that in such collaborations, they are the ones expected to bend to the tenured faculty's needs or preferences, and that sometimes the dean seems to show more interest in the tenure-track output. There is a sensitivity among the teaching faculty to pay differences; as one put it, "If we're equally valued and delivering on the university's service mission, why aren't we equally compensated?"

(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The unit is in compliance.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

The unit is in compliance. Please see Standard 6 for further exploration of the unit's use of data in retention and graduation efforts.

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

Faculty members hold tight but collaborative reins over policy and curriculum. Faculty meetings are held at least monthly and committees meet on varying schedules based on needs.

College decision making, strategic planning and day-to-day operations from curriculum to facilities are part of the ongoing conversation and collaboration of this faculty. Faculty members also participate in long-range planning and offer feedback to the twice-yearly updates to the strategic plan.

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

The dean serves at the "will and pleasure" of the provost. The dean is assessed annually by the provost on activity relevant to her assignments and on specific annual goals. The result of that evaluation determines whether she is reappointed for another year and if she is eligible for an annual merit-based pay raise. In spring 2023, she will be formally evaluated by college faculty and staff, 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. After her initial year as dean, with the approval of the faculty, the dean was signed to a longer-term contract.

The assistant dean is reviewed annually by the dean and her academic record is reviewed annually by the school's Faculty Evaluation Committee, as are the program chairs and the graduate and creative directors. The assistant dean of online programs is not a faculty member, so he is reviewed annually solely by the dean.

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

Faculty and staff tend to discuss concerns openly at meetings and in one-on-ones. If issues are not resolved informally, there are several avenues for resolution. The Faculty Handbook 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."

Rights include the university Mediation Program, online grievance filings heard under proscribed procedures.

One faculty grievance was filed since the last accreditation; it was ultimately dismissed.

Students and faculty report that student complaints are usually handled directly between student and professor. Students do have recourse beyond that, with appeals to the program chair or the assistant dean of academic affairs. Grade appeals follow a formal university process.

SUMMARY:

The College of Media is buttoned-up when it comes to administrative issues and process. It has a clear mission backed up by vision, values and goals. The college dean is highly respected internally and across the university, with a reputation for leading with both vision and fairness.

Overall evaluation compliance/non-compliance: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and f should describe and evaluate individual academic sequences in the unit.

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

Undergraduate students complete 120 credits required for the bachelor of science degree. Journalism students complete 39 credits within the college, and 81 credits outside the college. ADPR students complete 36 credits within the college, and 84 credits outside the college. Both majors require students to complete an identical 15-credit core media course sequence.

The degree's external credit requirements develop for students a strong liberal arts foundation, as well as deeper learning in areas they select. Students must fulfill at least 33 credits of general education requirements across eight areas: 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. Students are also required to take 27 credits in eight liberal arts courses outside the unit: Survey of Economics, Principles of Marketing, Making of Modern America: 1865 to the Present, Introduction to American Government, Understanding Statistics, English Literature or Creative Writing, a social sciences course, and six credits in a foreign language. All Journalism and ADPR students must also complete a minor of at least 15 credit hours outside the college, with a minimum of nine credits at the upper division.

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

All students in the college share a 15-credit core of media courses that provide a foundation in content creation, history, ethics, law, critical thinking and theory-based practice. (Within that core, a first-year seminar prepares students broadly for college coursework, as well as helping them develop a portfolio and resume to update throughout their program.) Students progress through required and elective coursework specific to their Journalism or ADPR major before pursuing a hands-on capstone experience.

The previous site team noted as a weakness students' lack of understanding between theory, concepts and skills. That signal, combined with the college's desire to improve student performance on its THELDD (Theory, History, Ethics, Law, Digital and Diversity) assessment and address its lack of visible diversity, prompted faculty to drive significant improvement since the last visit. The college now requires students of both majors to complete an additional upper-division course in either media history, media literacy or diversity, and created a theory-based upper-level ADPR major elective (Audience Psychology and Behavior). The unit has also revised its history and diversity courses, and added additional theory questions to the THELDD assessment instrument. Individual faculty work to reinforce and articulate theory across the curricula, and include ACEJMC values and competencies, language

around theory and concepts, and connections to prior coursework in their lectures, syllabi and course materials.

Positive progress in this area is clear, though during a fall 2022 faculty meeting in preparation for the site team visit, faculty identified “student understanding of some theoretical, legal and First Amendment concepts” as an area for continued improvement.

Students shared an appreciation for what they perceive to be careful course sequencing that “makes sense,” and while they laud the hands-on, experiential coursework, several students were appreciative that the curriculum allows them to pair theory- and concept-driven courses with skills courses and internships. They were quick to identify courses in which they learn theory, explore concepts and perform critical thinking; one student noted, “We always come back to how what we do enables democracy.” Students feel that the curriculum prepares them well for the careers they seek.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Faculty are enthusiastically committed to keeping the curricula rigorous and current; one faculty member noted, “I’m proud of how nimble we are; if we see a change in the industry, we come together to fix and adjust our courses.” To support the faculty’s eagerness, the college hired 15 “innovators in residence” between 2016 through 2019 to work with faculty and students in both Journalism and ADPR courses, further exposing students and faculty to fresh perspectives and tools.

In core courses, faculty consistently surface current topics and approaches. For example, the course Media, Identity and Power was newly introduced to address contemporary issues across media, while the just-revised Media Ethics and Law course covers topics from threats to press freedom and platform regulation to data privacy, artificial intelligence and audience backlash.

In the ADPR major, students gain solid footing in current approaches in skills courses—a required Audience Insight and Analysis course ensures that students use the latest measurement tools to understand audience behavior, while electives such as Influencer Strategies and Strategic Social Media develop technique—and apply those skills in real client work. Students are challenged to think innovatively and drive measurable results in the Campaigns and Martin Hall Agency capstone experiences, and in community engagement projects driving true economic impact.

In the Journalism major, both core and elective courses reflect current technology and techniques, including courses dedicated to social video and immersive media; capstone options pull skills and theory into applied journalism experiences that develop media products that meet current professional standards. Journalism faculty are eager to innovate in their classrooms: For example, data journalism students don’t just use public or other traditional data sources; they build water and temperature sensors to collect their own.

One faculty member noted that he and other colleagues are mindful to connect skills not just to theory, but duty: “We tell data journalism students that this is *your* data. You’re accessing data you have the right to, and you have a responsibility to—once you’ve learned it—to make it intelligible.” He continued, “I remind students that our responsibility is to make the complex intelligible, and this class serves as a lens for that.”

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The college pays for one professional association membership annually for each full-time faculty member (e.g. AEJMC), and more if they advise a student professional organization (e.g. PRSSA). The college is also home to the West Virginia Press Association, the West Virginia Broadcasters Association and the West Virginia PRSA Hall of Fame, hosting meetings and events in its Media Innovation Center. That physical presence and the college's financial incentive has meant robust association membership among the faculty, contributing to their current knowledge of the professions.

Both the university and college also provide funds for faculty travel; faculty regularly participate in academic conferences, collaborative events, and professional immersion experiences.

Faculty regularly consult professionals on curricular matters and invite them to the college as guest speakers, which facilitates student learning as well as their own. Faculty also serve as liaisons to the alumni- and professional-powered "visiting committee" and its curriculum subcommittee, which further informs courses, projects, technology and techniques.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

The self-study indicates that three skills classes in Spring 2022—Public Relations Writing/Applications, Creative 1, and Creative Design and Strategy—did not meet the 20:1 student-to-instructor ratio, with 21 students each. A college administrator noted that in two of those cases, exceeding the ratio was necessary to ensure the students would graduate on time; in the third, a student strongly desired to pursue a course taught by a visiting professor.

All other skills classes—both in person and online—met the 20:1 ratio, and computer labs provide only 20 computers. Students praised the college's small class sizes and high contact with faculty.

(f) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

Internships are encouraged (but not required) of students in the college; the most recent graduating senior exit surveys report that 43% of respondents had a paid or credit-based internship during their degree program. Students may earn no more than six credits for internship experiences. A dedicated internship and careers director/coach—beloved by students—maintains long-standing relationships with media organizations and agencies, and proactively seeks new opportunities for students seeking specialized experiences.

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

The internship coordinator serves as the instructor of record on the for-credit internship course (which is identical for both the Journalism and ADPR majors), and sets expectations for both students and internship supervisors. The coordinator's supervision is informally constant, and formalized through three assessment requirements:

- Students are required to report timesheets to the coordinator each week, verified with the supervisor's signature.

- Students are required to submit weekly reflective journal entries, inclusive of what work they accomplished, what challenges they faced, and what progress they've made toward the internship's learning outcomes.
- Supervisors submit and discuss internship evaluations to students at the end of the experience. Students submit the evaluations to the coordinator along with a final paper reflecting on their internship experience and assessing their learning and professional development.

Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

All students in the college are required to complete three credits in a faculty-led capstone experience. Three of the capstones are available at media/agency outlets managed by the college. Of the five courses available to journalism students, two (WVU News and West Virginia Today) are experiences within media outlets the college directs. Of the two experiences available to advertising and PR students, one is within the Martin Hall Agency, an integrated agency that serves real clients; the Martin Hall experience may be taken for an additional three credits before the capstone.

SUMMARY:

The college offers a rich, relevant and rigorous curricula consisting of 39 in-college credits for Journalism students and 36 in-college credits for ADPR students that drives both learning and career outcomes. Courses have improved to more effectively balance theory, concepts and practice, and applied learning experiences (capstones and internships) give students valuable hands-on experience.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The Reed College of Media assessment plan is found in the “About” section of the college website. The plan was updated in the 2019-2020 academic year. Changes reflect the updated ACEJMC professional values and competencies that were published in 2021.

There are numerous examples of contemporary issues addressed in the plan. In both majors, students must understand how to reach and serve diverse populations, and demonstrate an understanding of the implications of emerging new technologies in their fields. ADPR students must be able to understand such concepts as individual privacy in the context of database marketing, social media and the use of artificial intelligence. Journalism students must learn about data mining methods, investigating algorithms and producing content across numerous platforms, among other items.

(b) The unit defines the goals for learning that students must achieve, including the professional “Values and Competencies” of the Council. (See Standard 2: Curriculum and Instruction.)

The plan sets overarching learning goals for the bachelor of science degree that correspond to the values and competencies set forth by ACEJMC. Beyond those goals, additional educational outcomes are set forth separately for the ADPR and Journalism majors. These educational outcomes are detailed and specific to each of the majors. There are seven additional outcomes for ADPR majors and 10 for Journalism majors.

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

The plan utilizes three direct and three indirect measures across the college. All students take the Theory, History, Ethics, Law, Digital and Diversity (THELDD) Test, a pre- and post-test given to JRL 191 students and again in their capstone. The test is administered every two years. Program capstone evaluations are also administered at least every other year. Internship supervisor evaluations comprise the third direct measure; they are conducted each semester and compiled and reviewed at least every three years. The indirect measures are: a syllabus audit to ensure competencies are addressed across programs, conducted every three years; an exit survey for graduating seniors, conducted each May and December; and a survey for recent graduates and alumni, conducted every three years.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

Within each of the majors, capstone assessments are conducted by professionals every other year. In the ADPR capstone, professionals are asked to rate student campaigns on a five-point scale in response to 20 items. Those items range from the quality of the presentation of the research supporting the campaign, to the campaign plan and whether its budget and timeline are appropriate for the size of the project. Professionals are asked to judge the media plans and their use of technology and whether their

campaign considers culturally diverse perspectives. Journalism professionals are asked to rate the work of students in the Multimedia Bureau Reporting, WVU News, or Multimedia Storytelling course. In these capstone experiences, professionals rate the students on a five-point scale across nine items, including whether the stories are well researched, whether the story is presented in an appropriate medium, and whether multiple viewpoints and diverse perspectives are taken into account. In both sets of assessments, the professionals are given the opportunity to comment on the work.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of “closing the loop,” generally and specifically. Multiple examples of “closing the loop” are evident.

The unit has spent time and resources improving the assessment measures to enhance the quality of information that they receive. There are also numerous examples of the unit’s use of data and insights from the measures to make specific curricular improvements:

- The journalism capstone assessments revealed a need for improvement in the video and audio quality of stories and in grammar and the use of Associated Press style. The journalism faculty developed and implemented refresher boot camps to strengthen those skills, and video refresher tutorials were developed to be used as a resource across courses.
- The assessments in ADPR revealed some weakness among students in design and layout skills. They also revealed the need for students to better understand budgeting and be more equipped to demonstrate proficiency in the use of digital resources. In response, the unit expanded a design course requirement to include all ADPR majors (it had previously only been required of PR majors) and added two design-focused courses to the curriculum. A list of design resources was developed and shared among the faculty as well. To address the digital proficiency issues, a list of tools and certifications was made available for use across the curriculum, Google Analytics was added to the Audience Insights and Analysis course and Hootsuite is used in advertising and PR writing courses.
- Feedback from internship supervisors about the lack of student confidence led to changes in the first-year seminar course to address the issue. Other feedback resulted in a midterm evaluation added to the internship experience and in pre-internship meetings to better establish expectations.
- Lower scores on student exit surveys (an indirect measure) in the areas of statistical concepts, global diversity and history have resulted in faculty being asked to take measures to strengthen those concepts in their courses.

SUMMARY:

Assessment is much improved since the last accreditation visit, particularly in initiatives to “close the loop” and establish more direct measures. The college continues to refine the measurements used to obtain information needed to improve curriculum, and work also continues to address deficiencies identified in alumni surveys. For example, faculty committee work addressing the need to improve competency in statistics and provide more opportunities for student international engagement is ongoing and is a positive step forward.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

As a land-grant institution, West Virginia University's mission is to create 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. The current Reed College of Media diversity plan was approved in 2020, after the unit concluded that modifying the previous plan was not the best course of action. The college's diversity committee views the plan as a living document and asserts that the committee's duty is to respond to any rapid changes in society, and current event issues impacting the industry and academy.

Both the university and college define diversity. 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 Reed 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.

The plan's goals, which emphasize domestic racial and ethnic diversity, are abbreviated here:

- deepen the college's understanding of diversity, equity and inclusion issues to provide a quality education
- improve and increase the organic incorporation of diversity, equity and inclusion into the curriculum and student learning
- increase efforts to recruit and retain qualified faculty and staff members representing historically underrepresented groups
- increase efforts to recruit and retain top students from diverse/minority groups
- 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.

West Virginia is an overwhelmingly white state, comprising 90% of its population. The college recognizes that attracting and retaining a diverse faculty and student body remains a significant challenge. It continues to implement significant programming, curricula, events, outreach and recruitment strategies to address a persistent gap in faculty diversity. Dean Martinelli maintains ongoing

conversations with prospective faculty of color and has invited multiple potential employment candidates to WVU as guest lecturers. Guest visits by prospective candidates have been successful lecturing visits, but have not resulted in a closed offer.

As one faculty member noted, "... personnel and resources have been committed to improving faculty diversity in the Reed College. The results, however, have not matched our efforts."

Under Provost Maryanne Reed, the former dean of the college, the university established a Mission Hires initiative, to increase the ranks of diverse tenure-track faculty. A [Faculty Justice Network](#) was established to help provide a community for underrepresented faculty.

The college has long had curricular and programmatic work rooted in addressing racial inequities in the classroom and across the region. Efforts have been expanded by faculty, staff and administrators against the backdrop of heightened tensions, protests and rising social and political unrest nationwide.

An undergraduate student of color proclaimed, "Reed does a great job creating safe spaces for people of color."

The students added that Reed College brings in diverse speakers—including a recent speaker of color—to identify and explain such issues as microaggressions.

Since the last reaccreditation visit, a Black faculty member was hired but his family never relocated to Morgantown. He taught for one year before leaving to return to Memphis. The college added a diverse faculty member in early 2020 as a visiting professor but soon lost another diverse member of the faculty through a retirement. The new visiting professor has helped the unit support instructional diversity in the classroom through teaching assignments in the unit's Media Ethics and Law course—required in the college core for all students—created a new required Media, Identity and Power class, and redirected the Media History course to better reflect diversity.

The unit's diversity plan is prominently available on the Reed College website:

<https://mediacollege.wvu.edu/about/diversity-equity-inclusion/diversity-equity-inclusion-plan>

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The college embeds domestic diversity and global diversity in the following *required* courses for Journalism and Advertising and Public Relations majors, respectively:

Journalism

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*

Advertising and Public Relations

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

Specific DEI assignments are completed by students in three core classes: Media & Society, Media Writing and Media Tools & Applications.

A new diverse visiting assistant professor has contributed to revisions of three upper-level required courses: Media Ethics and Law, History of American Journalism, and Media, Identity and Power. All students must complete Media Ethics and Law and must complete at least one of the two latter courses or the upcoming Digital and Media Literacy course.

In open discussions, multiple students identified Media Ethics and Law as one of their favorite classes, including noting the respectful conversations that emerged and the instructor's ability to play devil's advocate and withhold instructional views until the end of the class as students navigated ethics and equity topics. Media Ethics and Law includes instruction on bias, images and social responsibility, and is accompanied by out-of-class reading assignments about confirmation bias, coverage of white supremacy and readings on attitudes and mindsets that hinder journalists.

Reed College excels in the use of partnerships to bring diversity, equity and inclusion into classes and educational programming, with nearly every member of the faculty participating in some sort of project. Examples include:

-A five-year partnership called "Storybridge" with HBCU Morgan State University's College of Global Journalism and Communication and the Reed College to provide collaborative reporting opportunities on social issues that impact two seemingly disparate communities across urban/rural and racial divides.

-Where diverse instructors are lacking, the unit has made effective use of guest speakers through Zoom and in-person appearances. This includes both regular presence in classes and the hackathon

project “[Missing Voices: Diversifying the News](#),” a two-day webcast that brought together diverse students and media professionals from across the country to collaboratively address newsroom diversity challenges.

-The college has had a multi-year collaborative reporting partnership with George Washington University’s School of Media and Public Affairs, funded by a Reed College alumnus. 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. Part of the collaborative work has 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.)

-In 2017, the college launched the collaborative digital outlet [100 Days in Appalachia](#) as a learning laboratory for students and faculty. This project was founded to counter noninclusive media and media representations within and about the region. It became a source for underrepresented voices across the Appalachian region, through 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’s success allowed it to spin off as a nonprofit reporting outlet and continues to engage Reed students.

-Each spring, the ADPR capstone course of longtime adjunct instructor (and AEJMC 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.

-Since the last accreditation, the college 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 Black community members who had attended segregated public schools to document their experiences.

-A body of documentary video productions, some of which aired on West Virginia Public Broadcasting, address white supremacy and the history of racism.

The college regularly participates in WVU’s [Diversity Week](#) and has hosted two events since the last reaccreditation. Most recently, in July, the college co-sponsored with alumna Crystal Good a panel discussion and local showing of the documentary [Black in the Newsroom](#).

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.

(c) The unit demonstrates effective efforts to enhance all faculty members’ understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

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. Reed was the first unit on campus to complete the university's optional five-part "Climbing Higher" unconscious bias training.

Nearly all 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. All of the advisors have been Safe Zone trained.

Over the summer of 2020, two faculty members 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.

The college has developed and twice administered an anonymous culture survey for students, drawn from a survey administered to professional students at the WVU Health Sciences Center. To close the loop, results were shared with faculty, staff and Visiting Committee members.

In fall 2021, college faculty discussed and voted unanimously to change hiring guidelines. Now, in lieu of a master's degree, professionals with at least seven—instead of 15—years of high-level experience may be hired in teaching faculty roles.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

WVU and Reed College recruit across West Virginia and the northeastern United States, including individual visits to select high schools in New Jersey, Maryland, Ohio, Pennsylvania and Virginia and visits to public, private and faith-based schools to reach diverse students of various races, ethnicities, religions and socioeconomic backgrounds. Particular attention to high schools in the Cleveland, Ohio; Washington, D.C.; and Pittsburgh and Philadelphia, Pennsylvania, areas is paid to attract diverse students.

College minority and overall freshman to sophomore retention to the university was 85.7%—more than 10% higher than the university's overall rate. In the unit's latest available data, minority students were retained within Reed College at a slightly higher rate than the college's overall freshman-to-sophomore retention.

Retention efforts include 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.

Overnight summer media camps bring high school students to campus to learn more about media tools. The camps each averaged more than a dozen students from six states, with 17.5% of attendees from underrepresented groups.

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, provide pathways for transfer students.

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 content 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 Reed's fully online degree programs.

(e) The unit demonstrates that it has an inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

Conversations with faculty and students, including students of color, affirm the unit demonstrates an inclusive climate, free of harassment and all forms of discrimination, exceeding the regular cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity. Put simply, the college and university exceed the community in positive practices associated with fostering inclusion. This is not to suggest the community is not a welcoming area; it is to acknowledge Reed College's strong commitment to establishing, providing and supporting an inclusive community.

SUMMARY:

Reed College leads West Virginia University at large in attracting and retaining diverse students but recruiting diverse faculty remains a challenge. The unit has worked tirelessly to make progress in this area. Students spoke with great enthusiasm about the conversational environment in the college and in their classes as a safe space for DEI discussions. DEI assignments and topics are woven throughout the required courses, and students speak about its importance with eloquence. The college effectively uses experiential learning through professional projects to expose students and faculty to diversity, equity and inclusion.

Overall evaluation, compliance/non-compliance: COMPLIANCE

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.

Academic year: 2021 – 2022 Full-time faculty

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

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

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

*represents undergraduate JRL and ADPR adjunct faculty

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

Teaching loads are 3/2 for tenure-track faculty and 4/4 for teaching faculty. Course reductions are negotiated for administrative assignments, for chairs and endowed positions, and in the case of exceptional research productivity. Over the past three years, full-time faculty/staff have taught at least two-thirds of all core and other required Journalism and ADPR courses, at a time when the college increased the number of electives and other course sections by 30 since the last accreditation. Teaching excellence has also been consistently recognized, with awards coming from both the university and external sources.

The college takes full advantage of available assistance from the university and discipline-specific groups in its quest to hire faculty and staff. Despite the use of such resources, increasing the racial and ethnic diversity of the faculty and staff remains a challenge. The full-time faculty has reached gender parity: There are 13 women and 11 men. Procedures for recruitment and hiring are well-documented.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

The college's faculty has taken advantage of development opportunities that strengthen them as scholars, teachers and practitioners. The college's Media Innovation Center has set the stage for collaborations with top media professionals, positively impacting teaching and curriculum development. These collaborations have led to special course projects such as the digital startup publication "100 Days in Appalachia" and StreamLab, a project involving the use of sensors constructed in the Innovation Center's "Maker Space" to collect data that supported in-depth reporting on water quality in the area. WVU also offers professional training and development support through the Teaching and Learning Commons, as well as financial support through a travel grant program. Through the use of such support and regular travel funds, faculty members have utilized development opportunities such as the Poynter Institute's Diversity in the Curriculum workshop and the National Geographic Storytellers Summit.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

The unit has been aggressive in raising funds to support faculty development and travel to present work at conferences. The college has a consistent record of presentation and publication among research-active and creative faculty during the period.

Expectations for promotion and tenure are documented in the faculty handbook. In 2017, the college updated the promotion and tenure document to include details for teaching faculty and to add a teaching faculty representative to the college's faculty evaluation committee (part of a two-step process for the evaluation of the faculty). The faculty evaluation committee reviews the annual personnel files of all full-time faculty except full professors and rates each on teaching, research and service. All faculty members, including full professors, are evaluated by the dean as well.

Faculty teaching evaluation utilizes a variety of inputs, but primarily utilizes student evaluation of instruction (SEI) forms to gauge teaching effectiveness. Faculty may add additional questions to tailor

the evaluations to their subject areas. The resulting ratings are put into perspective, taking such items as class size and whether a course is new, into account. The scores become part of the evaluation discussions between program chairs and faculty members. Resources are provided for faculty who consistently get low scores, including such support as peer observations of classes, student focus groups, and work alongside Peer Support Associates provided by WVU's Teaching and Learning Commons.

The 24 full-time faculty members have taken advantage of opportunities presented to them by the move of WVU from a Carnegie R2 (high research activity) to an R1 (very high research activity) institution. There were five promotions to full professor and four from assistant to associate professor since the last accreditation, and the number of external grants increased more than five-fold in that time.

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

Faculty engagement with colleagues through conferences, productions, exhibitions and the like took a pause during the worst of the pandemic. Travel funding decreased as those events went virtual, but with the reopening of in-person conferences, that support has returned. Multiple faculty members were in attendance for academic conferences such as AEJMC, ICA, NCA and BEA, as well as professional associations such as PRSA and NABJ.

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

The college faculty is held in high esteem across campus. They are seen as contributors to quality scholarship, teaching and public engagement in the university community and beyond. One dean described them as a small faculty with a very large impact. They are seen as central to the efforts to transform the university to a more publicly engaged and agile institution. Campus leaders expressed appreciation for the college's efforts to teach students to tell the story of West Virginia. Terms like "collaborative," "fearless" and "ahead of the curve" were used to describe them.

SUMMARY:

The college has strengthened its traditional scholarship since the last accreditation visit. Its history of creative activity within local communities also opens up the possibility of more recognition for community-engaged scholarship—something WVU has begun to emphasize, owing to its land-grant mission of service to the state. The "100 Days in Appalachia" project, founded in the college and involving the public and local organizations in storytelling about a much-ignored region of the country, is an important example.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Scholarship Table:

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (26)
		Full Professors (7)	Associate Professors (9)	Assistant Professors (7)	Other Faculty** (4)	
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

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

The college's suite of student services contributes to more than three-quarters of its freshmen retained into their sophomore year, with a six-year graduation rate of 78%, 15% higher than the university's overall number. The advising and mentoring combination was the first execution of its kind at the university; the business school then replicated it, and it is serving as a role model for colleges across campus.

Scholarships are also a key part of keeping students on track, with 401 College of Media students receiving WVU aid in 2021-2022 – double the 2014-2015 number – and 71 students on scholarships controlled by the unit. In addition, student worker positions in the college have nearly tripled since the last accreditation, currently clocking in at 46 students.

Advising is addressed more specifically in indicator (b) below, but at a high level, advisors manage a load of between 150 and 300 students, depending on other duties, and they meet with their assigned students one-on-one at least once per semester. Advising involves academic choices, degree progression and scholarship compliance. Advisors use DegreeWorks to track students' progress, and students have access to these notes. There is at least one advisor on site weekdays between 8 a.m. and 5 p.m. Between classes, the advisors' office pod is usually buzzing with students.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

The college's advising function is robust. There are four full-time professional undergraduate advisors who work with students from freshman to graduation (students are assigned an advisor and usually stay with them through their college career) and act as instructors in the freshman orientation course; there is a recruitment specialist, and there is a careers and opportunities director who oversees mentorship, internships and career counseling and is certified as a National Association of Colleges and Employers (NACE) career coach. The director produces a weekly Opportunity Alert newsletter that includes new listings for jobs and internships; he also shares across his social channels, which remain a resource for students even after graduation. He considers his role to be an "individualized GPS for students."

Students repeatedly mentioned the jobs and internships newsletter, and spoke glowingly of how the careers director quite literally changed their lives – from him dropping everything to help with mock interviews to repeatedly finding just the right internship for them.

"He's the absolute GOAT!" one student said.

Advisors' performance is assessed by anonymous surveys, student evaluations of instruction and comments in senior exit surveys.

Students' effusiveness about advising didn't end with the careers coach. A few representative comments:

- “They’re always on top of things.”
- “Their doors are always open.”
- “The advisors here are amazing – so personable, and they always answer questions in a reasonable amount of time.”
- “They’re immediately responsive and assist with every part of the process.”
- “They’ve been instrumental in my success.”

In addition, faculty meet with and mentor students, and must designate two hours per course every week for formal office hours. They also offer appointments by request outside of those hours. Students spoke warmly about their relationships with their professors, and said they are always available to help or offer opportunities.

Put together, the faculty and the advising functions give students the feeling that, as more than one said, “Reed has a family aspect versus a college aspect.”

(c) The unit keeps students informed about its policies, activities and requirements.

The students feel fully informed by a steady stream of emails that they find useful and actually read. “Everybody sends out emails like crazy,” one student said, citing both the careers director’s weekly email and a weekly overall college email that includes everything students need to know about that week’s speakers, club events and graduation updates.

The college also has Instagram, Twitter, TikTok and LinkedIn accounts that students both follow and value. Colorful posters and bulletin boards are interspersed in Martin Hall’s hallways.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students’ professional and intellectual abilities and interests.

The college and university provide a wide range of extra-curriculars and other opportunities.

There are 10 student organizations in the unit. While the college recognizes the value in the diversity of opportunities, recent membership declines (since the pandemic) are requiring new strategies to both increase participation and streamline organizational commitments.

Here are the offerings:

- The Ad Club (AAF). Connections with industry professionals, internship and job opportunities. A visiting assistant professor is advisor.
- Association for Women in Sports Media (AWSM). Career networking, mentoring, internship/scholarships working for diversity in sports media. An associate professor is advisor.
- Film Club. Encourages interest in film, from production to consumption. A professor is advisor.
- Her Campus. Empowering college women with a national platform to publish college journalists’ work. An assistant professor is advisor.
- Mirage Magazine. A quarterly themed student-run lifestyle and fashion publication. An associate professor is the advisor.
- National Association of Black Journalists (NABJ). National organization of students and professionals dedicated to diversity in media. A visiting professor is the chapter’s faculty advisor; a college advisor also participates.

- Public Relations Student Society of America (PRSSA). This chapter is one of the initial nine chartered in 1968. Dedicated to providing members education beyond the classroom and broadening networks. An associate professor is advisor.
- Radio Television Digital News Association (RTDNA). Student chapter of the world's largest professional organization for the "electronic news" profession. An assistant professor is advisor.
- Society of Professional Journalists (SPJ). Dedicated to the preservation of a free press; open to all journalism students. A visiting professor was advisor; now the RTDNA advisor will assist.
- X-Reality (AR/VR Club). Open to all of WVU, exploring storytelling with modern technology. An assistant professor is advisor.

Not advised by the college but available and encouraged for the college's students:

- WWVU-FM (U92). Playing new and experimental music, news and current events, and the home for a variety of podcasts, "The Moose" has launched students into the broadcast industry.
- The Daily Athenaeum (DA). Publishing in print once a week (and inserted in the local newspaper), the DA, founded when the university was in 1887, is now a 24/7 digital-first publication.
- Prospect and Price Creative. The student-run creative services agency works with local businesses on advertising, social media and events.

Most students we met participate in one or more extracurricular club or organization.

Students cited the "real world" opportunities many of these organizations provide for them, leaving them feeling even more prepared to go out into the world.

Away from campus, the college in 2018, 2019 and 2022 provided \$21,000 to 30 students to help with summer study-abroad and professional development (conferences and internship travel). Students used the funds to travel to China, Japan, South Korea, Spain, England and such conferences as BEA, NABJ, AEJMC and Game Developers.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

As mentioned above, three-quarters of all freshmen are retained into sophomore year within the college; 85.7% of college freshmen are retained at WVU. The data to back up these numbers are used to inform student services in a variety of ways, in service of:

Retention:

- Every semester, the advising team gets a list of students enrolled in the college but not yet registered for classes (often an indication of an external difficulty). As soon as the registration period opens, advisors begin contacting the students and work to resolve the issues. Outreach includes emails reminders, texts using the Navigate system and phone calls.
- Students on probation agree to a contract that includes advising, success coach meetings, and tutoring, etc., as appropriate.
- Advisors contact students four weeks into the semester, offering success coaching and contacts for tutors or mentors.
- Students with mid-term grades of Ds or Fs get an email with resources and an offer to meet.
- The MOVE mentoring program is available to all freshmen in the college, providing mentorship by a successful upperclassman and curated interactions with other freshmen.

Graduation:

- In order to expedite graduation, the day after senior registration, advisers contact seniors to ensure their registrations happen before juniors and sophomores.
- Advisers identify rising seniors (90 credits) and work to keep them on track to graduate on time, including notes in DegreeWorks about remaining requirements and advice on anything that might delay graduation.
- Advisers contact students enrolled for fewer than 15 credits (the number a student would take to graduate in four years).

SUMMARY:

The College of Media offers an array of services for its students, including 10 college-advised extracurricular clubs/organizations and adjacent independent student media. Its advising function is remarkably robust and data-driven, yielding high retention and graduation rates – and raves from students.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The unit provided its budget for each of the three years preceding the accreditation visit, excluding expenses associated with online graduate programs. The unit experienced essentially a flat Central Administration budget, with an annual increase of 1.8% from fiscal year 2015 to fiscal year 2022. The greatest source of revenue for the college continues to come from tuition and fees generated by online graduate and minor programs, creating stable funding for the college. A new incentive-based budget model is expected to emphasize courses delivered and students recruited and retained over the current college-based tuition. Amid some trepidation, early indications point to a college budget comparable to the current funding.

*Budget Item	2019- 2020	2020 - 2021	2021 - 2022
<u>Administrative salaries</u>	<u>\$1,111,446</u>	<u>\$1,117,037</u>	<u>\$925,474</u>
<u>Teaching salaries (full time)</u>	<u>\$1,898,980</u>	<u>\$1,929,888</u>	<u>\$2,017,377</u>
<u>Teaching salaries (part time/adjunct)</u>	<u>\$442,415</u>	<u>\$499,216</u>	<u>\$441,767</u>
<u>Teaching assistants</u>	<u>\$117,506</u>	<u>\$78,326</u>	<u>\$82,558</u>
<u>Clerical salaries</u>	<u>\$77,904</u>	<u>\$72,145</u>	<u>\$46,012</u>
<u>Equipment</u>	<u>\$90,058</u>	<u>\$93,524</u>	<u>\$29,674</u>
<u>Equipment maintenance</u>	<u>\$16,343</u>	<u>\$25,162</u>	<u>\$6,983</u>
<u>Supplies</u>	<u>\$76,559</u>	<u>\$16,850</u>	<u>\$15,413</u>
<u>Library resources</u>	<u>\$2,009</u>	<u>\$1,199</u>	<u>\$527</u>
<u>Databases, online information services</u>	<u>\$7,746</u>	<u>\$13,222</u>	<u>\$10,403</u>
<u>Travel</u>	<u>\$89,004</u>	<u>0</u>	<u>\$32,868</u>
<u>**Research</u>	<u>\$17,006</u>	<u>\$39,502</u>	<u>^\$273,987</u>
<i>**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.</i>			
<i>Other:</i>			
<u>Fringe benefits:</u>	<u>\$301,426</u>	<u>\$321,007</u>	<u>\$311,306</u>
<u>Student worker salaries/fringe</u>	<u>\$64,521</u>	<u>\$41,688</u>	<u>\$25,542</u>
<u>Marketing and communications</u>	<u>\$73,228</u>	<u>\$34,455</u>	<u>\$61,235</u>
<u>Professional memberships</u>	<u>\$4,344</u>	<u>\$7,215</u>	<u>\$5,389</u>
<u>Insurance, utilities, telecommunications</u>	<u>\$31,174</u>	<u>\$28,974</u>	<u>\$22,411</u>
<u>Hospitality</u>	<u>\$15,151</u>	<u>\$1,071</u>	<u>\$1,845</u>
<u>Student activities</u>	<u>\$1,771</u>	<u>\$4,071</u>	<u>\$1,845</u>
<u>Rent</u>	<u>\$154,061</u>	<u>\$192,749</u>	<u>\$143,110</u>
<u>Production costs (WVU News/Playbook)</u>	<u>\$4,200</u>	<u>\$4,500</u>	<u>\$4,500</u>
TOTAL ANNUAL JOURNALISM/			
MASS COMMUNICATIONS BUDGET	\$4,596,852	\$4,521,801	\$4,463,971

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The Reed College identified its funding as fair and appropriate to its mission when compared with other units at the university. The college's budget model includes two primary funding sources: central administration funds, and online program revenue (the college retains 70%). Spending power for the unit comes from the college accessing non-central funds generated from its own tuition and online programs, as well as private support from fundraising and grants. Its reserve funds total about \$17 million; coupled with its WVU Foundation funds, they have provided a stable financial environment for the unit. Decisions about developing and managing the budget fall to the dean with faculty input, especially for short-term spending.

The unit has been strategic in using the college's budget and associated funds. For example, central funds support long-term commitments, such as tenure-track faculty positions. Non-central and private funds support shorter-term commitments, such as minor capital improvements, research and travel support, special projects and events, guest speakers, recruiting, marketing and communications, 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 include the purchase of computers, software, projectors and other equipment, as well as technical support, student advising and adjunct instruction.

The unit reports restrictions by central administration to use reserve funds; permission to spend is given when proposals match the strategic purposes of the college and university. The provost assured the team that funds are available for use; the restrictions help the university retain more cash on hand, to improve its bond ratings and interest rates. The unit used reserve funding to hire a new online program recruiter and to support the salary of a full-time development staff position but has also lost three development officers who went on to better positions.

The college has secured faculty lines and one-time funds for building improvements because of its strong campus reputation. Central administration paid nearly half of the Media Innovation Center's (MIC) build-out costs. The center opened in 2016 and doubled the unit's square footage. It also paid for a new elevator in Martin Hall.

Faculty provide recommendations for equipment and technology to the dean. Students in capstone classes use dedicated equipment for their coursework. Graduate assistants/student workers check out and inventory equipment for lower division classes.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

Reed College of Media is located in Martin Hall on the downtown Morgantown campus and the fourth floor of the Evansdale Crossing Building, dubbed the Media Innovation Center (MIC), on the Evansdale campus. The unit's classrooms, labs and technology resources are solid—even enviable—and enable and promote effective scholarship, teaching and student learning. COVID and enrollment declines have impacted the college but sufficient funds are available to run its operations and support strategic priorities.

Available funding allowed the unit to maintain adequate staffing levels. Some positions have remained unfilled (e.g. a full-time office administrative assistant, an associate dean and two ADPR tenure-track faculty lines) to relieve budgetary tensions without compromising the academic mission.

The unit faces declines in entrepreneurial revenues due to increased educational competition. Faculty, the dean and the provost expressed support for the unit to reimagine itself in new ways to maintain effective instruction with a robust budget. Those conversations are ongoing.

Development funds have grown since the last accreditation report, despite the loss of three development officers. The unit raised more than \$1 million in each of the last three years in cash and planned gifts—equal to the entire amount raised during the previous six-year accreditation review period. As of July 2022, the college's combined demand and endowed WVU Foundation funds totaled nearly \$3 million in 102 accounts. Foundation funds are separate from the entrepreneurial funds generated through tuition and online programs. Reed has been without a full-time development officer since October 2021 but has received administrative support from the WVU Foundation. The dean reports they are in the process of hiring a full-time development officer, to be paid partially through reserve funds with permission from central administration. Interviews are expected within the next few weeks.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

In 2016, the college doubled its space by adding the \$2.5 million Media Innovation Center. The facility is designed to be a teaching space but also to encourage innovation and collaborative partnerships externally and across the university.

Since the last accreditation, the college has spent more than \$400,000 on classroom and student technology/equipment, and more than \$143,000 for faculty/staff technology and equipment, not including software. The college has a student laptop requirement, but maintains computer lab facilities with software that might not be routinely available to students. Labs are open for 10.5 hours per day, Monday-Thursday, and 7.5 hours on Friday. Teaching labs are available for student use anytime a class is not in session. Students report these labs are not effective. According to them, software is often not updated or the computers themselves do not work for days at a time. The college notes IT infrastructure replacement in the next three years that will amount to expenditures of nearly \$200,000. The college employs a technologist to address internal computer and technology problems.

The self-study notes the desire to provide every student with a video or photography camera for the entire semester, instead of pairing students with gear. However, no student cited a lack of equipment as an impediment to education.

SUMMARY:

Enviably resources and technology are supported by a dual budget approach. Central administration funds provide only part of the budget picture. Reed College entrepreneurial funds and fundraising enable the college to operate effectively and address needs ranging from visiting faculty to technology. There is concern due to a new university budgeting model and increased competition reducing entrepreneurial money.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The college engages an advisory “visiting committee” of 31 alumni and supporters who may serve up to three three-year terms. The dean recently enlarged the board to expand diversity across gender, race, age and background; the group now represents experience across journalism, PR, law, sports, healthcare and fundraising. The committee includes five subcommittees—curriculum, innovation, recruitment, student enhancement and fundraising—and the group engages with faculty in each of those areas to gain curricular input and develop strategic initiatives, from a speaker database to a mentorship program. Alumni maintain a presence in the college, offering guest lectures (one woman of color guest-lectured on sensitive newsroom topics and microaggressions), serving as innovators-in-residence (one alum partnered with faculty to produce a documentary on food inequity), and internship and job connections.

The college communicates with its larger alumni network via email and social media, as well as an annual magazine sent to more than 7,000 alumni and friends. (Many alumni continue to follow student careers and opportunities director Eric Minor’s Twitter account after graduation, which keeps them abreast of jobs and other professional development opportunities.) Additionally, the unit honors four alumni each year with special awards, including two that recognize support and commitment to the College of Media. In spring 2022, the unit combined the alumni awards with a student awards ceremony, further developing relationships between students and alumni (the college plans to continue this practice).

Finally, the unit conducts an alumni survey at least once every three years as part of its assessment plan, the results of which are shared at faculty meetings. (Surveys have been conducted three times since the last site team visit, in 2016, 2019 and 2022.)

Professionals regularly engage with students and faculty as guest speakers at the college and in professional organizations, such as the WV Public Relations Society of America and WV Press Association. The college also engages professionals to contribute to curricula, particularly in new courses that full-time faculty do not have the expertise or capacity to develop.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The college’s history of contributing to professional practice precedes even the college itself. As mentioned in the introduction to Standard 1, Dr. Perley Isaac Reed started the university newspaper in WVU’s English department before establishing the College of Media in 1939; Reed helped establish the Association of Schools of Journalism & Mass Communication and served as ASJMC president from 1944 to 1946; and in 1968, the college established one of the country’s first Public Relations Student Society of America chapters. The college continues its legacy of professional and public service activities with continued engagement in regional and national work.

Since the last accreditation, faculty members have served as AEJMC division officers, ASJMC president, and judges and reviewers for associations and competitions across media practice and scholarship; the dean serves as an ACEJMC site team member and Committee member. Faculty’s high

standards of professional practice have been recognized beyond their immediate disciplines: Two have testified before U.S. Congressional committees; two others have received the university's Ethel and Gerry Heebink Award for Distinguished State Service; and another faculty member worked with state health officials during the pandemic on communication strategies and vaccination campaigns; that work continues today. Another faculty member founded "100 Days in Appalachia," a nonprofit media collaborative that serves to report and amplify the region's stories.

While faculty travel funds halted during the pandemic—and while the budget remains lean—the dean has reinstated support, supplementing university travel grants with \$2,300 in annual funds for faculty, at her approval.

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

In 2020, WVU was recognized by the Carnegie Foundation for Advancement and Teaching as one of 75 institutions receiving its highest recognition in community engagement. The college contributes to the university's culture of service through exemplary internal and external service projects and events; a university administrator called the college "the poster child for the kind of applied research a land grant university should be doing." Notably, both the university and college are broadening their definition of "research activity," including community service and scholarship as recognized activity alongside more traditional publications.

Since the last accreditation, the college has invigorated its collective research and service with a focus on diversity and underrepresented perspectives. Faculty have launched multiyear research and reporting collaborations that explore rural/urban disparities; explored teen internet exposure with mental health providers across the state; and hosted immersive social "hackathons" that tackle social inequities and the lack of diversity in media.

Faculty have been lauded for their accomplishments: In 2020, two professors 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. The academy has also recognized faculty's service, with two faculty receiving AEJMC awards for their diversity work since the last accreditation.

In the classroom, the college encourages student work that serves the community to fulfill the university's land-grant mission. For example, some public relations students participate in WV National Guard crisis simulations; others have created community film festivals and "Day of Play" sports events; and one undergraduate researcher helped launch the state's COVID-19 vaccine due date calculator. Several journalism courses produce content that serves the public, including the WVU News and Public Affairs Show courses, whose products air on campus, the Morgantown local cable channel, and across the state through WV Public Broadcasting. (Some content also airs on KDKA-TV in Pittsburgh, a top 25 market.)

Perhaps the most notable demonstration of uniting faculty, students and communities through service is one professor's grant-funded community branding initiative. Engaging five West Virginia communities so far, the course challenges students to research towns through focus groups, surveys and interviews, then develop and execute tactics from billboards to paid ads to 360 video, to improve their economic development. Leaders of Point Pleasant—the town the college engaged beginning in Fall 2019—note that the town's rebranding has spurred 16 new businesses, and that the town went from "vacant to vibrant."

Special events offered by the college unite students, faculty, the professions and the community. Since the last accreditation, the college has hosted events that address the unit's objective to increase diversity and inclusivity, including a women's hackathon, panel discussions on diversifying news, and live simulations on health disparities and post-incarceration reentry. In the 2021-2022 year, the college focused on a series of events under the umbrella "First Amendment: A Year of Reckoning," which engaged students, alumni, professionals and the public. The series included a joint student reporting project with George Washington University, audience research and a campaign by students in the Martin Hall Agency capstone, and a discussion with former press secretary and media commentator and critic Ari Fleischer. The unit also works with other WVU units to co-sponsor events: The college collaborated with a campus ventures group to screen the film "Black in the Newsroom," and with the College of Creative Arts to offer a virtual public session with the host of NPR's Radiolab.

(e) The unit supports scholastic journalism.

The college engages high schoolers on both the WVU campus and their own turf. Faculty and staff traveled to central West Virginia in 2016 to work with high school students on a reporting initiative, and again in 2019 to guide vocational school students in a video interviewing project; a dedicated recruiter travels to high schools across the state to engage students in scholastic media programs. High schoolers also visit the college, with occasional daylong visits for workshops in journalism, advertising and PR from faculty and professionals. Before the pandemic, the college held two three-day summer media camps on campus, attracting more than two dozen students, more than 17% of them from underrepresented groups; residential camps will resume in summer 2023. The college has also engaged educators, hosting a multimedia workshop for 23 high school journalism teachers from West Virginia, Ohio and Pennsylvania.

Notably, the unit works to connect its high school initiatives with the college community: The student-run Mirage magazine has highlighted content from Black high schoolers, and faculty, staff and students served as judges for a series of high school content creation challenges.

SUMMARY:

The college celebrates its land grant mission, serving as an exemplar of service to the university, and a model of community engagement to both the academy and the industry. The college thoughtfully and meaningfully engages with alumni and professionals, harnessing their affinity and expertise not just to inform curriculum, enrich coursework and build support, but to drive impact in the community and advance the college's diversity goals.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Dedicated, professional advising and careers coaching
- An admired and mission-driven dean who leads with compassion and a steady hand
- Beautiful and functional facilities
- Enthusiastic, spirited and grateful students who feel well-prepared for real-world work
- Involved and caring faculty
- A commitment to service and the community throughout the college
- Research output that is much improved since the last visit
- Commitment to diversity with demonstrated results

Weaknesses:

- Changes in budget process with uncertain outcomes
- Declining enrollment
- A lack of diversity on the faculty despite sustained and creative efforts

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

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.

N/A

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

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

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

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

The college has flipped this weakness, adding another upper-level core requirement for both its majors that ties together media history, media literacy and diversity. Students rave about these courses and discuss theory and concepts fluently, ably distinguishing between the intellectual heft of those classes and the hands-on nature of skills training.

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

The college keenly knows this is its greatest challenge. Since the last accreditation visit, two Asian-American faculty members left for overseas positions, and a Black male faculty member returned home to Memphis after his family didn't relocate to Morgantown. There is one diverse faculty member now, in a visiting professor line; the unit plans to ask for a waiver to convert him to tenure-track, and the provost indicated her support of that. The efforts of the college in this area have been sincere and creative; several offers to diverse candidates have been declined since the last site visit. Women make up 52% of College of Media faculty and the majority of the leadership team; as of the site visit, the college has one Black male undergraduate advisor and one Asian-American full-time faculty member. As noted in Standard 4, multiple efforts are ongoing.

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

As noted in Standard 3, the college has added rigor to its assessment efforts, with multiple detailed direct and indirect measures. Using those measures to close the loop has been profoundly improved, with multiple examples of curricular and other changes.

More widespread contribution to scholarship by the faculty

The faculty is cranking out research, scholarship and creative output, including research-based service, at an admirable and much higher level than at the previous visit.

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

This weakness was remedied within weeks of the last site visit: The Media Innovation Center opened in early 2016, featuring 10,000 square feet of modern, collaborative, innovative space.

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

The self-study was thorough, well-organized, with a strong clear voice throughout. It was forthright about challenges and appropriately proud of successes. Minus one small data mix-up, it was pristine – free of typos and mistakes.