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Self-Study Report for Accreditation in Journalism and Mass Communications

Submitted to the

Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: Brigham Young University_____

Name of Journalism/Mass Communications Unit:

Department of Communications_____

Address: 360 BRMB, Brigham Young University, Provo, UT 84602_____

Date of Scheduled Accrediting Visit: February 8-11, 2009_____

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: Brad L. Rawlins_____

Title: Department Chair_____

Signature: _____

Administrator to whom journalism/mass communications administrator reports:

Name: Stephen Jones_____

Title: Dean, College of Fine Arts and Communications_____

Signature: _____

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 (especially 13 – 20) and update them as necessary. The unit then should print a copy of this section for each team member and present the new material to the team when members arrive on campus. The team will include the revised material in the site team report.

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: Brigham Young University

Name of Unit: Department of Communications Year of Visit: 2009

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

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

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

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

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

See attachment at the end of this section.

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: 2002-2003

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

1984

6. Attach a copy of the unit's mission statement.*Mission Statement*

"Recognizing the crucial need to truthfully inform and be informed, the BYU Department of Communications seeks excellence in communications by stressing personal integrity, rigorous scholarship, moral values, professional competence and ethical conduct. The Department: (1) broadly educates men and women; (2) fosters respect for free, responsible and truthful expression; (3) champions democratic values; (4) prepares graduates who will effectively serve their professions, their communities, and their nations."

7. What are the type and length of terms?

Semesters of 15 weeks

Summer sessions of 7.5 weeks

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

☒ Four-year program leading to Bachelor's degree

☒ Graduate work leading to Master's degree

☐ Graduate work leading to Ph.D. degree

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

120 semester-hour credits

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

4 semester-hour credits for required internship.

1 semester-hour credit for subsequent internship.

1 semester-hour credit for practicum before required internship.

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

We have only one degree program in Communications. We have emphasis areas within that degree, but we don't have a designated position for "person in charge," such as a coordinator or director. Faculty serving on the Undergraduate Committee have stewardship for coordinating the undergraduate affairs of each emphasis and are considered the "emphasis leaders" by other faculty in each emphasis. These positions serve for three years and rotate through the emphasis faculty. But it's not a formal designation. That is whom we've identified in the information below.

Name of Sequence or Specialty	Person in Charge
Advertising	Kevin Kelly
Broadcast Journalism	Dale Cressman
Communications Studies	Steve Thomsen
Print Journalism	Quint Randle
Public Relations	Ken Plowman

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

27,743 undergraduate full-time-equivalent students
2,694 graduate full-time-equivalent students

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

We are only reporting “active” students, meaning students currently taking classes in our department. We have a list of “inactive” students that includes students admitted to our program that are currently away from the school, such as those serving full-time volunteer missions.

Name of Sequence or Specialty	Undergraduate majors	
	Fall 2008	Winter 2009
Advertising	160	201
Broadcast Journalism	91	101
Communications Studies	38	34
Print Journalism	70	80
Public Relations	131	138
Pre-majors	742	678
Total	1,232	1,232

14. Number of graduate students enrolled:

31 students currently in our Master’s program.

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

See attachment at the end of this section for a listing of all sections of skills courses from Fall 2003 to Fall 2008.

16. Total expenditures planned by the unit for the 2007 – 2008 academic year: \$2,771,546 (this only includes budgeted items indicated in Table 12)

Percentage increase or decrease in three years: + 4.58%

Amount spent this year on full-time faculty salaries: \$1,983,422

17. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc., during the term in which the visit will occur.

Faculty	Rank	Teaching Load per Year
Ed Adams	Professor	None (Associate Dean)
Sherry Baker	Associate Professor	2/2/2
Clark Callahan	Assistant Professor	2/1/1 (International Media Studies director)
Mark Callister	Associate Professor	2/1/1 (Research Center Director)
Joel Campbell	Associate Teaching Professor	3/3/2
Ed Carter	Assistant Professor	1/1/1 (Associate Chair)
Dale Cressman	Assistant Professor	2/2/2
Chris Cutri	Assistant Professor	2/3/2
John Davies	Assistant Professor	2/2/2
John Hughes	Teaching Professor	3/3
Jared Johnson	Instructor	2/2/2
Kevin Kelly	Associate Teaching Professor	3/3/2
Dough McKinlay	Associate Teaching Professor	3/3/2
Ken Plowman	Associate Professor	2/2/2
Quint Randle	Assistant Professor	2/2/2
Brad Rawlins	Associate Professor	1/0/1 (Department Chair)
Tom Robinson	Associate Professor	2/2/2
Kevin Stoker	Associate Professor	1/1/1 (Associate Chair)
Steve Thomsen	Professor	2/2/1
Rob Wakefield	Associate Professor	2/2/2
Susan Walton	Associate Teaching Professor	3/3/2
Robert Walz	Associate Teaching Professor	3/3/2
Laurie Wilson	Professor	1/1/1 (Director of University Internship Office)
Anne Worsham	Assistant Professor	2/2/2

18. Number of part-time faculty teaching at least one course or part of a course during the term in which the visit will occur:

Winter 2009: 18 part-time faculty, teaching 25% of courses

Fall 2008: 24 part-time faculty, taught 32% of courses

During the preceding term:

Winter 2008: 19 part-time faculty, taught 26% of courses

Fall 2007: 19 part-time faculty, taught 26% of courses

19. For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

Year	Total Graduates	80 or more semester hours outside the major		65 or more semester hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2007-2008 academic year	345	345	100%	345	100%
2006-2007 academic year	347	347	100%	347	100%

In fact, we have been 100% compliant on this requirement since our last accreditation. Full transcripts are available for review by the site-visit team.

PART II: SUPPLEMENTARY INFORMATION

Circumstances and Scope of the Unit

Table 1, “Students”

Table 2, “Full-time Faculty”

Table 3, “Part-time Faculty”

See Tables 1-3 at the end of this section.

Overview

Brigham Young University was founded in 1875 under the sponsorship of The Church of Jesus Christ of Latter-day Saints. BYU is part of the Church Educational System, which serves more than 1.2 million people worldwide. The system includes the BYU campus at Provo, the BYU-Hawaii campus in Laie, BYU-Idaho in Rexburg, the LDS Business College in Salt Lake City, and elementary and secondary schools in countries that include Mexico, Fiji, Tonga and Western Samoa. The Provo campus enrolls 30,000 students a year, of which 28,000 are undergraduates.

The university is a product of Utah’s pioneer tradition. The original school, Brigham Young Academy was established in 1875 in Provo. Brigham Young, president of the Church of Jesus Christ of Latter-day Saints, charged Karl G. Maeser, the principal of the academy, with the following directive: *I want you to remember that you ought not to teach even the alphabet or the multiplication tables without the Spirit of God. That is all. God bless you.*”

Brigham Young University seeks to develop students of faith, intellect and character who have the skills and the desire to continue learning and to serve others throughout their lives. The university provides an outstanding education in an atmosphere consistent with the ideals and principles of its sponsor, The Church of Jesus Christ of Latter-day Saints. According to the university’s mission statement, a BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service. These are commonly known as the “aims of a BYU education.”

The first journalism class was taught in 1916. In 1933, the Journalism Department was established in the College of Humanities and Sciences. In 1963, the Department of Communications was created within the College of Fine Arts and Communications, where it currently resides. It is one of four academic units in the college. The others are the Department of Theater and Media Arts, the Department of Visual Arts, and the School of Music. In addition, the college supports three non-academic units: the Museum of Arts, the Division of Arts Production, and BYU Broadcasting (which includes the television, radio, and satellite/cable services associated with PBS, BYU-TV and BYU-TV International). In 1992, a comprehensive new curriculum was implemented that put more emphasis on core classes and the conceptual study of mass media, and decreased the number of skill classes. In the mid 1990s, the department brought the student newspaper and television stations together to create a converged newsroom called NewsNet. The department was seen as a leader and forerunner in this area. In

2002 the department implemented a new curriculum that streamlined the course offerings in core and provided more flexibility by offering more electives. This allowed the department to focus more on the areas of mass media, and to provide a nice balance between theory and scholarship and the development of professional skills. The department still benefits from this balance. At about this same time, the practice of the converged newsroom wasn't meeting the expectations of the curriculum. The broadcast and print journalism functions began to separate, culminating in curriculum changes in 2005 that dissolved the required convergence, and created separate skills classes for print and broadcast journalism. This split has enabled each area to focus on their specific skills and has resulted in unprecedented awards for both areas. However, it has put the department a bit behind the curve of the most recent trends toward convergence. The department is looking at new ways to incorporate new media and multi-platform journalism that will work better than our previous attempt.

The mission of the department is primarily undergraduate education, although there is a small Master's program. The Master's program is not under review for accreditation. The department has five emphases within one degree program. The professional emphases are advertising, broadcast journalism, print journalism and public relations. The academic emphasis is called communications studies.

The Department of Communications is among the 30 largest programs in the country according to the 2006 enrollment report by Becker, Vlad and McLean.¹ We used to be among the top 15 programs, but we have made a concerted effort to reduce enrollments to better meet our learning objectives in a mentored environment. Still, in 2007, the department graduated more students than any other academic program at the university. At the time of this report, the department averages 1300 undergraduates (800 pre-majors, 500 admitted majors) and 45 graduate students.

The department places a lot of emphasis on providing students with learning experiences that connect real-world practices with foundational principles and theories. Students have opportunities to participate in student-run labs in each professional emphasis, each staffed with full-time personnel. Required internships also provide students with experiential learning. The major media markets nearby are Salt Lake City and Las Vegas. However, a strong alumni network in Phoenix and strong internship programs in Chicago, Los Angeles, and New York City have led to the placement of many graduates in these markets.

¹ Becker, L. B., Vlad, T., and McLean, J. D. (2006). Enrollments level off; online instruction now routine. *Journalism & Mass Communication Educator*, 62 (3), 263-288.

Previous Accreditation Report

The department was last accredited in 2002-2003. It was found in compliance on all 12 standards. In the site visit team summary, the strengths and weaknesses of the program were as follows:

Strengths

- Excellent student body
- Climate of curricular risk-taking and change
- New faculty and improving record of scholarship
- Resources to support faculty scholarship
- Faculty accessibility
- Public relations faculty and sequence
- Great improvement in technology and support

Weaknesses

- Insufficient resources applied to increasing diversity
- Continued space shortage
- Uncertainties related to faculty and curricular change
- Disconnect between student broadcast curriculum and professional outlets

The strengths of the program continue to be strengths, and in some cases have become strengthened since the last accreditation. For example, scholarship has continued to increase among the faculty with several excellent faculty hires since the last accreditation. The students continue to be one of our greatest assets. Some of the successes of the students in all of the program's emphases are truly remarkable. There continues to be abundant resources for technology, travel, research and faculty development. Some of the most recent financial support has been focused on helping students with unpaid or underfunded internships in some of the country's major media markets.

Some of the weaknesses have been significantly addressed and improved. Space is no longer a problem after moving into our own renovated building, the Brimhall Building. For the first time the student labs, classrooms, and faculty are under one roof. Previously the print and broadcast labs were in another building. While we still have to teach our larger classes in other buildings, the majority of instruction occurs in our building. Space for print and broadcast journalism are much improved from the tight and awkward space found in 2002. Although there can always be more space, the facilities in the Brimhall Building are a great improvement over being scattered across three floors in the Harris Fine Arts Building which we shared with programs in Music, Theater and Media Arts, and Visual Arts. This space has built great unity among students and faculty and helped the program develop an identity that was absent when we taught classes in 11 different buildings. The students have a place to hang out, study, work on group projects, and

work in labs. The space has allowed us to develop labs for advertising and public relations that are bringing enormous results.

The disconnects between the curriculum, labs, and professional outlets have been significantly diminished. Faculty spend time in the labs and the professional skills developed in the interaction between curriculum and labs has landed print and broadcast journalism programs some of the top awards available. There is still some room for improvement, but it is much improved from the last visit.

The curriculum changes have been comfortably incorporated into the pedagogy of the program. There have been a number of improvements that have allowed the program to better meet its learning outcomes. One concern raised in the previous report was the high student enrollments in core and elective classes due to changes in curriculum. With efforts to control enrollment in the program, and through creative curriculum management, the Comms 101 class has gone from 240 students to a maximum of 100. Other introductory classes are taught at 60 instead of 100, and our electives have gone from 80-100 enrollments to 40-45 enrollments.

There were also concerns that the focus of the department was moving toward research and scholarship at the expense of quality teaching. There is greater balance placed on both of these critical functions. During the last accreditation, the department climate toward stressing scholarship reflected cultural indicators at the university. Since then, there has been greater emphasis on teaching, coming from the president's office on down, and this has been reflected in faculty efforts to improve teaching and learning. Another influence is the department's emphasis on learning outcomes and assessment.

There was also a concern that professional faculty were unsure of requirements for tenure and promotion under the previous department document. The document for rank and status, as it is called at BYU, was revised in 2004 with much clearer guidelines. This seems to have worked because the all three of the professional faculty who have gone up for tenure and promotion since 2004 have been successful. There are two professional faculty who are still on the tenure track.

One of the goals of the department in the 1996 accreditation was to reduce the number of faculty who had their last academic degree from BYU or the University of Utah. In 2002, there was still some concern regarding this homogeneity of academic pedigrees. In 2008, seven of 24 faculty (29%) have their last degrees from BYU or the University of Utah. The number of professorial faculty with terminal degrees from BYU or University of Utah is 4 of 18, or 22%.

Another concern from the report was the need to improve oversight of internships. Since then, the department has made great strides in this area. The employer and student evaluations have been improved and connected to our learning outcomes. Faculty have direct oversight of the internships; students and faculty are now assigned to a course that requires weekly emails from the students, faculty visits to internship sites where feasible, and faculty review of assignments. Students now know whom to report their progress. The previous report also raised concerns about underutilized funds for internship development. That is no longer a problem, with faculty traveling around the country to maintain and develop internships in New York, Chicago, Atlanta,

Los Angeles, Las Vegas, and other media centers. The New York internship program, long one of the jewels of the department, has been joined with a Chicago program that began two years ago. An internship with Porter Novelli in Los Angeles is becoming an annual pilgrimage for many of our public relations students.

The department continues to address the challenge of diversity. As this report documents, there are a number of institutional and cultural challenges to increasing minority and gender issues. However, we continue to make strides in attracting minorities to our program. In the 2002 report, only 7.9 percent of our students were minorities. In 2008, that has increased to 13.9%. Considering that *The Chronicle of Higher Education* reported nine percent of the student populations of Utah institutions was made up of minority students, and BYU reports 10.1% minority composition, the department is doing better than average in this area.

Self-Study Process

The self-study has primarily involved four faculty members and five administration/staff personnel. Ed Adams, when he was chair, began the process. This was transferred to Brad Rawlins when he became chair. Rawlins recruited two faculty to assist him, Steve Thomsen and Laurie Wilson. The standards were divided among them to write first drafts. These drafts were reviewed by the team in group editing sessions. Lesley Price, department secretary, Layne Peterson, department business manager, Brenda Butterfield, advisement center director, Jacey Reynolds, outreach coordinator, and Tracy Keck, from Institutional Assessment and Analysis, also worked on providing data and completing tables. All faculty were invited to contribute data and suggestions for the report.

The self-study was discussed in the November Department Meeting. A handout of highlights from the self-study was shared during this two-hour meeting and faculty discussed results, suggested changes to the report, and were made aware of areas needing improvement before the site-team visit.

Undergraduate Catalog

See Part II Appendix A in accompanying binder.

Part II, Section 1. Mission, Governance and Administration

During the visit, the unit must make the following documents accessible to the team:

- minutes of faculty meetings during the previous academic year
- minutes of unit committee meetings during the previous academic year
- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

All of these documents will be available in the department for site visit team.

Developments

Since the last accreditation visit, the department has had three department chairs. Michael Perkins, who was chair during the last accreditation visit, died from a kayaking accident on August 14, 2003. Ed Adams, then serving as the associate chair, was named chair after an intensive internal search. Adams served as chair for five years until he stepped down in June 2008. Adams' term as chair was the 2nd longest in the 75-year history of the department. He was then asked to serve as an associate dean in the College of Fine Arts and Communication. After another internal search, the process of which is described below, Brad Rawlins was asked to serve as the department chair. Rawlins was previously serving as the associate chair for undergraduate studies since 2005.

It is not unusual at BYU for department chairs to be selected from among the faculty in the department. This is perhaps best expressed in a memo written for BYU faculty in 1987 by then-President Jeffrey R. Holland and Provost and Academic Vice President Jae R. Ballif: *"Becoming department chair, unlike becoming a professor, is not a promotion or advancement in rank. It is an appointment to an important service, a service that must be undertaken in some spirit of personal sacrifice if it is to be done excellently. It is not a permanent appointment; one does not step up to it or down from it. It is an important and different faculty responsibility from those borne by one's colleagues."*

The process for selecting a chair involves a series of interviews and inquiries by the dean with the department's faculty for feedback about the performance, needs, and goals of the department. He then asks for recommendations for a chair. This does not constitute a faculty vote, per se, but it does allow for a faculty voice in the process. From this information, the dean consults the candidate and, if in agreement, appoints the new chair for a term of three years. There is no limit on how many times the term could be renewed by the dean. In many ways, this could be preferable to a faculty election. There is almost no political maneuvering, positioning, or lobbying among the faculty for administrative responsibilities. As stated above, it is viewed as an opportunity to serve.

In addition to the department chair, there are two associate chairs: Kevin Stoker is in his third year as the associate chair for graduate studies, and Ed Carter is in his first year as associate chair

for undergraduate studies. The department's biggest leadership challenge has been its reliance on junior faculty for administrative positions. While the majority of the faculty are junior faculty (not having received tenure and/or rank), there is still a need for administrative service. This is, in large part, due to the unfortunate deaths of two administrators (Perkins, chair, and Rich Long, associate chair for undergraduate studies) and the turnover of faculty due primarily to retirements (20 of 24 faculty have been hired since 1999, and 11 new faculty have been hired since the last accreditation visit). Rawlins and Ken Plowman were asked to serve as associate chairs before receiving tenure. Carter currently serves as an associate chair without having tenure. With time, the department is beginning to see more balance, with 10 faculty having tenure and 14 still in the pre-tenure stage. Four faculty are under tenure review this year. This progress represents a significant "professional maturing" of the faculty.

The following is a timeline of administration changes since the last accreditation.

2003-2004

- Mike Perkins, Department Chair, dies in kayaking accident. Ed Adams is appointed as Department Chair.
- Rich Long is appointed as Associate Chair for Undergraduate Studies.
- Sherry Baker steps down as Graduate Director.
- Brad Rawlins is appointed as Associate Chair for Graduate Studies in spring.
- Laurie Wilson is appointed as University Internship Director.

2004-2005

- Rich Long dies in January 2005. Brad Rawlins is appointed as Associate Chair for Undergraduate Studies.
- Ken Plowman is appointed as Associate Chair for Graduate Studies.

2006-2007

- Ken Plowman steps down and Kevin Stoker is appointed Associate Chair for Graduate Studies.
- Sherry Baker is appointed Associate Dean in the College of Fine Arts and Communications.

2007-2008

- Steve Thomsen steps down as Research Center Director. Mark Callister is appointed as Research Center Director.

2008-2009

- Ed Adams steps down as Chair. Brad Rawlins is appointed Department Chair.
- Sherry Baker steps down as Associate Dean. Ed Adams is appointed as Associate Dean.
- Allen Palmer retires and Clark Callahan is hired and made director of International Media Studies.

Administrative Responsibilities

The department administration is led by a chair and two associate chairs, with support from a secretary, a business manager, a three-quarter time outreach coordinator, a three-quarter time internship director, and two part-time student employees. We have one open administration/staff FTE that is being reviewed for possible repurposing toward a technology position. Chairs are appointed for renewable three-year terms. Associate chairs are appointed for negotiable terms by the chair.

The chair, Brad Rawlins, is responsible for conducting annual evaluations of faculty and staff to include annual salary increases, overseeing the tenure and promotion process, managing the budget and finances, conducting faculty meetings, creating, reviewing and interpreting the strategic plan, engaging in fundraising and alumni relations, resolving personnel issues of faculty and staff, and mediating faculty and student conflicts. He also serves on the College of Fine Arts and Communications College Council and the Academic Council.

The associate chair for graduate studies, Kevin Stoker, is responsible for chairing the graduate committee and overseeing graduate studies curriculum and admission, chairing the rank and status committee, and supervising the student newspaper, *The Daily Universe*. He also serves on the College Graduate Studies Committee.

The associate chair for undergraduate studies, Ed Carter, chairs the undergraduate committee and oversees the curriculum and admission of undergraduates, manages the assessment efforts and serves on the assessment committee, resolves student petitions regarding curriculum, oversees the internship office and its programs, trains part-time faculty, and represents the Honor's Program. He also serves on the College Curriculum and College Assessment Committees.

Lesley Price, the department's secretary, joined the department in 2003. She was promoted in 2007 with the retirement of Bobeta Powell, who was the department's administrative assistant for 23 years. She has the responsibility to schedule courses and classrooms, manage files and paperwork on all faculty and curriculum, and to assist the chair and associate chairs in their responsibilities. Layne Peterson is one of the most stable and respected business managers at the university having held the position since 1993. He manages all of the finances of the department and oversees issues related to maintenance of the building and facilities. Jacey Reynolds was recently hired as the outreach coordinator in the fall of 2008. She will be helping the department develop a comprehensive database on alumni, maintain communications with our alumni and advisement board, plan events and work with our recently developed student ambassador program. Connie Cluff has been the director of the internship and career center since 2000. She works with two student staff to help place students into internships and careers, manages the paperwork for the internship registration, and conducts workshops to help students prepare for careers.

Due to the effective leadership of Ed Adams and his associate chairs, the hard work of faculty and staff, and the achievements of students, the department currently has a very good standing

with the university administration. It has been viewed as a leader in developing a culture of assessment, using resources in an efficient and effective way, and producing a quality educational experience. Many of the recent successes of the department have been praised at the highest levels of the university. The office of university relations frequently promotes the research and success of faculty and students. Several faculty have had their research reported in national news outlets such as the *New York Times* and CNN.

For organizational chart, see attachment in the end of this section.

Strategic Plan

The department's five-year strategic plan was developed through two retreats. The first retreat occurred in the fall of 2007 and consisted of department leadership, to include the department chair, Ed Adams, associate chair for graduate studies, Kevin Stoker, and associate chair for undergraduate studies, Brad Rawlins. The primary areas and concerns for the plan were developed during this retreat. The second retreat occurred in the spring of 2008 with all faculty of the department. The general areas were discussed and recommendations were made by the faculty for long-term strategic planning. This was used to help develop the strategic plan that is submitted to the college annually.

For 2009-2014 Strategic Plan, see attachment at the end of this section.

Faculty Governance

The department has a robust system of faculty governance. The current governance structure was established in 2001, after disbanding the faculty council in favor of a more decentralized committee system. Almost every faculty member has an assignment to serve on a departmental committee. Possible exceptions might include faculty members within their first year of hire or members with substantial university or professional service. Most members serve staggered terms of two-to-three years. Committee members can request extensions to serve longer, and several have made that request. We have had instances on several committees where members felt an additional year was needed to complete an initiative or process and have requested an extension of service.

All academic and educational issues are determined through faculty input on department committees. The chair and associate chairs can generate ideas and initiatives, but decision-making and recommendations rests within the committees. All policy and procedure changes are then brought to the entire faculty, which acts as the voting body on these recommendations. Process issues may or may not be brought to the entire faculty depending on the scope of the change and its affect upon the entire department. The department works hard to create a vibrant and dynamic culture of faculty governance.

The faculty held 11 meetings during the year and two one-day retreats, one in April following the winter semester, and one in August before the fall semester.

In the department, the standing committees for academic year 2008-2009 and their membership are as follows:

- The *Undergraduate Studies Committee* supervises all aspects of policy, admissions and curriculum related to the undergraduate program and makes recommendations to the full faculty for adoption. It also reviews all student petitions requesting exceptions to curriculum requirements. Sometimes these petitions help the department see needs for curricular or policy adjustments. The committee is chaired by the associate chair for undergraduate studies and includes members from each emphasis of study. Membership: Ed Carter, chair, and members Kevin Kelly (Advertising), Dale Cressman (Broadcast Journalism), Steve Thomsen (Communications Studies), Quint Randle (Print Journalism), and Ken Plowman (Public Relations).
- The *Graduate Studies Committee* supervises all aspects of policy, admissions and curriculum related to the master's program and makes recommendations to the full faculty for adoption. This committee is chaired by the associate chair for undergraduate studies, and is limited to graduate faculty for membership. Membership: Kevin Stoker, chair, and members Mark Callister and John Davies.
- The *Faculty Rank and Status Committee* is responsible for evaluating all faculty in the department. This occurs in two ways: annual stewardship (performance) reviews, and tenure and rank advancement reviews. Faculty are reviewed annually by this committee and the department chair. The annual stewardship review is intended to help faculty successfully achieve tenure and advancement and address potential concerns before they become serious issues. The committee also reviews all cases for third-year reviews, final tenure reviews and reviews for promotion in rank and making recommendations to the department chair and the full faculty for action. All members on the committee are tenured faculty. Membership: Kevin Stoker, chair, and members Joel Campbell, Laurie Wilson, and John Hughes.
- The *Assessment and Learning Committee* is responsible for evaluating the degree to which our students are achieving our published learning outcomes and to use that information to help faculty improve program learning. This includes revising program outcomes, developing measurement rubrics, collecting data, and reporting to faculty results of assessment efforts. Membership: Clark Callahan, chair, and members Anne Worsham, Tom Robinson, Ed Carter, Rob Wakefield, and Jeff Fox (ad hoc member from the Center for Teaching and Learning).

- The *Travel, Research and Awards Committee* (TRAC) decides on all requests for use of budget and non-budget funds to support faculty and student development, research, and travel. It also determines faculty and student awards. The department leadership, research center director, and business manager sit on this committee with an at-large faculty member. Membership: Brad Rawlins, chair, with members Kevin Stoker, Ed Carter, Mark Callister, Layne Peterson, and Jared Johnson.
- The *Committee on Internship Advisement and Oversight* is made up of faculty who have responsibility to oversee internships, including weekly communications with interns, internship visits, and developing new internships. Prior to this year this assignment came with a course reduction to allow faculty to make visits to internships. This year each member of the committee is given a section of the internship course to provide more structure and accountability between instructor and interns.

In addition to these standing committees, the department will ask faculty to serve on ad hoc committees that address temporary needs. This year we have ad hoc committees addressing the curriculum changes to Comms 211, planning activities around our 75th anniversary, and providing guidance to new media changes for the student newspaper, the Daily Universe.

Selection and Evaluation of Administrators

The process by which the last two chairs were selected is described in the introduction. The chair is answerable to the dean of the College of Fine Arts and Communications. The dean is answerable to the academic vice-president. There are 68 academic departments at BYU. The dean's office is diligent and responsive to requests and initiatives by the Department of Communications. Adams serves as associate dean. He was preceded by another communications faculty member, Dr. Sherry Baker. Prior to her appointment as associate dean, Dr. Baker previously served as an associate chair in the Department of Communications. The chair meets twice a month with Dean Stephen Jones. There is further opportunity to interact with dean's office in college council and academic council. Dean Jones conducts an annual review of the chair for performance.

The unit leadership was reviewed in 2006 and 2008 by faculty in the department. The Department Chair is evaluated each year by the Dean. These evaluations are available at the Dean's office for review during the visit. Because they are personnel documents, they are not shared in this open access document. Chair Rawlins would like to incorporate an annual performance review by faculty, which has only been done when a chair is up for renewal of a term.

As administrators, the chair and associate chairs regularly walk around and visit faculty and staff in their offices. They maintain open and scheduled office hours so individuals with concerns and

complaints can be resolved quickly. The chair and associate chair regularly go to lunch with different faculty members, allowing an open discourse on issues. Students regularly meet with associate chairs about admission, scholarship and curriculum concerns.

A more accurate reflection of department administration effectiveness can be measured in an assessment by departmental faculty and staff, and upper administration by the site-team visit.

Resolving Faculty and Student Concerns

The department follows the university guidelines regarding student, staff, and faculty concerns or grievances. First, a person with a concern or grievance is encouraged to resolve the issue with the other party involved. If that doesn't work or it is not practicable to do so, the attempt to resolve the issue should be done with that person's immediate supervisor. If the issue is not resolved at that point, then the formal procedure can be initiated. This requires a concise statement of the concern or grievance, an investigation of the issue by the chair, and an attempt at resolution that addresses the concerns raised and corrects for future problems. If the decision of the chair is not satisfactory to the student or faculty/staff member, that person can appeal the decision to the dean. Further appeals can be made to the Academic Vice President. All issues should be resolved within 30 days with a written response.

Students also have the opportunity to petition or appeal curriculum and policy matters. These petitions are reviewed by the associate chair for undergraduate studies and the undergraduate committee. Students are informed of the decision following the weekly meeting of this committee.

All student petitions and faculty grievances are organized and available for review by the site-visit team.

Part II, Section 2. Curriculum and Instruction

During the visit, the unit must make the following documents accessible to the team:

- a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence or distance education).
- transcripts of students who earned bachelor's degrees in each of the unit's sequences in the most recent academic year, in the following amounts: fewer than 25 graduates from the sequence, all transcripts; 26 – 100 graduates from the sequence, at least 25 transcripts; 101 or more graduates from the sequence, 25 percent of all transcripts (These may be copies of the official transcripts and do not have to carry the official university seal. Team members may want to review additional student records during the visit.)

All of these documents will be available in the department for site visit team.

Curriculum Overview

The Department of Communications offers one Bachelor's of Arts degree in communications. This program is further segmented into five emphases, four that are professionally oriented and one that is more scholarly and academic. The four professional emphases are: Advertising, Broadcast Journalism, Print Journalism, and Public Relations. The academic emphasis is labeled Communications Studies.

It is the philosophy of the department that students admitted to the program are first, and foremost, communications students. Rather than placing them into steeped and inflexible professional silos, students take more credits as part of the core and electives than they do within a particular emphasis. This is by design. We believe that students are better prepared for the constantly changing media landscape by learning the foundational theories, principles, and practices that transcend trends and tools. The emphases help prepare students to gain entrance into the professional industries, and provide skills and knowledge to help them with professional growth, while the core and electives give them the critical thinking skills that prepare them for a lifetime of information processing and decision making.

At the time of the last accreditation visit, the department had just completed a radical curriculum revision. Since then, the curriculum has been adjusted to help the department meet its published objectives.

- The university demanded that the department add credits to its internship requirement because the 1 credit earned was insufficient for the 280 hours required for a grade in this course. In order to comply with the 80/65 credit rule,

and as a consequence of increasing the internship from one to four credit hours, we reduced the elective requirements from four to three classes.

- After mapping out our learning outcomes against the curriculum, we became aware that many students could avoid certain outcomes by the path they took through the electives. After a year of discussions and debates, the department approved and implemented a cluster system of electives to ensure that students receive a learning experience in each outcome. This also allowed us to revise our elective courses to tie them to the research interests and expertise of our current faculty. They are also designed to be very flexible, allowing one instructor to teach according to his or her expertise while still meeting the learning outcomes.
- In 2005, the print journalism emphasis split into two tracks: news editorial and new media & design. After being admitted to the program, students must apply to the new media & design track, which accepts 12 students annually.
- The broadcast journalism emphasis restructured its curriculum to allow better integration between reporting and producing knowledge and skills.
- The research course, which attempted to teach general research skills to all emphases, was given more focus and placed in each emphasis area. The outcomes are still met, but with more importance on the specific research needs of each emphasis. This has also allowed students to work with real clients in the advertising and public relations students, research data and analyze databases for the journalism students, and create academic research projects for the communications studies students.

The Department is committed to providing a learning environment that balances the theoretical and the practical. The required courses for graduation in the four professional programs (40 credits) are balanced between theoretical and conceptual courses (18 credits) and professional skills (18 credits) in each of the professional emphases, with the remaining 4 credits used for a required internship. In the scholarly emphasis, Communications Studies, the courses lean heavily toward the theoretical and conceptual.

The breakdown between the courses, as found in the BYU Undergraduate Catalog, follows:

Theoretical and conceptual:

- Comms 101. Mass Communication and Society
- Comms 230 Introduction to Advertising, Comms 235 Introduction to Public Relations, Comms 238 Introduction to Communications Studies or 239 Principles and Philosophies of Journalism.
- Comms 300. Media Ethics, Law, and Responsibility
- Nine hours of electives from the following electives. Students must take one course from each cluster.
 - Cluster I: Media, Family & Society
 - Comms 302. Popular Culture & Media
 - Comms 351. Media and their Audiences

- Comms 411. Media Effects
- Comms 416. Media Advocacy & Social Change
- Cluster II: Principles & Philosophy
 - Comms 301. Mass Media History & Philosophy
 - Comms 360. Communication Management Principles & Theory
 - Comms 406. Media and the First Amendment
 - Comms 480. Media Ethics & Moral Reasoning
- Cluster III: Global Communication & Diversity
 - Comms 381. International Media Systems
 - Comms 382. Issues in Global Communication
 - Comms 481. Gender, Race & Class in the Media
 - Comms 482. Media & World Religions

Professional Skills:

- Each of the professional emphases requires courses in research and professional skills that are relevant to their professional practices.
- Skills classes include advanced writing, design, management, and planning courses. In most of these courses, theory and principles are taught along with the skills. Course syllabi from these courses should indicate that faculty members believe that skills are enhanced by the theory and principles.
- In 2006, the core research course, which was generic and taught across the emphases, was placed into the emphasis requirements and tailored to meet the needs of each profession. So, journalism students now take Comms 308, Research Methods for Journalism, which teaches students how to research databases and calculate basic statistics using Excel, while advertising and public relations students take research courses (Comms 317 and 318 respectively) that teach them how to conduct secondary and primary research related to strategic communication purposes, and use SPSS for more complicated statistical analysis. Communications studies students take Comms 319 and learn to conduct academic research and use SPSS for statistical analysis.
- Each professional emphasis has a capstone course that requires a culminating project. The project is a good artifact of the learning accumulated through the emphasis.
- All students in professional emphases are required to complete an internship in a professional and mentored environment.
- All students in communications studies are required to complete a mentored research experience.

Admission to Program

The department has been granted limited enrollment program status by the university. This requires students to apply to the program. Each emphasis has its own admission requirements that are unique to the expectations of the emphasis. All emphases have a 300-point admission total and all include both quantitative and qualitative measures to evaluate student applications. See admission point breakdown by emphasis in Part II Appendix B of accompanying binder.

The department identified both qualitative and quantitative measures for admission. The first quantitative measure is a minimum grade requirement of a B in the prerequisite courses. Students who earn less than a B are not eligible to apply to the program. Students may take a prerequisite course a maximum of two times to achieve the minimum grade. This allows students to improve, but it ensures that they will not spend more than an additional semester retaking courses to qualify for application to the program. The advertising program also has a benchmark exam that is scored and included in the application evaluation.

The qualitative measures include a writing benchmark assignment in Comms 211, News Writing, one of the prerequisite courses. The benchmark assignment is intended to mirror the professional environment where students are under pressure to produce work under a deadline. The scores from the benchmark assignment are factored with the grades from the prerequisite courses. Additional qualitative measures include: faculty evaluations of the letter of intent to determine writing ability, desire, and potential; faculty evaluation of an essay for the print journalism applicants; faculty interviews with students in broadcasting, public relations, and communications studies to evaluate their potential, commitment, interests, and knowledge; faculty reviews of a broadcast package for broadcast applicants; faculty reviews of a case study conducted online for PR applicants; and faculty reviews of a 60-second self-portrait advertisement for advertising applicants to evaluate creativity. These evaluations take several hours of faculty time during a two-week period when the applications are reviewed.

See Part II Appendix B for examples of the full application process. Included there is a one-page handout given to students and the more extensive explanation found on our Web page.

ACEJMC Professional Values and Competencies

In 2002, the full-time faculty of the Department completed a process of identifying and publishing the learning outcomes of the program. In 2006, these outcomes were revised and included as part of the university's accreditation report for its decennial Northwest Commission on Colleges and Universities (NWCCU) reaffirmation of accreditation. These program outcomes vary somewhat in language from, but are inclusive of, the ACEJMC Professional Values and Competencies (see Standard 9 for program outcomes). Outlined below is where the ACEJMC values and competencies are addressed in the curriculum. A map of the level of awareness, understanding, and application is available as an appendix at the end of this section.

- **Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;**
 - Required Core Course: Comms 300, Media Ethics, Law and Responsibility
 - Electives: Comms 406. Media and the First Amendment; Comms 480. Media Ethics & Moral Reasoning
- **Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;**

- Required Core Course: Comms 101. Mass Communication and Society
 - Required Introductory Course in Emphasis:
 - Comms 230. Introduction to Advertising
 - Comms 235. Introduction to Public Relations
 - Comms 238. Introduction to Communications Studies
 - Comms 239. Principles of Journalism
 - Elective: Comms 301. Mass Media History & Philosophy
- **Demonstrate an understanding of the diversity of groups in a global society in relationship to communications;**
 - Required to take one course from the Global Communication and Diversity cluster of electives
 - Comms 381. International Media Systems
 - Comms 382. Issues in Global Communication
 - Diversity issues taught in Comms 101 and other introductory classes
 - **Understand concepts and apply theories in the use and presentation of images and information;**
 - This is taught in a variety of our skills courses:
 - Comms 275. Introduction to Broadcasting
 - Comms 325. Broadcast News Reporting
 - Comms 330. Creating Advertising Concepts—Portfolio 1
 - Comms 331. Creating Advertising Concepts—Portfolio 2
 - Comms 365. Photojournalism
 - Comms 421. Public Relations Writing and Production
 - Comms 428. Publication Design
 - Comms 487. Multimedia journalism
 - **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;**
 - Required Core Course: Comms 300, Media Ethics, Law and Responsibility
 - Electives: Comms 406. Media and the First Amendment; Comms 480. Media Ethics & Moral Reasoning
 - **Think critically, creatively and independently;**
 - Comms 101 has a critical thinking component
 - All of our electives have strong critical thinking objectives
 - **Conduct research and evaluate information by methods appropriate to the communications professions in which they work;**
 - All students must take a research course according to their particular emphasis.
 - Comms 308. Research Methods for Journalism
 - Comms 317. Advertising Research Methods
 - Comms 318. Public Relations Research and Measurement
 - Comms 319. Research in Communication

- **Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;**
 - As expected, writing is a critical component of our program. All students take writing in Comms 211 as a pre-requisite for admission to the program. In addition to this course, students admitted to the program continue to improve their writing skills in the following courses:
 - Advertising students take the following courses with writing components:
 - Comms 330. Creating Advertising Concepts—Portfolio 1
 - Comms 432. Account Planning and Management
 - Broadcast journalism students take the following courses with writing emphasis:
 - Comms 275. Introduction to Broadcast Journalism
 - Comms 325. Broadcast Reporting
 - Comms 486. Advanced Broadcast Reporting
 - Print journalism students take the following writing courses:
 - Comms 321. News Reporting
 - Comms 377. Feature Writing
 - Comms 420. Advanced Print Reporting
 - Comms 484. News Editing and News Judgment
 - Public relations students take the following writing courses:
 - Comms 321. News Reporting
 - Comms 421. Public Relations Writing and Production
- **Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;**
 - This takes place in the writing and design classes.
- **Apply basic numerical and statistical concepts;**
 - This is taught in all of our research courses.
- **Apply tools and technologies appropriate for the communications professions in which they work;**
 - The program is primarily focused on teaching students content rather than software. However, we recognize that students need to know how to use software to accomplish some of the content requirements in some of their classes. To accomplish this, some of the software is taught by us and some of it is learned outside our program. The broadcast journalism emphasis teaches students how to use Avid digital editing systems and how to operate digital cameras. Students preparing for design and multimedia requirements in Advertising, Print Journalism, and Public Relations have been required to demonstrate proficiency in the software listed below. This proficiency can be demonstrated by portfolio, or a certificate from a software training course. The department has subsidized students taking software courses offered by our Office of Information Technology. The courses taught the following software applications:
 - Adobe Photoshop

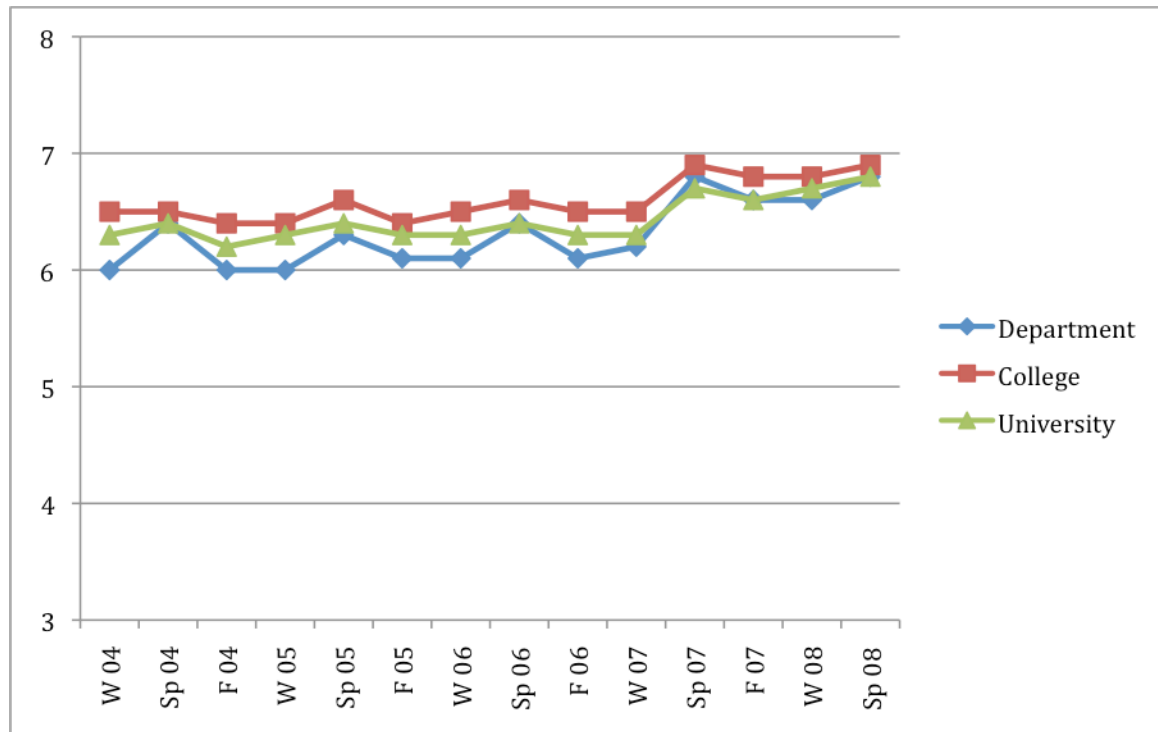
- Adobe InDesign
 - Adobe Illustrator
 - Adobe ImageReady
 - DreamWeaver
 - Flash

Managing Curriculum

Our instruction is demanding and current. Our students expect that from our program, and our faculty work hard to ensure a rigorous experience of the highest standards. To ensure that the experience carries over from our full-time faculty to our part-time faculty, each of our part-time faculty goes through a 2-hour orientation meeting and meet with the full-time faculty also teaching the course. Where we have multiple sections of a course taught, there is a course leader assigned among the full-time faculty. The instructors occasionally meet to evaluate their teaching materials such as books and videos, and to discuss successful pedagogy. This ensures that courses remain current and that there are similar standards across sections. Academic freedom remains in that faculty will choose different means for achieve learning objectives, but the standards remain high.

Course evaluations in the department have improved over the last couple of years. The department mean on course evaluations are right around the university mean and usually slightly below the college mean. This is in spite of the fact that the department has one of the highest student-to-faculty ratios in the university, and a much higher ratio than our peer departments in the college. As can be seen in the chart, the gap has narrowed over the last two years.

Course Evaluations 2004-2008



The combination of professional and professorial track faculty also helps keep courses up-to-date and relevant to each profession. Each professional emphasis has at least one professional-track faculty member with at least 15 years of experience (advertising has two professional-track faculty). See standard 4 for more information.

The department also offers several of its courses through online independent study classes. These include most of our introductory courses. The courses are developed and maintained by our full-time faculty who receive additional compensation for each course. Courses we offer through independent study: Comms 101, Introduction to Communications; Comms 230, Introduction to Advertising; Comms 235, Introduction to Public Relations; Comms 300, Media Ethics, Law and Responsibility; and Comms 480, Media Ethics and Moral Reasoning.

The more an instructor can mentor students in the learning process, the more likely that learning objectives will be met. It is important to keep student-faculty ratios as low as possible while still servicing as many students as possible. This requires a delicate juggling of resources to maintain that balance. Our department attempts to balance out demand with resources by limiting student enrollment in our program and by keeping our upper-level skills courses with lower course enrollments.

According to the Office of Information Technology, we currently have 490 active majors and 742 pre-Communications majors, for a combined total of 1232 students in our program. Our student-teacher ratio for all students (active and pre-Comms) is 53:1. If we just counted the active students who have been admitted to our program, our ratio is 21:1. A direct comparison of peer institutions that have programs similar in content to what we offer (print journalism, broadcast journalism, advertising, public relations, and communications studies) shows that our student/faculty ratio is similar or below these programs. All of these programs have LEP processes in place.

- School of Journalism and Mass Communication, Kansas State University has a 26:1 student/faculty ratio (600 students, 23 FTEs),
- Scripps School of Journalism at Ohio University, 23:1 student/faculty ratio (820 students, 36 FTE)
- Cronkite School of Journalism and Mass Communication, Arizona State University, 24:1 student/faculty ratio (600 students, 23 FTE)
- Department of Communication and Journalism at the University of New Mexico, 34:1 student/faculty ratio (674 students, 20 FTE)
- Department of Communications at Mississippi State University, 25:1 student/faculty ratio (520 students, 21 FTE)
- School of Mass Communication at Virginia Commonwealth University, 22:1 student/faculty ratio (600 students, 27 FTE).

Enrollments in our professional skills and laboratory classes are kept between 15-18 students occasionally rising to 20 students. The skills category includes our writing classes, design classes, and production classes. Our introductory writing course enrolls around 200 students for class lecture and then is broken into individual labs of 18 students each. Each lab is taught by a Lab TA, usually a graduate student with journalism experience. A full report of each lab class over the last six years is available in Part I Appendix B. A careful look at this report will show several classes above 20 in fall 2003. It was after this semester that we implemented a centralized add card system that required all cards to be signed by the department rather than the instructor. Since then, we've not had a writing course exceed 20 students per class.

We had been teaching our research methods course at 40 students per lecture course with two labs at 20 students each. We have found that it is difficult to teach such a complicated subject with a large group, and have reduced the lecture classes to 20 students with a lab assigned to each section. This was put into place in fall 2007.

By reducing admissions and through creative resource management, we have also been able to reduce the course enrollments in our electives classes from an average of 80 students to 40 students. We are working on reducing them even further, with our target number being 25 students per section.

Curriculum Flexibility

Students in the emphasis areas follow a very rigid series of courses built upon prerequisites. However, in the electives area, which makes up 9 credits of the program, the students can pick from four courses within three clusters of electives. Each cluster is aimed at helping the department achieve certain learning objectives listed above. However, there is flexibility in the content and the pedagogy faculty use to reach those outcomes. This flexibility translates into different courses with different content that students choose to fit their special interests and needs.

Service Courses

We offer no service courses to non-majors. In 2005-2006 we offered a course for non-majors on Media and Society, Comms 100, to be considered as a service course for the humanities general education requirement. The university decided not to carry the course after one year.

Teaching Ethics, Law, History, and Theory in Curriculum

The emphasis on ethics and social responsibility permeates throughout our program. Student rate very highly the level of ethical development they receive in the program (85% of exiting seniors say their moral reasoning was enhanced or greatly enhanced by their BYU education). Our internship providers and employers often remark on the ethics and integrity of our students (they positively rated students on sensitivity to ethical issues as 4.80 on a 5-point scale). It is one of the hallmarks of the program. Ethics and social responsibility are taught in every course. It is part of our overall mission and purpose. Legal principles are also reinforced throughout the

curriculum, both in theory and in practice, particularly with our media labs. We require all students to take a law, ethics, and responsibility class. We also require students to take an elective from a cluster that focuses on law, ethics, and history. In fact, one faculty member pretested students' moral reasoning at the beginning of the advanced ethics class using James Rests' DIT. The students scored very high (DIT=48.6, on par professional journalists) which indicated they already had respectable ability in this area, which could be partially attributed to the required ethics course. On the last day of the semester, a post-test showed a significant increase in moral reasoning (DIT=63.6, which exceeded national averages of physicians, 50.2, and fell just short of philosophers, 65.1).

History is introduced in all of the introductory classes. Students can take an additional course on media history as an elective. Theory is taught across the curriculum, and more heavily within the Communications Studies program.

All of our professorial faculty, who teach both theory and practice courses, have Ph.D.'s from distinguished JMC schools except one, who is ABD. The majority of our faculty have professional experience. This combination allows our faculty to teach theory and connect it to practice. We have a faculty member with a J.D. who frequently teaches our law and ethics course. We have faculty who teach ethics that have frequently published in the *Journal of Mass Media Ethics*, such as Kevin Stoker and Sherry Baker. We also have a cadre of faculty who are well published in historical journals and are respected among the journalism history circles.

Professional Development and Other Efforts to Improve Teaching

To help keep content in classes current with the trends and practices in the profession, faculty regularly attend workshops, conferences, and seminars. The primary focus for faculty development this year is on new media. Faculty from each of the emphases have been encouraged to attend workshops or conferences on new media and have received department support for attendance. Most of our faculty belong to professional associations such as Public Relations Society of America, Society of Professional Journalists, National Association of Broadcasters, Radio-Television News Directors Association, American Advertising Federation. This helps keep faculty keep in tune with the professions through reading materials and attendance at national conferences.

Additionally, many of our faculty have attended seminars on teaching and assessment. A comprehensive list of all development activities would take up too much space, but the following activities provide evidence of a commitment to continuous learning and development by our faculty:

- Dale Cressman attended: the Teaching Professor Conference in Atlanta, June 2007; a teleconference on developing student learning portfolios for program assessment, September 2007; a pre-conference AEJMC workshop on citizen journalism, August 2008; Consumer Revolution on the Web, Columbia

University, November 2008; Poynter's Seminar on Convergence Journalism, 2005. Cressman was awarded a GIFT (Great Idea for Teaching) Scholar by AEJMC for his poster presentation on Team Based Learning. In 2003 and 2004 he was a Dart Center Educator (the first time as a participant and the second time as a presenter at seminars on Trauma & Journalism).

- Ed Carter attended: BYU Writing Matters faculty seminar aimed at helping faculty improve the teaching and assessment of writing in their courses, 2005; Teaching Professor Conference in Kissimmee, Florida, May 2008; IUPUI assessment conference, October 2008. Additionally, he is studying in an LLM (postgraduate law) program at the University of Edinburgh School of Law in Edinburgh, Scotland. The program focuses on technology and communication.
- Ken Plowman attended: Academic Chairpersons Conference, Orlando, 2006; the annual Teaching Professors Conference in Nashville, 2006; instructor training for the Defense Information School at Ft. Meade, August 2007, becoming a certified senior instructor; BYU Student Consulting on Teaching Program for BYU, 2007
- Brad Rawlins attended: a preconference workshop on "Using Emerging Technologies to Teach Communication" at AEJMC, Chicago, 2008; Edelman New Media Academic Summit, 2008; Measurement Summit, New Hampshire, 2003-2008; a two-day workshop on Case Study Writing and Teaching at Harvard University in 2003; PRSA 2002-2007.
- Anne Worsham attended "New Media, New Vocabularies" (a new media conference at Stanford University), Spring 2007.
- Quint Randle attended: a pre-AEJMC conference workshop, "Teaching Religion & Media: Best Practices and Models for the 21st Century," Aug. 5, 2008, in Chicago; What The Best Teacher's College Teachers Do 12th Annual International Summer Institute," June 18-20, 2008, in West Orange New Jersey; the annual Teaching Professors Conference in Nashville, May 2006; The University of South Carolina convergence conference. He also published article on teaching -- Randle, Q. (2008) Transition Tune-Up: How to Get Smoother Transitions From Feature Writing Students. *The Community College Journalist*, 36(2) pp. 46-47. 2007-2008: Teaching Chair, Media & Religion Interest Group, AEJMC.

- Joel Campbell attended: Teaching Professor Conference, Florida, May 2008; Society of Professional Journalists, Atlanta. September 2008; Blog World, Las Vegas, September 2008.
- Mark Callister and Bob Walz went to the Blogworld and New Media Expo in September, 2008, Las Vegas.
- Susan Walton attended Reagan Social Media Seminar, 2008; Blogworld conference, Las Vegas, 2008; PRSA National Conferences, 2006-2008

Evaluating Teaching for Tenure and Promotion

Faculty are evaluated by students for each course, evaluated by peer faculty, and produce a teaching portfolio for their third year and sixth year reviews. Student ratings will be available for review by the site-visit team. The form used for student ratings can be found in Part II Appendix I. Additionally, teaching is evaluated each year as part of the annual review. A faculty member cannot get tenure and promotion without a solid record of quality teaching. Recently we experienced two faculty members who were delayed tenure and promotion in order to address issues related to teaching. In both cases the teaching quality was high enough to pass previous standards, but an increased scrutiny on teaching at the university level pushed back the tenure decisions until the issues were resolved. The Department Rank and Status document provides details of how teaching is evaluated and valued in the department. See document in Part II Appendix H.

Recognizing Students

Each year we conduct an awards banquet in the spring to announce scholarships and awards and recognize outstanding students and the donors who have made the awards possible. Below is the list of awards (not scholarships, of which we also have quite a few):

- Kappa Tau Alpha Top Scholar Award
- Earl J. Glade Award – Outstanding Junior in Broadcast Journalism
- Edwin O Haroldsen Award – Outstanding Magazine Journalism Student
- George S. Barrus & Richard I. Kagel Advertising Creative Award – Outstanding Creative Advertising Student
- Society of Professional Journalists Awards – 1 for Broadcast and 1 for Print
- Advertising Faculty Awards of Merit – 3 outstanding seniors
- Public Relations Faculty Awards of Merit – 3 outstanding seniors
- Rulon L. Bradley Award – Outstanding Senior Public Relations Student
- Forace Green Journalism Award – Outstanding Senior in Print Journalism
- Bonneville Communications / Arch L. Madsen Awards – Outstanding Junior students in Broadcast Journalism

Total of 16 awards

Total of \$12,400

Internships and Student Labs

All students in professional emphases are required to complete an internship of 280 hours, for which they receive four credit hours. Students in the academic emphasis, Communications Studies, complete a mentored research practicum with a faculty member.

We employ a three-quarter administration/staff person, Connie Cluff, to direct our internship and career placement office. She has two student employees to facilitate the responsibilities of her office. The office publishes a weekly newsletter with internship opportunities, maintains a Website with internship and job listings, and is a repository for professional directories and guidebooks. We have many satisfied internship providers who are looking for interns every semester (see employer evaluations in Standard 9). Sometimes some of these go unfilled due to the demand exceeding the supply. Faculty frequently receive requests from organizations for interns and these are forwarded to students and to the internship center. One of the future goals of the center is to work with our outreach coordinator to build a better database of alumni and friends for internships and professional mentoring. We would like to have each of our students assigned to a professional mentor in the near future.

Student internships are supervised by media professionals with faculty oversight. Faculty members receive weekly emails from students, review assignments, and evaluate student performance with supervisor evaluations and portfolio reviews. Whenever possible, faculty members make visits to internship sites to assess student performance and the quality of the internship. If a visit is not possible, students and supervisors are contacted by telephone (see faculty responsibilities handout in Part II Appendix C of accompanying binder).

Students must complete a certain set of prerequisite courses (different for each emphasis) before registering for the required internship. Students have the opportunity to complete more than one internship, and can receive credit for the supplemental internships (1 credit). Supervisor evaluations of students are available at the department (see evaluation form in Part II Appendix C).

In addition to required internships, students have opportunities for paid or volunteer experiences in our media labs. Each emphasis has a lab, with full-time staff providing a mentored experience. The Daily Universe is our award-winning student newspaper that is integrated into the curriculum. Students in print journalism and public relations take Comms 321, which produces daily news stories for the newspaper. The newspaper also employs student editors and writers. The Daily News Show provides opportunities for broadcast students to write, produce, and air news stories. The Advanced Advertising Lab is the student-run advertising agency that has won national and international awards for creative advertising and branding campaigns for high recognition brands. The Rulon L. Bradley Agency is the student-run public relations lab that also works with real-world clients with researching, planning, and executing strategic public relations.

Outside Speakers

This is a list of speakers that excludes university speakers, guest faculty in our program or across campus, and alumni. The list of alumni speakers can be found in Standard 8.

2008

- JV Rufino, fall 2008
- Rachael Kohn, fall 2008
- David Ford, former global business executive, Asian region, Dow Chemical, March 17, 2008
- Dave Allred, PR Director, Richter 7, February 11, 2008
- Joe Jordan, military in international communication, October 10, 2007 & March 19, 2008
- Rick Hall, ethics in media, February 4, 2008

2007

- Helio Fred Garcia, Principle, Logos Consulting, winter 2007
- Melinda Colton, Public Affairs Director of Jordan School District, winter 2007
- Fred Garcia, The Logos Institute, winter 2007
- Steve McGowan, future of technology, October 29, 2007
- Amanda Butterfield, Anchor-Reporter at KSL-TV News, TV news reporting, October 1, 2007
- Pat Benedict, News Director at KTVX-TV News, hiring at KTVX-TV, November 14, 2007
- Bay Buchanan, Commentator at CNN, political reporting and diversity, December 5, 2007
- Mike Stansfield, Marketing Director for Fairways Media, winter 2007
- Terry Wardle, Owner of Quantum Advertising, winter 2007
- Susie Carlson, Media Director, Energy 8 Media, winter 2007

2006

- William Edwards, LDS Government Relations, fall 2006
- Bill Evensen, Editorial Director of Deseret News, fall 2006
- J. Christopher Keen, attorney and source for news coverage of a Supreme Court case he was involved in, winter 2006
- Dennis Romboy, journalist at Deseret News, winter 2006
- Judge Lloyd P. George of the U.S. District Court for the District of Nevada (former chief judge of that court and the man for whom the \$90 million federal courthouse in Las Vegas is named), fall 2006
- Eugene Bramhall, former BYU General Counsel, fall 2006

- Laird Walker, Washington DC-based federal lobbyist, spring 2006
- Bill Evans, Legislative Affairs Director for the LDS Church, spring 2006
- Baktybek Abdrysaev, Ambassador of Kyrgyz Republic to the US, winter 2006
- Luis Erlinger, Director of Globo TV – Brazil, winter 2006
- Nichole Bolhoff, German Public Broadcasting ARD-Hamburg, fall 2006
- Cornelia Schiemenz, ZDF Hauptstadtstudio-Berlin, fall 2006
- Norbert Hansen, RBB-Rundfunk Berlin-Brandenburg, fall 2006
- Thabo Leshilo, Editor of Sowetan Newspaper, fall 2006
- Amy Donaldson Brass, Deseret Morning News Sports Reporter, fall 2006
- Chris Hicks, Deseret Morning News Feature Editor, fall 2006
- Lois Collins, Deseret Morning News Health-beat reporter, fall 2006
- John Edelman, Edelman Worldwide, fall 2006
- Tad Walch, Deseret Morning News, fall 2005 & winter 2006
- Bryant Larsen, Intermountain Healthcare, winter 2006
- Katie Hoshino, United Way of Utah County, winter 2006
- Susie Carlson, Media Director, Energy 8 Media, fall & winter 2006

2005

- Michio Katsumata, Professor and journalist, Akita International University, winter 2005
- Marion Fuchs, Bavarian Broadcasting Service, fall 2005
- Bjoern Staschen, German radio & TV Deutschland Radio, fall 2005
- Ulrich Ziegler, Keutschlandradio Kutler, fall 2005
- Eva-Mario Winzierl, Middle German Broadcasting, fall 2005
- Jingdon Liang, Professor and journalist, Utah Valley State College, fall 2005
- Andrew Teerlink, KTVX Managing Editor, summer 2005
- Samantha Hayes, KSL-TV Anchor, summer 2005
- Lynn Packer, SPJ Investigative Reporter of the Year, summer 2005
- Val Kendall, Owner of Kendall Communications, winter 2005
- Roger Wilson, Former Administrative Director KCBS, winter 2005
- Elaine Hanson, Former Disney Producer/Director, winter 2005
- Susie Carlson, Media Director, Energy 8 Media, fall 2005

Year unknown

- Amelia Nielsen Stowell, Wasatch Life magazine
- Jeannette Bennett, Utah Valley magazine
- Matt Franck, St. Louis Post-Dispatch
- Rachel Swarns, New York Times
- Jillian Ogawa, Lexington Herald-Leader

- Wenda Ogata, Deseret News
- Heather Bowser, Daily News Record in Harrisonburg, Va
- David Litvack, Utah Legislator
- Ellen Fagg, Salt Lake Tribune
- Leight Dethman, Deseret News
- Erica Brown and Adam Peterson, Thanksgiving Point
- John Taylor, LDS Public Affairs
- Tom Knox, VP, Porter Novelli.
- Kevin Goetz- Harvest Production Company
- Tom Hallman, Portland Oregonian
- Phillip Bussey, Seattle Sound Gas and Electric Company
- Jared Jones, Massachusetts, PR executive in New York

Part II, Section 3. Diversity and Inclusiveness

Complete and attach the following tables:

Table 4, "Area Population"

Table 5, "High School Population"

Table 6, "Geographic Sources of Enrolled Population"

Table 7, "Student Populations"

Table 8, "Faculty Populations"

Table 9, "Full-time Faculty Recruitment"

Table 10, "Part-time/Adjunct Faculty Recruitment"

Attach 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.

All of the above tables can be found as appendices at the end of this section, except Table 10. We have a general opening for part-time faculty on the university's job Website. We attract some applications through that process. Most of the time we actively recruit particular individuals known to faculty or staff for their expertise.

As represented by our diversity plan in Part II Appendix D of accompanying binder, the Department of Communications values diversity and emphasizes the necessity of training our students to work in a diverse world.

Diversity of Students

Students in the department come from all over the United States. In 2007, there were students from 49 of the 50 states (Vermont was the exception) majoring in communications. Racial diversity in our students is represented primarily with Hispanic and Pacific-Islander students, although we consciously cultivate African American and other minority students who show an interest in communications. The Chronicle of Higher Education reported nine percent (9%) of the student populations of Utah institutions was made up of minority students. The department as a whole actually has a higher percentage of minority students (13.9%) than the university (10.1%) which is slightly above the statewide average. The tables below reflect the latest data available.

Composite Nature of BYU Student Body, 2006-07

ETHNICITY*	Number
Native American/Alaskan	226
Asian/Pacific Islander	1,317
Hispanic	1,320

Black	183
Unknown/other	1,083
White	26,083
Total non-white	3,046
Total students	30,212
Minority percentage	10.1 %

Composite Nature of BYU Communications Students, 2006-07

ETHNICITY*	Number
Native American/Alaskan	10
Asian/ Pacific Islander	81
Hispanic	95
Black	20
Unknown/other	5
White	1,260
total non-white	206
Total students	1,481
Minority percentage	13.9 %

*Ethnicity is self-reported

Diversity of Faculty

The diversity makeup of the faculty has changed little since the last accreditation visit. One female faculty member retired and the other one resigned to stay home full-time with her young children. Two new female faculty members were hired in 2006. Chris Cutri, an Hispanic faculty member, was hired in 2003. Our searches contain standard EEO language (see recent position announcements in Part II Appendix G) and are routinely publicized in AEJMC channels as well as in the specific discipline channels like BEA for broadcast searches and PRSA for public relations searches. Additionally, since the institution is sponsored by the Church of Jesus Christ of Latter-day Saints, we publish the announcements in selected church publications that will reach qualified candidates who are members of the church. We also keep a mailing list of

potential candidates and track the progress of LDS academics worldwide in an effort to maintain a healthy and diverse pool of candidates.

Faculty Recruitment

Because of the difficulty we have in finding qualified female and minority faculty candidates, a few years ago we identified funding to assist promising candidates—identified from our undergraduate and master's programs—to pursue relevant Ph.D.s. About the turn of the century, we enticed a young female broadcaster with a successful career to in Oregon to return for her master's degree with the understanding we would help her find and pay for a Ph.D. program. She was a wonderful mentor to our students during her graduate program, but was hired by LDS Public Affairs and has not gone on for her doctorate. We also attracted a young lady who was a promising candidate for an MFA and could contribute to our advertising program. We assisted her in that endeavor and she was a terrific teacher, but she subsequently returned to a professional career in California. A few years ago, we assisted Kekeli Nuviadenu (Ghana) with funding to pursue his Ph.D. at Howard University. He is currently the interim chair of the communications department at Bethune-Cookman College and would be a candidate for future searches. More recently, we provided Tania Cantrell a cash award of \$5,000 for her first year at University of Texas, Austin. Tania is in the process of finishing that degree. Last year, we provided \$2,500 to Pamela Brubaker to begin her studies at Penn State. She is into her second year in that program and doing extremely well. She presented at AEJMC this past summer. As faculty, we continually look for minority and female students we can encourage and support, who may later be candidates for positions in our department.

Faculty Retention and Mentoring

Once hired, new faculty are enrolled in the university's year-long new faculty seminar, where they regularly attend sessions to help them navigate the research, teaching and citizenship requirements of the university and their departments. They also attend a two-week intensive session the summer after that first year. The new faculty seminar provides seed funding for writing and proposing a new course and for starting a research agenda. New faculty select a mentor, and that mentor actually receives a small stipend for their time and effort in mentoring. Within the department, the senior faculty consider themselves mentors whether or not they are officially mentors. Junior faculty are also protected in terms of assignments in their first year and into the next two. We are careful to lighten the citizenship burden to assure new faculty can focus on teaching and research (or professional activity for the professional track faculty). Faculty in the department may receive a course reduction to actively pursue a research (or professional) agenda and new faculty are encouraged to take advantage of that so they are teaching only two courses a semester and have plenty of time to get their research or professional activities on track for the third year status review. Faculty are reviewed annually against those agendas so progress is tracked and corrections made annually to avoid any surprises at the mandatory review points (3rd year and 6th year).

Part Time Instructor Recruitment

Table 10 is not entirely relevant to our selection and hiring processes for part time instructors. We do not typically open a search for a part time instructor. We draw them from local area professionals with whom our faculty have worked for years. Whenever we have a need for a course to be taught by a part time instructor, we automatically turn first to our local alumni professionals and automatically look for a woman to fill the role. Because of the nature of life responsibilities of a female professional, many of whom are also raising families, we are not always successful in attracting our female alumni to teach. Nevertheless, we have met with some success and always are able to staff some of our evening courses with women.

Nonconventional Measures of Diversity

Beyond numerical diversity, the department strives to foster understanding of issues and perspectives that are inclusive in terms of gender, race and ethnicity. However, as a department we view ACEJMC's approach as narrowly defined in terms of how diversity standards should be met. Diversity is a life-long learning experience and many BYU students already arrive with experiences that enhance understanding of peoples, culture, race and ethnicity. BYU students overall report speaking 107 languages beyond their native tongue. Approximately 77% of the student body speak a second language. Spanish is a second language to 30% of students. Significantly, more than 25% of the students in the Department of Communications have lived abroad for 18 months or more in 63 different countries (see graph below).

Countries Lived in 18 Months or More (Comms Majors Older Than Age 16)	Students
AUSTRIA	5
ALBANIA	1
ARGENTINA	24
AUSTRALIA	6
BALTIC	6
BELGIUM/NETHERLANDS	2
BOLIVIA COCHABAMBA	5
BRAZIL	56
CAMBODIA	1
CANADA	17
CHILE	22
CHINA HONG KONG	3
COSTA RICA	2
CZECH REPUBLIC	4
DENMARK	1
DOMINICAN REPUBLIC	4
ECUADOR	4
EL SALVADOR	4
ENGLAND	9

FIJI	2
FINLAND	1
FRANCE	5
GERMANY	12
GREECE	1
GUATEMALA	10
HAITI	2
HONDURAS	4
HUNGARY	1
ITALY	7
IVORY COAST	2
JAMAICA	2
JAPAN	16
KENYA	1
KOREA	8
MEXICO	25
MICRONESIA	2
MONGOLIA	4
NEW ZEALAND	2
NICARAGUA	2
NIGERIA	1
NORWAY	4
PANAMA	2
PARAGUAY	2
PERU	15
PHILIPPINES	12
POLAND	5
PORTUGAL	5
PUERTO RICO	2
ROMANIA	2
RUSSIA	11
SAMOA	1
SCOTLAND	1
SOUTH AFRICA	2
SPAIN	12
SWEDEN	2
SWITZERLAND	2
TAIWAN	6
THAILAND	3
TONGA	1
UKRAINE	7
URUGUAY	5

VENEZUELA	3
WEST INDIES	3
ZIMBABWE	2
TOTAL	396

Our cultural diversity is enhanced by a healthy number of international students in our program (107 representing 7% of the students in the department—see graph below). We have good gender diversity in both our students and faculty, although we tend to get more and more female students as do most programs across the country.

Home Country of Comms Majors Not From U.S.	Students
Argentina	3
Australia	4
Bolivia	1
Brazil	5
Canada	14
Chile	1
China, Republic of	1
Colombia	2
Ecuador	2
England	1
Finland	1
France	1
Germany	1
Greece	1
Guatemala	1
Honduras	1
Hong Kong	3
Hungary	1
India	1
Israel	1
Japan	1
Jordan	3
Mexico	16
Nepal	1
Netherlands	1
Nigeria	1
Peru	4
Romania	1
Singapore	2

South Africa, Republic of	2
South Korea	3
Spain	1
Switzerland	1
Taiwan R.O.C.	4
Uganda	2
Ukraine	2
Unclassified Country	8
United Kingdom	5
Uruguay	1
Venezuela	2
TOTAL	107

The Department's Diversity Plan and Measurement

As mentioned previously, the department has a diversity plan updated recently and approved by all faculty members. For the full plan, please see Part II Appendix D. The objectives of the plan are:

- Increase students' appreciation for diversity and the acquisition of skills to engender inclusiveness throughout departmental curriculum.
- Create a diverse educational environment by recruiting (within the university's established parameters) diverse faculty and students.
- Support and provide (where appropriate) experiences that will enhance student and faculty appreciation of diversity and inclusiveness.
- Integrate the diverse cultural and international experiences and backgrounds of our students into learning experience.
- Maintain the above institutional average diversity of students in the department.

One of the most important measures of success in integrating diverse perspectives and understanding of the issues of diversity is through our curriculum. We have aimed high, setting for ourselves 100% compliance with a requirement that every course address diversity in some way, whether through class discussion, readings, assignments, guest speakers, or in-class activities and exercises. It has been an educational process for many of our faculty to realize that every subject lends itself to some kind of diversity discussion or activity. Writing classes need to discuss the language of diversity and inclusiveness; skills classes need to identify ways those skills are used to support, include and appeal to diverse cultural experiences; theory and principles classes need to include the diversity issues of the day.

Another measure is that every communications major should have "touch" with a professional of color or of a different culture at least once in the academic year. A "touch" could be a speaker in

class or at student or department event, or some kind of personal mentoring experience. To that end, we have resolved to host on campus and in the department at least five people of color per academic year. In addition to those visits, we have resolved to continuously take advantage of opportunities to host international visitors on our campus and in our classes.

Additional Efforts to Support Student Diversity and Diverse Experiences

The department supports diversity in other ways as well. We have been supportive of a student initiative to start a chapter of the National Association of Hispanic Journalists (Jared Johnson is the adviser of record for the chapter). In many previous semesters we have supported Spanish-language news broadcasts and are currently doing a weekly newscast in Spanish, *Ventanas al Mundo*. We have an endowment for a departmental scholarship specifically designated for the support of minority students that provides two \$2500 scholarships annually. One of our students, Jennifer Borget, was the recipient of a \$20,000 minority scholarship award from NAB, and a \$10,000 Ed Bradley Award from RTNDA.

Curricular Efforts

The curriculum and instruction in classes reinforces the value of diversity and helps our students understand the range of issues involved (see syllabi). Frequent guests to the department and classes reinforce the issues and perspectives of diversity. In the *past year alone* we have hosted:

- Fred Garcia (Hispanic), private consultant, New York City
- Ahmed Corbitt (African American), Public Affairs Director, LDS Church, NYC
- Barbara Greene (African American), private consultant, New York City
- Patrick Maravilla (Hispanic), Copywriter, Crispin Porter, Boulder, Colorado
- J.V. Rufino (Asian), journalist, Phillipines
- Nuno Ferreira (Hispanic), Associate Creative Director, Crispin Porter, Boulder
- Liz Brusca (Asian), Goorin Brothers, San Francisco
- Dion Jones (African American), Interactive Creative Director, Richter7, SLC
- Cecilia Nelson (African American), Director Recruitment, L'Oreal USA, NYC

In past years we have also hosted the Minister of Information from India, and the editor of the Daily Sowetan, the largest newspaper in South Africa and the owner and president of the largest broadcasting and cable company in Brazil. We also routinely host journalists from Korea (several weeks at a time) and broadcasters from Germany through the RIAS program.

As indicated by some of the visitors, one of our areas of focus in the department is our International Media Studies program. As part of their electives, students are required to take a course either in global communications or in diversity and communications. Further, the faculty are aware of the growing global nature of issues and functions in communications. The importance of global perspective and the opportunities in the international arena are regularly discussed as part of the content in courses. Students are also exposed to several faculty with research interests in the global arena, and to visitors representing the international community. Internships are encouraged throughout the world and in the past year, we have had students

intern and work in many parts of the world including France, England, Thailand, China, Mexico, Canada and the Middle East among others. As we mentioned above, many of our students have lived abroad for extended periods of time, and many take advantage of university study abroad programs throughout the world.

In short, recognizing the importance of providing diverse role models and global perspectives to our students within the parameters of our sponsoring institution, we believe we have pursued several options to enhance the experience of our students. We have pursued a number of courses to ensure the diversity of our faculty. As a faculty, we consciously supplement our own teaching with guests, exercises and assignments that will ensure our students understand the diversity of the world and their future workplaces, and that they appreciate and celebrate diversity in their lives.

Part II, Section 4. Full-Time and Part-Time Faculty

During the visit, the unit must make the following documents accessible to the team:

- records on faculty promotion and tenure
- records on other forms of recognition

These will be available for the site team during its visit.

Overview

The story of the department has been one of vast turnover primarily due to retirements, and two unexpected deaths. The following timeline helps to provide context to the changes:

TIMELINE 2003-2008

Faculty

2003-2004

- Mike Perkins, journalism and law, dies.
- Tom Robinson hired to teach in advertising emphasis beginning fall of 2003.
- Christ Cutri hired to teach in advertising emphasis beginning fall of 2003.
- Dan Stout participated in a faculty exchange with BYU-Hawaii. Chad Compton joined the faculty from BYU-H for one year.
- Ed Adams, print journalism, received continuing status (tenure) and advanced to full professor.
- Alf Pratte, print journalism, retired.

2004-2005

- Ed Carter hired to teach journalism and law beginning fall of 2004.
- Steve Thomsen, communications studies, advanced to full professor.
- Rich Long, public relations, dies.
- Kevin Stoker, print journalism, received continuing status and advanced to associate professor.
- Doug McKinlay, advertising, received continuing status.
- Dennis Martin, advertising, retired.
- Eliza Tanner-Hawkins, communications studies, resigned.

2005-2006

- Mark Callister hired to teach in advertising emphasis beginning fall 2005.
- Larrie Gale hired to teach in broadcast journalism beginning fall 2005. He was hired within the university after the university discontinued his program. He had taught in the department previously.
- Mark Carpenter hired on a one-year appointment.
- Kevin Kelly hired on a one-year appointment.
- Robert Wakefield hired to teach in public relations emphasis beginning winter 2006.
- Tom Griffiths, broadcast journalism, retired.
- Kay Egan, advertising, retired.

2006-07

- Kevin Kelly hired to teach in advertising emphasis beginning fall 2006.
- Susan Walton hired to teach in public relations emphasis beginning fall 2006.
- Anne Worsham hired to teach in print journalism emphasis beginning fall 2006.

2007-2008

- Larrie Gale, broadcast journalism, retired.
- Russ Mouritsen, advertising, retired.
- Allen Palmer, communications studies, retired.
- Joel Campbell, print journalism, received continuing status and advanced to associate professor.
- Brad Rawlins, public relations, received continuing status and advanced to associate professor.
- Robert Walz, broadcast journalism, received continuing status and advanced to associate professor.

2008-2009

- Clark Callahan hired to teach in communications studies emphasis beginning fall 2008.
- John Davies hired to teach research methods courses beginning fall 2008.
- Jared Johnson hired to teach in broadcast journalism emphasis beginning fall 2008.

Full-Time Faculty Curriculum Vitae

All vitae are found in Part II Appendix E of accompanying binder.

Part-Time Faculty Resumés

All resumés are found in Part II Appendix F.

Faculty Composition

Eighteen faculty fall under the professorial track and six under the professional track. Prior to the previous accreditation review, the department had identified the need to hire a professional-track faculty member for each of the four professional emphases. Since that decision we have expanded the number of professional faculty to six due to a couple of unique circumstances (professional-track faculty are designated as teaching professors on the chart). First, we had hired Kevin Kelly, a retired senior partner from Ogilvy & Mather advertising agency, for a one-year teaching appointment. Following that appointment we realized we had a great teacher with phenomenal experience and professional contacts and we hired him after completing a competitive search. The other professional position is occupied by John Hughes, a Pulitzer Prize winning journalist, Nieman Fellow and former editor of the Christian Science Monitor. He was hired to be the director of the department's international media studies in 1991 but took a leave in 1996 to be the editor of the Deseret News in Salt Lake City. He retired from that position in

2006 and rejoined the faculty in the winter of 2007, giving us two professional track faculty in print journalism.

The Department of Communications at BYU strives to hire the most qualified faculty for the professorial and professional track positions. A Ph.D. or another terminal degree (such as a J.D. or M.F.A) is expected of all professorial hires. Since the last accreditation, the department hired four faculty who were ABD. Three of these faculty successfully completed their dissertations and have Ph.D.'s in hand. The fourth was hired this year and is on track to complete his degree by the end of the academic year. Experience with media industries is desired, but not required, among professorial faculty. The professorial faculty average 8 years of professional experience, from no years to 23 years of experience. The department has made concerted effort to hire faculty with doctorates from excellent JMC programs such as Ohio University, University of Georgia, University of Alabama, University of Arizona, and University of Maryland. Additionally, most of the faculty (14 of 24) have taught at other institutions before joining the faculty at BYU. These academic pedigrees and experience have helped the department recently produce unprecedented research for this department (see research standard for more evidence).

Professional track faculty are expected to have at least 15 years of experience and current networks within the industry. A Master's degree or other advanced degree is desired, but not required. Three of the six professional track faculty have Master's degrees. The average years of experience among this group is 23 years, with a low of 15 years and a high of 52 years. The professional faculty include a Clio-award winning director of an advertising agency with 30 years experience, a former senior partner of McCann Erickson, a public relations executive with Dow Chemical, Boise Cascade, and Harley Davidson with 20 years experience, a *Deseret News* editor and reporter and national FOIA expert with 20 years experience, and an award-winning broadcaster with 15 years experience, and John Hughes.

Part-time faculty are sought to help the department meet the curriculum needs of student demand and expertise in certain courses. Full time faculty teach a large majority of the courses, but part-time faculty have taught an average of 26% of courses since the last accreditation. This ranges from a semester low of 15% to a high of 34% (see chart below). The percentage varies depending on the number of full-time faculty available to teach and the student demand for courses. There was a period when we admitted too many students in the program and we had a greater need for part-time faculty. We have a very large pool of part-time faculty to draw upon (we've hired 75 different part-time faculty since the last accreditation) but we only hire an average of 18 part-time faculty per semester. The resumés of the part-time faculty are available for review in the department.

Since fall 2005, new part-time faculty have participated in an orientation meeting that introduces them to department policies and procedures as well as the learning outcomes and teaching philosophy of the program. They are given a handbook to assist them with this orientation. Most of the part-time faculty are paired with a full-time faculty member who is designated as the lead instructor for that course. Part-time faculty and instructional staff are interviewed and evaluated once a year. The primary criteria for these reviews are student evaluations and GPA reports.

Year	# Courses	# Full-time	# Part-time	% courses by Part-time
F 08	79	22	24	32%
W 08	73	21	19	26%
F 07	74	21	19	26%
W 07	76	24	19	29%
F 06	67	24	14	21%
W 06	71	22	11	15%
F 05	74	22	19	26%
W 05	81	21	24	34%
F 04	77	21	19	26%
W 04	75	20	17	23%
F 03	69	21	16	23%
W 03	68	21	17	25%
Average:	74	22	18	26%

The department conducts a vigorous search that includes contacting potential candidates that it has tracked over time. Because of the university's preference for hiring members of the sponsoring Church, we have found it important to track LDS members in our fields of study. Invitations to apply for positions are usually mailed to these individuals in addition to advertising in professional publications such as the AEJMC newsletter and the Chronicle of Higher Education. Mailings to alumni and additional advertising in trade publications has been purchased for searches of professional-track faculty.

At least two candidates for a position are brought to the university to interview with faculty. Each candidate makes a presentation to the faculty about research or creative works, teaches a class, and has a series of interviews with small groups of faculty. After the interview process, the faculty convene in a department meeting to vote on the candidates. To be hired, candidates must be approved by at least a majority of voting faculty, and approved by the department chair, the dean, the academic vice president, the president, and the Board of Trustees.

Advertisements for Faculty Openings

Advertisements are found in Part II Appendix G of accompanying binder.

Faculty Expectations

Faculty must display effectiveness in all three areas of rank and status evaluation, though the specific balance among the three areas may vary from one faculty member to another. For one faculty member, the balance may also vary from one year to another. The department review will be sufficiently flexible in the case of individual faculty members to balance heavier responsibilities in one area against lighter responsibilities and performance in another. But

faculty members must show adequate accomplishment in all three areas to pass any review successfully.

Faculty members are expected to fulfill the spirit and the letter of the Citizenship Standard articulated in the University Policy on Rank and Status (§3.2.1). Within the department, the university and the larger academic and professional discipline, faculty must devote an appropriate portion of their time and energy to service activities that move the discipline forward and contribute to creating a community of scholars.

Faculty members are expected to fulfill the spirit and the letter of the Teaching Standard articulated in the University Policy on Rank and Status (§3.3.1). Student learning begins with good teaching. Faculty members have an important responsibility to nurture students' pursuit of knowledge and critical thinking ability about the discipline.

Professorial-track faculty members in the Department of Communications are expected to fulfill the spirit and the letter of the Scholarship Standard articulated in the University Policy on Rank and Status (§3.4.3). Faculty members should contribute to the body of knowledge within the discipline through a systematic research agenda or a coherent line of inquiry. Faculty members' scholarship should contribute to an intellectual climate of learning and curiosity in the department.

Specific criteria are outlined in the attached Rank and Status document found in Part II Appendix H of accompanying binder.

The university defines a standard teaching load as 12 credit hours per semester and 6 credits during spring or summer terms. However, the university allows departments to determine appropriate teaching loads according to research and citizenship expectations. The Department of Communications has determined a standard teaching load as 3/3/2, meaning three classes in fall and winter semesters and two classes either spring or summer terms. New faculty are regularly given a course reduction during their first year to allow them to adjust to the new courses and to develop a research/creative works agenda. Faculty in administrative positions are allowed additional course reductions, including the chair and associate chairs, research center director, international media studies director, and faculty serving in college and university administrative positions. All faculty are eligible for an additional course reduction by submitting an application that justifies such a reduction: extensive research project, book project, etc. These reductions are often granted and the scholarly production of the department has increased dramatically as a result. Additionally, many faculty opt to teach an evening course for additional compensation. So, in reality most of our faculty teach a 2/2/2 daytime load, but when adding the evening course it becomes more like a 3/3/2 teaching load.

Evaluating Faculty

Faculty performance in these three areas is evaluated each year through an annual stewardship review. These annual reviews are conducted between January and March of every year. The annual reviews are included in the dossier for the third and sixth year review for rank and status.

The department chair conducts the review with input from the rank and status committee. The process for this review is explained in the university guidelines:

Continuing performance evaluations will be carried out for all faculty. The department chair, dean or designee, will conduct an annual performance review of, and an annual stewardship interview with, each faculty member in the department, including faculty with continuing faculty status. These interviews are the primary vehicle for tracking and encouraging continuing faculty development, and through which the performance of faculty with continuing faculty status is monitored, and through which performance expectations are communicated. These interviews should identify performance problems early, implement progressive steps to help a faculty member be successful in all areas of professorial responsibility, and create a record of discussions about performance problems and attempts made to remedy them. Departments are encouraged to have a department committee assist in conducting the annual performance reviews. In the annual interview the chair and the faculty member will review performance and develop goals and strategies for development and improvement. A written summary of the department chair's evaluations should be given to the faculty member and a copy placed in his or her department personnel file. A copy of the letter will be sent to the dean. In addition to serving as a regular, systematic process for reviewing faculty members' past performance, the annual stewardship interview process should also contain a prospective, developmental component. It is the primary opportunity for department chairs to monitor and help encourage continuous faculty development. Faculty development needs and opportunities should be discussed in each annual interview, regardless of a faculty member's past performance. Faculty should include in the materials submitted for the annual review a statement of plans for faculty development. The interview should include discussion of time and other resource implications of the development plans. All faculty members are expected to engage in continuous development and improvement in scholarship and teaching. Department chairs should encourage efforts and support opportunities for faculty development.

Faculty in tenure-track positions go through two formal reviews. The first review occurs in the third year of their appointment. A successful review results in becoming a candidate for tenure. The final review occurs at the end of their sixth year. This final review is for continuing status (tenure) and rank advancement if appropriate. Faculty may go up for rank advancement before their final review.

The department has a rank and status document to evaluate faculty in these two formal reviews and for post-tenure reviews. This document was last updated in 2004. It reflects specifics that are mentioned in the larger university rank and status document. It can be found in the Part II Appendix H.

Faculty are evaluated on their teaching with course and instructor evaluation, teaching portfolio reviews, and peer evaluations. The student ratings form can be found in Part II Appendix I of accompanying binder.

Faculty Service to Campus

Steve Thomsen has regularly published articles on health communication issues with colleagues from around the university. Tom Robinson and Mark Callister frequently teach workshops on mentoring and collaborating with graduate students for productive research. Susan Walton and Joel Campbell have conducted a number of workshops on media relations both on campus and off. Laurie Wilson currently serves in her second term as the director of the University Internship Office. Ed Adams is currently serving as Associate Dean within the college, replacing Sherry Baker who served for two years in that capacity. Many of our faculty serve on college and university committees.

Part II, Section 5. Scholarship: Research, Creative and Professional Activity

Overview

Faculty research and creative works activity and productivity have increased dramatically over the past 6 years. As can be seen in the ORCA table in this section, departmental scholarship has shown substantial increases in the past decade. The number of peer-reviewed publications has increased by 34 percent and published creative activities by more than 2000 percent since the 2002 self-study. Much of this success is due to financial support by the university, college, department, the development of an enhanced research center, the availability of course reductions to support substantial research projects, rigorous and well defined criteria for advancement and continuing status (tenure), graduate student assistance and mentoring, and a motivated, productive faculty committed to their research agendas.

Scholarly, Research, Creative and Professional activities of Faculty

The university collects productivity reports at the end of every calendar. These reports are compiled by the Office of Research and Creative Activities (ORCA). According to the annual ORCA reports, department research and creative works productivity has increased dramatically over the past six years. In 2007, for example, the 18 academic-track department faculty collectively published 27 peer-reviewed journal articles, monographs, and proceedings, 3 book chapters, and 7 additional creative works. This was in addition to 22 conference presentations. Only four of the 18 academic-track faculty did not have some form of peer-reviewed publication or creative work during the year. Overall, the data demonstrate a steady increase in faculty productivity. The number of peer-reviewed journal articles published by department faculty has, for example, increased steadily from 7 in 2004 to 21 in 2007.

Excellence in research is not measured solely by quantity. The quality of journals in which our articles are appearing also is indicative of the improving scholarship by our faculty members. Since the department's last review, for example, faculty have published in most of the top journals in the field of journalism and mass communication as well as top journals in allied fields. These include (but are not limited to): *Journalism and Mass Communication Quarterly*, *Journal of Communication*, *Media Psychology*, *Journal of Public Relations Research*, *Journal of Broadcasting and Electronic Media*, *Journal of Mass Media Ethics*, the *Journal of Media and Religion*, *Newspaper Research Journal*, *Journal of Communication Management*, *Journalism History*, *Visual Communication Quarterly*, *Journal of Radio Studies*, *Mass Communication and Society*, *Communication Law and Policy*, *Journal of Business Ethics*, *Adolescence*, *American Journal of Health Education*, *International Journal of Epidemiology*, the *Journal of Adolescent Health*, *Eating Disorders*, *Contemporary Drug Problems*, *Journal of Sport and Social Issues*, *Educational Gerontology*, *Ageing and Society*, *Body Image*, *Journal of Aging Studies*, *International Journal of Sports Marketing and Sponsorship*, *Journal of Conflict Management*, *Rapid Communications in Mass Spectrometry*, and *Disability Studies Quarterly*.

Since the last review, faculty involvement in academic conferences has increased as well. Over the past four years, department faculty have made an average of slightly more than 31 conference presentations a year. These presentations have been made at a broad range of conferences including (but not limited to) the International Communication Association, the Association for Education in Journalism and Mass Communication, the Broadcast Education Association, the International Public Relations Research Conference, and the American Journalism Historians Association.

Several faculty members have received national and international recognition for their work. Dr. Mark Callister and Dr. Thomas Robinson are now well known for their work involving children's programming and stereotypical portrayals of the elderly and the obese. Dr. Bradley Rawlins received the Pathfinder Award from the Institute for Public Relations for his work on ethics and transparency in the field of public relations. Dr. Allen Palmer, now recently retired, is widely acknowledged and respected for his work in international media, particularly in developing areas of the world. Ed Carter's two recently published law articles in *Journalism and Mass Communication Quarterly*, is setting him apart as an emerging scholar in media law.

A full list of all scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years can be found in Part II Appendix J of accompanying binder.

Expectations for Faculty Scholarship

The Department Rank and Status document provides a careful description about the unit's requirements for both professorial and professional faculty (see document in Part II Appendix H).

Sabbaticals and Leaves of Absence

Professional Development Plan

Professional development involves an ongoing plan to enhance professional expertise, increase creativity, and produce more proficient scholars and teachers. Professional development includes a balanced program of professional leaves, reading, improvement of teaching technique, innovative course development, creative work, research, artistic production and involvement in community service and/or activity in professional organizations. Upon returning from a Professional Development Leave, the faculty member is expected to provide a summary of his or her experience for the benefit of colleagues and other interested parties. Guidelines set forth by the department or college determine how and when this summary is to be presented.

Each faculty member should formulate a professional development plan. This plan may include Professional Development Leaves. The department chair should review the professional development plan as part of the faculty member's Annual Stewardship Interview. (See the [Rank and Status Policy](#), Section 3.1.4.)

Granting of Professional Development Leaves

Generally, a Professional Development Leave is approved for up to one year. Under special circumstances, a Professional Development Leave may be extended. The faculty member is

guaranteed employment at BYU at the conclusion of a Professional Development Leave, unless terminated for cause. A request for Professional Development Leave requires written justification for the leave and initial approvals at the department and college levels. (Refer to the Leave of Absence Application form.) After the initial approvals are obtained, the dean forwards the request along with the written justification to the Associate Academic Vice President Faculty who determines if the request should be submitted for final approval. Final approval is granted by the President and the Office of the Commissioner of Church Education.

Purposes of Professional Development Leaves

Purposes which may justify the granting of a Professional Development Leave include:

- A significant extension of professional knowledge, experience, or skills beyond those already possessed in research, creative activities, informational competency, or teaching ability,
- A renewal of professional knowledge or skills in the faculty member's field,
- Publication of scholarly or creative work or other exposure to an appropriately critical audience,
- Attaining licensure, certifications, or an advanced degree recognized as the terminal degree in the faculty member's discipline, or one which would bring enhanced competence to the faculty member's assignment,
- Opportunities for collaboration with scholars at other institutions or for consultation or employment at agencies or institutions which would enhance the faculty member's professional skills, stature, or productivity,
- Opportunities for carrying out research or creative work at sites outside the university when this contributes to the quality of the work.
- Written justification for a Professional Development Leave should include:
 - A description of the leave opportunity and its potential contribution to the expertise or productivity of the faculty member,
 - A description of the scholarly or pedagogical products likely to result from the leave,
 - A statement of likely benefits to the university, and
 - A detailed justification of any request for support funding.

Funding for Professional Development Leaves

University funding for Professional Development Leaves generally comes from budgeted funds allocated by colleges and departments. Leaves may also be supported with non-budgeted funds as appropriate.

Generally, a Professional Development Leave for one semester is funded by the university at full salary. Professional Development Leaves for two semesters normally are funded at half salary. Leaves may extend over spring and summer terms and may be compensated if approved by the department chair and if the normal teaching responsibilities for Spring and Summer terms can be met by the department. Short-term Professional Development Leaves, including leaves during Spring and/or Summer term, which do not take faculty members away from campus, may be approved by the department chair and dean without submitting a formal Leave of Absence Application form.

Professional Development Leaves for which a faculty member's salary is funded by an outside source should not also include salary funded by BYU. However, faculty may receive university support in addition to that provided by outside sources for salaries, travel, relocation, or project costs not funded by the outside source when such support will prevent financial loss to the faculty member. Occasionally, an arrangement may be considered where the university and the hiring institution share the cost of the salary for the faculty member. The university will make a reasonable attempt within policy and available resources to facilitate Professional Development Leaves judged to have merit. The object is to make the leave possible as an investment in the faculty member's professional development and productivity. It is inappropriate for the university to provide funding in addition to that available from outside sources if it results in a double salary, or in an unusual financial gain for the faculty member.

Benefits During a Professional Development Leave

Faculty members will qualify for full benefits during a Professional Development Leave approved and funded by the university. In cases where a faculty member receives salary and benefits from another institution during a Professional Development Leave, he or she should work with Benefits Services to make sure benefits can be fully reinstated without penalty upon return to the university. If a faculty member receives full or partial salary from another institution but not benefits, BYU benefits should be requested on the Leave of Absence Application form, and will normally be provided by the university. Time spent on Professional Development Leave will be counted as benefit credit for retirement purposes. Faculty members going on leave should contact Benefits Services to confirm whether the leave may impact their DMBA benefits.

Evaluation of a Professional Development Leave

Post-evaluation of Professional Development Leaves is essential. Each faculty member returning from a Professional Development Leave should submit a written report to the department chair. This report should refer specifically to the proposed objectives which led to the granting of the leave and show how and to what extent the objectives were achieved. Preferably, time in department meetings or special meetings should be given to report to the entire faculty of the department and other interested parties on the scholarly products and faculty development achieved as a result of the leave. Nevertheless, how and when the summary is to be presented should be determined by the department or college.

Rank and Status Implications and Salary Increases During Professional Development Leaves
As provided in the [Rank and Status Policy](#), Section 4.5, time spent on Professional Development Leaves is counted as part of the probationary period leading up to the final review for CFS. Thus,

a Professional Development Leave does not stop the clock, or alter the schedule of rank and status reviews. A CFS review will occur on schedule even if a faculty member is on Professional Development Leave during the time of the review. The faculty member bears responsibility to prepare and submit the required materials prior to or during the time of the leave. A review for rank advancement may occur while a faculty member is on leave. When a Professional Development Leave is granted for the purpose of pursuing a graduate degree, consideration for promotion in rank will be given after, rather than before, the leave. A faculty member going on Professional Development Leave will receive the same increase in salary base as if the faculty member were not on leave.

Conflict of Interest During Professional Development Leaves

A faculty member on Professional Development Leave remains an employee of BYU, and he or she is bound by university policy, including policy governing conflicts of interest. A BYU faculty member shall not accept tenure nor agree to a continuing employment relationship with another academic institution while on leave from BYU unless written permission to do so is given by the chair, the dean and the Academic Vice President. Otherwise, such an arrangement constitutes conflict of interest. (See the [Conflict of Interest and Conflict of Time Commitment Policy](#).) To enter into such an agreement with another university without such written permission constitutes a resignation of the faculty member's continuing faculty status and his or her employment.

Subsequent Employment Requirement

A faculty member granted a Professional Development Leave is required to return to the university for one year of regular employment immediately following the leave. Faculty members who choose not to return for a minimum of one year employment immediately following such a leave will be required to reimburse BYU for all associated costs paid by the university during the Professional Development Leave. Additionally, in such case, the Professional Development Leave will be counted as Personal Leave and the period of the leave will not count as benefit credit for retirement purposes. The university, at its sole discretion, may elect to waive the subsequent employment requirement. Authorization to waive the requirement is granted in writing by the Academic Vice President.

The department has accommodated 13 semesters of faculty leave in the past six years.

- Sherry Baker, Fall, 2008-09. Research for book
- Ken Plowman, Fall/Winter, 2007-08. Public Communications for the Army in Iraq
- Tom Griffiths, Fall/Winter, 2005-06. Created a broadcast curriculum at BYU-Hawaii
- Eliza Tanner-Hawkins, Fall, 2004-05. Family leave
- Dennis Martin, Winter/Spring, 2004-05. Research for leave to update *Media Flight Plan*
- Russ Mouritsen, Fall/Winter, 2003-04. Teaching at the University Aalborg in Denmark
- Allen Palmer, Winter, 2003-04. Fulbright scholar in Namibia

- Steve Thomsen, Fall, 2003-04. Fulbright scholar at the University of Oslo in Norway
- Laurie Wilson, Winter 2002-03. Update textbook, *Strategic Communication Planning*

Department Funding and Support for Scholarship

Support for faculty and administrative staff travel is generous. In most cases, faculty are fully funded for national and international travel to attend conferences and for professional development. The department and its faculty are very appreciative and respectful of the available sources of funding and, as a consequence, are prudent and judicious with their plans and expenditures. For example, during 2007-08 AY the university, college and department have expended more than \$137,000 in department faculty/staff travel support. In the past five years Communications faculty traveled internationally to England, France, Germany, Spain, Denmark, Norway, Greece, Croatia, Slovenia, China, Taiwan, South Korea, Singapore, Indonesia, Australia, Mexico, Peru, Columbia, Venezuela, Namibia and Ghana.

The *Wendell J. Ashton Research Professorship Fund*, named in honor of the former *Deseret News* publisher, provides about \$35,000 annually to support faculty research and travel. The fund is administered internally under the direction of the department's Travel, Research, and Activities Committee (TRAC).

Other departmental funding sources include the *Scripps League Journalism Education Fund*, the *Ruth Silver Media Ethics Fund* (provides an annual award of \$2,500 to support research about ethics and values in media), *Arch Madsen International Media Studies Fund* (provides about \$20,000 annually to support international research and travel), and the *Howard Wall International Media Studies Endowment* (provides \$5,000 available annual to support research and fund travel for international research and conference attendance). Department faculty also have been recipients of research, development, and international travel funding provided through the David M. Kennedy Center for International Studies, The BYU Office of Research and Creative Activities (which supports student research projects mentored by faculty), and the College of Fine Arts and Communications.

The university collects productivity reports at the end of every calendar. These reports are compiled by the Office of Research and Creative Activities (ORCA). According the annual ORCA reports, Department research and creative works productivity has increased dramatically over the past six years. Excellence in research is not measured solely by quantity. The quality of journals is also a measurement which has increased.

Category	1998-2002 average Last self-study	2003-2007 average Current self-study	+ or - annual percent
Scholarly presentations	29.00	31.50	+ 8.7 percent
Critically review publications	14.40	19.25	+ 34 percent
Published creative works	.40	8.75	+ 2083 percent
Activity index	.59	.68	+ 16 percent

Productivity index	1.42	2.04	+ 44 percent
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The department pays memberships fees to at least one professional or academic association. All faculty belong to an association. Among those organizations are AEJMC, ICA, NCA, SPJ, PRSA, AdFed, BEA, RTNDA, AJHA and APPE.

The department regularly informs faculty of paper and publishing opportunities via email, postings and announcements in faculty meetings.

The move to the Brimhall has created a culture of intellectual exchange and critical expression. Office proximity has created a collegial exchange of ideas. Several programs and awards have also contributed to this interchange of ideas.

The department oversees the *Beckham Faculty Lecture in Communications*, which was established in 1995 by Raymond E. and Ida Lee J. Beckham as a permanent endowment fund. The recipient receives a \$1,500 stipend. Faculty from all departments at BYU are eligible to apply for this annual lectureship. The governing documents state that the purpose of the endowment and lectureship is “to make funds available to fortify and enhance the education of students in the Department of Communications and BYU and to provide opportunities for the campus community and the public to benefit from the expertise of scholars in fields of study related to mass communication.”

In 1999, the *David P. Forsyth Memorial Research Award in Mass Communications* was established to recognize a senior scholar in the department who has an “exemplary record and an ongoing agenda in research and publication.” Recipients must have continuing status (tenure) and “exemplify excellence in citizenship, teaching, and research.” The award was established in the memory of Dr. David P. Forsyth, who served as chairman of the department from 1990-1995. The recipient holds the title of Forsyth Scholar and receives an annual salary stipend of \$2,500 as well as an annual research stipend of \$1,000 for a three-year period.

The Communications Research Center

Housed on the second floor of the Brimhall Building, the Communications Research Center includes a 21-station computer lab (each computer has SPSS statistical software), a focus group room equipped with video and audio recording capabilities, and an eye-tracking laboratory. The computer lab is staffed by student TAs who are available to assist faculty with data input and analysis using the SPSS software. The center’s director, Dr. Mark Callister, also serves as the chair of the department’s Human Subjects Subcommittee and is available to help faculty with human subjects documentation required by the BYU Institutional Review Board and with research design and data analysis.

The eye-tracking lab was set up in 2005, when the department purchased an Eye Trac 6000 system developed by Applied Science Laboratories. The system allows researchers to track eye

movements (including fixations and pupillary dilation) across still and video images. The eye-tracking lab is available to faculty and students for use in their research projects.

Research Assistants

Most of the graduate students in the department serve as research assistants to faculty. Faculty members typically receive between 10-20 hours per week of graduate student research support, depending on their research needs and the availability of graduate students. Faculty members are strongly encouraged to involve graduate students as co-authors. In 2007, for example, graduate students were listed as co-authors on seven peer-reviewed publications and two conference presentations.

Teaching Reductions for Research

Beginning in Fall 2002, the department began providing one-course teaching load reductions for deserving faculty engaged in significant research projects. Faculty members apply each semester for a course-load reduction. The applications are reviewed by the department's Teaching, Research and Activities Committee (TRAC). These teaching reductions can be renewed based on an evaluation of past productivity and the professor's future research program. The majority of requests for reductions are granted.

The department has worked hard to foster, require, support and reward faculty research, creative activities and professional involvement in the spirit of intellectual curiosity and diversity of ideas and expression. Research expectations are clearly stated and junior faculty are mentored by senior faculty who help them understand the department's culture and the standards for tenure and promotion. Our faculty are actively engaged in communication and dissemination of their research and creative works to professional and academic audiences.

Part II, Section 6. Student Services

The objective of this section (Standard 6) is to demonstrate that the department provides students with the support and services that promote learning and ensure timely completion of their degrees.

Student Aid and Scholarships

The data in Table 11 reflects all scholarships awarded to our pre-majors and majors (see attachment at the end of this section). The increases from 2006-07 to 2007-08 in total scholarship dollars awarded by the department and the number of students receiving scholarships are due primarily to the creation of two new endowments. The Warren S. Quade endowment and the Virginia Fackrell endowment were both established in 2006. The first awards for unfunded or underfunded internship financial assistance (the primary purpose for these endowments) were given out in Spring and Summer terms during 2008. Since Brigham Young University is a private institution, **all data provided in this table is to be kept strictly confidential and is being provided under the strict condition that it not be made available in any public document.** It's worth noting that of the 2007-08 total in scholarships, \$119,439 was awarded as multicultural scholarships to 45 minorities or international students for an average of \$2,654.

Academic and Career Advising

As previously noted, undergraduate students are admitted to one of five emphases in the department. Prior to admission, the students are advised by a pre-communications advisor in the College of Fine Arts and Communications Advisement Center (CAC). Once admitted into the program, students receive advisement from Brenda Butterfield, the Communications Advisor, and her staff. Ms. Butterfield maintains offices in both the Harris Fine Arts Center (college offices) and the Brimhall Building (department offices). She works closely with majors and is responsible for clearing them for graduation. The CAC offers workshops, counseling, tests, career classes, and advisement to assist students. The office maintains a calendar of workshops, events, and seminars.

In addition to the more traditional college advisement center, the university has implemented other academic support services include the AIM system, Advisement by Computer (ABC), and MyMAP. The AIM system, which is available through the university's intranet (Route Y), allows students to register, pay tuition, obtain financial aid account information, access grades (ABC reports), and plan and chart their progress toward graduation (via MyMAP).

To be admitted to the program, students must first complete a core of introductory prerequisite courses with minimum grade requirements and complete benchmark assignments and other assignments as specified by the emphasis. Some emphases require interviews or the presentation of creative portfolios. On average, the department admits about 75 percent of the students who apply to the various emphases.

In order to ensure timely graduation and avoid scheduling bottlenecks, the department encourages students to apply to a specific emphasis before they have completed 75 credit hours at the university (this includes transfer credits). Pre-communications advisors, as well as faculty advisors, inform students that their applications (which are evaluated and assigned a score that is used as an admission criteria) receive point reductions if overall credit hours exceed 75 hours.

Near the beginning of the Fall and Winter semesters, each emphasis conducts an orientation meeting for students who have just received their notification of acceptance into that specific program. Each student receives a copy of the MAP Sheet (see Part II Appendix B) for that particular emphasis. The MAP sheet summarizes university core and graduation requirements and outlines the specific requirements for that emphasis. Students use the MyMAP option to plan and map out their semester-by-semester curriculum leading to graduation. Students are also instructed on how to obtain additional academic, career, internship, and practicum advising.

Students also are assigned a faculty advisor within their selected emphasis. They may meet with this advisor as needed. In addition, the department has assigned Dr. Ed Carter to serve as the associate chair for undergraduate studies. He is available to meet with students on advising and concerns. Dr. Carter also chairs the Undergraduate Studies Committee, which meets weekly during the school year (and monthly during the spring/summer) to address student concerns and special requests.

Dr. Kevin Stoker currently serves as the associate chair for graduate studies. In this capacity, he advises graduate students, coordinates their assignments as teaching and research assistants, and arranges for the scheduling of comprehensive exams. Dr. Stoker also oversees graduate student recruitment. The department currently is in the process of creating a graduate student manual that provides information on departmental policies as well as department and graduate deadlines and procedures.

The Communications Department Internship and Career Services Office (See the section on internships below) is open daily and provides students with counseling and advisement on internships and job opportunities throughout the United States. Interns are assigned faculty advisors who visit employment sites and who communicate weekly with students during their internships (students are required to submit weekly email updates/reports and a final report at the end of the internship). In order to receive internship credit, students must be supervised by an on-site professional with an expertise in the communications area in which the student intern is working. These supervisors also provide evaluations of the student interns.

Faculty Availability

Faculty members are expected to make themselves available for student advisement and consultations. Faculty members are encouraged by both the college and the department to maintain a minimum of 2-3 regularly scheduled office hours per week for student consultations. Office hours are posted adjacent to faculty members' doors. An informal survey of formally scheduled office hours indicates that faculty maintain an average 4.8 hours per week for student

consultations. Office staff report very few complaints from students who have been unable to contact their faculty advisors.

Communications faculty maintain strong industry connections by networking with alumni, interacting with our professional advisory board, and working with employers on internships. The professional/teaching track faculty are charged specifically with the responsibility of strengthening and maintaining industry ties. Students are encouraged to work with faculty to develop employment leads and opportunities.

Notification of Activities, Requirements, and Policies

In addition to the formal and informal advising described above, the department office staff and individual student organizations (e.g., PRSSA, SPJ) maintains bulletin boards throughout the Brimhall Building that are used to advise and inform students about department requirement and activities as well as the availability of jobs and internship opportunities. For example, the bulletin board just outside the department offices features a multi-color, 4-foot-by-4-foot poster outlining the seven steps required for applying to a communications program. The “how-to” information includes the location of the advisement center, prerequisite courses, required benchmark assignments, specific emphasis requirements, and deadlines.

The department also maintains a Website (comms.byu.edu) that provides links to information about the department including our mission statement, how to access the advisement center, an overview and specific course requirements for each emphasis, the admission process for communication majors, internship opportunities (including upcoming career fairs, workshops, application deadlines, and employment listings), faculty profiles, and the graduate program. In addition, the department uses email to communicate information and announcement to students.

Both the print and public relations emphases maintain Blackboard (online) sites, which are used to publicize events and activities as well as post jobs and internship opportunities. The PRSSA chapter also maintains its own website, which is used to communicate similar information to its members. Department leadership has encouraged the other emphases to do the same.

The department participates in the university’s annual “Majors Fair,” which provides us an opportunity to distribute program MAPs to interested students and to answer questions about the major and major requirements. In addition, the department participates in Freshman Orientation. Future plans include the development of a Student Ambassadors program and open houses (this would also involve alumni relations).

Student Opportunities

Internships

The Communications Department Internship and Career Services Office is housed on the second floor of the Brimhall Building. It is staffed by a three-quarter time director, Connie Cluff, and student assistants. The office is open from 9 a.m. to 4:30 p.m. Monday through Friday.

The office maintains a database of more than 1,500 internship and employment providers (a link to this database can also be accessed via the comms.byu.edu website). Updated lists of internship and job listings are emailed weekly to communications juniors and seniors. Listings for jobs and internships come from employers within the state of Utah and throughout the United States.

The Internship and Career Services Office also has a small library of reference materials and historic provider information to help with career choices and internships. Assistance is also available for writing of resumes, cover letters as well as tips for interviewing as students prepare for their internship and job search.

Prospective employers can upload internship and job opportunity postings via the office's web site, or via email and fax. The office works with companies who want to visit campus and do on-campus interviews for both internships and full-time employment.

As a general guideline, the department requires 280 hours of internship work for four hours of internship credit. This represents seven weeks of full-time work by an intern and is equal to the number of hours worked by students participating in the department's New York Internship Program.

New York Internship Program

For more than 30 years, the department has operated one of the nation's most competitive and successful internship programs in New York City. Students who pass the application process are placed in internship positions in some of the largest firms and agencies in their professional fields. Students from the Advertising, Public Relations, Print and Broadcast Journalism emphases who are accepted into the major and have met all the prerequisites for Comms 496R are eligible to apply.

Approximately 35 students from the professional emphases in the department go to New York during spring term and live in the International House (privately owned) at Columbia University at considerably reduced rates. A faculty member accompanies the group to provide institutional support and coordinate activities. This opportunity has allowed students to learn first hand what is happening in their chosen field, and to gain invaluable experience for their resume and as preparation for entering the job market. Many of the employers like to hire from their intern pool, and in the past several students have accepted full-time positions from their intern providers upon successful completion of their internship.

Chicago Internship Program

In June 2007, the department began a similar formal program. Currently there have been fewer than 15 students attending this program, but it is growing with opportunities. The program in Chicago is operated in the same way as the current New York Internship Program.

Student Media

The Daily Universe. Located on the first floor of the Brimhall building is the *Daily Universe*, a five-day newspaper with a circulation of approximately 18,000. The *Daily Universe*, which is

overseen by two professional advisors, is one of the top-grossing (based on ad revenues) student newspapers in the country. The *Daily Universe* received 14 awards in National Newspaper Association's 2008 Better Newspaper and Better Newspaper Advertising Contents, including 1st place in the Daily and Non-Daily College Newspaper Division. What makes the *Daily Universe* unique is that it is one of the few true student laboratory newspapers that is integrated into the curriculum. Students in the mid-level reporting class (Comms 321) cover on-campus and off-campus beats for the newspaper. Advanced reporting students (Comms 420) also provide stories. In addition, the *Daily Universe* currently employs 25 part-time student editors.

Broadcast Lab/Daily News. Also located on the first floor of the Brimhall (and sharing newsroom space with the *Daily Universe*) is the Broadcast Lab, which produces a five-day-a-week (Monday through Friday) 30-minute newscast that is aired on KBYU-TV. In addition, the Broadcast Lab produces a weekly Spanish-language broadcast for BYU-TV (broadcast nationally in the United States, Central America, and South America). In 2008, the Daily News won "Best of Festival" from the Broadcast Education Association. For the past three years, the William Randolph Hearst Foundation has recognized BYU as one of the top broadcast journalism programs in the country. As is the case with the *Daily Universe*, the Broadcast Lab is incorporated into the curriculum. Comms 325 students provide on-air reporting and Comms 385 work as producers for both newscasts. In addition, Comms 486 (Advanced Reporting) students also provide reports for the broadcast.

Bradley Public Relations. The Rulon L. Bradley Student Public Relations Laboratory is the PR student laboratory operated under the direction of the department. Students working at the agency are supervised by a full-time professional director and earn 2 credit hours (Comms 390R) while working in an account team structure. The agency provides real world clients with a broad array of services that include market and customer research, media relations and outreach, online design and publishing, press release writing, press kit production, event planning and coordination, and fundraising. Recent clients have included the Utah Department of Transportation, the United Way of Utah County, MOZY, the Utah Humanities Council, Millenniata, and various public relations firms.

Ad Lab. Sharing a large office area (as a part of an integrated complex) with the Bradley Agency is BYU's award-winning Ad Lab. The Ad Lab is a full-service, student-run advertising agency that is operated under the direction of a full-time advisor. Students, who work on a voluntary basis, serve as account team and creative staff members. For two years running, Ad Lab students have won top honors in the U.S. and international campaign competition sponsored by L'Oreal of Paris (L'Oreal Brainstorm Competition). The agency provides services for a large number of highly recognizable brands including Black and Decker, Ford Motor Company, and EA Sports.

Student Organizations. BYU maintains vibrant, active student chapters of PRSA, SPJ, the Radio-Television News Directors' Association, the National Association of Hispanic Journalists, and the American Advertising Federation.

Enrollment, Retention, and Graduation Data

Twice a year (once during Fall semester and once during Winter semester) the department receives reports from the College Advisement Center (CAC) that provide descriptive data regarding the number of active, inactive, and pre-communications majors. This information is used to determine if adjustments need to be made to our admissions process.

In addition, each emphasis maintains its own database regarding the number of applicants and student admissions that occur during each admission period. This information is made available to students through the comms.byu.edu website. The department and each of the respective emphases have been concerned about the size of the program and our ability to appropriately manage available resources (particularly given our limited number of FTEs). In response, we have increased the rigor of our admissions process. As a result, student admissions have been reduced (although, as previously noted, we admit approximately 75 percent of our applicants). Our enrollments have been adjusted from a high of 800 in 2005 to the present level of 500, a far more manageable size. This has enabled us to improve interaction with our students and the effectiveness of ability to monitor progress toward graduation.

Students are essentially tracked through the major via the following process: Once students are admitted they are encouraged to go to the CAC and meet with Brenda Butterfield. During this meeting, students will complete MyMAP, charting out their plan of studies for their remaining time at BYU. During this process, they are asked to identify a target graduation date. The semester prior to graduation they apply for graduation and pay a \$15 university fee. Once Ms. Butterfield verifies that they have met all requirements they are cleared for graduation. The CAC keeps a file containing the student's application to the major and his or her application for graduation. The MyMAP files are maintained in the university's computer system.

Most students take 3-4 semesters, once admitted into an emphasis, to complete the requirements for the communication degree. There are, however, exceptions to this average due to the substantial number of our students who opt to serve LDS missions or who marry and must work substantial hours while attending school. Over the past couple of years, we have averaged about 550 active majors and about 515 inactive majors. During this period, we have awarded an average of 343 bachelor's degrees per calendar year. Overall, approximately 63 percent of the students admitted to the major graduated with a degree in communication during this time.

We also receive data that enables us to assess student experiences from the university's senior exit survey and from the university's alumni survey, which is conducted three years after graduation. We have recently hired a new Outreach Coordinator for the department. This individual has been charged with the responsibility of developing an annual survey for the department that will enable us to build our own alumni database.

Part II, Section 7. Resources, Facilities and Equipment

Overview

The department budget is fairly generous to the point that few financial challenges exist. In 2005, the Brimhall building renovation was completed between January and August 2005. New equipment and furnishings were purchased throughout the building. In 2007, the broadcast lab equipment was updated and the physical environs upgraded. The north side of the first floor was remodeled to accommodate space for the AdLab and Bradley Public Relations agency. Again, all new equipment and furnishings was purchased for that area. In 2008, the Perkins Conference Room on the 3rd floor was fitted with teleconferencing capabilities. In 2009, new furnishings will be installed in the new student clubs area on the 2nd floor. Updating and upgrading the facilities is an ongoing objective of the department. Every year, the chair and department business manager assess the current and increasing budget needs and the amounts have been reallocated toward other categories as needs have shifted. The Scripps fund provides the department with annual funds that have vacillated from \$40,000 to \$100,000 depending on fund's investment portfolio. This fund provides the chair with vast flexibility to fund projects and upgrade facilities. The lab media operations have also built large cash reserves that provide the department another monetary source if needed.

One future challenge pertains to the shifting media market. With the exception of Broadcast lab, all remaining media lab operations (Daily Universe, AdLab, Bradley Agency) support staff with soft money generated from advertising and client work. Strategic and timely shifts will need to happen to continue to support these environments while embracing new and emerging technologies.

Budgets

As a private institution, Brigham Young University follows a policy of not disclosing specific budget information in any published form. An exception was granted for us to include appropriated budget figures in Table 12, which can be found as an attachment at the end of this section. **This exception is granted under the strict condition that the data provided be used only for accreditation purposes and that it not be made available in any public document.**

Academic and budget officers in the central administration of the university will be available to talk with site-team members about faculty salary ranges and to speak in general terms about the condition of the department's funding. The university has generously supported the department with significant new resources since the last visit. The university has undertaken an initiative to use available resources from retirements to increase faculty salaries where the faculty member is significantly below the Oklahoma State salary survey. Many of our faculty members have been recipients of these allocations.

The budget is constant, steady and provides for marginal growth. AT BYU, there are no vast budget swings. There are no large windfalls and there have been no budget cuts. The assistant

dean/controller in the College of Fine Arts and Communications cannot recall a budget cut in his 35 years at BYU.

The data on scholarships deals with those provided to majors by the department, which include private gifts and other off-budget funds. Scholarship funds from the university cannot be synthesized for this report, though lump sum budget allocations to be awarded at the discretion of the department are included since records of those awards to students are kept in the department.

The university's strategic/resource planning process begins early in the calendar year for the following calendar year's budget with the university documents being distributed to department chairs. The chair prepares the department's budget request and forwards it to the dean's office in March/April. The dean prioritizes all the requests made within the college and advances the budget to the university administration in mid-May. Departments draft strategic plans which are forward-looking and provide a 5-year strategic plan.

These strategic budget priorities for the department are set by the chair in consultation with the associate chairs and business manager. The chair and associate chairs are aware of the faculty needs because this body chairs the undergraduate, graduate, assessment, technology and travel research and awards (TRAC) committees. The chair typically provides a fundraising/financial presentation to the faculty every January in advance of the strategic planning process.

Salaries are calculated apart from the resource planning process. Salaries for the coming academic year are proposed by the department chair early in the summer when the central administration announces the available salary pool. The department chair bases decisions on faculty productivity from the annual review process. The chair can propose salary increases for each faculty member based on merit, equity and cost-of-living considerations within the general pool made available by the administration. Faculty raises for the past six years have ranged from a low of 2.5% to a high of 4.2%. The department has been able to reallocate raises from retiring faculty lines to increase the amount of raises within the department, so increases to faculty in the Department of Communications has exceeded the aforementioned percentages. In 2007 and 2008 the university and college initiated a process to provide equity raise adjustments to bring the university in line with the *Oklahoma State University Faculty Salary Study, 2008*. Appropriate adjustments were made to department faculty according to the university request. Assistant professors are 10 percent above the study, associate professors are five percent above the study, and professors are within 10 percent of the standard for communications faculty nationally.

Faculty do have the opportunity to seek additional remuneration by teaching evening school or independent study.

The aforementioned constant updating and upgrading of facilities and equipment relates to providing students with state-of-the-art equipment and facilities to meet the changing media environment. Current reserves from the labs are being assessed in how these funds and resources can embrace new media initiatives.

The department opened up funds for professional development activities and funds related to new media initiatives. Faculty have responded by availing themselves of these funds to attend workshops, conferences and training opportunities.

The department has sufficient funds for its current long-term strategic plan.

Institutional Support

Defining a baseline for comparison across the university is difficult. Within the College of Fine Arts and Communications the department has less dependency upon the college for faculty travel and research support than the other units (Music, Theatre/Media Arts, and Visual Arts).

- The department received new FTEs (AdLab and print journalism professional-track) at a time when the university put a lid on no new FTEs.
- The department received a building renovation and relocation with an increase in space at a time when there was a ceiling on academic space.
- The department receives ongoing support from the university with computer replacements for all labs and faculty occurring every three years.
- As stated earlier, financial support for the unit is not a barrier to accomplishing the strategic plan, goals or excellence within the department.

Tuition and Fees

A significant portion of the university's operating costs is paid from the tithes of the sponsoring church, The Church of Jesus Christ of Latter-day Saints. Therefore, students and families of students who are tithe-paying members of the Church have already made a contribution to the operation of the university. Because others will not have made this contribution they are charged a higher rate of tuition, which is a practice similar in principle to what state universities do when they charge higher tuition to nonresidents.

Per semester, full-time LDS undergraduates pay \$2,040, and non-LDS students pay \$4,080. Part-time LDS undergraduates pay \$156 per credit-hour, while non-LDS undergraduates pay \$236 per credit-hour.

Per semester, full-time LDS graduate students pay \$2,580, and non-LDS students pay \$5,160. Part-time LDS graduate students pay \$287 per credit-hour, while non-LDS undergraduates pay \$573 per credit-hour.

The Fiske Guide to Colleges annually lists BYU as one of the top 50 "Best Buys" in the nation.

Fund Raising

Fund-raising is a continuum of efforts over time in the department. Fortunately, the department began initiatives in 1990 that bear fruit today and provide a base for continued fund-raising efforts.

Currently the department has at its disposal the following funds for support of individual faculty research, travel and general support:

- The Scripps fund, which can be used with broad discretion by the department chair for faculty travel, projects, research support and computer and equipment purchases, has a balance of \$319,905 at the end of the 2007-08 school year. This fund is not an endowment and these proceeds can be spent at any time at the discretion of the chair. This fund is financed by annual payments from an endowed fund set up at Yale University by the Scripps family that owned the Scripps League chain. The department is one of four academic institutions nationally that receive the benefits of this endowment.
- The Ashton fund, which supports faculty research expenses and related travel, has a balance of \$456,598 in the endowment, which generates more than \$35,000 annually for department use. Most faculty currently have individual research accounts with monies to support their efforts for this next year and, in some cases, years to come.
- The Madsen fund is used to support department and individual faculty research in international media studies. It has a current balance of \$416,904 and generates about \$23,000 annually.
- The Wall fund, which also supports international research and related travel, has a balance of \$71,259, and generates approximately \$6,400 annually.
- There are also the Ruth Silver Funds and Raymond E. and Ida Lee Beckham Funds to benefit faculty research.

In 2004, the university approved a department fundraising plan and campaign to raise \$2 million for internship support to assist students who were the recipients of unfunded internships. The following donations were received between 2004 and 2008 toward that goal:

- The Virginia Fackrell donation of \$100,000 for print journalism students.
- The Warren Quade donation and gift of \$460,000 primarily for broadcasting students and then secondarily for all communications students.
- The Bruce Olsen Scholarship of \$100,000 for Public Relations students. Possibilities of more donations to come.
- The Dow Jones/Rich Long Memorial Scholarship increased from \$50,000 to \$100,000.

- A commitment by the *Deseret News* to establish the Glen Snarr/Deseret News Scholarship for \$100,000 for journalism and advertising students.

In 2003, the department received a deferred testamentary gift that was then valued at \$980,000. The department was previously named in a deferred testamentary gift dating from 1980. The gift was then valued at \$460,000. The last statement received in 2005 placed the value of this gift at over \$1.5 million.

In 2007, the department requested a \$1.5 million gift from a foundation for unfunded internships. This foundation had given to the department many years ago. A decision is forthcoming on the request.

There are many other scholarships and awards the department distributes annually. Among them are the National advisory Board scholarship to minority students and the Peggy Hughes scholarship that has primarily been awarded to single mothers and socio-economic disadvantaged women.

Resources for Scholarship, Teaching and Learning

The Department took occupancy of the Brimhall Building in January 2005 after a \$4.5 million renovation. The building was rededicated on August 12, 2005. The department previously occupied 27,400 square feet before the move and 39,972 square feet after the move. The department received an increase of almost 50 percent in space at a time when the university had ceiling on adding academic space. This meant that space had to be taken away from some other academic units.

The department has responsibility for all facilities located in the Brimhall and secondary scheduling for auditoriums located in two adjacent buildings: These facilities include:

- a 150-seat auditorium (McKay)
- a 100-seat auditorium (Maesar)
- two 48-seat classrooms
- a 44-seat classroom
- a 40-seat classroom
- a 36-seat classroom
- a 20-seat capstone classroom
- a 16-seat seminar room
- two 20-seat computer labs (mac and pc)
- two 12-seat open computer labs (mac and pc)
- a 20-seat research center
- two focus group rooms
- eye tracking research room
- a graduate reading room

- an internship and placement center
- a high-end video editing lab
- two audio booths
- Camera check-out facility
- a newspaper lab facility (desk stations for editors and reporters, business office, server room, advertising sales office, production and layout offices, and staff offices)
- a broadcast news lab facility (desk stations for reporters and producers, news set, master control, and staff offices)
- a lab advertising agency (desk stations for account executives, staff office)
- a public relations agency (desk stations for account executives, staff office)
- Advising office
- Development and alumni relations office
- 24 faculty offices (these represent some of the largest faculty offices on-campus)
- a department office suite with four offices
- a conference/seminar room
- A video-conference room
- open student areas in the atrium, stair landings and rear building entrance

Every classroom is equipped with tech cabinets and projectors to accommodate television, Internet, DVD and video display and audio/video connections.

The move to the new building allowed the creation of an expanded research center, focus group rooms, the creation of the Ad Lab and the expansion of the Bradley Public Relations Agency. Prior to the move the department did not have an adequate conference room facility and now there are two conference rooms and two focus group rooms located in the building to hold meetings and gatherings.

Prior to the move, more than fifty percent of classes were taught outside the Fine Arts building. Now, more than 90 percent of classes are taught in our scheduled facilities.

In 2006, a security camera system was installed in the building to help insure student safety and building security.

In 2008, the building went through another small renovation to create space for the Ad Lab and Bradley Public Relations Agency. Several other adjustments were made: a new 36-seat classroom, a capstone class meeting room, and the conference room was upgraded to a video-conference room. A new media tech room was added to the research center.

With the move to the Brimhall in 2005 the department received all new furnishings and new equipment. The only equipment that came in the move was a \$250,000 automated Parkervision and camera system that was upgraded and replaced with a Grass Valley Ignite system in 2007.

In 2005, the department created a camera check-out facility. Video and still cameras for students are serviced and replaced regularly as needed. The number of cameras has increased substantially since the move to the building. In 2005, avid editing software was added to the regular PC computer lab.

In 2006, a \$50,000 high-end editing system was purchased and installed in a secure room on the 2nd floor. This system is available primarily to faculty and graduate students working on news documentaries or television commercials. That same year a \$40,000 eye-tracking system was purchased to enhance research capabilities. The main focus group room added recording equipment tied to fixed cameras. This unit supports client and faculty research.

In 2008, the department received a \$100,000 donation to renovate facilities and provide new furnishings and equipment for Ad lab and Bradley Agency. The conference room received a video-conferencing unit from the college and upgraded that room.

Within the next two years, BYU Broadcasting (KBYU-TV, BYU-TV, KBYU-FM, BYU-TV International) will complete a \$30 million building with new broadcast facilities. The facilities will be available for us by our faculty, staff and students

The move to the Brimhall building help to accomplish several goals:

- Faculty are housed in the same general space, whereas faculty were housed over four different floors in the Fine Arts Building,
- Lab media was brought into the same building as the department. Prior to the move, the Daily Universe and KBYU News Lab were housed in a separate building.
- The Brimhall provides open spaces for students. In our old facility there were no common open gathering spaces for students.
- The Brimhall provided space for the creation of future lab/agency operations in advertising and public relations
- Expanded research facilities. Prior to the move, we had a small research room with eight computer terminals. We now have three focus group rooms, recording capabilities, eye-tracking hardware/software, and a 20 computer unit research room

Prior to the move more than half of the classes taught in the department were taught in other buildings around campus. Now, 90 percent of the classes are taught in facilities the department controls.

There are no pressing needs for space or equipment now or in the foreseeable future. Much of the space needs will be determined with future considerations with new media. However, these challenges have the possibility of reallocating functions and creating more space.

Hardware and Software

Currently, all computer equipment is on a three-year replacement cycle by the university. So, in any given year at least one-third of the computers, printers and monitors are replaced with new equipment. All computers have been replaced at least once since the move to the building in 2005. Faculty do have the choice of a PC or Mac format depending on their teaching and research interests. Specialized hardware and software upgrades are purchased to support faculty research and teaching needs. There is a software budget where any software needed by faculty for research or teaching needs can be purchased. Software purchases for the labs is reviewed by the department technology committee. Usually the considerations for software for the labs, weighs the question on whether the purchase should pertain to a certain number of copies versus a site license.

The department recently subscribed to Lynda.com on three dedicated computers to help students learn software programs. Lynda.com has great online video tutorials for nearly every software imaginable.

Library Resources

The Harold B. Lee Library and the Howard W. Hunter Library serve BYU's teaching and learning environment. There is no reading room in the Brimhall, but there is wireless Internet availability throughout the building and thus access to the library's electronic databases. The Harold B. Lee Library is a 5-minute walk, and the Hunter Law Library is a 10-minute walk from the building.

The Harold B. Lee library has about 98 miles of shelving for the more than 6 million items in its various collections. In addition to the increase in collection space, the library also has a seating capacity of 4,600 people and is the equivalent of 2½ football fields from North to South. Over 10,000 patrons enter the building each day. *The Princeton Review* consistently ranks the HBL in the nation's Top Ten University Libraries – #1 in 2004 and #4 in 2007.

We have received strong support from the Lee Library and our librarian, Julie Williamsen. Julie has worked hard to accommodate just about every request made by the department including granting us access to year-end funding when it has been available.

Database and periodical subscriptions are part of the larger library budget that serves the entire university, and isn't separated to consider single departments. However, the following gives an idea of what has been purchased for communications and two other closely related areas that students often access:

		Journals/ Databases	Monographs
Communications			
	2006	\$42,433	\$11,991
	2007	\$31,557	\$14,935
	2008	\$44,862	\$10,625
Political Science			
	2006	\$74,611	\$27,525
	2007	\$79,026	\$32,764
	2008	\$85,000 est	\$29,512
Business Management			
	2006	\$200,129	\$23,235
	2007	\$261,643	\$18,876
	2008	\$276,000	\$15,000 est

The library reallocated the librarian in government and public records to communications and media arts six years ago. Today, Librarian Julie Williamsen devotes at least half of her full-time assignment to supporting the communications department. In recent years she has “beefed up” subscriptions to online databases to support communications. The entire electronic offering can be found on the Communications Subject Page. It is simply too expansive to list here. It is located online at <http://www.lib.byu.edu/subsutility/index.php?sid=11>

Over the past few years, we have acquired electronic subscriptions to MediaMark, Standard Rate and Data, The Gallup Brain, and New York Times historical archive. The J. Rueben Clark Law School has been generous in extending access to their online databases to faculty and graduate students doing legal research. We are currently negotiating to acquire online web-based packages from Nielsen and Arbitron.

Subscriptions vary considerably since some are purchased for the department office, some for the labs, and some for the faculty and staff. All major trade magazines and association newsletters are received in the department. In some ways, this question poses an outdated model since many faculty and staff access information online from associations, trade groups, and major media outlets at their discretion via online databases through the library and the internet.

Magazines are kept for a few months. Newspapers are kept for a week. Since many articles are archived online there are few reasons for keeping periodicals longer.

Many physical copies are received by the library, but more importantly online databases provide access to collection previously undreamed of a generation ago. The Lee Library subscribes to the following services:

- LexisNexis Academic: a web-based database that provides academic researches with full-text access to 6,000 news, business and legal publications.
- EBSCO: Provides full-text access to 142 daily newspapers and 3200 scholarly journals.
- ProQuest: Access to over 1800 scholarly journals and 450 major international news sources.
- Ethinc NewsWatch: An average of 7,500 full-text new articles from 240 publication are accumulated monthly.
- Newslink: Access to over 4000 online news sources.
- Factiva: Global news and business information service with access to 8000 news sources.
- World News Connection: is an online news service, that offers an extensive array of translated and English-language news and information. Compiled from thousands of non-U.S. media sources
- Market research and statistics sources databases: Mintel MediaMark, Radio Advertising Bureau, Standard Rate and Data.
- Polls: Gallup Brain, Harris Polling, Rope, Zogby, and Social Science polls
- Major newspaper database archives: New York Times, Christian Science Monitor, Wall Street Journal, Los Angeles Times, London Times, Utah Digital Newspapers, American 19th Century Periodical Archive.

The library does not provide break-out statistics by student major. There are some general trends that can be examined across the entire student body. The Association of Research Libraries does have data for a baseline comparison.

BYU Service Use Statistics

Service	BYU Count	ARL Median	ARL Rank
Circulation	825,744	493,436	28
ILL Lending	34,055	33,934	55
ILL Borrowing	38,349	25,606	19

A random review of syllabi stored in the department provides a representative review of assignments requiring access to library of resources. Additionally, each emphasis in the department requires a research course (309, 318, 319) that requires extensive use of the library's electronic resources for research.

Part II, Section 8. Professional and Public Service

Overview

The faculty and staff believe that we need a careful balance between a scholarly orientation and a professional orientation. While we must conscientiously contribute to the body of knowledge through research and publication, we continually strive to provide the professional tie necessary to fully prepare our students for their careers. For this reason, each of our professional programs has a faculty member on the professional track rather than scholarly track. This philosophy also drives our involvement in our associations, in our community and with our alumni.

Professional and Public Service

Involvement in Academic and Professional Associations

Every member of our faculty belongs to and participates in at least one academic and/or professional association (see vitas). Most of our scholarly track faculty are involved with AEJMC, and many are also involved in additional academic and professional associations that are more discipline-specific. Our professional track faculty are actively involved in professional associations such as American Advertising Federation, Public Relations Society of America, the Society of Professional Journalists and the Radio-Television News Directors Association.

Beyond membership, many of our faculty have served at regional and national levels in those associations. In the past six years we have had several faculty serve as heads of divisions in AEJMC: Ken Plowman (Public Relations Division), Tom Robinson (Advertising Division), Mike Perkins (Law Division), Ed Adams (Media Management and Economics Division) and Ed Carter (current head of Law Division). Clark Callahan was chair of the Communication and the Future Division in NCA. Joel Campbell has served as the Freedom of Information chair for the last six years for national SPJ. Laurie Wilson has served on the Commission on Public Relations Education and as co-chair of the Education Task Force and of the Internship Task Force for PRSA. She has substantially contributed to the standards and procedures for certification of public relations programs (CEPR) administered by PRSA. John Hughes is a former president of the American Society of Newspaper Editors and a member of the Pulitzer Prize board. Other faculty have held numerous leadership positions in several academic and professional associations such as SPJ, BEA and PRSA, and served on countless committees and initiatives. Annually, we co-sponsor the Ethics Symposium which we helped to establish about ten years ago. In 2006, the department was a sponsor and contributor to the annual PRSA and PRSSA conventions held in Salt Lake City. Our students organized and hosted the PRSSA conference. In 2005, we hosted the annual Media Convergence Conference.

Community Involvement

Beyond the academic and university community, our faculty and staff are involved in the local community as well. We facilitate involvement of our students with local area professionals through the professional societies like PRSA and SPJ. We also encourage our students to be involved in community service and the student pre-professional organizations will often identify

a community organization to serve throughout a school year. For example, for the last couple of years, PRSSA has worked with Big Brothers Big Sisters of Utah County.

We further involve our students in the community through internships, and by using organizations in the community as clients in our classes. In past years, we have provided communications research, planning and tactics for a host of community entities, both for-profit and not-for-profit. The Bureau of Land Management, the 96th Regional Readiness Command of the U.S. Army, Intermountain Health Care, Utah Department of Transportation, United Way, Kids Voting Utah and Community Action Services are only a few of the local organizations that have benefited from student work. Students will often be offered internships or jobs as a result of their quality work for local and regional organizations.

Further, our faculty are involved in community outreach through consulting, volunteering and presenting. We are often called on to present individually or on panels to local professional and service organizations. Most recently, PRSA sponsored a free workshop for local area nonprofits—from Salt Lake City to southern Utah County. Several of our faculty were called on to provide training for the staff members in attendance including Quint Randle who talked about using Internet communications, Brad Rawlins who instructed them on easy research methods, Laurie Wilson who taught strategic planning, and Jeff DuBois who provided tips on media relations. The training in cross-disciplinary cooperation of two of our faculty—Susan Walton (public relations) and Joel Campbell (journalism)—has been featured in professional organizations and in private and nonprofit organizations throughout the state.

Local, state and national organizations also invite our faculty to serve. One of our faculty members was invited to serve at the United Nations for a year as Assistant to the Secretary General and Director of Communications. He also chaired a Congressional committee and a presidential task force as well as served as the director of VOA and associate director of USIA. Another of our faculty members just returned from a year's tour of duty in Iraq as a public affairs officer for the Army. Locally, our faculty are involved in a number of civic organizations and initiatives. One of our faculty members is on the Executive Committee of the United Way of Utah County Board. Another is on the board of the Provo School District Foundation and volunteers at Utah Legal Services. He was recently invited to speak before the state legislature. Another faculty member is on the board of trustees for America's Freedom Foundation, another on the advisory boards for Provo Cable Television, iProvo, and the state's Power in You teen mentoring program. Another is involved in YMCA and several are involved in the Boy Scouts of America. Students and faculty, alike, have produced public service announcements for local causes and organizations such as Centro Hispano, and our Spanish-language newscast, Ventanas al Mundo, is a public service to the growing Hispanic population in the county and state.

Campus Media

Student news media at BYU are fully integrated into the curriculum of print and broadcast journalism in the Department of Communications. Faculty who teach journalism classes work closely with professional staff in laboratory newsrooms to teach and mentor students who produce news content.

In print journalism, the *Daily Universe* is a 15,000-circulation campus newspaper published five days a week throughout the year. The *Daily Universe* hires two-dozen student editors and staff members from among students throughout the year. Student editors work under the direction of three full-time staff members who have professional journalism experience. Student staff members are virtually all senior-level print journalism and public relations students. Professional and student staff direct the work of student reporters and editors in classes that have lab components.

For example, all print journalism and public relations majors in the department must complete Communications 321 (News Reporting) in order to graduate. In Comms 321, students are assigned to cover a beat on a desk on the *Daily Universe*. Desks include campus, metro, arts and entertainment and sports. Comms 321 students write at least two news stories per week that compete to appear in the *Daily Universe* and are posted online at <http://newsnet.byu.edu>. Comms 321 students also complete at least one radio assignment, in which they write a radio script and radio a radio news story that can be used on Classical 89 KBYU-FM or may be posted at <http://www.newsnet.byu.edu>.

Print journalism students must enroll in Comms 484 (News Editing and Judgment) prior to graduation. In Comms 484, students participate in a lab component in which they serve as copy editors on the *Daily Universe*. Print journalism majors enrolled in Comms 420 (Advanced News Reporting) frequently contribute their content to the *Daily Universe*, although they also may write stories for professional publications on a freelance basis. Print journalism sequence students in the new media and news design track frequently are hired as page designers and Web editors at the *Daily Universe*. Although most students in the newspaper laboratory are communications majors, photo editors and photographers are generally photography majors who come from the Visual Arts Department.

The Daily Universe advertising functions are overseen by a professional staff member who has a staff of student employees: 13 in advertising sales, two in special sections coordination, two in production, four in design and one in national sales. Many of the advertising staff members enroll in Comms 345 (Media Sales and Promotion). Student staff members in advertising are not always communications majors.

In the broadcast journalism emphasis, all students must complete Comms 325 (Broadcast Reporting), in which they shoot and report video stories for the Daily News show. The Daily News is broadcast live five days per week on KBYU-TV, a PBS station in the Utah market. Comms 325 students report one story a week on a beat. Comms 325 students also edit stories. All broadcast journalism students also must take Comms 385 (Television News Producing), which has a lab component involving writing and production work for the Daily News. Broadcast journalism students also enroll in Comms 486 (Advanced Broadcast Reporting), in which they report and produce stories that may be used on the Daily News or may be submitted to professional broadcast outlets or student news competitions.

The broadcast news laboratory has approximately 15 paid student staff members, including an executive producer, assignment manager, director, graphics director, tape editors and camera checkout personnel. Each year students audition for positions as anchors on the Daily News broadcast.

The broadcast journalism sequence also supports Ventanas al Mundo, a weekly news broadcast taped in Spanish. Some students enrolled in Comms 325 opt to report and tape their news stories in Spanish to appear on “Ventanas,” which is distributed internationally on BYU-TV and BYU-TV International (both satellite TV channels).

Continuing Education

The department offers five courses through BYU Independent Study (four required courses and one elective). These courses are designed and taught by department faculty. Additionally, five courses (four required and one elective) are offered through the BYU Salt Lake Center which is more convenient to students who live and work in Salt Lake City. These courses are taught either by BYU faculty, or by local area professionals under the direction of the department. Further, in any given semester, we offer from 18-22 of our courses through Evening School (beginning after 4 p.m.) to enable working students more flexibility in their course schedules. Evening courses are taught primarily by faculty, but some local area professionals are tapped to help us provide the range of courses needed.

Faculty Professional and Public Service Activities

The list of faculty professional and public service activities over the last six years is included in Part II Appendix K of accompanying binder.

The Role of Professional and Public Service in Promotion and Tenure

The citizenship standard of BYU’s rank and status process is considered equal in importance to teaching and research (or professional involvement for professional track faculty). The department’s emphasis on professional and public service is heightened because of the nature of our disciplines: professional experience and continued professional involvement is critical to our effectiveness as teachers and mentors. For this reason, these kinds of activities are well supported by the department. Because of our generous endowments and other funding, we are able to support literally any faculty member who presents at a scholarly or professional conference. That support has typically been extended generously to those who serve in the academic and professional associations as well, and to those who advise the student pre-professional societies. The department encourages faculty to become involved in service to academic and professional organizations, and to seek leadership positions to maximize their service. It generously funds those opportunities.

Scholastic Journalism and Workshops

For decades, the Department of Communications sponsored a high school journalism workshop that was widely attended by students throughout the state and even from neighboring states. In

the last four years, BYU has joined with the University of Utah to co-sponsor that workshop at the University of Utah each November. The Utah High School Writers and Photographers Workshop draws about 600 high school journalism students each year. Since 2002, the department has supported the workshop with a \$1,500 contribution, planning assistance and faculty and staff members who teach sessions at the conference including. In past years, Quint Randle, Joel Campbell, Robb Hicken, Kaylene Armstrong and Ed Carter have all been featured presenters. Joel Campbell was a keynote speaker at the conference in 2007.

The department also co-sponsors with the *Las Vegas Review Journal* the Las Vegas High School Journalism Workshop in Nevada. Nearly all of our journalism faculty have been involved in the planning or the workshop, and have presented repeatedly as part of our partnership with the *Las Vegas Review Journal*.

Journalism faculty are also invited to local area high schools to teach and mentor student journalists. Joel Campbell and Quint Randle have both been guest speakers at area high schools including Timpanogos High School and Riverton High School. Campbell has been a guest speaker and mentor three times at Riverton High School's Sunshine Week activities.

In 2003-2006, the Daily Universe and the Department of Communications also hosted a yearly "Free Lunch Seminar" for college journalists from throughout Utah. The seminar was a day-long event with more than 300 college student editors, staff and advisors from Utah, Idaho and Wyoming. Co-sponsored by the Utah Press Association, the session was also open to staffs of weekly newspapers who desired training. All of the print faculty were involved in teaching sessions. During one of those years, the Newsroom Training Program of the Society of Professional Journalists provided trainers in ethics, news writing and Freedom of Information.

In 2005-2007, Kevin Stoker, Ed Carter and Joel Campbell all participated in a "Journalism Camp" experience for high school students during the summer at BYU. As part of the Summer Scholars Program, high school students get a crash course in newswriting and photography, and visit Salt City broadcast and print newsrooms. Each student produces a news story and photograph that are published in the *Daily Universe*. Average enrollment in the summer on-campus program is about 20 students. (<http://ce.byu.edu/cw/scholars/>)

Alumni Relations and Involvement

Consistent with our alumni relations plan, we strive to ensure that each communications major has at least one "touch" per semester with an alumnus. A "touch" could be an alumni speaker in class or at student or department event, an acquaintance with an alumnus that sponsors a scholarship, or a mentoring experience of some kind. In recent years, our involvement with alumni is both through our faculty and courses and at the department level. Annually, we publish an alumni magazine with a growing mailing list as we better identify contact information for alumni. This year's edition is still in preparation, but the magazines published over the last five years are available at the department.

Our department advisory board, made up of alumni and other successful communications professionals, also meets annually to provide advice and counsel and to help us stay current. Our annual awards banquet also brings many alumni and professionals back to campus to honor student achievements. And one of our assessment tools for capstone classes involves alumni reviewing senior projects and portfolios. The public relations emphasis hosted their first of what is designed to be an annual review in August 2008. Further, the department's Internship and Careers office hosts alumni and professionals who routinely visit interview students for internships and jobs.

In the summer of 2005, we held an open house and dedication of our new building. Invitations to the event were sent to all alumni. The department chair personally conducted tours of the building for about 60 alumni and numerous other guests. As we enter our 75th anniversary year, we are planning a number of activities that will again reach out to and engage alumni. Twice a year, the Department of Communications hosts Mentor's Day. In February and in October, we invite professionals to meet with students one-on-one to council with them on their chosen profession and give advice on launching their careers. Students bring with them cover letters, resumes and portfolios for review and suggestions. Each mentor meets with between four and 12 students individually, depending upon availability. Following are the names of professionals (primarily alumni) who participated in Mentor's Day this past academic year.

Nathan Walch	Account Executive, Connect Public Relations
Jon Hawkins	Account Executive, Politis Communications
Todd Hollingshead	BYU University Communications
Rob Brough	Senior VP PR and Marketing, Zions Bank
Dave Politis	Owner, Politis Communication
Mary DonDiego	VitalSmarts
Janelle Higbee	Communications Director, Girl Scouts of America
Tim Brown	VP of Public Relations, Richter7
April Bitton	Comms Director, Children's Miracle Network
Curt Dahl	Bonneville International
Susie Carlson	Founder and President, Energy 8 Media
Michael Morris	Ensign Magazine
Barb Smith	News Anchor, KTVX Channel 4
Mike Headrick	Reporter, KSL
Dana Greene	Sports, KTVX Channel 4
Dave Newbold	Richter 7
Steve Wright	Account Executive, R&R Partners
Randy Wright	Editor, Daily Herald
Rick Hall	Assistant Editor, Deseret Morning News
Matt Bennett	Publisher, Utah Valley Magazine
Tanya Vea	KUTV Channel 2
Kerry Kinsey	News 24, Houston
Rebecca Cressman	Morning Anchor, FM 100
Maik Jones	Press Secretary, Governor Huntsman
Scott Rockwood	Co-CEO, Richter7
Jeff Bruderer	Account Executive, Kassing Andrews Advertising
George Severson	Executive Producer, Good Things Utah

Andy Teerlink
Marti Scold

Managing editor, KTVX Channel 4
Weather, KTVX Channel 4

A few years ago, the department, consistent with its alumni relations plan, sponsored alumni reunions around the country whenever faculty traveled to conferences or for internship cultivation. More recently, we have narrowed that effort to a New York City reunion when our faculty are there annually to cultivate internships. Nevertheless, as a result of a faculty retreat and assessment of focus in the Spring of 2008, one of the new initiatives in the department is to resume alumni reunions around the country when faculty travel to national and regional conferences. See Part II Appendix L of accompanying binder to view the department's alumni plan.

Our alumni efforts will be further enhanced with the recent appointment of one of our graduates to chair the college alumni board. In addition to Chair Gary Dixon, three other distinguished alumni from our department sit on that board. One of their goals is to increase opportunities for student involvement with alumni.

At the program level, our faculty maintain contact with alumni and frequently invite them to speak in classes, mentor students and provide internships. The student pre-professional organizations are also encouraged to tap alumni as a resource for speakers and mentoring. Alumni contribution to the curriculum is too extensive to list entirely, but a representative list of involvement in the *past academic year* alone follows.

Advertising

Michael Matthews	Das Global New York (Omincom's parent)
Karene Hoopes	Account Executive, Publicis New York
Adriene Martin	Account Planner, Young & Rubicam New York
Michael Richardson	Copywriter, Tiquilla Chiat Day Los Angeles
Patrick Maravilla	Copywriter, Cripsin Porter Boulder, Co
Dave Newbold	President Richter7 SLC
Chris Walsh	Partner, Rising Revenue, VP Alliance Health
Matt Passey	Partner, Surf Interactive Media, LA
Ben Allred	Research Analyst, Nielsen Media, NY
Steve McGowan	VP Research, Nielsen Media, NY
Mitch Lord	VP, Orbit Irrigation
Jeff Lyman	Brand Manager, Nike
Michael Hansen	Director, Nike
Jeff Taylor	VP and Creative Director, McCann Erickson NY
Matt Jarman	Vice President, Clear Play
Michael Matthews	Das Global, Omincom's parent company, NY
Karene Hoopes	Account Executive, Publicis, NY
Adrienne Martin	Account Planner, Young & Rubicam, NY
Michael Richardson	Copywriter, Tequila TBWA/Chiat/Day, LA
Paul Ahlstrom	President, V-Spring Capital
John Walker	Analyst, V-Spring Capital
Zack Tolbert	Brand Manager, L'Oreal USA, NY
Stanton Jones	Brand Manager, L'Oreal USA, NY

Steve Rizley

Cox Communications

Broadcast Journalism

Jane Clayson
Peter Christensen
Barbara Smith
Brent Hunsaker
Andy Teerlink
Marti Skoll
Terry Wood
John Fisher
Patric Benedict
Nicea DeGering
Lesley Reeder
Ruth Todd
Bruce Lindsey
Chris Moore
Steve Eggar
Wes Simms
Miles Romney
Jennifer Stegg
Kathryn May

Former CBS network morning anchor
Prime Performance (Denver)
News anchor, KTVX Channel 4
Reporter, KTVX Channel 4
Managing editor, KTVX Channel 4
Weather, KTVX Channel 4
News anchor, KTVX Channel 4
News director, KTVX Channel 4
News director, KTVX Channel 4
Talk show anchor, KTVX Channel 4
Make up, KTVX Channel 4
News anchor, KSL Channel 5
News anchor, KSL Channel 5
Producer, KSL Channel 5
News anchor, Fox 13 in Dallas, Texas
News director, KBYU FM
Producer, KJAZZ
Reporter, KUTV Channel 2
Reporter, KUTV Channel 2

Print Journalism

Jeanette Bennett
Matt Bennett
Greg Bennett
Tad Walch
Chris Keen
Seth Lewis
Scott Taylor

Editor, Utah Valley magazine
Publisher, Utah Valley magazine
Utah Valley Magazine
Deseret News
Keen Law Offices
Miami Herald
Deseret News

Public Relations

Adam Denison
Michael Call
Nathan Walch
Jon Hawkins
Bruce Olsen
Lyman Kirkland
Cathy Chamberlain
Debra Lund
Ron Clark
Michael Smart
Dave Allred
David Ford
Michael Judson
Rebecca Cressman
Leigh Dethman
Sue DeMartini

General Motors (Detroit)
United Way of Rock River Valley (Illinois)
Connect Public Relations (Provo)
Politis Communications (Salt Lake City)
LDS Church Public Affairs (Salt Lake City)
LDS Church Public Affairs (Salt Lake City)
Chamberlain Consulting (Phoenix)
Franklin-Covey (Salt Lake City)
BYU Guest Relations (Provo)
BYU University Communications (Provo)
Richter 7 (Salt Lake City)
Dow Chemical (Michigan)
LDS Public Affairs (Salt Lake City)
KSL Radio (Salt Lake City)
Deseret News (Salt Lake City)
BYU Human Resources (Provo)

Kris Beldin	Politis Communication (Salt Lake City)
Andrew Lambert	U.S. Bank (Salt Lake City)
Holly Hagerman	Connect Public Relations (Provo)
Adam Peterson	Thanksgiving Point (Lehi)
Erica Brown	Thanksgiving Point (Lehi)
Mary DonDiego	VitalSmarts (Provo)
Brent Peterson	Coltrin Communications (New York City)
Melinda Colton	Jordan School District (Salt Lake City)
Joseph Tateoka	RuderFinn (Chicago)
Stephen Hales	Hales Creative (Pleasant Grove)
Erin Enke	Fleishman Hillard (New York City)
Jessica Mallard	Cobalt Communication
Ahmed Corbitt	LDS Church Public Affairs (New York City)
Tom Knox	Porter-Novelli (Los Angeles)
Anthony Strike	Formerly Fleishman Hillard (New York City)

Part II, Section 9. Assessment of Learning Outcomes

Please attach 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.

Assessment Plan in Part II Appendix M of accompanying binder.

Overview

As stated in the department's assessment plan, "The purpose for program assessment in the Department of Communications is to evaluate the degree to which our students are achieving our published learning goals and outcomes and to use that information to improve program learning." The department uses the four-step assessment process to implement this goal of improving learning.

The assessment of student learning is focused on three direct measures and three indirect measures. The three direct measures are evaluation of capstone projects, use of electronic portfolios (currently being developed), and supervisor evaluations of student internships. The three indirect measures are a self-evaluation of learning using learning portfolios, senior exit surveys, and surveys of third year alumni.

The outcomes are published on the department's Website, in the department's undergraduate catalog, and included in course syllabi. However, focus groups with students on our learning outcomes found that students didn't have clear understanding of all of these outcomes. And the exit survey of 2007 seniors showed that 50% were aware of the learning outcomes. We can do better to publicize these outcomes to our students.

History of Department Assessment

The first assessment plan was presented to faculty in February 2001. The plan was focused on helping the department identify learning outcomes that were comprehensive of professional standards and expectations and unique to the strengths and purposes of the department. After a series of one-on-one interviews, and then larger group discussions, the department identified its learning outcomes in the spring of 2002. In developing the outcomes, faculty responses were compared to Christ & Blanchard's professional outcomes for communications students and ACEJMC's desired core values and competencies. From these efforts, the department assessment committee produced three primary objectives with 16 supporting outcomes.

In the spring of 2002, the assessment committee surveyed a sample of exiting seniors with both quantitative responses and open-ended questions. In the summer, the department surveyed third year alumni to assess the level they thought their education met these outcomes. These indirect measures were the primary tools used for assessment that year. In 2003-2004, each of the emphases also created outcomes for their programs. These outcomes were then mapped against the course outcomes of each syllabus. (This report will be available to the site-team during its visit.)

The assessment committee presented a new assessment plan in 2004 and recommended portfolio reviews and reviews of capstone projects as part of the assessment plan. The university began to conduct exit interviews and third year alumni surveys in 2003, and these tools replaced the department-level tools. The department was allowed to include 10 questions pertaining to our outcomes on the third year survey. (These reports will be available to the site-team during its visit.)

In 2006, the department's program objectives were revised to reflect the emphasis outcomes and provide a broader document for all student experiences. The current document contains four core goals with 16 specific outcomes (see below). In addition, components for each outcome were developed in 2006 to help measure achievement of each objective. A revised plan was developed by the assessment committee that continued to recommend portfolio reviews and reviews of capstone projects as direct measures of learning, and recommended continued use of exit and third year surveys for indirect measures. The committee revised the employer evaluations of interns to match the learning outcomes of the program, and began to use these evaluations as a direct measure. See below for latest results of employer evaluations.

In the 2006-2007 academic year, the public relations emphasis followed the recommendation of the assessment committee and required learning portfolios from all students in their capstone course. Other emphases chose to wait for an electronic portfolio option to be developed. Several focus groups of students were conducted to evaluate how much they knew, understood, and supported the learning outcomes of the program. These were reported to the faculty at the fall retreat.

The assessment committee also decided to measure certain outcomes in a deeper way, developing rubrics to measure these outcomes. Students were required to submit certain materials via email to measure these outcomes. Evidence of learning was collected in 2006-2007 to assess two program outcomes:

Goal 1. Students will be able to communicate effectively with appropriate with their audiences.

Outcome 4: Students will be able to use appropriate research methods to answer relevant questions.

Goal 3. Students will be scholars of the mass communication process

Outcome 4: Students will be able to think critically about the relationship between mass media and society

Research projects from research classes and research papers from electives classes were gathered from students. In the morning of a retreat held in April 2007, faculty reviewed these artifacts and made recommendations for improvements. In particular, faculty recommended introducing research and critical thinking earlier in the curriculum and to provide more uniform and consistent critical thinking exercises in the electives courses. A program improvement plan was developed to address these deficiencies. See the full 2007 report in Part II Appendix N of accompanying binder. Faculty then spent the afternoon evaluating capstone projects from their

emphasis. Recommendations for improving learning were discussed among faculty in each emphasis.

Critical thinking was again assessed in 2008 to determine whether changes in Comms 101 had improved student's abilities to think critically. Overall, students scored an average of 28 points on a 40-point critical thinking rubric. This shows room for improvement and establishes a benchmark to evaluate how critical thinking improves throughout the program. See full 2008 improvement plan in Part II Appendix N.

This year, the assessment committee plans to evaluate two new outcomes: writing and use of technology. We are hoping to improve student ability in both of these areas and hope to establish benchmarks this year. The department is also one of two departments in the university pilot testing a Web-based electronic portfolio called TrueOutcomes. The software allows students to submit work to be included in a portfolio that can be evaluated at the class and program level.

The current assessment plan was revised in fall 2008 to reflect the goals of the department to complete the portfolio and capstone evaluations as direct measures, and to continue to use the indirect measures to identify areas needing improvement.

Program-Level Goals and Outcomes.

The department's stated program-level goals:

DEPARTMENT OF COMMUNICATIONS PROGRAM OUTCOMES

STATEMENT OF PURPOSE

The department of communications exists to help students become professional and scholarly communicators whose messages contribute to a better society by benefiting the organizations for which they work and the audiences they reach.

GOALS

1. Students will be able to communicate effectively with their audiences. In particular, students will be able to:
 - 1: Prepare mass communication messages in the appropriate style
 - 2: Apply appropriate technology to the creation and dissemination of messages
 - 3: Plan communication that serves audience needs
 - 4: Use appropriate research methods to answer relevant questions
2. Students will act professionally in their practice. In particular, students will be able to:
 - 1: Practice communication within legal boundaries
 - 2: Exhibit standards of professional behavior
 - 3: Demonstrate sensitivity to the ethical issues of their practice
 - 4: Be literate in the language of the media industries
3. Students will be scholars of the mass communication process. In particular, students

will be able to:

- 1: Apply relevant theory to communication practice
 - 2: Understand the factors that shape(d) their profession
 - 3: Value freedom of speech in the marketplace of ideas
 - 4: Think critically about the relationship between mass media and society
4. Students will be able to apply Gospel-centered values as they contribute to society. In particular, students will be able to:
- 1: Demonstrate respect for diversity and agency in a global society
 - 2: Exercise moral reasoning when faced with ethical dilemmas
 - 3: Show a commitment to making a positive difference within their sphere of influence
 - 4: Critically evaluate media-related issues in light of the gospel of Jesus Christ

Employer Evaluations of Internships

At the completion of the required internship, supervisors complete an evaluation of the intern. (To see the form, please refer to Part II Appendix C.) We have files of these evaluations and the site visit time will have complete access to the forms. The internship began recording the responses into a spreadsheet to get a more comprehensive understanding of this data. The office has gone back as far as fall 2006 with this data. The table below indicates the satisfaction internship providers experience with our students.

Employer evaluation of interns on a scale of 1-5, with 1 being Poor and 5 being Excellent.

Performance Area	2006-2008 Mean Score
Comprehended and grasped concepts when planning assignments or projects	4.63
Research skills met expectations	4.58
Knowledge and use of software and technology met internship expectations	4.68
Writing was generally relevant, clear and used appropriate style	4.51
Overall quality of completed assignments met your expectations	4.60
Met deadlines and schedules	4.63
Dressed, acted, and communicated in a professional manner	4.78
Used and understood common media industry terminologies	4.62
Demonstrated a positive attitude and high level of commitment to the organization	4.78
Showed a respect for diversity	4.81
Demonstrated a sensitivity to the ethical issues of the practice	4.80
Understood legal implications of work, exhibiting high standards of behavior	4.76
<i>Rate intern's overall performance</i>	<i>4.73</i>

Involving Professionals in Assessment

All of the student media—newspaper, radio, and television—are evaluated by peers and professionals through our involvement in a variety of contests and award programs. They have received numerous awards as demonstrated below. Capstone projects in advertising and public relations are presented to clients—which are advertising firms, marketing departments, public relations firms, and PR departments—at the end of the term. These presentations and their accompanying project books are evaluated formally by these professionals and that feedback is given back to students. As part of a successful recertification process by PRSA, the public relations program invited a group of professionals to evaluate student-learning portfolios. This is the only emphasis that has conducted external reviews of these portfolios, but the other emphases will soon begin this process.

Program and Student Awards

The students and media organizations have received numerous awards over the years. To print all of the awards since the last accreditation would take several pages and would be an embarrassment of success. Therefore, we'll report the last three years and a few major highlights prior to that time.

2008

- Advertising team wins International First Prize and International Best Communication campaign at L'Oreal Brandstorm competition in Paris, beating out 38 teams from other countries to claim the top prize for the first time for an American team. To get to Paris, the BYU team won the national competition, hosted in New York City. Second year in a row winning the national competition. BYU was selected as one of only three schools L'Oreal recruits at and holds a campus competition to send a team to the National Finals. BYU ended up sending two teams to the National Finals, one winning the open competition, first time that has ever been done.
- Advertising student also won a Pencil at the One Show Competition in New York, and another wins a Merit Award.
- Advertising student wins Merit Award at Art Director's Club
- A print journalism student, Jesse Gunther, won Fourth Place in the Feature Writing competition of the Hearst Awards.
- Broadcast student Daniel Sparks won 6th place in Hearst Journalism Broadcast competition, two other students finish 11th and 12th, and the BYU broadcast program tied for fourth in 2008-2009 Competition One.
- The Daily Universe, student newspaper, won first place award for general excellence from the National Newspaper Association in September. In total, students won 14 awards from the NNA:
 - 3rd place – Business feature story (Lacie Hales)
 - 2nd place – Health story (Mallory Bateman)
 - 3rd place – Environmental story (Kaye Nelson)
 - 1st place – Editorial (Brandon Dabling)
 - 1st place – Newspaper promotion (12 Days of Christmas)

- 1st place – Single Ad Idea B&W (Step into a dancer’s paradise...)
 - 1st place – Single Ad Idea Color (Housing fair)
 - 1st place – Sales Promotion Section or Edition (Bridal Guide Summer 2007)
 - 2nd place – Newspaper promotion (front row fanatics)
 - 2nd place – Series Ad Idea (Tantara Records)
 - 2nd place – Sales Promotion Section or Edition (Housing Guide)
 - 3rd place – Newspaper promotion (What would you do for front row tickets?)
 - 3rd place – Single Ad Idea Color (Ream’s worst case scenarios)
- The Daily Universe also picked up several awards in the spring, including second place Best All-Around Daily Student Newspaper, and second place Editorial in SPJ 9th Region Competition, three additional awards at the SPJ Utah Chapter of Headliners (one first place and two second place awards for writing), and picked up the following from the Utah Press Association in March:
 - 2nd place – Best General News Reporting – (Soul Force)
 - 1st place – Best Editorial (Mining reform–Brandon Dabling)
 - 2nd place – Best Feature Reporting (Domestic Violence–Brittany Duncan)
 - 2nd place – Best in-house Produced Ad–Russ Parrish (Reams Worst Case)
 - The broadcast program won Best TV Newscast, third in Radio Newscast, swept the News Anchor awards, and took two radio newscast awards at BEA Competition in the spring.
 - Student Television: Best News Anchor
 - 1) Marco Villarreal – BYU
 - 2) Jennifer Borget – BYU
 - 3) McKay Allen – BYU
 - Student Radio: Best Radio Feature Reporting
 - 1) Rob Sanders – BYU "Christmas Literature" from *Here's Y*
 - 2) Marco Villarreal – BYU "Freshman Orientation" from *Here's Y*
 - Kimber Holt Crandall and Lindsay Blumell Jurdana won Gracie Allen Awards from the American Women in Radio & Television for their documentaries: “Mwana Wako Ni Mwana Wanga” (Crandall) and "An off-court story: The life of Kresimir Cosic" (Jurdana).
 - Two broadcast students (Marco Villarreal and Josh Molina) were selected as Meredith-Cronkite Fellows for the IRTS Minority Career Workshop in Phoenix in January 08.
 - Public relations curriculum was recently re-certified by the Public Relations Society of America. This is the second time the program has been re-certified after becoming the first PR program in the county to receive this designation.
 - Two students are elected to the PRSSA national board: Cindy Washburn as the newsletter editor and Tyler Page as Vice President of Professional Development.

The BYU PRSSA chapter also won the bid to publish the PRSSA national newsletter, Forum for 2008-2009.

- PRSSA chapter won a Teahan Award for best chapter newsletter at national PRSSA conference in Detroit, October.

2007

- Advertising team wins International Best Communication Campaign at the L'Oreal Brandstorm 2007 in Paris, after its first year in the competition. To get to Paris, BYU first won the US national championship in New York City.
- The Daily Universe won the SPJ Mark of Excellence Region 9 on March 24 after winning the following awards:

Best All-Around Daily Student Newspaper

· First Place: "The Daily Universe"

Feature Writing

· First Place: Alison Snyder, "Role brings Santa joy, jollity"

· Second Place: Julie Espinosa, "Planting Seeds of Hope"

· Third Place: Alison Snyder, "Bikers use attitude to help children"

Sports Writing

· First Place: David Rasmussen, "The Holy Book"

· Third Place: David Rasmussen, "McAdams finishes on top"

Online Feature Reporting

· Third Place: Geoffrey McAllister, "ROTC Blackhawk Training"

- The Daily Universe won several Utah Press Association awards.

1st place best circulation promotion (Sudoku is coming!)

1st place best sports photograph (Geoff McAllister–Real Soccer)

2nd place best editorial (Nate Moulton – Soulfence)

2nd place best front page (Barbie DeSoto, Janessa Farnsworth, Abbey Olson)

2nd Place best breaking news story (Nate Moulton, Emilee Erb – storm strikes Utah)

2nd place best ROP ad campaign

3rd place best news or feature series – sex offender registry

3rd place best ROP ad

3rd place best in-house promotion

3rd place best classified page or pages

- The Daily Universe won the following awards from SPJ-Utah Headliners, on June 15

1st place best newspaper reporter, Rosalie Westinskow

2nd place best newspaper reporter, Daniel Jackson

2nd place best newspaper

2nd place continuing coverage, Scott L. Lunt

3rd place continuing coverage, Julie Espinosa

HM education reporting, Stephanie Schaerr

2nd place personality profile, Kaye Nelson
 1st place sports reporting, David Rasmussen
 2nd place editorial, Jens Dana
 3rd place general features, Kaye Nelson
 Service to Journalism award: John Hughes, professor

- The Daily Universe won a general excellence award from the National Newspaper Association and students took the following awards:
 - 1st place cartoon, Dan McClellan
 - 2nd place breaking news photo, Robbie Preece
 - 2nd place education literacy story, Alicia Coffman
 - 3rd place editorial (Nate Moulton)
 - Honorable mention sports story, David Rasmussen
 - 1st place newspaper promotion, front row fanatics, Jesse Royston, Joseph Brady, Libby Egan
 - 1st place single ad idea - color, Take a vacation, Libby Egan
 - 1st place sales promotion section or edition, housing guide, Ian Bowles, Glade Cox, et al.
 - 2nd place sales promotion section or edition, 45 questions/45 pizzas/45 winners, Geoff Brooks
 - 3rd place sales promotion section or edition, Sudoku is coming, Seth Hill
 - 3rd place best small page ad, Sushi special, Libby Egan
 - Honorable mention best newspaper promotion, Y Book: More than a student, Seth Hill
 - 3rd place General Excellence, college division
- Students from the Daily Universe won the following awards from ACP – Oct. 27
 - 1st place Ad campaign: Russell Parrish
 - 1st place Ad/Editorial Supplement: Glade Cox, Seth Hill, Libby Egan and Jesse Royston
- Barbie DeSoto won 4th place for her front page design on the Procrastination Board Game, from the Best of Collegiate Design – CMA (Oct.)
- Jennifer Borget, a junior in broadcast journalism, won the very prestigious Ed Bradley Scholarship, a \$10,000 award, for 2007-2008.
- The BYU broadcast program took second place in the Hearst Journalism Awards after winning the following awards:
 - Danielle Wood, second place, radio news division
 - Chris Jones, fourth place, television features division
 - Danielle Wood, eighth place, radio features division
 - Jennifer Borget, twelfth place, radio news division
- Broadcast students won the SPJ Mark of Excellence first place award for best student radio newscast in the nation.

- One of the broadcast students won a Rocky Mountain Emmy Award for a documentary produced in Africa. The American Women in Radio and Television also recognized “My Child Is Your Child” with a Gracie Award.

2006

- Advertising Student invited to One Show College Competition 2006, wins Merit Award, Print Campaign
- Broadcast program wins First Place in Hearst Journalism Awards Intercollegiate Broadcast News Competition with the following individual awards
 - Florence Chen, first place, television news division
 - Danielle Wood, third place, radio division
 - Ryan McIlvain, third place, radio features division
 - Florence Chen, finalist, television division
 - Ryan McIlvain, finalist, radio division
 - Jamie Cook, seventh place, television division
 - Stace Hall, eleventh place, radio news division
 - Theron Anderson, fourteenth place, television division
 - Angie Wallace, fifteenth place, sports writing division
- The Daily Universe won six First Place awards, three Second Place awards, and two Third Place awards from the Utah Press Association; a First Place, three Third Place, and one Honorable Mention award from the Utah Chapter of SPJ Headliners, and three First Place, and two Second Place awards from the NNA.
- PRSSA students win bid to host the National PRSSA Annual Conference in Salt Lake City and successfully host nearly 1,000 students with a three-day program full of workshops and presentation by leading professionals.

Other Highlights:

2005

- Public Relations students Brittany McLaws, Brandie Gonzales, Allison Fors, Skyler Cleveland win second place in the Arthur W. Page Society Case Study Competition for their case study on Boeing.
- Broadcast program awarded Second Place by Hearst Journalism Awards Intercollegiate Broadcast News Competition.
- Daily Universe wins Third Place in Best All-Around Daily Student Newspaper from SPJ Region 9.

2005 Graduates

According to the BYU Alumni Association, the total number of graduates from our program is 13,123. A survey of our 2005 graduates helped us find the current employment data for 142, with 299 still unknown. Below is the table of our known graduates:

2005 Alum Name	Study Emphasis	Current Employer	Job or Field
Agnew, Rachel	Comms Studies		AUTOMOTIVE
Aguilar, Ronald	Advertising	Comcast Sportsnet	Art Director

Allen, Alexis	PR	Morgan, Lewis & Bockius	Associate
Allred, Jessica	PR	NYC Dept of Education	ESL Teacher
Ashford, Craig A.	Comms Studies	University of Oregon Law student	Student
Bacon, Jonathan	PR	Politis Communications	Acct mgr
Ballard, Hannah (Miller)	Broadcast Journalism	Small Business Owner	
Barton, Michael	Advertising		Advertising
Beldin, Kristofer	PR	Politis Communications	
Belnap, Bryan	Advertising	Symantec	Mgr, Global Channel Mktg
Benson, Nathan	PR	Icon Security Inc	HR Mgr
Best, Matthew	PR	Blendtec	Marketing Assoc.
Bikhazi, Sacha Leah	PR	Full time mother	
Bingham, Michael	PR	Global Results	
Bingham, Sean	Broadcast Journalism	Communication	COMPUTER HARDWARE
Bowser, Heather	Print Journalism	Pinnacle Security	Sales Mgr
Bradford, William		Daily News Record	NEWS MEDIA
Todd	Advertising	Automatic Data Processing	District Mgr
Brooks, Kristan	PR	PT & Co.	PUBLIC RELATIONS
Buchanan, Marc	PR	BidSync	Agency Trainer
Burgon, Julia	PR	SS+K	Senior Acct Exec
Burnett, Leanne	Advertising	Eli Lilly and Co.	Specialty Pharm. Sales Rep.
Callister, Amber	PR		PUBLIC RELATIONS
Campbell, Nathan	Comms Studies	Total Transformation	Arts/Entertainment
Canen, Adam	Broadcast Journalism	MBA Student	Student
Cardon, Kelly (Miller)	Adv	ITT Technical Institute	Career Services Specialist
Carlquist, Jennifer	PR	Utah 4th District Court	Law Clerk
Carlston, Elizabeth	PR	Deseret Book	MARKETING
		BYU Athletic	
Chilton, Kyle	Comms Studies	Communications	Asst. Director
Christensen, Estee	PR	Symantec	Sales Ops Specialist
Christensen, Keeper	PR	Wachovia	Mortgage Loan Consultant
Christensen, Tyler	Advertising	McGarryBowen	Acct. Supervisor
Cook, Mitchell	PR	Pacific Capital Mortgage	COMMERCIAL BANKING
Crandall, Kimber			
Holt	Broadcast Journalism	News 12 Connecticut	reporter
Dalton, Kevin	Advertising	Stroops	MARKETING MANAGER
Damstedt, Andrew			
John	Print Journalism	Ketchikan Daily News, AK	reporter
Davies, Jacob	Advertising		Advertising
			marketing and promotions
Delight, Rebecca	Advertising	KSL TV	producer
Dickson, Ashley	Broadcast Journalism	Bennett Communications, Inc.	Associate Dir.
Dilts, Steffanie (Mohan)	PR	Self	homemaker
Erekson, Joshua	Advertising	Expeditors International	IMPORT/EXPORT
Fazzini, Andrea	PR	WorldMark by Wyndham	
Fehlberg, Marc	PR	Hunter Public Relations	Account Exec

Flory, April	Advertising	Preferred Offices	Dir. Client Svcs
Frank, Adam	Comms Studies	BYU Law School Student	Student
Frey, Eric	Advertising	Park City Fire District	firefighter
Gardner, Kimberly	Advertising	Western Wats	Senior Account Manager
Gillice, Desta	Advertising	Homemaker	
Grey, Michael	Advertising	Cook Medical	District Manager independent
Griffiths, Melissa	PR	self	Consultant/homemaker
Grissom, Laura	Advertising	self	homemaker
Hall, Samantha	PR	A&R Edelman	Senior Acct Exec
Hallstrom, Briana	Print Journalism	Bennett Communications, Inc.	Associate Editor
Hart, Carly	PR	LANDesk	Global Event Mgr
Hartsock, Ben	Broadcast Journalism	BYU Student/JD MBA	Student
Hemingway, Timothy	Advertising		Advertising
Hepworth, Vanessa	Advertising	Mrs Fields Cookies Inc	RETAIL
Herrington, Michael	Advertising	Unemployed	
Hickcox, Samuel	Advertising	Ensign Group	Healthcare Admin.
Hickman, Matt	PR	Countrywide Loans	Loan Consultant
Hohmann, Michael	PR	Enterprise Rent a Car	Branch Mgr
Hollingshead, Natalie	Print Journalism	Bennett Communications, Inc. University of Washington	NEWS MEDIA
Holt, Scott	Advertising	Medic	Arts/Entertainment
Hopkins, James	Advertising	Bay Area News Group-East Bay	Presentation Specialist
Howe, Kent	Advertising	SecureNet Assoc.	Acct Mgr
Hunsaker, Daniel	Advertising	Vestal Watch Inc.	Product Mgr, Jr. Designer
Jensen, Elizabeth	PR	Cherries Jubilee Creations	Owner
Jensen, Melinda (Parker)	Advertising	Time Life	Mgr, Customer Communication
Johansson, Steven	Advertising	A&R Edelman	PUBLIC RELATIONS Collaboration Technology Specialist
Jorgensen, Eric	PR	Providence Health & Services	
Kouznetsova, Zina	Advertising	Tahitian Noni International	rep.
Kozimor, Natalie	PR	Swedish Medical Center	Comms specialist
Kunz, Kristin	PR		PUBLIC RELATIONS
Lee, Jeff	Comms Studies	Xpedx	Sales Rep, Acct mgr
Lewis, Chauntelle (Plewe)	PR	Dixie State College	Marketing Coordinator
Lords, Sarah	Comms Studies	KVBC TV 3 Allbee Green Events & Marketing	NEWS MEDIA
Loughmiller, Gary	Advertising		Project Mgr CITY/LOCAL/COUNTY
Lu, Gary H.	Advertising		GOVT HEALTH SERVICES & SUPPLY
Ludlow, Travis	PR	Tahitian Noni International	
Lufkin, Rachel (Atkinson)	PR	Berkman Communications	Senior Acct Exec
Matthews, Michael	Advertising	Omnicom Group/Director	Partnership
Maxfield, Brittne	PR	(employer unknown)	PR Manager
McEwen, Creighton	Broadcast Journalism	KUTV Incorporated	NEWS MEDIA

McIlvain, Brooke	Print Journalism	Honeywell International Founda	HUMAN RES/ORG BEHAVIOR
McKinnon, David	Advertising	Comcast	MARKETING
Miller, Amber	Advertising	self	homemaker
Miller, Lindsey (Lawrence)	PR	Sorenson Communications	District Ops Mgr
Nehren, Thomas	Advertising	AlSCO	MARKETING
Olsen, Janelle (Poore)	Print Journalism	Peterson Partners	Admin Asst
Olson, Brandon	PR	Mail Boxes Etc	MARKETING
Olson, Leslie	Comms Studies	self	homemaker
Pace, Brandon	Advertising	CA Hwy Patrol	Officer
Parma, David	Advertising		Advertising
Payne, Sara	Print Journalism		NEWS MEDIA
Plowman, Benjamin	Advertising	A/3 Design	Advertising
Porter, Bryce	PR	North American Healthcare previous: Furman Roth Advertising in NYC	Dir. Business Developmt
Potter, Lisa	Advertising		current: homemaker
Poulter, Danielle	Broadcast Journalism		PUBLISHING/PRINTING
Prince, Brigham	Broadcast Journalism	KUTV Incorporated	NEWS MEDIA
Rich, Courtney	Broadcast Journalism	SmighGeiger	Consulting and Research Associate
Riggs, Adam	Print Journalism	Riggs Design Solutions	Owner
Roberts, Ann Marie (Mickelson)	Marketing	Homemaker	
Rogers, Casey	Print Journalism	Daily Herald+C73	Features Designer
Romney, Miles	Broadcast Journalism	KJZZ/Reporter	Reporter
Rose, Kelsie	PR	UPS	Account Exec
Rosenhan, Cameron	Advertising/Marketing	Life Generations Health Care	Nursing Home Admin
Rossiter, Chris	Advertising	currently job seeking	
Saint-Jean, Alexis	PR		PUBLIC RELATIONS
Schmidt, Nicole	PR	Sound Concepts	Graphic Designer
Schmutz, Emily	Advertising-Mgmt track	WebVisible	copywriter
Scott, Jared	Comms Studies	Akin Gump Strauss Hauer & Feld	Associate
Sheffield, Carrie	Print Journalism	The Washington Times	NEWS MEDIA
Skipper, Brittany (Bowden)	Broadcast Journalism	Self	Catering Co.
Slack, John	Broadcast Journalism	Cox Communications	TELECOMMUNICATIONS
Smart, Bryce	Advertising	DataMark Systems	Advertising
Smith, Brandon	PR	JP Morgan Chase	Financial Consultant
Smith, David	PR	Air Force	Officer
Smith, Paige (Engelhardt)	Print Journalism	self	homemaker
Sorensen, Cali	PR	CBS	Arts/Entertainment
Sorenson, Ryan	Advertising		COMMERCIAL BANKING
Stagg, Jennifer	Broadcast Journalism	KGAN TV	NEWS MEDIA
Stoker, Brandon	PR	Military	Intelligence
Stowell, Amelia (Nielson)	Print Journalism	Wasatch Life Magazine	Editor

Tait, Alyse	PR	Homemaker	
Tehero, Elisa	Print Journalism		NEWS MEDIA
Trail, Dustin	Advertising	Ostler International	Manager
Truesdell, Roxanne	PR	Snapp North Group	PUBLIC RELATIONS Graduate, Marriage, Family, Human Dev.
Urry, Shirene	Advertising	BYU Student	
Vance, Jennifer	Advertising	Unemployed	
Walton, Stephanie	Advertising	Deutsch Inc	Advertising
Webb, Amber	PR	self	homemaker
Weishar, Amanda (Del Giudice)	Broadcast Journalism	Cheesecake factory previous: The Hollywood Reporter, L.A.	server laid off in Apr 08
Whalen, Gretta (Parkinson)	Print Journalism	Antelope Valley Press	NEWS MEDIA
Widdison, Marissa	Print Journalism	Digital Technology Intl	COMPUTER SOFTWARE
Williams, Casey	PR		Advertising
Williams, Michelle	Advertising		MARKETING
Williams, Natalie	PR	Datamark	Advertising
Winston, John	Advertising		PUBLIC RELATIONS
Winterton, Kimberlee	PR	Harvest Park Homes	
Wolfe, Melonie (Galloway)	Adv	Freelance Graphic	Web Designer
Woodbury, Michelle	PR	Homemaker	CITY/LOCAL/COUNTY GOVT
Wright, Brandon	Comms Studies	City of Highland Park	News Reporter
Wright, Lane	Broadcast Journalism	CW West Palm WTVX TV	

Distinguished Graduates

We have narrowed this list down to 100 distinguished alumni that is representative of the professional emphases in the program.

- | | |
|------------------------------|--|
| 1. Ainge, Danny | General Manager, Boston Celtics |
| 2. Allen, Clay | Dir., Regional Corp. Communications, USAA |
| 3. Anderson, Jack | Syndicated Columnist |
| 4. Anderson, Lavina Fielding | Author, columnist |
| 5. Atkinson, Sally | Editorial Assistant, Newsweek |
| 6. Barney, Ralph | Co-Founder, <i>Journal of Mass Media Ethics</i> |
| 7. Beckham, Raymond | Former Director, LDS Public Affairs Asia Area |
| 8. Begay, Nora | Reporter/Anchor, Navajo Radio Network |
| 9. Benac, Nancy | White House Press Correspondent, AP |
| 10. Bench, Eric | National Sales Manager, Univision Radio |
| 11. Bench, Mark | Executive Director, WorldPress Freedom Committee |
| 12. Benson, Lee | Sports Editor, <i>Deseret News</i> , SLC UT |
| 13. Billick, Brian | NFL Game Analyst, FOX Sports, Former Head
Coach, Baltimore Ravens Football Team |
| 14. Bird, Ron | News Anchor, KLZZ, SLC UT |
| 15. Borget, Jennifer | Anchor/Reporter, Austin Texas |
| 16. Brough, Robert | Vice President of PR, Zions Bank, SLC UT |
| 17. Burgoyne, Jim | Director of Production, Comcast Sports Net |
| 18. Burke, Jordan | Reporter, Bloomberg L. P., NYC |

19. Bussey, Philip
 20. Call, Michael
 21. Christensen, Bruce
 22. Christensen, Cory
 23. Clayson, Jane
 24. Pete Codella
 25. Coltrin, Steve
 26. Coon, Jonathan C.
 27. Crockett, Tom
 28. Dixon, Brian
 29. Dixon, Gary
 30. Dong, Ming
 31. Douglas, Dianna
 32. Draper, Douglas
 33. Dulmage, Debbie
 34. Elton, Byron
 35. Elton, Heidi
 36. Enyon, Ed
 37. Farah, Kim
 38. Fickenwirth, Fred
 39. Jon Fischer
 40. Fitzpatrick, David
 41. Frost, Becky
 42. Glade, Steve
 43. Glade, Thomas
 44. Goddard, Jeffrey
 45. Goodrich, Robert
 46. Grodé, Bruce
 47. Hale, Val
 48. Hallenbeck, Tom
 49. Hansen, Thayne
 50. Harper, Kathy
 51. Hawkes, Sharlene Wells
 52. Hills, Lee
 53. Hochhalter, Gordon
 54. Hogstrom, Victor A.
 55. Hopson, Andy
 56. Jenkins, Carrie
 57. Jennings, Marianne
 58. Johnson, Kim
- Senior VP Corp. Affairs, Puget Sound Energy Inc.
Pres./CEO, United Way of Rock River Valley, IL
Former President PBS, former Dean BYU College of Fine Arts & Communication
Weather anchor, ABCTV-Denver, Colorado
Author, Former Co-host, *The Early Show*, CBS News, New York City
President, Codella Marketing, Las Vegas
President, Coltrin & Associates PR, New York City
President & CEO, 1-800 CONTACTS
VP Marketing, Mailboxes, etc.
Sr. Vice President Marketing, Taco John's
President of the Foundation for a Better Life
BBC World Service
Associate Producer, Morning Edition, NPR
Spokesperson, National City Corp.
Vice President, Panorama Productions, Santa Clara CA
SVP Sales, Univision Online
Former Art Director, Trout & Reis Advertising, NYC
Sr. Vice President, Salt Lake Olympic Committee
Spokesperson, LDS Church, SLC UT
Station Manager, KLEW-TV, Lewiston ID
Manager- Real Estate Strategy & Analysis at Collective Brands, Inc.
Producer, CNN
Sr. Account Executive, Engage PR, Los Angeles
Owner & President, Glade Advertising, Seattle, WA
Vice President & Market Mgr, Clear Channel Radio
President/Exec. Producer, TVA Production, Studio City
Reporter, St. Louis *Post-Dispatch*
President/CEO, Primetime Media
Vice President for Institutional Advancement, Utah Valley University
Editor, *Outlander Magazine*, Australia
Global Communications Director, Dow Chemical
Sr. Mgr, Public Affairs, Blue Cross Blue Shield
Executive Vice President of Story Rock Electronic Publishing, former Miss America
Chair emeritus and CEO Knight Newspaper
Managing Partner, Mobium Creative Group
Underwriting Exec, KCPT PBS TV
Managing Director, Ruder Finn/Chicago
Assistant to the President, University Communications, BYU
Professor, Legal & Ethical Studies, Arizona State
Anchor/Writer Morning Show, KSL-TV, SLC UT

59. Kimball, Stephen	Owner, Stephen Kimball DM Copywriting
60. King, Michelle	Former Anchor, KUTV, SLC UT
61. Laney, Gary	Director, Consumer Business Development, JR Simplot
62. Larkin, Alex	Mgr. Franchise Development, Kia Motors America, LA CA
63. Lucero, Santiago	Reporter, KUVS Univision, Sacramento
64. Lyman, Garrett	President, Chrome Media
65. Martin, Adrienne	Account Planner, Young and Rubicam Advertising, NYC
66. Mathews, Michael	Partnership Director, Diversified Agency Services, NYC
67. Molina, Josh	Video Journalist, CNN, Atlanta
68. Murphey, Mark	Former City Editor, <i>LA Times</i>
69. Nelson, Richard Alan	Professor, School of Communications LSU
70. Nielsen, Gifford	Sports Director KHOU-TV, Houston TX
71. Olsen, Bruce	Former Director LDS Church Public Communications
72. Peterson, Brent	Owner, Reflected Light Photography
73. Peterson, Heather	Personal Assistant to David Letterman
74. Politis, Dave	President, Politis Communications, SLC
75. Rascon, Art	Anchor, ABC-TV, Houston TX
76. Reese, Bruce	President/CEO, Bonneville Communications
77. Rhee, Young-Ik	President MBC Chunchon, Korea
78. Rizley, Steve	Cox Communication Vice President and Regional Manager in Arizona
79. Rogers, Mel	Pres. & General Manager, KOCE TV, Huntington Beach CA
80. Santiago, Scott	Owner, NextTrendBiz.com, Dallas TX
81. Sears, John	Bureau Chief, CNN, Former President of RTNDA
82. Severson, Lucky	Correspondent, Public Broadcasting
83. Slobodian, Ryan	Account Exec, Drive Marketing
84. Smart, Michael	National News Director, BYU and PR Consultant
85. Smith, Barbara	News Anchor, KTVX-TV, SLC UT
86. Smoot, Reed	Award winning cinematographer and director
87. Soukup, Elise	Associate Editor, Newsweek
88. Stagg, Jennifer Reporter	KUTV News, Salt Lake City, UT
89. Sundstrom, Michele	Marketing Manager, Hitachi America
90. Swainston, Heather	Sales Coordinator, <i>Modern Bride</i> magazine, New York
91. Todd, Ruth	Former News Anchor, KTVX TV, SLC UT
92. Tittle, Duff	Assistant Athletic Director, Brigham Young University
93. Van Atta, Dale	Roving Editor, <i>Reader's Digest</i>
94. Vivanco, Fernando	Director of Communications, Boeing
95. Ward, Michael	Director of Public Relations & Marketing Events, Ancestry.com, Provo
96. Webb, LaVar	Editor, Former Press Secretary, Utah Gov. Michael Leavitt

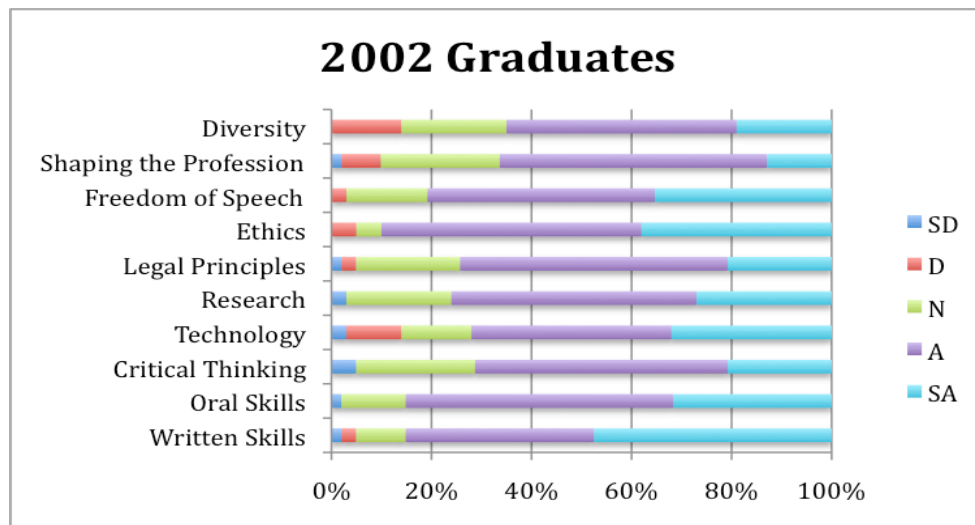
97. Woodward, Don
 98. White, Jon
 99. Wrubell, Greg
 100. Zimmerman, Yancy

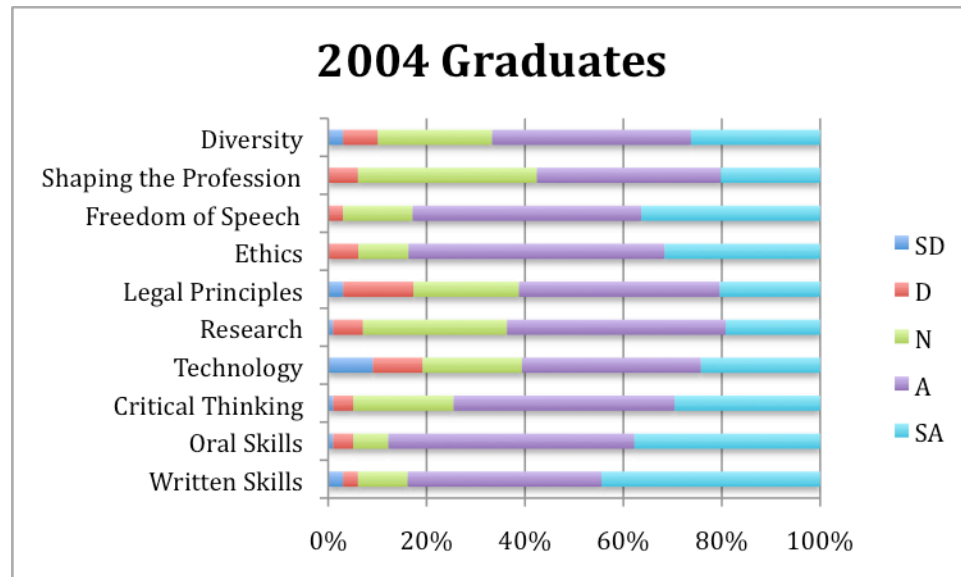
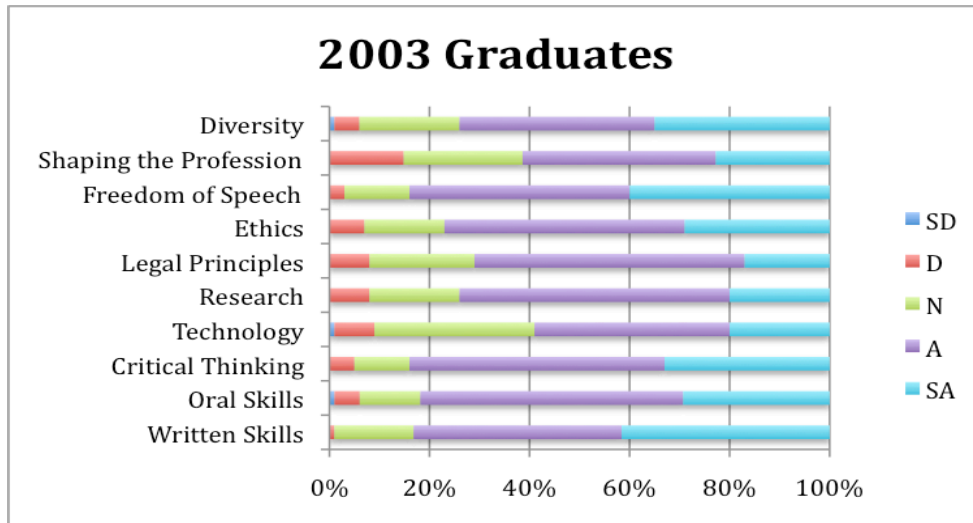
Managing Editor, *Deseret News*, SLC UT
 Creative Director, Dahlin, Smith, White
 Sports Broadcaster, Voice of the Cougars, KSL Radio
 Associate Brand Strategist at Desgrippes Gobe, NYC

Tracking and Surveying Graduates

The department receives data from two assessment surveys conducted by the university each year. The university annually surveys graduates who graduated three years previously. The department has ten questions included in this survey that ask specifically about how well the program prepared them for their careers (see alumni survey in Part II Appendix O) and that are tied to our learning outcomes. Overall, students are very positive about the preparation they have received. The charts below show how students have responded to these questions the past three years.

While more than 60% of student agree that the program prepared them in each of these areas, they seemed to feel most strongly about their preparation in ethics, appreciation for freedom of speech, and oral and writing skills. Responses to these questions show that we can improve in preparation with technology, understanding the factors that shape the profession, and diversity.





Compared to the university, our students are likely to score higher on measures of maintaining relationships with others, understanding and enjoying visual and performing arts, and writing skills. We score slightly lower than the university average on listening skills, quantitative reasoning, and understanding, using and appreciating science. Among the 2004 graduates, 37% are employed full time in their major, 62% said the major prepared them quite well or extremely well for their current job, and 95% of those in graduate school said the major effectively or very effectively prepared them to succeed in their programs. See full report in Part II Appendix O.

The university also conducts exit surveys with graduating seniors. The latest report, seniors in 2006-2007, indicates that 47% had accepted a full-time offer before graduation and 10% had been accepted into graduate school. Overall, students greatly appreciate the educational experience they received in the department and the university (see senior survey results in Part II Appendix O). In estimating the university impact on several outcomes, the percentage of

students that responded that their BYU experience enhanced or strongly enhanced is shown in the table below:

Learning Objective	Department	University
Thinking skills	92%	91%
Thinking habits	90%	87%
Quantitative reasoning skills	65%	76%
Listening skills	80%	77%
Speaking and presentation skills	88%	79%
Writing skills	91%	80%
Reading skills	76%	72%
Historical perspective	66%	62%
Understand, use, and appreciate science	42%	61%
Appreciate and enjoy arts	75%	66%
Understand and appreciate literature	68%	61%
Informed awareness of peoples, culture, languages and nations of world	77%	69%
Confidence in major area	89%	91%
Desire and skills for life-long learning	87%	85%
Use technology effectively	76%	75%
Community service and involvement	54%	54%
Moral reasoning	85%	76%
Intellectual self-awareness	89%	80%

Prior to fall 2008, the department has relied heavily on the BYU Alumni Association for record keeping. The association maintains a database of alumni and tracks addresses as volunteered by alumni. However, our experience with these databases has shown numerous inconsistencies with information and a lack of context and depth of knowledge. We hired an outreach coordinator in October to help us build a database that not only gives us contact information but also data regarding their relationship with the program and other alumni. We want to understand the networks that connect our alumni and how they would like to contribute to the department. An opinion survey of alumni last spring told us that alumni do not feel very connected to the program and that they would like to give back. We plan to give them that opportunity by reaching out.

We also want to take advantage of the new social media such as LinkedIn and Facebook. We have established groups in these networks to help our alumni connect with each other. The real advantage of these social networks is that alumni will keep their contact information up to date and we can gain a greater understanding of how our alumni are connected to each other.