

PART I: GENERAL INFORMATION

Name of Institution: Ohio University

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

Year of Visit: 2013

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

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

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

- Private
- Public
- Other (specify)

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

In 1786, Manasseh Cutler and Rufus Putnam helped establish the Ohio Company, whose petition to Congress resulted in the Northwest Ordinance of 1787. This ordinance provided for the settlement of the Northwest Territory. Ohio University was established in 1804 as the first institution of higher learning in the Northwest Territory. Ohio University is accredited by the North Central Association of Colleges and Schools to award associate, bachelor, master and doctoral degrees.

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

- Yes
- No

If yes, give the date of the last accrediting visit: 2006-2007

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

The basic undergraduate program was accredited first in 1952 and has been accredited fully and continuously since that time, making this the 60th year of accreditation for the school.

6. Attach a copy of the unit's mission statement. The statement should give the date of adoption and/or the most recent revision.

**E.W. Scripps School of Journalism Mission Statement
Policy passed on March 3, 1998**

The E.W. Scripps School of Journalism is dedicated to the needs of its students, to excellence in teaching, advising, service and research and to leadership in journalism education. The School stresses the need for liberal arts foundation combined with a professional education and practical experience for its students. The goals are to search for truth, develop critical analysis, thinking, writing and speaking abilities to enhance free, responsible and effective expression of ideas.

To that end, the E.W. Scripps School of Journalism:

- Stresses the importance of the First Amendment;
- Fosters the highest standards of journalism ethics;
- Prepares students to enter the journalism professions;
- Provides a liaison between students and professionals;
- Involves students and faculty in an extended university;
- Values an international presence and perspective;
- Attracts, nurtures and retains a diverse group of outstanding students;
- Expands scholarly activity to enhance the body of knowledge within journalism;
- Integrates information technology into the curriculum;
- Supports a diverse faculty offering an array of contributions;
- Offers an environment that equips students to live in a diverse world;
- Upholds the university mission of commitment to educational excellence through focus on the individual student.

This Mission Statement, developed almost 15 years ago, has been reviewed and discussed at length a number of times over the years, the most recent in December 2011. Few of the faculty members who helped write it remain in the school. Nevertheless, each time we revisit it, we rediscover not only its utility, but also its timelessness. It calls attention to the same concerns and challenges evident in our industry today – ethics, the First Amendment, technology, diversity – that were of concern to the faculty in 1998. Having said that, the faculty does appreciate the need to review and possibly update and revised our Mission

Statement. Indeed, we are bringing a facilitator from the outside to help us review this matter at our next faculty retreat, scheduled for December 8, 2012.

7. What are the type and length of terms?

As of Fall Semester 2012: Semesters of 14 weeks
Two Summer sessions of 7 weeks each

Prior to Fall Semester 2012: Quarters of 10 weeks
Two Summer sessions of 5 weeks
Two Intersessions of 1-3 weeks during Winter break and 1 week during Spring break

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

Four-year program leading to Bachelor's degree (Bachelor of Science in Journalism, or BSJ)

Graduate work leading to Master's degree (Master of Science in Journalism, or MSJ)

Graduate work leading to Ph.D. degree (Ph.D. in Mass Communication)

9. Give the number of credit hours required for graduation. Specify semester-hour or quarter hour credit.

192 quarter hours through 2011-2012 academic year

120 Semester hours starting 2012-2013 academic year

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

Although an adviser-approved internship is a requirement for graduation, students are not required to earn academic credit hours for an internship. They may register for up to two semester hours of independent study with their academic advisers if they want/need academic credit. A paper is required of students who earn credit for an internship.

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

As of Fall 2012 the school has two tracks, replacing the six sequences under quarters. In the list below the faculty are grouped by track, with the previous sequence indicated in parentheses. The tracks do not have individual coordinators (neither did the sequences under quarters). However, faculty members within a sequence (and now track) confer on a regular basis. Core courses are taught by a cross section of faculty members.

News and Information Track

| | |
|--|--------------------------------------|
| Eddith Dashiell (broadcast journalism) | Hans Meyer (online journalism) |
| Bernhard Debatin (online journalism) | Ronald Pittman (magazine) |
| Aimee Edmondson (news/editorial) | Bill Reader (news/editorial) |
| Ellen Gerl (magazine) | Mary Rogus (broadcast journalism) |
| Marilyn Greenwald (news/editorial) | Michael Sweeney (news/editorial) |
| Kevin Grieves (broadcast journalism) | Jatin Srivastava (online journalism) |
| Yusuf Kalyango (broadcast journalism) | Robert Stewart (online journalism) |
| Hugh Martin (news/editorial) | Nerissa Young (news/editorial) |

Strategic Communication

| | |
|---------------------------------------|-------------------------------|
| Patricia Cambridge (public relations) | Dan Farkas (public relations) |
| Hong Cheng (advertising) | Parul Jain (public relations) |
| Craig Davis (advertising) | Carson Wagner (advertising) |

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

20,197 (as of Spring 2012)

That total includes undergraduate, graduate, and medical students on the Athens campus. It does not include regional campuses, Athens Graduate Outreach or Athens eLearning.

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

2012-13 Spring Semester

| Sequence/Track | Number of Students |
|----------------------------|---------------------------|
| Pre-Majors | 7 |
| Advertising | 15 |
| Broadcast | 15 |
| Carr Van Anda | 7 |
| Magazine | 29 |
| News Editing | 3 |
| Public Relations | 20 |
| News and Information | 492 |
| Strategic Communication | 257 |
| Honors Tutorial Journalism | 28 |
| Total | 873 |

2011-2012 Spring Quarter

| Sequence: | Number of Students: |
|----------------------------|----------------------------|
| Pre Majors | 389 |
| Advertising | 59 |
| Broadcast | 81 |
| Carr Van Anda (custom) | 15 |
| Magazine | 110 |
| News Editing | 38 |
| Online | 43 |
| Public Relations | 116 |
| Honors Tutorial Journalism | 31 |
| Total | 882 |

14. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term.

SPRING QUARTER 2011-12

| <i>Course #</i> | <i>Description</i> | <i>Section</i> | <i>Enrolled</i> |
|-----------------|------------------------------------|----------------|-----------------|
| JOUR 221 | Graphics of Communication | 100 | 17 |
| JOUR 221 | Graphics of Communication | 101 | 17 |
| JOUR 231 | News Writing | 100 | 10 |
| JOUR 231 | News Writing | 101 | 17 |
| JOUR 231A | News Writing | 101 | 12 |
| JOUR 231A | News Writing | 102 | 12 |
| JOUR 314 | Fundamentals of Online Journalism | 100 | 18 |
| JOUR 314 | Fundamentals of Online Journalism | 101 | 18 |
| JOUR 314 | Fundamentals of Online Journalism | 102 | 13 |
| JOUR 331 | Reporting Contemporary Issues | 100 | 15 |
| JOUR 333 | News Editing | 102 | 13 |
| JOUR 333 | News Editing | 101 | 18 |
| JOUR 338 | Graphics and Audiences | 100 | 19 |
| JOUR 338 | Graphics and Audiences | 101 | 18 |
| JOUR 352 | TV Broadcast News | 100 | 14* |
| JOUR 370 | Media Relations and Publicity | 100 | 17 |
| JOUR 375 | Advanced Media Planning and Buying | 100 | 13 |
| JOUR 415 | Online Journalism Practice | 100 | 10 |
| JOUR 430 | Magazine Editing and Production | 100 | 14 |
| JOUR 441J | Magazine Feature Writing | 100 | 14 |
| JOUR 441J | Magazine Feature Writing | 101 | 14 |
| JOUR 442 | Advanced Magazine Feature Writing | 100 | 7 |
| JOUR 443 | Advanced Magazine Editing | 100 | 2 |
| JOUR 450 | Advertising Copywriting | 100 | 10 |
| JOUR 452 | Broadcast News Producing | 100 | 17 |
| JOUR 458 | TV News Practice | 100 | 15 |
| JOUR 459 | Advanced TV News Practice | 100 | 6 |
| JOUR 459 | Advanced TV News Practice | 101 | 6 |
| JOUR 464 | Reporting Public Affairs | 100 | 12 |
| JOUR 464 | Reporting Public Affairs | 101 | 11 |

FALL SEMESTER 2012-13

| Course # | Description | Section | Enrolled |
|-----------------|--|----------------|-----------------|
| Jour 2310 | Intro to Multiplatform Reporting and Writing | 100 | 18 |
| Jour 2310 | Intro to Multiplatform Reporting and Writing | 101 | 20 |
| Jour 2310 | Intro to Multiplatform Reporting and Writing | 102 | 18 |
| Jour 2310 | Intro to Multiplatform Reporting and Writing | 104 | 20 |
| Jour 2310 | Intro to Multiplatform Reporting and Writing | 105 | 18 |
| Jour 2310 | Intro to Multiplatform Reporting and Writing | 106 | 18 |
| Jour 2311 | Intro to Multiplatform Reporting and Writing | 101 | 18 |
| Jour 2311 | Intro to Multiplatform Reporting and Writing | 102 | 19 |
| Jour 2311 | Intro to Multiplatform Reporting and Writing | 103 | 18 |
| Jour 2311 | Intro to Multiplatform Reporting and Writing | 104 | 18 |
| Jour 2311 | Intro to Multiplatform Reporting and Writing | 105 | 17 |
| Jour 3140 | Fundamentals of Online Journalism | 100 | 17 |
| Jour 3140 | Fundamentals of Online Journalism | 101 | 20 |
| Jour 3310 | Reporting Public Issues | 100 | 16 |
| Jour 3300 | Editing | 100 | 19 |
| Jour 3300 | Editing | 101 | 19 |
| Jour 3380 | Graphics and Audiences | 100 | 16 |
| Jour 3500 | Radio and Television Reporting and Writing | 100 | 13 |
| Jour 3500 | Radio and Television Reporting and Writing | 101 | 16 |
| Jour 3700 | Strategic Communication Writing | 101 | 17 |
| Jour 3700 | Strategic Communication Writing | 103 | 18 |
| Jour 4300 | Magazine Editing and Production | 100 | 17 |
| Jour 4410J | Magazine Feature Writing | 100 | 15 |
| Jour 4410J | Magazine Feature Writing | 101 | 18 |
| Jour 4410J | Magazine Feature Writing | 102 | 18 |
| Jour 4410J | Magazine Feature Writing | 103 | 17 |
| Jour 4410J | Magazine Feature Writing | 104 | 21 |
| Jour 4520 | Radio and Television Producing | 100 | 14 |
| Jour 4920 | Advanced Multimedia Reporting Practicum | 100 | 8 |
| Jour 4921 | Advanced Multimedia News Editing Practicum | 100 | 4 |

SPRING SEMESTER 2012-13

| Course # | Description | Section | Enrolled |
|-----------------|--|----------------|-----------------|
| JOUR 2210 | Graphics of Communication | 100 | 18 |
| JOUR 2210 | Graphics of Communication | 101 | 14 |
| JOUR 2310 | Intro to Multiplatform Reporting and Writing | 100 | 17 |
| JOUR 2310 | Intro to Multiplatform Reporting and Writing | 101 | 18 |
| JOUR 2310 | Intro to Multiplatform Reporting and Writing | 104 | 18 |
| JOUR 2310 | Intro to Multiplatform Reporting and Writing | 105 | 18 |
| JOUR 2310 | Intro to Multiplatform Reporting and Writing | 106 | 18 |
| JOUR 2310 | Intro to Multiplatform Reporting and Writing | 107 | 18 |
| JOUR 2311 | Intro to Multiplatform Reporting and Writing | | 17 |
| JOUR 2311 | Intro to Multiplatform Reporting and Writing | | 18 |
| JOUR 2311 | Intro to Multiplatform Reporting and Writing | | 19 |
| JOUR 2311 | Intro to Multiplatform Reporting and Writing | | 18 |
| JOUR 2311 | Intro to Multiplatform Reporting and Writing | | 16 |
| JOUR 3140 | Fundamentals of Online Journalism | 100 | 20 |
| JOUR 3140 | Fundamentals of Online Journalism | 101 | 19 |
| JOUR 3310 | Reporting Contemporary Issues | 100 | 16 |
| JOUR 3330 | News Editing | 100 | 20 |
| JOUR 3330 | News Editing | 101 | 20 |
| JOUR 3380 | Graphics and Audiences | 100 | 9 |
| JOUR 3380 | Graphics and Audiences | 101 | 10 |
| JOUR 3500 | Radio and Television Reporting & Writing | 100 | 16 |
| JOUR 3500 | Radio and Television Reporting & Writing | 101 | 15 |
| JOUR 3630 | Reviewing & Criticism | 100 | 20 |
| JOUR 3700 | Strategic Communication Writing | 100 | 19 |
| JOUR 3700 | Strategic Communication Writing | 101 | 17 |
| JOUR 4180 | Online News Development | 100 | 15 |
| JOUR 4300 | Magazine Editing and Production | 101 | 18 |
| JOUR 4410J | Magazine Feature Writing | 100 | 17 |
| JOUR 4410J | Magazine Feature Writing | 101 | 15 |
| JOUR 4410J | Magazine Feature Writing | 102 | 20 |
| JOUR 4410J | Magazine Feature Writing | 103 | 16 |
| JOUR 4410J | Magazine Feature Writing | 104 | 7 |
| JOUR 4520 | Radio and Television Producing | 100 | 17 |
| JOUR 4650 | Opinion Writing | 100 | 16 |
| JOUR 4700 | Sportswriting | 100 | 24 |
| JOUR 4860 | Strategic Communication Capstone | 100 | 21 |
| JOUR 4860 | Strategic Communication Capstone | 101 | 21 |
| JOUR 4860 | Strategic Communication Capstone | 102 | 15 |
| JOUR 4870 | News and Information Capstone | 100 | 17 |
| JOUR 4870 | News and Information Capstone | 101 | 13 |
| JOUR 4870 | News and Information Capstone | 102 | 7 |
| JOUR 4870 | News and Information Capstone | 103 | 17 |
| JOUR 4900 | Special Issues and Topics in Journalism | 100 | 18 |

15. Total expenditures planned by the unit for the 2012 – 2013 academic year:

Total expenditures are estimated at \$3,112,792 for 2012-2013. Additional funding comes from various endowments and foundation accounts that provide funding for equipment purchases, the bulk of faculty travel, most student employment payroll, scholarships, and various other expenses.

Percentage increase or decrease in three years:

The estimated expenditures for 2012-2013 represents a decrease of about 12.11 percent from the 2009-2010 academic year.

Amount spent this year on full-time faculty salaries:

The School of Journalism will spend \$1,783,517 for full time faculty salaries, plus \$556,410 in benefits, with a total compensation of \$2,339,927.

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

| | |
|---------------------|-----------------------|
| Cambridge, Patricia | Assistant Professor |
| Cheng, Hong | Professor |
| Dashiell, Eddith | Associate Professor |
| Davis, Craig | Assistant Professor |
| Debatin, Bernhard | Professor |
| Edmondson, Aimee | Assistant Professor |
| Farkas, Daniel | Instructor |
| Gerl, Ellen | Associate Professor |
| Greenwald, Marilyn | Professor |
| Grieves, Kevin | Assistant Professor |
| Jain, Parul | Assistant Professor |
| Kalyango, Yusuf | Assistant Professor |
| Keller, Julia | Visiting Professional |
| Martin, Hugh | Associate Professor |
| Meyer, Hans | Assistant Professor |
| Pittman, Ron | Associate Professor |
| Reader, Bill | Associate Professor |
| Rogus, Mary | Associate Professor |
| Srivastava, Jatin | Assistant Professor |
| Stewart, Robert | Professor |
| Suddes, Thomas | Instructor |
| Sweeney, Michael | Professor |
| Wagner, Carson | Assistant Professor |
| Young, Nerissa | Instructor |

17. List names of part-time/adjunct faculty teaching at least one course in Fall 2012. Also list part-time faculty teaching in Spring 2012. (If your school has its accreditation visit in 2013, please provide an updated list at the time of the visit.)

| | |
|-------------------------|---|
| Spring 2011-2012 | Mary Abowd (teaching assistant) |
| | Andy Alexander (visiting professional) |
| | Brook Beshah (online adjunct) |
| | Brendon Butler (teaching assistant) |
| | Michael "Clay" Carey (teaching assistant) |
| | Sally Ann Cruikshank (teaching assistant) |
| | Dan Farkas (adjunct) |
| | Ashley Furrow (teaching assistant) |
| | Andrea Gibson (adjunct) |
| | Mary Beth Gillam (adjunct) |
| | Allison Hunter (teaching assistant) |
| | Paul Jacoway (teaching assistant) |
| | Young Joon Lim (teaching assistant) |
| | Thomas Peters (early retiree) |
| | Edgar Simpson (teaching assistant) |
| | Tim Sharp (instructor) |
| | Arman Tarjimonyan (teaching assistant) |
| | Molly Yanity (teaching assistant) |
| | |
| Fall 2012-2013 | Andy Alexander (visiting professional) |
| | Brook Beshah (online adjunct) |
| | Jennifer Bowie (adjunct) |
| | Michael "Clay" Carey (teaching assistant) |
| | Sally Ann Cruikshank (teaching assistant) |
| | James DeBrosse (teaching assistant) |
| | Joe Donatelli (online adjunct) |
| | Ashley Furrow (teaching assistant) |
| | Ashley Hopkins (teaching assistant) |
| | Allison Hunter (teaching assistant) |
| | Paul Jacoway (teaching assistant) |
| | Jennifer Jones-Donatelli (online) |
| | Young Joon Lim (teaching assistant) |
| | Jeremy Saks (teaching assistant) |
| | Thomas Peters (early retiree) |
| | Tim Sharp (instructor) |
| | Amanda Weed (teaching assistant) |

| | |
|-------------------------|---|
| Spring 2012-2013 | Andy Alexander (visiting professional) |
| | Brook Beshah (online adjunct) |
| | Michael “Clay” Carey (teaching assistant) |
| | James DeBrosse (teaching assistant) |
| | Ashley Furrow (teaching assistant) |
| | Ashley Hopkins (teaching assistant) |
| | Allison Hunter (teaching assistant) |
| | Paul Jacoway (teaching assistant) |
| | Jennifer Jones-Donatelli (online adjunct) |
| | Young Joon Lim (teaching assistant) |
| | Thomas Peters (early retiree) |
| | Rick Rouan (adjunct) |
| | Jeremy Saks (teaching assistant) |
| | Tim Sharp (instructor) |
| | Pamela Walck (teaching assistant) |
| | Amanda Weed (teaching assistant) |
| | Molly Yanity (teaching assistant) |

18. Schools on the semester system:

Not applicable for review period.

19. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 116 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

| | | 116 or more quarter hours outside the major | | 94 or more quarter hours in liberal arts/sciences | |
|--------------|--------------------|--|---------|--|---------|
| Year | Total Graduates | Number | Percent | Number | Percent |
| AY 2011-2012 | 217 | 216 | 99.5% | 215 | 99.1% |
| AY 2010-2011 | 232 | 230 | 99.1% | 230 | 99.1% |

PART II — Standard 1: Mission, Governance and Administration

Background

The E.W. Scripps School of Journalism is one of five schools in the Scripps College of Communication. The other four are the School of Communication Studies, the J.W. McClure School of Information and Telecommunication Systems, the School of Media Arts and Studies, and the School of Visual Communication. The College also includes the WOUB Center for Public Media (with PBS television and NPR radio affiliates) and the Game Research and Immersive Design Lab. The College is made up of about 2,400 students, 90 faculty members and more than 100 staff members and has an operating budget of approximately \$17 million. The School of Journalism has the largest number of majors in the College (approximately 490 in 2012-13).

A number of changes between 2006 and 2013 in the state, the University, the Scripps College and the School of Journalism shaped the context for the self-study and the site visit:

- Prior to the 2010 election, the state projected an \$8 billion shortfall in its budget; John Kasich was elected governor in November 2010 on a platform of budget austerity.
- Anticipating cuts of 10 percent in its budget, Ohio University instituted cost-cutting measures, including a tightened hiring freeze in 2010 and a faculty and staff buyout program.
- In 2012-13, Ohio University was about to phase in Responsibility Centered Management budgeting over three years with a formula based on headcount and weighted student credit hours that may be a challenge for the School.
- In 2010, the Ohio Board of Regents designated the College of Communication a Center of Excellence.
- Beginning in fall 2012, Ohio University switched from the quarter to the semester system.
- The School of Journalism's budget decreased from \$3.18 million in 2006-07 to \$2.69 million in 2012-13.
- Between 2006 and 2013, 12 faculty members in the School retired or resigned and two were reassigned to other units; the School hired 12 faculty members to replace them.
- In 2008-09, the School began a comprehensive review that resulted in the introduction in fall 2012 of two tracks, in News & Information and in Strategic Communication, to replace a six-sequence curriculum and respond to changes in technology, audience behavior and professional and business practice in journalism and mass communication.
- The School's faculty and staff were preparing to move into a newly renovated building in fall 2013.

Unit performance with regard to indicators:

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

The School adopted a mission statement in 1998. To reflect changes in the curriculum and the professions and industries for which it is preparing its students, the faculty discussed revising the mission statement. At a workshop in December 2012, each faculty member was challenged to create pithy drafts for discussion in Spring 2013. The School planned to adopt a new mission statement before the move into the Schoonover Center for Communication in Fall 2013.

In 2010, the president of Ohio University announced a multi-year planning approach for the University based on six strategic priorities and a new vision statement:

- To improve the quality of undergraduate and graduate education
- To promote student and faculty research and creativity
- To create short-term and long-term enrollment goals
- To improve financial strength
- To establish effective total compensation
- To complete the capital campaign

The president required each unit to respond to the University plan. The School participated in the development of the long-range plan of the Scripps College, focusing most of its energies on revision of the curriculum and adaptation to the switch from the quarter to the semester system. The faculty participates fully in long-range planning in an annual retreat (known as the Bush Seminar, named for the benefactor of the retreat). Planning is informed by twice-annual meetings with the School's professional advisory board and monthly conference calls with the Society of Alumni and Friends.

Directives from the provost as part of a University-wide "Environmental Scan" also affect planning. In response to recent directives, the School has revised its workload policy and developed a five-year staffing plan.

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

The Faculty Handbook defines the relationship between the administration and the faculty and the rights and responsibilities of administrators and faculty members University-wide. The provost and dean of the Scripps College translate these definitions into educational policies that the school directors implement.

The School is administered by the director, the associate director and the associate director of graduate studies. Standing committees and faculty meetings (every other Wednesday during the academic year) constitute the main vehicles for faculty

governance and action. The committees are: Assessment, Contest, Director's Advisery, Graduate, Promotion and Tenure, Research/Library, Scholarship, Technology, Transfer, and Undergraduate Curriculum.

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

Addressing change in the professions and industries of journalism and mass communication in a digital world through curricular revision and updating facilities and equipment at a time of shrinking resources have contributed to tension in the faculty. The decision to move from beloved E. W. Scripps Hall into a new building unsettled some faculty and many alumni. Controversial personnel matters intensified stresses on collegiality. Buyouts, retirements and resignations and the hiring of 12 new faculty members between 2006 and 2013 have changed the atmosphere of the School. Administrators, faculty and students are embracing change collaboratively and with confidence and enthusiasm.

The faculty, College dean and University administrators attribute much of this transformation to the patient, consultative and inclusive leadership of the director, recently appointed to a five-year term. He is admired within the School, the College and the University for leading and managing change even as he invites and attends to all voices. Faculty and administrators from other disciplines and University units praised his reaching out for ways to cooperate and collaborate.

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

The dean of the College selects the director of the School after consultation and recommendation from the faculty. The chair of the Promotion and Tenure Committee conducts an annual survey of faculty that evaluates the director on a variety of criteria. (The results of the Spring 2012 survey included in the self-study confirm the faculty's high regard for the director's leadership and management.) The chair compiles the results, including individual faculty comments, into a report sent to the director, all faculty members and the College dean. The dean incorporates the findings of the survey into his annual evaluation of the director.

The director selects the associate directors. The School's Peer Evaluation Committee evaluates the associate directors annually in a letter to the director. The director sends a letter of evaluation informed by the committee's appraisal to each associate director.

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

The Faculty Handbook defines University procedures for expressing concerns and addressing them with appropriate due process. The Human Resources Manual defines

procedures for staff grievances and appeal. The School has policies and procedures for student concerns essentially modeled on those for faculty and staff.

Summary

A period of stressful change within the University and the professions and industries of journalism and mass communication that coincided with a recession formed the backdrop for a discontented faculty in 2006 and the years immediately following the last site visit. A largely new faculty has wrestled with change in a collegial, collaborative way and is excited by the imminent move into a new building in close proximity to colleagues in related disciplines. The formal policies and practices in faculty governance have enabled the full participation of the faculty in shaping their future. That approach characterizes the administrative style of the director, who is widely admired as an effective agent, leader and manager of change eager to listen to and respect all voices. If not entirely new, the School is certainly renewed.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

- (a) The School requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the School and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the School.**

During academic year 2010-11, 230 of 232 students in the School (99.1 percent) met this goal. During academic year, 2011-12, 216 of 217 students in the School (99.5 percent) met this goal.

- (b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.**

The School's curriculum has undergone substantial revision in the past six years. The University changed its academic calendar from quarters to semesters beginning in the 2012-13 academic year. That transition provided an opportunity for the School to revise its curriculum to reflect the changes in mass communication.

Under the quarter system, the School had six sequences (Advertising, Broadcast News, Magazine, News-Editorial, Online Journalism, and Public Relations), as well as a customizable sequence. The curriculum under the quarter system had seven core courses: Journalism and Society, Precision Language for Journalists, News Writing, Information Gathering, Communication Law, and Ethics, Mass Media and Society. Students in each sequence then took a list of prescribed skills courses. Students had to complete an internship.

Under the semester system, students now choose from one of two tracks: News & Information or Strategic Communication. All students take four core courses: The Future of the Media, Multiplatform Reporting and Writing, Communication Law, and Ethics, Mass Media and Society. Students in the News & Information track must choose three skills courses from a list of ten courses, as well as a capstone course. Students in the Strategic Communication track must take three prescribed skills courses as well as a capstone course. All students also must take two specialized skills courses from a list of courses. They also must take two conceptual courses from another list of courses. All students must complete an internship.

Under the quarter system, the School's curriculum provided a good balance between conceptual and skills courses. Moreover, the depth and breadth of the curriculum meant that the School achieved the values and competencies of ACEJMC. Students were required to take such courses as News Writing, Information Gathering, Communication Law and Ethics, Mass Media and Society. They also had the opportunity to choose from

a wide array of skills classes that included Advertising Principles, Public Relations Principles, TV Broadcast News, Magazine Feature Writing, News Editing and Computer Assisted Reporting.

Because the new curriculum has just gone into effect, it could not be evaluated for the purposes of this report. However, it would appear that the School is well positioned to meet these goals while also giving students more flexibility in determining their course of study.

(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

The quality of instruction in the School is excellent. Students praised the faculty for the rigor of their classes and the excellent environment faculty create for learning. Several faculty members have been recognized by the University for their outstanding teaching or mentoring.

Course syllabi are complete and generally provide the necessary information on course objectives, policies, grading, assignments, and exams. However, there appears to be little or no coordination in the syllabi of some courses with multiple sections. For example, in the News Writing course, the syllabi list different course objectives, textbooks, and assignments, depending on the instructor. The same is true for the Media Relations & Publicity course.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

Skills and laboratory classes in the School do not exceed more than 20 students per section. Most skills and laboratory sections have 12-18 students and some have fewer than 10.

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

The School requires all students to complete an internship. Many students complete multiple internships. Students are supervised in internships by their faculty adviser, who must approve the placement in advance. Performance in the internship is evaluated with a form that is completed by the internship supervisor. The evaluation form is reviewed and approved by the faculty adviser.

Students receive information about internship opportunities through the School's web site and email list, as well as from their faculty adviser. The College has an internship coordinator who maintains a database of more than 2,000 internship sites. The School is fortunate to have several internship opportunities reserved only for its students. For

example, NBC's Today Show provides two to four internships for students each semester. The Statehouse News Bureau in Columbus provides three to four internships for students each semester.

Summary

The School's curriculum and instruction provide students with the knowledge, competencies and values defined by ACEJMC. The curriculum has undergone substantial revision to reflect the changes in mass communication.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

Background

The self-study presented information to support a favorable evaluation of this standard. Evidence presented included the following information about the population served, the faculty and the student population:

| | Population Served | Unit Full & Part Time Faculty | Unit Student Population |
|---------------------------|-------------------|-------------------------------|-------------------------|
| <i>RACE:</i> | | | |
| White | 83.6% | 83.8% | 92.9% |
| African American | 12.4% | 10.8% | 4.8% |
| Multi-Racial | 1.9% | 0.0% | 1.6% |
| Asian & Pacific Islanders | 1.8% | 5.4% | 0.7% |
| Native American | 0.3% | 0.0% | 0.0% |
| | 100.0% | 100.0% | 100.0% |
| <i>GENDER:</i> | | | |
| Female | 51.2% | 38.5% | 71.3% |
| Male | 48.8% | 61.5% | 28.7% |
| | 100.0% | 100.0% | 100.0% |
| <i>CULTURE:</i> | | | |
| Hispanic (any race): | 3.2% | 0.0% | 2.6% |

In addition to the information summarized above, the School reported that two out of the 39 faculty members are “international” and that 19 of the 917 students are international or of unknown ethnicity/culture. The self-study submitted by the School broadened the definition of diversity to include international students and students who are “Appalachian.” The School should align its definition of diversity with that of ACEJMC.

Unit performance with regard to indicators:

- (a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.**

The School did not submit a written plan for diversity and inclusion; instead a School “Policy on Diversity” approved in 1993 was submitted. University, College and School administrators agreed that there is no action plan. During the site team visit, the College dean and the School director reported that they have taken steps to appoint personnel who will be responsible for construction and execution of a diversity plan.

(b) The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The team was concerned in its meetings with students that they seemed to have little understanding of issues of race, gender, ethnicity and sexual orientation as these relate to journalism and mass communication. They were also unclear as to whether or where the School addressed these issues in required courses. They tended to refer to a course in Women’s Studies or African American Studies (offered outside the School) as evidence of their diversity education. However, these courses do not link to journalism or strategic communication.

In its self-study, the School listed eight required courses that address domestic diversity and one that focuses on global diversity. Virtually all courses addressing domestic diversity include understanding diversity as a learning objective in course syllabi; three clearly list diversity issues in the class schedule and assign readings and make assignments to achieve understanding. Three others are less clear in expressing diversity issues as a topic for discussion, reading and assignment. Two seem not to address diversity beyond its requirement as a learning objective.

The syllabi show that every major takes at least three or four core and required courses in which at least one class session is devoted to diversity. The meetings with students show that they have little understanding of issues and perspectives on domestic diversity. The challenge, it seems, is less in faculty teaching than in student learning.

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

The School has sought and continues to actively seek diverse faculty. The University faculty search program includes a requirement for identifying diverse candidates for all faculty openings. The provost has an “Opportunity Hire Fund” which subsidizes the hiring of diverse faculty. During the site team visit, the director of the School and dean of the College both expressed their commitment and intent to aggressively pursue diverse faculty.

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

The School’s efforts to recruit and retain a student population reflecting the diversity of the population it serves seem challenged. The University, College and the School are challenged by the lack of diversity among students. The self-study reports increases in diversity since 2006; however, this increase is clouded by the inclusion of “international” students and no base student numbers. The “population served” and the School have both seen increases in Hispanic population since 2006.

The School recruits students from metropolitan areas in Ohio. Conversations with students indicate that the majority of students hail from these areas. The School conducts a High School Journalism Workshop annually; special funding in 2012 resulted in the engagement of 30 minority students. The School also targets certain high schools in Ohio for recruiting diverse students. The diverse population in the metropolitan areas from which the University apparently draws most of its students suggests underdeveloped opportunity to increase diversity.

(e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

School students and faculty report that there is no harassment or discrimination.

Summary:

Challenges in diversity require attention and dedicated resources: a plan must be developed and implemented; curriculum needs more specific content related to our diverse society; and recruitment efforts need greater effectiveness in bringing more diverse students into the program. The administrative leadership is aware of these challenges and intends to address them. The School has undertaken several initiatives and addressed numerous challenges since 2006, particularly in faculty hiring, curricular revision and the quarter-to-semester switch. It seems that diversity challenges are next on the list.

COMPLIANCE

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

Unit performance with regard to indicators:

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

The School has written criteria for selecting and evaluating the performance of all full-time and part-time faculty. These items were provided with the self-study. Their content stipulates and defines the processes and criteria for faculty selection and evaluation.

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

Faculty members have responsibility for teaching, advising, research and service. In accord with a policy adopted unanimously by faculty a year ago, and a historical “strength” associated with effective student advising, all faculty have a designated number of students to advise. Tenure-track faculty members participate in research and/or professional creative activities. Service is important, but not as important as teaching, advising and research.

There are 24 full-time faculty members: 5 professors, 6 associate professors, 9 assistant professors, 3 instructors and one visiting professor. During fall 2012, there were an additional 7 part-time instructors, 3 on-line only instructors and 2 instructors available as needed. It is clear that the full-time faculty members drive the academic life of the School.

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

The credentials of the faculty represent a balance of professional and scholarly experience. Full-time faculty have decades of experience in professional media, having worked for advertising and public relations agencies and media companies. Several faculty members had won professional awards before joining the University.

(d) The unit regularly evaluates instruction, using multiple measures that include student input.

The School regularly evaluates instruction. The School has a multifaceted evaluation process that includes student assessment of faculty, peer evaluation and director evaluation at regular intervals.

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

The faculty is respected on campus for its citizenship and the quality of education it provides. Site-team conversations with faculty members from outside the School revealed extremely favorable comments and perceptions about the effectiveness of the School faculty.

Summary:

The faculty is impressive. Faculty members' commitment to students, student advising and their craft is exemplary. The students credit the faculty for their great internships and professional preparation. Faculty members seem to have genuine interest in and commitment to delivering exemplary educational experiences. Across the campus, there seems to be great respect for the faculty at the Scripps Journalism School.

COMPLIANCE

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

Unit performance with regard to indicators:

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

Scripps School policies and actions support and reward scholarship and creative activities. Rewards include sabbaticals, reimbursement for professional expenses, and course release. The School's productivity since the last ACEJMC visit attests to the support and encouragement given to faculty. Scholarly output over the past six years includes eight books, more than 80 articles, and 45 grants. As the self-study points out, productivity came in spite of a reduction in resources, a change from quarters to semesters, a curriculum revision, and several years of interim leadership for the College and School.

New tenure-track faculty members are provided with a one-time research start-up grant of up to \$25,000 in addition to an annual \$2,500 travel stipend. The start-up and travel funding creates and encourages a positive culture of scholarship. Senior faculty members provide advice and support to junior faculty.

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

The Scripps School requires faculty productivity in three areas: scholarship and creative activity, teaching-advising, and service. The School director and the individual faculty member agree to the mix of effort to be devoted to each of the evaluation areas. The director assesses performance and makes recommendations designed to strengthen promotion and tenure credentials. The policy provides each faculty member with a sense of flexibility appropriate to individual research interests or creative talents within the School's instructional and service needs.

Promotion and tenure policies and practices address scholarship extensively. The School's Promotion and Tenure document, as indicated in the self-study, underscores research and professional creative activity as being particularly important during the probationary period. During the period, faculty members are expected to develop evidence to be used in promotion and tenure decisions.

The School undergirds the process with resources including underwriting start-up research with a one-time stipend of up to \$25,000, the assignment of graduate research assistants, and an annual \$2,500 travel budget. Probationary faculty may be granted course releases to provide time for scholarship and creative projects. The School supports tenured faculty scholarship with graduate research assistants and grants from the Ohio University Honors Tutorial Fund.

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

Evaluation criteria are defined clearly in departmental literature. Tenure-track faculty members say they are confident in their knowledge of tenure and promotion expectations.

(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.

Evidence presented in the self-study attests to a broad reach of scholarly and creative performance among the faculty. Junior faculty members are especially encouraged to develop and to pursue a program of research or creative activity.

The voluntary mentoring of junior by senior faculty results in ambitious and productive scholarship, which is evidenced by juried publications and presentations. The School's determined support of international journalism initiatives is reaping increasing dividends in reputation and impact among journalists from other countries. Undergraduate students say they benefit from the School's emphasis on study-abroad as well as the activities of its Institute for International Journalism.

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

Faculty members appreciate the support and encouragement available from the director and dean. Faculty members with well-defined research agendas may apply each semester for a course release. The College's junior faculty members indicate the School's course release policy is important in permitting development and execution of research projects.

Summary:

Scholarship and scholarly productivity are hallmarks of the E. W. Scripps School of Journalism. The School's involvement in international journalism is a reflection of the School's commitment and the College's support of a strong presence in the training of journalists from other countries as well as the Ohio University students.

COMPLIANCE

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

Students in the School are advised by full-time and recently retired faculty. Students learn about academic requirements, scholarships, internships, and job opportunities from meetings each quarter (now semesters) with their faculty adviser.

The system is unique at Ohio University and is a point of considerable pride for the School. To maintain high quality advising, the associate director for undergraduate studies holds yearly training sessions for new faculty. Current faculty members also are invited to attend the training sessions.

Faculty members like the advising system because it gives them direct contact with students outside of the classroom. They believe the personal attention improves retention and graduation rates. Students generally praised the system, although some said their adviser was not as helpful as they had hoped.

Faculty members also advise students regarding internships and careers. The School does not have an internship and placement director. However, the College's internship coordinator maintains a database on employers and internships. The internship coordinator also is available to meet individually with students to give advice about applying for internships and full-time jobs.

The School works with employers who want to visit campus to interview students. Among the media outlets that have visited campus are the Columbus Dispatch, Raycom Television, Clear Channel, and the Scripps Howard Foundation. The School's Society of Alumni and Friends holds an annual "Senior Saturday" event; alumni return to campus to discuss employment trends and job search strategies, as well as to critique resumes and portfolios.

(b) Faculty are available and accessible to students.

The School requires that all faculty members hold a minimum of four hours per week for office hours. Faculty must note their office hours on course syllabi and post them outside their offices.

Students said they found the faculty to be widely accessible. They also noted that faculty members respond promptly to email.

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

The School informs students about degree requirements, activities, internships and other opportunities through its website and listserv. The School also uses social media and a “JSchool” app to keep students informed about activities. Moreover, the College of Communication sends out “Student E-News,” a weekly email with information about events, scholarships and job opportunities.

Students receive printed copies of the Degree Audit Reporting System each semester during the meeting with their faculty advisers. The meetings are held prior to registration, about two-thirds of the way into the semester. Students cannot register for classes until they have met with their adviser. The degree audit shows students their progress toward fulfilling the degree requirement and the courses that they must complete. Students also can access the degree audit through their “My Ohio Portal” account.

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

The School has an impressive array of professional organizations and media enterprises that provide students with extra-curricular and co-curricular opportunities related to journalism and strategic communications. The professional organizations include the Society of Professional Journalists, the Ohio University Advertising Association, the Association for Women in Communication and the Radio Television Digital News Association. Student media include The Post, the student newspaper, Impressions, a public relations firm, WOUB Public Media, which operates licensed public television and radio students, CollegeGreenmag.com, and Global Spotlight.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

The School maintains retention and graduation statistics. Both rates are impressive and substantially higher than those for the rest of the University.

The retention rate for the School in 2009-10 was 93 percent, compared to 81 percent for the University. In 2010-11, the retention rate for the School was 90 percent, compared to 80 percent for the University.

The four-year graduation rate for the freshman class of 2005 was 76 percent for the School, compared to 44 percent for the University, while the five-year rate for the same class was 82 percent for the School, compared to 62 percent for the University. The four-year graduation rate for the freshman class of 2006 was 74 percent for the School, compared to 44 percent for the University, while the five-year rate for the same class was 81 percent for the School, compared to 60 percent for the University.

Summary:

The School provides students with the support and services needed to promote learning and ensure timely completion of their program of study. The quality of support and services is reflected in impressive retention and graduation rates substantially higher than those of the University.

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.

Scripps School administrators must budget carefully to deal with state funding decisions, and, from the evidence available, they are skilled at maintaining facilities, scholarships, and a wide range of curricular and co-curricular activities. The annual budget is detailed and supports the School's mission. The primary financial resources include a technology endowment, a student technology fee, and foundations and alumni. In the last three years, the Institute for International Journalism raised \$3 million from several sources to support its activities. The School also receives support from the Scripps Howard Foundation.

(b) The resources that the institution provides are fair in relation to those provided other units.

Faculty members and administrators indicate they believe the Scripps School receives a fair share of University resources. Within a year the School will take possession of a significant part of a renovated building. The rebuilt building will permit most Communication College faculty members to have offices in the same area. The College will continue a presence in the old Scripps Hall, which will then be used primarily for classrooms and student organization offices.

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

According to the School's self-study, supported by evidence available to the site team, within the last six years upgrades or renovations occurred in all Scripps Hall classrooms and computer labs. Equipment in the Radio-Television (RTVC) Building was upgraded, broadcast field and lab equipment was converted to digital, and studio space modernized. Faculty and College leaders expressed their belief that the soon-to-be opened new building will facilitate increased collaboration and collegiality. The School follows a plan of regular laboratory equipment upgrades.

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

Because of several significant gifts earmarked for scholarships, a named professorship, updating newsroom facilities, and a \$15 million donation from the Scripps Howard Foundation, the School supports and encourages scholarship and creative activities. The School also is able to provide students and faculty with the latest generations of technology.

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

According to faculty and students, Ohio University and the Scripps School provide adequate support for the undergraduate programs. The University library is located conveniently near the School, and its resources are available on-line. Students are aware of on-line access techniques. Students expressed appreciation for the breadth of materials available through their library.

Summary:

The Scripps School receives a fair share of College resources. The budget appears to take into consideration the financial uncertainties currently facing higher education. The School and its faculty benefit from a variety of funding sources that include grants and alumni donations.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

- (a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.**

The School has a strong and on-going relationship with alumni through its Society of Alumni and Friends (SAF) organization. This group has a website and social media links, including more than 1,600 members on LinkedIn. SAF is active and engaged in the School. The SAF board takes part in a monthly conference call with the School's director. The director hosts receptions with SAF members and the Ohio University Alumni Association city chapters in various cities across the country every year. The SAF sponsors a "Senior Saturday" every year, which brings alumni and professionals together on campus for a series of panels to help soon-to-be graduates get jobs and succeed in their first year. The School also organizes a yearly grammar boot camp session for alumni at the request of the SAF.

In addition to the SAF, the School has a Professional Advisory Board, a group of distinguished professionals who meet with the director, associate director, faculty and students to keep them abreast of current trends in journalism and media. Advisory Board members visit campus twice a year for daylong meetings. Of note, the School's alumni have won 17 Pulitzer prizes, attesting to the general quality of its alumni.

Faculty members are actively engaged in almost all major professional communications organizations, regularly attending national and regional conferences. These include organizations focused on diversity, such as the National Association of Black Journalists, and organizations focused on the digital future of journalism, such as the Radio Television Digital News Association.

There are thriving student chapters of major professional and student organizations, such as the Society of Professional Journalists (SPJ), Public Relations Student Society of America (PRSSA), Association of Women in Communications and the Black Student Communications Caucus, inter alia.

Four faculty members are editors or co-editors of academic journals, which puts them in an excellent position to bring the latest communications research and ideas into the classroom. In addition, faculty members regularly peer review academic papers.

Importantly, students reported a high degree of satisfaction with their exposure to professional alumni via the School and its professors.

(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.

Students take a course on ethics and report that ethical practice is inculcated in most courses.

One of the most compelling examples of promoting professional ethics in action was the 2011 Ohio Sunshine Summit, sponsored by the School and the national student chapters of SPJ and PRSSA. Student journalists vexed by on-going problems gaining access to university public records and meetings gathered a group of more than 150 students, faculty members and professional journalists to explore the issue. The summit issued a draft resolution, which was endorsed by the national boards of SPJ and RTNDA, and presented to the Ohio chancellor of higher education and the state's attorney general.

Student media and organizations address many communications issues of public consequence and concern. Many students work at WOUB-TV with newscasts that cover 38 counties, including the media-poor Appalachian region. Southeast Ohio Magazine and ATHENSi.com are a magazine and website managed by students and faculty, respectively, that contribute local/regional news to the community. Students have many other online and print publications delivering news, sports, entertainment, etc., for the local market. The School supports local high school students with a residential high school journalism workshop for up to 90 students from Ohio and surrounding states.

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

The School is very supportive of faculty involvement in professional organizations, such as those noted above, and top academic associations, in which the faculty hold a number of leadership positions, including: AEJMC, ICA, NCA, BEA and AJHA. Group I faculty members are given annual travel stipends of \$2,500 per year, in part to allow attendance at professional and academic conferences.

The faculty judge a large number of communications awards. The School's director also serves as judge for the National Journalism Awards for the Scripps Howard Foundation. The School also awards the Farfel Prize, one of the most lucrative awards for investigative journalism. Total prize: \$15,000.

(d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.

The School has a number of community media projects to deliver needed news to local markets, especially the Appalachian area, and projects supporting local high school journalists via the High School Journalism Workshop.

Regarding internships, each student must complete at least one internship prior to graduation. These internships are faculty advised and professionally evaluated. Students report that professors are proactive in helping them get internships. In 2007, the College hired a new internship coordinator, significantly improving the service provided to students. The coordinator created a College-wide searchable database of internship experiences and contacts for students.

The School contributes to the international community via the School's Institute for International Journalism. With the help of U.S. State Department grants, the Institute provides training for journalists and journalism educators across the globe, including: Chile, China, Ghana, Guyana, Indonesia, India, Kenya and South Africa.

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

Despite its rural location, the School brings in a stream of top-notch professional speakers each year. In Fall 2012-13, the School brought in three journalists from the New York Times (two reporters and one multi-media producer) among others. Members of the School's Professional Advisory Board often come to the School to speak to students. Professionals often critique students' capstone projects, which the School plans to make a consistent practice going forward.

Summary:

The School consistently advances journalism and mass communication professions and seems to fulfill its obligations to its community, alumni and the greater public. This is a point of strength.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

The School has outlined a clear set of desired competencies consistent with the School’s mission and directly aligned to ACEJMC’s “Professional Values and Competencies.” In addition, the assessment plan is in accordance with the Ohio University Learning Outcomes Pyramid, which outlines specific goals for “breadth,” “depth,” “competencies,” and “engagement” in learning.

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

The School has identified an assortment of direct and indirect assessment measures. However, the quality of many of these measures (especially the direct measures) is inadequate. The Freshman/Senior Survey was found to have been a poor direct measure, for example. The Precision Language course was dropped. Beyond internship evaluations, direct measures do not really exist. The School has some excellent ideas for new direct measures, such as consistent professional evaluation of capstone projects and a Freshman/Senior Knowledge Test. However, these have not yet been fully implemented. Regarding indirect measures, the School has some solid measures, such as an annual survey of recent graduates. However, it has listed syllabi review, course evaluations and admission/retention/graduation rates as indirect measures. These do not really measure learning outcomes in any meaningful way.

- (c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.**

The School maintains excellent connection with professionals to gain feedback on policy, instruction and curriculum. The Professional Advisory Board and the Society of Alumni and Friends (SAF), for example, provide ongoing professional feedback on matters of policy and curriculum.

- (d) The unit includes members of journalism and mass communication professions in its assessment process.**

Professional internship evaluations and the survey of recent graduates provide two professionally based points of insight on the quality of student learning outcomes. A plan to have consistent professional evaluation of student capstone projects going forward is promising.

(e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

The School collects and reports data, but the quality of the data is insufficient to assess learning outcomes.

Summary:

The School is clear on the learning outcomes it wants to achieve, and has aligned those with ACEJMC's goals. It also stays in close touch with its long list of successful graduates and other professionals, who give solid feedback for use in assessment. However, the direct and indirect measures of assessment the School has put in place over the last six years are extremely limited and somewhat confused. The School has excellent ideas on how to improve direct assessment (i.e., Freshman/Senior Knowledge Test and professional assessment of capstone projects). These ideas will take them a long way, but are inchoate. Regarding indirect assessment, many of the items listed did not seem to measure learning outcomes at all.

NONCOMPLIANCE

PART III: Summary by site visit team

Summarize the strengths and weaknesses of the unit.

Strengths

- A director admired in the School, the College and the University for his collaborative, inclusive leadership and managerial effectiveness and for his vision
- A faculty dedicated to teaching, advising and mentoring students in ways that enhance their education and their preparation for professional practice
- A faculty productive in scholarship with excellent support for research, professional and creative work
- A student body enthusiastic about learning and hands-on training and proud of the School's efforts to prepare them for and support their careers
- A rich variety of internship opportunities and campus media, traditional and digital, including the Statehouse News Bureau
- A well-funded and lively Institute for International Journalism and a variety of services to the profession and the community

Weaknesses

- The lack of a plan to direct action for achieving a diverse faculty and student body and student understanding of domestic issues involving race, gender, ethnicity and sexual orientation
- An underdeveloped and incomplete program for the assessment of learning outcomes

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

Standard 9: Assessment of Learning Outcome

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

The School must develop appropriate direct measures for assessing graduates' mastery of ACEJMC's 12 professional values and competencies, administer the measures systematically, analyze the results, identify areas of weakness and take action to address them.

The School must develop a plan for achieving diversity in the faculty and student body and for ensuring that students understand issues involving race, gender, ethnicity and sexual orientation in domestic society, with specific goals and actions to achieve them.

- 4) **In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected 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 that recommendation.** N/A

- 6) **If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them.**

“Considering its student enrollment and its range of activities, the School needs more faculty members. Some sequences in the School depend upon few full-time faculty members.”

The recession and the state’s austerity measures in response have caused significant reductions in the budget of the University and of the School. To help address these cuts, the University imposed a hiring freeze and implemented buyouts of faculty and staff. In the process, the School lost 14 full-time faculty members to retirement, resignation and re-assignment and was able to hire 12 faculty members in replacement. Two strategies have helped the School meet its instructional goals in these circumstances: the replacement of some retired Group I (tenured and tenure-track faculty) with Group II (contract faculty), who carry a higher teaching load than Group I faculty; and a new two-track curriculum with fewer core courses and more electives.

“Some faculty members have heavy loads.”

A combination of rebalancing Group I and II hires and a new workload policy has created a fairer and more transparent system of faculty workloads in teaching, advising, scholarship and service. The policy permits flexibility and individual negotiation for the distribution of a faculty member’s work.

“School faculty members worry about the School’s future and its identity when it moves into a new building planned to house the entire College of Communication, perhaps five years from now.”

That worry seems to have evaporated.

- 7) **The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members’ judgment of the self-study.**

The self-study was comprehensive, nicely balanced in celebration and candid self-analysis, and well organized. The School made sensible decisions in separating factual accounting and analytical narrative from supporting evidence and institutional documents. An Attachments file for the handbooks, manuals, brochures and normal

bureaucratic boilerplate, which universities are so fertile in producing, enabled the team to focus on the content that makes for an efficient and effective site visit.