

OCTOBER 13, 2021



**School of Media
and Journalism**

SELF-STUDY REPORT
FOR ACCREDITATION IN JOURNALISM AND MASS
COMMUNICATIONS

SCHOOL OF MEDIA AND JOURNALISM
KENT STATE UNIVERSITY
201 Franklin Hall • 550 Hilltop Drive • Kent OH 44242-0001

For an undergraduate program site visit in 2021-2022

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

Name of Institution: Kent State University

Name of Journalism/Mass Communications Unit: School of Media and Journalism
(formerly School of Journalism and Mass Communication)

Address: 201 Franklin Hall
550 Hilltop Drive
PO Box 5190
Kent OH 44242-0001

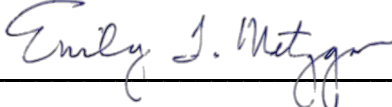
Date of Scheduled Accrediting Visit: October 10-13, 2021

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

Journalism/mass communications administrator:

Name: Emily Metzgar, Ph.D.

Title: Director, School of Media and Journalism

Signature:  _____

Administrator to whom journalism/mass communications administrator reports:

Name: Amy Reynolds, Ph.D.

Title: Dean, College of Communication and Information

Signature:  _____

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PART I: GENERAL INFORMATION

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

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

Name of Institution: Kent State University

Name of Unit: School of Media and Journalism

Year of Visit: 2021

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

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

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

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

- ☐ Private
- ☒ Public
- ☐ Other (specify)

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

Kent State University was established in 1910 by statutory act and is maintained by the state of Ohio. It is under the jurisdiction of a board of nine voting trustees, plus two national trustees and two student trustees, all appointed by the governor, subject to the advice and consent of the Ohio Senate. The university is supported financially through state legislative appropriations, student tuition and fees, and gifts.

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

☒ Yes
☐ No

If yes, give the date of the last accrediting visit: January 2015

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

1965

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

We provide our students with a solid academic experience that balances both conceptual and practical courses, professional opportunities and multiple internships, all of which are grounded in a foundation of ethics in a diverse and global society.

Adopted in 2014.

7. What are the type and length of terms?

Semesters of: 15 weeks
Quarters of: weeks
Summer sessions of: Two 5-week sessions; One 8-week session
Intersessions of: 3 weeks

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

☒ Bachelor's degree
☒ Master's degree
☐ Ph.D. degree

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

Bachelor of Science degree

- Advertising
- Digital Media Production
- Journalism
- Public Relations

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

120 semester hours

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

Students in the Digital Media Production, Journalism, and Public Relations sequences are required to complete a one-credit semester hour internship. The Advertising sequence requires a two-credit semester hour internship.

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge Fall 2021</u>
Advertising	Evan Bailey
Digital Media Production	Jeff Fruit
Journalism	Mitch McKenney*
Public Relations	Michele Ewing

*McKenney is serving as Journalism sequence coordinator in Fall 2021 while Jacqueline Marino is on Professional Improvement Leave.

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

As of Spring 2021: 33,234 across eight campuses. Please see the [University's Spring 2021 enrollment data](#)

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

<u>Name of Sequence or Specialty (Spring 2021)</u>	<u>Undergraduate majors</u>
Advertising	86
Digital Media Production	272
Journalism	213
Public Relations	<u>108</u>
Total	679

15. Number of students in each section of all skills courses (newswriting, reporting, editing, and section for the term during which the visit will occur and 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.)

Course	Section	Title	Spring 2021	Fall 2021 (as of August 16)
20004	001	Advertising Writing and Storytelling	16	16
	002		13	10
20011	001	Production Fundamentals	15	20
	002		16	20
	003		16	16
	004		16	
	005		Section cut	
	006		18	
	600			4
21005	001	Advertising Messaging and Communication	12	16
22004	001	Visual Storytelling	18	
23004	001	Story For Picture	17	16
	002		18	18
	003		18	11
	004		18	11
23130	001	Directing for Picture	20	20
	002		20	19
				14
23140	001	Production I	18	16
	002		18	15
	003			8
26001	001/60	Writing Across Platforms	18	18

Course	Section	Title	Spring 2021	Fall 2021 (as of August 16)
	002		18	18
	003			15
	004		17	
	005			
	006		19	18
26005	001	Storytelling Across Platforms	20	19
	002			20
26007	001	Reporting	20	21
			20	
26008	001	Broadcast Reporting	14	11
30036	001	Digital Video Editing	20	20
			20	9
			20	20
31002	002	Advertising Copyrighting	16	20
31003	001	Advertising Media Planning	17	15
31004	001	Digital Advertising	18	16
31007	003	Digital Analytics in ADV and PR	20	13
	004		20	13
31011	001	Advertising Strategy Development	20	16
32001	001	Photojournalism I		19
	002			8
32002	001	Photojournalism II	13	
33033	001	Sound for Picture	19	20
	002		19	19
33042		Studio Television		13
33043	001	Digital Cinematography	18	20
	002		20	20
	003		20	
36005		Editing		20
36010	001	Interviewing and Data for Journalists	16	
36018	001	Feature Writing	14	13
36020	001	Storytelling with Sound	17	18
40037	001	Scriptwriting for Video and Film	17	18
40295		ST: Mixed Reality Storytelling		19
41111	001	Fashion Publishing		18
43035	001	Advanced Television News Producing		16
	002			16
44050	001	Post-Production Sound	11	16
45001	001	Advanced Lighting for Digital Film & TV	15	16
45007	001	Producing for Picture	18	21
	002			20

Course	Section	Title	Spring 2021	Fall 2021 (as of August 16)
46003	001	Producing Television News	15	
46006	001	Opinion Writing	14	18
46009		Reporting Public Policy		19
46016		Business of Publishing		
46020	001	Magazine Design	19	20
46021	001	Advanced Magazine Writing	16	
46057		Motion Graphics for Video Editing	17	20
48001	001	Media Relations and Publicity	17	20
48002	001	Public Relations Tactics	18	18
	002			6
48003	001	Digital Public Relations	17	21
48006	001	Public Relations Publications	20	20

16. Total expenditures planned by the unit for the 2021–2022 academic year: \$5,560,971
Give percentage increase or decrease in three years: 4.83% increase over 2018-19 expenditures of \$5,304,264.

Amount expected to be spent this year on full-time faculty salaries: \$2,967,609

17. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

In the table below, TT = Tenure Track Faculty; NTT = Non-Tenure Track Faculty. There are no faculty members who teach only at the graduate level.

1	Luke Armour	Associate Professor NTT
2	Evan Bailey	Associate Professor NTT
3	Candace Perkins Bowen	Professor TT
4	Karisa Butler-Wall, Ph.D.	Assistant Professor NTT
5	Roseann Canfora, Ph.D.	Professional-in-Residence NTT
6	Danielle Sarver Coombs, Ph.D.	Professor TT
7	Michele Ewing	Professor TT
8	David Foster	Associate Professor NTT
9	Jeff Fruit	Professor TT
10	Scott Hallgren	Assistant Professor NTT
11	Gretchen Hoak, Ph.D.	Assistant Professor TT
12	Karl Idsvoog	Associate Professor TT*
13	Christopher Knoblock	Lecturer NTT
14	Cheryl Ann Lambert, Ph.D.	Associate Professor TT
15	Jacqueline Marino	Professor TT*
16	Mitch McKenney	Associate Professor TT
17	Emily Metzgar, Ph.D.	Professor and Director TT**
18	Stefanie Moore	Professor NTT
19	Abraham Avnisan Nowitz	Assistant Professor TT
20	Amy Reynolds, Ph.D.	Dean, College of Communication and Information TT**
21	Tim Roberts	Associate Lecturer NTT
22	Rebecca Rolnick	Assistant Professor NTT
23	Connie Schultz	Professional-in-Residence NTT
24	Gene Shelton	Professor NTT
25	Stephanie D. Smith	Professional-in-Residence NTT
26	Tang Tang, Ph.D.	Professor TT
27	Wendy Wardell	Associate Lecturer NTT
28	Thor Wasbotten	Professor TT
29	Dana White	Assistant Professor TT*
30	Susan Zake	Professor NTT

* Not teaching. Research or Professional Improvement leave.

** Not teaching. Full-time administrative role.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021. (If your school has its accreditation visit in spring 2022, please provide the spring 2022 adjunct list in the updated information.)

Fall 2021 (As of August 16)

Justin Armburger
Kimberly Barth
Joseph Bertoni
Brendan Beseth
John Bowen
Kelly Campbell
Charles Chubbuck
Michael Donelan
Diane Dragus-Zetts
Daniel Fisher
Toqa Hassan
Ryan Hollingsworth
Carol Howell
Jaeson Jackson
Phil Johnston
John Kroll
Deborah Lee
Dustin Lee
Betty Lin-Fisher
Sean McArdle
Jimmy Miller
Casey Nichols
Francesca Passeri
Amanda Rabinowitz

R. Shane Roach
Daryl Royer
Jerrold Staas-Haught
Patricia Sedon
Timothy Smith
Ashley Spiker
Michael Suglio
Sarah Szweda
Lisa Valendza
Vance Voyles
Craig Webb
Traci Easley Williams
Bradley Wilson
Susan Zimmerman

Spring 2021

Deborah Adams-Simmons
Justin Armburger
Eslah Attar
John Bowen
Kelly Campbell
Roseann Canfora
Charles Chubbuck
Mark Dawidziak
Cindi Deutschman-Ruiz

Michael Donelan
Diane Dragus-Zetts
Tina Fallani
Daniel Fisher
Jason Gottshall
Carol Howell
Christina Jackson
Phil Johnston
John Kroll
Jacob Kucek
Dustin Lee
Melanie Long
Christine Lange-Meeker
Sean McArdle
Francesca Passeri
Amanda Rabinowitz
R. Shane Roach
Ron Russo
Patricia Sedon
Sarah Szweda
Mark Turner
Lisa Valendza
Craig Webb
Traci Easley Williams
Susan Zimmerman

19. Schools on the semester system:

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

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	in Compliance	Percent
2020-2021			
academic year	<u>167</u>	<u>167</u>	<u>100</u>
(SU 20, FA 20 SP 21)			
2019-2020			
academic year	<u>207</u>	<u>207</u>	<u>100</u>
(SU19, FA 19 SP 20)			

School of Media and Journalism students must meet the 72-hour requirement to be cleared for graduation with a BS degree. Undergraduate students are cleared for graduation using Ellucian's Degree Works auditing system, which KSU refers to as GPS. The GPS audit tracks and reports each student's progress toward meeting the 72-hour requirement.

PART II: SUPPLEMENTARY INFORMATION

1. Complete and attach here in the main body of the self-study report the following tables:

Table 1, "Students"

Table 2, "Full-time Faculty"

Table 3, "Part-time Faculty"

Table 1, Students - Spring 2021

School of Media and Journalism										
UG Major	Kent Campus Enrollment - Spring 2021						Degrees Conferred			
	FR	SO	JR	SR	Post-UG	Total	Sum 2020	Fall 2020	Spring 2021	Total
Advertising	10	14	34	27	1	86	4	11	8	23
Digital Media Production	44	66	81	80	1	272	9	16	30	55
Journalism	35	48	56	70	4	213	7	15	35	57
Public Relations	8	18	37	45	0	108	5	6	21	32
Total	97	146	208	222	6	679	25	48	94	167

Table 2, Full-Time Faculty – Spring 2021

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

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

In the table below, TT = Tenure Track Faculty; NTT = Non-Tenure Track Faculty. There are no faculty members who teach only at the graduate level.

Semester: Spring 2021

Rank	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest earned degree	Tenured (Y/N)	Credit hours taught per semester	% of time		
								tchg	rsch	svc
Unit Administrator Emily Metzgar (Professor and Director)	16	17	1	1	Ph.D.	Y	Admin	-	-	100

Professors

Candace Perkins Bowen TT	22	13	14	3	MA	Y	6-9	75	10	15
Danielle Sarver Coombs TT	5	15	14	2	Ph.D.	Y	6	50	25	25
Michele Ewing TT	18	17	18	2	MA	Y	6	50	25	25
Jeff Fruit (on Professional Improvement Leave Spring 2021) TT	22	19	19	19	MA	Y		0	100	0
Mark Goodman TT	22	13	13	13	JD	Y	6	50	25	25
Jacqueline Marino TT	10	15	15	2	MA	Y	9	75	15	10
Stefanie Moore NTT	11	13	14	2	MA	N	11	73	10	17

Amy Reynolds TT	6	17	6	6	Ph.D.	Y				100
Gene Shelton NTT	35	15	15	3	MA	N	9	60	10	30
Tang Tang TT	5	12	3	3	Ph.D.	Y	6	50	25	25
Thor Wasbotten (on Research leave Spring 2021) TT	13	16	8	8	MS	Y		0	100	0

Associate Professors

Luke Armour NTT	7	9	9	3	MA	N	6	40	-	60
Evan Bailey NTT	20	12	11	5	MA	N	12	80	10	10
David Foster NTT	5	7	7	1	MA	N	13	85	-	15
Karl Idsvoog TT	29	17	17	11	MA	Y	9	75	25	-
Mitch McKenney TT	18	13	13	7	MBA	Y	3	25	25	50
G. Joe Murray TT	10	15	15	9	Ph.D.	Y	9	75	15	10
Susan Zake NTT	22	13	13	4	MA	N	3	20	-	80

Assistant Professors

Karisa Butler-Wall NTT	-	5	2	2	Ph.D.	N	9	60	20	20
Scott Hallgren NTT	30	5	5	5	MM	N	12	80	-	20
Gretchen Hoak TT	10	15	6	6	Ph.D.	N	9	75	20	5
Cheryl Ann Lambert TT	12	13	5	5	Ph.D.	N	9	75	20	5
Abraham Avnisan Nowitz TT	14	4	2	2	MFA	N	6	50	40	10
Rebecca Rolnick NTT	20	4	4	4	MFA	N	12	80	-	20
Dana White TT	20	3	3	3	MFA	N	9	75	20	5
Chance York TT	-	7	7	7	Ph.D.	N	9	75	20	5

Lecturers

Christopher Knoblock NTT	25	2	2	2	BA	N	11	75	-	25
Tim Roberts, Assoc. Lecturer NTT	27	11	11	4	MA	N	8	55	-	45
Wendy Wardell, Assoc. Lecturer NTT	21	9	9	3	BS	N	12	80	-	20

Professionals in Residence

Connie Schultz NTT	41	5	5.5	5.5	BS	N	6	40	-	60
Stephanie Danes Smith NTT	36	9	8	5	MPA	N	9	60	-	40

Table 3, Part-Time Faculty

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

Semesters: Fall 2020 and Spring 2021

(Part-time faculty who taught in both Fall 2020 and Spring 2021).

Name and Rank All are instructors unless noted	Years full- time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (Y/N)	Working toward degree (Y/N)	Credit hours taught F/S	Teaching Responsibilities			
							In charge of course	Lectures	Assists in lab	Assists teacher in charge
Justin Armbrurger	10	5	BA	Y	N	3/3	X	X		
John Bowen	36	49	MA	N	N	6/9	X	X		
Kelly Campbell	29	14	Ph.D.	N	N	3/3	X	X		
Charles Chubbuck	41	2	BA	N	N	3/3	X	X		
Diane Dragus Zetts	23	7	BA	Y	N	3/6	X	X		
Tina Falani	8	29	JD	N	N	3/3	X	X		
Daniel Fisher	19	4	MA	Y	N	3/3	X	X		
Charles Hatcher	40	31	MFA	N	N	3/3			X	X
Carol Howell	50	5	BA	N	N	3/6	X	X		
Christina Jackson	40	5	BA	N	N	3/3	X	X		
Phil Johnston	38	20	MA	Y	N	3/3	X	X		
John Kroll	33	6	MEd	N	N	9/9	X	X		
Jacob Kucek	2	5	MA	N	Y	3/3	X	X		
Dustin Lee	13	3	BS	Y	N	3/3	X	X		

Melanie Long	13	7	MA	Y	N	3/3	X	X		
Sean McArdle	20	7	BFA	Y	N				X	X
Francesca Passeri	8	21	Ph.D.	N	N	3/3	X	X		
Amanda Rabinowitz	22	3	MA	Y	N	3/3	X	X		
R. Shane Roach	20	13	MEd	Y	N	3/3	X	X		
Patricia Sedon	25	11	MA	N	N	3/3	X	X		
Sarah Szweda	15	13	MA	Y	N	3/3	X	X		
Mark Turner	22	12	MA	Y	N	3/3	X	X		
Lisa Valendza	16	12	MA	Y	N	3/3	X	X		
Craig Webb	34	7	BS	Y	Y	3/3	X	X		
Susan Zimmerman	25	16	BA	N	N	3/3	X	X		

Semester: Spring 2021 Part-time faculty

In addition to the part-time faculty above, the following only taught Spring 2021.

Name and Rank All are instructors unless noted	Years full- time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (Y/N)	Working toward degree (Y/N)	Credit hours teaching fall semester	Teaching Responsibilities			
							In charge of course	Lectures	Assists in lab	Assists teacher in charge
Roseann Canfora	41	44	Ph.D.	N	N	3	X	X		
Cindi Deutschmann- Ruiz	15	12	MS	N	N	3	X	X		
Jason Gottschall	14	5	BS	Y	N	3	X	X		
Eslah Attar	4	1	BS	Y	N	3	X	X		
Deborah Adams- Simmons	35	1	BA	Y	N	3	X	X		
Mark Dawidziak	43	13	BS	Y	N	3	X	X		
Christine Meeker- Lange	36	2	BA	Y	N	3	X	X		
Michael Donelan	10	4	BS	Y	N	3	X	X		

Semester: Fall 2020 Only part-time faculty

In addition to the part-time faculty above, the following only taught Fall 2020.

Name and Rank All are instructors unless noted	Years full- time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (Y/N)	Working toward degree (Y/N)	Credit hours teaching fall semester	Teaching Responsibilities			
							In charge of course	Lectures	Assists in lab	Assists teacher in charge
Heidi Baumgart	16	2	BS	Y	N	3	X	X		
Matthew Harry	17	9	MFA	Y	N	3	X	X		
Betty Lin-Fisher	26	4	BA	Y	N	3	X	X		
Jim Hurguy	29	16	MEd	Y	N	3	X	X		
Robert Makar (Deceased)	10	10	MA	NA	NA	3			X	X
Ron Russo	4	24	MA	Y	N	3	X	X		
Sara Smith	14	2	BS	Y	N	3	X	X		
Traci Williams	26	19	MLS	Y	N	3	X	X		

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

The School of Media and Journalism traces its history back to 1932, when the Department of Journalism and Publicity was established at Kent State College. The department offered just seven courses. It became the Department of Journalism in 1937, when a major in Journalism was offered for the first time. The department became a school in 1940. Majors in newspaper management and photography were transferred to the School of Journalism in 1948, with majors in public relations and advertising added in 1946 and 1967, respectively.

Kent State's academic program in broadcasting started in 1935 with the advent of its first course, Radio Speaking. The Radio Workshop began in 1940 and served as the foundation for future broadcasting activities. By 1950, Kent was broadcasting at 88.1 MHz with 10 watts of power. The station evolved into today's WKSU-FM, an NPR affiliate, and Black Squirrel Radio, a student-run internet station.

In 1960, the Radio division of the School of Speech changed its name to Broadcasting to incorporate a new program in television studies. In 1968, the University's new cable system facilitated campus wide television service with programming and operations that have evolved into today's student-run TV2. Broadcasting changed its name to Telecommunications in 1969, to Electronic Media Production around 1990 and to Digital Media Production in 2014.

In 1988, after a series of mergers and reconfigurations, the School of Journalism and the Telecommunications Program merged to form the School of Journalism and Mass Communication (JMC). Although administratively united in one school, the programs continued to be housed in separate buildings until the opening of the School's current home in 2007.

In 2007, after a \$20 million-plus renovation and expansion project, JMC moved into its current 80,000-square-foot home in Franklin Hall.

JMC was part of the College of Fine and Professional Arts from 1959 until 2002, when the School joined the new College of Communication and Information, joining former F&PA colleagues Communication Studies, School of Information (formerly School of Library Sciences) and a newly created School of Visual Communication Design. The School of Emerging Media and Technology (EMAT), formerly the School of Digital Sciences, joined CCI in 2017. EMAT moved its administrative offices to Franklin Hall in Fall 2020.

Franklin Hall is also home to Kent State Student Media, an award-winning entity that engages more than 300 students each year in content production and client relations through 10 different independent outlets, including the aforementioned TV2 and Black Squirrel Radio. IdeaBase, a student-run design and new media hub, is also housed in Franklin Hall, having relocated from downtown Kent in 2020.

In 2020, the faculty voted to change JMC's name to the School of Media and Journalism.

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

The School of Media and Journalism at Kent State University is a nationally accredited program in Northeast Ohio. Our academic programming is student-centered, our curriculum is highly relevant, our students are nationally recognized and our graduates are leading professionals in all aspects of the media and communication industries.

MDJ is one of five schools in the College of Communication and Information. The other units in the College are the School of Emerging Media and Technology; the School of Communication Studies; the School of Visual Communication Design; and the School of Information.

MDJ's vision is to be the most relevant, student-centered and ethically driven accredited program in the country. The School's mission is to provide students a relevant academic experience that balances both conceptual and practical courses, professional opportunities and multiple internships, all of which are grounded in a foundation of ethics in a diverse and global society. Three primary goals have been developed to support our Mission:

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

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

Kent State operates on a responsibility center management (RCM) model and the College serves as the financial unit. This allows for cost sharing across the College's five schools and has permitted MDJ to continue supporting its students and faculty with little disruption in the face of declining enrollments and subsequent decreases in tuition revenue. Under the leadership of CCI Dean Amy Reynolds, the College has taken responsibility for provision of many services previously administered by the School. These changes, and the benefits MDJ derives from them, are discussed in detail in Standard 7. Resources, Facilities and Equipment.

Kent State University has a reputation as a well-run public institution, with sound financial management and substantial reserves in both operating funds carried forward and foundation endowments. Kent State's eight campuses, six other U.S. locations and four global locations provide more than 300 degree programs to more than 32,000 undergraduate and graduate students from throughout Ohio and the nation and from more than 100 countries. One of the

largest employers in Northeast Ohio, the University employs more than 3,500 full-time faculty and staff, more than 1,500 part-time faculty and staff and more than 3,200 students.

Todd Diacon, Ph.D., became the university's 13th president in July 2019. Melody Tankersley, Ph.D., became provost in October 2020, after serving as interim in that role. Amy Reynolds, Ph.D., became dean of the College of Communication and Information in July 2015. Emily Metzgar, Ph.D., became director of the School of Media and Journalism in July 2020.

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

The School of Media and Journalism (MDJ), one of five schools in the College of Communication and Information (CCI) at Kent State University, has seen many changes since the last self-study in 2015. New leadership is in place, the School's name has changed and of course, the pandemic has impacted university and school operations over the past 18 months. Enrollment declines due to demographic changes in the region, as well as hiring freezes partially as a result of the pandemic, have impacted the budget.

New Leadership

In July 2020, the School welcomed its new director Emily Metzgar, Ph.D., following a national search. Hired at the rank of professor, Metzgar was previously associate professor and Director of Undergraduate Studies for The Media School at Indiana University. In that capacity she facilitated curricular reform and led efforts in the creation of new degrees and majors, including establishing the School's Media Scholars Program and developing curricula for high-performing students across the School's three undergraduate degree programs and twelve concentrations.

An accomplished researcher and respected educator and an alumna of AEJMC's Institute for Diverse Leadership and the Scripps Howard Academic Leadership Academy, Metzgar joined MDJ with three key goals:

- Increase in-house transparency and improve two-way communication between the director's office and faculty and between the College and the School.
- Standardize regular mechanisms for student feedback and incorporate that feedback into decision making about the curriculum and other issues.
- Tell MDJ's impressive story and raise the School's profile within the College, the University, the state, the country and around the world.

Director Metzgar's arrival in the summer of 2020 marked the end of three years of interim leadership for the School following the previous director's departure from the role. This transition took place mid-pandemic, meaning that as of this report's writing, Director Metzgar has yet to meet some MDJ faculty members in person.

Name Change

The School's faculty voted in Spring 2020 to change the program's name from School of Journalism and Mass Communication to School of Media and Journalism. The change was driven by a belief that a new name would better align the School's identity with the professions our students are likely to pursue.

The process began in Fall 2019 with an ad hoc group led by Professors Danielle Sarver Coombs and Jacqueline Marino who interviewed and surveyed more than 350 students, faculty, alumni and outside professionals; consulted with other schools in CCI; and examined trends at peer and aspirational schools.

Following the faculty's review of those findings and insights, three potential names emerged, including the program's then-name, School of Journalism and Mass Communication. In February 2020, the faculty voted to approve School of Media and Journalism as the program's new name. The change was formally approved by the university's Educational Policies Council in April 2020.

The Pandemic

The pandemic significantly disrupted MDJ's operations during the Spring 2020 semester, driving students, faculty and staff from campus and forcing all instruction to take place online. Remote operations continued throughout the Summer and Fall 2020 semesters, although a handful of production classes had in-person meetings in Franklin Hall in Fall 2020. A few more classes had in-person components in Spring 2021. The School offered few classes in Summer 2021 and all of them were remote. Throughout this period, the School, College and University have offered significant support to instructors for transitioning to remote or hybrid instruction. We also deployed Lumens Ladibug document cameras throughout Franklin Hall to facilitate remote and hybrid instruction. The extent of support offered to faculty, students and staff throughout the pandemic is detailed throughout this self-study.

Pandemic-driven disruptions have continued as we prepare for the Fall 2021 semester, with multiple adjustments to the course schedule since March as a result of changing public health guidance about physical distancing and room capacities. The University has mandated that faculty have the right to choose whether to teach remotely or in-person. Seventy percent of the School's classes are scheduled for in-person delivery in Fall 2021. We are proud of our instructors' commitment to getting back to the classroom, especially because a majority of MDJ students have consistently expressed a preference for in-person teaching and learning. As the public health environment continues to evolve, we are hopeful for a sustained return to more normal operations but are also realistic about the challenges that lie ahead. The university has announced its intention to return to pre-pandemic course scheduling practices for Spring 2022.

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

MDJ was found in compliance with all standards in the last site team report, and no deficiencies were listed per p. 37, Directive 3 of the 2015 On-site Evaluation Report.

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

Planning for reaccreditation began in late summer 2019. Jeff Fruit, then the School's interim director, appointed MDJ Associate Lecturer Tim Roberts, then-Undergraduate Studies Coordinator, to serve as the School's Accreditation Project Manager. The School's faculty and staff, with CCI support, worked during the 2019-2020 academic year gathering information, talking with students, consulting with alumni and compiling a draft self-study in preparation for a Fall 2020 site visit. A draft had been prepared when ACEJMC announced in May 2020 that the site visit would be postponed for a year due to the pandemic.

Soon after her arrival in summer 2020, Director Metzgar reviewed the draft self-study. She was impressed by the work Roberts had completed, but after learning more about the process that had led to the draft's production and after identifying some gaps in the information provided, she determined it would be important for the faculty to be more deeply engaged in the self-study's preparation than they had been over the previous year. At the first faculty meeting of the 2020-2021 academic year, Director Metzgar asked the faculty to recommit to the accreditation process. The faculty voted unanimously to pursue reaccreditation. To facilitate more faculty participation in the self-study's preparation, she then tasked each of the School's nine faculty committees to take responsibility for reviewing and revising one of the draft standards. Work was distributed as follows:

- Standard 1: Recruitment and Retention Committee
- Standard 2: Undergraduate Studies Committee
- Standard 3: Diversity and Globalization Committee
- Standard 4: Graduate Studies Committee
- Standard 5: Alumni Awards Committee
- Standard 6: Academic Complaint Committee
- Standard 7: Website Redesign Committee
- Standard 8: Scholarship Committee
- Standard 9: Handbook Revision Committee

The faculty worked through Fall 2020 and completed their work during the Spring 2021 semester. With revised drafts ready, Associate Lecturer Roberts then reprised his role as first reader of each standard and wrangler of missing information. Roberts worked with Director Metzgar through summer to finalize the self-study. A final draft was shared with the faculty who were invited to offer their feedback. Feedback was reviewed and incorporated by Director Metzgar before she passed the document to the College's communications team for final preparation.

The self-study process has given us the opportunity to consider our strengths:

- We are particularly proud of our sustained commitment to diversity, equity, inclusion and belonging (DEI&B) as articulated in Standard 3. Diversity and Inclusion.
- We believe that our commitment to students, to the university, to professional organizations and to civic engagement as a whole is apparent in Standard 8. Professional and Public Service.
- We are pleased to point to increased faculty productivity (compared to 2015 self-study) as documented in Standard 5. Research, Creative and Professional Activity.
- We can document sustained investment in support for our Digital Media Production major, including the hiring of new faculty, investment in facilities and equipment and curriculum reform as discussed in Standard 2. Curriculum and Instruction.

The self-study process has also provided an opportunity to consider our weaknesses:

- We are concerned about declining enrollments and believe that a comprehensive review of the curriculum for all four of our undergraduate programs could lead to changes that would better serve our students. Director Metzgar is concerned about silos across the four sequences and about the continued skills-heavy focus of the School's course offerings. She initiated discussion about curriculum reform during the 2020-2021 academic year. This process will continue in 2021-2022. See discussion in Standard 2. Curriculum and Instruction.
- We need to revisit how we assess our performance, how we engage more of the faculty in the process and how we use the information we collect to inform our decision making. In recent years, just one faculty member has been tasked with managing the School's assessment process. But that faculty member has now left the university and the pandemic disrupted collection and analysis of assessment data over the last two years. Director Metzgar will appoint an MDJ Assessment Committee at the start of the 2021-2022 academic year. See discussion in Standard 9. Assessment of Learning Outcomes.

We look forward to the accreditation process and see it as an opportunity to gain new insights into our program. Even where we are strong, we know there is always room for improvement. And where we suspect we are weak, we look forward to the site team's observations and recommendations to help us strengthen our performance in the years to come.

Thank you for taking the time to engage with us in this process.

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

[2021-2022 Catalog](#)

[MDJ website](#)

PART II, STANDARD 1. MISSION, GOVERNANCE AND ADMINISTRATION

Executive Summary:

The School of Media and Journalism (MDJ), one of five schools in the College of Communication and Information (CCI) at Kent State University, has seen many changes since the last self-study in 2015. The School's name has changed, undergraduate enrollments have declined, several full-time faculty have retired or moved on and adjustments to CCI's organizational structure have brought changes to staff support for many of the School's key operations. In July 2020, after three years of interim leadership, the School welcomed new director Emily Metzgar following a national search. This transition took place mid-pandemic. Amidst all the change, MDJ remains one of the University's highest profile programs. With new leadership and renewed commitment to serving our students, we are excited about what lies ahead.

CCI Dean Amy Reynolds and the Dean's Office staff provide strong support for MDJ in ways that are now structurally more visible than at the time of the last self-study. The College has centralized academic advising, communication and recruitment, responsibility center management (RCM) budget operations, and technical support. This has diversified the voices engaged in decision making. Although these changes have been in place for a few years, some faculty members continue to express concern about the School's perceived loss of autonomy.

After a year as leader of the unit, Director Metzgar believes centralization of the aforementioned responsibilities at the College has been a net gain for the School, resulting in more and better-informed support to our students and facilities, consistency and professionalism in external communication efforts and stronger and more frequent communication between and across the five schools in the College. These changes have contributed to development of a newly cooperative approach to shared leadership among the College's five school directors and have resulted in new synergies, exciting potential avenues for collaboration, and most importantly, the expansion of academic and other opportunities for our students.

The pandemic significantly disrupted MDJ's daily operations and long-term strategic planning. But even prior to the pandemic, the School's planning processes had been impacted by changes in University and School leadership. In his role as interim director, Professor Jeff Fruit steered the School ably through a time of budget uncertainties, changes in the College and the early days of a global pandemic. His efforts helped maintain MDJ's stability and earned gratitude and respect from the School's new director and faculty and staff.

The School's faculty voted in Spring 2020 to change the program's name from *School of Journalism and Mass Communication* to *School of Media and Journalism*. The change was driven by a belief that the new name better aligned the School's identity with the professions our students were likely to pursue.

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

Within the University [Kent State administrative organizational chart](#)

President (Todd Diacon, Ph.D.)

Chief Administrative Officer of Kent State University who is responsible to the Board of Trustees. Dr. Diacon became president of Kent State in July 2019 and had served as Provost since 2012.

Senior Vice President/Provost (Melody Tankersley, Ph.D.)

Chief Academic Officer and second-highest ranking university officer, Dr. Tankersley is responsible to the President. All academic units of the university report to her. Dr. Tankersley became Provost in November 2020 after serving as Interim Provost since 2019.

Within the College of Communication and Information [CCI administrative organizational chart](#) and [CCI academic and advising organizational chart](#)

Dean (Amy Reynolds, Ph.D.)

Chief Administrative Officer of the College, which includes schools of Media and Journalism; Information; Communication Studies; Visual Communication Design; and Emerging Media and Technology. All school directors, as well as the administrators of IdeaBase, TeleProductions and Esports, report to the dean.

Interim Associate Dean (Miriam Matteson, Ph.D.)

Responsible for the College Ph.D. program, international partnerships and study abroad initiatives, graduate student support services, and research support.

Assistant Dean (Matthew Rollyson)

Oversees all undergraduate curricular action and advising services in the College, as well as strategic planning and institutional research to improve student services procedures and students' retention and graduation rates.

Director, RCM & Business Operations (Audrey Lingenfelter)

Directs the overall financial management and direction of the business operations of the College and the schools.

Director, CCI Diversity and Career Development (AJ Leu)

Coordinates and implements diversity, equity and inclusivity efforts, including student interventions, faculty guidance, scholarships and academic success and retention programs.

Director of Strategic Communications and External Affairs (J Keirn-Swanson)

Responsible for the College's community relations, external communications and recruitment efforts.

Director of Philanthropy (Laurel Wirtanen-Siloy)

Oversees the College's strategic plan for advancement, which includes fund diversification, creating a culture of philanthropy with multiple audiences and developing a meaningful alumni engagement program.

Director of Academic Advising (Ellie Hansen)

Manages the College's academic advising team and works with faculty, staff and students on an array of scheduling and paths to graduation issues.

Esports Project Manager (Maria Hawkins)

Manages the day-to-day operations of the Esports program at Kent State University and coordinates with educational partners to introduce emerging technology into local school curriculums.

Within the School of Media and Journalism [MDJ administrative organizational chart](#)

Director (Emily Metzgar, Ph.D.)

The Chief Administrative Officer of the School, a 12-month, full-time administrator. The Director reports to CCI Dean Amy Reynolds. Thor Wasbotten was Director from July 2012 to June 2017. Jeff Fruit, former Director from 2002 to 2012, served as Interim Director from July 2017 to June 2020. Dr. Metzgar became the Director July 1, 2020.

The Director provides leadership, planning, execution and evaluation of programs within the School. Full responsibilities of the Director are listed in the Faculty Handbook, Section V, Duties of the Director. Please see [Section V, p. 32 of the Faculty Handbook](#)

The Director participates, with other directors and chairs of academic units in the University through a Chairs and Directors Council that advises the Provost on various academic and student affairs policies. Directors in the College of Communication and Information also meet regularly with the CCI Dean to discuss implementation of University policies and procedures, as well as collaboration across the College's five schools. The Dean also uses these meetings to report to directors on various administrative actions she has taken.

Undergraduate Coordinator (Mitch McKenney) and Graduate Coordinator (Cheryl Ann Lambert, Ph.D.). Both coordinators are appointed by the Director in consultation with the faculty. They work with the Director primarily on curriculum and scheduling. They also support College and University admissions, advising and curricular efforts. The Undergraduate Coordinator is typically a 50 percent administrative appointment while the Graduate Coordinator is typically 25 percent. Both normally receive summer stipends for administrative work.

In addition, each of the four academic sequences in MDJ is overseen by a faculty member selected by their peers. Each coordinator receives up to 25 percent administrative credit for their work. They partner with the Director and Undergraduate Coordinator on undergraduate scheduling and curriculum. It is important to note, however, University regulations mandate that final scheduling decisions are at the discretion of the Director as only full-time administrators have the authority to make faculty assignments. Sequence heads for the 2021-2022 academic year are listed below:

Sequence	Sequence Head (2021-2022)
Advertising	Evan Bailey
Digital Media Production	Jeff Fruit
Journalism	Jacqueline Marino*
Public Relations	Michele Ewing

*Professor Marino is on Professional Improvement Leave during the Fall 2021 semester. MDJ Undergraduate Coordinator Mitch McKenney will serve in this role in her absence.

School and supporting CCI staff members include:

Title	Name
Administrative Clerk (50% FTE, shared with Student Media)	Lorie Bednar
Business Manager (25%, shared with Student Media)	Norma Young
Business Manager	Miao Liu (currently on extended leave)
Special Assistant	Vacant
(CCI) IT Manager	Aurora Smith
Master Control & Engineering Support	Jason Forbes
Student Resource Lab Manager (50% FTE, shared with VCD)	Christine Zuercher
(CCI) Director of Strategic Communications & External Affairs	J Keirn-Swanson
(CCI) Diversity & Career Development Director	AJ Leu
(CCI) Director of Advancement	Laurel Wirtanen-Siloy
(CCI) Director of Advising	Ellie Hansen
(CCI) Academic Advisor	Christine Nelson
(CCI) Academic Advisor	Rachel Ruic
(CCI) Academic Advisor	Alex Silverio
(CCI) Academic Advisor	Erin Stewart
(CCI) Academic Advisor	Tim Wince

Kent State Student Media:

[Student Media](#) is housed in Franklin Hall but is separate from the School in budget and operations. MDJ's Director serves as the Director of Student Media's immediate supervisor; however, the Director of Student Media officially reports both to the Director of the School and to the Student Media Board (as specified by the [University Policy Register](#).) The board has institutional oversight for student leadership selection and budget planning. Kent State Student Media is supported by a student fee and has spacious, modern facilities with updated equipment and infrastructure. Support for most faculty advisers to Student Media organizations is provided by MDJ in the form of course load credits (for full-time faculty) or stipends (for non-MDJ advisers). There is also a strong co-curricular component, with work that students complete for classes often appearing later in Student Media outlets.

The mission of Student Media is to offer all Kent State students a real-world laboratory to learn and practice their crafts. Its independent media organizations are important sources of information and entertainment for the campus, the local community and Kent State stakeholders across the region, country and world. Student leaders have independence in content and day-to-day operations by both University policy and state law. The quality of student-produced work

consistently places Kent State Student Media among the nation's top programs in terms of national awards and honors in competitions. Detailed discussion of Student Media can be found in Standard 6. Student Services.

Office of Student Media staff:

Title	Name
Student Media Director	Kevin Dilley
Office Manager (50% FTE, shared with MDJ)	Lorie Bednar
Budget Manager	Norma Young

2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it has encouraged and contributed to quality and innovation in the unit.

MDJ and CCI's strategic planning process is aligned with the University Strategic Plan: [Kent State Strategic Roadmap introduction](#).

Through the tenure of President Beverly Warren (2014-2019) and in the pre-pandemic years of President Diacon's leadership, five priorities drove the strategic planning process and permeated all decisions:

Priority 1 Students First: Provide an inclusive learning environment that encourages students' development as informed, impactful citizens.

Priority 2 Distinctive Kent State: Recruit and support talented faculty and staff to enhance top-tier academic and research programs that generate innovation and provide national distinction.

Priority 3 Global Competitiveness: Extend Kent State's impact and influence as an international university.

Priority 4 Regional Impact: Serve as a committed partner to meet community needs and elevate quality of life in the region and state.

Priority 5: Organizational Stewardship: Sustain a culture of continuous improvement and responsible oversight of University resources.

During the 2020-2021 academic year, the University undertook a [Strategic Enrollment Management](#) (SEM) strategic planning process; it is currently working on [the University-Wide Diversity, Equity and Inclusion Strategic Plan](#); and it will embark on an [Academic Affairs strategic planning process](#) during the 2021-2022 academic year. MDJ is an active participant in

these efforts. Director Metzgar served on the University-wide SEM Committee and the School will work with CCI to help develop a comprehensive DEI strategic plan for the College and its five schools.

Strategic Planning

The School's strategic planning process has been interrupted in recent years, with three factors contributing to this extended disruption. The first was uncertainty stemming from an unexpected change in University leadership. The second was the unexpectedly long tenure of an interim director for the School, a term extended by financial and other uncertainties at the University level. Finally, of course, was the pandemic.

The [School's strategic plan](#) was last updated in 2016, not long before former Director Thor Wasbotten stepped down. No discussion of the School's strategic plan was undertaken during Interim Director Jeff Fruit's tenure and, operating in triage mode given pandemic and staff disruptions in 2020-2021, Director Metzgar did not convene discussions for review of the School's strategic plan. However, following the accreditation team's visit in Fall 2021, she will invite the faculty to begin discussion of the School's mission and strategic plan in Spring 2022. This discussion will coincide with the University's return to normal in-person operations, a variable that will facilitate the crucial face-to-face interactions so important to consideration of strategic decision making. This timing also aligns with the aforementioned Academic Affairs strategic planning process.

The School's long-term planning is undertaken within the parameters provided by the University's institutional strategic plan. But it is also guided by MDJ's [Mission Statement](#) and [Faculty Handbook](#) and informed by alumni and other external stakeholders. MDJ faculty believe that intermediate-range plans (two to three years) are more effective and adaptable than are longer-range plans that may quickly become outdated by the fast-changing external marketplace or by internal University priorities that may change with different administrations and financial exigencies.

Director Metzgar will urge the School's faculty to look beyond the medium-term to consider longer-term planning. The rationale for taking a longer-term approach is that larger budget items such as classroom technology upgrades, studio updates, the purchase of new computers and technology for the School's labs, staffing needs in the classroom and elsewhere and the faculty's desire to offer more international opportunities for students all require longer-term planning and saving. This will be especially true as the "enrollment cliff" looms and the School's RCM-driven budget will continue to shrink in tandem with declining enrollments.

In recent years, the School has updated its priorities and tactics annually. At the start of each semester, the director has identified key priorities based on earlier plans and then invited faculty discussion about adjusting priorities and implementation. The Director has then provided the Dean with an annual report summarizing the School's activities, priorities and challenges. Below are the three reports Interim Director Jeff Fruit provided to CCI.

[2020 Report to Dean](#)

[2019 Report to Dean](#)

[2018 Report to Dean](#)

New Name & Rebranding Strategy

Although there has been no formal strategic planning for the last few years, MDJ faculty pursued a change in the School's name. The name of the School of Journalism and Mass Communication had not changed since the 1980s and the faculty believed that in 2020, "mass communication" had become a dated term with little perceived relevance to our students. Moreover, the majority of the School's students are no longer journalism majors, and faculty were concerned that current and future students pursuing degrees in Advertising, Public Relations and Digital Media Production would not see their disciplines reflected in the name.

In early 2020, two faculty and staff brainstorming sessions invited consideration of new names for the School. A University-engaged educational data research firm identified terms used at peer institutions. The word "media" emerged as a term matching the School's mission. The faculty compiled a slate of five name finalists, all of which (except the then-current JMC) included the word "media." Surveys of graduate and undergraduate students, faculty, staff, alumni and high school journalism educators provided feedback. The faculty voted to adopt the name School of Media and Journalism in Spring 2020.

The School's Recruitment and Outreach Committee took the lead in collecting information to help shape a re-branding communication strategy to support the name change. In Spring 2021, Marcus Thomas LLC, a Cleveland-based integrated marketing communication agency, provided its services gratis to conduct focus groups among current MDJ students, Kent State exploratory and non-MDJ majors, and high school students. The goal was to reveal the current, desired and future brand image of MDJ in order to inform future brand communication strategies.

[Please see the focus group report.](#)

Focus group results suggested that current students appreciated the "big school, small town" MDJ atmosphere, especially small class sizes and extracurricular opportunities, as well as relationships with professors and the benefits derived from their experience and networks. Findings pointed to the need to better describe the School's three non-Journalism majors for prospective students and, for current students, to place more emphasis on post-graduation career guidance.

At the invitation of Director Metzgar, the Recruitment and Outreach Committee facilitated discussion based on the focus group report at a special April 2021 faculty meeting. Those present agreed that the School's mission to provide both a liberal arts education and professional training would benefit from increased emphasis in the School's and College's external messaging. Sharing more stories of alumni and student achievement on the School's and College's digital platforms

was highlighted as an urgent need. This discussion generated ideas for improving the School's messaging with a variety of its external audiences.

While these have been, and will continue to be, productive discussions, Director Metzgar has also continued to ask the faculty to consider whether some of the School's recruitment and outreach challenges might be about more than gaps in messaging. It is hoped that discussions about the School's undergraduate offerings during the 2021-2022 academic year will generate insights into where changes to the curriculum might help close some of the remaining gaps between how we see ourselves, what our programs say about us, and how others perceive our work.

In May 2021, the Recruitment and Outreach Committee met with CCI's communications team to discuss how focus group results could help inform future messaging efforts. The team was glad for the insights and the discussion that followed focused on the need for data-driven messaging strategies. Cooperation between the School and CCI's communications team continued throughout the summer, with Director Metzgar working closely with them to update digital flyers for the School's four majors and to ensure the accuracy and forward-looking nature of the School's representation in the University's new online catalogue. In both cases, the School's sequence heads were invited to offer input, with final decisions taken by Director Metzgar and the CCI communications team.

Please see the following:

- Updated digital flyers for [Advertising](#), [Digital Media Production](#), [Journalism](#) and [Public Relations](#)
- Kent State catalogue for [Advertising](#), [Digital Media Production](#), [Journalism](#) and [Public Relations](#)

Technology and Facilities Planning

During the 2019-2020 academic year, the School's then-technology coordinator and then-Student Resource Lab director engaged a limited number of the School's faculty in a technology and facilities planning process. They identified a number of needs and offered a priority list for equipment purchases and other facilities updates. With the interruption of that academic year due to the pandemic, the departure from the University of those two staff members, and the arrival of a new School director mid-pandemic, those plans were not revised during the 2020-2021 academic year.

In Fall 2020, however, Director Metzgar shared the earlier technology and facilities planning documents with all MDJ faculty members for their review. She also invited the entire faculty to participate in an online survey where everyone had the opportunity to weigh in on the School's technology and facilities needs. In the meantime, with the support of CCI's TeleProductions team and CCI's IT manager, she ensured that immediate needs were met, confirming that any purchases and installations were compatible with technology elsewhere in CCI and, as appropriate, campus wide.

One point of agreement in the feedback received was that Franklin Hall's First Energy auditorium was in serious need of upgrades. When the University solicited input on the use of CARES Act funding in Spring 2021, Director Metzgar and Dean Reynolds made the case for updating the technology in that space. Franklin Hall is now home to one of the campus's new classrooms of the future. More detailed discussion of the improvements can be found in Standard 7. These updates in addition to the renovation of the lobby of Franklin Hall and the repurposing of the building's old library into a brighter and more accessible space for student use, are important physical markers of the changes afoot in MDJ – changes that reach well beyond an updated name for the School.

Reassessing Curriculum

In Fall 2020, Director Metzgar asked the faculty to begin a comprehensive review of the School's undergraduate curriculum. Rationale for this request stemmed from steady declines in enrollment, particularly in Journalism and Public Relations; identification of consistent choke points in the curriculum resulting from burdensome prerequisites; and concern that the School had yet to address a problem area identified in the last accreditation visit: A relative dearth of conceptual classes across the curriculum.

To support the faculty's work, Director Metzgar requested a report from Eduventures, the University's then-partner in collection of comparative programmatic and curricular data from across the country. The report's delivery was significantly delayed and ultimately failed to provide the requested depth of detail that could have offered a useful assessment of how MDJ's undergraduate (and graduate) programs compare with others around the United States. [Please see the Eduventures report.](#)

As the 2020-2021 academic year progressed, it became clear that more time was needed to collect information, engage in thoughtful discussion and prepare the documentation necessary for requesting curricular change at the University. In Spring 2021, faculty voted to continue discussion about curricular reform during the 2021-2022 academic year, with an eye toward implementation of changes in time for the Fall 2023 semester. Fall 2021 will be a period of research and information collection, with Professor Danielle Sarver Coombs Ph.D. taking the lead in collecting information about peer programs and best practices for the faculty's use in their deliberations. Detailed discussion about how to implement changes in the School's undergraduate curriculum will commence in Spring 2022.

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

[MDJ's Faculty Handbook](#) and the [University Policy Register](#) are key policy documents. The Handbook is subject to approval by the Director, Dean and Provost and must adhere to University

policy and the Collective Bargaining Agreements for [tenure track](#) and [non-tenure track](#) faculty. It functions as the administrative operating manual for the School.

Please see pp. 2-3 of [Section I of the Faculty Handbook](#)

Please see [University Policy Register, Chapter 2, Governance](#)

The School operates through standing and ad hoc committees. The practice of dividing faculty into sequences and appointing sequence heads has evolved over time. This system, while helpful, is not without weaknesses. Not all full-time faculty are associated with a sequence. This means that when sequences operate as a channel for providing feedback to the Director, not all faculty voices are represented. Formal guidance to the Director on School policy making comes through the Faculty Advisory Committee (FAC). In the School of Media and Journalism, the FAC is a committee of the whole. Votes of the FAC are advisory to the Director, as set forth in the Collective Bargaining Agreement and the School's Handbook.

New internal policies or changes in old policies (including curriculum changes, etc.) often originate in a School sequence or in a standing or ad hoc committee, although CCI and School administrators can and do raise issues for consideration by the FAC. Curricular changes must be approved by the School's Undergraduate or Graduate Committees. Those changes are then discussed and voted on by the Faculty Advisory Committee.

Each vote is recommendatory to the next administrative level. Educational policies approved by the School FAC are forwarded to the School Director. If the Director agrees with the policy, she recommends approval to the College level. In some cases, the Dean of the College may approve the Director's recommendation. In curricular matters, the College Curriculum Committee makes a recommendation to the Dean. Associate Professor Mitch McKenney is MDJ's representative to the CCC. In personnel matters (retention, tenure, promotion) the Dean is advised by the College Advisory Committee, composed of one tenured faculty member from each of the schools in the College. Professor Danielle Sarver Coombs is MDJ's representative to the CAC.

Depending on the type of curricular program change being recommended, requirements for approval may extend to the University Educational Policies Council, the Faculty Senate and even the Ohio Department of Higher Education (ODHE). Other matters might require review beyond the Dean to include the University's academic leadership, including the Provost, President, Board of Trustees and the Higher Learning Commission (the institutional accrediting body).

The School Handbook describes standing committee responsibilities and selection procedures. Please see p. 2 of [Section I of the Faculty Handbook](#).

The Director communicates with the faculty through regular and special FAC meetings, meetings with sequence coordinators, on a person-to-person basis, through e-mail and several computer listservs. In consultation with faculty leaders, in Fall 2021 Director Metzgar will propose the establishment of a new, permanent Policy Committee to formalize consultatory mechanisms within the School.

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

Fifteen virtual meetings, August 2020 to May 2021. The 2020-2021 academic year was an unusual one, with constantly changing University policies in response to the pandemic, evolving guidance from CCI, multiple staff changes, accreditation preparation, Handbook revisions and growing pains associated with the arrival of a new Director in the midst of a public health crisis. A complete collection of MDJ's faculty meeting agendas, minutes and slide decks from 2020-2021 is [available here](#).

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

2019-2020 School Year

As described in the FAC Handbook

Committee	Chair	Duties
Academic Complaint	Eugene Shelton	Deals with student academic complaints.
Diversity and Globalization	Luke Armour and Karisa Butler-Wall	Assist the School in recruiting, retention and support for diversity students, faculty and staff. This includes domestic and international diversity and focuses on categories that go beyond gender, race and ethnicity.
Faculty Advisory	All TT and NTT full-time faculty	Participate in School governance and advisory to the Director.
Graduate Faculty	University-maintained list here	All MDJ faculty holding permanent graduate teaching status
Graduate Studies	Cheryl Ann Lambert	Oversees curriculum and assessment across the graduate program.
Scholarship	Wendy Wardell and Stefanie Moore	Administers scholarships from appropriate sources in consultation with the Director.
Undergraduate Studies	Mitch McKenney	Oversees curriculum and assessment across undergraduate programs.

Ad Hoc

Recruitment and Outreach	Michele Ewing	Assist the School with initiatives to recruit students and develop communication strategies.
Website Redesign	Stefanie Moore	Develop and implement plan for refreshing content on MDJ's website
Search Committees	As needed	Convened by the Director or Dean when needed for faculty or administrative vacancies.

Sequence Coordinator Advertising	Evan Bailey	Assist with developing class schedules and related sequence issues.
Sequence Coordinator Digital Media Production	Jeff Fruit	Assist with developing class schedules and related sequence issues.
Sequence Coordinator Journalism	Jacqueline Marino (on leave Fall 2021)	Assist with developing class schedules and related sequence issues.
Sequence Coordinator Public Relations	Michele Ewing	Assist with developing class schedules and related sequence issues.

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

Faculty are asked to serve on various committees or to provide other service in the School, the College and across campus. MDJ faculty have been active in serving the broader University, and the School believes it is important to participate in MDJ, CCI and University governance and development.

Please see here for a [list of the MDJ faculty's service to the University](#) since the last self-study.

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

Except for the Director, all unit administrators are appointed by the Director in consultation with faculty and the Faculty Advisory Committee.

The Director is selected through a search committee, made up of volunteer MDJ faculty and other faculty and administrators outside the School per the University's Collective Bargaining Agreement. MDJ requires a member of the School's Diversity and Globalization Committee to sit on all search committees, including director searches. The CCI Dean works with the committee to create a job description, which is shared with the full faculty for input. The faculty is also encouraged to solicit and recommend nominations for the Director.

The chair of the search committee, in partnership with the Dean's Office, is responsible for advertising the position and circulating announcements of the openings to appropriate publications and organizations. The committee reviews applicants and selects candidates for an initial round of virtual interviews. The committee then identifies finalists for in-person interviews, meetings and presentations with School and College faculty, staff and students. Typically, the committee selects three finalists.

After the in-person visit from the finalists, the committee sends its recommendations to the Dean, who makes the final decision and makes the offer to the successful candidate.

The Director is reviewed during the third year of each four-year contract, in accordance with the CBA. The Dean selects a review committee of MDJ faculty members and at least one faculty member from outside the School. The committee creates a questionnaire that is distributed to all full-time TT and NTT faculty, as well as to School staff. The questionnaire typically contains open-ended and Likert scale questions. After reviewing the results, the committee prepares a written report, forwarding it and all collected data to the Dean, who makes the decision about whether to reappoint the Director. If the director is reappointed, he or she would be reviewed again in the third year of the renewed contract, following the same process.

For more information on the selection and review of the unit administrator (Director), please see [Section 8, pages 23-28 of the 2019 TT Collective Bargaining Agreement](#)

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

For tenure track faculty grievances or concerns, please see [Article VII of the 2019 TT Collective Bargaining Agreement, page 31](#)

For non-tenure track faculty grievances or concerns, please see [Article VII, Sections 1-3, pp. 16-19.](#)

For staff grievances, please see [section 6 – 01.1 /Administrative Policy and Procedure Regarding Grievances of Nonteaching Unclassified and Unrepresented Classified Staff.](#)

Students with grievances involving faculty, per University Policy, are first required to seek and document their efforts to arrive at a solution with their instructor. If this does not resolve the situation, students have the opportunity to file a formal request for assistance via an [Academic Complaint Form](#). This form goes to the Undergraduate Coordinator, who in turn advises the Director that the grievance process is under way. The Undergraduate Coordinator will give the complaint to the faculty member, who has seven days to respond. After seven days, the Undergraduate Coordinator will give both the student's complaint and the faculty member's rebuttal to the Academic Complaint Committee. The Committee will review both documents within two weeks and then schedule a hearing with both the student and faculty.

Within two weeks, the Committee will provide a formal recommendation for resolution to the Director. The Director will review all materials and render a decision, sharing it with both the committee and the student, while also informally advising the faculty member of her decision. Students who do not agree with the Director's decision then have the opportunity to appeal to the CCI Dean. One case appeared before the Academic Complaint Committee in 2020-2021. It was not appealed to the Dean.

Student grievances provide MDJ's Director and Graduate and Undergraduate Coordinators with information that can point to emerging problems and patterns. The process offers an opportunity to mediate and resolve issues quickly; bolster student morale, retention and persistence; and continually strengthen School climate, performance and reputation. While MDJ aims to prevent complaints and concerns through transparent and consistently applied policies and compassionate practices, when grievances do emerge, our focus is on mediation, resolution and prevention.

Respectful and informal conversations are an essential first step in preventing and resolving all concerns and conflicts. That holds true for issues that arise with and between faculty and staff, as well as for situations involving student concerns. When complaints and concerns must be advanced to the next level, MDJ, CCI and University policies and resources, including MDJ's Academic Complaints Committee, the Academic Complaints Committee, the Collective Bargaining Agreement (CBA) and the faculty handbook offer important guidance for navigating the situation.

The implementation of best practices can help avoid many problems altogether:

- MDJ requires full-time faculty to maintain regular office hours and to post those hours on their syllabi and outside of their office. Faculty-student appointments can often prevent miscommunication, clarify expectations and prevent or resolve complaints and concerns.
- Clear and complete syllabi provided to students on the first day of class serve as a contract between an instructor and their students. Students are right to expect a clear timeline for the semester, with assignments and due dates spelled out. Policies for managing everything from attendance to in-class tech use should be clearly articulated, as should School and University policies on diversity, serving students with special needs, academic integrity, Title IX and more. Any changes to the syllabus after the first day of class should be clearly communicated to students in writing.
- Many student complaints and concerns can be prevented through the articulation of transparent grading policies that allow sufficient flexibility for students whose life situations – particularly in a time of pandemic – cause them to miss classes and deadlines. Grading policies must be articulated clearly in syllabi. Policies for late work, missed work or makeup work should be consistent with [University guidance on excused absences](#).
- Many concerns can be addressed through early intervention. We encourage faculty to make use of the University's [Early Alert](#) system that advises students and their academic support networks as soon as it becomes apparent that students are struggling with attendance and/or performance. Additionally, students can track their grades and

progress in real-time through the University's Blackboard grading system (The University is transitioning to Canvas during the 2021-2022 academic year). The University also requires midterm grades for undergraduate classes at the 00000, 10000 and 20000 level.

- Many resources are available to assist with complaints and concerns of a non-academic nature, including complaints of sexual or gender harassment or discrimination on the basis of race, sex, color, religion, national or ethnic origin, disability or sexual orientation. At the CCI level, faculty and students can seek direct and discreet assistance and counsel from AJ Leu, the College's Diversity and Career Development Director. Complaints about sexual or gender harassment and discrimination should be addressed with the university's [Title IX coordinator](#) and/or with Sexual and Relationship Violence Support Services. When students report these concerns to a faculty member, the faculty member, is obligated to notify the university's Title IX coordinator. MDJ faculty are encouraged to include in their syllabi information about Title IX and related resources. When concerns or complaints relate to issues of emotional and mental health, faculty and students are directed to use the guidance, resources and University and community mental health processes available through Kent State's [Step Up, Speak Out](#) program.

For nonacademic student grievances, please see section 4 – 02.102 of the [Section 4 - 02.2 of the University Policy Register](#).

For academic student grievances, please see [Section 4 - 02.3 of the University Policy Register](#).

PART II, STANDARD 2, CURRICULUM AND INSTRUCTION

Make the following documents available in a digital format and in the workroom during the visit:

- A complete set of syllabi for all courses offered by the unit at the time of the site visit, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

Syllabi from current recent semesters are available at the links below:

- [Fall 2021 syllabi](#)
- [Summer 2021 syllabi](#)
- [Spring 2021 syllabi](#)
- [Fall 2020 syllabi](#)

Executive Summary:

Changes since 2015 speak to concerns raised in the last site team report: *“A sequence, Digital Media Production, that is not performing at the level of others and leaving many students feeling deeply unsatisfied”* and *“Disproportionate focus on skills at the expense of conceptual learning.”*

Revised Digital Media Production (DMP) curriculum

The revised DMP curriculum offers a balanced mix of courses, exposing students to equipment and production projects much earlier in the program. [Detailed discussion about DMP here.](#)

New Special Topics Classes

Offered in MDJ or collaboratively in CCI, these classes offer students new opportunities on the digital and multimedia front. Past, current and planned examples include:

- *Immersive Media & Journalism* (Professor Abe Avnisan Nowitz) | Spring 2022
- *Mixed Reality Storytelling* (Assistant Professor Abe Avnisan Nowitz) | Fall 2021
- *Sound Design & Spatial Mixing* (Assistant Professor Scott Hallgren) | Spring 2022
- *Strategic Esports* (Professor Tang Tang, class offered in School of Emerging Media and Technology) | Spring 2020

Changes to the CCI Core (known as CCI Literacies until 2018) has elevated MDJ students' conceptual learning across a variety of related disciplines within CCI. Students pick three from a list of seven conceptual learning courses from across CCI's four other schools:

- COMM 15000 Introduction to Human Communication (3)
- COMM 35852 Intercultural Communication (3)
- EMAT 15310 Creative Coding (3)
- EMAT 33310 Human-Computer Interaction (3)
- LIS 30010 Information Fluency in the Workplace and Beyond (3)
- UXD 20001 Introduction to User Experience Design (3)
- VCD 13000 Design: Principles, Process and Practice (3)

The CCI 50-30-20 initiative. Enacted in 2018, this path toward a CCI degree gives MDJ majors additional flexibility in choosing curricular and career pathways by freeing up hours previously prescribed by additional major requirements. Just half of students' required 120 credit hours are directed by the School and CCI. Before 50-30-20, more than 60 percent of MDJ majors' credit hours were prescribed by the School and CCI.

Creation of CCI Photography. Since 2018, this course has offered an introduction to commercial photography and photojournalism. [A significant endowment from the estate of Wallace J. Hagedorn](#), facilitates scholarships for students interested in photography.

Creation of CCI Minor in Media Advocacy. First available in Fall 2020, and building on Kent State's reputation for activism, this minor deepens student understanding of individual activism, group advocacy and social movements.

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

NB: Active links in the text below go to the University catalogue pages for each major.

Number of hours/units required for graduation: 120 credit hours

Number of hours/units required for major degree: Advertising (47), Digital Media Production (48), Journalism (43), Public Relations (48).

Core Courses for All Students in all Sequences (ADV, DMP, JRN, PR) (4 or 5 hours)

- 1) MDJ 20001 Media, Power & Culture (3)
- 2) MDJ 40092 Internship (2 credits in Advertising; 1 credit in all other sequences)

ADVERTISING (47)

Core Courses for All Students in Advertising (33)

- 1) MDJ 20004 Advertising Writing and Storytelling (3)
- 2) MDJ 20008 Research and Measurement in Advertising and Public Relations (3)
- 3) MDJ 21001 Principles of Advertising (3)
- 4) MDJ 21005 Advertising Messaging and Communication (3)
- 5) MDJ 31002 Advertising Copywriting (3)
- 6) MDJ 31003 Advertising Media Planning (3)
- 7) MDJ 31004 Digital Advertising (3)
- 8) MDJ 31007 Digital Analytics in Advertising and Public Relations (2)
- 9) MDJ 31011 Advertising Strategy Development (3)
- 10) MDJ 40011 Ethical Issues in Integrated Communication (1)
- 11) MDJ 40016 Law of Advertising and Public Relations (3) **OR**
MDJ 40006 Law of Mass Communication (3)
- 12) MDJ 41005 Advertising Campaigns (3)

Elective course or courses that must be taken within Advertising: (3 credits)

Choose from the following list:

- 1) CCI 45091 Seminar in Media and Movements (3)
- 2) MDJ 21004 Advertising and Public Relations Industry Tools (1)
- 3) MDJ 40201 Public Relations Practice: Public Affairs (1)
- 4) MDJ 40202 Public Relations Practice: Crisis Communication (1)
- 5) MDJ 41075 Political Advertising (3)
- 6) MDJ 41080 Activation Advertising (3)
- 7) MDJ 41150 Global Advertising and Public Relations (3)
- 8) MDJ 41192 Practicum in Advertising and Public Relations (3)

Elective courses that must be taken within the program - N/A

Required Outside of the school (18)

- 1) COMM 21000 Communication Grammar Review (1)
- 2) EMAT 10310 My Story on the Web (3)
- 3) UC 10097 Destination Kent State: First Year Experience (1)

College of Communication and Information Core Electives (9) Choose three:

- 1) COMM 15000 Introduction to Human Communication (3)
 - 2) COMM 35852 Intercultural Communication (3)
 - 3) EMAT 15310 Creative Coding (3)
 - 4) EMAT 33310 Human-Computer Interaction (3)
 - 5) LIS 30010 Information Fluency in the Workplace and Beyond (3)
 - 6) UXD 20001 Introduction to User Experience Design (3)
 - 7) VCD 13000 Design: Principles, Process and Practice (3)
-

DIGITAL MEDIA PRODUCTION (48)

Core Courses for All Students in Digital Media Production (38)

- 1) MDJ 10009 Elements of Film, TV And Animation (3)
- 2) MDJ 13001 Production Safety and Set Protocol (2)
- 3) MDJ 20011 Production Fundamentals (3)
- 4) MDJ 23004 Story for Picture (3)
- 5) MDJ 23130 Directing for Picture (3)
- 6) MDJ 23140 Production I (3)
- 7) MDJ 30036 Digital Video Editing (3)
- 8) MDJ 33033 Sound for Picture (3)
- 9) MDJ 33043 Digital Cinematography (3)
- 10) MDJ 40006 Law of Mass Communication (3)
- 11) MDJ 40010 Ethics and Issues in Mass Communication (3)
- 12) MDJ 45007 Producing for Picture (3)
- 13) MDJ 49099 Production II (3)

Elective course or courses that must be taken within Digital Media Production

Advanced Skills Electives (6). Choose two from the following list:

- 1) MDJ 30034 Programming for Digital Media (3)
- 2) MDJ 33036 Multimedia Engineering (3)
- 3) MDJ 40037 Scriptwriting for Video and Film (3)
- 4) MDJ 40295 Selected Topics in Journalism and Mass Communication (3)
- 5) MDJ 44042 Remote Television (3)
- 6) MDJ 44050 Post-Production Sound (3)
- 7) MDJ 44055 SUAS Aerial Cinematography (3)
- 8) MDJ 45001 Advanced Lighting for Digital Film and Television (3)

- 9) MDJ 45020 Avid Editor Certification
- 10) MDJ 46057 Motion Graphics for Video Editing (3)
- 11) MDJ 46395 Special Topics in Journalism Practice (3)

Elective courses that must be taken within the program - N/A

Required Outside of the school (13)

- 1) UC 10097 Destination Kent State: First Year Experience (1)

College of Communication and Information Core Electives (9 credits). Choose three:

- 1) COMM 15000 Introduction to Human Communication (3)
- 2) COMM 35852 Intercultural Communication (3)
- 3) EMAT 15310 Creative Coding (3)
- 4) EMAT 33310 Human-Computer Interaction (3)
- 5) LIS 30010 Information Fluency in the Workplace and Beyond (3)
- 6) UXD 20001 Introduction to User Experience Design (3)
- 7) VCD 13000 Design: Principles, Process and Practice (3)

Additional Major Electives (3 credits). Choose one from the following:

- 1) ART 10022 2D Composition (3)
- 2) ART 10023 3D Composition (3)
- 3) ART 14000 Drawing I (3)
- 4) CCI 12001 Photography (3)
- 5) EMAT 10310 My Story on the Web (3)
- 6) ECON 22060 Principles of Microeconomics (3)
- 7) ENG 20021 Introduction to Creative Writing (3)
- 8) ENTR 27056 Introduction to Entrepreneurship (3)
- 9) FDM 10010 Fashion Fundamentals (3)
- 10) THEA 11303 The Art of Acting (3)
- 11) THEA 11722 Fundamentals of Production I: Scenery, Stagecraft and Sound (2)
- 12) MUS 21113 Music Production I (3)

JOURNALISM (43)

Core Courses for All Students in Journalism (12 credits)

- 1) MDJ 26001 Writing Across Platforms (3)
- 2) MDJ 26005 Storytelling Across Platforms (3)
- 3) MDJ 40006 Law of Mass Communication (3)

- 4) MDJ 40010 Ethics and Issues in Mass Communication (3)

Elective course or courses that must be taken within Journalism

Journalism Skills Electives (9 credits). Choose three from the following list:

- 1) CCI 12001 Photography (3)
- 2) MDJ 26007 Reporting (3)
- 3) MDJ 26008 Broadcast Reporting (3)
- 4) MDJ 26395 Special Topics in Journalism Skills (3)
- 5) MDJ 32001 Photojournalism I (3)
- 6) MDJ 36005 Copy Editing and News Design (3)
- 7) MDJ 36010 Interviewing and Data for Journalists (3)
- 8) MDJ 36018 Feature Writing (3)
- 9) MDJ 36020 Storytelling with Sound (3)

Journalism Specialized Electives (9 credits). Choose three from the following list:

- 1) CCI 45091 Seminar in Media and Movements (3)
- 2) MDJ 22004 Visual Storytelling (3)
- 3) MDJ 26007 Reporting (3)
- 4) MDJ 26008 Broadcast Reporting (3)
- 5) MDJ 32001 Photojournalism I (3)
- 6) MDJ 32002 Photojournalism II (3)
- 7) MDJ 32005 Video for Still Photographers (3)
- 8) MDJ 33024 Broadcast Performance (3)
- 9) MDJ 36005 Editing (3)
- 10) MDJ 36008 Freelance Journalism (3)
- 11) MDJ 36018 Feature Writing (3)
- 12) MDJ 36040 Magazine Editing and Design (3)
- 13) MDJ 36050 Advanced Reporting (3)
- 14) MDJ 36395 Special Topics in Journalism Reporting (3)
- 15) MDJ 40007 Reviewing the Arts (3)
- 16) MDJ 40015 Media Marketplace (3)
- 17) MDJ 40027 Managing Media Diversity (3)
- 18) MDJ 40295 Selected Topics in Journalism and Mass Communication (3)
- 19) MDJ 46001 Information Graphics (3)
- 20) MDJ 46003 Producing Television News (3)
- 21) MDJ 46006 Opinion Writing (3)
- 22) MDJ 46016 Business of Publishing (3)
- 23) MDJ 46020 Magazine Design (3)
- 24) MDJ 46052 Advanced Broadcast Reporting (3)
- 25) MDJ 46091 New York Media Seminar (3)

Journalism Culminating Experience Electives (6 credits). Choose two from the following:

- 1) MDJ 40017 Media Enterprise (3)
- 2) MDJ 42008 Advanced Photo Techniques (3)
- 3) MDJ 43035 Advanced Television News Producing (3)
- 4) MDJ 43092 Student Media Practicum in Journalism (3)
- 5) MDJ 46007 Investigative Reporting (3)
- 6) MDJ 46009 Reporting Public Policy (3)
- 7) MDJ 46021 Advanced Magazine Writing (3)
- 8) MDJ 46054 Broadcast Documentary (3)
- 9) MDJ 46055 Documentary and Entrepreneurial Photography (3)
- 10) MDJ 46395 Special Topics in Journalism Practice (3)

Elective courses that must be taken within the program - N/A

Required Outside of the school (20 credits)

- 1) COMM 21000 Communication Grammar Review (1)
- 2) EMAT 10310 My Story on the Web (3)
- 3) ENTR 27056 Introduction to Entrepreneurship (3)
- 4) POL 10004 Comparative Politics (3) OR POL 10100 American Politics (3) OR
POL 10300 Public Policy OR POL 10500 World Politics
- 5) UC 10097 Destination Kent State: First Year Experience (1)

College of Communication and Information Core Electives (9 credits) Choose three:

- 1) COMM 15000 Introduction to Human Communication (3)
- 2) COMM 35852 Intercultural Communication (3)
- 3) EMAT 15310 Creative Coding (3)
- 4) EMAT 33310 Human-Computer Interaction (3)
- 5) LIS 30010 Information Fluency in the Workplace and Beyond (3)
- 6) UXD 20001 Introduction to User Experience Design (3)
- 7) VCD 13000 Design: Principles, Process and Practice (3)

PUBLIC RELATIONS (48)

Core Courses for All Students in Public Relations (36 credits)

- 1) MDJ 20008 Research and Measurement in Advertising and Public Relations (3)
- 2) MDJ 26001 Writing Across Platforms (3)
- 3) MDJ 26007 Reporting (3) or JMC 26008 Broadcast Reporting (3)
- 4) MDJ 28001 Principles of Public Relations (3)

- 5) MDJ 31007 Digital Analytics in Advertising and Public Relations (2)
- 6) MDJ 38002 Public Relations Case Studies (3)
- 7) MDJ 40011 Ethical Issues in Integrated Communication (1)
- 8) MDJ 40016 Law of Advertising and Public Relations (3)
- 9) MDJ 48001 Media Relations and Publicity (3)
- 10) MDJ 48002 Public Relations Tactics (3)
- 11) MDJ 48003 Digital Public Relations (3)
- 12) MDJ 48006 Public Relations Publications (3)
- 13) MDJ 48091 Seminar: Public Relations Campaigns (3)

**Elective course or courses that must be taken within Public Relations
MDJ Electives (5)**

- 1) CCI 45091 Seminar in Media and Movements (3)
- 2) MDJ 21004 Advertising and Public Relations Industry Tools (1)
- 3) MDJ 40201 Public Relations Practice: Public Affairs (1)
- 4) MDJ 40202 Public Relations Practice: Crisis Communication (1)
- 5) MDJ 41075 Political Advertising (3)
- 6) MDJ 41080 Activation Advertising (3)
- 7) MDJ 41111 Fashion Publishing (3)
- 8) MDJ 41150 Global Advertising and Public Relations (3)
- 9) MDJ 41192 Practicum in Advertising and Public Relations (3)
- 10) Various Study Abroad programs

Elective courses that must be taken within the program - N/A

Required Outside of the school (14)

- 1) COMM 21000 Communication Grammar Review (1)
- 2) EMAT 10310 My Story on the Web (3)
- 3) UC 10097 Destination Kent State: First Year Experience (1)

College of Communication and Information Core Electives (9) Choose three:

- 1) COMM 15000 Introduction to Human Communication (3)
- 2) COMM 35852 Intercultural Communication (3)
- 3) EMAT 15310 Creative Coding (3)
- 4) EMAT 33310 Human-Computer Interaction (3)
- 5) LIS 30010 Information Fluency in the Workplace and Beyond (3)
- 6) UXD 20001 Introduction to User Experience Design (3)
- 7) VCD 13000 Design: Principles, Process and Practice (3)

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

Academic advisors inform and monitor students' compliance with the 72-hour rule. All four majors require 48 or fewer hours within the major/discipline. With the university requiring 120 hours to graduate, the 72-hour rule is easily complied with if a student follows advising counsel and the major's roadmap. If a student takes more than 48 hours within the major/discipline, the credit hours over 48 will not count toward the 120 needed to graduate.

In 2018, the School conducted a review of non-MDJ courses that were counted within the discipline to abide by ACEJMC's rule that requires students to take 72 hours outside the discipline. The review showed many of the "within the discipline" courses were no longer offered, and majors were unable to meet the prerequisites for several other courses. The list was condensed further because students in some majors could not minor in other subject areas outside of MDJ (e.g., Visual Communication Design) without having to take more than 120 hours to graduate. The list of courses, [available here](#), also shows the number of courses that were cut as a result of this process.

The School does not require students to declare a minor.

3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

Not only are the professional values and competencies provided on all syllabi, but instructors are also asked to highlight the specific values and competencies addressed in each course. Putting the values and competencies front and center sends a message to students about their centrality to their course of study. Students learn how the values and competencies are central to their learning, and instructors seek to make those connections explicit.

The competencies, as well as assessment insights and student, faculty and industry feedback, have helped inform curriculum changes (Digital Media Production) as well as new course creation (Digital Analytics in Advertising and Public Relations) and course revisions (Media Marketplace and Media, Power and Culture) since the last self-study.

Each major requires a mix of theoretical/conceptual courses, skills courses and hybrid conceptual/skills courses. Culminating Experience (capstone) courses require students to integrate insights from earlier coursework as they collaborate to create professional-caliber deliverables, typically for clients outside of the University.

Advertising:

Theoretical/Conceptual courses: Media, Power & Culture, Principles of Advertising, Law of Advertising and Public Relations, Ethics Issues in Integrated Communication.

Skills Courses: Advertising Writing and Storytelling, Advertising Messaging and Communication, Advertising Copywriting, Advertising Media Planning, Digital Analytics in Advertising and Public Relations.

Hybrid conceptual/skills courses: Research and Measurement in Advertising and Public Relations, Advertising Strategy Development, Digital Advertising.

Digital Media Production:

Theoretical/Conceptual courses: Media, Power & Culture, Elements of Film, TV & Animation, Law of Mass Communication, Ethics and Issues in Mass Communication.

Skills Courses: Production Fundamentals, Sound for Picture, Digital Video Editing, Production I and two required Advanced Skills Electives.

Hybrid conceptual/skills courses: Story for Picture, Directing for Picture, Digital Cinematography and Producing for Picture.

Journalism: Journalism students choose three [Specialization Electives](#) from a list of courses that contain skills, theoretical/conceptual and hybrid conceptual/skills courses.

Theoretical/Conceptual courses: Media, Power & Culture, Law of Mass Communication, Ethics and Issues in Mass Communication and [Journalism Specialization Elective\(s\)](#).

Skills Courses: Writing Across Platforms, Reporting/Broadcast Reporting, three [Journalism Skills Electives](#) and Journalism Specialization Elective(s)

Hybrid conceptual/skills courses: Storytelling Across Platforms, [Journalism Specialization Electives\(s\)](#)

Public Relations:

Theoretical/Conceptual courses: Media, Power & Culture, Principles of Public Relations, Law of Advertising and Public Relations, Ethical Issues in Integrated Communication.

Skills Courses: Writing Across Platforms, Reporting, Public Relations Publications, Public Relations Tactics, Digital Public Relations, Media Relations and Publicity, Digital Analytics in Advertising and Public Relations.

Hybrid conceptual/skills courses: Public Relations Case Studies, Research and Measurement in Advertising and Public Relations, Crisis Communication, Public Affairs

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

Sequence coordinators, working with the Undergraduate Studies Coordinator and in some cases course coordinators, stress to all instructors the need to keep current with digital and multimedia trends. In Public Relations and Advertising, courses such as Digital Public Relations, Digital Advertising, Digital Analytics in Advertising and Public Relations and Research and Measurement in Advertising and Public Relations are taught by full-time and part-time faculty who are familiar with technological advancements in the fields.

With respect to training, in Spring 2021, MDJ Associate Professor Evan Bailey facilitated a Digital Analytics workshop open to all MDJ and KSU full-time and part-time faculty. The purpose of the workshop was to ensure that faculty had the opportunity to refresh their knowledge of analytics for application in their classes and their own work.

In Journalism, Interviewing and Data for Journalists, Storytelling with Sound and a host of Special Topics classes have centered on emerging digital and multimedia skills.

Journalism, Advertising and Public Relations majors are now required to take My Story on the Web, an Adobe-focused skills course, offered by the School of Emerging Media and Technology. Students typically take it their first or second semester to prepare them for more digitally and technologically advanced classes as they progress through their majors. This course officially replaced the former Multimedia Techniques course as a requirement in 2019.

The pandemic-driven move to online and distance learning since Spring 2020 has compelled faculty to engage with new online tools to enhance online instruction. The University emphasized its Blackboard Collaborate Ultra Course Tool, which allows instructors and students to meet virtually via video conferencing. Some faculty expanded the use of Kaltura for recording lectures and Microsoft Teams and Zoom for video conferencing with student and outside speakers. (NB: The University is now moving to Canvas with the majority of classes moving to that learning management system for Fall 2021. All classes will be housed in Canvas beginning in Spring 2022.)

Not only did technology enable remote delivery of classes, it also facilitated the introduction of speakers and expertise from outside Northeast Ohio. This in turn further bolstered digital, technological and multimedia competencies for faculty and students.

MDJ does not offer any online degrees at the undergraduate level.

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

Typically, courses with multiple sections have full-time faculty members serving as course coordinators, either formally or informally. Coordinators meet with full-time and part-time faculty teaching the course individually or as a group before a semester begins and act as

sounding boards during the semester. Learning objectives and standards are reviewed in those sessions as well as syllabi, assignments and grading standards. While learning objectives/outcomes can be neither changed nor ignored, the path toward meeting student learning outcomes need not be regimented across every section. We seek to ensure consistency while protecting the academic freedom of our instructors.

To date, the role of course coordinator in MDJ and CCI as a whole has been ill-defined. Duties typically involve varying degrees of coordination among instructors across sections, ensuring that syllabi, textbooks and online course management materials are relatively consistent. Because the role of course coordinator often comes with some load equivalence, but without any built-in accountability mechanisms, the dean has asked school directors to standardize expectations for this role in coming semesters.

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

All MDJ students are required to complete an internship for credit before graduation. Digital Media Production, Journalism and Public Relations majors are required to work 150 hours at an internship and be supervised by a professional in their field of study to receive the one-credit hour required for those majors. Advertising majors are required to work 300 hours under the supervision of a professional in the field to receive the two-credit hours for that major. Students are encouraged to find multiple internships, although just one that meets the above requirements is required.

Each sequence has an appointed faculty member who serves as internship coordinator and approves and evaluates students' internships. The coordinator for each sequence receives load equivalence for doing this work each semester. Each internship coordinator maintains their own method of communicating internship opportunities to students in addition to the University's employment opportunity database, Handshake. Communications related to internships are shared via Google documents, Facebook groups, email listservs and Excel spreadsheets. Potential and current internship providers are also encouraged to share opportunities with students.

Internship coordinators evaluate internship opportunities on a case-by-case basis. The most important criteria for an internship to be accepted for credit are professional supervision, expectation of professional-caliber work and sufficient hours to meet internship requirements. MDJ encourages all internship providers to pay interns, but does not require that internships be paid. We rely on faculty members' broad professional networks to help identify internship opportunities for our students. Our network of alumni, especially in Northeast Ohio, plays an important role in connecting current students to internships.

Each fall, the internship coordinators host help sessions to educate students about the internship process, about MDJ's internship requirements and to connect students to other resources. In addition, CCI Commons, MDJ and student groups sponsor a variety of resume writing, interviewing and internship panels to help prepare students for an internship search. Students are also taught how to create a portfolio of their work from their classes, student media, past professional experiences, pre-professional organizations and competitions to demonstrate to potential employers that they are ready to perform professional-caliber work.

The School's website details [MDJ's internship policy](#), including prerequisites, other requirements and the process for finding acceptable internships for students in each major. The website serves as students' first step in finding a for-credit internship. The site lists requirements for each major as well as the online internship application process. Students are encouraged to meet with the internship coordinator for their major before submitting their application.

Once applications are submitted, coordinators check students' records to ensure they meet prerequisites and then assess the internship provider to ensure the students' experience will apply to their field of study. Students are notified when their application is approved or, if necessary, they are asked to provide further information by the coordinator. Once their application is approved, students receive instructions about how to register for the internship. Once registered, they will see the internship syllabus, which requires them to submit reports detailing their internship duties and experiences with work samples if applicable.

We ask internship supervisors to submit online [evaluations of students' performance](#) during the internships. They evaluate students' skills and job performance on a Likert scale and then provide a narrative summary of their experience working with the students.

The student evaluations and supervisor reports are valuable assessment tools for MDJ as they offer insight into the strengths and weaknesses of our programs. For example, many Public Relations students reported they wished they had more experience writing press releases, so a press release assignment was added to the Public Relations Case Studies course, a sophomore-level class students must take before the for-credit internship, as well as a press release analysis assignment in the Principles of Public Relations and in-depth media relations work in the Media Relations & Publicity course. More internship-related curricular and course changes are discussed in Standard 9.

Both the student and supervisor reports are submitted confidentially and are only viewed by the internship coordinators. The reports must be submitted for a grade to be awarded.

Coordinators give an "S" or "U" grade for the internships. Unsatisfactory internship performance or failure to complete the total hours requirements can result in a U grade and the need to repeat the Internship (with another provider).

Updated Internship Application and Reporting Process

MDJ's internship coordinators consulted with an instructional designer and CCI's IT support team to update the School's internship application and reporting systems beginning in Fall 2019. The goal was to better track internship data and to provide a smoother user experience for both students and employers. Easy-to-use Qualtrics forms replaced an antiquated reporting system.

During their employment, students complete internship reports and submit work samples through Blackboard Learn. Beginning in Fall 2021, internship course sites will be found on Canvas, the University's new course management system. At the end of their internship, all MDJ students complete a student evaluation form outlining their experience. Students are asked if their internship was paid, what industry it was in, what skills or work they were most responsible for, the types of software they used, the courses that best prepared them, what they wish they would have learned and more. All of these questions are designed to gather more data to continuously improve the curriculum and to validate existing courses and learning outcomes. Please see the [final student evaluation form](#).

Data collected via this centralized reporting mechanism can now be shared easily with faculty for evaluation purposes. Supervisor evaluations are similarly collected, anonymized and shared with faculty. This provides a robust feedback mechanism that helps us better prepare our students for internships and for careers after graduation.

Some Thoughts on Equity and Internships

MDJ is committed to ensuring that our students are equipped with the professional and critical thinking skills necessary for them to succeed upon graduation. Internships are undeniably an effective means of helping students build their resumes and professional portfolios. And yet, participation in an internship, especially an unpaid one, comes at a cost. Students must pay tuition to earn the required credit. Indeed, for summer internships, they pay twice for the experience: Many work for free and they pay tuition for the privilege of doing it. For students with limited financial resources, this is a heavy burden. Even if they find an internship for the fall or spring semester and, therefore do not need to pay additional tuition, the hours they spend working in that internship are hours they cannot spend working at the part-time job that helps them cover their other educational costs. It is increasingly difficult to justify our demand that students make these sacrifices in order to earn a degree from our School. While we have come to no conclusions on this matter, it is one that troubles us and deserves further consideration.

Recent internship sites include:

Advertising:

SPRING 2021:

DNC Media
Film Production Company
Fort Lauderdale, FL

REMAX
Real Estate
Wadsworth, OH

Faith Family Church
Religious Organization
Canton, OH

Easy Event Planning
Event Planning
Las Vegas, NV

Geauga County Public Library
Public Library
Chardon, OH

Kent Area Chamber of Commerce
Non-profit Economic Development
Kent, OH

I’Kandi Designs
Online Fashion Company
Houston, Texas

Equitable Advisors
Financial Professionals
Cleveland, Ohio

SUMMER 2020:

Blue Ridge Media Company
Digital Marketing Agency
Lakewood, OH

Ohio City, Inc.
Non-profit Community Development Agency
Cleveland, OH

Past internship sites included:
Airbnb
AKHIA
Brokaw Advertising
Chute Gerdman

Geometry Global
Knox Marketing
Marcus Thomas, LLC
Omni Media
Victoria's Secret
Whitespace Creative
Zig Marketing

Digital Media Production:

SPRING 2021:

BragHouse
Gaming Production (three internships)
Brooklyn, NY

L Brands
Fashion Brand
Reynoldsburg, OH

MAPS Air Museum
Museum
North Canton, OH

NOPEC
Energy Provider
Solon, OH

Red Point Digital
Media Production Company
Akron, OH

Shenandoah Film Collaborative/Youth Film Festival
Film Festival (2)
Strasburg, VA

Ideastream Public Media
Public Radio/Television Collaborative
Cleveland, OH

FALL 2020:

Avon High School
School District
Avon Lake, OH

Good Deed Entertainment/Cranked Up Films
Film Production
Ashland, OH

SUMMER 2020:

1895 Films
Documentary Production
Calabasas, CA

Eurovision Americas, Inc.
International Broadcast Company
Washington, D.C.

Traverse City Film Festival
Film Festival
Traverse City, MI

Past internship sites included:

Akron Rubber Ducks
Burton Snowboards
The Conan [O'Brien] Show
Cumulus Cincinnati
ESPN
Female Filmmaker Initiative
Greater Cleveland Film Commission
Jumpstart Video Productions
Mosher Media
New Media Consultants
The National Television Academy (Emmys)
Local television stations across the country

Journalism:

SPRING 2021:

Alternative Press
Entertainment Magazine
Cleveland, OH

The Sound United Podcast Studio
Audio Production Studio
Warren, OH

BVM Sports
Online Sports Reporting Outlet
Brookfield, WI

Program for Research on Anxiety Disorders among African Americans
Kent State Psychology Department
Kent, OH

WKSU
Public Radio Station
Kent, OH
(Accepts and trains new MDJ interns every semester)

FALL 2020:

Flaunt Magazine
Satirical Fashion and Culture Magazine
Hollywood, CA

Ideastream Public Media
Public Radio/Television Collaborative
Cleveland, OH

SUMMER 2020:

Fast Company
Magazine (Part of American Society of Magazine Editors internship program)
New York, NY

Glitter Magazine
Beauty, Fashion and Entertainment Magazine
Irvine, CA

The Columbus Dispatch
Newspaper
Columbus, OH

Ohio News Connection
Ohio partner of Public News Service
Kent, OH

Past internship sites included:

Akron Life Magazine

Buzzfeed

Cleveland Magazine

Columbus Dispatch

Los Angeles Magazine

The Arizona Republic

The Boston Globe

The Chautauquan Daily

The Washington Post

Local television stations across the country

Public Relations:

SPRING 2021:

City of Kent

Municipal Government

Kent, OH

Cleveland Clinic Philanthropy Institute

Health Care Provider Foundation

Cleveland, OH

VisitPITTSBURGH

Travel/Tourism Bureau

Pittsburgh, PA

Beech Creek Botanical Gardens

Non-profit Organization

Alliance, OH

Community Legal Aid

Non-profit Organization

Akron, OH

Babcox Media

Trade Publication Publisher

Fairlawn, OH

FALL 2020:

Rock & Roll Hall of Fame
Museum
Cleveland, OH

The Portage Foundation
Non-profit Organization
Kent, OH

SUMMER 2020

Health Action Council
Non-profit Organization
Cleveland, OH

True Digital Communications
Communications Agency
Bedford Heights, OH

Girl Scouts of Northeast Ohio
Non-profit Organization
Macedonia, OH

Adoption Network Cleveland
Non-profit Organization
Cleveland, OH

Past internships sites have included:

Akron Children's Hospital
Cleveland Browns, Cavaliers and Indians
Cleveland Clinic
FedEx Custom Critical
Leukemia and Lymphoma Society
Library of Congress
Pro Football Hall of Fame
Victoria's Secret
Walt Disney Company

We knew that due to the pandemic, fewer employers would be accepting interns. We recognized the need for flexibility and our internship coordinators acted accordingly, while still ensuring that students met the required learning outcome. In one example from Spring 2020, two PR students'

internships were cut short. We helped connect them to University clients and as a result, these students were able to complete their internships and provide evidence that they had contributed to the production of professional-grade content. More generally, we approved remote internship options and we loosened our usual moratorium on internships within the University. Through the faculty's collective efforts, we ensured that every student who needed an internship participated in an appropriate professional experience.

The increase in remote internships gave students access to markets outside their place of residence, letting them participate in internships in places as diverse as Chicago and El Paso. But with these remote experiences came more concerns about communication and time management skills. Internship coordinators offered one-on-one guidance for these students, including resources and advice on how to improve communication over remote channels.

For Journalism majors, during 2020 and 2021, several interns – and internship supervisors – benefitted from the Collaborative NewsL@b, a College-, School-, donor- and grant-funded project led by MDJ Professor Susan Zake. Building on a model we began in 2017 with a grant from Media in the Public Interest, MDJ professors provided mentoring and guidance for interns working for several local newsrooms, including The Portager (Portage County), The Land (Cleveland), WKSU (local NPR affiliate) and IdeaStream (Northeast Ohio public radio partnership).

Support from CCI, Scripps Howard and The Cleveland Foundation obtained during the Spring 2021 semester allowed this program to continue throughout summer 2021. More detail on the NewsL@b can be found in Standard 8.

In addition to MDJ's efforts, CCI also assist students with internships, coordinating national internship programs with high-profile alumni working in MDJ- and CCI-specific industries. In Summer 2020, CCI piloted a national internship program that saw four MDJ students intern with 1895 Films, an award-winning documentary film company based in Los Angeles. In Summer 2021, another four MDJ students interned with 1895 Films, and two MDJ students secured internships with Thumbsicle Productions, which was co-founded and currently run by Carol Costello, an award-winning journalist and MDJ alumna.

PART II, STANDARD 3. DIVERSITY AND INCLUSIVENESS

Executive Summary:

The School of Media and Journalism's commitment to diversity, equity, inclusion and belonging (DEI&B) is strong and well documented. Our efforts are bolstered by the College of Communication and Information's robust, multi-faceted support and many University initiatives.

The School's [Diversity Statement](#) articulates our commitment.

MDJ's dedicated Diversity and Globalization (D&G) Committee works with faculty, students and staff, in partnership with the CCI Diversity Committee and CCI Diversity and Career Development Director AJ Leu, to ensure MDJ is a welcoming environment for all students, faculty and staff. We wish to highlight several significant developments since the last self-study:

- MDJ's undergraduate Underrepresented Student (URS) population represented 18.8 percent of the entire student population in Spring 2021, compared with 15.8 percent in Spring 2015, the semester of the last site visit.
- Twenty first-generation MDJ students with high financial need received CCI scholarships in Fall 2020 through a pilot program initiated in 2019. CCI also maintains a [comprehensive diversity scholarship resource](#) for students.
- Nearly 100 MDJ students, many with limited financial means, have taken advantage of CCI's free passport and travel savings grants to study abroad.
- Five female faculty members, including four current faculty members, have been promoted to Professor since the last site visit.
- MDJ underrepresented student (URS) populations' four-year, five-year and six-year graduation rates had shown consistent improvement pre-pandemic.
- MDJ students represent the College with the CCI Student Ambassadors program, an effort which engages students in student advocacy, reporting diversity and inclusion concerns, assisting with College social media initiatives and participating in College and University recruitment activities.
- In 2016, the School established the Student Award for Diversity. It complements the Diversity in Media Distinguished Leadership Award established in 2006. Both build on the Robert G. McGruder Award and Lecture program. Established in 2003, this program recognizes the accomplishments of media professionals who encourage diversity. It is one of Kent State's most high-profile events in celebration of diversity.
- MDJ established a standing committee on Diversity and Globalization in 2012. It was the first such committee in the College.
- MDJ expects every course syllabus to include the School's [Diversity Statement](#), the [CCI Diversity Statement](#) and the [University's Title IX Statement](#).

Statistics on MDJ's diverse and URS populations are included in the tables and the narrative responses below. For additional context, please see [Spring 2021 MDJ & CCI Diversity Demographics](#).

1. Complete and attach the following tables:

Table 4, "Area Population"

Table 5, "Student Populations"

Table 6, "Faculty Populations"

Table 7, "Full-time Faculty Recruitment"

Table 8, "Part-time/Adjunct Faculty Recruitment"

Table 4. Area Population

Kent State's primary geographic service areas are northeast Ohio and western Pennsylvania, although the nearly 27,000 undergraduate and the more than 3,400 graduate students enrolled in the University's eight-campus system come from all 50 states and 98 countries.

The School's undergraduate recruitment efforts are led by the College and the University, with active participation from MDJ's director, faculty and staff. The Kent campus and seven regional campuses are located close to four urban centers and to airports that offer national and international service. The regional campus system allows the University to tap into the region's demographic, ethnic and cultural diversity, and to serve nontraditional students especially well. The School benefits from being a short driving distance from several media markets including Cleveland, Akron and Pittsburgh, which offer our students networking, internship and employment opportunities.

[Current census figures](#) highlight the diversity of the region and the population served by Kent State and MDJ:

Group	% of population
Black/African American	12.41
White	81.30
American Indian/Alaskan native	0.20
Asian	2.22
Hispanic/Latino (any race)	3.80
Native Hawaiian/other Pacific Islander	0.03
Two or more races	2.88
Other race	0.97
Female	50.99

Table 5. Undergraduate Student Populations

2020-2021 Academic Year

Group	Male	Female	% of total in unit	% of total in institution
American Indian/Alaskan Native	0	0	0.0%	0.1%
Asian	4	7	1.6%	1.8%
Black/African American	30	51	11.4%	7.9%
Hispanic/Latinx (any race)	12	15	3.8%	3.8%
International (any race)	2	8	1.4%	2.2%
Multiracial	25	10	4.9%	3.7%
Native Hawaiian/Other Pacific Islander	0	1	0.1%	0.1%
White	224	302	74.3%	77.5%
Not Reported	10	7	2.4%	2.8%
TOTALS	292	416	100%	100%

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

Academic year: 2020 – 2021 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	1	3.53%	1	3.53%
White	13	46%	11.5	40.70%
Asian	.75	2.65%	-	-
Not Reported	-	-	1	3.53%
TOTALS	14.75	52.18%	13.5	47.76%

Academic year: 2020 – 2021 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	1	2.9%	1	2.9%
Asian	1	2.9%	-	-
White	12	35.3%	13	38.2%
Multi-Racial	-	-	1	2.9%
Not Reported	2	5.9%	3	8.8%
TOTALS	16	47.1%	18	52.9%

Table 7. Full-time Faculty Recruitment

Academic Years	2018-2019		2019-2020	2020-2021
Openings	(Senior Level TT)	TT	TT Shared*	NA
Total applicants in hiring pool	19	25	45	NA
Females in hiring pool	6	5	9	NA
Female finalists considered	1	2	0	NA
Offers made to females	1	1	0	NA
Offers accepted by females	1	1	0	NA
Minorities in hiring pool	6	3	21	NA
Minority finalists considered	3	1	1	NA
Offers made to minorities	1	0	0	NA
Offers accepted by minorities	1	0	0	NA
International faculty in hiring pool	6	1	Unknown	NA
International faculty considered	0	0	Unknown	NA
Offers made to international faculty	0	0	0	NA
Offers accepted by international faculty	0	0	0	NA

*Search conducted by CCI for a shared hire in MDJ. Faculty holds rank in MDJ.

Table 8. Part-time/adjunct Faculty Recruitment

Academic Years:	2017-2018*	2018-2019	2019-2020	2020-2021
Openings	5	15	14	3
Total applicants in hiring pool	37	15	14	6
Females in hiring pool	14	6	9	4
Female finalists considered	3	6	9	4
Offers made to females	3	6	9	4
Offers accepted by females	3	6	9	2
Minorities in hiring pool	4	-	1	3
Minority finalists considered	2	-	1	3
Offers made to minorities	2	-	1	3
Offers accepted by minorities	2	-	1	2
International faculty in hiring pool	-	-	-	-
International faculty considered	-	-	-	-
Offers made to international faculty	-	-	-	-
Offers accepted by international faculty	-	-	-	-

* In May 2021, the School placed an ad for part-time/adjunct faculty to assist with Digital Media Production classes and in the television studio and master control room for Fall 2021 and beyond. Please see [the ad](#) on the KSU Jobs site. As of early August 2021, 18 candidates had applied, 15 of whom were male.

Please see the [demographic information](#) for the 2020 MDJ Director search.

2. Attach to this report a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan’s objectives.

Kent State University is embarking on a multi-year, University-wide [diversity, equity and inclusion strategic plan](#) process. As announced by President Todd Diacon in Spring 2021, “This planning process will move the university community forward in our efforts to create a more equitable, just and inclusive university, where all feel a sense of belonging.” Led by the University’s Division of Diversity, Equity and Inclusion, the initiative will lead to creation of a “high-level DEI plan that will build systems of accountability that will take care of all members of the Kent State community, build leadership and organizational capacity and work to dismantle policies, procedures and process [sic] that marginalize members of our community.”

Every unit on campus will develop its own DEI strategic plan. MDJ is well prepared to participate in this process. With a strong record of diversity, equity and inclusion efforts in the School, and bolstered with extraordinary support from the College, MDJ can demonstrate its ongoing commitment to diversity and will work to articulate a vision for building on this foundation for the benefit of students, faculty, staff, alumni and others.

MDJ works closely with CCI Diversity and Career Development Director AJ Leu. Members of the D&G Committee regularly serve on the College's diversity committee, and an MDJ faculty member serves as the College's representative to the University's Diversity Action Council. As these pages demonstrate, MDJ puts its diversity statement into action every day.

In 2016, MDJ updated its comprehensive [Diversity Plan](#), focusing on four main areas. We set goals in each area which have been measured in regular progress reports conducted by the School's D&G Committee. The goals are highlighted below, with more specific expected outcomes, implementation measures and metrics outlined in the full plan, accessible via the progress report links below.

1. Institutional Climate, Culture and Community Relationships
Goal: To understand the perspectives and needs of the School community and to create a supportive environment by way of building community, trust and credibility for all groups, including the School's internal and external collaborative partners.
2. Student Access, Retention and Recruitment
Goal: To increase engagement of underrepresented and underserved student groups to provide stronger bonds that will encourage success at MDJ and beyond. Our priority is recruitment and retention with particular attention to aiding underrepresented and underserved students to enter, persist and graduate from the University.
3. Education and Scholarship
Goal: To broaden the curriculum to emphasize cross-cultural knowledge by providing diversity-teaching resources and by assisting faculty with global outreach education and by providing teaching and learning strategies focused on multicultural competencies.
4. Institutional Accountability
Goal: To increase the recruitment and success of a diverse faculty and staff.

Two recent progress reports detail our action plan's results, as well as the actions taken to implement the plan.

2020 Progress Report Highlights:

- The 2020-2021 Student Media leadership applicant pool was the most diverse pool of applicants in the five years since the new director of Student Media took over, with nine of 17 applicants from underrepresented groups and five of the nine hired students for leadership positions that started in fall 2020 from underrepresented groups.
- Associate Professor Cheryl Ann Lambert became the faculty advisor for the Kent State University Black Graduate Student Association in Spring 2020.
- Despite pandemic restrictions, MDJ hosted several virtual events with diversity-related speakers and topics. Others that were planned will be rescheduled when it is safe to do so, including the Robert G. McGruder Distinguished Lecture and Awards Program and the student-focused panel, “Triggered, Traumatized and Tuned Out: Navigating Mental Health Minefields in Today’s Media Landscape.”
- The second round of the Robert G. McGruder Student Award for Diversity saw nine outstanding nominations and two well-deserved winners.
- At the suggestion of the D&G Committee, all MDJ and College syllabi now include Title IX information and the College’s and School’s diversity statements.
- The MDJ website now has a [diversity link](#) from the About link on the homepage.

2017 Progress Report Highlights:

- MDJ’s commitment to diversity, including its D&G Committee, served as inspiration for the College and as a model for creation of CCI’s Diversity Office.
- MDJ hosted six events with significant diversity components.
- MDJ’s D&G Committee was instrumental in having a “Campus Safety” link added to the kent.edu homepage that provides quick access to Sexual Assault Resources, emergency resources, Security escorts, relationship violence support and mental health services.
- MDJ’s student preprofessional group Public Relations Student Society of America (PRSSA Kent) won the Dr. F.H. Teahan Chapter Award for Chapter Diversity at the National PRSSA Conference in Indianapolis in 2016.
- The D&G Committee created the Robert G. McGruder Student Award for Diversity.
- Professor Gene Shelton relaunched the Kent State chapter of the National Association of Black Journalists
- MDJ was proud to have six trained Safe Spaces allies in Franklin Hall.

3. Describe the unit’s curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The School has implemented a number of curricular changes to better incorporate discussion of diversity, equity, inclusion and belonging issues in the classroom and has sponsored many speakers, events and discussions outside the classroom to reinforce the classroom conversations with real-world case studies.

One of the D&G Committee's four priority areas is Education and Scholarship, with a mission to broaden the curriculum to emphasize cross-cultural knowledge by providing diversity-teaching resources, assisting faculty with global outreach education and by providing teaching and learning strategies focused on multicultural competencies. MDJ is fortunate to have such a dedicated group of faculty members committed to integrating DEI&B into everything we do in the classroom.

Other DEI&B Curricular initiatives include:

- **First Year Experience** – All MDJ and Kent State students are required to take this introductory course. Since the last self-study, Leu has updated the diversity curriculum for the CCI/MDJ version of the course and makes a diversity and inclusiveness presentation to each class. In addition, course instructors are encouraged to have students complete a diversity experience assignment outside the classroom.
- **Media, Power & Culture** – This course is required for all MDJ students, and it is a Kent State Core course. It also meets the University's Diversity Course requirement. In addition to focusing on media literacy and history, this course addresses issues of race, class, gender, disability and sexual orientation in the media. Assistant Professor Karisa Butler-Wall, co-chair of the School's D&G Committee, recently led an effort to revise and update the course curriculum for Fall 2020. The redesigned course includes added emphasis on helping students understand the role of diversity in the context of mass communication. Two key student learning outcomes are: "Analyze the portrayals of underrepresented groups in both historic and contemporary mass media content" and "Demonstrate how social norms of race, class, gender, sexuality and disability are shaped by mass media." Course topics include the role of social media in the Black Lives Matter movement, representation of Native Americans in Hollywood, LGBTQ issues in popular music, sexism and disability in videogames, transgender representation on television, gender and advertising and the impact of the #MeToo movement on media industries.
- **Managing Media Diversity** – An elective, this course addresses diversity and inclusiveness issues in a media management capacity or organizational setting. The course is now offered every semester; prior to 2018-2019, it was offered once an academic year. It is taught by Professor Gene Shelton, a D&G Committee member.
- **People of Color in Film** – Offered online every semester, this course helps students understand the origins of negative racial images and the politics of race in a variety of media, including film. It is taught by Traci Easley Williams, a former Digital Media Production faculty member and filmmaker.
- **Queer Cinema** – A new elective introduced in Fall 2019, this course investigates the queer potential and possibilities within cinema through an examination of specific social and political movements, theoretical and aesthetic traditions, filmmaking technologies and reading practices. It is taught by Assistant Professor Karisa Butler-Wall.

- **African-American Media** – A Special Topics class offered jointly with the Department of Africana Studies (formerly Pan-African Studies), the course offers a critical survey of the role played by mass communication in shaping the culture through economic, political, social and artistic influences. It is taught by Professor Gene Shelton.
- **Race, Media & US 2020** - This class examines the relationship between the American media's coverage of race and the public's response to it. Examining this relationship from historical, legal, economic, political and social perspectives, the class considers the contrast of beliefs and realities that brought thousands of diverse Americans to streets of death, violence and destruction. Students are expected to think critically about these issues, leading to a broader understanding of what role various media play in contemporary society – and how after 2020, things will never be the same. It is taught by Professor Gene Shelton.
- Other inclusions of note:
 - Principles of Public Relations, Principles of Advertising, Advertising Messaging, Public Relations Case Studies, Reporting, Ethics of Mass Communication and Ethics of Integrated Communication all have modules or class sessions that address diversity and inclusivity issues.
 - Feature Writing, Business of Publishing and Advanced Magazine Writing encounter and evaluate writing and publications from underrepresented groups.
 - Associate Professor Mitch McKenney asks his Reporting students to count their sources by diversity – race, ethnicity, and gender – using the Maynard Institute's rubric regularly applied to content as part of diversity training for professional news organizations.

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

The School has a deep and long-standing commitment to addressing global diversity issues, ably assisted by the College and the University's Office of Global Education. MDJ students learn about cultural competency and global understanding at the Kent campus and have the opportunity to study abroad in several locations.

The School and CCI strongly encourage students to study a semester abroad to prepare them to work in an increasingly global and multicultural society. Through [CCI Explore](#), MDJ students can spend a semester in Florence, Prague or Lisbon with their CCI and KSU peers. Students could instead choose to spend a semester in Geneva or in Paris on individual immersion programs. Other colleges offer a variety of additional study abroad opportunities that further expand the options available to our students.

CCI has also developed the Sichuan University Immersion Program in Chengdu, China. The program serves to cultivate dialogue with Chinese and international students through a two-week cultural exchange where students from around the globe meet at Sichuan University to take classes, study basic Chinese language, learn about Chinese traditional culture and tour important landmarks in Sichuan Province.

CCI Dean Reynolds has asked CCI Associate Dean Miriam Matteson to evaluate the College's short-term travel opportunities for students, with an eye toward best practices for structuring student costs and ensuring academic rigor. This evaluation will continue through the 2021-2022 academic year. In the meantime, longer-term study abroad options are returning from their COVID-driven pause for the 2021-2022 academic year.

Until they were put on hiatus by CCI Dean Amy Reynolds in 2018. MDJ and CCI study abroad "short" courses included:

- Summer 2018 – CCI's [Florence Summer Institute](#)
- Summer 2017 – [CCI's Summer Immersion](#) students went to Sichuan University, Chengdu, China.
- Summer 2017 – [MDJ's Mobile Journalism and Publishing](#) class went to Ireland.
- Spring 2017 – [MDJ's Global Ad and PR](#) class went to London.
- Spring 2017 – [MDJ's International Storytelling](#) class went to Ghana.
- Summer 2016 – [CCI's Summer Immersion](#) students went to Sichuan University, Chengdu, China.
- Spring 2016 – [MDJ's International Storytelling](#) class went to Cyprus and Athens.
- Fall 2015 and Fall 2016 – [Dankook University students from Seoul, South Korea](#), studied on campus in MDJ for two weeks.
- Winter Break 2015-16 – MDJ students in the Science Documentary class went to Costa Rica for two weeks.
- Spring 2015 – MDJ's [International Storytelling](#) class went to Seoul, South Korea.
- Spring 2015 – [MDJ's Global Ad & PR](#) class traveled to Dublin and London.

MDJ's new director has extensive experience with development and implementation of short-term travel study programs from her years at Indiana University. She is committed to re-integration of short-term travel opportunities into the MDJ curriculum, but only when they have been restructured to ensure academic rigor and to ensure that the experience no longer shift significant administrative costs to students.

Since the last self-study, many MDJ students have taken advantage of several financial incentives offered by CCI to make study abroad opportunities more affordable. As with many other travel-related activities, the pandemic impacted these programs during the 2020-2021 academic year:

[Travel Savings Accounts](#): CCI creates savings accounts for students and deposits a scholarship of up to \$2,500 (dependent on financial need) for their use during the semester of students'

choosing. This approach to funding travel allows students to plan their international experiences several semesters in advance, knowing they have partial funding already stashed away. They can then save additional funds in the intervening months and years to help cover costs when they are ready to go. Access to these accounts is determined by application and requires a minimum GPA for eligibility.

Through these travel savings accounts, students are guaranteed money to help with their expenses abroad. Amounts awarded are as follows:

- Low Financial Need \$750
- Medium Financial Need \$1500
- High Financial Need \$2500

Fifty-seven MDJ students currently have money set aside in a CCI Travel Savings Account:

- Fall 2018 25 MDJ Majors
- Spring 2019 14 MDJ Majors
- Fall 2019 10 MDJ Majors
- Spring 2020 8 MDJ Majors
- Fall 2020/Spring 2021 n/a

First Passport Fund: This fund pays for first-time passports for MDJ and all CCI majors interested in studying abroad. No formal application is required for this financial support, but GPA requirements and documented financial need must be met. Students are approved for the award and then are reimbursed when they show proof of a submitted passport application. Many MDJ students have taken advantage of this opportunity to take the first step toward seeing the world:

- Fall 2018 18 MDJ Majors
- Spring 2019 8 MDJ Majors
- Fall 2019 9 MDJ Majors
- Spring 2020 6 MDJ Majors
- Fall 2020/Spring 2021 n/a

Exploration Travel Passes: MDJ and CCI majors spending a semester in Florence, Lisbon, or Prague receive \$500 to offset costs of traveling to other locations once on the ground there. In addition, Florence students receive a month-long rail pass to defray the cost of excursions associated with their program. The College provides this additional financial support in recognition of the fact that many students do not have extra funds to support travel around Europe once they have arrived at their study abroad location. This support enables students to participate in optional field trips and to spend free days exploring in ways that would not otherwise have been possible.

In addition to study abroad, MDJ students have participated in domestic “study away” programs with KSU cohorts joining the [Washington Program in National Issues](#) and the [Columbus Program in State Issues](#). Looking ahead, the College is interested in developing additional study away opportunities for students, including options at historically Black colleges and universities,

Hispanic serving institutions and tribal colleges. CCI also coordinates a Los Angeles-based internship program discussed in the last paragraph of Standard 2.

Regardless of students' off-campus study and experiential learning destinations, CCI's academic advisors work closely with them to ensure that participation will not delay their graduation. Students are advised about which classes at their host institution will apply to their degree, as well as which online options – offered by KSU or other institutions – can help them stay on track while they are away.

On the Kent campus, several MDJ courses address globalization issues and concerns, most notably Elements of Film, TV & Animation, Principles of Advertising, Principles of Public Relations, Public Relations Case Studies, Managing Media Diversity, Ethical Issues in Integrated Communication, and Ethics and Issues in Mass Communication. Specific examples from other classes include:

- **Media, Power & Culture:** Globalization, diversity and international communication are directly addressed in this survey course. While the course is primarily focused on U.S. media, it also emphasizes the need to understand mass media in a global context. Students are encouraged to examine how mass communication extends beyond national borders whether that involves wartime photojournalism, contemporary popular music, the world of Esports or more.
- **Digital Public Relations:** Professor Stefanie Moore's students learn how to create content that complies with Section 508 of the Rehabilitation Act to ensure they are providing universal access to all users of a website. Students learn about accessibility guidelines and standards as they consider users with visual, hearing, motor and cognitive disabilities and those who use screen readers and assistive technology to access website content. They also learn about the international Web Content Accessibility guidelines developed by the Worldwide Web Consortium.
- Other classes that incorporate diversity in all its forms including Assistant Professor Abraham Avnisan Nowitz's (joint appointment between MDJ and EMAT) Spring 2020 Capstone in Digital Sciences. The course had a design challenge focused on how digital media technologies can be used to address the global climate crisis from a climate justice perspective. The foundational text for the course was Naomi Klein's anthology of essays, *On Fire: The Burning Case for a Green New Deal*. This shared reading taught students the importance of thinking about climate change in relation to issues of class, race, immigration and colonialism.
- Associate Professor Karl Idsvoog's classes always include information about the work he does with U.S. government-sponsored Radio Free Asia and other international media development organizations. He has also produced internationally oriented video content including a piece on Julia Wallace, deputy editor of the Organized Crime & Corruption Reporting Project in Sarajevo.

- The School of Communication Studies, another of CCI's five schools, offers Intercultural Communication. This course, a CCI core option for MDJ students, combines sociology, cultural anthropology and media studies to investigate the role that diversity plays in daily life.

Three other opportunities also deserve mention:

- In addition, MDJ students have had the opportunity to meet with groups of international journalists in two programs sponsored by the [Cleveland Council on World Affairs](#). In Fall 2019, students met with 10 women's sports journalists, and in Summer 2016, they met with 21 international journalists to discuss their challenges and goals.
- For the [Global Ties Akron](#)'s Edward R. Murrow Program for Journalists, students and faculty met with seven Serbian journalists in December 2018 and journalists from seven countries in November 2018.
- In Fall 2021, for the first time, MDJ will serve as host to a Hubert H. Humphrey Fellow. [The Humphrey Fellowship Program](#) is a decades-long U.S. State Department public diplomacy effort that brings accomplished professionals from developing countries to the United States for an immersion experience in American culture, education and professional development. MDJ's guest will be on campus for one week learning about education in journalism and mass communication and professional socialization in media environments. He will be wrapping up his stay right before the arrival of the ACEJMC accreditation team.

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

Best practices in higher education suggest that the addition of diversity and inclusion language in course materials can help to enhance the overall classroom climate. As a result, in addition to every syllabus containing the School's Diversity Statement, faculty are encouraged to include the CCI Diversity Statement and the Title IX Statement in this core course document. In 2020, the D&G Committee updated the School's diversity statement to include an email address where students can email diversity-related concerns and questions. The CCI Diversity Director is "on call" to help the D&G Committee address any needs that are sent. The School's director is also alerted to any concerns that emerge through this channel.

All five CCI schools receive an [interfaith calendar](#) at the beginning of each semester, a practice established and continued by MDJ Associate Professor Luke Armour. This document is developed annually in partnership with the CCI Diversity Office and is intended to ensure that all CCI faculty are aware of various religious holidays and are therefore prepared to accommodate any related student requests.

Robert G. McGruder Distinguished Guest Lecture and Award Series – McGruder, an alumnus of the School, was the first African-American editor of the *Daily Kent Stater*, the first African-American reporter at the *Cleveland Plain Dealer*, and the first African-American president of Associated Press Media Editors. Although he is now deceased, his legacy lives on through a scholarship in his name and the annual award series. This award and related celebration is MDJ's signature diversity-related event and it is open to the University. The 2020 event was canceled, and staffing shortages in MDJ prevented planning for a return of the lecture and award for 2021.

Robert G. McGruder Distinguished Guest Lecture and Award Series

- 2019 - [Tanzina Vega](#) – Host, *The Takeaway* on New York Public Radio
- 2018 - [Peter Bhatia](#) – Editor, *Detroit Free Press*
- 2016 - [Paula Madison](#) – Executive, NBC
- 2015 - [Kate O'Brian](#) – President, *Al Jazeera America*

Diversity in Media Distinguished Leadership Award

- 2019: Posthumous Award – Jamal Khashoggi, former Author, Columnist, *Washington Post*
- 2018: Professor Gene Shelton
- 2016: Phillip Morris, the *Cleveland Plain Dealer*
- 2015: Lillian Pyles, casting professional

The committee created the Robert G. McGruder Student Award for Diversity in 2017. With the continued outstanding support of Mrs. Annette McGruder, the committee was able to provide \$500 to one winner and a private donation funds a second winner. MDJ provided funds for the first-place winners and the D&G Committee is working with CCI Diversity to establish a sustainable funding source for the second recipient. To date, donations from member of the D&G committee have funded the second award.

MDJ Student Diversity Awards

2020

- Winner: [I Spin Birdsong Into Story](#) Words: Valerie Royzman, Designer: Maryrose Ceccarelli, published in A Magazine, 2019
- Special Recognition: [#BlackAtKent State: A look at racism on college campuses](#), Tramaine Burton, Sara Crawford, Maria McGinnis, Connor Steffen, published on Kent Wired, July 13, 2020

2019

- First Place Winner - [The State of Hate Roadtrip](#), Brandon Bounds, News21
- Special Recognition - [POP!](#), A short film written and directed by Ben Kemper, a DMP senior, and produced by KSUIF, published to YouTube in 2018

[Synopsis: Pop! Follows Ty, a 13-year-old boy who is struggling to deal with his alcoholic father, the school bully, and his own sexuality.]

2018

- First Place Winner - ["Are You Ok?," #ItIsOkToAsk](#), Blue Team: Holly Disch, Brittney Prather, Kristin Slomiany, Charleah Trombitas, Nicole Zahn, PRSSA Bateman Competition casebook, published in spring 2017
- Special Recognition - [an American utopia](#), Samantha Ickes, published in *The Burr Magazine*, spring 2017

2016

- First Place Winner - [Life in a Refugee Camp by Eslah Attar](#), published online for International Storytelling spring 2016
- Special Recognition - [2016, The Year of Being Unapologetically Black by Ile-lfe Okantah](#), published in *UHURU* spring 2016

A JMC Conversation Series. These conversations were based on current and relevant issues affecting MDJ students. Most were held to deal with pressing current events. The Conversations included panel discussions with faculty and professionals relevant to events.

2017 - November, **Managing Stress**

"Stress is Not a Stigma" was the central theme of this conversation examining how college students can effectively deal with stress and maintain a healthy state of mind during turbulent times. Interactive polls were used to encourage real-time comments. Panelists included:

- Lamar Hylton, Kent State dean of students.
- Melissa Celko, director of Kent State of Wellness
- Jessica Williams, a psychologist at KSU's Deweese Health Center
- Holly Bandy, outreach program officer University Health Services

2017 - April, **"Breaking Down Barriers: How is Diversity Represented in the Media?"**

Public Relations Student Society of America (PRSSA) and Black United Students (BUS) partnered to offer insight and perspective.

- Moderated by Traci Williams, then-MDJ senior lecturer
- Panelist AJ Leu, Diversity and Career Development Director, CCI
- Panelist Shanice Dunning, M.A. '14, reporter at Cleveland 19 (WOIO)
- Panelist Lorraine Schuchart, APR, founder and CEO of Prosper for Purpose.

2017 - January, **"Journalism's Way Forward"**

The School hosted a panel discussion in January 2017 to reflect on coverage of Election 2016 and to discuss the changing and unprecedented relationship between the media and the White House.

Moderated by Russ Mitchell, then-WKYC-TV Anchor and Managing Editor

- Henry Gomez, then a political reporter for The Plain Dealer
- Cheryl Ann Lambert, then Assistant Professor in the School

- Chance York – then Assistant Professor in the School
- Connie Schultz – Pulitzer Prize-winning Professional-in-Residence in the School

2016 - October, **Heroin**

Panelists and attendees explored the relevancy of the heroin epidemic, the ethics of media coverage and how Kent State and the surrounding community could help with the epidemic. In hosting the conversation, the School helped prepare future journalists to report accurately and ethically on the heroin epidemic and other sensitive issues, as well as equip future advertising and public relations professionals to advocate for solutions to our community's most crippling issues.

Stephanie Smith, then-Assistant Professor in the School and former intelligence official at the CIA, moderated the discussion. Panelists included:

- Greg McNeil, a father who lost his son to a heroin overdose and founder of [Cover2 Resources](#), an educational foundation that provides alternative options to opioid pain relievers
- Jennifer Kulics, then-dean of students for the Division of Student Affairs
- Maureen Keating, chemical dependency counselor, University Health Services
- Jarrod Pyle, a young adult in recovery from heroin addiction and treatment counselor for [Oriana House](#)

2016 – March, **Elections**

This open-forum discussion focused on the role college students, many of whom would be voting in their first presidential election, played in shaping the political discourse around the election as well as how cable news and social media shaped their perceptions.

Arkayla Tenney Howard and Daniel Henderson, both public relations majors in the School, moderated this discussion. Panelists included:

- CCI Dean Amy Reynolds
- Connie Schultz – Pulitzer Prize-winning Professional-in-Residence in the School
- Professor Thor Wasbotten, then-director of the School

2015 - November **Social Media and Society**

The School's Student Voice Team hosted A JMC Conversation: Social Media & Society to an overflow audience of students in Franklin Hall's FirstEnergy Auditorium.

Wasbotten and SVT member Arbrion Chambliss moderated the discussion, which covered topics such as personal responsibility and professionalism on social media, self-validation stemming from social media and social issues and communities formed through social media platforms. Panelists included:

- Ray Strickland - Journalism major
- Mark Goodman – Then-Professor and Knight Chair in Scholastic Journalism in the School
- Stefanie Moore - Then-Assistant Professor in the School
- Connie Schultz – Pulitzer Prize-winning Professional-in-Residence in the School.

Female Filmmakers' Initiative

In Fall of 2019, Assistant Professor Dana White established the Female Filmmakers' Initiative. FFI is a student organization that aspires to break down barriers for women in filmmaking and provide a community for female filmmakers to explore their craft. FFI believes that all voices should be heard, and the female voice is critical for a fair and balanced societal narrative. This organization supports female filmmakers and their stories and helps to provide Kent State female filmmakers the support and resources that will prepare them for life outside of college.

In spite of pandemic-related complications, FFI's first short film was finished in Fall 2020. "I Am" is a short film which tackles the theme of Female Body Positivity. FFI Managing Student Director Juliana Butchko received a University Research Council grant for \$500 to submit "I Am" to film festivals. Produced by Butchko and directed by Digital Media Production student Hana LeBrew, "I Am" will also be screened at The Women's Film Festival in Philadelphia and the Chagrin (Chagrin Falls, Ohio) Documentary Film Festival in 2021. It also was an official selection of the virtual monthly edition of the Montreal Independent Film Festival.

FFI hosted a virtual screening of "I Am" at the end of the Fall 2020 semester and also showed two other films by Butchko and LeBrew: "Sincerely Female Artists," Butchko's film celebrating female KSU artists of color; and "Support Local Curvy in Cleveland," LeBrew's film about a local businesswoman of color who started her own clothing line in Cleveland.

In March 2019, prior to FFI's official formation, White, Digital Media Production and Fashion Merchandising student Halimah Muhammad and Psychology major and Digital Media Production minor Bobbi Broome planned the "Girls Who Impact the World: Film Screening and Conversation." This event featured Girls Impact the World Film Festival short film submissions created by Muhammad and Broome, as well as poetry by Journalism student Mariah Hicks. In addition, a panel discussed womanhood, beauty standards, loving yourself and owning your power. Panelists included:

- Assistant Professor and filmmaker Dana White
- Professor and chairperson of the Department of Pan-African (now Africana) Studies Amoaba Gooden
- Associate Professor Design Tamika Ellington
- Then-Associate Vice President for Diversity, Equity and Inclusion Dana Lawless Andric
- CCI Diversity and Career Development Director AJ Leu
- Assistant Director of the Kent State Women's Center Alicia Robinson

For the Ages Project

Assistant Professor Dana White conceived the For the Ages Project in the Spring of 2020. Deeply troubled by society's disregard for elders during the pandemic, White set out to create a project that would seek to bring honor, comfort and a voice to our elder communities. In collaboration with MDJ's filmmaking students, For the Ages is a creative alliance with KSU's Wick Poetry Center and its director David Hassler to explore the art of film poetry. Poems written by elders through the Wick Poetry Center's work with the nearby Judson Manor Retirement Community were documented by For the Ages filmmakers.

For the Ages launched its virtual premiere at the Film Poetry Project in April 2021. It included a screening of the For the Ages Film Poems and a panel discussion with the elder poets from Judson Manor and the MDJ student filmmakers.

Other Activities

- In May 2020, Emeritus Professor Jan Leach was invited to participate in a seminar sponsored by the University of Notre Dame's John W. Gallivan Program in Journalism, Ethics, and Democracy. The summer program was designed to "help collegiate journalists build skills and help newsrooms promote inclusion." Designed exclusively for college journalists from the Chicago area, the program serves numerous underrepresented student groups in the journalism sphere, including NABJ, NAHJ, AAJA and NAJA.
- At the 2016 National PRSSA Conference PRSSA Kent won the Dr. F.H. Teahan Chapter Award for Chapter Diversity. The Diversity Chapter Award recognized PRSSA Kent's efforts to promote, generate awareness and encourage diversity within its chapter. This was the first time PRSSA Kent received a Teahan for the Diversity category. Kent State's chapter was the sole recipient of this honor that year.

The School and College have increased efforts to educate students, faculty and staff about the need to curb harassment and discrimination in the classroom and workplace. As part of this effort, the School has prioritized attention to institutional climate, culture and community

relations and institutional accountability.” Efforts related to these priorities are described below. The progress reports linked to above provide a more comprehensive list of all activities.

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

In Spring 2020, representatives of the School’s four sequences and members of the D&G Committee met with students to hear concerns and provide an outlet to discuss academic and climate issues. Then-Interim Director Jeff Fruit and a committee member met with students from three of the four majors in separate meetings (the fourth was postponed when the university closed due to the COVID-19 pandemic). In Fall 2018 and Fall 2019, Digital Media Production faculty led all-major meetings at the start of the academic year. In Fall 2019, Public Relations faculty hosted a two-day “PR Mingle” with majors and minors. Regular meetings with students and members of the School’s D&G Committee were postponed during the pandemic. These activities will be resumed with the 2021-2022 academic year.

In Fall 2019, School faculty and staff assisted the CCI Dean’s Office and the University’s Academic Diversity Outreach Program with creation of a mobile “Love Over Hate” display. A large wall with “Hate” and other oppressive words written on it was moved across campus, including to Franklin Hall. Students were encouraged to write positive messages on small, colored hearts and tape them over the wall, covering up the negative, hateful words. It was slated to continue during Spring 2020 but was postponed when the University moved to remote operations in response to the pandemic.

Institutional Accountability: *Increase the recruitment and success of a diverse faculty and staff.*

In 2016, School faculty successfully lobbied then-President Beverly Warren to add a “Campus Safety” link to the Kent State University homepage and in the KSU app that provides easy-to-use mental health and sexual assault resources. This simplified access to information that had previously been scattered across different sections of the website.

Multiple MDJ faculty and staff members serve on the CCI Diversity Committee. In July 2016, CCI Dean Amy Reynolds appointed AJ Leu to head and coordinate College-wide diversity and inclusivity efforts and named Leu CCI Diversity Director two years later. Leu serves as a point person all for faculty, staff, and students to address diversity and inclusivity concerns and also serves as a student advocate in MDJ and across the College (the latter role is fully addressed in Standard 6).

Leu and the CCI Diversity Committee work in MDJ and all CCI schools to advocate for and provide diversity support (termed EMBRACE), education (EDUCATE) and resources (EMPOWER). Noteworthy College programs summarized below and detailed in later questions include:

- **CCI Diversity Newsletter:** Every week during the academic year, Leu emails a diversity newsletter to inform MDJ and CCI faculty, students, and staff of University and community diversity and inclusivity-related events, information and training sessions. The final Diversity Newsletter of the Spring 2021 semester is available [here](#).
- Leu regularly conducts training inside and outside the classroom on all aspects of diversity and inclusivity. In January 2020, they facilitated an hour-long seminar for MDJ part-time faculty. They will be addressing MDJ's part-time faculty at the start-of-semester orientation organized by the School's Director and Undergraduate Coordinator before the Fall 2021 semester. Leu will also be visiting MDJ's first faculty meeting in August 2021.

[Safe Space Allies](#). According to the KSU LGBTQ Student Center, "an ally is a member of the dominant/majority group who takes a stand against social injustice directed at a target group(s). For example, white people who speak out against racism, or heterosexual individuals who speak out against heterosexism or homophobia." MDJ boasts four trained Safe Spaces allies in Franklin Hall.

After a University climate survey in 2018, CCI purchased [Blindspot: Hidden Biases of Good People](#) for interested faculty and staff members in MDJ and across the College. In 2019, Diversity Director AJ Leu hosted a session with those who read the book to discuss overarching themes and how they could be applied to work in the College and schools.

Brooke Barnett, Ph.D., then-Associate Provost for Academic & Inclusive Excellence at Elon University (now Interim Provost and Vice President of Academic Affairs at Butler University), spoke to CCI faculty, staff and leadership about problematic behaviors in the workplace in Spring 2019. One session was for interested faculty and staff, and a separate session was for school directors and CCI leadership. More than two dozen MDJ faculty and staff participated.

The University's Student Accessibility Services (SAS) policy, [University Policy 3 - 01.3](#), must appear in all syllabi. It requires faculty to provide reasonable accommodations to students with disabilities to ensure their equal access to course content.

In Fall 2019, after a faculty discussion about perceived increases in the number of students seeking SAS accommodations, Undergraduate Studies Coordinator Mitch McKenney organized a meeting with SAS for faculty in MDJ and the College. Attendees learned that 4 percent of KSU students have SAS accommodations, and that the number has increased by about 25 percent in the last few years. Anxiety issues have become the leading cause of accommodations. The faculty discussed ways to improve classroom procedures to better support students with SAS accommodations.

CCI Student Ambassadors (detailed below) and Leu are communication conduits for students to discuss climate issues and concerns. The number of MDJ students serving as CCI Student

Ambassadors since the program's inception is below. MDJ students consistently comprise 50 percent of the total pool of CCI ambassadors. Given the School's relative size compared with the other undergraduate degree granting schools in the College, this represents a slight overrepresentation of the School. MDJ is proud to be so well represented every semester and we regularly encourage our students to engage with these issues, whether as ambassadors or through other avenues available to them from across the College.

- Fall 2016 11 out of 23
- Spring 2017 11 out of 23
- Fall 2017 6 out of 13
- Spring 2018 6 out of 13
- Fall 2018 6 out of 19
- Spring 2019 6 out of 14
- Fall 2019 7 out of 14
- Spring 2020 8 out of 15
- Fall 2020 8 out of 14
- Spring 2021 7 out of 13

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

KSU Admissions/Recruitment Events

CCI Diversity information is presented at all CCI recruitment events to promote the importance of DEI&B and to create an open and welcoming environment in the College. These events include Multicultural Visit Day, CCI College Info Sessions, Future Flash Days, Preview KSU events and more. One of the CCI Diversity Team initiatives has been to plan for a CCI Diversity Visit Day as the University moves away from hosting Multicultural Visit Day.

Targeted Recruitment Efforts. MDJ's Director serves as part of the College recruitment team and assists with targeted recruitment efforts that engage diverse students. CCI Diversity has been involved in partnerships with Equipo Academy in Las Vegas, Daniel E. Morgan of Cleveland Metro Schools, Firestone Community Learning Center of Akron Public Schools and others.

CCI works to ensure that everyone in the College feels welcome, has support that fosters success and can develop a strong sense of belonging. MDJ and CCI are committed to dismantling structures of oppression and addressing systemic discrimination that disproportionately impacts marginalized communities.

All CCI Diversity initiatives are driven by a comprehensive and inclusive definition of diversity. Diversity in CCI includes, but is not limited to, race, ethnicity, color, religion, sex, sexual orientation, gender identity, gender expression, socio-economic status, natural origin, ancestry, ability, genetic information, age and military status.

The School's faculty and staff work with and benefit from University and CCI initiatives to recruit and retain diverse and under-represented groups, including:

First-Generation: CCI began a pilot program in Fall 2019 offering four-year renewable scholarships to college students who are the first in their family to attend college. In Fall 2020, 35.4 percent of MDJ students, 375 total, were first-generation students.

The CCI Open Door Scholarship program provides 4-year (8 continuous fall/spring semesters) scholarships to incoming students who are first-generation and high need. There are three tiers to the scholarship:

Tiers	Residency	Amount	Fall 2019 MDJ	Fall 2019 TOTAL	Fall 2020 MDJ	Fall 2020 TOTAL
First-generation & Pell-eligible	Out-of-State Students	\$5,000/year	2	2	0	1
First-generation & Pell-eligible	In-State Students	\$4,000/year	12	21	6	17
First-generation & High Need (Low EFC)	In-State and Out-of-State Students	\$3,000/year	2	5	1	2

Students who were not Pell-eligible but still had high financial need are targeted for particular support. These students fall into a population that does not receive as much financial support since they cannot qualify for the maximum federal funding eligibility. However, their Estimated Family Contribution (EFC) is often too low to be able to afford the student's education expenses. The scholarship for out-of-state students was also intentionally higher to help offset some of the non-resident surcharges. Students are guaranteed the scholarship for all four years as long as they remain a CCI major, maintain full-time Kent Campus enrollment for eight continuous fall/spring semesters and maintain at least a 2.0 GPA.

First Star Kent State Academy With funding from a grant written by CCI, the University established [First Star Kent State Academy](#), a free, comprehensive four-year college access program for youth in foster care impacted by the opioid crisis. The program, operated through the Provost's Office, begins working with students as early as 8th or 9th grade to help prepare them for college. Since 2017, six MDJ students have participated as mentors to First Star Academy participants.

Upward Bound

Kent State University's [Upward Bound Programs](#) are committed to providing equality, preparation and access for populations seeking entrance to post-secondary education. Pre-College/TRIO Upward Bound programs include three federal TRIO Upward Bound programs that seek to increase educational opportunities and diminish barriers for first-generation, low-income students and families through comprehensive services in targeted school districts. There are

three Upward Bound programs at Kent State: Classic, Math Science, and Health Professions. TRIO programs help students overcome, class, social, academic and cultural barriers to higher education. CCI works collaboratively with Upward Bound at Kent State to provide mentoring and teaching experiences for the students in the program.

In Summer 2019, then-Assistant Professor Cheryl Ann Lambert and Student Media Director Kevin Dilley helped lead a CCI-facilitated class as part of the Upward Bound Summer Institute for high school students. Social justice, personal branding, photography, website development, public speaking and other topics were covered during the class.

Upward Bound Summer Institute 2020

Five MDJ faculty participated in the virtual Upward Bound Summer Institute 2020 for high school students.

- Professor Gene Shelton provided a training on “Media Literacy: Understand that a high level of media literacy makes you a smarter consumer of media messages and smarter user of media devices.”
- Professional-in-Residence Stephanie Danes Smith presented “Advocacy, Activism and the Power of Storytelling: Understand core concepts related to social justice movements, especially the power of storytelling.”
- Professor Stefanie Moore and Associate Professor Luke Armour presented “Social Media Listening and Monitoring: Examine why listening/monitoring is important for organizations and experiment with online tools to monitor online conversations for insights.”
- Associate Professor Cheryl Ann Lambert presented “Personal Branding: Understand the significance of personal branding for building and maintaining a positive professional reputation.”

I Have a Voice Promo

[I Have a Voice](#) is a video created by Assistant Professor Dana White. It was produced and directed by DMP student Bobby Broome. This video is a poem read on camera by MDJ students. The objective of the piece was to demonstrate to Upward Bound High School students the importance of the MDJ mission of helping members of our diverse student body find their own unique voice.

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

N/A

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

Retention and success of underrepresented student populations is a high priority. One of the four key objectives in the School's Diversity Plan is "Student Access, Recruitment and Success: *Increase engagement of underrepresented and underserved student groups to provide stronger bonds that will enhance academic goals within MDJ. The main area of focus for this dimension is recruitment and **retention** to intentionally aid underrepresented students to enter, **persist** and **graduate** from the University.*"

Retention of underrepresented students is a key area in which MDJ can and should be placing more energy. While School's retention numbers climbed moderately from 82.4% in Fall 2015 to 86.7% in Fall 2018, MDJ saw a major drop with the Fall 2019 cohort, to 70.8%. The cohort starting in Fall 2019 was dramatically impacted by the pandemic, and the retention drop could be attributed partly to the public health crisis, particularly with respect to marginalized and already vulnerable populations. The same reasoning could explain the significantly smaller cohort that began in Fall 2020. The cohort was smaller, and the retention rate is lower than pre-pandemic levels. Institutions around the United States are experiencing similar disruptions to retention. The University undertook a significant campaign during Summer 2021 to contact every undergraduate student who had been registered in Spring 2021 but was not yet enrolled for Fall 2021. This resulted in several additional registrations for Fall 2021.

The table below shows the retention, four-year, five-year, and six-year graduation rates among underrepresented students (URS) in the School.

Table: MDJ URS Retention Rates and 4-Year, 5-Year, and 6-Year Graduation Rates					
Cohort	URS	Retention	4-yr Grad	5-yr Grad	6-yr Grad
Fall 2007	32	78.1%	6.3%	37.5%	40.6%
Fall 2008	25	72.0%	24.0%	44.0%	44.0%
Fall 2009	38	81.6%	21.1%	42.1%	57.9%
Fall 2010	36	77.8%	11.1%	33.3%	47.2%
Fall 2011	41	90.2%	29.3%	65.9%	73.2%
Fall 2012	37	64.9%	21.6%	40.5%	45.9%
Fall 2013	32	84.4%	37.5%	50.0%	53.1%
Fall 2014	34	85.3%	50.0%	64.7%	67.6%
Fall 2015	34	82.4%	41.2%	52.9%	52.9%**
Fall 2016	27	81.5%	37.0%	48.1%**	
Fall 2017	31	83.9%	58.1%**		
Fall 2018	30	86.7%			
Fall 2019	24	70.8%			
Fall 2020	18	72.2%*			

* As of July 27, 2021

** Bachelor's degree as of July 27, 2021, not including Summer 2021 CCI and MDJ's retention strategy is threefold:

- 1) Support underrepresented students throughout their college career with financial and other material (e.g., technology) assistance and incentives;
- 2) Support CCI's academic advising office in its efforts to identify and address curricular barriers to URS retention;
- 3) Increase URS student engagement in School initiatives, organizations and clubs.

I.) Financial Assistance and Incentives:

One of the biggest barriers to the persistence of underrepresented students throughout their college career is lack of financial resources. In addition to the financial support for first-generation students discussed in question 6, a number of financial assistance and incentives are geared toward URS populations to help encourage success:

School scholarships

MDJ offers six scholarships directed to underrepresented groups:

- The Robert G. McGruder Minority Endowed Scholarship is awarded to minority students planning a career in newspapers, magazines, broadcast news or photojournalism.
- The Roger & Ada Fidler Scholarship in Journalism and Mass Communication Endowed Scholarship is awarded to a full-time Latin American student studying in the School with financial need and who shows demonstrated leadership on campus and in the community.
- The Albert E. Fitzpatrick Endowed Scholarship is awarded to a minority student studying in MDJ with financial need and a GPA of 2.75 or higher.
- The Frances B. Murphey Scholarship is awarded to a female MDJ student who is a resident of Stark, Lucas or Carroll County and intends to pursue a career in news. Recipients must have a GPA of 2.75 or higher.
- The Paula Slimak Scholarship in Journalism and Mass Communication is awarded to a non-traditional MDJ student with financial need.
- In 2018, the Devin C. G. Moore Memorial Scholarship was established in honor of Moore, a broadcast journalism major who passed away while playing basketball on campus. The annual scholarship goes to an underrepresented minority student pursuing a degree in journalism, with first preference to a student interested in broadcast journalism.

University- and College-wide financial assistance

MDJ students have also benefitted from College-sponsored economic assistance programs, including the [Terrell Wilson Scholarship](#) for a first generation African-American student to study abroad, enacted since the last self-study. In addition, as mentioned previously, CCI established a [First Passport Fund](#) in 2017 and travel scholarships to encourage students to study abroad.

The [Oscar Ritchie Memorial Scholarship](#) is a campus-wide program that provides academic scholarships to over 300 incoming African American, Latino-American and Native American students enrolled at the Kent Campus. Oscar Ritchie Scholars (ORS) are high-performing underrepresented (URS) high school students who are awarded a merit-based scholarship upon acceptance to Kent State University. This scholarship is guaranteed for four years as long as students maintain full-time, continuous enrollment at the Kent Campus and a 2.5 Overall GPA.

In collaboration with the KSU Student Multicultural Center, CCI Diversity conducts outreach to all CCI Oscar Ritchie Scholars throughout the year to ensure that they are maintaining their eligibility requirements for the scholarship program. In addition, CCI hosts a section of Kent State's First-Year Experience (FYE) course specifically for ORS students each fall semester. Students may elect to enroll in any FYE course within the college, but they are encouraged to select the ORS section.

The section is taught by CCI Diversity Director AJ Leu and guest speakers are brought in throughout the semester from: the Student Multicultural Center; the CCI Dean's Office; the Department of Africana Studies; the Division of Diversity, Equity and Inclusion; the CCI Diversity Team; the CCI Student Ambassador program; University College; Financial Aid; and more. The ORS FYE students continue to have strong first-year persistence and retention rates. The CCI ORS FYE section was cancelled for Fall 2020 due to the pandemic, but it will resume in Fall 2021. The Fall 2021 FYE section will include Black/African American, Hispanic/Latinx, Native American/Indigenous, and Multiracial students that are part of the Oscar Ritchie Scholar Program and/or participate in the [pre-orientation program](#) Kupita/Transiciones.

Periodically throughout each semester, students who are in financial need seek assistance from advisors and/or the CCI Dean's Office. Leu meets with each of these students to assess their financial aid situation and connect them to resources and funding opportunities. After working with Leu, most students can find some additional funding from the federal government or other University offices.

If all other funding is exhausted, then a CCI Dean's Scholarship can be given to make up the difference. The scholarships can be tuition awards, completion grants, study abroad support, book scholarships, internship support and more. It should be noted the Dean's Scholarship is not a specific award tied to specific qualifications.

Below are the number of MDJ students who received Dean's Scholarships that were used to help with tuition and other costs.

Year	Number of Students	Dean's Scholarship Amount
2016-2017	3	\$6,244.55
2017-2018	5	\$5,258.00
2018-2019	4	\$2,941.00
2019-2020	12	\$4,285.59
2020-2021	2	\$3,750.00

During the pandemic, Federal and University emergency funding to help students increased significantly, particularly due to the CARES Act. As a result, fewer students sought support from the College than in previous years. Students who did receive support from CCI in 2020-2021 had exhausted all other possible resources.

Students are also directed to the College's [comprehensive and regularly updated list of diversity scholarships](#). This list often introduces students to funding sources they had not previously considered. CCI's Diversity and Career Development Director maintains this list.

The College's philosophy with respect to financial assistance is driven by a focus on long-term solutions, rather than an ad hoc approach to filling current gaps in funding. Leu works to ensure students can resolve their current financial issues, but also strives to ensure that students will be more financially successful in future semesters. For the 2021-2021 academic year, both MDJ students who received Dean's Scholarships were successfully retained for Fall 2021. For the 2019-2020 academic year, nine of the 12 MDJ students who received financial assistance from CCI either graduated or were successfully retained.

Technology Assistance: Loaner Laptop Program

MDJ publishes its [technology requirements on the School's website](#). We work with CCI Diversity and the College's IT Manager Aurora Smith to connect students in need with loaner laptops if they are not able to afford their own machine. A laptop is required for MDJ majors, but not all students are able to afford the equipment in time for classes to start each semester.

The CCI Laptop Loaner Program, overseen by Leu, is a complimentary, one-time program that provides adequate technology to students unable to purchase the required equipment for their major and/or classes. MDJ students who can't afford to purchase a laptop that meets the school's required specifications have taken advantage of the program. Leu works with students individually to help them budget and plan to purchase a machine of their own as well as connect them with other funding sources. Students facing extreme financial circumstances can participate in the loaner program for more than one semester.

As stated above, the Cares Act assisted students during the pandemic, and some of that

funding was dedicated to providing students with technology needed to participate in remote courses. Thus, fewer students needed the Laptop Loaner program in 20-21 compared with previous years.

Since Fall of 2017, 65 MDJ students have benefited from the loaner program.

Semester	Number of Students Loaned Laptops
Fall 2017	3
Spring 2018	4
Fall 2018	9
Spring 2019	7
Fall 2019	12
Spring 2020	9
Fall 2020	7
Spring 2021	14

* Due to the pandemic, most Spring 2020 laptop loaner contracts were extended to August.

CCI anticipates technology access will continue to be a barrier to student success and is committed to continuing maintaining support for the Laptop Loaner program. The College is developing a strategic budget model to ensure the continued availability of laptops for MDJ and other CCI majors when needed. Purchase of new laptops will be staggered over time to guard against all equipment aging out at the same time.

Academic advisors work with students to resolve curricular issues and scheduling roadblocks that hinder progression in their major. A number of changes to the major roadmap templates have been made since the last accreditation visit to remove obstacles. In addition, Director Metzgar works with CCI Assistant Dean Matt Rollyson and Director of Student Advising Ellie Hansen to identify solutions in specific cases when students encounter barriers to finishing on time or getting into a necessary class. In these cases, course substitutions or the addition of one more seat to a class can help save students thousands of dollars in housing and tuition without jeopardizing rigor or adherence to degree requirements.

In June 2021, the University announced a new [Flashes Go Further Scholarship Program](#) to increase retention rates of financially disadvantaged students. The program will award up to \$1,200 a year to in-state entering freshmen, continuing freshmen and current sophomores on the Kent campus whose Expected Family Contribution is \$10,000 or less. This scholarship, inspired in part by the CCI Dean's Scholarships as outlined above, will serve as a nice complement to the College's and School's efforts to support the most financially vulnerable students.

II.) Reducing Retention Barriers

CCI's advising office plays an important role in student retention, especially with the appointment of Ellie Hansen as Director of Academic Advising in 2019, a new role created since the last self-study. One of Hansen's responsibilities includes the non-returner initiative, which involves contacting all students who fail to register for classes and determining what resources or support they need in order to continue in their academic career. Advising connects students to Leu if students are experiencing DEI concerns, mental health or medical challenges. Students who are struggling with financial burdens are also referred to Leu.

The advising office also works closely with Kent State's [Early Alert System](#), an online reporting program that allows faculty to identify students who are having difficulty with academic progress or attendance. Academic Advising Director Hansen reviews each report and reaches out directly to the students to connect them to resources and support. Additionally, students who are subject to academic dismissal due to poor performance are provided with the opportunity to appeal their case, and Hansen personally provides support for students through the appeal and reinstatement process.

In Summer 2021, Hansen and her team contacted 108 CCI students, including MDJ students, who had been enrolled during the 2020-2021 academic year but who had yet to enroll in Fall 2021 classes. Every single student received a personal phone call and other outreach from the CCI advising team. As of July 26, 2021, 45 of those students contacted had registered for Fall 2021 and more said they were planning to enroll.

Many of the students contacted said they suffered burnout from the pandemic as they dealt with disruptions in their personal and family lives, and/or worked more hours, especially those in the service industry. Some students said they had been unable to prioritize registration for Fall 2021. In addition, some students said they had not enrolled because some of their classes were already full. Intelligence gathered from this outreach led to a mid-summer push in MDJ to add sections to several classes, particularly those for second-year students. In other cases, students were not satisfied with the mode of delivery (remote or in-person) for the classes they needed to take.

Here it is important to note that for the Fall 2021 semester, Kent State allowed full-time faculty to decide whether they wanted to teach remotely or in person. This will be the last semester of such pandemic accommodations for instructors. Seventy percent of MDJ's classes will be offered with at least some in-person component in Fall 2021. This has complicated the process of anticipating student demand for classes. In some cases, an in-person section is full and there is room in a remote section, but a student wishes to take the class in person. Summer 2021 has been an ongoing struggle to balance student needs with instructional capacity.

To meet as many students' needs as possible, the School created multiple new sections of classes, some of which will likely run well below our usually low enrollment cut offs, all in an attempt to serve students and address retention concerns.

III.) Increasing Student Engagement

[Research](#) suggests that for underrepresented students in higher education, a “sense of belonging on campus” is “a key antecedent to retention in college.” In MDJ, our retention strategy focuses on increasing underrepresented student engagement at the School and College level with ongoing diversity initiatives and increased underrepresented student representation in Student Media organizations and clubs.

Student engagement:

- At the College level, [the CCI Student Ambassadors](#) program engages students in student advocacy, reporting diversity and inclusion concerns, assisting with College social media initiatives, and participating in College and University recruitment activities. The former MDJ Student Voice Team was folded into ambassadors, who report to Leu. In Spring 2021, seven of the 14 student ambassadors were from MDJ.
- In Fall 2020, MDJ's Diversity and Globalization Committee added new student representative positions to the committee. This change which will go into effect in Fall 2021. Giving students a voice in diversity and inclusion efforts at the School level is expected to increase student engagement and provide a space for underrepresented students to communicate directly with faculty and staff regarding their experiences in the program.

Student Organizations and Clubs:

- One of the most valuable experiences for MDJ students at Kent State is the opportunity to become involved with one of our ten [independent student media organizations](#) on campus. Each semester, more than 350 students create unique content distributed across 34 outlets on multiple platforms in print, broadcast, digital and social media. Supported in their efforts by a strong fabric of faculty advisers and professional staff, our Student Media organizations consistently win [state and national awards](#).
- Two of our Student Media organizations speak directly to historically marginalized student populations. [Uhuru Magazine](#) is an award-winning magazine that aims to promote innovation, creativity and culture through the voice of marginalized students on the Kent State University campus, while [Fusion Magazine](#) is the region's only student magazine focusing on LGBTQ+ issues.
- Since our last accreditation report, representation in Student Media among underrepresented students has increased. Six of 10 Student Media leaders selected by the Student Media Board for the academic year 2020-2021 came from underrepresented groups, including African-American, LGBTQ and Asian-

American students. Ten of the 18 applicants for student media leadership positions came from underrepresented groups. For Fall 2021, the Student Media leadership team continues to be diverse with five of 10 Student Media leaders selected by the Student Media Board coming from underrepresented groups.

- The second-place winner of the 2nd annual Student Media FlashLab Innovation Pitch Contest in Fall 2019 was a Black student who pitched the idea to produce a documentary film about what it is like to be an underrepresented student at KSU. The project received \$4,000 in funding and is still in production having been stalled due to the COVID-19 pandemic.
- In addition, the Student Media office has conducted informal diversity and inclusion training for staff led by Leu and KSU Diversity, Equity & Inclusion administrators; formal training from CCI and DEI in the newsroom and with other Media Partners; and collaborated with the Student Multicultural Center on diversity programming.

MDJ also has several student organizations. In addition to a club for students interested in advertising careers, [Franklin Advertising](#), and a chapter of the [Public Relations Student Society of America](#) (PRSSA), a chapter of the [National Association of Black Journalists](#) (NABJ) was reinstated in 2017. In October 2020, CCI announced a gift from the Arnold and Dorothy Danes First Amendment Fund that will offer a one-time reimbursement scholarship to CCI students who join NABJ. Students of color and African-American students in particular are represented in the leadership of each student group and faculty advisors play an important role in encouraging underrepresented students to join these organizations.

Finally, all KSU staff are required to take two hours of Beyond Compliance trainings per year, including a Title IX training. Faculty are strongly encouraged to take the training as well. Four MDJ Faculty have completed Safe Space Ally Training, and four have completed Green Dot training, a bystander approach for the prevention of power-based personal violence that relies on the power of cultural and peer influence. The strategy targets everyone in the community as agents of change to visibly reduce the number of incidents of violence.

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

The School has demonstrated progress in recruiting women and minority faculty and professional staff. In all searches, the School follows University policy for developing diverse applicant pools and giving consideration to underrepresented groups. A member of the MDJ Diversity and Globalization Committee, whose focus is "helping our School in the recruiting, retention, and support for our diversity students, faculty and staff" is assigned to all searches for full-time faculty employment at MDJ. Faculty and administrators regularly conduct informal outreach to qualified

women and minorities to apply for positions. Another effort is through outreach to organizations that are focused on women and minority faculty and professional staff with job postings through targeting diverse listservs, organizations for underrepresented individuals, media outlets and personal connections. Once new hires are on board, Leu is available to meet with them to discuss DEI&B at CCI.

MDJ's efforts to recruit women and minority faculty and professional staff has resulted in the following positive results:

2015 Provost's Opportunity Hire

The School benefitted from the Provost's Opportunity Hire in 2015 with the hiring of then-Assistant Professor Cheryl Ann Lambert. The Provost's office wanted to help schools and departments overcome barriers to hiring diversity candidates, so they offered up to 10 full time faculty positions, either tenure track or non-tenure track, with salaries paid for five years. At the end of five years, the salaries are the responsibility of the schools. Hiring now-Associate Professor Lambert did not take away from other faculty need and her presence on the faculty has enriched all of us. Her talents have been recognized by the College, and she has been named the CCI Dean's Fellow for the 2021-2022 academic year.

2021 Provost's Opportunity Hire

In Fall 2020, Kent State announced another second opportunity hire initiative. Communication introducing the initiative explained, "As we take stock of our progress toward achieving our mission, we realize that the makeup of our community is not representative of how we value diversity. Our students are missing the expertise and guidance of Black, Indigenous, Hispanic/Latinx and other faculty of Color. In particular, our community lacks a significant corpus of Black faculty members who bring with them important experiences in research, perspectives, backgrounds, and approaches that are necessary to provide an inclusive, equitable and diverse environment that values and supports others. Our Opportunity Hiring Initiative provides us the chance to seek out Black scholars who are, or are poised to become, extraordinary scholars in their fields. These scholars will contribute to our goals of bringing diverse knowledge, perspectives, backgrounds, and approaches to Kent State. We will engage in a hiring process that provides nimbleness and flexibility to allow academic leadership to capitalize on potential hires who represent an extraordinary opportunity for the University to support our inclusionary goals."

The Provost's Office indicated that the University was dedicating \$1 million to this initiative with the intent of each college on the Kent campus having the opportunity to hire at least one new faculty member. Colleges prepared job postings specific to their needs, placed formal advertisements and did extensive personal outreach.

The posting called for “a CCI faculty member to teach in its undergraduate, masters and doctoral programs and conduct research and/or creative activity, as appropriate to their discipline with expertise in at least one of the following areas: design, user experience design, web development/programming, data visualization, creative coding, applied data science, youth engagement/school libraries, media and technology, media and diversity, scholastic journalism or digital/multimedia storytelling.”

CCI’s job posting received 67 applications and resulted in one new hire. The incoming faculty member will be joining the School of Visual Communication and Design. The number of candidates in the pool with expertise relevant to MDJ was low. Two candidates had good professional experience but no research expertise, while a third candidate was in a doctoral program but had yet to pass comprehensive exams. As a result, MDJ was unable to take advantage of this opportunity hire initiative.

Interdisciplinary Hire

In 2018, in conjunction with the College, MDJ hired Professor Tang Tang. She teaches and provides service in both MDJ and the School of Emerging Media and Technology.

Women Hires

In addition to Associate Professor Lambert and Professor Tang, seven women have joined the School faculty and professional staff since the last self-study:

- In 2015, Assistant Professor Gretchen Hoak, a former media professional joined the faculty. She teaches in the Journalism sequence.
- In 2016, Pulitzer Prize-winning author Connie Schultz joined MDJ as a Professional-in-Residence.
- In 2017, Assistant Professor Rebecca Rolnick joined the faculty. She teaches in the Digital Media Production sequence.
- In 2019, filmmaker Dana White was hired as an Assistant Professor. She teaches in the Digital Media Production sequence.
- In 2019, Cassandra Johnson was hired as a Special Assistant. She submitted her resignation in July 2021.
- In 2020, Assistant Professor Karisa Butler-Wall joined the faculty. She teaches in both MDJ and the School of Communication Studies.
- In 2021, strategic communications expert Roseann Canfora joined the faculty as a Professional in Residence.

CCI Diversity is in the process of creating search committee trainings for faculty and staff to emphasize the importance of diversity in the hiring process. The University's Human Resources Department provides rubrics and job posting recommendation to help with diverse recruitment. MDJ regularly avails itself of these resources and abides by best practices.

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

The School's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff is a priority in MDJ, CCI and the University. Evidence of progress and success of women and minority faculty in the School include the following:

- Five female faculty have been promoted to Full Professor since the last self-study: Professor Candace Perkins Bowen (2017); Professor Danielle Sarver Coombs, Professor Janet Leach and Professor Jacqueline Marino (2019) and Professor Michele Ewing (2020).
- Professor Tang Tang (see Question 9) served as MDJ's graduate coordinator in 2019-2020 and now serves in that same position for EMAT.
- Associate Professor Cheryl Ann Lambert earned tenure and promotion in 2020 and was named MDJ's Graduate Coordinator in 2020.

Kent State [Employee Resource Groups](#)

Consistent with Kent State University's mission, goals and vision to better society through meaningful voice, the Employee Resource Groups (ERGs) foster a culture of respect, kindness and purpose.

The ERGs are strategic partners with the Division of Human Resources to promote a culture of diversity and inclusion through continued learning. Each ERG advances the understanding and inclusion of employees with a common background, set of interests and goals. There are six ERGs focusing on different identity groups, including the Pan-African Faculty and Staff Association, Latino Networking Caucus, Spectrum LGBTQ+ and Allies, Women of Color Collective, International Faculty and Staff Network, and Kent Engaged and Emerging Professionals.

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

MDJ is committed to promoting diversity in the instructors we hire to work with our students. In recent years, candidates for the role of part-time instructor in MDJ have been identified most often through word of mouth. In Summer 2021, however, the School posted a call for applications on the University hiring site in hopes of broadening and deepening our pool of instructional talent. For Fall 2021, we have thirteen new adjunct instructors joining MDJ. Overall, fifteen of our thirty adjunct instructors for the Fall 2021 semester are female; three are minority.

2020-2021 academic year

The following minority, female and international faculty taught part time:

Minority – Eslah Attar, Debra Adams-Simmons, Betty Lin-Fisher, Mark Turner, Lisa Valendza, Traci Williams

Female – Heidi Baumgart, Kelly Anne Campbell, Roseann Canfora, Cindi Deutschman-Ruiz, Diane Dragus-Zetts, Tina Fallani, Carol Howell, Christina Jackson, Christine Meeker Lange, Melanie Long, Amanda Rabinowitz, Patricia Sedon, Sara Smith, Sarah Szweda, Sue Zimmerman
International – Tina Fallani, Francesca Passeri

2019-2020 academic year

The following minority, female and international faculty taught part time:

Minority – Fred Barrett, Deborah Lee, Betty Lin-Fisher, Mark Turner, Lisa Valendza, Ebony Webster Cash, Traci Williams

Female – Heidi Baumgart, Roseann Canfora, Jennifer Conn, Lin Danes, Lyndsey Elliot Numbers, Ele Ellis, Cindi Deutschman-Ruiz, Diane Dragus-Zetts, Carol Howell, Christina Jackson, Carrie Kandes, Lori King, Christine Meeker Lange, Melanie Long, Pam Long, Nicole Losi, Mary Mullane, Amanda Rabinowitz, Patricia Sedon, Shayna Sharpe, Sara Smith, Sarah Szweda, Sue Zimmerman

International – Sonali Kudva

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

As noted above, [the Robert G. McGruder Distinguished Lecture and Awards Program](#) is an event unique to Kent State University, and it is an event dedicated to diversity. The award honors those who have been champions for diversity in media. All are encouraged to attend, but the program is built around class schedules, so the event happens during class time. Past honorees who have addressed MDJ classes include:

- 2019 McGruder Award Recipient: Tanzina Vega, Ferris Professor of Journalism, Princeton University and Eisner Fellow
- 2018 McGruder Award Recipient: Peter Bhatia, Editor, Detroit Free Press
- 2016 McGruder Award Recipient: Paula Madison, NBC Executive
- 2015 McGruder Award Recipient: Kate O'Brian, President, Al Jazeera America

Please see a complete list of [Speakers offering Diverse Perspectives](#). A few speakers are highlighted below:

2020-2021 School Year

Name Title	Date	Subject Area/Expertise	Race	Gender
<i>April McClelland-Copeland</i> KSU Communications and Marketing; Former Plain Dealer (Cleveland) Reporter/Columnist	March 2021	Failure to report on the Black community	Black	Female
<i>Kara & Adam White</i> Documentary Filmmakers. Hemlock Films (Cleveland)	10-5-20	Amazing Docs on Women	White	F/M
<i>Dr. Tameka Ellington</i> Faculty Director for Diversity, KSU School of Fashion and Merchandising	Fall 2020	Curatorial practice	Black	Female
<i>Dan Paz</i> Independent artist, curator and design director. (Formerly at DreamWorks)	Fall 2020	Juvenile incarceration	Latinx	Male
<i>Eve Fairbanks</i> Independent journalist (Daniel Pearl Investigative Journalist Initiative, Pulitzer Center on Crisis Reporting)	Fall 2020	Interviewing and reporting across racial differences	White	Female

2019-2020 School Year

Name Title	Date	Subject Area/Expertise	Race	Gender
<i>Eslah Attar</i> Designer/Illustrator (Now Photo Editor Fellow, The New York Times)	2-19-2020	Photojournalism	Middle Eastern	Female
<i>Eric Deggans</i> NPR TV Critic and Author	2-11-2020	Journalism	Black	Male
<i>Melissa Harris-Perry</i> Columnist for The Nation, Writer, Producer	1-24-2020	Journalism	Black	Female
<i>Antjuan Seawright</i> Writer/Contributor Buzz Feed News	10-15-19	Media Consulting	Black	Male
<i>Jinae West</i> Photographer, National Geographic (Now producer at National Public Radio)	9-20-19	Photojournalism	Asian	Female

2018-2019 School Year

Name Title	Date	Subject Area/Expertise	Race	Gender
<i>Mizell Stewart III</i> Vice President/News Performance, Talent and Partnerships at Gannett	3-18-2019	Journalism	Black	Male
<i>Tanzina Vega</i> Host of <i>The Takeaway</i> on WNYC Radio, New York City	3-13-2019	Race, Media and Inequality	Black	Female
<i>Phylicia McCorkle</i> Manager, Diversity Major League Baseball	10-5-2018	Public Relations	Black	Female
<i>N'Jeri Nicholson</i> Copywriter UWG (Now at Commonwealth/McCann in Detroit)	9-13-2018	Advertising	Black	Female
Kristin Harris Executive Vice President Distribution Good Deed Entertainment	April 2019	Film Distribution	White	Female

2017-2018 School Year

Name Title	Date	Subject Area/Expertise	Race	Gender
Jim Crutchfield Former Editor, <i>Akron Beacon Journal</i>	3-6-2018	Journalism	Black	Male
Noelle Pennyman Community Manager (Now Senior Brand Marketing Strategist) Progressive Insurance	2-7-2018	Public Relations	Black	Female
Maurice Newman President, North Coast Media & Film Group Journalist, Media Expert Cleveland Metro Schools	1-16-2018	Journalism/Media	Black	Male
Shantae Rollins Marketing thunder::tech (Now Content Marketing Supervisor at NVent)	9-6-2017	Public Relations	Black	Female

PART II, STANDARD 4. FULL-TIME AND PART-TIME FACULTY

Make the following documents available in a digital file:

- Curriculum vitae of each [full-time faculty member](#) (Full-time faculty refers to those defined as such by the unit.)
- Résumés of adjunct or part-time faculty for the [Fall 2021 semester](#) and the [2020-21 Academic Year](#) and of [graduate students](#) serving as teachers of record teaching during the fall 2021 semester (two).
- Print copy in the workroom only:
 - Records on faculty promotion and tenure

Executive Summary: Since the last self-study, the School of Media and Journalism has exploited several hiring opportunities to expand its base of research expertise. In addition to prioritizing the hiring of tenure track faculty with terminal research degrees, the School has sought to provide current tenure track faculty with resources to help build and sustain their scholarly and creative agendas. The result has been a number of successful tenure and promotion cases and an uptick in the number of peer-reviewed publications and creative works.

These changes show reasonable efforts to address a concern identified by the 2015 site team: “Small number of research-focused faculty and limited faculty productivity, both scholarly and creative.”

Several tenure track faculty members have joined MDJ since the last self-study: Assistant Professor Gretchen Hoak, Ph.D.; Associate Professor Cheryl Ann Lambert, Ph.D.; Assistant Professor Abraham Avnisan Nowitz; Professor Tang Tang, Ph.D.; and Assistant Professor Dana White. Tang and Nowitz have joint appointments, both shared between MDJ and the School of Emerging Media and Technology (EMAT). These hires demonstrate the School’s ongoing commitment to approaching Kent State’s expectations for research and creative activity commensurate with the University’s status as a large state research intensive institution.

Since the last self-study, MDJ has hired several faculty members to support instruction in our Digital Media Production major. These non-tenure track hires have included Assistant Professor Scott Hallgren, Lecturer Chris Knoblock and Assistant Professor Rebecca Rolnick. Karisa Butler-Wall, Ph.D. was also hired as an NTT Assistant Professor.

MDJ has also welcomed two Professionals-in-Residence since the last self-study. Pulitzer-Prize winning columnist Connie Schultz joined in 2016 and longtime strategic communicator Roseann Canfora, Ph.D., joined MDJ in 2021.

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

As of Fall 2021, MDJ has 30 full-time and permanent faculty, including Professor and MDJ Director Emily Metzgar and Professor and CCI Dean Amy Reynolds. Eight faculty members have Ph.Ds. (including Director Metzgar and Dean Reynolds), 19 have master's degrees and three have bachelor's degrees with significant professional experience. There are 15 TT faculty (including our school director), 15 NTT faculty (including three Professionals in Residence with NTT status). Eighteen of the faculty identify as female, and three are members of racial or ethnic minority groups. On average, the faculty has just over 20 years of professional experience.

Professional Experience	Gender	Race
Total Years 601 Average Years 20.03 Most Years 41 Fewest Years 0	Males – 12 (40%) Females – 18 (60%)	Asian – 1 (3%) Black/African American – 2 (6%) White – 27 (91%)

	Professor	Associate Professor	Assistant Professor
Tenure-Track	9	3	3

	Professor	Associate Professor / Lecturer	Assistant Professor / Lecturer	Lecturer
Non-Tenure Track	2	5	4	1
Professional in Residence		1	2	

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

After discussions between the director and the dean's office on faculty need and budgetary considerations, the dean and director appoint a search committee and its chair. MDJ's practice is to ensure that at least one member of the School's Diversity and Globalization Committee serves on every search committee. Based on faculty feedback and demonstrated need, the dean and director write the position description and gather feedback from the committee. Positions are advertised in *The Chronicle of Higher Education*, the AEJMC jobs site, and with diversity

outlets such as Insight into Diversity online, National Association of Black Journalists and National Association of Hispanic Journalists. The University's jobs website lists all faculty and staff openings, and faculty and administrators are encouraged to share the openings on appropriate listservs and across their own professional networks.

The search committee reviews all applications and selects an appropriate number of candidates for virtual or telephone interviews. Three or four finalists emerge from that process and are then invited to campus for extended interviews with faculty, students, staff and administrators in the School and the College. The committee shares its recommendations with the director and dean, and upon reaching consensus, the dean makes an offer to the favored candidate. If no agreement can be reached, the search is considered failed .

Please see [Ads for full-time faculty](#)

In 2019 the School and College requested and received permission to waive a national search to hire Lecturer Chris Knoblock on a one-year Full-Time Non-Tenure Track appointment eligible for reappointment. The hire fell within the parameters of the Collective Bargaining Agreement and Faculty Handbook and was precipitated by growth in DMP enrollment, as well as Knoblock's professional experience and performance as an adjunct in the school. Knoblock made an open teaching presentation to faculty followed by a question-and-answer session. The faculty voted confidentially on the hire for the Director and Dean to consider. He began as a full-time faculty member in Fall 2019.

MDJ has updated its process for hiring part-time faculty. When MDJ posted a [call](#) for adjuncts on the University's jobs portal in Spring 2021, it was an effort to move beyond recent reliance purely on recommendations from full-time faculty for these positions. The posting remains active and as of July 2021 more than 15 applications had been submitted. In 2017, the School had received more than 40 applications in response to one listing on the University's job portal. Then, as now, the primary need is for instructional support in the Digital Media Production program.

Please see past [Ads for part-time faculty](#)

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

The [faculty handbook](#) as well as the collective bargaining agreement and the University Policy Register detail expectations in teaching, research, service, creative and professional activity as well as awarding tenure, promotion, reappointment and salary.

From the Faculty Handbook:

Teaching

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

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

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

Scholarly/Creative Work

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

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

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

The School supports endeavors that generate external funding, particularly when the work is aligned with the goals and missions of the School, College, University or our professions. Similarly, collaboration among colleagues within the School, College and University is encouraged.

Service

Service is considered in the overall file of the faculty member standing for tenure or promotion and is defined as administrative service within the University, professional service through academic and professional associations and provision of professional expertise to public and private entities beyond the University.

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

Please see Section II. Teaching Assignments and Workload and Section III. RTP Criteria and the Criteria and Processes Relating to Other Faculty Personnel Actions of the [faculty Handbook](#).

Please see Article XI, Promotion, Tenure and Reappointment, page 55 of the [2019 Tenured/Tenure Track Collective Bargaining Agreement](#).

Please see Article X, Appointments: Terms Conditions and Renewals, page 31 of the [2020 Non-Tenured Track Collective Bargaining Agreement](#).

Please see [Section 6-16, University Policy and Procedures Regarding Faculty Reappointment](#) in the [University Policy Register](#).

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

Standards of the communications professions are at the forefront of professional development for many MDJ faculty to stimulate and encourage effective teaching. Associate Professor Susan Zake was awarded a Scripps Howard Foundation Journalism Grant in 2020 to fund the Collaborative NewsL@b @ Kent State University. The NewsL@b partners with multiple outside professional media outlets as a creative and collaborative solution to current challenges faced by journalism students and professionals. The Scripps grant of \$7,500, extended into February 2021 and paid to hire three recent Kent State journalism graduates to work part-time in the lab as reporters.

Professor Michele E. Ewing (2020) was awarded the 1 for All grant from the Free Speech Center at Middle Tennessee State University. 1 for All is a national nonpartisan and nonprofit educational effort to build understanding and respect for the five freedoms of the First Amendment. Emeritus Professor Jan Leach helped facilitate the School's receipt of a \$100,000 endowment to establish the new David and Janet Dix Lecture in Media Ethics series (2019). Funding enables renowned media professionals to convey essential information to student at Kent State. A \$30,000 grant from the McCormick Foundation was awarded to retired Professor Mark Goodman and the Center for Scholastic Journalism with support from Professor Candace Perkins Bowen to conduct a First Amendment, Civic Engagement and Student Free Press Experience Study and to support the Teaching News Literacy course in the School's online Journalism Education master's degree program (2010 – 2017).

Global education is a shared interest among several MDJ faculty and is viewed as a means of stimulating effective teaching. Professor Joe Murray (2020-2022 & 2018-2020) was selected to serve as a Fulbright Specialist to consult on curriculum, faculty development, institutional planning and related subjects at overseas academic institutions.

As part of the Kent State Faculty Institute for Student Success (2017-2018), Professor Stephanie Danes Smith created study-abroad incentives to increase participation for students. These incentives included the First Passport Fund; helping to plan a new joint graduate program with the Institute of Intercultural Management and Communication in France; helping launch student participation at Catholic University of Portugal and introducing a new culture curriculum at KSU's Florence campus. Professor Candace Perkins Bowen (2015) completed teaching immersion at Anglo American University in Prague to experience teaching—and student learning—in a global setting.

Diversity, equity and inclusion are also areas of interest among MDJ faculty to stimulate and encourage effective teaching. Professor Michele Ewing was awarded a grant from the Plank Center for Leadership in Public Relations in 2020 to promote leadership and diversity courses. In accordance with the Center's mission, she helped develop and recognize outstanding diverse public relations leaders, role models and mentors to advance ethical public relations in an evolving, global society. Associate Professor Luke Armour completed the Communicating Across Four Generations workshop in 2017 to learn how to interact more effectively, to consider ways to enhance effective interpersonal communication between generations and to identify communication skillsets that contribute to effective teams.

Another approach faculty have taken to stimulate and encourage effective teaching is **adapting to student learning needs**. Professor Jacqueline Marino was awarded the Kent State University Distinguished Teaching Award in 2019. As a “distinguished teacher,” she demonstrates comprehensive knowledge of the subject matter, organizes and presents the subject matter effectively, stimulates thinking, develops understanding and arouses interest.

MDJ faculty have also adapted to practical needs of its active and reserve duty military students. Assistant Professor Gretchen Hoak (2019) received the Employer Support of the Guard and Reserve “Patriotic Employer” Award from the Office of the Secretary of Defense for supporting students participating in the armed forces while in college. Also in 2019, Professor Mitch McKenney won the Patriot Award, Ohio Employer Support of the Guard and Reserve, for accommodating students as they met their Guard obligations.

Professor Tang Tang (2020) edited and co-authored a chapter in the *Handbook of Media Management and Business* titled “Looking forward” about how to help students succeed in today's competitive media industries. Associate Professor Luke Armour completed the Flipped course design seminar in 2017 to understand how to design a course so that a portion of lecture materials is delivered online, providing time in class for students to work on exercises, projects, problem-solving and discussion. Assistant Professor Gretchen Hoak made a panel presentation at the annual meeting of the Broadcast Education Association in 2017 to discuss peer competition to promote engagement in the broadcast classroom. Former Associate Professor Chance York (2018) earned a Kent State Teaching Scholar Award for “Descriptive Evaluation of an Efficient Rubric for Minimal Assessment.” Presented by the Center for Teaching and Learning, the Teaching Scholars Program promotes shared scholarly inquiry into teaching and learning designed to enhance student learning. Professor Jacqueline Marino was the Principal Investigator

on a grant to help students produce multimedia reporting for Ohio News Connection in 2018. The Ohio News Connection is part of a network of independent public interest state-based news services pioneered by Public News Service.

Efforts to stimulate and encourage effective teaching have included adapting to technological changes to enhance student learning. Associate Professor Evan Bailey conducted a digital analytics workshop in May 2021 that reviewed social media listening and analytical tools, web analytics and privacy concerns. Bailey also completed a day-long Facebook/Instagram Training session in 2018 that is used in MDJ's Digital Advertising class. Additionally, Assistant Professor Scott Hallgren received AVID Pro Tools Operator Certification in 2017, an industry recognized credential for academic users and industry professionals to demonstrate fundamental competency in digital audio editing and mixing with Avid Pro Tools.

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

The Collective Bargaining Agreement for TT faculty assigns the equivalent of 12 credit hours per semester or 24 credit hours per academic year to all full-time TT faculty. For NTTs, per their CBA, a load of 15 credit hours per semester or 30 hours per academic year is assigned.

The Director makes load adjustments and assignments based on administrative and curricular needs. The School provides a workload statement faculty must sign before the beginning of each semester, per the CBA.

Faculty members typically receive load equivalencies for performing a variety of tasks outside of the classroom. The undergraduate and graduate coordinators are both allocated load equivalencies for their service. Faculty members who advise student media organizations and others who serve as sequence coordinators or internship coordinators are also allocated load equivalencies for their work. NTT faculty members receive load for committee or other service. In recent years, the practice has also been to award load equivalencies for the completion of ad hoc projects and performance of other activities at the discretion of the director.

At the beginning of the 2020-2021 academic year Director Metzgar appointed an ad hoc faculty committee to focus on revising the School's Faculty Handbook. University policy requires that academic units' faculty handbooks be reviewed every three years. The majority of changes that resulted from MDJ's handbook revision process involved light copy editing, updating the name of the School and making other adjustments based on changes to College structure and University policies since the last review.

However, allocation of workload was the subject of considerable discussion. Among the topics considered were workload equivalencies to be assigned for advising and working with graduate students, event planning activities, instruction of classes exceeding 100 students, sequence and internship coordinator roles and advising different Student Media partners. One proposal

suggested that faculty members receive one hour of load for every two master's students advised. This would mean the equivalent of one three-credit class for every six MA students advised. Another proposal suggested that faculty members teaching classes of more than 100 students should receive credit for teaching two three-credit classes.

To help facilitate the discussion and to ensure that proposed changes did not violate University policies or best practices, Director Metzgar invited the University's Associate Vice Provost for Academic Affairs Sue Averill and KSU's American Association of University Professors (AAUP) executive committee member Theresa Walton-Fisette to join the faculty for a discussion about Handbook revisions. Metzgar also invited CCI Dean Amy Reynolds to join the discussion.

Believing that faculty concern about workloads stemmed partly from a lack of transparency and consistency in past practice, Director Metzgar followed the recommendation of Associate Vice Provost Averill and shared all faculty workload statements from the last two academic years with the faculty. The Handbook Revision Committee and all MDJ faculty members had the opportunity to review these public records before final votes on equivalencies and changes to the document. In May 2021, the faculty voted to approve revisions to the Handbook, including changes to workload equivalencies.

University policy requires that the Handbook be approved by the School director and the dean before it enters into force. The MDJ Handbook is awaiting these approvals.

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

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

- 2020-21 academic year: 81.5 percent
- 2019-20 academic year: 75.5 percent
- 2018-19 academic year: 72.9 percent

Please see the full [spreadsheet](#).

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

Student Surveys of Instruction (SSIs) and peer reviews are the key tools used to evaluate faculty performance. In Fall 2019, the University moved to all-online SSIs, and each school was permitted to come up with eight specific school-wide questions. MDJ's Undergraduate Studies Committee began compiling the questions in late 2018 and faculty approved them in Spring 2019.

Please see University-mandated and MDJ-added [SSI questions](#)

Faculty have the option to add up to five personalized questions to the electronic SSIs. These personalized questions are not part of the official student survey of instruction and are intended solely for faculty members' own use. There is no requirement to include specific questions in the personalized questions or to share any data such questions generate.

Prior to Fall 2019, the SSIs were done manually in face-to-face classes and contained university-mandated questions.

As part of its pandemic response, the University halted the administration of SSIs from Spring 2020 through Summer 2021. This freeze applied to both full-time and part-time faculty. Regular collection of SSI data will resume with the Fall 2021 semester.

MDJ's Retention, Tenure and Promotion (RTP) committee reviews SSIs for all TT and NTT faculty.

Director Metzgar has asked MDJ's Undergraduate Coordinator to develop a standardized process for regular review of part-time faculty beginning with the Fall 2021 semester. This process is to include not only consideration of SSI data, but also periodic peer review of part-time instructors. To date, reviews of part-time faculty have been conducted on a more informal basis, typically by sequence coordinators. The coordination of such reviews will now rest with the School's Undergraduate Coordinator.

Please see the [Peer Review Form](#)

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file).

2020-2021 Achievements

Candace	Perkins Bowen	National Advisory Committee (NAC) for the PRAXIS® Journalism test, the first one to be created. Also wrote and edited questions for the actual test. January 2019 – August 2019.
Scott	Hallgren	Univ. Teaching Council Grant (\$1000) to help develop ambisonic/surround sound capabilities for Franklin Hall and three DMP classes
Jacqueline	Marino	Marino, J. (2020, Fall). Shifting from the whole to the parts: breaking down the writing so we don't break down. <i>Literary Journalism</i> , Vol 14(2). Marino, J. and Rabinowitz, A. (2020, May 1) <i>Fragments of May 4: looking inside the Keep Forever Box</i> . [Radio broadcast] Four student teams from two classes produced both audio and written stories for WKSU public radio station.
Tang	Tang	Cooper, R., Mahoney, L. M., & Tang, T. (2020). Looking forward. In L. M. Mahoney & T. Tang (Eds.), <i>Handbook of media management and business</i> . Boston, MA: Rowman & Littlefield. (A book chapter about how to help students succeed in today's competitive media industries)
Sue	Zake	Selected as the recipient of the Distinguished Adviser Award, Four-Year Multimedia , from the College Media Association. Scripps Howard Foundation Journalism Grant to fund the Collaborative NewsL@b @ Kent State University . The competitive grant of \$7500, extended into February 2021, paid to hire three recent Kent State journalism graduates to work part-time in the lab as reporters.

2019-2020 Achievements

Michele	Ewing	2019 PRSA Employee Communication Award for top paper, "Examining the Effects of Internal Social Media Usage on Employee Engagement: The mediating roles of perceived transparency and organizational identification.
Gretchen	Hoak	Second Place – Open Paper Competition – Mass Communication division of AEJMC
Karl	Idsvoog	Open Government Award, Ohio News Association Organization
Jan	Leach	AEJMC Dorothy Bowles Public Service Award
Mitch	McKenney	Patriot Award, Ohio Employer Support of the Guard and Reserve, for accommodating students as they meet their Guard obligations, November 2019.
Connie	Schultz	Upcoming, in 2021: Denison University, Honorary Doctorate in Humane Letters, and Commencement Speaker
Thor	Wasbotten	Leadership Award, ASJMC, 2019
Chance	York	Top Faculty Paper. "Emotional Contagion on Facebook: An Experiment Examining Facebook News Comments, Affective Response, and Posting Behavior." (2019, AEJMC)

2018-2019 Achievements

Michele	Ewing	2018 PRSA Employee Communication Award for top paper, "Exploring the Role of Social Media Usage in Creating an Engaged Workplace," at the International Public Relations Research Conference
Gretchen	Hoak	Employer Support of the Guard and Reserve " Patriotic Employer " Award – From the Office of the Secretary of Defense for support of students participating in the armed forces while in college – Spring 2019
Jan	Leach	Cincinnati Professional Chapter SPJ Hall of Fame Endowment to establish new David and Janet Dix Lecture in Media Ethics \$100,000 – 2019
Jacqueline	Marino	University Distinguished Teaching Award Marino, J., & Zake, S. "Kent State-Ohio News Connection" grant. Media in the Public Interest. September 2017-August 2020. Principal Investigator (\$12,000).
Stefanie	Moore	2019 Honorable Mentions, Bateman Gold and Bateman Blue Teams, Faculty Adviser for National PRSSA Bateman Competition
Joe	Murray	(2018-2020). Fulbright Scholar/Specialist. U.S. Department of State Bureau of Education and Cultural Affairs.
Connie	Schultz	2019: Stephanie Tubbs Jones Community Service Award, American Constitution Association, Northeast Ohio Chapter 2018: Ernie Pyle Lifetime Achievement Award, National Society of Newspaper Columnists

2017-2018 Achievements

Candace	Perkins Bowen	Kent State University Distinguished Teaching Award finalist
Michele	Ewing	Top two papers, Institute of Public Relations Outstanding Faculty Advisor, PRSSA Ewing, M.E., and Lambert, C.A. Arthur W. Page Center Legacy Scholar Grant (\$4,000 secured). The grant supported research to aid public relations practitioners in navigating fake news.
Mark	Goodman	David Adams Journalism Educator of the Year Award, Scholastic Journalism Division, AEJMC
Scott	Hallgren	2017 Bronze Telly, Associate Producer, 'Perfect 36
Gene	Shelton	The School of Journalism and Mass Communication Robert G. McGruder Distinguished Leadership Award in Diversity

2016-2017 Achievements

Danielle	Sarver Coombs	Osborne, A. C. and D.S. Coombs. (November 2015). "Women Cussing, Men Hugging: Fan Performances Transgressing Normative Gender Roles." Presented at the 36th Annual Conference for the North American Society for the Sociology of Sport Conference, Santa Fe, NM.
Michele	Ewing	Ewing, M.E., Meng, R., and O'Neil, J. Arthur W. Page Center Legacy Scholar Digital Media Grant (\$4,000 secured). The grant supported research to explore the role of social media usage in creating an engaged workplace. (August 2017)
David	Foster	2017 - Medical Division Award of Distinction at the Columbus International Film and Video Festival
Scott	Hallgren	2016 VO record/mix, FedEx President's Club video presentation
Jan	Leach	University Distinguished Teaching Award
Jacqueline	Marino	Marino, J. (2017, July 31). What happened when I let my daughter cross the finish line alone. The Washington Post. Retrieved from https://tinyurl.com/trkoaez
Mitch	McKenney	Newspaper & Online News Division service award, August 2016.

2015-2016 Achievements

David	Foster	2016 - Cleveland International Film Festival Selection
Michele	Ewing	Ewing, M.E., and Remund, D. The Plank Center for Leadership in Public Relations (\$5,500 secured). The grant funded a national audit of leadership and diversity courses in undergraduate public relations curriculum. (September 2015)
Jan	Leach	Two-year grant (permitted to use a third year) John S. and James L. Knight Foundation, \$20,000 – 2015-18
Jacqueline	Marino	Donald W. Reynolds Institute Research Scholar, 2015-16
Joe	Murray	Fulbright National Screening Committee, New York. (February 2016). Invited for the third year in a row to Washington D.C. by President and CEO, Dr. Allan Goodman and the Board of Trustees of the Institute for International Education to participate as a member of a small group of national experts convened to nominate Fulbright scholars to the National Geographic Society's Digital Storytelling Fellowship.
Susan	Zake	(Professional newsletter article – not refereed). "Great Ideas for Teaching and Tech Use," article analyzing the amount of technology used in entries for the Great Ideas for Teachers competition, for the Association for Education in Journalism and Mass Communication's Communication Technology Newsletter, August 1, 2015.

2014-2015 Achievements

Candace	Perkins Bowen	<p>\$1,787,500 grant (\$130,000 per year for 12 years, \$138,000 for 2014, \$89,500 for a one-week version in 2015) to host the ASNE-Knight Foundation Institute, later funded as the ASNE-Reynolds Institute, two weeks of on-campus training each summer for 35 high school journalism teachers, selected from national application process (2001 – 2015)</p> <p>\$30,000 grant from the McCormick Foundation to Mark Goodman and the Center for Scholastic Journalism with support from Candace Perkins Bowen to conduct a First Amendment, Civic Engagement and Student Free Press Experience Study and support Teaching News Literacy course in the online master's degree program (2010 – 2017)</p>
Michele	Ewing	Fellow, PRSA
Jacqueline	Marino	Marino, J., Jacobson, S., & Gutsche, Jr., R. E. "Cracking the code: How audiences perceive value in multimedia and interactive news projects." Donald W. Reynolds Journalism Institute, University of Missouri. Sponsored four research studies of millennial readers of long-form journalism. June 2015 (\$29,000).
Mitch	McKenney	Principal investigator, with Dr. Robert Hamilton, of two grants totaling \$700,000 with the Herbert W. Hoover Foundation for KSU's environmental media program (note that others secured the grants). Includes three years of team-taught interdisciplinary course at Stark Campus and multiple-university effort to document water quality in Stark County, Ohio.
Susan	Zake	<p>2014 — Knight News Challenge Bridge Grant funding the Crooked River Project. One of two recipients of this competitive grant of \$8000, plus \$1250 in travel money. The grant funded the purchase of open-source, DIY testing kits through the Knight-funded Public Laboratory for Open Technology and Science that allowed students in my Web Programming for Multimedia Journalism class to collect, report and interpret independent environmental data about the Cuyahoga River.</p> <p>Multimedia faculty member, ASNE Reynolds High School Journalism Institute, 2008 to 2015</p>

Professors Jan Leach and Jacqueline Marino won the University's Distinguished Teaching Award in 2017 and 2019, respectively, and Professor Candace Perkins Bowen was a finalist for the award

in 2017. The DTA is the most prestigious teaching award bestowed at Kent State University. Faculty are nominated, typically by students, for the award. The nominees then must submit a teaching portfolio judged by a university committee that that picks the honorees. Only three are chosen university-wide each year, and those chosen are feted at the annual University Teaching Conference each fall semester.

PART II, STANDARD 5. SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

Executive Summary:

The School of Media and Journalism has long been home to accomplished professionals who share their passion for the communications professions with students. But the last accreditation report highlighted weaknesses in our performance as researchers who contribute to the creation of knowledge that informs the professions. The site team commented on the School's "small number of research-focused faculty and limited faculty productivity, both scholarly and creative."

As noted in Standard 4, several tenure track faculty members have joined MDJ since the last self-study. Together with the addition of a new director who herself has an active research agenda, these hires demonstrate the School's ongoing commitment to approaching Kent State's expectations for research and creative activity commensurate with the University's status as a "public higher-research university" (Carnegie classification).

The composition of our faculty points to a continuing need to recruit tenured and tenure track faculty, especially those who are research active. MDJ has 30 full-time faculty members (including Director Metzgar and Dean Reynolds), 16 of whom (including the director and dean) are tenure track. Of these TT faculty, six have PhDs and active research agendas. Another two are active artists with exciting creative portfolios. The other eight TT faculty members provide significant service to the School in terms of committee work, advising Student Media and other student organizations and engagement with regional, state and national professional organizations.

MDJ's 14 NTT faculty members also provide significant service to the School, advising Student Media and other student organizations and engaging with regional, state and national organizations. They, too, make significant contributions to our School, University, community and beyond with many of them also continuing their work as communications professionals.

Several developments since the last site visit point toward a shift in the research and creative culture of the School:

- Four female faculty members have been promoted to full professor and a fifth has been hired at the rank of full professor. They are productive faculty members and are recognized leaders in their areas of expertise including digital evolution of literary journalism and magazines; internal communication; political and sports communication; and the uses and effects of emerging media technologies.
- CCI has established the Research and Creative Activity Fund (RACAF) to support faculty in their research or creative activity.
- Faculty in MDJ have secured 35 total grants, totaling \$2,725,650 (external) and \$115,446 (internal), 83 awards and honors, 37 book chapters and 40 peer-reviewed articles.

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

Kent State's commitment to research is embedded in its vision, mission and core values. The work of the College and the School are informed by these statements and the following language from the University Strategic Roadmap:

VISION

To be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society.

MISSION

We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.

CORE VALUES

- A distinctive blend of teaching, research and creative excellence
- Active inquiry and discovery that expands knowledge and human understanding
- Life-changing educational experiences for students with wide-ranging talents and aspirations
- A living-learning environment that creates a genuine sense of place
- Engagement that inspires positive change
- Diversity of culture, beliefs, identity and thought
- Freedom of expression and the free exchange of ideas
- A collaborative community
- Respect, kindness and purpose in all we do

Scholarly, creative and professional activity is embedded within the institutions' vision, mission and core values. Kent State's focus, historically, has emphasized teaching and research as integrated goals. This has been the case in MDJ as well.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

The [Faculty Handbook](#) is clear about the School's emphasis on research and creative activity, stating "The School's tenured and tenure-track faculty are expected to be engaged in endeavors that support the School's mission. It is expected that these activities will lead to presentation and then to publication in quality scholarly or professional venues."

Tenure-stream faculty members actively engaged in scholarly/creative work, as demonstrated by consistent publication and presentation, may receive up to a three-hour per semester equivalency or more if supported by supplemental internal or external funding. The Director will

evaluate the performance of each faculty member annually, informed by the annual workload summary required of full-time faculty each year and based on the required criteria from the [Faculty Handbook](#), Section II, page 6.

In addition, MDJ TT faculty are expected to be rated as at least “very good” in terms of research and creative activity for tenure and promotion to associate professor and “excellent” in either teaching or research (and “very good” in the other) for promotion to full professor. The Handbook offers this guidance for faculty seeking promotion or tenure in Section III. The [Faculty Handbook Appendix](#), pages 40-41, also offers rubrics for evaluating faculty research and creative activity during reappointment, tenure and promotion decisions for TT faculty.

Continuing a discussion begun in Spring 2021, the faculty will develop Handbook language in Fall 2021 that is more explicitly supportive of creative work. While creative activities are already recognized as significant accomplishments by the faculty, we have agreed that it is time to include this language, not only to help ensure fair and equitable evaluation of review, tenure and promotion cases, but also to create an environment in which creative work is actively encouraged, regularly recognized and appropriately rewarded.

All new hires since the last review include those with terminal research degrees.

Current MDJ Faculty

Tenure-Track Faculty	Joined MDJ since 2015
Candace Perkins Bowen	
Danielle Sarver Coombs	
Gretchen Hoak	2015
Michele Ewing	
Jeff Fruit	
Mark Goodman	
Karl Idsvoog	
Cheryl Ann Lambert	2016
Jacqueline Marino	
Mitch McKenney	2017*
Emily Metzgar	2020**
Abraham Avnisan Nowitz	2019
Amy Reynolds	2015
Tang Tang	2018
Thor Wasbotten	
Dana White	2018

*from a Regional Campus

** Professor and Director

Non-Tenure-Track Faculty	Joined MDJ since 2015
Luke Armour	
Evan Bailey	
Karisa Butler-Wall	2019
Roseann Canfora	2021
David Foster	
Scott Hallgren	2016
Christopher Knoblock	2019
Stefanie Moore	
Tim Roberts	
Rebecca Rolnick	2017
Connie Schultz	
Gene Shelton	
Stephanie Danes Smith	
Wendy Wardell	
Susan Zake	

Faculty in MDJ from 2015-2021 not included above

Tenure Track Faculty	Left MDJ
Diane Finch	2017
Mark Goodman	2021*
Gary Hanson	2016*
Jan Leach	2020*
Bill Sledzik	2018*
David Smeltzer	2018*
Chance York	2021

* Retired

Non-Tenure Track Faculty	Left MDJ
David LaBelle	2016
Julie Napieralski	2018
Nancy Sinning	2016
Tracy Easley Williams	2017

3. Using the grid that follows, provide counts of the unit’s overall productivity in scholarship for the past six years by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

“Professional Activity” is included in the name of this standard (“Research, Creative and Professional Activity”), but there was no column for published journalistic work – including essays and articles written for national news outlets, such as the New York Times and The Washington Post. In order to keep published professional work from being overlooked in the “other” category, we added a category in the table below.

Tenure-Track Faculty Only

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals		
		Full Professors (8)	Associate Professors (6)	Assistant Professors (3)
Awards and Honors	44	16	13	15
Grants Received Internal	8	2	5	1
Grants Received External	13*	9	4	1
Scholarly Books, Sole- or Co-authored	5	3	2	-
Textbooks, Sole- or Co-authored	2	1	1	-
Books Edited	6	5	1	-
Book Chapters	31*	20	13	-
Monographs	-	-	-	-
Articles in Refereed Journals	45*	23	18	6
Refereed Conference Papers	70*	29	28	15
Invited Academic Papers	6	2	3	1
Encyclopedia Entries	2	1	1	-
Book Reviews	12	3	7	2
Articles in Non-refereed Publications	36*	30	3	3
Juried Creative Works	13	-	-	13
Non-juried Creative Works	33	-	-	33
Published Professional Work	10	9	1	-
Other (please specify)**	106	75	16	15

*Co-authored works only counted once.

** Panel Moderator, Panelist, Presenter, Workshop Creator, Conference Chair, Division Head, Website posts, Reviewer, Pilot, Board member, Filmmaker

Non-Tenure-Track Faculty

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (2)	Associate Professors (5)	Assistant Professors (3)	Associate Lecturers (2)	Lecturers ¹ (2)
Awards and Honors	39	11	15	2	6	5
Grants Received Internal	7	-	1	5	-	-
Grants Received External	5	-	5	-	-	-
Scholarly Books, Sole- or Co-authored	2	-	1	1	-	-
Textbooks, Sole- or Co-authored	0	-	-	-	-	-
Books Edited	0	-	-	-	-	-
Book Chapters	6	-	4	1	-	1
Monographs	0	-	-	-	-	-
Articles in Refereed Journals	1	1	-	-	-	-
Refereed Conference Papers	0	-	-	-	-	-
Invited Academic Papers	0	-	-	-	-	-
Encyclopedia Entries	0	-	-	-	-	-
Book Reviews	8	-	1	-	-	7
Articles in Non-refereed Publications	7	-	4	-	-	3
Juried Creative Works	5	-	2	3	-	-
Non-juried Creative Works	12	-	-	9	-	3
Published Professional Work	4	-	-	-	-	4
Other (please specify)**	12	-	10	2	-	-

¹ Includes Professional in Residence

** Panel Chair, Workshop Co-Founder, Essayist, Conference Chair, Columnist, Author

4. List in a digital file the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in a separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities should be reported in Standard 8.

Please see [Scholarly, Research, and Creative Activities of Faculty](#)

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

Per the University [Policy Register, 6-12 \(A-E\)](#), the University permits a tenured faculty member who has completed at least seven years of full-time service to the University and who has the rank of assistant professor or higher to be freed of instructional or official responsibilities and granted a faculty professional improvement leave for purposes of:

- Upgrading professional skills or
- Acquiring new skills or
- Intellectual and professional development

The following faculty members have taken professional improvement leaves in the past five years.

Danielle Sarver Coombs – Fall 2019

Coombs worked on co-editing a handbook for sports fans and completed a proposal for a new textbook that has now been published. In addition, she completed a manuscript now under review, an invited book chapter, presented papers at two sessions a pitch for a session at ICA 2020 and completed several service projects.

Michele Ewing – Spring 2019

Ewing completed a six-week immersion experience in the public relations practice with an agency in Cleveland. Projects included a social employee advocacy campaign for a financial services company, a social media influencer campaign for a lawn and gardening company and leadership development training for agency staff. Other work focused on shadowing and interviewing PR professionals and the completion of two professional articles, two co-authored journal papers, co-authored book chapter and a conference presentation.

Jeff Fruit – Spring 2021

Fruit focused on building and sustaining local media ecosystems, mapping media organizations in Ohio, studying potential local philanthropic funding sources and building engagement between the School and local media organizations.

Mark Goodman – Spring 2016

Goodman worked on enhancing a more complete history of scholastic press freedom legislation by visiting five states that had statutes protecting free press rights and spoke extensively with the Student Press Law Center in Washington D.C. Results included a national archive of material for the Center for Scholastic Journalism at Kent State. He also presented and wrote about his research at AEJMC and JEA.

Karl Idsvoog – Fall 2021

Idsvoog will produce investigative reports and educational videos for The Drake Group, an organization that sheds light on the dark side of college athletics, such as gender inequity and the exploitation of Black athletes. Idsvoog will also continue his longstanding work with Radio Free Asia, conducting journalistic training remotely, at RFA's Washington, D.C., headquarters, and if pandemic restrictions permit, in Vietnam and possibly Myanmar.

Jan Leach – Spring 2015

Leach secured a multi-year grant from the Knight Foundation to support the 2015, 2016 and 2017 Poynter KSU Media Ethics Workshops. Leach also revamped the Workshop and Media Law Center's websites, made local and national media appearances and wrote a textbook chapter.

Jacqueline Marino – Fall 2021

Marino will develop her audio storytelling skills with an eye toward teaching and expansion of her research and creative activity. Marino will also document the current state of journalistic freelancing and plans to develop a freelance journalism course based on what she learns. She also plans to write about freelance journalism for the industry press or an academic publication.

Mitch McKenney – Spring 2016

McKenney studied how newsroom managers address contemporary challenges by conducting multiple interviews of working journalists. Focusing on the *Beaver County Times* (PA), he asked staffers to explain how they remain relevant to their audiences. He included his findings in articles focused on editor strategies and made presentations to community groups and faculty colloquia.

Candace Perkins Bowen – Fall 2015

Bowen co-taught an opinion writing course at Anglo-American University in Prague to a class of 18 students from 13 different countries. She also laid the groundwork for an eventual partnership between Kent State University and AAU.

Per the University [Policy Register 6-11.8](#), the University grants unpaid research leaves with the approval of the Director, Dean and Vice President for Academic Affairs.

One faculty member has taken advantage of this research leave:

Thor Wasbotten – Fall 2019 to Spring 2021

Wasbotten was on extended research leave to serve as Managing Director of the Markkula Center for Applied Ethics at Santa Clara University, where he led the Center's efforts to build relationships with external partners.

In addition, one MDJ tenure track faculty member is on a University-sponsored research leave in Fall 2021. **Dana White** applied for and received support for a semester-long University-sponsored research and creative activity leave sponsored by the University's Division of Research and Sponsored Programs. She will continue her work as writer, co-director and co-producer of a short film, *Involuntary*, concerning patient dumping. The film aligns with White's exploration of the human condition in her filmmaking and creative activity.

6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

MDJ supports up to \$3,000 a year per faculty member for travel, budget permitting. The faculty are also encouraged to apply for up to \$750 in professional conference travel support from the University's Division of Research and Sponsored Programs. All University-sponsored travel was halted in Spring 2020 due to the pandemic. The University plans to allow a return to travel in Fall 2021.

Start-up packages for new tenure-track faculty members including funding for travel and other research and creative support. The value of these packages will vary, based on the total amount of the start-up package and the faculty member's plans for travel. Faculty members are expected to exhaust these funds within three years, although the director and dean have approved requests for extensions necessitated by COVID-driven disruptions.

Faculty are encouraged to participate in academic organizations such as AEJMC, BEA and PRSA, for example.

As discussed in Standard 4, tenured and tenure-track faculty may receive a one-course (3-credit) load adjustment each semester to provide time to be productive in scholarship and professional activity. Each year, each tenured and tenure-track faculty member meet with the Director to discuss aspirations and results of their research and creative activity.

The Division of Research and Sponsored Programs may offer faculty summer research grants in the amount of up to \$3,500. The University provides support for grant writing and, during the 2020-2021 CCI's Director of Advancement Laurel Wirtanen-Siloy worked closely with Director Metzgar and a number of MDJ faculty members to identify and pursue outside funding

opportunities. These efforts have resulted in grant submissions supporting the Collaborative NewsL@b, Dow Jones News Fund Summer Workshop and individual faculty creative projects.

MDJ has a culture of active engagement and leadership in national professional associations and organizations. CCI's dean and MDJ directors have vigorously promoted and supported professional involvement. New faculty members are advised that participation can expand their scholarship, build a network of allied researchers and teachers, strengthen teaching, build their professional reputations and provide personal development opportunities while also increasing the visibility of our program among peer institutions across the country.

Our long history of professional engagement has brought MDJ national recognition for leadership. Retired Professor Mark Goodman was head of AEJMC's Scholastic Journalism Division. Emeritus Professor Jan Leach was chair of AEJMC's Ethics Division while Mitch McKenney was chair of the Newspaper and Online News Division and Danielle Sarver Coombs was chair of AEJMC's Sports Media Division. MDJ's new director has served AEJMC's International Communication Division. She is incoming chair of AEJMC's Standing Committee on Teaching, having been re-elected to that committee by AEJMC's membership in Fall 2021. MDJ faculty have also been recognized by AEJMC: Leach and Professor Candace Perkins Bowen won the AEJMC Bolles Award for Service, and the late Professor Gary Hanson was recognized by the Broadcast News Division.

MDJ's professional involvement extends beyond AEJMC. Director Metzgar has served as head of the International Studies Association's International Communication Section and currently serves as editor of *CPD Perspectives*, a publication of the Center on Public Diplomacy at the University of Southern California. Professor Michele Ewing is a national leader in the Public Relations Society of America, having been honored with the Greater Cleveland PRSA Chapter's Davis Young Award for achievement in mentoring. She has also been inducted into the PRSA College of Fellows. Professor Tang Tang has been invited to give keynote speeches at the China Sports Communication Research Conference and the International Olympic Communication Forum. She also serves on the editorial board for *Communication and Sport*, *International Journal of Sport Communication*, *Chinese Journal of Communication* and the *Ohio Journal of Communication* and has held leadership positions in the Broadcast Education Association and the International Communication Association. Leach organized conferences for the Association of Practical & Professional Ethics, and Bowen has held numerous leadership roles in JEA.

Budget permitting, MDJ's director approves travel, conference participation and advertising in venues associated with national academic and professional conferences. This support is expected to resume following a University-driven pause stemming from COVID-19.

7. List faculty who have taken advantage of those programs during the past six years.

Many faculty have taken advantage of the School's assistance to provide funding for travel. The support has been used for paper presentations, panels and research for books, papers and documentaries. In the past six years, very few requests from faculty for travel support have been denied. Below is a list of faculty who have used assistance for travel since 2014:

2020-2021	2019-2020	2018-2019	2017-2018
n/a	Candace Perkins Bowen	Candace Perkins Bowen	Candace Perkins Bowen
	Karisa Butler-Wall	Danielle Sarver Coombs	Michele Ewing
	Danielle Sarver Coombs	Michele Ewing	Jeff Fruit
	Kevin Dilley (Staff)	Jeff Fruit	Mark Goodman
	Michele Ewing	Mark Goodman	Scott Hallgren
	Jeff Fruit	David Foster	Cheryl Ann Lambert
	Mark Goodman	Scott Hallgren	Jan Leach
	Scott Hallgren	Gretchen Hoak	Dan LeBeau (Staff)
	Gretchen Hoak	Cheryl Ann Lambert	Mitch McKenney
	Cheryl Ann Lambert	Jan Leach	Stefanie Moore
	Jan Leach	Dan LeBeau (Staff)	Joe Murray
	Jacqueline Marino	Jacqueline Marino	Thor Wasbotten
	Mitch McKenney	Mitch McKenney	Chance York
	Stefanie Moore	Tang Tang	Susan Zake
	Joe Murray	Wendy Wardell	
	Abraham Avnisan Nowitz	Thor Wasbotten	
	Gene Shelton	Dana White	
	Tang Tang	Chance York	
	Dana White	Susan Zake	
	Chance York		

2016-2017	2015-2016	2014-2015
Candace Perkins Bowen	Bob Baumann (Staff)	Luke Armour
Michele Ewing	Tracy Baughman (Staff)	Candace Perkins Bowen
Diane Finch	Candace Perkins Bowen	Danielle Sarver Coombs
Mark Goodman	Danielle Sarver Coombs	Michele Ewing
Scott Hallgren	Michele Ewing	David Foster
Gretchen Hoak	Gary Hanson	David LaBelle
Karl Idsvoog	Gretchen Hoak	Jan Leach
Cheryl Ann Lambert	Karl Idsvoog	Jacqueline Marino
Jan Leach	David LaBelle	Joe Murray
Jacqueline Marino	Jacqueline Marino	Ann Schierhorn
Stefanie Moore	Nancy Sinning	William Sledzik
Joe Murray	David Smeltzer	David Smeltzer
Tim Roberts	Federico Subervi	Federico Subervi
Gene Shelton	Thor Wasbotten	Thor Wasbotten
David Smeltzer	Wendy Wardell	Chance York
Thor Wasbotten	Chance York	Susan Zake
Wendy Wardell	Susan Zake	
Chance York	Traci Williams	
Susan Zake		

As noted above and elsewhere in this report, COVID-19 pandemic cancelled all travel and reduced the scope of many events in the 2020-21 academic year. As with colleagues elsewhere around the globe, wherever possible, MDJ faculty have remained involved virtually.

PART II, STANDARD 6. STUDENT SERVICES

Executive summary: The School of Media and Journalism embraces a student-centered approach to instruction and to the overall student experience. Since the last accreditation cycle, the School's work on this front has been bolstered both by CCI initiatives and by the University's Student First campaign. These efforts contribute to a net of support for students throughout their time at the University, both in the classroom and beyond, and they proved especially important for students throughout the disruptions caused by the pandemic.

We wish to highlight a few initiatives that support and enrich our students:

Student Media and student pre-professional organizations

Organizations include Student Media's 10 distinct media outlets, The Female Filmmakers Initiative, Focal Point (for photography students), Franklin Advertising, the National Association of Black Journalists and the Public Relations Student Society of America. Other opportunities include IdeaBase, a student-powered design agency and University TeleProductions, an opportunity for students to work on live production of University events, marketing and promotional videos, Mid-American Conference (MAC) games on ESPN+ and more.

Professional academic advising

Kent State requires academic advising every semester. For students in MDJ and other CCI schools, advising is about more than registration and scheduling assistance. It increasingly includes professional development and advising on career pathways. In April 2019, CCI strengthened its advising services by adding a new Director of Academic Advising, and during recent semesters impacted by COVID-19, CCI advisors transitioned smoothly to phone and video appointments, as well as to "quick question" email services.

Student advocacy

Assistance for faculty and staff as they work with students facing challenges (excessive absences, mental health concerns, medical issues, financial struggles), is centralized under CCI Diversity. AJ Leu, CCI's Diversity and Career Development Director, is a resource for faculty and students facing these issues and is a clearinghouse for financial assistance requests, including oversight of the successful Dean's scholarship and laptop loaner programs. Additional detail on these services is provided in the response to question 6 of this standard and was provided in Standard 3.

CCI Commons living-learning residential community

MDJ students live with and learn from their peers from other schools in the College of Communication and Information. These students have a higher retention rate than their fellow students in the School.

1. Complete and attach Table 9, Scholarships are the foundational source of student support. The following table captures our vital statistics in these areas for the last two years.

Table 9. Student Aid

Provide information for each of the two years preceding the accreditation visit.

SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT		
	2020 – 2021	2019 – 2020
Total amount of scholarship dollars from funds controlled by institution	\$2,300,719	\$2,721,689
Number of students receiving scholarships from funds controlled by institution	611	588
Median individual scholarship from funds controlled by institution	\$3,500	\$3,500
Total amount of scholarship dollars from funds controlled by unit	\$100,480	\$148,375
Number of students receiving scholarships from funds controlled by unit	78	92
Median individual scholarship from funds controlled by unit	\$1,000	\$1,000

UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
	2020 – 2021	2019 – 2020
Appointments in MDJ		
Number of students holding appointments	0	0
Range of stipends	N/A	N/A
Appointments in Student Media		
Number of students holding appointments	0	0
Range of stipends	N/A	N/A

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising

guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

Prospective students who visit MDJ or make online inquiries receive information about program requirements and instructions for how to find the information online. Recruitment for MDJ is handled by CCI's recruiter who is housed in the College's communication office. Prospective students receive the School's four one-page flyers, one for each of MDJ's majors: [Advertising](#), [Digital Media Production](#), [Journalism](#) and [Public Relations](#). The flyers include information about career pathways, internship opportunities and an abbreviated list of where recent graduates are working. The flyers are available in linkable PDF format and the same information is on the MDJ website. Students receive information about MDJ scholarships, the CCI Commons living-learning community, and samples of Student Media work. Prospective students are also encouraged to follow [MDJ](#), [Student Media](#), [Focal Point](#), [Franklin Advertising](#), [NABJ](#) and the [PRSSA Kent chapter](#) online and on social media.

In Spring 2021, the University moved its [online course catalog](#) to a new vendor. The new format is more streamlined, more visually appealing and allows for inclusion of more information that may be of interest to both current and prospective students, including program descriptions, social media threads, videos, Bureau of Labor Statistics (BLS) employment data and more. MDJ took advantage of this opportunity to update its program descriptions ([Advertising](#), [Digital Media Production](#), [Journalism](#), [Public Relations](#)) and to review the universe of BLS-designated occupations for which the School's four programs help prepare students.

Before their first full-time semester, incoming freshmen and their families attend Destination Kent State (DKS), a two-day University orientation program during which new students meet with their CCI academic advisors, schedule their classes and, for those interested in MDJ majors, learn about the 72-hour rule. An abbreviated version of orientation is required for transfer students. Due to COVID-19, DKS for students new to Kent State in Fall 2020 was conducted online, with an app (DKS Mobile) and a two-day synchronous program. Orientations are also offered before spring semester, although attendance numbers are usually much lower. In Spring 2021, for example, CCI's representation at DKS consisted of an international student and two students starting as first-time freshmen. All incoming Kent State undergraduates are required to participate in DKS or Transfer Kent State (TKS) regardless of age or the number of credits they bring with them. Completion of DKS or TKS is the only way for a new student to register for classes.

A fun note about the University's adjustment to virtual orientations: Prior to Summer 2020, the University's orientation activities were always delivered in person. But as an example of how MDJ has been central to Kent State's response to the pandemic, in Summer 2021 MDJ students, faculty and facilities played a key role in production of the University's new, televised orientation, [KSU Live!](#) Coordinated by TeleProductions Production Manager Mark Warzinski, overseen by Student Media Director Kevin Dilley and implemented by MDJ Assistant Professor Gretchen Hoak, KSU Live! was an entirely student-run production involving 28 students in the control room, in the studio and on air. Cooperating with Student Success Programs, the campus department

that coordinates the University's orientation activities, this collaborative project led to production of more than 30 hour-long broadcasts during a 10-week period. The show was streamed live to thousands of first-year students, transfer students and parents as a key piece of the orientation process that had to be re-invented due to COVID-19 protocols.

For continuing students, the University's online course catalog, students' individualized Graduation Planning System (GPS) degree audits and plans (accessed via FlashLine student and advisor accounts), academic advisors and MDJ's website (significantly updated in Spring and Summer 2021) provide information about requirements and guidance about pathways toward all the School's transcriptable credentials. By using the University's catalog and the GPS degree auditing/planning system, advisors and students have access to the most current and accurate information for program requirements and individual student progress.

The [Graduation Planning System](#), or GPS, tracks student progress to graduation. It is comprised of the student's degree audit, which includes all requirements for earning a degree in the declared program. GPS also includes an individualized plan of study. The plan, which is created in consultation between student and advisor and approved by the advisor, outlines in semester-by-semester format the requirements the student must complete in order to remain on track for graduation. At any point in time, a student and advisor can see all program requirements and their fulfillment status. GPS allows students to view "what if" audits to evaluate progress toward degree if changes in the academic program are being considered. Audits and plans are available to students in catalog years 2010 and beyond.

KSU has a homegrown system, KSU Advising, for advising records. KSU Advising provides a centralized system for advising notes, advising forms and scheduling advising appointments. It also integrates with Banner to allow for reports to be run to help track and manage required advising.

Please see [MDJ advising guides](#) and samples of [GPS audits, plans, and KSU advising notes for MDJ students](#)

Advisors, the School and the four sequences use listservs and social media to alert students to new course offerings, internships, job openings, registration and scholarship deadlines, as well as events, speakers and workshops. Flyers on bulletin boards throughout Franklin Hall also advertise new courses, curriculum changes, internships and other professional opportunities, skills workshops and special events. Following the Summer 2021 renovation of the lobby of Franklin Hall and the Reading Room, several monitors will also be employed to ensure students get the information they need in a timely and hard-to-miss fashion.

The University [requires full-time faculty](#) to hold office hours at least five hours a week, even when they are teaching remotely. MDJ faculty are often available well beyond their minimum required hours, often scheduling appointments to meet with students who cannot attend regularly scheduled hours. Faculty are asked to post their office hours on their office doors. New placards outside office doors, scheduled for installation during the summer of 2021, will give faculty the

opportunity to post their contact information (using business cards) and to post their office hours for the semester in easy view. This will make the process of finding such information easier for students who are already in the building. This information is already clearly posted online. Faculty are also expected to include office hours, phone numbers and email addresses on their syllabi.

In the months since the University closed due to COVID in Spring 2020, faculty have been available for meetings with students via online discussion boards, Skype, Zoom, Blackboard Collaborate Ultra, Microsoft Teams and other video conferencing tools. The University is transitioning from Blackboard to Canvas, with test classes using the tool in Summer 2021 and faculty having the choice to adopt Canvas for their Fall 2021 classes. Beginning in Spring 2022, Canvas will be the only course management tool available to faculty. Canvas has better built-in functionality for communicating with students both during and outside of class, and most MDJ faculty have opted to transition to Canvas in Fall 2021.

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

Academic advising at Kent State is assigned to the colleges, and MDJ students are served by a team of professional academic advisors (including the Director of Advising Ellie Hansen) housed in the College of Communication and Information. The advisors assist students with developing and achieving educational goals and aligning them with their professional goals. MDJ faculty and CCI's Diversity and Career Development Director AJ Leu, Director of Curriculum Services Cathy Zingrone; Director of CCI Commons Marianne Warzinski and Assistant Dean Matt Rollyson also provide advising support for students. Students are required to meet with their advisors at least once each semester before registering for the following semester, although many students meet with advisors more often than this. Students often take advantage of walk-in advising hours for quick questions that do not require an appointment. Since Spring 2020, these services have been offered via video conference or by phone. The ease and availability of remote advising has been deemed so successful, both by students and the advisors themselves, that the University is looking for ways to continue to provide remote advising as an option, even when the rest of the University's operations have returned to normal.

Advising efforts complement the discipline- and career-oriented mentorship that students receive from faculty in MDJ. CCI's advising team is intentional about partnering with faculty to provide students the guidance and support they need, both academically and as they look toward gaining professional experience. At the invitation of Director Metzgar, CCI's Director of Academic Advising regularly attends MDJ faculty meetings to stay abreast of curricular and other discussions. While joining these meetings, she often fields questions from faculty about perceived choke points in the curriculum and patterns of concerns expressed by students, as well as advisor perceptions of what is and is not working vis-a-vis MDJ's curriculum from a student perspective. This open and collaborative channel of communication is a manifestation of the

commitment of both faculty and advisors to serving the needs of students. CCI's Director of Academic Advising is also in regular contact with the School's Director and Undergraduate Coordinator to discuss topics including questions about prerequisites, course substitutions, student concerns and other issues than can arise in the course of an advising session. In this way, CCI's advising team plays an important role in advising the School's leadership and faculty, not only for communicating about student progress through the School's majors and minors, but also as a conduit for information that might not otherwise make to the director's desk. This partnership benefits all who participate, as well as the students, to whose success everyone is committed.

Through retirement and attrition, the CCI advising team lost two advisors by Spring 2021. This meant the College had 1,569 undergraduate majors and three professional advisors, for a ratio of 523:1, well in excess of the National Academic Advising Association's recommended ratio of 300:1 or better. By Summer 2021, however, CCI had hired two additional advisors, bringing the College's student-advisor ratio to 314:1, a significant improvement. Prior to bringing the two new advisors on board, students, faculty, staff and administration were all frustrated by advisors' limited availability. Coming amidst the lockdown and other stresses, this was a particularly difficult time. However, one of the benefits of utilizing a college-level advising system is that academic and co-curricular services team members can support each other. In this case, the Director of Academic Advising, Director of CCI Commons, Director of Curriculum Services and Assistant Dean were all able to provide additional advising opportunities for students while the CCI advising team was going through staffing transitions. With this collaborative, nimble system and the restoration of a full complement of advisors, CCI is in a much better position to meet MDJ's extensive advising needs.

CCI Advising Mission

CCI academic advising assists students with developing and achieving educational goals and aligning them with their professional goals. The CCI student/advisor relationship is critical to student persistence and success. CCI's professional advisors value working with a diverse population of faculty, staff and students, and their practice is grounded in current research and strong ethical and humanitarian values. CCI advisors provide exceptional support in connecting students with information and resources that empower them to become independent, responsible citizens with rewarding careers.

Key Student Outcomes

In Spring 2018, Kent State University surveyed undergraduate students after they had participated in their required advising meetings for that semester. MDJ student feedback concerning outcomes and the quality and effectiveness of academic advising is provided below. As a result of engaging in academic advising in combination with curricular and other co-curricular experiences at KSU, CCI students:

- Update, evaluate and follow a clear, accurate, and effective degree plan each semester.
 - 88% of MDJ respondents (n=410) reported that they reviewed and updated their degree plans during their most recent required advising appointments. Another 10% reported that they reviewed but did not update their degree plans during their most recent required advising appointments.
- Make use of available resources and make well-informed decisions.
 - 94% (80% strongly agree, 14% agree) of MDJ respondents (n=391) reported that they see value in academic advising.
 - 95% (84% strongly agree, 11% agree) of MDJ respondents (n=391) reported that the advisor addressed their questions during their advising appointments.
 - 94% (84% strongly agree, 10% agree) of MDJ respondents (n=391) reported that they were likely to follow up on resources/referrals discussed during their advising appointments.

Retention and degree completion information below was provided by Kent State's Office of Institutional Research. MDJ statistics reflect first-time, full-time college students who started in an MDJ major and returned/graduated in any Kent State major.

- Goal: MDJ students persist and graduate from KSU programs at rates that meet or exceed institutional goals (85% retention, 65% 6-year graduation).
 - MDJ's freshman retention rate (2019 cohort) of 83.9% is 2.3% higher than the overall Kent Campus rate of 81.6%.
 - MDJ's second-year retention rate (2018 cohort) of 77.6% is 4.1% higher than the overall Kent Campus rate of 73.5%.
 - MDJ's four-year graduation rate (2016 cohort) of 55.1% is 5.6% higher than the overall Kent Campus rate of 49.5%
 - MDJ's six-year graduation rate (2014 cohort) of 75.7% is 10.2% higher than the overall Kent Campus rate of 65.5%.

4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

MDJ offers its students award-winning student media outlets and a variety of pre-professional organizations that elevate the learning experience and help hone their professional development and savvy. These experiences build on students' in-class learning and skill development while bolstering their portfolios and preparing them for internships, jobs and careers.

More than 350 students were involved in Student Media across the 10 media partners during the 2020-21 academic year, making Student Media one of the largest student employers on campus. About half of these students are paid; their compensation is determined by position and can range from \$100 to \$3,500 per semester. The number also includes volunteer reporters, photographers and videographers. Accurate numbers are not available for the 2019-2020 academic year, but in the year prior, more than 500 students were participating in Student Media. The drop from 500 to 350 is likely a result of challenges associated with navigating the pandemic. As operations return to normal for 2021-2022, the number of students engaged with Student Media is expected to climb back toward previous levels.

The Student Media Board (SMB), a standing University committee, serves as the institutional publisher and is primarily responsible for approving annual budgets, selecting student leaders and hearing grievances. The SMB consists of MDJ faculty, the School director, undergraduate and graduate students, designated faculty and staff from throughout the University and an outside professional. Most Board members serve one-year terms, although MDJ and Faculty Senate appoint their members for two consecutive one-year terms. The [KSU Policy Register on Student Media](#) explicitly calls for student media independence, so the board, faculty, staff and administrators cannot dictate or determine content.

Student Media Director Kevin Dilley is responsible for day-to-day business operations and long-term strategy and is supported by an office assistant and business manager. All media partners have an adviser. For example, Professor Sue Zake serves as newsroom adviser (*The Kent Stater*, TV2 News and KentWired). Other outlets also have faculty or professional advisers.

Students are responsible for day-to-day editorial and advertising operations, and they manage, curate, produce and write all content for the media partners listed below.

Since the last accreditation cycle, Student Media has launched an innovation initiative to develop an entrepreneurial mindset among students, something seen as particularly important in the contemporary media landscape. One aspect of this initiative is the Student Media FlashLab Innovation Pitch Contest, which was launched in Fall 2018 to encourage and reward students for coming up with enterprising ideas for the student outlets in areas of content creation, audience engagement, revenue generation and collaboration. The competition was open to all Kent State students.

Since then, students have pitched ideas related to film, virtual reality, game design, advanced reporting and fundraising. Proposals are reviewed by a panel of judges from government, education and business. The three winning students each year share a \$1,000 cash prize and their ideas are eligible for launch funding of up to \$10,000. The cash prizes are funded by the Student Media Innovation Fund, a standing fund in Student Media to help spark innovation, and The Sol Baltimore Endowed Scholarship for Innovation in Student Media.

For the inaugural Fall 2018 contest, first prize went to a journalism major's proposal for a workshop to help student journalists cover stories in hostile environments and potentially dangerous situations. The proposal resulted in "Unscathed: A Safety and Security Workshop" led by two renowned professionals with expertise in media safety and security. Both two-day workshops were conducted in Franklin Hall in March 2020. Student Media reprised this workshop in Spring 2021, with a small audience of Student Media leadership participating in the online event.

"I didn't realize how important this class was until after I took it," said Digital Media Production Student Sara Donato who attended the inaugural workshop. "This information is something that I will carry with me for a long time. I loved the instructors and got so much from this course. My only complaint is that I didn't get more; I could have done this training another two times and still learned something new each time."

Student Media implemented another proposal, from a PR major, to create Connections Agency, an in-house marketing arm to better and more consistently promote all Student Media outlets. They began working in Spring 2019 and helped Student Media become stronger in the areas of marketing, public relations and social media strategies. Connections Agency has since evolved into the marketing and promotions team in the Student Media office. The two-person student team has proved an important asset over the past four semesters as they have helped manage marketing and promotions while Student Media has experimented with different approaches, including targeted philanthropy and focus on client relationships. They have maintained Student Media's social media presence and website. They also have developed a process to track and share social and web analytics with the sales team and media partners to be used to improve client relations and editorial content.

The winning entry in the second pitch contest in Fall 2019 came from two Fashion Merchandising majors who proposed training for non-MDJ majors who want to work in Student Media, but who are concerned they lack the skills to succeed. Other ideas recognized by the judges included funding a short film or documentary reaching out to underrepresented students and made by underrepresented students sharing their experiences and a virtual reality/360 experience describing the May 4, 1970, shootings at Kent State from the perspective of students at that time.

The [3rd annual FlashLab Pitch Contest](#) kicked off in Fall 2020, but was postponed until the 2021-2022 academic year following lower-than expected participation interest, an outcome organizers attributed to the ongoing pandemic.

Following are brief overviews of the Student Media outlets and pre-professional organizations available to students (direct links to each are also provided):

Student Media:

Our students and media partners are consistently [honored](#) in national and regional competitions. See Standard 9 for a list of recent awards.

TV2 – A television station housed in Franklin Hall, TV2 produces nearly 20 hours of original programming a week and reaches an estimated 26,000 Portage County households via Spectrum Cable. Its tagline “Truly Portage County” resonates because it is the county’s only TV station and student reporters strive to cover news on and off the KSU campus. TV2 also manages three social media accounts. MDJ Associate Professor Gretchen Hoak advises TV2.

TV2 produces live 30-minute newscasts at 6 p.m. on weekdays and a condensed news program called “FlashCast” on weekday mornings during the school year. TV2 broadcasts a live telethon for Akron Children’s Hospital once a year and occasionally broadcasts live high school sports. In addition, TV2 produces “Portage Pulse,” a public affairs show. Besides news programming, TV2 delivers an array of [entertainment programming](#), including: “The Agenda,” a news-oriented entertainment show akin to “The Daily Show”; and “All Systems Go!,” a gaming show. NB: Due to the pandemic, FlashCast and some other activities were on hiatus during the 2020-2021 academic year. All activities will resume for the 2021-2022 academic year.

The Kent Stater – Published on Mondays with a circulation of 6,000 and an estimated reach of 9,000 people per issue, the Stater as it is commonly known, keeps the community up to date on local news and sports. It also publishes special print issues and a back-to-school issue every summer. The Stater is managed by an appointed student editor, who selects and manages a team of student designers, photographers, writers and editors. Students in MDJ reporting classes contribute content to *The Stater* at the editors’ discretion as a co-curricular initiative. The print version was suspended during the 2020-2021 academic year due to the pandemic, but it will return in Fall 2021.

KentWired – [The shared website](#) of *The Kent Stater* and TV2, [KentWired](#) content also is available on Facebook and Twitter and reaches more than 350,000 unique consumers each month. Although not an “official” Student Media partner, KentWired became the most active Student Media outlet after KSU cancelled classes March 10, 2020, due to COVID-19. Traffic to the site, app, and social media outlets jumped as students, faculty and staff sought accurate news and information about the pandemic and its effect on the University’s operations.

[Black Squirrel Radio \(BSR\)](#) – An internet radio station housed in Franklin Hall, BSR delivers 56 different student-hosted shows airing from 10 a.m. to 2 a.m. daily during the school year. The station delivers music, news and sports talk and alternative media programming as well as operating a mobile DJ service. The station maintains three social media accounts and a website that delivers music and entertainment information alongside the streaming programming. It is managed by an appointed student general manager, who selects and manages a student staff. BSR operated on a regular schedule during the 2020-2021 academic year, with students working from home. While Franklin Hall was empty for most of the academic year, BSR’s broadcasts could

always be heard via speaker installed on the second floor of the building, just outside of the empty studio. BSR is advised by adjunct instructor and WKSU Morning Edition host Amanda Rabinowitz.

Kent State University Independent Films (KSUIF) – A student-run production company that attracts DMP majors and other students with an interest in film. KSUIF has produced web series, short films, documentaries and television shows. In addition, KSUIF has run several film festivals, including two virtual ones in 2020-2021. Formerly a standalone student organization, KSUIF joined Student Media in 2015. MDJ Assistant Professor Rebecca Rolnick advises KSUIF, and its day-to-day operations are headed by an appointed student leader. KSUIF plans to use the 2021-2022 academic year to revisit its mission to determine how it can best serve students and contribute to broader the University community.

A Magazine – This fashion, beauty and culture magazine is published once a year and maintains a dynamic presence on three social media sites and a multimedia website. *A Magazine* is a natural fit for Student Media because of the University's renowned Fashion School and MDJ's Fashion Media minor. The print magazine is distributed on campus and at the Fashion School's New York City Studio. *A Magazine* is advised by MDJ Professor Jacqueline Marino and led by an appointed student editor.

The Burr Magazine – Kent State's first and oldest magazine, *The Burr* publishes once a year, delivers multimedia content online at TheBurr.com and maintains three social media accounts. *The Burr* features original reporting and essays, and TheBurr.com showcases multimedia stories and blogs on issues as wide ranging as how COVID-19 quarantines have fueled creativity and the plight of student workers. *The Burr* develops topical, long-form journalism designed to cover the issues of the day that matter to KSU students and the community. *The Burr* is advised by MDJ Professor Jacqueline Marino and led by an appointed student editor.

Fusion Magazine – Student Media's LGBTQ+ magazine founded in 2003 with a mission to promote equality, education and community through journalism. *Fusion* has grown to become a presence in Northeast Ohio's LGBTQ community through its annual print issue and the regularly updated content on its website and two social media channels. Advised by adjunct instructor Bruce Zake, *Fusion* is led by an appointed student editor.

Luna Negra – A literary arts journal featuring short stories, essays, poetry, photography, fiction, digital design and many other forms of art is published once a year. New content is delivered on its website and three social media channels. Its mission is to provide a creative outlet where the Kent State community can find safety, acceptance and inspiration. *Luna Negra* attracts a wide array of contributors, many from outside MDJ. Adam Brodsky, an associate lecturer at KSU's English As a Second Language Center, is advisor and the journal is led by an appointed student editor.

Uhuru – Named for the Kiswahili word for freedom, this magazine serves as a voice for marginalized and underrepresented Kent State students. Racial, social and political issues are examined through writing, photography and graphic design in the yearly print issue as well as on Uhuru's [website](#) and three social media channels. Shannon Christen-Syed, a KSU English and Pan-African Studies professor, advises *Uhuru*, and it is led by an appointed student editor.

Student Media Advertising and Marketing – This team helps campus departments and local businesses reach the audiences they are seeking through Student Media's 10 media partners. The team provides client support, advertising, promotional item design and ordering, design services, video and audio production and mobile DJ services. The team also works with the other media partners to support their marketing and promotion efforts.

Pre-professional Organizations

The Female Filmmakers Initiative (FFI) – This organization, formed in Fall 2019, aspires to break down barriers for women in filmmaking and was driven by the realities of an industry dominated by men, as well as the lack of female representation in MDJ's Digital Media Production program. Working with faculty advisor and award-winning filmmaker and MDJ Assistant Professor Dana White, FFI has begun building a community of passionate female artists. FFI's mission is to provide a content platform that serves as a place for women's perspectives in film. Members are content producers, and their content is focused on women's interests and issues. Members gain experience by producing short films and cultivating relationships beneficial in this professional space.

Focal Point – This photography organization is open to any KSU student and has approximately 65 members. The organization's goal is to enhance the peer-learning experience of photography outside the classroom. Each month, the members participate in thematic photo contests and take field trips to such venues as the Cleveland Museum of Art, Akron Art Museum and the Community Darkroom of Akron. Advised by MDJ Associate Professor David Foster, Focal Point is led by an executive board of five students who conduct the group's weekly meetings and manage its three social media accounts.

Franklin Advertising – Franklin Advertising (FA) members network regularly with real-world clients to give students the opportunity to gain insight into professional communications environments. FA welcomes members from allied majors like Marketing, Visual Communication Design and Communication Studies. FA members can participate in workplace tours, hands-on workshops and mock advertising practices. FA membership also provides admission to the Akron Addy Awards and the opportunity to for six students to travel to New York to participate in Advertising Week. The organization introduces students to a diverse range of industry professionals through its guest speaker series. Recent speakers have included Bob Raidt, Global President of ARC Worldwide; Jezzy Chung, Diversity and Engagement Lead at Anomaly NY; and Michele Almeida, creator of *Eyes of Anarchy*.

Last Fall, FA hosted former members via Microsoft Teams to discuss their work in a variety of professional settings such as the Cleveland Clinic. FA offers its student members other experiences that allow them to apply and refine their skills. These include creating marketing materials and hosting pre-event activities in support of KSUFlashathon, a student-run philanthropy that benefits Akron Children's Hospital. FA has earned a reputation for having some of the most innovative campus events, including its "Pet-a-Pig" fundraiser, which brought baby farm animals to campus to provide students with 10 minutes of petting time for a modest \$5 donation. In addition to bringing a crowd to Franklin Hall for a pre-finals week stress reliever, the event gained local media attention. FA partners with PRSSA every fall semester to sponsor Communications Connection, a fast-paced networking event for students to meet with regional strategic communications professionals. Advised by MDJ Associate Lecturer Wendy Wardell, FA members meet weekly during the school year.

[National Association of Black Journalists](#) – The Kent State chapter of NABJ was relaunched in 2014 with a mission to advance and expand professional and networking opportunities for black journalists on campus. Chapter members also advocate for diversity in Student Media coverage. NABJ's 15 members take advantage of the group's guest speakers, which in 2020 included Melissa Harris-Perry, the Maya Angelou Presidential Chair at Wake Forest University. While the pandemic hindered NABJ activities in the 2020-21 school year, the group still participated in internship panels and resume and portfolio workshops. NABJ meets every other Monday and is advised by MDJ Professor Gene Shelton. Through private philanthropy, MDJ students (and all CCI students) are reimbursed for first-year NABJ student membership fees.

[Public Relations Student Society of America](#) – Kent State's PRSSA chapter celebrated its 50th anniversary during the 2018-2019 academic year and was named outstanding chapter of the year at the PRSSA International Conference in Fall of 2019. The chapter has also won 11 national PRSSA Teahan awards, 10 national PRSSA Star Chapter awards and numerous KSU leadership awards. In 2021, Jada Miles, PRSSA Kent president in 2020-21, received the Gold Key Award, the highest National PRSSA individual honor recognizing her academic and PRSSA leadership excellence.

Additionally, PRSSA Kent's Bateman Gold Team placed second nationally in the 2018 PRSSA Bateman case study competition, and a PRKent Bateman team has received honorable mentions every year since 2015. MDJ Professor Michele Ewing advises the chapter, which includes students from several non-MDJ majors, and is run by a member-elected executive board. In 2017, Professor Ewing earned the national PRSSA Teahan Outstanding Faculty Adviser award. Carrie Kandes, a senior public relations executive and MDJ alumna, has served as a professional advisor for PRSSA for more than a decade and was recognized with the national PRSSA Teahan Outstanding Professional Adviser award in 2019.

PRSSA Kent meets twice a month and brings in guest speakers from the agency, corporate, non-profit, government, sports and entertainment sectors. Members gain relevant public relations experience creating and managing content for the chapter's website, blog, monthly e-newsletter and social media channels.

To mark its 50th anniversary, the group hosted a year-long digital storytelling campaign focused on the theme “Telling the stories of our students, alumni and professors.” A celebration event attracted about 100 students, faculty/staff and alumni and featured campus tours, an historical exhibit and a panel discussion about the future of public relations. PRSSA Kent is committed to growing diversity in the PR industry. It has collaborated with MDJ, Kent State’s Division of Diversity Equity and Inclusion (DEI), Kent State Student Media and many student organizations to host professional development and diversity inclusiveness programming. Some examples include:

- *Breaking Down Barriers: How Diversity is Represented in the Media*, a dialogue with diversity-based student organizations.
- *Social Movements on Social Media*, cosponsored with Kent State’s Black United Students (BUS), offered a panel discussion about using social media strategies for social movements
- *Stereotyped 101™ An Exploration in Unconscious Bias*, a co-sponsored event featuring Karith Foster, a humorist and diversity engagement specialist who delivered her signature #Iniversity presentation.
- *Race, Culture & Communication* led by Ben & Jerry’s director of PR and Communications.
- PRSSA Kent students collaborated with Kent State’s First Star Academy, a college-access program for youth in foster care whose families have been impacted by the opioid crisis, to offer personal brand workshops for First Star students.

Despite COVID-19 disruptions, in Fall 2020 and Spring 2021, the PRSSA Kent chapter continued to hold regular and relevant programming, including a virtual internship panel with regional internship employers (some of them Kent PR alumni) and Professor Stefanie Moore, MDJ’s PR internship coordinator, and a virtual discussion about “The World of Sports PR” with Dan Armelli, a Kent PR alumnus who is the manager of new media for the Washington Nationals. Other Kent PR alumni served as virtual speakers and represented a range of employers and markets, including Chicago, Orlando, Nashville, New York City, Los Angeles, San Francisco and Washington, D.C. To capitalize on the virtual format, PRSSA Kent collaborated with Ohio University’s PRSSA, Akron University’s PRSSA and Baldwin Wallace’s PRSSA chapters to reach a wider audience throughout the 2020-21 academic year.

Every year, PRSSA Kent joins the Akron Area PRSA chapter in hosting the YouToo Conference, a pioneering one-day conference for communications professionals, students and educators focused on best practices, case studies, strategies and tactics to make the most of these revolutionary communication technologies. The conference also provides students the opportunity for hands-on event planning experience and to make industry connections, as well as to raise funds to support travel to the International PRSA/PRSSA Conference. The 2020 YouToo conference, which required transitioning to a virtual conference because of the COVID-19 pandemic, earned a prestigious 2020 PRSA East Central District Diamond Award.

CCI Commons

Housed in Olson Hall, about an eight-minute walk from Franklin Hall, the Commons is a living-learning community for all students in CCI Schools (MDJ and the schools of Communication Studies, Emerging Media Technology, Information and Visual Communication Design). MDJ is by far the largest school in the College and typically more than half of the CCI residents in the commons are MDJ majors. During the 2019-2020 academic year, 113 of the 202 commons residents were MDJ majors. Unsurprisingly, COVID-19 reduced the number of on-campus residents and only about 65 students lived in the Commons during the 2020-2021 academic year, but over 200 students, including MDJ majors, remain on the Commons listserv, a vital source of information and connection for the Commons community. For Fall 2021, 95 CCI students had registered to live in Olson as of July 9, 2021.

The Commons offers more than 30 programs a year, ranging from grammar assistance to design tutoring to resume workshops to internship panels to meetings with relevant outside professionals and academic advisors. Since the last site visit, more than 20 MDJ faculty and administrators have made presentations or participated on panels in the Commons. Among other benefits CCI Commons offers to MDJ students:

- A design studio that was kept open during the last academic year with fewer workspaces and required social distancing. The studio hosted design clinics in the Fall semester and other programs during the year.
- In 2020-21, each new CCI student in Olson was matched with one of three Commons Coaches, CCI students who live in the Commons and serve as mentors. Each coach hosted at least one virtual event for the Commons community and worked independently with their mentees to get to know them better.
- CCI Commons Director Marianne Warzinski, an MDJ professor before taking over in the Commons, is an in-house resource for students requiring academic or general assistance. Warzinski assists the CCI advising team, holding midterm meetings with a number of CCI students (not just those who live in Olson Hall).

Until Fall 2020, specific sections of First-Year Experience (FYE) and MDJ's Media Power and Culture and Writing Across Platforms sections were reserved for CCI Commons students to provide a higher-impact curricular experience and easier identification of students needing assistance in those courses. Due to the pandemic, no specific sessions have been offered to make registration easier for students, although they are expected to return.

During the 2020-2021 academic year, all Commons activities were virtual and included a welcome event with Kevin Dilley, Kent State's Director of Student Media. Despite the pandemic, the Commons continued to offer a peer coach to help students taking the Writing Across Platforms class and three mentors, one in-residence and two remotely located.

For the 2021-22 school year, the Commons is planning to host smaller, but more frequent events, study groups and workshops to give students more of an opportunity to connect with their peers and others in CCI.

For more information on the Commons' mission and programming, please see the [CCI Commons 2020-21 report](#).

5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

As the placement data below indicate, MDJ has a strong track record in preparing its majors for productive careers in their fields of choice. Faculty and administrators maintain strong ties to employers and offer a hands-on curriculum in each major that allows students to hit the ground running once they graduate. Required internships in every major are a key part of that preparation, with required reports and feedback to faculty that provide valuable insight to fine-tune career efforts inside the classroom and in co-curricular and extra-curricular programs.

MDJ students meet with career advisors, attend resume workshops, schedule mock interviews and are tutored in social media networking. As mentioned above, MDJ pre-professional student organizations also schedule resume workshops and internship panels regularly.

Since the last self-study, [CCI Career Exploration](#) as well as the University's [Career Exploration & Development](#) office have added significant career resources. The university's career services efforts are funded by a student fee. The resources supplement both CCI and MDJ programs, working to link all students to job listings on the Handshake system and make better use of university resources for career development, such as resume and cover letter writing skills.

Handshake is an online job board platform for MDJ and other KSU students to discover internships, co-ops, career fairs (virtual and in-person) and job listings.

CCI Career Development serves as a direct liaison between the university career office and the college/schools. This helps connect potential employers with CCI/MDJ students that would be excellent candidates for their positions and helps connect interested students with opportunities across the university and in our surrounding communities. CCI is developing a plan to offer MDJ and other students in the college additional career services support.

All MDJ faculty work with students on career planning and preparation, offering informal job counseling and referrals based on their relationships with working professionals. Media professionals are regular visitors to classrooms, student media units and student organizations. Sequence coordinators in the four majors lead internship and career development efforts for the School in conjunction with the Undergraduate Coordinator.

Sequences maintain listservs and/or social media pages used for blasting information about job openings and available internships to current students and recent graduates.

Each year, the Journalism Sequence coordinator facilitates the visits of news directors, editors and other media hiring managers to campus. MDJ's new NewsL@b is promising to be an excellent recruitment tool for local news organization managers, who can preview the work of our students during their internships, giving the students an advantage when positions open.

Advertising and PR majors who are members of Franklin Advertising and PRSSA Kent plan, host and participate annually in "Communications Connection," a networking event that brings together PR and Advertising majors and regional industry professionals. In addition to providing an opportunity for students to meet with industry leaders, many professionals also host roundtable discussions to share career guidance and pro tips. Additionally, this event helps students strengthen their portfolios with professional headshots and resume reviews.

Efforts like these led to an undergraduate placement rate of 86.7 percent for 2017 graduates (184 of 212 graduates); 80.2 percent (154 of 192 graduates) for 2018 graduates; and 82.8 percent (126 of 152 graduates) for 2019 graduates. Please see the [2017-2019 Placement Statistics](#).

As of June 2021, the placement rate for calendar year 2020 graduates was 72.5 percent (145 of 200 undergraduates). Please see the [2020 Placement Statistics](#).

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison to University' rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

As noted in the response to Question 3 above, Kent State's [Department of Institutional Research](#) provides [enrollment](#) and [retention and graduation rates](#). The information is passed to the College of Communication and Information and analyzed by the Assistant Dean for Undergraduate Studies, Matt Rollyson. The assistant dean shares the data and analysis with the MDJ Director, who in turn shares it with the Undergraduate Studies Coordinator, sequence coordinators, and faculty.

[MDJ retention and graduation rates](#) are posted on the Student Success section of the MDJ website. The school and CCI analyze retention rates on a six-year cycle.

While MDJ's retention and graduation rates are higher than the Kent Campus as a whole, first-year retention rates still fall below the University's goals (85 percent).

The [Kent State University Retention Task Force](#), which serves as an advisory group to the Office of the Provost, aims to create an environment that supports and celebrates student achievement and fosters relationships between faculty, staff and students. The task force recognizes the importance of a diverse and stimulating learning environment to provide opportunities for every student to reach his or her potential. The College of Communication and Information has multiple representatives on the KSU Retention Task Force, and we actively participate in outreach

initiatives for students who could benefit from extra support for a number of different reasons (e.g., low midterm grades, low final grades, registration holds for non-payment, not registered for next semester).

CCI's retention strategy is to proactively and intentionally engage all students in high-impact academic and co-curricular experiences, beginning as soon as possible in their first semester and extending through their second semester. CCI's most recent retention plan focused efforts on connecting students with high-impact experiences and removing barriers related to curriculum, climate, financial resources, historically marginalized and underserved students, commuter students and developing/sustaining a sense of belonging throughout a student's first year. However, due to the pandemic, for 2020 and 2021 CCI had to adjust its plan to focus more on connecting students to high-impact academic and co-curricular experiences in a virtual environment.

Curriculum and academic support for first- and second-year students are key areas of opportunity for CCI's and MDJ's retention efforts. For example, MDJ's student progression policy requires a major GPA of at least 2.700 for students to progress in MDJ majors, which is a B- average. But six different courses that MDJ majors typically take in their first two years have had DFW (grades of D, F or W (Withdrawal) rates of 20% or higher in at least one semester since Fall 2018. A gap between curricular policies and student outcomes early in their academic careers can create barriers to self-efficacy and a sense of belonging for students. As part of CCI's broader plan to prioritize and proactively support students in their first two years, we continue to incorporate earlier, more frequent and more intentional academic support for students connected to our first- and second-year courses. In addition, we expect MDJ's curriculum revisions to positively impact student retention and degree completion.

To aid in retention, we work to ensure that students get the classes they need in a timely fashion. Adopting the university's waitlist system for the 2019-2020 academic year was an important step in helping meet this goal. This system brought a more systematic, centralized and fair approach to helping students gain access to oversubscribed classes. Use of the system was expanded to all MDJ classes for 2020-2021. Director Emily Metzgar and Undergraduate Coordinator Mitch McKenney met regularly with CCI Assistant Dean Matt Rollyson to assess waitlists and to strategize about how and when to increase capacity in existing sections, add new sections, or approve substitutions to ensure no students' progress toward graduation was retarded by inability to register for a class with a waitlist.

Addressing student problems is key part of MDJ's retention strategy. Undergraduate Coordinator Mitch McKenney maintains regular contact with the School's instructors. The instructors, in turn, regularly alert McKenney when specific students are struggling in their classes. Instructors often work with students to accommodate the need for extended deadlines. When students stop coming to class, instructors often let McKenney know and efforts to communicate with these students are undertaken. In some cases, the instructor, McKenney or Director Metzgar will engage CCI's Diversity and Career Development Director AJ Leu to assist with outreach. Although their title suggests a focus exclusively on issues related to diversity, Leu's role is much more

expansive, often including connecting students to financial, mental health or other community resources, offering career counseling and sometimes just being someone to talk to. During the 2020-2021 academic year, Leu's involvement in efforts to communicate with and assist students was invaluable and made significant contributions to the School's efforts to retain and support every student.

MDJ is committed to offering students the opportunity to grow as professionals while they complete their degree and see this as important to retention. The School and CCI provide a growing variety of high impact, experiential learning opportunities. Emerging opportunities include [CCI's Project Citizen](#), a reporting initiative led by MDJ alumna and former CNN anchor Carol Costello. As part of Project Citizen, in Spring and Summer 2021, four MDJ students partnered with students at Loyola Marymount (CA), Louisiana State University and Morgan State University to cover climate change and its effects on communities around the country. Student Media Director Kevin Dilley guided the KSU students. Another exciting opportunity for MDJ students is the NewsL@b Collaborative, a project that deploys MDJ students as paid force multipliers for local and regional news organizations. The partner news organizations benefit from having extra reporting help and MDJ students build their portfolios, earn money and serve the community.

CCI and MDJ have worked jointly to identify trends that may impact student retention and timely graduation and have taken action to resolve many of them. These actions include providing scholarships and assistance to students experiencing financial hardships. University and College analyses indicate students' financial uncertainties are a considerable contributor to attrition.

Two programs worthy of mention, CCI's Dean's Scholarship and Laptop Loaner programs provide financial and technology support to students with a demonstrated need. Both programs are detailed in Standard 3.

Student retention and persistence depends on more than financial and technology support. CCI's Diversity Director is a trusted and responsive point of contact for a range of College and University support services including mental health resources, food and housing needs and student success programs. CCI Diversity efforts are bolstered by MDJ's own Diversity and Globalization Committee, which in the 2020-2021 academic year consisted of seven full-time MDJ faculty members.

Another important part of retention is ensuring that students have a good experience during their first year on campus. MDJ students have been well represented in the University's efforts to substantially revise the "First-Year Experience" (FYE) course in Spring 2021. Several MDJ upper-division students volunteered to take part in the revision process because they recognized how crucial FYE is to successful acclimation to the University, college life and their MDJ majors. As currently conceived, FYE begins during KSU Kickoff (just prior to the start of fall semester) and continues throughout fall semester. The course provides a foundational experience, connecting student with the University, the College, their faculty, upper-division students and fellow classmates.

The structure of the curriculum itself is another variable connected to retention. Recognizing that, CCI's 50-30-20 structure, discussed in Standard 2, was implemented to address curricular roadblocks for students. Similarly, as also mentioned in Standard 2, MDJ's faculty are continuing discussions about curricular reform into the 2021-2022 academic year. We recognize that variables such as prerequisites, waitlists and lack of flexibility in course substitutions when needed can pose significant hurdles to students as they seek to complete our programs in a timely fashion.

MDJ Director Emily Metzgar was invited by University president Todd Diacon to serve on the campus wide Strategic Enrollment Management committee, an initiative to conduct a deep dive into the University's policies, practices and strategies with respect to all aspects of recruitment, admissions, enrollment, retention, persistence and related issues. Serving on the Enrollment, Access and Completion subcommittee in Spring 2021, Director Metzgar contributed to discussion by proposing University-wide implementation of practices MDJ had been working on since Fall 2020, specifically, expansion of the School's partnerships under the rubric of [College Credit Plus \(CCP\)](#), Ohio's "dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time."

During the 2020-2021 academic year, Director Metzgar, Undergraduate Coordinator Mitch McKenney and CCI's Director of Curriculum Services Cathy Zingrone met with representatives of six different high schools and school systems to discuss ways to help high school students earn credit for several different introductory classes offered by MDJ. The rationale is that by allowing high school students to receive credit for existing classes, under the instruction of teachers approved by MDJ faculty, students will meet high school graduation requirements, lessen the cost of college by earning early postsecondary credits, explore interest in storytelling and have some MDJ prerequisites already under their belt should they choose to come to Kent State.

It was significant that MDJ had a voice in the process that led to SEM's promotion of 21 new initiatives designed to increase access and completion and improve enrollment statistics. The recommendations of this comprehensive effort were approved by the Board of Trustees in June 2021, with implementation of the plan beginning in Summer 2021.

A Note about Student Support Services and the Pandemic

The importance of having interlocking networks of support for students was highlighted during the pandemic. In Spring 2020, Kent State was closed for only the second time in university history (the first time being the immediate aftermath of the May 4, 1970, National Guard shootings on campus). As a result of the COVID-driven closure, nearly all MDJ courses moved to remote instruction. Concurrent with these disruptions, students experienced a series of other, interconnected crises, including lack of familiarity with and/or lack of confidence in online learning platforms; loss of or changes to campus employment; exacerbated and urgent financial need; unreliable access to technology; physical and mental health difficulties; heightened housing and food insecurity and a range of family issues. Like many others, MDJ students also faced a prolonged period of isolation from the normal social connections and rites of passage

that are essential to academic life. The absence of scholarship and award banquets and traditional commencement ceremonies impacted residential and commuter students alike. Kent State students, like others across the country, were also thrust into a summer of racial strife, unrest and activism.

These overlapping crises required more creative forms of faculty-student interaction and intervention, as well as more need for responsive and adaptive support services. New and additional faculty support in response to these many months of disruption ranged from ad hoc clinics on using online learning platforms like Blackboard Collaborate Ultra to helping students deal with disruptions to previously confirmed internships. But MDJ faculty found creative ways to help students persevere through these challenges. In one example, faculty from the Public Relations and Advertising sequences held an online winter commencement celebration in Fall 2020 for their students. And in Spring 2021, MDJ celebrated its student scholarship winners and Kappa Tau Alpha initiates with a recognition [video](#) to honor these student accomplishments virtually when in-person celebrations were not possible. Many MDJ faculty also [contributed to a video](#) congratulating all the School's graduates in Spring 2021.

Student Media, the students who produce the content and the advisers who guide the operations all played an important and community-sustaining role for Kent State throughout the pandemic. Student Media outlets continued to serve as a vital link to University news and to stories affecting student life. One representative story focused on the formation of a Kent Tenants' Union that petitioned Kent-area landlords to adjust rental rates in Spring 2020 when campus first closed. The Kent Stater and TV2, through their [website](#) KentWired, continue to provide information essential to helping students understand the University's [COVID-related resources, restrictions and public health measures](#).

During these semesters of disruption, MDJ student support efforts were helped by the well-established offerings of CCI Diversity that MDJ students already relied upon before the pandemic struck. Those services include financial aid; technology needs and a laptop loaner program; student success and mental health services; diversity, equity, inclusion and belonging support; food and housing needs; academic performance concerns and University processes and campus and community referrals. CCI Diversity services have been detailed in Standard 3 and in Question 6 of this standard.

PART II, STANDARD 7. RESOURCES, FACILITIES AND EQUIPMENT

Executive Summary

The School of Media and Journalism is located in historic Franklin Hall, an 80,000 square foot facility located on the University's "front campus." MDJ is the primary occupant of the building, although we have long shared the space with our co-curricular partner, Student Media. In 2020, CCI's [School of Emerging Media and Technology](#) and [Kent State's co-curricular design agency IdeaBase](#) moved into underutilized spaces on the building's third floor. Their presence in Franklin has introduced exciting opportunities for synergies among these and other entities in the College.

MDJ is one of five schools in the College of Communication and Information. Kent State operates on a Responsibility Center Management (RCM) model and CCI serves as the financial unit. This allows for cost sharing across the schools and has permitted MDJ to continue supporting its students and faculty with little disruption in the face of declining enrollments and subsequent decreases in tuition revenue. Under the leadership of CCI Dean Amy Reynolds, the College has taken responsibility for provision of many services previously administered within the School.

We wish to highlight the following developments since 2015:

- Computer and technical support, including coverage for Franklin Hall's television studio and master control, is now centralized in the College. More than \$106,000 in television studio and master control upgrades since the last self-study have helped ensure the facilities continue to meet current needs and prepare students for work in contemporary professional settings.
- The supervisor of our Student Resource Lab (SRL) is now a shared appointment that includes management of a related facility in CCI's School of Visual Communication Design. We use Cheqroom to manage inventory and checkouts, a system shared across the College. The SRL currently manages and tracks more than 4,000 pieces of equipment. Data from the system feeds into our evaluation of usage and needs, driving future purchases.
- MDJ now has a full-time budget officer who reports to CCI's Director for RCM and Business Operations.
- All computers, software and other equipment are in regular replacement cycles or are replaced as needed. Faculty computers are refreshed every four years. Although the University is shifting more of the financial burden for these updates to the academic units, MDJ is committed to maintaining the four-year replacement cycle despite the additional cost.

Please respond to each of the following instructions:

1. Complete and attach Table 10, "Budget." If necessary, provide a supplementary explanation.

Table 10. Budget

Show below the annual unit budget for each of the three years preceding the accreditation visit. "Annual budget" refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes, or student aid. List student newspaper budget only if it is under control of the unit and is used in instruction.

Budget Items	2018 – 2019	2019 – 2020	2020 – 2021
Administrative Salaries	\$252,140	\$291,880	\$289,057
Teaching Salaries (full-time)	\$2,262,103	\$2,471,141	\$2,167,633
Teaching Salaries (part-time)	\$611,397	\$450,000	\$229,859
Graduate Assistants	\$43,200	\$36,000	\$19,200
Clerical Salaries	\$103,032	\$73,369	\$26,212
Equipment	\$89,263	\$133,387	\$65,643
Equipment Maintenance	\$3,820	\$20,368	\$6,686
Supplies	\$21,000	\$20,000	\$6,924
Library Resources	0	0	0
Databases, Online Information Services	0	0	0
Travel	\$43,750	\$40,000	0
Research	\$25,000	\$25,000	\$10,000
Other (please list)			
Summer Faculty Salaries	\$179,891	\$118,000	\$83,067
Student Salaries	\$54,000	\$53,000	\$26,213
Benefits	\$1,024,918	\$1,172,166	\$945,116
Entertainment	\$7,000	\$8,000	0
Duplication / Printing	\$5,000	\$6,000	\$150
Telephones / Network	\$111,963	\$88,997	\$125,585
Info & Communication	\$13,200	\$13,200	\$4,739
Miscellaneous	\$12,150	\$32,845	\$33,824
Center for Scholastic Journalism	\$200,000	\$200,000	\$200,000
DL Service Provider Fees	\$63,0000	0	0
TOTAL ANNUAL JOURNALISM/ MASS COMMUNICATIONS BUDGET	\$5,125,827	\$5,253,353	\$4,239,808

Funding Sources in addition to Core Budget			
	2017– 2018	2018 – 2019	2019 – 2020
MDJ Course Fees	\$40,000	\$31,000	\$28,000
Embanet/Pearson Program Fees*	\$90,000	0	0

* Includes outside fee for the PR Online Master's Program, which ceased in December 2018.

Kent State Student Media operates via three primary funding sources. The largest source of financial support comes from the student media fee that each registered Kent State student pays annually. This fee brought in \$484,419 for FY21, and the same amount is anticipated for FY22. The second source of revenue is derived from advertising sales, services and fundraising/philanthropy. The third source of revenue takes the form of shared and indirect support from CCI and MDJ. This support manifests in multiple ways, including shared capital expenditure costs (i.e., television studio upgrades), use of space in Franklin Hall, appointment of faculty advisers and more. These three sources of funding support Student Media staff salaries, student pay, capital purchases and operational expenditures. The Student Media Board, a standing university committee, has final say on all budget elements in Student Media and gives day-to-day budget management responsibility to the director of Student Media. MDJ's director approves all Student Media expenditures.

Please see Student Media budgets for [Fiscal Years 2020-2022](#).

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The university adopted a Responsibility Center Management (RCM) budgeting model in 2010. Under this decentralized budget approach to allocation, all income and expenditures accrue to the responsibility centers (RCs or academic units) whose activities generate them. RCs are held accountable for effective and efficient management of their resources. They are required to report quarterly on the status of their budget activities. The College of Communication and Information is MDJ's responsibility center.

Annual operating budgets are created for all operating units and are subject to approval by senior administration and the Board of Trustees. The key drivers of revenue are state appropriation and enrollments. Tuition and fees make up approximately 64 to 65 percent of the Kent Campus budget. State Share of Instruction (SSI) comprises approximately 24 to 25 percent of total revenues.

The state subsidy appropriation is formula-driven, based on outcomes (course and degree completions). The total appropriation amount for all publicly funded institutions of higher education is included in the State of Ohio's biennial budget, and the budget normally includes tuition and fee increase limitations.

Given the shared governance structure mandated by policy and collective bargaining agreements, budget overviews and information are shared with faculty and staff for consultation and recommendations at CCI meetings and Faculty Advisory Committee (faculty) meetings. Faculty and staff are normally more engaged in decision-making regarding resources where the School has budgetary discretion, such as classroom support, technology, paid student support or part-time faculty. At the College level, MDJ has an elected faculty representative on the College Advisory Committee (CAC), with which the dean consults on budget matters across CCI.

Every January, the School opens budget discussions for the upcoming fiscal year, which begins July 1. Throughout the academic year, the Director engages faculty and staff on budget issues related to operations. Decisions on scheduling for Fall semester, for example, are made well before budgets are approved for that fiscal year. Faculty and staff compensation and benefits are driven by bargaining agreements and senior executive decisions, largely outside the purview of the School.

During the Fall semester, strategic hiring plans for the coming fiscal period are updated and reviewed by the College leadership team taking into consideration any university-imposed hiring freezes or other delays resulting from enrollment or other concerns. Even though the university utilizes an RCM approach to budgeting, the Dean works with the Provost and other executive officers on approvals for all hires.

As Spring semester progresses, the Director works with budget officers, faculty and School committees to prepare requests for capital expenditures and operating budgets. A completed College-wide budget is normally sent to the Provost's Office for review in May. Budget adjustments and approvals are subject to changes mandated by the state legislature and state Department of Higher Education.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

The School of Media and Journalism has sufficient resources to operate in a way that provides a quality education to our 750 undergraduate students and 50-plus graduate students. Given the University's RCM model and increased centralization of strategic roles at the College level, MDJ's ability to serve our students has increased despite diminished tuition revenue. The following bullet points articulate our strategic goals.

- **Increase scholarship support for high-need students to improve student success.** See detailed discussion of support for high-need students in Standard 3.
- **Increase support from the College for technology and infrastructure.** See above for discussion of how centralization of technology and infrastructure support has streamlined support and helped enhance consistency in equipment and maintenance.
- **Invest to enhance both classroom instruction and research engagement.** In an innovative partnership negotiated by CCI, all faculty have access to the College's dedicated instructional designer. She provides regular support to full- and part-time faculty as they plan their courses, work within designated course management systems and think about development of new courses to help better serve MDJ's students.
- **CCI has also developed a research and creative activity fund (RACAF).** Each year faculty from across the college submit grant proposals to be reviewed by a committee of their peers. Several MDJ faculty members have received these awards. Non-tenure track faculty can apply for professional development funding through the Professional Development Excellence Pool facilitated by the Provost's office to support their professional development.
- **Increase support for instruction in required entry-level classes.** MDJ's director is committed to increasing base pay for part-time instructors of record, many of whom teach entry-level classes. Faculty-driven curricular discussions also consider how to better serve students in entry-level classes, whether through a higher number of smaller sections or a larger number of instructors or assistants for larger classes. Meeting these goals fully will require greater budget flexibility than we have at present.
- **Increase research support for faculty to enhance productivity.** When budgets permit, the School provides hourly research and creative activity support for faculty. Consistent with the University's commitment to increasing its research profile, priority is given to faculty producing peer-reviewed research and to creative activity for tenure track colleagues.
- **Support for international engagement (first passport, travel savings accounts, etc.)** CCI is committed to helping students pursue international experiences while at Kent State. See Standard 3 for discussion of these efforts.
- **Increase support for student access to resources tied to classroom success, i.e., Student Resource Lab inventory, classroom labs and the laptop loaner program** discussed in detail in Standard 3. See also the above discussion about the SRL, priority access for students, and mechanisms in place to ensure that decisions about equipment purchases and repairs are data driven.
- **Increase support from the College communications team for recruitment, outreach and messaging initiatives.** Recruitment and outreach initiatives are coordinated at the College level. CCI's communications office regularly consults with the School director, MDJ faculty committees, and individual faculty members.
- **Increase support for retention initiatives.** Formal retention initiatives are coordinated at the College level and overseen by the Assistant Dean. That office has advised us that

curricular changes (i.e., reduction or elimination of prerequisites) could address some retention issues by making it easier for students to progress through their degrees.

- **Increase support from the College for advising initiatives.** Academic advising is coordinated at the College level. See Standard 6 for discussion about advising for MDJ students.
- **Increase support from MDJ and CCI in diversity, equity, inclusion and belonging initiatives.** CCI has an active and highly engaged Office of Diversity. That office is advised by a committee of faculty and staff from around the College. See Standard 3 for discussion of how MDJ and CCI work together to support DEI&B in the School and beyond.

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

The School of Media and Journalism is well supported by the University and College. CCI's dean meets with the Provost regularly to discuss College issues, including financial decisions. Within CCI, the Dean has a College-wide leadership committee (including all school directors) that meets twice a week to discuss overall College operations, including financial issues. The dean also meets with the College Advisory Committee (CAC), the faculty advisory committee at the College level with MDJ representation, to discuss budget and planning among other issues. In Fall 2021, MDJ's director will begin convening a similar policy committee at the School level to facilitate discussion of budget and other issues.

MDJ faculty and staff salaries compare favorably those across the College and University. CCI's dean regularly conducts equity reviews to ensure the College's faculty are paid fairly within and across units. This process has corrected salary compression and has adjusted earlier gender-based inequities. There is also a university-mandated annual process by which individual faculty members can request evaluation of their compensation.

CCI is one of only a handful of units on campus with a positive fund balance. The fund balance is what the university calls the fund that is created when the college operates with a surplus. Any surplus at the end of the fiscal year rolls into the fund balance. Any deficit at the end of the year is covered by the fund balance. In essence, the fund balance serves as both a rainy-day fund and as a fund to support larger strategic initiatives across CCI. Through careful management during Dean Reynolds' tenure, the College has improved its operational efficiencies, increased salaries, provided better outcomes for students and has been able to make strategic investments across all five schools while saving money for future strategic investments. Consistently responsible stewardship of its monies has earned the College a solid reputation at the university, a reputation that has allowed the College a degree of spending flexibility that not all units on campus enjoy. It is this flexibility that will likely allow MDJ to conduct two faculty searches during the 2021-2022 academic year.

5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

Classrooms are a mix of lab and lecture spaces. All have at least a teaching station and a projector. Since the pandemic began, classroom spaces were updated with a room microphone and a Lumens Ladibug document camera to better capture classroom sound and images for web streaming to remote learners. Many spaces have printers. Lab spaces vary from rooms with 20 Mac workstations to smaller, more customized lab spaces like the Co-Lab and audio mixing suites.

MDJ is in the process of updating four classrooms in Franklin Hall. The School of Emerging Media and Technology, which shares space in Franklin Hall, is updating four additional classrooms. Audio systems are being updated from analog to digital, and news switchers and updated control systems are being installed. We plan a similar number of updates in Summer 2022.

Highlights:

Working collaboratively with the University, CCI contributed \$75,000 to the Design Innovation (DI) Hub to support purchase of a 4k projector and to install the most current version of a Dolby surround sound system in the refurbished building that houses the Hub. This investment helped convert a standard classroom into a modified theater and was made with DMP students in mind to provide a space to screen films, present student projects and more.

Since our last accreditation report, significant improvements have also been made to our editing suites, with particular attention to the audio spaces, including a new Foley sound effects space.

Those rooms include:

- FRH 105-C, D, E: Three small edit suites with single computers, USB mic for recording occasional voiceovers for news. Primarily video editing suites.
- FRH 105-B: Used for general-purpose editing (primarily audio), light sound-effect recording.
- FRH 102 ("Co-Lab"): High-end Mac & PC computers, professional audio connections, best speakers, color-accurate monitor. Used for high-end video/audio projects and VR. Specifically designed with surround sound audio in mind.
- FRH 106: Largest editing lab. Has more speakers than other rooms. Used primarily for sound effect recording (Foley); also used for general-purpose audio production.

In Spring 2021, the University directed approximately \$250,000 in CARES Act funding to an update of FirstEnergy Auditorium (Franklin Hall 340) from 100% analog video and audio to state of the art technology for in-person, remote and hybrid instruction. Updates included:

- The replacement of three older projectors with a system consisting of two 98" side 4k monitors and a new center projector.
- The addition of two instructor confidence monitors in front of the primary instructor station in the room. It will continue to have full automation through a new Crestron control system.
- Interconnections with the TV2 studio for special events and productions.
- Two cameras and a complement of microphones for general room amplification and use in Teams calls for distance learning and other remote call uses.
- Dedicated Microsoft Surface Hub to help facilitate hybrid and remote delivery of classes

While the room is configured to be automated and user-friendly, portions of the room can still be manually controlled for events and other special purposes.

Since the last accreditation report, MDJ has decommissioned two older computer labs, with a concomitant increase in expectations that students provide their own laptops. As mentioned in Standard 3, the College has a laptop-lending program to assist students in meeting MDJ's [technology requirements](#). This program provides students with a loaner laptop for one semester, and the CCI Diversity and Career Development Director works with MDJ students to discuss saving strategies, loan options and other financial resources that will allow the student to purchase their own machine in a future semester. The College also uses grant funds for purchase of Adobe Creative Cloud software for students who need assistance. As noted above, the university makes the software suite available to students for \$75 per year, a savings of at least \$165.

The School's faculty and staff are supported directly by Aurora Smith, CCI's Senior IT User Support Analyst. She supervises a team of trained student workers to maintain the building technology, as well as to support faculty and staff with individual issues, particularly related to classroom instruction. Smith also serves as the referring agent for larger issues outside the building, such as web support services and connectivity issues with campus wide technology solutions.

In-building support for the television studio and master control was disrupted by layoffs and resignations in Fall 2020 and Spring 2021. These departures were jarring for DMP students and faculty, in particular. However, TeleProductions (a unit of CCI) has provided engineering support as needed, including support provided by a graduate assistant who is an alumnus of our DMP program. TeleProductions also redirected some full-time staff support to MDJ for teaching Production Fundamentals and for provision of general studio support in 2020-2021. This has included support for student-run TV2.

The resignation referred to above was an engineer from TeleProductions who had spent much of his time at MDJ working with students and supporting faculty. As of August 2021, TeleProductions has identified a candidate and is preparing an offer of employment. This new position replaces the engineer who resigned.

Meanwhile, in Fall 2021, MDJ is paying for an “administrative adjunct” to be in the studio and master control from 5-7 p.m. every weekday as support for TV2’s daily broadcasts.

As outlined above, our facilities and instructional needs are being met, albeit in a much different way than in the past. At the heart of any remaining faculty, student and student media concerns about support is the fact that MDJ has no full-time faculty or staff members with the operational and studio production management skills necessary for teaching and supporting students. An MDJ adjunct job [posted](#) in May 2021 invited applications from individuals with digital media production and studio-related expertise. MDJ’s director and undergraduate coordinator met with numerous candidates and identified several individuals who can assist with classroom instruction and who can support classes with television and other studio components.

While part-time instructors and others as described above will provide some support in Fall 2021, there is some question about whether in recent years students working in the studio and master control may have become too reliant on support that may exceeded the normal boundaries necessary for preserving the operation of truly independent student media. One example illustrates the situation: In Spring 2021, students were prepared to cancel a TV2 broadcast following the failure of a wireless mic in the studio. When they sought engineering support from TeleProductions, the recommendation was that they try using the wired mics instead, an option that they had not considered. As we head into the 2021-2022 academic year, the challenge will be finding an appropriate balance between providing necessary operational support to students while at the same time encouraging them to operate with the autonomy typically expected of student media operations.

Planned improvements are covered in the MDJ Tech Plan which outlines tech priorities as part of a building-wide improvement plan. Given pandemic disruptions, there was no formal update to the MDJ Tech Plan during the 2020-2021 academic year. See Standard 1 for discussion about Director Metzgar’s effort to make future development and implementation of the School’s technology and facilities planning a more transparent process. With the return to more normal operations in Fall 2021 and with it the opportunity to see how recent tech upgrades and staff changes affect operations, we will be better able to plan for the short, medium and long term.

Student Media

Franklin Hall’s 2007 renovation, along with the 20,000 square foot addition completed in 2008, provides the backbone of a robust and modern facility for Kent State Student Media’s independent operations, which collaborate with, receive support from and are intertwined with the School.

An annual review process involving the Student Media director, student leaders, media partner advisors and tech support is used to identify critical and aspirational needs within each Student Media partner’s space.

Significant and strategic investments have been made over the last five years to update and improve the television and radio studios and related building facilities. The television studio continues to require the largest investment for TV2 to remain on the air, and most capital expenses are shared between MDJ and Student Media.

Highlights include:

- 2015 – A new Leightronix system, the “video on demand” system that plays recorded shows in the correct slots in our programming schedule. \$20,000.
- 2016 – New K2 video servers, Grass Valley brand, along with a Chyron graphics system with Ross Xpression. \$60,000.
- 2017 – Teleprompter replacement, plus a [LiveU Video Streaming Solution](#) set up. \$18,000.
- 2018 – New video switcher with a new Grass Valley K-Frame and multi-viewer monitors. Complete reconfiguration and rewiring of the control room, including countertop rebuild, finishes and positioning of boards. Just over \$100,000.
- 2019 – New intercom system for TV2 and Black Squirrel Radio, four new Hitachi 550 studio cameras. Upgraded video monitors on newsroom workstations. About \$125,000.
- 2020 – Inception server and licensing for rundown-building software, training. \$26,000.
- 2021 – New audio console. New Network Area Server to support TV2’s video workflows. Addition of two donated news desks – one for the studio and one for the newsroom. \$65,000.

Precautionary COVID measures have been taken in all spaces and will continue through at least Fall 2021. In the newsroom, socially distanced workstations have been established as an alternative to the earlier pod structures for desks. In the control room, Plexiglas dividers and an ionizer have been added, with limitations placed on the number of personnel allowed in each space, required masking, increased remote work, etc.

Student Media subscribes to CNNewsource and Associated Press news syndicates. KentWired is a TownNews client website. TownNews is the most-used content management system for newspaper newsrooms in the U.S.

Computer replacements are on a managed schedule, with the highest-use machines, typically video editing stations or design stations, replaced every three to four years. Student Media currently has 15 fully equipped workstations in the newsroom lab space, plus design workstations as needed in the magazine offices.

Due to its frequent use of certain items, Student Media contributes to the purchase of equipment for the Student Resource Lab. These items, used most frequently by TV2, include standard reporter kits that contain a Canon XA10 or 11 midi-pro video camera, lavalier or stick microphone, appropriate cables, batteries and a tripod.

In 2018, Student Media converted a little-used office space into a podcasting/interview room in the newsroom space. The magazine office, home to *A Magazine*, *Fusion*, *Uhuru* and *Luna Negra*, has also been upgraded with funding from CCI.

IdeaBase

IdeaBase, a student-powered creative hub, relocated to Franklin Hall in Fall 2020. IdeaBase works with clients as part of classroom experiences as well as professional experiences. Its classroom experiences allow Kent State students from communications-related fields to build their portfolios and skills as part of collaborative, for-credit courses. The move from downtown Kent to Franklin Hall allows for even more students to engage in project-based learning with real clients.

The professional experiences allow paid Kent State students to work outside of the classroom with real clients from the community. These transformative project experiences adhere to a practical budget and timeline, but with quality and process representative of a large design organization.

Please see a [virtual tour](#) of the newly remodeled IdeaBase space in Franklin Hall, including the eye-tracking lab.

Student Resource Lab

The SRL is well funded and well organized. We now use Cheqroom software to facilitate reservations and track usage. This information feeds future decisions about equipment purchases. Please see above for discussion of the SRL's operation and management.

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

Franklin Hall's classroom A/V infrastructure is original to the 2007 renovation. Because of the aging infrastructure, there are a number of significant tech-related issues. Addressing these issues requires nearly complete replacement of the A/V equipment. This update process began in Summer 2021 as discussed in Question 5.

As noted elsewhere, we have begun the process of updating classrooms in Franklin Hall from analog to digital. In addition, the technology in FirstEnergy Auditorium was overhauled with CARES Act funding directed to MDJ by the Provost's Office. These two updates tackle – or at least begin tackling – two of the most urgent needs in the building. Other needs, classified as important but not urgent, are outlined below.

The focus group room was built shortly after Franklin Hall opened and serves primarily Advertising and Public Relations students. However, EMAT faculty have also identified possible uses for the room. The focus group room features technology and tools for focus group participants (white board, TV, projector, drawing tools). The observation room features monitoring and recording equipment (microphones, cameras and recording equipment) to allow

those managing the focus group to observe and record the sessions. The room also served as a videoconferencing facility until software like Skype could no longer run on the computer due to version incompatibility.

Desired updates include:

- Replacement of SD cameras with HD units, with a simple camera joystick controller.
- Replacement of the complex control system to make the system as intuitive as possible.
- Installation of all-digital, HD infrastructure.
- Replacement of a complicated computer recording system with a simpler multichannel recorder that can record directly to USB thumb drives.
- Addition of provisions for an eye-height camera.
- Addition of a second experiment room, so that two groups could be simultaneously observed.

MDJ's photo studio is the single most reserved item in the Student Resource Lab. It serves as a lab and demonstration space for photo classes and as a resource for students working on photo projects. It is also frequently used for video interviews. The goals for the studio over the next five years include:

- Addition of basic permanent infrastructure for improved usability
- Installation of improved lighting controls
- Addition of permanent backdrop systems
- Removal of carpeting and refinishing of concrete floor

MDJ released a State of the Studio 2020 report detailing the health of the television studio's component parts and highlighting projected needs for the next five years. The following items were identified as likely to require replacement in the TV studio. What follows is an update as of Summer 2021:

- Audio mixer (most urgent need). This was completed in Summer 2021. The studio audio system was upgraded to a fully digital audio system using Dante audio protocols. The system was built based on Yamaha's QL5 board and includes an iPad for remote operations. Dante interconnections also have been added to other parts of Franklin, including 340 Franklin and the Hall of Fame lobby.
- Router. The router replacement is planned for Summer 2022.
- Studio Set. The set was updated in early Summer 2021 with a new Duratrans background and a desk donated from Bally Sports Ohio.
- Assorted infrastructure pieces. New Frame Syncs will be installed in Fall 2021 and a KVM replacement planned for Spring 2022 will create a more flexible workflow in the studio.
- Playout system. This replacement is on the radar, but the system is still performing adequately for the needs of Student Media and MDJ.

PART II, STANDARD 8. PROFESSIONAL AND PUBLIC SERVICE

Executive summary:

The School of Media and Journalism and its faculty maintain deep ties to the industries for which we prepare our students. The faculty's depth of experience outside the classroom allows the School to leverage professional contacts for the benefit of MDJ's students.

Since the last self-study, MDJ has invited approximately 650 [outside speakers](#) to classes, conferences and other special events for students, faculty, staff and the broader University community. We host a number of nationally recognized events that convene academics and professionals for the purpose of discussing trends and seeking solutions to some of the most intractable problems facing our professions. Through these events, we expose students to insightful discussions with leading experts and provide them unique professional networking opportunities. The annual Poynter KSU Media Ethics Workshop, Robert G. McGruder Annual Lecture, Dix Media Ethics Lecture, Ohio Scholastic Media convention and YouToo Social Media Conference are among the events that enrich academic life at MDJ. They are summarized in the discussion below.

We have a strong tradition of professional and public service on campus and in the professions. Recently retired Knight Chair Professor Mark Goodman and Professor Candace Perkins Bowen's leadership of MDJ's Center for Scholastic Journalism has been especially noteworthy and is detailed in Question 5.

MDJ is also home to the Media Law Center for Ethics & Access, the only center of its kind in Ohio and one of the few in the Midwest. The Center has sponsored the annual Poynter KSU Media Workshop and served as a resource for students, faculty and outside professionals. The Center's longtime director, Professor Jan Leach, retired in 2020. The future of the Center is under discussion as the School adjusts to faculty and staff departures, a changing budget environment and increased opportunities for collaboration within the College and across campus.

The faculty's professional and public service extends outside the University and has national and international impact. MDJ faculty provide guidance and leadership in AEJMC, the Student Press Law Center, Public Relations Society of America, National Communication Association and Kappa Tau Alpha as well as within international organizations such the International Olympic Committee and U.S. government-sponsored broadcaster Radio Free Asia.

Many of our alumni are equally engaged locally, nationally and abroad. We always welcome them to return to MDJ to share their experiences with students, faculty and the broader University community.

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

The School of Media and Journalism hosts and sponsors a number of high visibility workshops and conferences each year for students and the public. The Robert G. McGruder Lecture and Awards Presentation, an annual event since 2003, is described in Standard 3.

Other notable and professional and public service events include:

Poynter-KSU Media Ethics Workshop

The Media Law Center for Ethics and Access supports the annual Poynter KSU Media Ethics Workshop that brings media professionals and thought leaders to campus each Fall for a day-long discussion, debate and (often) interactive activities around the most topical ethics issues in the industry. The workshops feature prominent guest speakers and panelists as well as facilitators/moderators from The Poynter Institute in St. Petersburg, Florida. The pandemic prevented organization of a workshop for 2020 or 2021.

The Center has also hosted workshops in Franklin Hall since 2008 on the following topics:

- **The 2020 workshop's** planned topic was disinformation and election coverage. The workshop was cancelled due to COVID-19.
- [**2019 Act. Action. Activism?**](#) – Ethics and the question of journalism as activism featuring Melissa Falkowski and Eric Garner, the print and broadcast teachers from Marjory Stoneman Douglas High School in Parkland, Florida, who covered their own tragic school shooting and later student anti-gun activism.
- [**2018 Opioids: Ethics Emergency?**](#) – Ethics issues covering the opioid crisis. Keynote speakers were the three lead journalists from The *Cincinnati Enquirer's* Pulitzer Prize-winning project, "Seven Days of Heroin."
- [**2017 Fake or Fact?**](#) – Ethics and the concept of fake news, featuring keynote speaker David Folkenflik, NPR media correspondent.
- [**2016 Social Justice?**](#) – Ethics of social justice journalism, featuring keynote speaker Jose Antonio Vargas, founder of Define American, a non-profit immigration advocacy organization. Vargas won a Pulitzer Prize as a reporter at the *Washington Post*. Also, a panel on the Flint, Michigan, water crises and a panel on the June 12 attack at the Pulse Nightclub in Orlando, Florida and the July 7 police shooting in Dallas, Texas.
- [**2015 Enduring Trauma?**](#) – Ethics of covering trauma, featuring keynote speaker Dr. Frank Ochberg, psychologist and a founder of the Dart Center for Journalism and Trauma. Ochberg is widely credited with coining the term "Stockholm syndrome" and is an expert in the fields of abuse, violence and PTSD.

David and Janet Dix Lecture in Media Ethics

In 2018, local philanthropist and long-time media advocate David Dix, the former publisher of Dix Newspapers, endowed an annual speaker series for MDJ. To be organized every Spring semester, the event is intended to host a prominent representative of the media professions to focus on timely media ethics topics. The 2021 event was cancelled due to the pandemic. Discussions are under way for a return in 2022. Prior to the pandemic, however, the Dix Lecture Series was off to a strong start:

- **2020 Eric Deggans**, NPR movie critic and former Tampa Times reporter and columnist, who spoke on “Building Bridges, Not Walls: Decoding the Media’s Confusing Coverage of Race, Gender, Culture and Politics.”
- **2019 Brian Stelter**, CNN senior media correspondent and host of “Reliable Sources,” who spoke on “Telling the Truth in an Age of Alternative Facts.”

Media @ The Movies

In 2015, the Media Law Center started a Spring film screening featuring a movie with a media focus and underlying ethics plot. Following the showing, a panel of media practitioners and other experts discussed ethics issues. Audience participation in the form of Q&A has always been central to this event. Past events have focused on the following films:

- 2020 [Voyeur](#)
- 2019 [The Post](#)
- 2018 [Nightcrawler](#)
- 2017 [Spotlight](#)
- 2016 [Merchants of Doubt](#)
- 2015 [A Fragile Trust: Plagiarism, Power and Jayson Blair at The New York Times](#)

YouToo Social Media Conference

National and regional experts on digital media trends have converged on Franklin Hall every spring since 2008 to share their expertise with faculty, students and strategic communicators at the YouToo Social Media Conference. MDJ hosts the conference with the Kent State chapter of the Public Relations Student Society of America and the Akron chapter of the Public Relations Society of America. The School and the Akron chapter received a [2020 Diamond Award](#) from PRSA East Central District in recognition for their work in support of this conference.

Since its creation, the conference has addressed a variety of topics including strategies for standing out in the digital space, data analytics, real-life case studies, using social media to increase ROI and more. Conference proceeds support PRSSA Kent and the Akron Area PRSA Chapter. The 2021 virtual YouToo conference is slated for November 5.

Details about past YouToo conferences follow below:

- [2020](#) - (virtual). Keynote Speaker: Robert Rose, chief strategy officer, The Content Advisory; Wendy's Twitter Team, Matt Keck and Jeremy Clije, VMLY&R.
- [2019](#) – Keynote Speakers: Bob DiBlasio, vice president of public affairs for the Cleveland Indians; Amanda Todorovich, senior director, content & creative services, Cleveland Clinic.
- [2018](#) – Keynote Speakers: Shonali Burke, founder of The Social Media Virtuoso; Lee Odden, CEO of TopRank Marketing.
- [2017](#) – Keynote Speakers: Juntae DeLane, founder of the Digital Branding Institute; Greg Josken, digital marketing and social media manager for Disney Theatrical Group.
- [2016](#) – Keynote Speakers: Kyle Michael Miller, lead social media producer for NBC's Today show; Scott Monty, founder and CEO of Scott Monty Strategies.
- [2015](#) – Keynote Speakers: Gini Dietrich, founder and CEO of Arment Dietrich (Chicago); Mark W. Smith, mobile web editor, *The Washington Post*.

Student-Produced Community Conversation

In 2018, students in the Advanced Television News Producing class, with support from a grant awarded by the TEGNA Foundation, [spent the spring semester learning the stories of middle school students at Cleveland's Daniel E. Morgan School](#). The class, taught by Professor Thor Wasbotten, spent several days during the semester at the school and in the Hough neighborhood, talking to students, parents and administrators, visiting classes and church services and learning about the community's challenges and triumphs. They created a half-hour news special, a documentary describing the process and a community conversation, in partnership with WKYC-TV and the Cleveland Metropolitan School District. The event streamed live on WKYC's Facebook page and was produced by MDJ students. The relationship with Daniel E. Morgan School was part of a larger initiative called "My Voice. Our Stories," coordinated by Wasbotten and MDJ Professor Gene Shelton.

Kent State Student Media

Student Media and its 10 media partners provide a wealth of co-curricular experiences for students and the fact that it is housed in Franklin Hall is a decided advantage. Student Media was discussed extensively in Standard 6; however, there are elements of the operation that fit this standard and are worth noting.

Elementary Students Journalism Workshop. In Spring 2019, first grade students from St. Barnabas School in Northfield, Ohio, spent the day at the School of Media and Journalism learning how to be journalists. The program was created after two teachers from the school reached out to Professor Jacqueline Marino about providing students with early professional development. The teachers had received a [GAR Foundation Educator Initiative grant](#) and were looking for a creative way to use the funds while helping their students learn how to learn about journalism. The 41 six- and seven-year-olds attended sessions on print, magazine, radio and television journalism as well as photography. They also rotated through sessions with students from the

various student media organizations including The KentStater, TV2, Black Squirrel Radio and The Burr magazine. The program offered specific training the students could use to help produce their print and digital newspaper. It also gave them a chance to experience a college campus and interact with college students in an entertaining and informative way.

Associated Press Media Editors (APME) NewsTrain Workshop. NewsTrain is a touring workshop that offers training for journalism and communications professionals. Workshops provide instruction and insights needed for operations in a changing media landscape. Participants include editors, department heads, reporters, producers and other professionals who work across multiple platforms. MDJ will host an in-person NewsTrain in Fall 2022. A group of Northeast Ohio media volunteers led by Professor Susan Zake will partner with a team led by the Toledo Blade's Kim Bates for delivery of this workshop.

FlashLab Innovation Pitch Contest. In 2018, the Student Media [FlashLab](#) Innovation Pitch contest was created to discover, fund and support innovative and exciting ideas from our students to solve challenges, large and small, faced by our media partners individually and as a whole. Given that innovative and experimental ideas are essential to the survival and growth of any media enterprise, the pitch contest is designed to seek students' innovative ideas to help guide Student Media in the areas of content creation, audience engagement, revenue generation and collaboration. The contest is open to any Kent State student. Entries are judged by a panel of judges made up of students and community members. Student Media then contributes funding and logistical support to help the winning idea come to fruition. [The inaugural](#) first-place prize went to a student whose idea was to create a safety and security workshop for student journalists (described in detail below). [The 2019 prize was awarded](#) to a plan to create training for non-MDJ students who want to participate in Student Media but might be intimidated because they lack the skills. [The third annual contest](#) had to be postponed slightly due to a low number of entries due to the pandemic, but it is slated to return for the 2021-2022 academic year. An alumnus, Sol Baltimore, was so inspired by this contest that he has since endowed a scholarship to support it.

Unscathed: A Safety and Security Workshop. The 2018 winning pitch for the FlashLab competition was created by Carter Adams, a journalism major and Student Media member who was concerned about safety and security for his fellow student journalists while out in the field. The result was the Unscathed workshop, which brought in [two internationally known journalists](#) with news and medical training. [The two-day workshop](#) was held twice from March 5 to 8, 2020, and was open to any Kent State student. The training focused on how to stay safe in the field when covering news. The workshop included hands-on training and simulations intended to teach the students how to watch out for themselves in volatile situations such as violent protests and riots. The intention was to offer the same training again in the fall; however, due to COVID-19 restrictions, the training was reformatted into a virtual workshop on October 11, 2020. The same instructors were involved again and were joined by MDJ Assistant Professor Gretchen Hoak, who spoke about the psychological impact of covering traumatic stories.

Media and Movements

In 2018, CCI began offering the Media and Movements seminar. This rotating-topic course addresses domestic diversity and social justice issues that are of particular relevance to the region served by Kent State University. Media and Movements is an immersive experience that enables students to apply their communication, research, multimedia storytelling, design, advocacy, data, information and knowledge management skills to complex, significant and highly relevant social issues. The course is open to all CCI undergraduate and graduate students. To date, this seminar has been taught by MDJ Associate Professor and CCI Professional-in-Residence Stephanie Danes Smith.

Seminar topics have included opioid addiction (2018), childhood trauma (2019) and climate justice activism (2020). Of the 63 students who have taken this seminar so far, 38 have been MDJ undergraduates.

- **Media and Movements Seminar: The Opioid Epidemic** (Spring 2018; 19 students, 10 from MDJ). Students were asked by the client, the Alliance for Substance Abuse Prevention (ASAP) of Trumbull County, Ohio, to develop campaigns focused on creating greater public understanding of the risk factors that lead to opioid addiction, developing a prevention curriculum aimed at middle school children, easing the stigma of Narcan use and restoring hope to the community. Elements of two of these student campaigns are still in use across Trumbull County.
- **Media and Movements Seminar: Childhood Trauma** (Spring 2019; 19 students; 11 undergraduate students from MDJ). Students supported the state-mandated Family and Children First Council (FCFC) of Trumbull County, Ohio, to educate the community on the adverse childhood experiences of families who have been devastated by unemployment, poverty, food insecurity, opioid addiction and alcoholism. Students researched and designed campaigns focused on: the human rights of children, educating the community on the prevalence of childhood trauma, encouraging families to seek professional counseling support and increasing resilience across the county. One of the campaigns was fully implemented by Trumbull County and was the focus of a resilience summit that drew social workers, clergy, teachers and first responders from five Northeast Ohio counties.
- **Media and Movements Seminar: Climate Justice** (Spring 2020; 25 students; three undergraduate students from MDJ). The seminar explored the climate crisis and its disproportionate impacts on people of color, the poor, children and the elderly. Students worked for the Environmental Health Watch of Cleveland to create multimedia campaigns largely focused on helping Cleveland residents with lead infestations in their aging homes. In March 2020, when COVID-19 became a national concern, students expanded their focus to helping Cleveland residents stay healthy in lead-infested homes while complying with Ohio's "Stay Home" mandate.

- **Media and Movements Seminar: Depression: The Silent Epidemic** (Spring 2021; 23 students enrolled, 14 MDJ) The fourth seminar, focused on depression, particularly its increased prevalence during the pandemic. Working with Coleman Professional Services, students developed media campaigns designed to: reach rural, hard-to-reach communities in Northeast Ohio; to encourage key influencers, including family physicians, in Summit County to make depression-screening referrals; and to inform parents and youth leaders in Portage County that the American Pediatric Association recommends screening for major depressive disorder (MDD) for youth ages 12-18.

Beginning in Fall 2021, Media and Movements will be offered every semester. It is required for CCI's new Media Advocacy minor, referenced in Standard 2. Eighteen MDJ students have already declared the Media Advocacy minor. This comprises 60 percent of all students in the minor.

Commemorating the History of May 4 at Kent State

"On May 4, 1970, members of the Ohio National Guard fired into a crowd of Kent State University demonstrators, killing four and wounding nine Kent State students. The impact of the shootings was dramatic. The event triggered a nationwide student strike that forced hundreds of colleges and universities to close. H. R. Haldeman, a top aide to President Richard Nixon, suggests the shootings had a direct impact on national politics. In The Ends of Power, Haldeman (1978) states that the shootings at Kent State began the slide into Watergate, eventually destroying the Nixon administration. Beyond the direct effects of May 4, the shootings have certainly come to symbolize the deep political and social divisions that so sharply divided the country during the Vietnam War era." ~ [Lewis & Hensley](#)

The 50th anniversary of the May 4, 1970, shootings on the Kent State campus and that historic event's lasting legacy were addressed in multiple ways in MDJ classes and events. Some of the noteworthy activities engaging faculty and students included:

Fragments of May 4: Artifacts, Mementos and Meaning. This collaboration between the Advanced Magazine Writing and Storytelling with Sound classes in Spring 2020 was headed by Professor Jacqueline Marino and Amanda Rabinowitz, an adjunct instructor for Storytelling with Sound who works as the local anchor for NPR's Morning Edition on WKSU-FM.

Students worked with the [May 4 Visitors Center](#), which has received numerous artifacts from people who were on campus in 1970 as well as their families. Memorabilia from the victims of the tragedy, as well as photographs and personal items from witnesses remained in boxes, awaiting context and reflection. Students in the classes interviewed people connected to these artifacts to discover the stories contained in seemingly ordinary objects: two photographs, a plaque, some bullets and a box marked "Keep Forever," among others. They created audio reflections that aired on WKSU in the mornings of the week of April 27, 2020, as well as on "All Things Considered." They also wrote short magazine-style pieces about the items for the station's website.

When Truth Mattered. MDJ partnered with Mission Point Press to conduct a Zoom interview with Bob Giles, author of *When Truth Mattered*, and John Filo, the MDJ alumnus who won the Pulitzer Prize for his iconic May 4 photo. Associate Professor Mitch McKenney interviewed both. [The discussion is available here.](#)

May 4: Through the Looking Glass. MDJ Assistant Professor Abraham Avnisan Nowitz (joint appointment with EMAT) and his students created [an interactive exhibit](#) deploying 3D scanning technologies, an immersive multi-channel video installation and augmented reality to offer viewers a different perspective on the tragic events of May 4. The project featured virtual artifacts pertaining to May 4 and its aftermath, a 3D scan of the site where the shootings occurred and excerpts from an audio interview with Alan Canfora, a survivor of the shootings.

Poynter KSU Media Ethics Workshop 2019. In connection with the commemoration, the workshop focused on the ethics of reporting on activism. Howard Ruffner, photographer and author of *Moments of Truth: A Photographer's Experience of Kent State 1970*, was a guest speaker at the workshop. Ruffner also spoke to MDJ classes while on campus.

In addition, to commemorate the 15th anniversary of the workshop, The Activism and Advocacy Scholarship was created through the Media Law Center for Ethics and Access, the Arnold and Dorothy Danes First Amendment Fund, the School, the College and individual donors. The one-time \$2,500 scholarship was awarded to recognize outstanding student storytelling about social movements, activism or advocacy. The recipient of the \$2,500 award, recognized at the workshop, was Theater Studies Major Kelly Harper, a junior who submitted her play, "My Dear Aunt Flow."

50 After 13. In Spring 2019, MDJ Professors Jacqueline Marino and David Foster worked with 30 students across three courses to search for their own meanings of May 4. The [project](#) featured original student reporting, essays, reflections, photography, video and multimedia stories.

WITNESS: The pivotal role of students in documenting the May 4 shootings. Assistant Professor Stephanie Danes Smith, who led CCI's May 4 commemoration efforts, and Professor Susan Zake spent more than a year with other University faculty, archivists, curators and public historians to create this exhibit, which was postponed due to the COVID-19 campus closure. The exhibit tells the story of the events of May 4, 1970, through the eyes of the Kent State student journalists and students who experienced them. The photographs of more than a dozen former Kent State students will offer compelling and courageous eyewitness perspectives that served as an early and essential visual history of May 4. It is hoped an in-person exhibit will be offered as part of the 2022 commemoration.

Armed with our Voices. Associate Professor Stephanie Danes Smith partnered with the May 4th Visitors Center and the Wick Poetry Center to create this immersive, multimedia traveling exhibit. [Armed with our Voices](#) connects our history with today's polarized perspectives, divided communities, gun violence issues, economic disparity and social and racial injustice. The exhibit

was originally planned as an installation on the Kent campus as well as several other national locations, but those plans were delayed to the pandemic. The digital exhibit is currently [online](#).

Student Media May 4, 2020, coverage. For more than two years, student journalists have provided comprehensive coverage of the May 4 history and commemoration. Hundreds of stories on May 4 appeared across Kent State's student media outlets. Worthy of note is the 50th anniversary commemorative coverage completed by the student staff of *The Burr* magazine. Working entirely remotely due to the pandemic, the staff created a [spring issue online](#) which focused on the history and importance of the event. The print version was delayed but went on stands in August 2020. Also working through pandemic restrictions, the staff of KentWired.com covered the [few day-of events](#) that were able to be held as well as the [May 3 candlelight vigil](#)

In Fall 2021, Roseann Canfora Ph.D. joined MDJ as a Professional-in-Residence. Most recently she served as chief communications officer for the Cleveland Metropolitan School District. She was an eyewitness to the May 4 shootings where her brother was injured. In addition to her appointment in MDJ, Canfora will be serving in the president's office as coordinator of May 4 activities for the university.

Summer Storyteller Workshop

The inaugural [KSU Summer Storyteller workshop](#) for high school students was conducted virtually in June 2021. The free workshop, which was conceived of in March 2021, featured six students from Ohio high schools working with journalism educators and working journalists.

The aim of the workshop was to engage and empower high school students to report on the most important topics of the day facing young people. Through the workshop, these students learned about foundational practices as well as current methods and technologies to help them become better communicators in the digital media space.

The workshop, *Voices from the Pandemic*, brought together a group of high school storytellers who virtually reported on the pandemic's effects on children and young adults in their communities. From schooling to housing, from food insecurity to healthcare, students explored how COVID-19 has changed their generation.

The workshop was led by Mark Turner, a former journalist, CCI Ph.D. candidate and incoming professor of journalism at Ohio University. Other instructors included MDJ faculty and other educators specializing in law and ethics, public policy reporting and healthcare. Journalists from radio, television, print and other areas served as guest speakers and coaches.

While open to all students, recruitment focused on underserved urban and rural school districts in Northeast Ohio. Of the inaugural cohort, 66 percent of students were from underrepresented backgrounds. Speakers and instructors who addressed the group were similarly diverse.

Coordinated by Kent State Student Media Director Kevin Dilley, the workshop was organized by MDJ with support from the Center for Scholastic Journalism, the Dow Jones News Fund and Kent State Student Media.

The NewsL@b Collaborative at Kent State

NewsL@b is an experiential and collaborative news commons linking MDJ students with professional media partners in Northeast Ohio. These partnerships provide our students with valuable professional experience and modest pay while providing our under-resourced media partners with quality, solutions-based coverage focused on the communities they serve.

In 2020, NewsL@b received \$7,500 from the Scripps Howard Journalism Foundation and \$2,100 from a private donation to hire student interns in a pilot program with Student Media. Since then, more than 70 stories by 11 student reporters have appeared in at least 15 news outlets statewide. [Please see this Spring 2021 slide presentation](#) outlining NewsL@b's work and requesting support from CCI.

The NewsL@b serves as an assigning desk that facilitates placement of student reporting on public policy issues and news events to help fill gaps in local news coverage. NewsL@b has partnered with multiple media outlets, including WKSU, The Land, Your Voice Ohio, The Portager, and the Cleveland Documenters Project.

Students receive real-world assignments from our media partners, who also provide professional mentoring and editing. MDJ faculty have facilitated cooperative relationships with current and potential media partners. MDJ Professor and Student Media adviser Sue Zake coordinates this effort, receiving strategic guidance from Professor Jeff Fruit and additional support from Student Media Director Kevin Dilley and MDJ Director Emily Metzgar.

While grant applications for support from Facebook and additional support from the Scripps Howard Journalism Foundation were unsuccessful, NewsL@b did receive a \$10,000 grant from the Cleveland Foundation for environmental reporting in underserved areas of the city. The text-based reporting initiative is an outgrowth of MDJ's submission to the Reynolds Journalism Institute's 2020-2021 Student Innovation Competition. Ideastream, [the home of Northeast Ohio's member-supported public broadcasting stations](#), [La Mega Media](#), the largest Hispanic media platform in Ohio, and the [Northeast Ohio Solutions Journalism Collaborative](#) are also partners in the group. Students work closely with their editors and producers.

Please see more information on the students' NewsL@b work with this [initiative](#). MDJ's submission was a finalist in that competition and is now being implemented – and expanded upon in Cleveland – through NewsL@b.

In addition, both CCI and MDJ have dedicated funds sufficient to allow continued operation of NewsL@b through Summer 2021 and during the 2021-2022 academic year while the NewsL@b team builds a long-term strategic plan. Please see [more information about NewsL@b and its plans](#).

Project Citizen

[Project Citizen](#), an initiative discussed in Standard 6, provided four MDJ students the opportunity to partner with students at Loyola Marymount (CA), Louisiana State University and Morgan State University in Spring and Summer 2021 to cover climate change and its effects on communities around the country. Project Citizen is led by MDJ alumna and former CNN anchor Carol Costello. Student Media Director Kevin Dilley guided the KSU students.

2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 6.

Faculty have represented the School well since the last self-study through the following [public and professional service activities](#)

While all faculty professional and public service are listed at the above link, what follows are significant achievements to which we wish to draw particular attention:

- **Professor Michele Ewing** is member of the Public Relations Society of America's Board of Ethics & Professional Standards.
- **Professor Jeff Fruit** is past president of Kappa Tau Alpha, the honor society that promotes scholarship in journalism and mass communication.
- **Associate Professor Karl Idsvoog** has conducted multimedia training sessions for Radio Free Asia journalists in Cambodia, Myanmar, Hong Kong and Taipei as well as at RFA's Washington, D.C.'s headquarters. In addition, he has evaluated RFA's Burmese, Cantonese, Khmer, Korean, Lao, Mandarin, Tibetan and Vietnamese services.
- **Former Knight Chair and Professor Mark Goodman** is past chair of AEJMC's Scholastic Journalism Division.
- **Emeritus Professor Jan Leach** served as chair of AEJMC's Media Ethics Division.
- **Professor Jacqueline Marino** is secretary of the International Association for Literary Journalism Studies' executive committee.

- **Professor Tang Tang** serves on the International Communication Association's board of directors and is chair of its Sports Communication Division. Professor Tang also is an academic referee for the International Olympic Committee.
- **Director Emily Metzgar** is past head of AEJMC's International Communication Division. Recently reelected to AEJMC's Standing Committee on Teaching, she is the Committee's incoming chair. She also serves as editor of *CPD Perspectives*, a publication of the Center on Public Diplomacy at the University of Southern California.

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

In 2018, the School's Professional Advisory Board was reorganized to form the Professional Advisory Team (PAT). The group's mission was refocused on exposing MDJ's students to contemporary best practices across the communications professions. Membership of the PAT is unconfirmed at present. Disagreement about the purpose of the board frayed some relationships prior to the 2018 reorganization, while the pandemic interrupted planned activities in Spring 2020 and the exigencies of the 2020-2021 academic year prevented the new director from convening the group as a whole. In partnership with Dean Amy Reynolds and Director of Philanthropy Laurel Wirtanen-Siloy, Director Metzgar will initiate a rebuilding campaign for the 2021-2022 academic year. Please see Information about the [composition of the PAT](#) as of its last meeting as convened by then-interim director Jeff Fruit just before the pandemic.

In the meantime, beginning in Fall 2021, at the invitation of Director Metzgar, alumni and other friends of the School will begin offering free virtual evening professional development workshops to ensure our students are well prepared to seek internships, to perform well and to build their portfolios in anticipation of careers after graduation. The schedule of these events is not yet available.

Despite the aforementioned disruptions, the list of guest speakers provided above demonstrates the extent to which MDJ continues to work with its alumni and professional network in service to students. As described in Standard 2, the School and its faculty regularly recruit alumni and other professionals to advise in syllabus construction, evaluate student work and deliver lectures. Alumni and outside professionals review students' work in culminating experience courses, a process described in Standard 9.

As discussed in Standard 2, CCI also assists students with internships and professional development. CCI has piloted an internship program in Los Angeles, and since Summer 2020, has placed eight MDJ students as interns with 1895 Films, an award-winning documentary film

company. In addition, two MDJ students secured internships with Thumbsicle Productions, which was co-founded and currently run by Carol Costello, an award-winning journalist and MDJ alumna.

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

Over the years, MDJ has communicated with alumni through a variety of print, electronic, and social media platforms as well as through the hosting of events that invite alumni to return to campus. The School published *Jargon*, an alumni magazine for more than 60 years. The magazine was distributed in print and electronic form to alumni. Below are links to issues since the last self-study. Due to the pandemic, no 2020 edition of *Jargon* was published.

[Fall 2019 issue](#)

[Fall 2018 issue](#)

[Fall 2017 issue](#)

[Fall 2016 issue](#)

[Spring 2016 issue](#)

[Fall 2015 issue](#)

Beginning in Fall 2021, *Jargon* will be reintroduced as a monthly email for alumni. At the request of Director Metzgar, Professor Michele Ewing is spearheading the effort to reimagine this important tool for communicating with alumni and friends of the School. Content will be produced by student workers under the direction of CCI communications staff. More frequent distribution of news and information from MDJ will help alumni feel more connected to the School and will, it is hoped, encourage more regular communication among alumni, faculty and students.

Also at the request of Director Metzgar, Associate Professor Luke Armour is developing a podcast for MDJ. This new audio project will highlight the accomplishments of MDJ students, faculty and alumni. Produced by students and overseen by Armour, *Around the Sphere* (a reference to the sculpture outside of Franklin Hall) will reach new audiences using a form of storytelling with which audiences are increasingly comfortable. Once launched in Fall 2021, it will be one of very few regular podcasts produced across the Kent State campus.

MDJ and CCI also manage a variety of social media accounts, including MDJ's [Facebook](#) and [Twitter](#) accounts. CCI's social media includes [Facebook](#), [Twitter](#), [Instagram](#) and [YouTube](#).

The School's sequences and Student Media alumni also use social media, including Facebook groups, as a means of communicating with students and alumni. Alumni in turn use these venues to share news, updates and job postings and to remain connected with the School. Examples of these social media channels include:

[Kent Stater alumni Facebook group](#)

[Friends of PR Kent Facebook group](#)

[Advertising at Kent State Facebook group](#)

[DMP Facebook Group](#)

[The Burr Magazine Alumni Facebook Group \(private\)](#)

The Advertising and Public Relations sequences also maintain email lists to regularly communicate with alumni to share news and updates while the Journalism sequence maintains a jobs listserv and internship opportunities email list.

In past years, MDJ has hosted a variety of Homecoming weekend events, including a Friday night awards ceremony, attendance at the Saturday morning parade followed by an alumni lunch. MDJ awards bestowed at Homecoming include:

The **William D. Taylor Distinguished Alumni Award** is the most prestigious alumni award, given to an alumnus/alumna who has established a prominent career in the media/communication field and has given back to MDJ students and the school.

The **Fast Track Award**, established in 2009, is given to one or more alumni who have a proven track record of early achievement in their field.

Taylor and Fast Track award [winners](#) are listed in the alumni section of the MDJ website.

MDJ did not bestow these alumni awards in 2020 due to the pandemic. With continued uncertainty about the public health environment, limited budget and staffing resources, MDJ will not be hosting Homecoming events or making these awards in 2021. We plan to resume these activities in Fall 2022.

Alumni are also included in a number of events throughout the year, including those previously mentioned (Poynter Ethics Workshop, McGruder Lecturer, CSJ events). Alumni also return for special occasions. In one example from 2018, dozens of alumni attended the 50th anniversary celebration of the Public Relations Student Society Kent chapter. Here is a [brief video](#) documenting the event.

MDJ alumni also volunteer to serve as advisers for students in the capstone PR Campaigns course each semester and the national PRSSA Bateman competition every spring.

MDJ also planned to host and sponsor a number of events commemorating the 50th anniversary of the May 4 shootings at Kent State. These events, scheduled for Spring 2020, would have drawn alumni back to the university, but they were cancelled when the University closed due to the pandemic.

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The [Center for Scholastic Journalism](#) is a nationally renowned clearinghouse for information on and about student journalists and their advisers; a research center focused on issues affecting scholastic media; an educator of high school journalism teachers; and an advocate for student press freedom and the First Amendment.

Professor Mark Goodman, Knight Chair until his retirement in 2021, helped MDJ and CSJ establish a national reputation as First Amendment advocates for students, both at the secondary and collegiate level. Since 2015, Goodman has been an invited speaker, panelist, or presenter at more than 50 student media workshops or conferences and was a frequent resource both on campus and nationwide for student free speech issues.

Goodman is author of the Regulating Student Expression chapter in the media law textbook, *Communication and the Law* (W. Wat Hopkins editor, Vision Press), which is updated each year. An attorney by training, Goodman was also a regular instructor for MDJ's undergraduate and graduate courses focused on mass communication law.

Goodman served as head of AEJMC's Scholastic Journalism Division from 2019 through 2021. Together with Professor and CSJ Director Candace Perkins Bowen and Assistant Director John Bowen, the Center for Scholastic Journalism has accomplished the following since the last self-study:

- **Collected data for the second national Scholastic Journalism Census. Results are expected in late 2021.** [In the first census released in 2011](#), CSJ solicited information about the presence of scholastic journalism from a random sample of over 4,000 public high schools across the nation, one of the largest samples ever surveyed, and the first such sample gathered after student media began moving online.
- **Implemented CSJ High School Survey.** Each November since 2015, CSJ has conducted a survey of high school student journalists and teachers attending the National High School Journalism convention about their experiences with censorship. As one of the nation's only direct-to-student surveys, CSJ's research provides a rare unfiltered and data-supported picture of the prevalence of administrative prior review and censorship in high school journalism.

- **Served as host for national symposium on student free press legislation.** In 2016, CSJ convened national experts to consider the future of student press freedom laws. The assembled group of lawyers, journalists and educators were optimistic about a reinvigorated movement supporting student freedom laws in states around the country. Since the symposium, Nevada, Rhode Island, Vermont and Washington have enacted their own state laws.
- **Facilitated additional discussions about student free press legislation.** Professor Candace Perkins Bowen facilitated a 2019 Southern Poverty Law Center work session in Washington, D.C., with students and teachers from seven states who were working on legislation. CSJ and SPLC have discussed convening another such meeting at Kent State.
- **Worked with other associations and organizations to further elevate the teaching of journalism in secondary schools.**
 - Perkins Bowen is on the National Advisory Committee (15 people) to work with the Educational Testing Service for creating the content areas and weighting of these for a Journalism Praxis, a test some states use to certify journalism teachers. In 2020, Professor Perkins Bowen, John Bowen and Goodman worked with ETS to develop questions for the test.
 - Perkins Bowen has worked with the Solutions Journalism Network to develop lesson plans and training for high school journalism teachers to use.
 - Since 2018, Goodman served as a judge for the National High School Journalism Teacher of the Year competition cosponsored by the Columbia Scholastic Press Association and the Dow Jones News Fund. In 2020, he led an effort to update the competition application and judging rubric.
- **Continues to offer training for secondary school journalism teachers and media advisers.**
 - The School maintains the only graduate degree in journalism education in the country. Students from Florida to California and Texas to Alaska have enrolled since 2008. Approximately 50 educators are currently enrolled in classes in the 33-credit program. In Fall 2021, MDJ will submit documentation in support of making this online program a standalone, 30-credit MA in Journalism Education. It is currently a concentration within the School's MA in Media and Journalism.

- CSJ hosted the intensive, hands-on two-week ASNE Institute for high school journalism teachers since its inception in 2001 through 2015. Over this period, CSJ hosted more than 350 high school advisors who participated at no cost to themselves for training, transportation, food or housing. Candace Perkins Bowen's successful funding of the project is mentioned in Standard 5.
- Although original ASNE funding has expired, CSJ responded to continued requests from teachers seeking additional (and affordable) training. In Summer 2019, CSJ offered an [Advanced Advising Workshop](#) that helped advisers learn to exploit innovations such as Google tools for data scraping and visualization, 360 immersive video, Solutions Journalism, audience engagement and more. Twenty-three advisers from across the country attended this one-week all-expenses-covered workshop in July 2019. Speakers included:
 - Mike Reilley, Google trainer
 - Sara Catania, Solutions Journalism Network
 - Mandy Jenkins, president of ONA and General Manager of [The Compass Experiment](#), a partnership between Google and McClatchy to explore sustainable business models for local news
 - Kevin Necessary and Tasha Stewart, WCPO Cincinnati

Another workshop was planned for Summer 2020, and 35 attendees were chosen from 78 applicants. It was canceled due to the pandemic, however. Mike Reilley still conducted a day-long workshop for participants. Plans are moving forward for hosting a working in Summer 2022.

- **Houses the [Ohio Scholastic Media Association](#)**, directed by Candace Perkins Bowen. This statewide organization hosts regional workshops across the state in the fall and a two-day state convention on Kent State's campus each spring. The convention includes break-out sessions and leadership training, plus a banquet and awards ceremony featuring awards and feedback materials entered in 56 media content areas. Typically, more than 1,000 students and teachers participate in OSMA events each year.
 - Recent featured keynoters at OSMA's state banquet include:
 - Rachel Dissell, award-winning reporter from *The Plain Dealer* (2016)
 - Connie Schultz, Pulitzer Prize-winning columnist (2017)
 - Joshua Hatch, president of ONA and assistant managing editor, data and Interactives, *Chronicle of Higher Education* (2018)
 - Mary Beth Tinker, plaintiff in *Tinker v. Des Moines Board of Education* and outspoken supporter of your voices (2019)

- Because the 2020 state convention, the 2020 fall regional workshops and the 2021 state convention were canceled, the OSMA Board, CSJ and the MDJ Recruitment Committee are launching a Speakers Bureau. This project will connect high school journalism teachers with faculty, students and alumni willing to present Zoom sessions to individual high school classes, much like what they teach at the workshops.
- **Advocates for teachers and their students to be able to use their voices to make a difference.**
 - The Bowens are working with NEOLA, an organization that creates and sells school district policy books in six states, helping them to write less restrictive and more First Amendment-friendly wording for their new social media policies.
 - Goodman is heading up the New Voices legislation movement in Ohio, and Candace Perkins Bowen helped facilitate a training workshop for the Student Press Law Center in Washington, D.C., for states that had active bills in October 2019. Additional training with SPLC will take place at Kent State at a future date.
 - Perkins Bowen, because of her role on the Journalism Education Association (JEA) Certification Committee, presents sessions at each National High School Journalism Convention about legal and ethical issues. She also helps create and score JEA's Certified Journalism Educator and Master Journalism Educator tests. In 2017, she stepped down after serving 26 years on the JEA board.
 - John Bowen, who served on the JEA Board from 1982 to 2017, served as Scholastic Press Rights Commission chair from its inception in 1985 until 2017. He continues to work on the committee, serving as its webmaster.
- The Bowens and Goodman also have spoken at all OSMA workshops and conventions, at both National High School Journalism Conventions each year (JEA/NSPA), generally about law and/or ethics.

As noted above, in Fall 2021, Roseann Canfora will join MDJ as a Professional-in-Residence. Most recently she served as chief communications officer for the Cleveland Metropolitan School District, but she had previously spent 20 years working as a high school journalism teacher. She brings a wealth of classroom and strategic communication experience to our faculty.

PART II, STANDARD 9. ASSESSMENT OF LEARNING OUTCOMES

Executive summary: Since 2008, the School of Media and Journalism has undertaken a comprehensive, systematic approach to assessment. Having been found out of compliance with Standard 9 in 2008, MDJ rededicated itself to assessment and was found in compliance during the subsequent accreditation visit in 2015. Since then, we have worked to close the loop between measurement of learning outcomes and incorporation of findings into curricular development and improved student learning.

From 2015 to 2019, one faculty member, MDJ Associate Professor Chance York, oversaw the School's assessment tools and evaluations, including interpretation of assessment findings, compilation of yearly assessment reports and development and periodic revision of assessment tools. Having Professor York serve as the School's assessment point person for five years introduced consistency and stability into the School's assessment processes. The pandemic interrupted the 2019-2020 assessment cycle, and as a result, no assessment report was filed for either the 2019-2020 or 2020-2021 academic years. In Spring 2021, Professor York left the University.

Looking to the 2021-2022 academic year and beyond, Director Metzgar will change the School's assessment practices to end reliance on a single faculty member for completion of all assessment tasks. She is committed to engaging all faculty members in the assessment process and at the first faculty meeting of the academic year will ask for support in creating a standing Assessment Committee for the School. She believes this will improve the breadth, depth and quality of the measurements and will facilitate the incorporation of findings into the School's operations in the classroom and beyond.

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

[Please see here for the School's Learning Assessment Plan.](#) It was adopted in 2013, with updates in 2016, 2017, and 2020.

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

Both the SLA and the yearly assessment reports point to ACEJMC's 12 professional values and competencies as learning goals. All MDJ syllabi list the values and competencies and then highlighting the values and competencies of particular relevance to that course using this format. We approach the 12 values and competencies by stating our desire to produce:

THOUGHTFUL, PROFICIENT COMMUNICATORS, WHO...

- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Understand concepts and apply theories in the use and presentation of images and information.
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

...ARE CREATIVE, CRITICAL THINKERS

- Think critically, creatively and independently.

...ARE TRAINED TO UNCOVER AND EVALUATE INFORMATION

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.

...WITHIN A LEGAL AND ETHICAL FRAMEWORK

- Understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power and to assemble and petition for redress of grievances.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

...IN A DIVERSE AND GLOBAL SOCIETY

- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society.

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

Please see [MDJ's annual assessment reports](#) from 2014-2015 to 2018-2019.

MDJ has been using four direct and five indirect assessments of learning and student perception to evaluate the efficacy of the curriculum and to identify areas for improvement. These tools have

offered valuable insight into our students' strengths and weaknesses. Using direct and indirect measures, faculty, students, alumni and outside professionals have evaluated student learning and the effectiveness of the curriculum, including capstone classes and required internship experiences. Qualitative feedback, along with more quantifiable assessment measures, have led to meaningful changes in individual classes and in the overall curriculum. The measures are described in detail in the assessment plan and in questions 3 through 6 below.

Direct Measures

First Year Entrance Exam (FYEE) and the **Graduating Senior Exit Exam (GSEE)**

Every MDJ student in the required First Year Experience class takes a multiple-choice test, derived from an example provided by ACEJMC, to measure incoming students' competency in accordance with ACEJMC's 12 values and competencies.

Graduating seniors take the same exam to measure student learning and to gauge whether their knowledge correlates with ACEJMC's values and competencies.

Together, these two exams function as pre- and post-tests for student exposure to instruction in MDJ classes and other experiential learning opportunities. Results have helped drive curricular change by directing faculty to areas where student knowledge seemed to fall short. Armed with these analyses, thoughtful changes could be implemented to address perceived weaknesses.

The use of the FYEE and the GSEE are direct assessments of learning. Typically, first-year students answer about half of the 35 questions correctly while seniors answer 75 percent of the questions correctly. Each year's results can be viewed in the yearly assessment links later in this document. For 2018-19, the results indicated graduating seniors averaged a passing "C" grade on the exam, whereas freshmen scored an overall 50% "F." These average scores are indicative of programmatic learning in areas such as media law, ethics, writing, research and domestic and global diversity. The senior exit exam score has increased since 2016-17 when the average score was a 69.61%, a D+.

In terms of specific competency areas, DMP seniors score high marks on the "Digital Technology and Tools" competency, whereas seniors in other majors do not. However, DMP students continue to score lower on the GSEE than do their Advertising, Journalism and Public Relations counterparts. As a result, the revised DMP curriculum rolled out in 2019-20 requires additional conceptual learning classes (Elements of Film, Television and Animation, The Entertainment Industry, Producing for Picture) and fewer skills classes so students can improve their critical thinking and conceptual "big picture" skills.

The new curriculum also eliminated the former Film and Television tracks for a broader, more industry-relevant curricular focus. DMP faculty consulted with 10 alumni, three professional organizations and studied seven peer and aspirational schools when developing the curriculum. The School's 2016-2017 and 2017-2018 assessment reports also gave faculty insights into re-evaluating the curriculum.

Internship Supervisors' Assessment

Internship supervisors submit regular evaluations of student performance. These reports are in turn reviewed by the School's four internship coordinators and faculty members in each sequence. These reviews include consideration of student proficiencies and deficiencies and lead to discussion about how curricular change might address areas in need of improvement.

Every MDJ student is required to complete an internship to graduate (a number of students pursue multiple internships, but they need only one for credit to graduate). Internship supervisors are asked to complete an evaluation of student performance. The evaluation instruments were revised in 2014 to better reflect ACEJMC competencies and more precisely measure skills deemed relevant by faculty. As of Fall 2019, the faculty began using a common Qualtrics site to collect reports from students and supervisors. This allows for easier sharing of both quantitative and qualitative data across sequences. With DMP's adoption of this approach in Summer 2021, all sequences are now consistent in their collection of internship evaluation data.

The majority of supervisors for 111 Advertising, PR and Journalism interns over this time rated our students "excellent" on all measures except one: "The student's editing skills were equal to the demands of the assignment." Only 50% of supervisors chose the highest rating for students on that measure.

Just 54% gave students the highest rating for "writing skills were equal to the demands of the assignment."

MDJ students were rated highest on "consistently met deadlines" (69%) and "budgeted time effectively" (68%).

The following examples are typical of the comments received about our students' strengths and weaknesses:

- "Strong writer, fast to catch onto concepts and training. Positive attitude, leadership skills were amazing!"
- "[NAME] was able to take initiative and jump into projects with sometimes minimal information."
- "[NAME] showed a real knack and innate ability to work with audio. He produced some terrific short and long-form audio stories for us."
- "[NAME] struggled a bit with time management and in the beginning, came across as not having enough initiative."
- "[NAME] struggles with writing copy to accompany her designs. I believe she is actually a very good writer, but self-doubt was holding her back."
- "[NAME] needs to work on going deeper in her interviews. She often had surface-level quotes that were broad, and she needed to ask follow-up questions."

Please see the [full report](#) with sample supervisor comments.

Supervisor evaluations are reviewed by faculty internship coordinators and sequences to determine if learning outcomes are meeting professional demands. Although supervisors' reports are generally positive, with more than 75% of supervisors choosing the top two ratings of "6" or "7" in the past year, the sequences have responded to evaluation by changing the timelines on which certain skills are taught. For instance, Public Relations now teaches media release writing sooner than it had been. Also, in response to internship supervisor feedback, Advertising and Public Relations courses now incorporate more certifications into their courses, including Facebook Ad Manager, Sprout Social, and Hootsuite. Similarly, the Journalism curriculum now incorporates more social media storytelling. Students are now required to complete more social media projects, including Instagram stories, in Storytelling Across Platforms, the first course taken by Journalism majors that involves original reporting. After the most recent supervisor reports, Journalism faculty also plan to include more exposure to feature writing at an earlier stage in the program.

We are also talking more broadly about how to better prepare our students for internships. Supervisor evaluations suggest our students would benefit from more training in "soft skills," including how to communicate more effectively with supervisors. In the 2019-2020 reports, students detailed problems they were having with the remote working environment. We are considering a range of responses, including delivery of free, evening professional development workshops hosted by alumni; creation of an internship preparation course; and more consistent utilization of resources available through the University's Career Exploration and Development office. The School's career services position was eliminated several years ago, meaning that at present, internship coordination and preparation responsibilities are shouldered by the faculty. Recognizing the significant burden this poses on the faculty, the College is preparing to hire a full-time staff member with responsibility for assisting in student career preparation and internship administration.

This position will work in coordination with the College's Diversity and Career Development Director.

Career development was added to CCI's Diversity Director AJ Leu's portfolio in 2019. This was done to complement Leu's DEI&B work and to give the College someone to manage, at a high level, initiatives like the LA internship program and other internship opportunities as they arise from meetings between the Dean, the College's Director of Advancement and alumni and friends who want to offer opportunities to our students.

As noted above, the College plans to hire a full-time staff member who will help coordinate internship efforts across CCI's five schools. While MDJ's faculty are committed to the School's current, hands-on approach to supporting students in their internship search and preparation efforts, this requires a commitment to resources that is difficult to sustain for the long-term. Every semester and during the summer, MDJ supports four internship coordinators – one for each sequence. During the academic year, each coordinator receives the equivalent of 1.5 credit hours compensation for this work, much of which is administrative. The result is that every year the School supports a total of 12 hours of senior faculty member work for the coordination of internships. This is in addition to financial compensation during the summer based on the number of students enrolled in internships.

As also noted above and in Standard 6, MDJ students have access to the [University's Career Exploration and Development Center](#). CED has created a [Career Communities](#) online center focusing on career industries, which allows students in any major to plug into any of the 10 career communities based on their interests. Each community gives students the opportunity to network with career advisors, faculty, staff and alumni in those fields. Students in the communities receive email alerts about professional development opportunities, industry advice and trends and job opportunities.

MDJ students are most likely explore the Communication, Entertainment & Media community. But they are also welcome to connect with the Business & Entrepreneurship; Art Design & Performance or Education; and Government & Social Services communities. The CED model allows students to explore multiple career paths at once and encourages students to explore between two and four communities. This approach is of particular value to MDJ students since the skills they develop through our majors have applicability across a variety of sectors. We encourage our students to take advantage of these resources.

Looking ahead, a more centralized approach at the School and College level is likely to result in a more consistent and coordinated internship experiences for students. It might also allow for more uniform assessment of outcomes. Still, MDJ faculty's commitment to ensuring a good fit for every student's internship is a trademark of the School's internship efforts. The challenge moving forward will be finding a way to ensure continuation of this close mentoring while also relieving some of the administrative burden the School currently bears to maintain this personal touch.

Culminating Experience Team Assessment (CETA)

This direct measure asks outside professionals (who may be alumni) to evaluate student materials from the capstone courses listed below. The evaluations are based on ACEJMC's values and competencies related to each course.

- Advertising – Advertising Campaigns
- Digital Media Production – Production II (formerly DMP Senior Project)
- Journalism – Various courses, but mainly Reporting Public Policy (formerly Reporting Public Affairs)
- Public Relations –Public Relations Campaigns

A purposive sampling method is used to recruit at least two professionals with expertise related to each of the four sequences. Including the last self-study, more than 40 different outside professionals have reviewed MDJ students' capstone work.

Instructors for each course are given a specific report on each class evaluated includes a summary of responses. CETA included one faculty member in each sequence in the survey until 2017-2018. We discontinued faculty involvement in part, due to concerns raised by the last site team about the possibility of unintentional bias by faculty members teaching in the sequences being evaluated.

The CETA provides insight into how well MDJ students learn and apply practical skills. External reviewers, comprised of working communications professionals, consistently offer positive overall evaluations of our students' senior capstone coursework. However, in the 2018-2019 report, reviewers said MDJ capstone coursework lacked attention to detail as reflected in superficial analysis, typos and writing errors and a lack of focus or purpose. That was the third year in a row that reviewers had noted this issue.

Reviewers also noted problems with the depth and successful application of research insights in capstone coursework. But, unlike the previous year, reviewers in 2018-2019 said visual elements in capstone coursework met or exceeded their expectations. We interpret this to mean that we are "closing the loop" on improving curriculum and instruction related to visuals. Another effort to improve these shortcomings has included Journalism faculty requiring more of their students to produce work for professional news outlets. For instance, in one capstone course in journalism in Spring 2020, students produced work that aired on WKSU, the local NPR station, and was published on the outlet's website, providing evidence that students created audio and written journalism that met professional standards. In Spring 2021, there were two Journalism courses with required outcomes including professional publication and/or broadcast. The NewsL@b Collaborative, discussed elsewhere in this self-study, is also providing students the opportunity to place their work in professional media outlets.

Indirect Measures

Retention and Graduation Rates

In the School and the College, faculty and administrators use retention and graduation rates as indicators of student satisfaction and achievement. As discussed in Standard 6, retention rates, in particular, are used to identify and address curricular and related issues to help ensure consistent student progression through MDJ's programs.

Working with CCI's academic advisors, MDJ uses data from retention reports to update semester-by-semester curriculum road maps for all four majors. The goal is to alleviate roadblocks that could keep students from moving through their course of study in a timely fashion. This regular review also helps identify any inadvertent overburdening of students as they strive to stay on schedule. For example, fourth-year road maps were adjusted to accommodate the significant workload associated with capstone classes. As of Fall 2019, School-wide, first-year retention was 70.8%, up from 62.2% in Fall 2017 and 64.3 percent in Fall 2018. Fall 2020 cohort numbers will not be available until Fall 2021's first 15-day numbers are published in September.

A specific example of how retention data has led to changes in degree paths for underclassmen is the Adobe Suite-focused My Story on the Web course, a School of Emerging Media and Technology (EMAT) class, required of all Advertising, Journalism and Public Relations students. For students in these majors, their road map listed the class as a first-semester first-year course. However, after advisers conveyed student feedback suggesting it was too much for a first-semester freshman, MDJ altered the roadmap designating the course for first-year, second-semester. This change has been in place since Fall 2020.

The revised DMP curriculum is another example of the School's response to student concerns. Previously, DMP students did not have the opportunity to take skills-focused, sequence-specific courses until their third semester on campus. Now, however, DMP students can begin taking classes in the major during their first year. The major's first five courses are open to first-year students and can be taken in any order. This flexibility makes it possible for students to engage with the content in which they are most interested at an earlier date. The five courses (Elements of Film, TV & Animation, Production Fundamentals, Story for Picture, Media, Power and Culture, and Production Safety) are now often populated almost entirely with first-year students.

Retention plans developed at the College and School level are designed to integrate with University-level strategic plans, including but not limited to KSU's Strategic Enrollment Management initiative and KSU's Retention Task Force. MDJ's retention plan is discussed in detail in Standard 6.

Curriculum Map Analysis

In 2018, MDJ evaluated each of the School's four majors, with a focus on determining how well each course incorporates ACEJMC's core values and competencies.

Analysis concluded MDJ courses "primarily emphasize the writing and digital tools and technology." This is particularly the case in the Journalism and Digital Media Production sequences. Advertising and Public Relations courses place relatively more emphasis on research, statistics and critical evaluation. Revisions in the Digital Media Production curriculum addressed that concern in part, and the CCI Literacies initiative discussed in Standard 3 helps address media theory and more conceptual learning needs.

All four sequences could benefit from additional instruction emphasizing media theory, history, ethics and law, as well as statistics and domestic and global diversity. In Spring 2021, at the request of the Director, the faculty began discussions focused on the need to address conceptual shortfalls in the School's undergraduate curriculum. While some instructors take the initiative to incorporate more conceptual content into their courses (two examples provided below) the skills-focused instruction that dominates the School's curriculum is still evident. Efforts to address this continued shortcoming are part of the general curricular review that began in Spring 2021 and that will continue into the 2021-22 academic year.

- Professor Gene Shelton includes lessons on history and diversity in his popular capstone course, Managing Media Diversity. In Spring 2021, at the request of the School's director, he developed and delivered a class about race and the media.
- Professor Jacqueline Marino provides a module of instruction on the history of journalism in her Business of Publishing course and assigns historic works of literary journalism in her Feature Writing and Advanced Magazine Writing courses.

Alumni Surveys

For three years since the last self-study, MDJ circulated an alumni survey to gauge graduates' satisfaction with their education, to solicit updates about alumni career paths and to invite alumni input about the School's strengths and weaknesses, including requests for suggestions about how to strengthen the School curriculum and overall outcomes. In the two most recent surveys, more than 90 percent of respondents rated their MDJ education as "excellent" or "good" and their MDJ experience as "extremely" or "somewhat" satisfying.

The MDJ Alumni Survey was reinstated in 2016-2017. Alumni are asked to complete a Qualtrics survey gauging their impressions of the School as well as their employment status, annual income, and skills areas in which they would have liked additional training. In 2018-2019, the 343 MDJ alumni who took this survey were asked to rate their perceptions of MDJ and to provide updates on their employment status and annual incomes. Several key insights emerged:

Asked to rank their impressions on a Likert scale, respondents expressed general satisfaction with their educational experience at the School. Since the last self-study, the highest proportion of alumni expressing high satisfaction with their MDJ experience were graduates of our Public Relations program. This was followed by graduates from our Journalism, Advertising and DMP.

MDJ alumni have consistently offered positive evaluations of their experience. Overall, 58.60% of alumni rated their education as "Excellent" and 32.07% said it was "Good." DMP graduates regularly provide the least positive feedback.

Of MDJ alumni surveyed, 37% said they currently work full-time in an MDJ-related profession. Another 32% said they work full-time in a field unrelated to MDJ's programs. We infer from these numbers that 30% of responding alumni are not employed full-time. We did not ask whether alumni were currently pursuing additional education.

With respect to income, 30% of alumni reported making more than \$85,000 annually. 13% said they made \$25,000 or less annually; 31% reported making between \$25,001 and 55,000; and 26% reported making between \$55,001 and \$85,000.

In 2017-2018, alumni indicated they would have liked to have had training in the areas of mobile application design, web design, statistics, data analysis and photo editing and production. We are addressing many of those concerns:

- The School of Emerging Media and Technology, now in CCI, offers mobile application design and web design classes. MDJ students are encouraged to take EMAT classes to supplement their training our School.
- We are planning a Mobile Multimedia course for Spring or Fall 2022.
- We now direct students to graphic design and infographic classes in CCI's School of Visual Communication Design.

- Relatedly, during the 2020-2021 academic year, Director Metzgar had regular conversations with VCD Director Daniel Alenquer and CCI Assistant Dean Matt Rollyson to discuss opportunities for increased collaboration between the two schools, not just in graphic design, but in photography and other mechanisms of visual storytelling.
- To address other needs expressed by students in both MDJ and VCD, Director Metzgar has asked MDJ Associate Professor Dave Foster to develop a videography course that serves the interests of students in both schools, but particularly MDJ students with interest in photography and digital media production.
- The School's instructors have integrated more skills training in statistics and data analysis into existing classes. Examples include:
 - Advertising and Public Relations instructors have incorporated more skill certifications into the curriculum, particularly in the Digital Analytics course.
 - Recently retired Professor Joe Murray created a drone class in which students also achieve FAA certification as drone operators.
 - Professor Abraham Avnisan Nowitz, jointly hired with the School of Emerging Media and Technology, began teaching an interviewing and data class and a multidisciplinary capstone course in which he integrates content and data into real-world applications, such as data visualizations and exhibits. He is also teaching a virtual reality storytelling class in Fall 2021.
 - Professor Dave Foster worked with photography professors in the School of Visual Communication Design to create a course, CCI Photography, that incorporates mobile tools and instructs students in photo editing.
 - Recent additions to MDJ's photojournalism classes include instruction on archiving, metadata and post-production editing.
 - Storytelling Across Platforms and some special topics classes now incorporate work on social media storytelling, including lessons on the use of mobile design.

Student Surveys of Instruction (SSI)

Students in every class are asked to complete a course evaluation near the end of the semester. MDJ uses SSIs as an indicator of faculty performance and course efficacy. SSIs are used in periodic reviews of full-time faculty, to help offer adequate training for part-time faculty and to guide decisions about the retention of the part-time instructors.

Although recent scholarship cautions faculty and administrators against relying too heavily on these one-time surveys of an instructor's performance in the classroom, course evaluations are required reading for reappointment, tenure and promotion reviewers. The reports for full-time, probationary faculty are placed in RPT files and reviewed carefully. In several instances, faculty members with below average scores have sought assistance from the university's Center for Teaching and Learning. This helpful resource often results in improved pedagogy and teaching performance, outcomes which faculty reviewers can then assess in the next round of SSIs.

From 2017-2020, SSIs from all courses were reviewed each semester as grade distribution information for each class. Qualitative responses on the SSIs were also considered. The SSIs provided

evidence of exemplary instruction and best practices, as well as areas of concern. Insights provided by SSIs can feed decision-making for future semesters.

SSIs were distributed in the pandemic semesters (Spring 2020 through Summer 2021) and made available to instructors, but the University has mandated that they cannot be seen or used for evaluative purposes. The regular administration and distribution of SSIs will resume in Fall 2021.

Hitting pause on SSIs for this period was intended to protect instructors from student frustration with the sudden switch to remote and hybrid instruction. While this extended respite from SSIs has successfully protected instructors from negative evaluations, it has, of course, also robbed administrators and faculty reviewers of a tool that, however flawed, still allows insight into the workings of a class and the dynamics of student-instructor interaction.

During the 2020-2021 academic year, Director Emily Metzgar and Undergraduate Coordinator Mitch McKenney interacted closely with CCI Assistant Dean Matt Rollyson and the College's Director of Academic Advising Ellie Hansen. On several occasions, Rollyson and Hansen passed along information students had shared about their frustrations with specific classes. Armed with this information, either Director Metzgar or Undergraduate Coordinator McKenney was able to follow up with instructors' classes to learn more about the circumstances, to offer support as needed and to request changes in behavior or practice as required.

In addition, Director Metzgar circulated a quick check-in survey to all students enrolled in MDJ classes in the middle of the Fall 2020 semester. Replies indicated significant frustration with the limitations of technology and the absence of face-to-face interactions, but in most cases suggested things were going as well as possible given the circumstances. In a few cases, students shared concerns and expressed a desire for further conversation with Director Metzgar or Undergraduate Coordinator McKenney. In these situations, either Metzgar or McKenney followed up with the students to learn more and to offer assistance as needed and in some cases, followed up with instructors to get additional information. Following MDJ's Fall 2020 example, in Spring 2021 CCI administered a similar check-in survey to all students enrolled in the College's courses. The same approach to troubleshooting ensued.

While these indirect approaches to collecting student feedback have not been ideal, they have been welcome sources of information when the alternative would have been no information at all. Looking ahead, Director Metzgar plans to make the administration of a quick check-in survey a regular practice at the mid-point of each semester. SSIs offer useful information when they are available, but they only identify problems after a semester's end. Administering a survey when a semester is still underway offers the opportunity to identify and potentially resolve some issues in real time.

Student Awards/Competitions

Awards and competition results are valuable indirect measures of the quality of our students' educational experience. A recent study showed Kent State Student Media ranked third in the nation based on awards and competition results. The School's Advertising and Public Relations students also

perform well in national competitions. Awards links provided here and in Question 5 below: [Student Media Awards](#) and [non-Student Media Awards](#).

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

The Culminating Experience Team Assessment (CETA), Internship Supervisor reports and the MDJ Alumni Survey, all discussed above, are the three primary assessment tools involving outside professionals and alumni in the assessment process. In recent years, a few professors teaching upperclassmen have also required students to produce work for professional news outlets.

Outlets that have recently published our students' work include:

- WKSU & IdeaStream
- Ohio News Connection, part of Public News Service
- The Portager
- The Land
- WKYC
- Collaborative NewsL@b (see Standard 8 for detail on this initiative)

5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.

Students in all four MDJ majors have produced award-winning work at the local, state and national levels. See [Student Media Awards](#) and [non-Student Media Awards](#).

Kent State Student Media ranked third in the country among the top 20 student media organizations based on awards and competitions in an April 2019 article in *College Media Review*, the journal of the College Media Association. The ranking was established by researchers from Lock Haven University of Pennsylvania and Missouri Western State University in an article titled ["Examining the Social Media Linking College Media to 'Home.'"](#) Analyzing national-level wins from 184 institutions over a five-year period, the study identified 20 student media programs as the highest performing. See Table 1 in the link for Kent State Student Media's ranking.

Other validation of our students' performance includes consistently strong performance for our students in the Effie Challenge since 2016; the acceptance of DMP students' work into local, regional and national film festivals and continued national recognition of our PRSSA chapter, both for its leadership and for its performance in the Bateman Case Study Competition.

6. In a digital file, list by specialty each member of the graduating class of 2016 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

We have successfully tracked 144 (86.2%) of our 167 2016 graduates. [Placement information about our 2016 graduates is available here.](#)

Alumni information is maintained centrally by the Kent State University Foundation and the University's Alumni Affairs office. The School and each sequence tracks graduates via social media, LinkedIn and personal communication. Kent State allows students to keep their emails after graduation, providing a convenient means to contact, survey and engage alumni.

MDJ faculty and administrators build partnerships with alumni and their employers to collect feedback about how well MDJ is preparing its graduates for their careers. For example, the Public Relations and Advertising sequences work closely with Marcus Thomas, LLC in Cleveland and other strategic communication organizations, not only to stay on top of industry trends, but also to place students in internships and post-graduation jobs. The Journalism faculty has long maintained ties with numerous media outlets and journalists for similar purposes.

As documented elsewhere in this self-study, dozens of alumni have [served as speakers](#) in MDJ classes and programs since the last site visit. Their direct interaction with students has supplemented coursework with real-world experiences and case studies.

Alumni and others who work as adjuncts help with continuous improvement of the curriculum and instruction by providing industry perspectives and advice about how textbook and other course materials are consistent with real-world experiences. As noted above, alumni also act as outside reviewers for Culminating Experience course deliverables. Their feedback is used to support changes to course offerings in each sequence.

As discussed in Standard 2 and above, reports from internship supervisors, some of whom are MDJ alumni, provide important assessments of student performance and, as a result, strengths and weaknesses in MDJ curriculum and instruction. For example, internship supervisors noted students needed help with soft skills such as email etiquette, professional dress and their social media content. This feedback was used to improve the personal branding module in the PR Tactics class and is addressed in internship meetings in all sequences.

To date, many of these efforts have been coordinated at the sequence level. In the 2021-2022 academic year, Director Metzgar will work to coordinate these efforts at the School level to help ensure more effective communication of findings and more widespread implementation of insights gleaned from these feedback channels.

Some concrete examples of how alumni and alumni tracking improving curriculum or course instruction include:

- An alumna who taught the Visual Storytelling class in Spring 2021 while also a fellow at the *New York Times* provided feedback that helped redesign the approach to the class. We now emphasize more contemporary approaches to visual storytelling and have directed more attention to consideration of a photographers-first audience, the photo editor.
- The textbook Professor Danielle Sarver Coombs wrote and uses in MDJ's Research and Measurement in Advertising & Public Relations course was vetted and reviewed by two MDJ alumni with professional research experience, one of whom is now an assistant professor at South Dakota State University. Both alumni have also been involved in discussions about how to structure the class and projects.
- Based on a survey of job titles and roles, as well as discussions with alumni, we determined that our students needed to know more about pay-per-click (PPC) advertising. Our Digital Advertising class will now include a 6-week long PPC simulation to help graduates gain additional experience in this specialized area of digital marketing.
- As noted in Standard 2, outside professionals, including six recent MDJ graduates, acted as consultants in redesign of the Digital Media Production curriculum. Among their valuable suggestions were moving some skills courses to earlier in the program path; updating content in some existing courses; and proposing ideas for new courses.
- For our Digital Analytics in Advertising and Public Relations course, a number of alumni working in the field have shared ideas and materials to elevate course content. One alumna reviewed the syllabus and provided suggestions for content, exercises and reporting dashboards. Another alumnus shared presentations, templates and Google Analytics support. Yet another alumna provided sample social media tracking templates and ideas on how to best log and analyze social media data.
- An alumna has served as an expert resource in the Crisis Communications course and has helped judge student crisis plan assignments.
- In our Digital Public Relations class, alumni do more than serve as guest speakers. Two alumnae provided ideas for an influencer module and shared advice with students about how to partner with influencers. Alumni also check in regularly with observations about new trends they encounter and offer suggestions for course content. Examples of course content generated in this way include the use of Alt Tags for accessibility in Instagram; introduction to the use of Twitch in digital communications; and guidance concerning the creation of digital campaigns for political leaders.
- Following feedback from recent graduates, we limited the prerequisites necessary for enrollment in Producing TV News. Students now have the opportunity to take this course earlier in their academic career.
- Alumni at local news outlets, such as Ben Wolford and his hyperlocal media startup news site The Portager, along with alumni-arranged connections at local radio and TV newsrooms, have worked with Reporting Public Policy and Student Media Practicum course faculty to tailor student assignments to fit their audiences. That real-time outside perspective, along with alumni guest speakers found in multiple courses, improves the

course deliverables and often results in the publication of student work in professional media outlets.

- The Copy Editing and News Design course was renamed Editing. Using input from alumni and employers, the course has widened its focus to consider more than just print-oriented newsroom.