

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: E-509 HFAC, BYU, Provo, Utah 84602

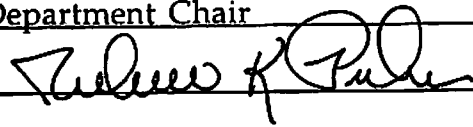
Date of Scheduled Accrediting Visit: 3-6 November 2002

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: Michael Perkins

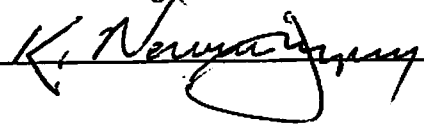
Title: Department Chair

Signature: 

Administrator to whom journalism/mass communications administrator reports:

Name: K. Newell Dayley

Title: Dean, College of Fine Arts and Communications

Signature: 

Part 1 – General Information

Part I: General Information

Name of Institution: Brigham Young University

Name of Unit: Department of Communications

Year of Visit: 2002

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

- ☐ Middle States Association of College 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. What is the institution's type of control? Check more than one if necessary.

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

3. Include a statement (charter, citation of legislative act, etc.) That shows the institution has legal authorization to provide an education beyond a secondary school in your state.
See attached.

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, what was the date of the last accrediting visit?

February 23-26, 1997

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. If the professional graduate program is included in the review for accreditation, attach a copy of any separate mission statement for the graduate program also.

See attached

7. What are the type and length of terms?

Semesters of 15 weeks

Spring/Summer sessions of 7.5 weeks

9. Does the unit intend its Master's degree program(s) to be evaluated by the Accrediting Council on Education in Journalism and Mass Communications? (Note: The Council accredits Master's degree programs only if they are professional in nature rather than academic.)

☐ Yes

☒ No

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

128 semester credits

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

1.0 semester hour

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

Name of Sequence or specialty	Person in Charge
Advertising and Marketing Communications	Douglas McKinlay
Broadcast Journalism	Kevin L. Stoker
Communications Studies	Edward E. Adams
Print Journalism	Kevin L. Stoker
Public Relations	Richard K. Long

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

29,815

14. Number of undergraduate majors in the unit, by sequence and total:

Name of Sequence of Specialty	Undergraduate majors
Advertising and Marketing Communications	279
Broadcast Journalism	258
Print Journalism	159
Public Relations	284
Total	816

15. Number of graduate students enrolled:

NA

16. Number of students in each section of all skills courses (news writing, 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 attached at back of Part I: General Information

17. Total expenditures planned by unit for academic year in which visit will occur:

Percentage increase or decrease in three years:

Amount spend this year on full-time faculty salaries:

As noted in Standard 2 all budget information at Brigham Young University is considered confidential. Department and university budget officials will be available to discuss the budget with team members during the site visit.

18. 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.

Adams, Edward	Associate Professor
Baker, Sherry L.	Associate Professor
Cressman, Dale E.	Instructor
Egan, Kathryn S.	Professor
Griffiths, Thomas A.	Associate Professor
Hammond, Scott C.	Assistant Professor
Hughes, John	Professor on leave serving as editor of Deseret News.
Long, Richard K.	Professor
Martin, Dennis G.	Professor
McKinlay, Douglas	Associate Professor
Mouritsen, Russell H.	Associate Professor
Palmer, Allen W.	Associate Professor
Perkins, Michael K.	Associate Professor
Plowman, Kenneth	Associate Professor
Pratte, P. Alfred	Professor
Randle, Quint B.	Assistant Professor
Rawlins, Bradley L.	Assistant Professor
Stoker, Kevin L.	Assistant Professor
Stout, Daniel A.	Associate Professor On leave at BYU-Hawaii
Tanner, Eliza A.	Assistant Professor
Thomsen, Steven R.	Associate Professor
Valenti, JoAnn M.	Professor
Walz, J. Robert	Assistant Teaching Professor
Wilson, Laurie J.	Professor

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

Ten, including lab instructors

20. Courses outside the major and in liberal arts.

Required courses outside major: Stats 105 or 221

Schools on the semester system:

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
2001-2002					
Academic year	334	334	100%	334	100%
2000-2001					
academic year	354	354	100%	354	100%

21. Discuss any measure not discussed elsewhere in this self-study report that the unit has developed for assessing student's competencies, including recent reports required by the institution, state government agencies, or other accrediting agencies.

The department is in the second year of its transition to outcomes-based learning assessment. The 2001-2002 school year was spent defining outcomes, but methods of assessment are not yet in place.

16. Attached information regarding enrollment in skills courses by section.

Number of students in each section of all skills courses.

Winter 2002

Comms 311 News Writing

Section #	# Students Enrolled
01	15
02	17
03	13
04	18
05	17
06	18
400	17
401	17

Comms 313 News Reporting

01	17
02	18
03	18
04	9
400	15

Comms 323 Newspaper Editing

01	12
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Comms 330 Advertising Concepting I

01	20
02	17

Comms 335 Producing/Production for Television

01	19
----	----

Comms 365 Photojournalism

400	18
-----	----

Comms 375 Broadcast Reporting

01	22
----	----

Comm 420 Adv Print Reporting

01	17
----	----

Comms 421 PR Writing/Production

01	17
400	13

Comms 427 Magazine Writing

400	20
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Comms 429 Opinion Writing

400	12
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Comms 443 Adv Concepting III

01	11
----	----

Comms 475 Adv Broadcast Reporting

01	18
----	----

Number of students in skills courses
Fall 2002

Comms 211 News Writing (formerly 311)

Section #	# students enrolled
01	17
02	17
03	17
04	17
05	17
06	17
07	17
08	17
09	17
10	17
11	17
400	17

Comms 321 News Reporting(formerly 313)

01	16
02	14
03	8
04	5
05	3

Comms 323 Newspaper Editing

01	19
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Comms 329 Opinion Writing

400	15
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Comms 330 Adv Concepting 1

01	23
02	17

Comms 335 Production/Performance for Television

01	5
02	5
03	5
04	5
05	5

Comms 365 Photojournalism

400	20
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Comms 375 Broadcast Reporting

01	5
03	5
04	5
05	5
06	5

Comms 377 Feature Writing (formerly Comms 427)

01	17
----	----

Comms 420 Advanced Print Reporting

01	17
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Comms 421 PR Writing and Production

01	15
02	15
400	14

Comms 425 Advanced Broadcast Reporting (previously Comms 475)

01	4
02	5
03	5
04	5
05	2

Comms 428 Publication Graphics/Production

400	4
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THE DEPARTMENT OF COMMUNICATIONS BRIGHAM YOUNG UNIVERSITY MISSION STATEMENT

The Department of Communications at Brigham Young University seeks excellence in its students, faculty and staff by emphasizing:

*Personal integrity,
Research and rigorous scholarship,
Moral virtues and values,
Professional competence and
Ethical conduct.*

To accomplish this mission we will:

- Be guided by the principles of the restored Gospel of Jesus Christ.
- Foster respect for free, responsible and truthful public expression.
- Embrace diversity of ideas, thought and ethnicity.
- Encourage service to campus, community, church and profession.

Areas of Focus

- International Media Studies
- Mass Media Ethics
- Media, Family and Society
- Career Preparation in Advertising & Marketing
Communications, Print and Electronic Journalism and
Public Relations

Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Please also provide separate sequence or emphasis listings for all graduate programs in the unit.

Give the number of students by class (year in school) in each of these programs for the academic year preceding the accreditation visit. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes. Please also list any such subdivisions in your graduate programs.

Show the number of undergraduate and graduate degrees conferred at the end of the year preceding the accreditation visit. Please include all semesters or quarters.

If the unit has a formal pre-major status, list the number of such students.*

Fall 2001 information

Underg./Grad. programs of study	<u>Number of Students</u>						Total students	<u>Degrees Conferred</u>		
	<u>frsh</u>	<u>soph</u>	<u>jr</u>	<u>sr</u>	<u>mast</u>	<u>PhD</u>		<u>bach</u>	<u>mast</u>	<u>PhD</u>
Pre-majors, if any*	256	173	170	52	0		651			
1. Adv/Mrkt	0	0	25	113	0	0	138	106		
2 Broadcast Jrnlsn	2	6	37	80	0	0	125	55		
3 Print Jrnlsn	0	2	19	43	0	0	64	55		
4. Public Relations	1	3	31	135	0	0	170	76		
5 Comms Studies	0	0	6	30	0	0	60	39		

* Students who have declared their intention but have not completed the requirements for admission to the major.

Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit. (As part of the updated General Information section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the ôGeneral Informationö section of the Self-Study Report Form.)

Semester or Quarter: Winter, 2002

	yrs. full-time profsnl. exper.	yrs. full-time college teaching	yrs. on this faculty	yrs. at present rank	highest earned degree	tenured (y/n)	teaching load: scheduled contact hrs. weekly		cred. hrs. weekly	% of time assigned to: tchg. rsch. svc.		
Unit Administrator												
Personname												
Michael K. Perkins	5	13	3	6	JD	N	0		0		25	75
Professors												
Egan, Kathryn S.	24	20	15	6	PHD	Y	5		5		48	37 15
Long, Richard K	31	4	3	3	MSTR	Y	5		5		72	14 14
Martin, Dennis G	10	30	25	10	PHD	Y	9		9		72	13 15
Valenti, JoAnne M	10	26	10	10	PHD	y	5		5		52	40 8
Wilson, Laurie J	8	13	13	4	PHD	y	8		8		64	26 14
Associate Professors												
Adams, Edward E.	6	10	3	3	PHD	N	0		0		25	75
Griffiths, Thomas A.	25	11	17	9	PHD	y	7.5		7.5		66	19 15
McKinlay, Douglas	30	3	3	3	MSTR	N	9		9		72	14 14
Mouritsen, Russell H.	11	20	20	13	PHD	Y	8		8		64	32 4
Palmer, Allen W.	10	22	6	3	PHD	y	12		6		48	28 28
Stout, Daniel A.	5	19	17	4	PHD	y	4		4		32	39 29
Thomsen, Steven R.	4	13	6	3	PHD	Y	6		6		48	28 24
Baker, Sherry L.	11	6	6	6	PHD	Y	12		6		48	24 28
Assistant Professors												
Hammond, Scott C.	15	9	6	6	PHD	N	9		9		64	32 4
Randle, Quint B	15	3	2	1	PHD	N	9		9		72	20 8
Rawlins, Bradley L.	3	9	2	2	PHD	N	0		0		21	79

<u>Stoker, Kevin L.</u>	<u>7</u>	<u>8</u>	<u>2</u>	<u>2</u>	<u>PHD</u>	<u>N</u>	<u>6</u>	<u>6</u>	<u>48</u>	<u>48</u>	<u>4</u>
<u>Tanner-Hawkins, Eliza</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>PHD</u>	<u>N</u>	<u>8</u>	<u>10</u>	<u>72</u>	<u>14</u>	<u>14</u>

Instructors/Lecturers

<u>Cressman, Dale E</u>	<u>8</u>	<u>10</u>	<u>2</u>	<u>2</u>	<u>MSTR</u>	<u>N</u>	<u>6</u>	<u>3</u>	<u>48</u>	<u>48</u>	<u>4</u>
<u>Walz, J. Robert</u>					<u>MSTR</u>	<u>N</u>	<u>9</u>	<u>9</u>	<u>100</u>		

Visiting Professor

<u>Day, Lawrence</u>	<u>20</u>	<u>30</u>	<u>1</u>	<u>21</u>	<u>PHD</u>	<u>N</u>	<u>9</u>	<u>9</u>	<u>100</u>		
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Table 3. Part-Time Faculty

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit.

Semester or Quarter: Winter, 2002

Name and Rank	yrs. full-time profsnl. exper.	yrs. teaching exper.	highest earned degree	now working full-time as professional (y/n)	now working toward degree here (y/n)	credit hrs. enrolled this semester	teaching responsibilities:			assists teacher in charge
							in charge of course	lectures	assists in lab	
Haddock, Mark Instructor	15	7	BA	Y	N	3.0	X			
Hillman Julie Instructor	7	3	BA	N	N	3.0	X			
Paynter, Dean Instructor	16	6	BA	Y	N	3.0	X			
Golden Ann Lab Assistant	2	1	BA	N	Y	3.0			X	
Gholdston, John Instructor	27	17	BA	Y	Y	4.0	X			

Part 2 – Mission & Scope of Unit

Communications

Undergraduate Programs and Degrees

- BA Communications
Emphases:
Advertising and Marketing Communications
Broadcast Journalism
Communications Studies
Print Journalism
Public Relations
- Minor Communications

Students should see their college advisement center for information concerning admittance to the undergraduate programs.

Graduate Programs and Degrees

- MA Mass Communications

For more information see the BYU 2002-2003 Graduate Catalog.

General Information

Working under faculty direction, students in the department edit and publish the *Daily Universe* as a laboratory newspaper for the campus, produce daily radio and television newscasts on KBYU-FM and KBYU-TV, produce @NewsNet.byu.edu for the Internet, plan advertising and public relations campaigns, solve media sales and management problems, and use "new media" in diverse situations.

The Department of Communications sponsors the International Media Studies Program, which seeks to broaden students' awareness of worldwide communications issues and practices. Not only do students have opportunity to study the media systems of other nations through classes and on-site experiences, but media practitioners of other nations are also brought to campus as lecturers and visiting experts.

The department encourages early admission. Students who enroll in Comms 101 and 201 can apply to the major as early as the second semester of their freshman year.

Departmental Requirements

1. Each student must be formally accepted into a degree program. Contact the college advisement center for admission requirements.
2. All students, including those who have received high school advanced-placement credit with a score of 3 or less, must take a campus writing class before applying for admission to the major. The following writing classes fill this requirement: Engl 115, College Writing and Reading; Phil 105, Reasoning and Writing; or HonP 200, Intensive Writing. (All these courses can fill the GE First-Year Writing requirement.)
3. Complete 80 hours outside the department, of which at least 65 hours must be in the liberal arts and sciences.
4. Except for communication studies students, every student is required to complete an internship. Although the department operates an internship office (F-340 HFAC) that serves as a clearinghouse for internship information, the responsibility for securing an internship rests with the student. However, students may not embark on any required internship without prior approval from a faculty advisor, before processing appropriate documents with the Internship Office (F-340 HFAC), and without being enrolled in Comms 399R.

BA Communications: Advertising and Marketing Communications Emphasis (49-58 hours*)

This is a limited-enrollment program requiring departmental admissions approval. Please see the college advisement center for information regarding requirements for admission to this emphasis.

The Discipline

Communications majors who choose the advertising and marketing communications emphasis will participate in a program that will give a strong grounding in the liberal arts and sciences, provide a firm grasp of communications theory and principles, and teach practical workplace skills.

In marketing communications courses students will learn how to use research in studying diverse audiences, to analyze communications problems, and to evaluate communications programs. They will write problem-solving strategies and create advertising and promotion messages to specific target audiences. Creative track students will learn how to concept consumer advertising ads in print and broadcast and will develop a quality portfolio required for entry-level careers in the creative field. Management students will learn how to evaluate and select the most effective media for reaching those target audiences and will gain an understanding of how broadcast, print, and other media are used in the marketing process.

Studies will culminate in the student's participation, as a team member, in creating and presenting a comprehensive and competitive integrated marketing communications campaign that includes research, advertising, and sales promotion.

Career Opportunities

This field provides career opportunities in advertising, media management, and advertising media sales as well as in its creative, research, marketing, media planning, and management functions.

Major Requirements

1. No D credit in communications courses will count toward graduation.
2. Complete the following:
Comms 101, 211, 300, 319.
3. After consulting with a faculty advisor, complete an internship in conjunction with 1 hour of the following:
Comms 399R.
4. Complete 12 hours from the following departmental electives:
Comms 301, 351, 352, 360, 381, 382, 401, 402, 407, 411, 412, 480.
5. Complete one of the following tracks:
 - a. Management Track: Complete the following:
BusM 340.
Comms 230, 332, 345, 432, 489.
MCom 320.
 - b. Creative Track:
 1. Complete the following:
Comms 230, 330, 331, 433, 489.
 2. Complete a minor in advertising design (15 hours).

Note: Twelve students will be admitted to the creative track each year based on a screening and portfolio work. Portfolios must be submitted to the department's main office by the twelfth week of winter semester. Late portfolios will not be considered. It will take from four to five semesters to complete the design minor. Students interested in this track should qualify and apply early.
6. Complete one course from the following:
Stat 105, 221.

*Hours include courses that may fulfill GE or university requirements.

BA Communications: Broadcast Journalism Emphasis (47 hours*)

This program has minimum criteria that students are required to meet for admission. Please see the college advisement center for information.

The Discipline

The study of journalism entails the mastery of working with people to present news and features in a way that reflects events accurately and fully. Students will acquire skills in analytical thinking, lucid writing, and effective interviewing to be able to present a clear and forceful picture of their subject in words and images. To have a broad background, students are encouraged to earn more than 60 percent of their credits in other departments, thereby developing a wide understanding of the world and the processes that make society work. In addition, students will become familiar with methods of writing that effectively reach mass audiences—that portray events and people in satisfying ways. Since a wide range of knowledge is essential within the field, students will study libel law, the process of communication, and such areas as the interaction between the mass media and society today.

Career Opportunities

The exciting field of journalism traditionally has offered the allure of working in a profession that has its finger on the changing pulse of society. Whether serving as reporters on television, radio, cable, online, daily newspapers, the community press, or in the growing magazine field, journalists find themselves rubbing shoulders with important people and recording important events.

A career in journalism implies not only skill with words, but the ability to make sound judgments and to ferret out facts. In addition to the obvious careers as reporters and editors, students often find their journalism skills in demand in a variety of other areas.

Many find the challenge of recording the drama of real life both satisfying and enlightening. Because of television, journalism has changed in recent years, but even though there has been a decline in the number of daily newspapers, an explosion of special interest magazines and online publishing has opened up innumerable jobs for writers and editors. These changes call for greater skill in writing to be able to visualize the world in an interesting way. Overall, one of journalism's great satisfactions has been the sense that one can make a difference in the world and bring about changes for the better.

Major Requirements

1. No D credit in communications courses will count toward graduation.
2. Complete the following:
Comms 101, 211, 300, 319.
3. After consulting with a faculty advisor, complete an internship in conjunction with 1 hour of the following:
Comms 399R.
4. Complete 12 hours from the following department electives:
Comms 301, 351, 352, 360, 381, 382, 401, 402, 407, 411, 412, 480.
5. Complete the following:
Comms 321, 335, 375, 425, 487.
TMA 273R, 277R.
6. Complete one course from the following:
Stat 105, 221.

*Hours include courses that may fulfill GE or university requirements.

BA Communications: Communications Studies Emphasis (43 hours*)

This program has minimum criteria that students are required to meet for admission. Please see the college advisement center for information.
This degree program is also available at the BYU Salt Lake Center.

The Discipline

This program is designed for the student who wants a broad, general undergraduate background in communications and does not necessarily want to specialize in advertising, broadcasting, print journalism, or public relations. This may be the student who plans to pursue advanced academic degrees rather than work in industry. The focus of the program is highly theoretical and conceptual.

Career Opportunities

This major does not lead to specific careers but is appropriate for those planning to pursue graduate or law degrees.

Major Requirements

1. No D credit in communications courses will count toward graduation.
2. Complete the following core courses:
Comms 101, 211, 300, 319.
3. Complete the following:
Comms 411, 483.
4. Complete 1 hour from the following practicum course:
Comms 396R.
5. Complete 21 hours from the following:
Comms 301, 351, 352, 360, 381, 382, 401, 402, 407, 412, 480.
6. Complete one course from the following:
Stat 105, 221.

*Hours include courses that may fulfill GE or university requirements.

BA Communications: Print Journalism Emphasis (43 hours*)

This program has minimum criteria that students are required to meet for admission. Please see the college advisement center for information.

The Discipline

The study of journalism entails the mastery of working with people to present news and features in a way that reflects events accurately and fully. Students will acquire skills in analytical thinking, lucid writing, and effective interviewing to be able to present a clear and forceful picture of their subject in words and images. To have a broad background, students are encouraged to earn more than 60 percent of their credits in other departments, thereby developing a wide understanding of the world and the processes that make society work. In addition, students will become familiar with methods of writing that effectively reach mass audiences—that portray events and people in satisfying ways. Since a wide range of knowledge is essential within the field, students will study libel law, ways of writing for magazines, the process of communication, and such areas as the interaction between the mass media and society today.

Career Opportunities

In the exciting field of journalism, traditionally there has been the allure of working in a profession that has its finger on the changing pulse of society. Whether serving as reporters on television, radio, cable, online, daily newspapers, the community press, or in the growing magazine field, journalists find

themselves rubbing shoulders with important people and recording important events.

A career in journalism implies not only skill with words, but the ability to make sound judgments and to ferret out facts. In addition to the obvious careers as reporters and editors, students often find their journalism skills in demand in a variety of other areas.

Many find the challenge of recording the drama of real life both satisfying and enlightening. Because of television, journalism has changed in recent years, but even though there has been a decline in the number of daily newspapers, an explosion of special interest magazines and online publishing has opened up innumerable jobs for writers and editors. These changes call for greater skill in writing to be able to visualize the world in an interesting way. Overall, one of journalism's great satisfactions has been the sense that one can make a difference in the world and bring about changes for the better.

Major Requirements

1. No D credit in communications courses will count toward graduation.

2. Complete the following core courses:

3. After consulting with a faculty advisor, complete an internship in conjunction with 1 hour of the following:

4. Complete 12 hours from the following:

5. After consulting with a faculty advisor, complete the following:

6. Complete one course from the following:

7. Complete one course from the following:

8. Hours include courses that may fulfill GE or university requirements.

BA Communications: Public Relations Emphasis

(49 hours*)

This is a limited-enrollment program requiring departmental admissions approval. Please see the college advisement center for information regarding requirements for admission to this emphasis.

The Discipline

The public relations emphasis provides training in one of the fastest growing areas in the communications field. It prepares students with critical skills in writing, strategic program planning and management, creative problem solving, and media relations. It can be either a highly credible terminal degree or excellent undergraduate preparation for an advanced degree.

Career Opportunities

Virtually all segments of the public and private sectors throughout the world draw employees from public relations graduates. Graduates may work as technical experts or in management tracks. They may specialize in employee relations, community relations, public affairs, media relations, or several other tracks within the professional arena.

Major Requirements

1. No D credit in communications courses will count toward graduation.

Communications (Comms)

Undergraduate Courses

100. Media, Family, and Society. (3:3:0) F, W

- Media's impact on the individual, family, and society. Understanding the processes of mass communication. Strategies to analyze and discuss media messages and cultivate awareness.

101. Mass Communication and Society. (3:3:0) Independent

- Study also.

- Historical and modern roles of mass media in society; emphasizing media effects on individuals and institutions.

211. News Writing. (3:2:2) F, W, Sp, Su Prerequisite: HonP 200, Phil 105, or Engl 115 with a B minimum or an English AP score of 4.

- Principles and practices of identifying news and writing it for newspaper, radio, television, and Internet audiences.

230. Introduction to Advertising. (3:3:0)

- Principles of advertising; critical evaluation of its role and value in American society. Writing and creating ads for all media.

235. Introduction to Public Relations. (3:3:0)

- Philosophy and practice of public relations in business, government, education, and other institutions. Study of publics, media, methods, press relations, and publicity. Lab required.

300. Media Ethics, Law, and Responsibility. (3:3:0) F, W, Sp, Su

- Prerequisite: major status.

- Introduction to First Amendment history and press freedom, law, and theory; media regulation and policy; relationship between law and ethics; key ethical issues in professional communications.

301. Mass Media History and Philosophy. (3:3:0) F

- History and philosophy of print, film, and broadcast communication media from their beginnings to the present; their roles as institutions in American society.

Minor Communications (15 hours)

Minor Requirements

1. Complete the following:

2. Complete 12 additional hours from the following:

- Comms 301, 351, 352, 360, 381, 382, 401, 402, 407, 411, 412, 480.

2. Complete the following:

- Comms 101.

3. After consulting with a faculty advisor, complete an internship in conjunction with 1 hour of the following:

- Comms 101, 211, 300, 319.

4. Complete the following core courses:

5. After consulting with a faculty advisor, complete the following:

6. Complete one course from the following:

7. Complete the following:

8. Hours include courses that may fulfill GE or university requirements.

319. Research in Communication. (3:3:0) F, W, Sp, Su Prerequisite: departmental statistics requirement; major status.

Procedures and design considerations for studying media messages, audiences, and effects. Emphasizes survey and focus group approaches to data collection and analysis.

321. News Reporting. (3:2:5) F, W, Sp, Su Prerequisite: Comms 300, 319; major status.

Research and reporting skills. Database retrieval and interviewing. Beat reporting for newspapers, radio, and online media. Lab required.

323. Newspaper Editing. (3:2:6) F, W, Sp, Su Prerequisite: Comms 321.

Editing copy, writing headlines, designing pages, editing photos, and handling wire copy. Lab required.

329. Opinion Writing. (3:3:0) F, W

Function of editorials, columns, commentaries, and reviews in the mass media. Open enrollment.

330. Creating Advertising Concepts—Portfolio 1. (3:3:0)

Prerequisite: major status. Recommended: basic competency in Quark XPress and Photoshop or current enrollment in appropriate computer skills courses.

Basic consumer advertising: copywriting, design, and layout developed from creative strategies. Solving creative problems.

331. Creating Advanced Advertising Concepts—Portfolio 2. (3:3:0) Prerequisite: Comms 330; VADes 210; instructor's consent;

high level of competency in software packages such as Quark XPress and Photoshop.

Advanced consumer advertising: copywriting, design, and layout.

332. Marketing Media Planning and Strategy. (3:3:2) F, W, Alt. term Prerequisite: Comms 230; Stat 105 or 221; computer

spreadsheet competence; major status.

Media planning, theory, and practice in context of the marketing mix. Applying computer-based models as aids to media decisions. Writing marketing-based media plans. Case study approach to both print and broadcast media.

335. Producing and Performing for Television. (3:3:Arr.) F, W, Sp

Prerequisite: TMA 273R, 277R, Comms 321; major status.

Theory and practice of producing and presenting information for television. Role of television news in society, nature of audiences, production techniques, and TV news management. Lab includes producing and anchoring daily cable cast.

336. Public Relations Case Studies. (3:3:0) Prerequisite: Comms

321 or concurrent enrollment; major status.

Cases selected from wide range of actual public relations problems confronting business, government, education, and other institutions. Strategic planning matrix.

345. Media Sales and Promotion. (3:3:0) F, W, Alt. term

Prerequisite: major status.

Fundamentals of media sales process. Theory and application of persuasion relating to media sales.

351. Media Literacy. (3:3:0) F, Alt. term

Understanding media content and production processes to empower media consumers. Media culture in our increasingly multicultural society relative to politics of representing race, ethnicity, gender, and class.

352. Media and Consumer Behavior. (3:3:0) W

Conceptual and empirical relations between consumer information processing/choice behaviors and mass communications.

360. Media Management Principles and Theory. (3:3:0) W

Managing communications organizations. Systems, motivation, leadership, communication, and regulations. Structure and economics of organizations. Factors of competition.

365. Photojournalism. (3:2:Arr.) F, W

Shooting, processing, selecting, and preparing photographs for use in publications. Open enrollment.

375. Broadcast Reporting. (3:3:Arr.) Prerequisite: Comms 321, 335.

Principles and techniques of information gathering and visual storytelling. Includes beat coverage and recording and editing videotaped reports.

377. Feature Writing. (3:3:0) F, W, Alt. term Prerequisite: Comms 321.

Analysis of nonfiction magazine markets and effective writing methods; criticism of students' articles.

381. Comparative Media Systems. (3:3:0) W

Comparison of national media systems; normative theories of media organization and control.

382. Issues in International Communication. (3:3:0) F

International information flow; information flow and foreign policy; international regulation; cultural imperialism; intercultural interaction.

395R. International Media Studies Abroad. (1-3:Arr.:0 ea.) Alt. term

Study Abroad course emphasizing media and culture of region selected.

396R. Communications Practicum. (1:0:Arr. ea.) Prerequisite: instructor's consent and approval of task or projects.

Practice and projects in communication.

397R. Honors Tutorial. (1-2:Arr.:0 ea.) Prerequisite: instructor's and department's consent.

398R. Projects in Communications. (1-4:Arr.:0 ea.) Prerequisite: junior standing and approval of project.

Projects in communication studies.

399R. Academic Internship. (1-9:Arr.:Arr. ea.) F, W, Sp, Su Prerequisite: major status; clearance by the Communications Department.

Professional field experience.

401. Regional Mass Media Issues. (3:3:0) W

Media from different countries, cultures, or subcultures. Media outlets. Issues, including those due to variability in language, diversity, culture, and geo-political orientation.

402. Media Criticism. (3:3:0)

Criticism of electronic media systems and their products and effects; critic's role and qualifications.

407. Advanced Media Law and Regulation. (3:3:0) W

First Amendment philosophy underlying regulation of the mass media; libel, privacy, media relations with courts, broadcast regulation, advertising regulation, corporate communications; copyright, trademark.

411. Mass Communications Processes and Effects. (3:3:0) F, Alt. term

Mass communication as a social process, incorporating literature from journalism, social psychology, sociology, political science, and history. Factors in message construction, dissemination, and audience reception.

412. Communication Issues and Public Policy. (3:3:0) F, Alt. term

Overview of issues, strategies, and role of communications professionals in various areas of American society, including media relations, government relations, community affairs, and consumer relations.

420. Advanced Print Reporting. (3:2:1) Prerequisite: Comms 321.

Print news coverage of government, courts, education, and other institutions. Investigative reporting on major public issues and trends.

421. Public Relations Writing and Production. (3:3:1)

Prerequisite: Comms 336.

Professional public relations writing and editing in a variety of formats as used in public relations applications.

Communications

425. Advanced Broadcast Reporting. (3:2:Arr.) Prerequisite: Comms 375.

Broadcast news coverage of government, courts, education, and other institutions. Investigative reporting of major public issues and trends.

428. Publication Graphics and Production. (3:2:3) F, W, Alt. term Prerequisite: Comms 321.

Layout and graphics for publications. Contemporary practices in production.

432. Account Planning Management. (3:3:0) Prerequisite: Comms 319 and completion of departmental statistics requirement. For department majors only.

Development and execution of a comprehensive strategic advertising research program, including data collecting, interpretation, field investigating, audience analysis, and strategy development.

433. Advanced Advertising Concepting—Portfolio 3. (3:3:0) Prerequisite: Comms 331; concurrent enrollment in Comms 439.

Capstone course in creating consumer advertising concepts, copywriting, design, and layout. Emphasizes finished portfolios.

449. Electronic Media Programs and Audiences. (3:3:Arr.)

Basic program forms used in electronic media, effective program structure and appeals, and audience research and measurement.

480. Media Ethics and Moral Reasoning. (3:3:0) F

Ethical issues in mass communication; integration of moral reasoning to critical mass communication issues.

483. Advanced Communications Studies. (3:3:0) F, W

Prerequisite: Comms 319, 411.

Contemporary developments in communication theory, research, and practice.

485. Strategic Public Relations Campaigns. (3:3:0) Prerequisite: Comms 421.

Capstone class applying communication principles to internal and external publics; fact finding, planning, and evaluating social interrelationships; major campaigns for selected clients.

487. Multimedia Journalism. (3:2:4) F, W, Su Prerequisite: Comms 420 or 425; or concurrent enrollment.

Capstone course for journalism students. Writing and reporting for print, online, and broadcast media. Creative collaboration with peers to create multilayered stories for different media.

489. Strategic Advertising Campaigns. (3:3:0) Prerequisite: Comms 319; 332, 433, or concurrent enrollment.

Researching, planning, budgeting, creating, and writing national advertising campaigns; writing and producing a complete advertising plan, accompanied by a formal client presentation.

495R. Research and Readings in Communication Practice.

(1-4:0:0 ea.) Prerequisite: senior standing and instructor's approval of projects.

Independent research projects and readings for communications majors.

499R. Honors Thesis. (1-3:Arr.:Arr. ea.) Prerequisite: approval of departmental honors coordinator.

Scholarly research paper related to student's program.

Graduate Courses

For 600- and 700-level courses, see the BYU 2002-2003 Graduate Catalog.

Communications Faculty

Professors

Egan, Kathryn S. (1986) BA, U. of Utah, 1964; MSJ, Northwestern U., 1965; PhD, U. of Southern California, 1972.

Hughes, John R. (1991)

Long, Richard K. (1999) BA, MA, Brigham Young U., 1965, 1967.

Martin, Dennis G. (1977) BA, Brigham Young U., 1967; MS, Northwestern U., 1968; PhD, U. of Illinois, 1985.

Pratte, Paul Alfred (1984) BS, MA, Brigham Young U., 1962, 1967; PhD, U. of Hawaii, 1976.

Wilson, Laurie (1989) BA, MA, Brigham Young U., 1980, 1982; PhD, American U., 1988.

Associate Professors

Adams, Edward E. (1999) BS, U. of Phoenix, 1986; MA, Brigham Young U., 1991; PhD, Ohio U., 1993.

Griffiths, Thomas A. (1985) BA, MA, Brigham Young U., 1968, 1976; PhD, U. of Utah, 1992.

McKinlay, Douglas R. (1999) BA, MA, Brigham Young U., 1968, 1969.

Mouritsen, Russell H. (1982) BA, Brigham Young U., 1969; MEd, PhD, U. of Utah, 1971, 1980.

Palmer, Allen W. (1996) BA, MA, Brigham Young U., 1970, 1979; PhD, U. of Utah, 1996.

Perkins, Michael K. (1999) BA, Brigham Young U., 1982; JD, U. of Utah, 1986.

Stout, Daniel A., Jr. (1985) BA, Brigham Young U., 1979; MA, U. of Georgia, 1984; PhD, Rutgers U., 1993.

Thomsen, Steven R. (1996) BA, Brigham Young U., 1982; MA, Ball State U., 1984; PhD, U. of Georgia, 1994.

Assistant Professors

Baker, Sherry L. (1996) BA, MA, PhD, U. of Utah, 1984, 1988, 1994.

Hammond, Scott C. (1996) BS, MOB, Brigham Young U., 1984, 1987; PhD, U. of Utah, 1996.

Randle, Quint B. (2000) BA, Brigham Young U., 1984; MA, Pepperdine U., 1995; PhD, Michigan State U., 2001.

Rawlins, Bradley L. (2000) BS, Washington State U., 1987; MA, PhD, U. of Alabama, 1992, 1995.

Stoker, Kevin L. (1999) BA Brigham Young U., 1981; MA, PhD, U. of Alabama, 1993, 1998.

Tanner, Eliza A. (2000) BA, Brigham Young U., 1991; MA, Arizona State U., 1995; PhD, U. of Wisconsin, 2000.

Instructor

Dale E. Cressman.

Adjunct Faculty

John Dancy, Elmer Lower, Bruce L. Olsen, Duane Roberts

Lecturers/Administrators

James Kelly, David Nystul, Dean Paynter, Darla White

Emeriti

Barney, Ralph D. (1971) BS, Brigham Young U., 1957; MA, U. of Iowa, 1960; PhD, U. of Missouri, 1971.

Barrus, George S. (1967) BS, U. of Utah, 1950; MA, Brigham Young U., 1964; PhD, U. of Iowa, 1969.

Bartlett, Leonard L. (1987) BA, MA, Brigham Young U., 1957, 1989.

Bateman, J. LaVar (1949) BA, Brigham Young U., 1941; MS, PhD, U. of Wisconsin, Madison, 1947, 1950.

Beckham, Raymond E. (1949) BS, MA, Brigham Young U., 1949, 1969; PhD, Southern Illinois U., 1972.

Burnett, M. Dallas (1958) BS, Brigham Young U., 1954; MSJ, PhD, Northwestern U., 1958, 1967.

Butterworth, Edwin (1949) BA, U. of Utah, 1950; MA, Brigham Young U., 1954.

Haroldsen, Edwin O. (1969) BS, MS, U. of Utah, 1943, 1956; PhD, Iowa State U. of Science and Technology, 1967.

Kagel, Richard I. (1973) BA, Brigham Young U., 1968; MA, Fairfield U., 1973; PhD, Columbia Pacific U., 1980.

McKinlay, Lynn A. (1955) MA, Utah State U., 1974.

Nelson, Jack A. (1977) BA, Brigham Young U., 1954; MA, U. of Utah, 1964; PhD, U. of Missouri, 1971.

Porter, William C. (1972) BA, Brigham Young U., 1961; MA, U. of California, Los Angeles, 1963; EdD, Oklahoma State U., 1985.

Rich, Owen S. (1950) BS, Brigham Young U., 1950; MA, U. of Southern California, 1953; EdD, Pennsylvania State U., 1963.

- Tarbox, Norman C. (1960) BS, U. of Utah, 1955; MS, Syracuse U., 1956; PhD, U. of Utah, 1979.
- Valenti, JoAnn M. (1992) BSJ, MA, U. of Florida, 1967, 1969; PhD, U. of Michigan, 1983.
- Whiting, Gordon C. (1974) BA, U. of Minnesota, 1959; MA, U. of Utah, 1961; PhD, Michigan State U., 1967.
- Wolsey, Heber G. (1963) BS, Brigham Young U., 1942; MA, Northwestern U., 1949; PhD, Michigan State U., 1967.

Comparative Literature

See Humanities, Classics, and Comparative Literature section of this catalog.

Computer Science

Tony R. Martinez, Chair
3361 TMCB, (801) 378-3027

College of Physical and Mathematical Sciences Advisement
Center
N-179 ESC, (801) 422-6270

Admission to Degree Program

The degree programs in the Department of Computer Science carry special enrollment limitations. Please see the college advisement center for specific details.

The Discipline

Computer science, even though it is a relatively new field, touches virtually every area of human endeavor. It is the systematic study of the algorithmic processes—their theory, analysis, design, efficiency, implementation, and application. Fundamentally, computer science is a science of abstraction—creating the right model for a problem and devising the right computer manipulations to solve it.

The BS curriculum is accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board (CSAB).

The degree programs in computer science concentrate on the fundamental techniques and knowledge used in designing and implementing information processing systems, with emphasis on systems software design and computer organization.

Career Opportunities

Graduates from the Computer Science Department find ready employment in almost any area of computer use.

Graduation Requirements

To receive a bachelor's degree a student must fill three groups of requirements: (1) general education requirements, (2) university requirements, and (3) major requirements.

General Education Requirements

Students should contact their college advisement center for information about general education courses that will also fill major requirements.

Languages of Learning

Precollege Math (zero to one course)	0–3.0 hours
(or Math ACT score of at least 22)	
First-Year Writing (one course)	3.0
Advanced Writing (one course)	3.0
Advanced Languages/Math/Music (one to four courses)	3–20.0

Liberal Arts Core

Biological Science (one to two courses)	3–6.0
Physical Science (one to two courses)	3–7.0
American Heritage (one to two courses)	3–6.0
Wellness (one to three courses)	1.5–2.0
Civilization (two courses)	6.0

Arts and Sciences Electives

Arts and Letters (one course)	3.0
Natural Sciences (one course)	3–4.0
Social and Behavioral Sciences (one course)	3.0

Note 1: For a complete list of courses that will fill each GE category, see the General Education section of the current class schedule.

Standard 1 – Governance/Administration

Part II, Section 1 — Governance and Administration

Assessment at Last Visit

At the time of the last visit the site team reported:

Brigham Young University is a private educational institution owned and operated by The Church of Jesus Christ of Latter-day Saints. Courses in journalism/mass communication were taught in the university as early as 1916 and the original Journalism Department was formed in 1933 and housed in the College of Humanities and Social Sciences. In 1963, the journalism and broadcasting programs were combined into a new Department of Communications in the College of Fine Arts and Communications, which is still the unit's home college. The unit was accredited for the first time in 1984. The Department was given provisional re-accreditation in 1991 and was re-accredited in May, 1992.

The current department chair was appointed in an acting position in October 1995, when the then-department chair suffered a heart attack. In March, 1996, the designation "acting" was removed from the title and the appointment was made permanent. Thus, as the self-study notes, during the self-study year, department governance was in "unscheduled transition." The current chair enjoys the respect and appreciation of his faculty as well as of administrators outside the department. In fact, in recognition of his expertise and effectiveness in communications, he has been appointed assistant vice president for public communications for the university.

Notwithstanding the benefits of this promotion, however, it means the department will ultimately have at least three chairs over a period of about two years, resulting in instability in organizational leadership. This lack of administrative continuity inhibits the department from resolving a growing tension about the relationship between its strong heritage as a professional program and its growing need to produce quality scholarship. Many faculty expressed a strong desire that faculty be included in the search process. In the team's view, inclusion of department faculty in significant ways in the search and selection process will greatly enhance the chair's ability to make a running start in leading the department to the next level of its development. Faculty participation will assure ownership of the process and the outcome and assist in creating the kind of collegial environment that results in the most effective faculty performance.

The search for a new chair presents the department, college and university with an opportunity to attract and appoint a leader who can engage the talents and expertise of this faculty and student body to make the department even stronger. The Department of Communications has the potential to be a leader in helping the university meet its primary mission.

The department governs itself with administrative and issues councils. The former includes the chair, the leaders of the three professional emphases, the directors of the research center and international media. This council meets as needed to conduct department administrative business (e.g. teaching

schedules, budgeting, admissions), normally every other week. Council meetings are open to all faculty who wish to attend. Faculty meetings are held occasionally, when discussion and voting are required on policy issues. In recent semesters, faculty meetings were held three times/semester. Faculty expressed satisfaction with this process and with their ability to have their voice heard in internal policy matters related to the administration of the department. The faculty seem to be genuinely collegial group; while they acknowledge differences of opinion, they also acknowledge their ability to disagree agreeably and maintain a strong environment of mutual respect.

COMPLIANCE

Developments

Dr. Laurie Wilson stepped down as chair in 2001 after serving for four years of what is typically at BYU two three-year terms for chairs. Considering the leadership turnover in the department in preceding years, her longevity in the office as well as her strong and visionary leadership contributed to the stability of the department. Her contributions included an emphasis on national visibility for faculty through AEJMC, advances in the department's focus areas of media ethics and international media studies, continued support for technological convergence in the Newsnet lab, and development activities with alumni and donors.

Michael Perkins was appointed department chair in 2001, after an internal search conducted by the dean identified three candidates from the faculty. When the department conducted a national search for a chair in 1997, Perkins, at that time an administrator at another ACEJMC-accredited institution, had been the other finalist with Wilson.

Since the last visit, the hiring of twelve new faculty members (out of 24 faculty FTEs) has helped build a long-term sense of stability in the department, though unavoidably in the short term there are growing pains with so much turnover. Ed Adams, Rich Long, Doug McKinlay, Michael Perkins and Kevin Stoker were hired in 1999; Dale Cressman, Quint Randle, Brad Rawlins and Eliza Tanner were hired in 2000; Joel Campbell, Ken Plowman and Robert Walz were hired in 2002. As this new group has built a sense of unity with the continuing faculty, a broadly felt enthusiasm for the future is permeating the department. The faculty continue to be a genuinely collegial group, as was noted in the last site-team report. As many as three more searches could be conducted in the next two years, depending on retirements and other developments.

In addition to the many hires, several faculty have earned tenure and promotion in the department, which has been important because with so much turnover in the faculty the faculty was heavily weighted toward untenured assistant and associate professors. In 2002 Sherry Baker, Allen Palmer, Steve Thomsen and Michael Perkins were granted tenure, and Baker was also promoted to associate rank. Also in 2002, Ed Adams, Rich Long, Doug McKinlay and Kevin Stoker successfully passed the third-year review toward tenure. In the past six years, two faculty members have been denied tenure, which was, of course, difficult for the faculty on an interpersonal level but was not unexpected in either case. Generally, this progress represents a significant "professional maturing" of the faculty.

Since the last visit the role of professional-track faculty has been clarified and solidified in the university and the department. At the university, professional-track faculty are defined as those who have a specialized responsibility, typically either teaching (without research obligations) or research (without teaching duties). The university's hiring guidelines also permit some flexibility on qualifications, so that professional-track faculty do not have to hold the Ph.D. The department over the past four years has successfully hired four professional-track faculty, one in each of the department's professionally oriented majors of advertising, print and broadcast journalism, and public relations. Doug McKinlay is the professional faculty in advertising, Rich Long in public relations, Joel Campbell in print journalism, and Robert Walz in broadcast journalism. Each has about 20 years of experience in their professional field, and all hold the master's degree except Walz, who has the B.A. The department has drafted a section in its tenure policy to account for ways in which professional faculty must demonstrate their accomplishments at staying current in the field, which is roughly the equivalent of the research obligation for professorial faculty. In every other way professional faculty have the same privileges and responsibilities as professorial faculty. The university has a general policy of allowing no more than 10 percent of a department's faculty to be on a professional track. The department got permission from the central administration to have four professional faculty out of 24 FTE faculty, and there will not be any more faculty hired in the department on the professional track.

Since the last visit, the mechanisms of faculty governance have been altered, with the effect of opening important committee assignments to more people. The portfolio of the former faculty council, which handled almost everything except promotion and tenure issues and the graduate program, was decentralized in 2000-2001, and several standing committees were created. The undergraduate studies committee, headed by the department's associate chair in his capacity as undergraduate coordinator, now addresses all issues in that area. The travel, research and awards committee is responsible for approving all requests for use of budget and non-budget funds to support faculty development. The technology committee handles issues related to faculty, classroom and student-lab equipment and software. The new faculty council, made up of the chairs of the standing committees, is now a big-picture committee group that meets monthly to discuss budget and other strategic issues of departmentwide interest, and in doing so helps set an overall agenda for the department.

Also worth noting, though it will be covered in depth in other sections of this self-study, is the two-year process of broad curriculum reform the department went through in anticipation of the reaccreditation process. The new curriculum, which goes into effect in Fall 2002, was completed with full faculty support. One significant ancillary feature of the reform is that faculty are able to apply for a research assignment equivalent to one course. Many faculty now teach two courses per semester under this program.

Overall, this is a very different faculty and department than the last site-visit team met in 1997.

Challenges

The department needs to continue moving more of the faculty toward tenure and promotion to full rank. A significant step forward was made in 2001-2002 with the tenure and promotion cases. But nine faculty remain untenured with seven of them at assistant rank, and the eight associate professors need to keep progressing toward promotion. Seeing more of the faculty through successful promotion and tenure reviews

will be important for the department's visibility and respect on the campus, as well as for the general feeling of professional accomplishment and self-sufficiency within the department.

Closely related to this is the need to stop relying so heavily on younger faculty to assume leadership roles in the department. In recent years assistant professors and other untenured faculty have served as associate chair, graduate director, director of the research center, chairs of significant standing and ad hoc committees, and lead instructors in the major sequences. The greatest stability in the department will be realized when the persons capable and willing to assume leadership positions are also the most professionally advanced members of the faculty.

1. **Attach an organizational chart of the unit showing the reporting lines from the institution's chief executive officer to the persons at the lowest level of administrative responsibility within the unit. Include both names and titles. Briefly describe the administrative responsibilities of each person shown within the unit and of the person to whom the unit administrator reports.**

An organizational chart is found on the next page in this volume.

2. **Describe how educational policies of the unit are determined. Attach relevant faculty handbook sections and other evidence of the participation of faculty and students in the educational policy process. List membership and responsibilities of standing and ad hoc committees.**

Academic and educational issues are determined through the department's committee structure. As a matter of practice, an idea or suggestion for change, whether from the department leadership or from the faculty, is referred to the appropriate committee for consideration. Then the committee presents the evaluated idea to the faculty operating as a committee of the whole.

In the department, the standing committees for academic year 2001-2002 and their membership were as follows:

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. Membership: Graduate Director Sherry Baker, chair, and members Alf Pratte and Steve Thomsen, with Bobeta Powell as graduate secretary.

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. Membership: Department associate chair and undergraduate coordinator Ed Adams, chair, with Rich Long, (public relations) as vice chair, and members Eliza Tanner (journalism) and Doug McKinlay (advertising/marketing communications).

The faculty rank and status committee is responsible for evaluating 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. Membership: Dan Stout, chair, and members Kay Egan, Dennis Martin and Tom Griffiths with Kevin

Stoker, ex-officio. (The ex-officio member is an untenured faculty member who participates in the committee's role in the annual evaluation of faculty.)

The travel, research and awards committee (TRAC) decides on all requests for use of budget and non-budget funds to support faculty development, such as faculty travel, allocation of research support funds, and selection of faculty awards. Membership: Department chair Michael Perkins, chair, and members Ed Adams, Sherry Baker and Steve Thomsen with department business manager Layne Peterson as staff representative.

The assessment committee directs creation of a departmentwide assessment program, including defining learning outcomes and methods of assessing student learning. Membership: Brad Rawlins, chair, and members Russ Mouritson and Scott Hammond.

The technology committee evaluates issues pertaining to faculty, classroom and student-lab equipment and software planning and purchases and makes recommendations to the department chair for action. Membership: Quint Randle, chair, and members Dale Cressman (faculty), Daryl Gibson (Newsnet), Michael Buhrley (Newsnet) and business manager Layne Peterson.

The faculty council discusses strategic issues in the department, such as budget priorities, faculty matters, etc., and makes recommendations to the chair and to the full faculty for discussion and action. The council is chaired by the department chair and the members consists of the chairs of each of the standing committees.

3. **Describe the process through which decisions are made regarding promotion, tenure and salary administration. Attach copies of relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.**

Promotion and tenure decisions – called rank and status at BYU – are addressed by faculty committees and administrative officers at the department, college and university levels.

For the third-year and sixth year reviews and for promotion in rank, the process begins with the faculty candidate submitting the required dossier to the department faculty committee on rank and status. After appropriate consideration, the committee presents its recommendation to the department faculty, who vote on the candidate by secret ballot. The department chair then adds his or her separate determination on the candidacy, and the file, which now includes the department-level evaluations, is forwarded to the college. A parallel process is followed by the college faculty committee and the dean, after which the dossier moves to the university faculty committee on rank and status. In the central administration the administrative review of the candidate is done by the associate academic vice president for faculty. The full procedural explanation and calendar is explained in the university policy on rank and status, section four, Continuing Faculty Status Reviews.

A copy of the university policy on rank and status is available behind the Standard 1 tab in the supplemental materials.

The department's policy on rank and status is intended to reflect, in light of the University Policy on Faculty Rank and Status, current expectations, department needs

and discipline-specific standards as they relate to rank and status issues. It was updated in 2002 in line with the administration's request to all departments to have a departmental policy in place.

A copy of the department policy on rank and status is available behind the Standard 1 tab in the supplemental materials.

Salary decisions are proposed by the department chair early in the summer for the coming academic year after the central administration announces the available salary pool. The department 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.

4. Describe evaluation of the unit administrator by faculty and by higher administration officials.

The dean formally evaluates the chair every three years. In that process, all faculty and staff are asked to offer their opinions in writing of the chair's work and leadership. Chairs at BYU serve three-year terms, and it is possible for a chair not to be reappointed after the evaluation.

5. What is considered a normal faculty workload for a full-time member of the faculty? How are workloads determined? If some faculty members have less or more than the normal workload, explain how this workload is determined.

The standard teaching assignment is three courses or 9 credit-hours each semester.

Under the new curriculum taking effect in fall 2002, professorial-track faculty can apply for a research assignment equivalent to one class if they propose specific research they are working on. The travel, research and awards committee (TRAC) makes the final decision on granting a faculty member's request for the one-course release. All of the professorial faculty but one requested the one-course release when this plan was announced in spring 2002.

While we are still in the early stages of this effort to encourage scholarship, the policy has built in several features to require accountability from faculty who have been given the release. To maintain the research assignment, faculty must publish at the university's standard for graduate faculty, which is three scholarly publications over five years. In annual reviews, the chair is to follow up with each faculty member to ensure progress toward publication is being made. Faculty must renew their requests for a one-course research release each year, and in the event a faculty member has not met the publications standard, the faculty member's further request for a reduced load will be denied. The faculty member whose request is turned down for failure to publish will not be granted another research release until after he or she has published a research article.

In this first year, the department was able to grant all research requests because the new curriculum has significantly streamlined the department's course offerings. Should the time come that curricular demands do not allow all faculty to have a one-course equivalent research assignment, preference for a reduced teaching load will be given to untenured faculty first and to tenured faculty working toward promotion in rank.

second. Tenured full professors have the lowest priority for getting the one-course reduction.

Historically in the department, faculty also receive a one-course release from teaching when they have a significant administrative assignment. This applies to the undergraduate coordinator, members of the undergraduate committee (which means the faculty member is head of a sequence), the graduate director and the research center director. The chair and associate chair typically teach just one class a semester.

This practice of reduced teaching for those with administrative assignments has created a small conflict with the new effort to give one-course reductions for research. To continue emphasizing the importance of high-quality teaching, the faculty and the chair agreed that faculty members would not be allowed to have a two-course release from teaching. In other words, a faculty member with a significant research agenda and a heavy administrative assignment is still eligible for only a one-course release. This puts these faculty members at a disadvantage vis-à-vis their colleagues. But as a practical matter the experience in the department indicates that these are the highest-achieving faculty members, and they continue to publish and fulfill their administrative responsibilities while teaching two courses per semester.

The standard teaching load in the two summer sessions has been two courses. In summer 2002, with transition to the new curriculum, all faculty were given a one-course load to prepare new classes. In future summers, the one-course research release will be in effect, essentially reducing the teaching assignment to one course for professorial faculty.

Professional-track faculty, because they do not have research expectations, are not eligible for the one-course equivalent research assignment. The university defines the job expectations of professional faculty as being teaching-intensive.

Faculty can also teach a night class in the department by contract with the university's evening school office. Faculty are paid an overload for a night class, and the class does not count as part of a faculty member's full-time workload. About two-thirds of the faculty taught a night class during the 2001-2002 academic year.

6. How often did the faculty meet during the most recent full term? Please have copies of the minutes of the most recent faculty meeting available for the team members when they are on campus.

The faculty met four times in the winter 2002 semester. The faculty typically meet on the second Thursday of every month during the academic year, during an open hour in the university's class schedule.

The dean holds a college meeting on the first Thursday at the same hour. On the third Thursday the department has tried to initiate a faculty series on teaching, and on the fourth Thursday a session on research. These are not required faculty meetings; they are just inservice opportunities. We tried to get these two series launched in the 2001-2002 academic but met with only middling success. They will receive renewed attention in 2002-2003, with the undergraduate committee chair now assigned to convene the teaching sessions and the rank and status committee chair or the graduate director convening the research sessions.

The minutes of the October 2002 faculty meeting will be available for the team members when they are on campus.

7. Describe the procedures used in the selection and appointment of unit faculty and administrators.

The faculty hiring procedures are dictated by the university Policy on Rank and Status, section 2, Appointment of Faculty Members. In essence it outlines a procedure that must originate with administrative approval for a search; must include broad faculty involvement in identifying, interviewing and selecting candidates; and must have administrative approval for any offer extended to a candidate.

A guiding principle for the hiring procedures is articulated in the university policy: "Because of the university's religious mission, in hiring decisions strong preference is given to members of The Church of Jesus Christ of Latter-day Saints." The Department of Communications has been very fortunate in the past six years to find and hire excellent faculty. The university's "strong preference" has, of course, been critical in shaping the Communications faculty since nearly all are LDS Church members. But the department has not had to settle for anything less than qualified and experienced new faculty to comply with the university policy. In almost every search since the last reaccreditation visit, the department has been able to hire respected scholars and teachers who were faculty members at other universities and in other SJMCs before coming to BYU.

As a practical matter, though, the university's policy limits the pool of job candidates who can be considered. To address that, the department has taken steps to encourage Ph.D. study by promising young church members who have appropriate professional experience. In doing this, the chair and the faculty have articulated a special interest in supporting women and minorities interested in doctoral work. In the past year, the department chair and faculty identified several graduates who have the potential for getting the Ph.D. Several have been approached about their interest in graduate school and encouraged to pursue a doctorate, not with a promise of a job but with an explanation of the hiring policies at BYU that would make them attractive job candidates down the road.

For example, during the 2002-2003 academic year, a young public relations professional, Tania Cantrell, has a one-year appointment at instructor rank in the department with the assignment to teach three classes per semester and to identify an excellent doctoral program to attend beginning in fall 2003. When Tania, who has a master's degree from the department, found herself out of work because of her company's financial problems in summer 2002, the department leadership determined that a one-year appointment to the faculty could be an important step in introducing her to the culture of the academy.

In another case, the department is working with a Hispanic female graduate who has extensive professional experience and an interest in working on a doctorate. For her, the department's support will probably take the form of a stipend to help defray the costs of tuition and books for her graduate program. This discussion is ongoing and details of a formal plan are not finalized, but it illustrates the department's efforts to grow our own candidate pool.

The current department chair was appointed in summer 2001 after an internal search conducted by the dean. All faculty were interviewed by the dean, associate dean and

assistant dean and asked to name three faculty members who were most qualified to be chair. Subsequently, the dean and associate and assistant deans interviewed three faculty members a second time before appointing the new chair.

In contrast, the former chair, appointed in 1997, was hired from the faculty after a nationwide search. The other of the two finalists for the job in 1997 was from outside of BYU.

8. Describe the unit's process for the timely and equitable resolution of student complaints, especially those related to compliance with accrediting standards.

The department follows the university policy on grade appeals as articulated in the general catalog.

A copy of the university policy on grade appeals is available behind the Standard 1 tab in the supplemental materials.

The department also provides each student admitted to the major with an explanation of the concern for attention to student complaints, especially as relates to the standards of accreditation. The department outlines the accreditation standards for new students and provides them with ACEJMC's address.

A copy of the department's handout for newly admitted students regarding accreditation-related complaints is available behind the Standard 1 tab in the supplemental materials.

While formal student complaints are very rare, the undergraduate studies committee has the responsibility to hear and resolve them.

Standard 2 – Budget

Part II, Section 2 — Budget

Assessment at Last Visit

At the time of the last visit, the site team reported:

Because BYU is a private university, obtaining data on departmental finances is not as easy as at a public university. The budget of the unit does appear to be adequate, although it has dropped 7 percent over the past three years, largely due to the reallocation of 2 FTE to the Media Arts Department. The department has a standard policy of funding travel for presenting peer-reviewed papers or attending conferences, for representing the department, and for serving as an officer in professional or academic associations. Those funds are adequate to generous. The operating budget is set by the university and each unit receives its share with increases pegged to a cost of living formula. Units can make program improvement requests.

Campus administration says it wants to keep the university state of the art in terms of technology. KBYU, the university's public broadcast station where broadcast students work, has received a commitment of almost \$4 million in special funding, \$670,000 a year for four years to replace analog with digital equipment and the remainder for a new transmitter. An inflation is built into equipment funding.

Funding for equipment devoted solely to departmental academic instruction seems somewhat limited, but the department has easy access to use of equipment from University Media Services. However, the department recently purchased several pieces of equipment with Scripps funds for department-wide use.

The university plans to replace student computers, including the Broadcast, Desktop and Writing Labs, on a four-year cycle. Faculty and staff computers are replaced every three years. Other equipment, such as photocopying machines, is replaced on a seven-year cycle.

The department has access to several funds that are somewhat flexible. A Scripps Endowment allocation of \$72,739 was made in December 1996 and can be used for faculty travel, scholarships and computer equipment. Internship funds of \$35,500, primarily from the Cooperative Education Department, are devoted to conducting and developing internship programs. The scholarship program for students is generous.

Faculty salaries seem to be competitive, although salaries for faculty at the professor rank might be a bit low. A surprising number of faculty spoke of taking on night classes to supplement their incomes.

The potential for further financial support appears encouraging. Administrators agreed that the department is important in terms of the church's mission in the world and that they would like to see it continue to be technologically strong.

COMPLIANCE

Developments

The department's budget continues to be adequate for its needs, and the university administration is generally responsive when the department articulates a new budgetary need. Since the last visit several developments indicate the high level of continuing support for the department.

Three new faculty FTEs have been added to the department: Doug McKinlay joined the faculty in 1999 in a new line dedicated to the advertising-creative major, Michael Perkins joined the faculty in 1999 in a line dedicated to the core curriculum, and Joel Campbell is filling a new line beginning in 2002 for a professional-track faculty member in print journalism.

New administrative staff FTEs in the department since the last visit are a full-time creative director for the Newsnet lab, a full-time broadcast production director for the Newsnet lab, and a three-quarter time coordinator for the internship office. Also, a general manager's position was created at Newsnet by reclassifying a low-level staff position and substantially raising the salary.

Since the last visit the number of computers at Newsnet has been increased at university expense, and computers and some types of broadcast equipment, such as cameras, have been put on a regular replacement cycle at university expense. At the time of the last visit, the department was responsible for replacing Newsnet equipment and equipment in computer-lab classrooms, so the changeover has a significant impact on the department budget.

In the department's computer classrooms, where writing, design and research classes are taught, the number of computers has been increased and a color printer and scanner have been added at university expense. Also, the computers have been moved from a four-year to a three-year replacement cycle. All this equipment has also moved onto the central administration's budget and taken off the department's budget.

In 1998, the university made a one-time allocation to build a TV news set to help the department in creating its converged newsroom at Newsnet.

In 2000, the university also made a one-time allocation to buy two new digital cameras at a cost of about \$10,000 each, a high-definition camera at a cost of about \$20,000, and a Streaming Genie at a cost of about \$60,000 for Newsnet to netcast campus events.

The Newsnet office was remodeled in 1999 at university expense as part of an overall remodeling project for the Wilkinson Student Center. When the remodel was finished, Newsnet received a permanent budget adjustment from the administration to cover a rent increase instituted by the WSC building management to pay for the remodel.

For 2002 the department received a permanent budget adjustment that significantly increased support for teaching assistants. And in summer 2002, the department received a one-time allocation of \$200,000 to buy a state-of-the-art digital news production package, known as ParkerVision TV, which will serve to replace the Grass Valley switcher, teleprompter, two cameras, mixer, and the TV newsroom writing and editing system.

Challenges

The department budget is fairly generous and offers enough discretion to the department leadership that few serious challenges exist. One area of concern has been travel support for the department only because there have been so many new hires in the past six years that the department has called on Scripps and other discretionary endowment funds in order to give what the chair and former chair have felt were appropriate levels of support for faculty still on the tenure track or preparing for promotion. To address this need the department has proposed for its 2003 budget that it move nearly \$20,000 from unused faculty supplemental salary lines to faculty travel. This would nearly double the budget for faculty travel, and there is no reason to think the administration will deny the request.

1. Complete Table 4, "Budget and Expenditures," and Table 5, "Student Aid."

As a private institution, Brigham Young University follows a policy of not disclosing specific budget information in any published form. 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 budget. While this self-study cannot include specific figures or percentages of increases, the developments discussed above are intended to demonstrate that the department budget has grown at more than the rate of inflation as the university has generously supported the department with significant new resources since the last visit.

The data in Table 5 reflect only the scholarships 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.

2. Describe the budget development process for the unit. Who prepares the budget request? The spending plan? Who reviews them? What role does the faculty have in the process?

The university's 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 mid-April. The dean prioritizes all the requests made within the college and advances the budget to the university administration in mid-May.

This process is broader than just budgeting. It asks departments to set priorities for three years and requires them to account to the administration for their progress on previous years' priorities and the use of budget funds previously allocated for those priorities.

These strategic budget priorities for the department are set by the chair in consultation with the Faculty Council, a standing committee in the department that meets monthly. The members of the Faculty Council, who are the heads of the standing committees in the department, are asked to propose priorities for the department and are asked to respond to the chair's proposed priorities. The final priorities forwarded to the

administration in the budget document reflected a synthesis of the opinions of the faculty and the chair.

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 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.

3. What is the tuition (including fees) charged for the most recent academic year (two semesters, or three quarters)? Please include undergraduate- and graduate-level tuition for both in-state and out-of-state students.

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 \$1,530, and non-LDS students pay \$2,300. Three-quarter-time undergraduates (9-11.5 credit hours) pay \$1,460 for LDS and \$2,175 for non-LDS students. 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 \$1,930, and non-LDS students pay \$2,895. Part-time LDS graduate students pay \$214 per credit-hour, while non-LDS undergraduates pay \$322 per credit-hour. Students in the Law School and the Graduate School of Management pay higher rates.

Tuition for spring and summer terms, which are half the length of a full semester, is one-half of the full-semester rate.

4. Describe any private fund-raising efforts undertaken by the unit.

Since 1990, the department has had a fairly vigorous fund-raising effort in place. That year David Forsyth took over as department chair, and he created the department's Development Board (now called the National Advisory Board) with the specific mission of generating resources and opportunities to support faculty and student interests.

Over the years the National Advisory Board has had many successes. 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 for faculty travel, research support and computer and equipment purchases, has a balance of \$115,000. 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 \$621,000 in the endowment, which generates more than \$30,000 annually for department use.
- The Madsen fund is used to support department and individual faculty research in international media studies. It has a current balance of \$403,000 and generates about \$20,000 annually.
- The Wall fund, which also supports international research and related travel, has a balance of \$100,000, and generates approximately \$5,000 annually.

After Dave Forsyth died in August 2001, members of the board established a Forsyth Memorial Research Award for department faculty. The first Forsyth scholar will be named at the beginning of the 2002-2003 school year. While the terms of the award have not been finalized as of the writing of this self-study, it is anticipated that the Forsyth Scholar will receive a \$2,500 salary stipend each year for three years and \$1,000 in research support each year for three years. The Forsyth Memorial Research Award fund will have a balance of at least \$70,000 to support the award at this level.

The board has also been generous in support of students by creating several scholarship funds:

- The National Advisory Board minority scholarship generates approximately \$3,000 per semester (the equivalent of two full-tuition scholarships) and has been used to support two or three minority Communications majors each semester.
- The Forsyth Graduate Replenishment Grant offers financial support up to \$5,000 per year for graduate students who are writing a thesis.
- Several members of the board and other friends of the department have created “editorships” at Newsnet by setting up endowed funds that generate annual scholarships or stipends of \$2,500 each in support of students in leadership positions in the lab, including the editor, the managing editor and two for broadcast majors. A similar “executive support award” of \$2,500 has been set up for executives at the Bradley student PR agency by department alumnus Brian Billick, the coach of the NFL Baltimore Ravens.
- Lola Austad, an emerita member of the board, has made a testamentary gift to the department for scholarships. The current value of her gift is approximately \$1.2 million.

During the 2001-2002 school year the central administration announced that all new department fund-raising initiatives across the university must be oriented toward “mentored student learning environments,” such as the editorships, where students work closely with faculty, staff or off-campus professionals to master skills and knowledge needed to excel in their major and succeed after graduation. In the semi-annual National Advisory Board meeting in May, the department leadership began working with the board to focus new initiatives on mentored learning environments.

The department has several previous commitments in development, which can continue despite the new university focus on mentored student learning. Most noteworthy of these is the department’s support for the Applied Media Ethics colloquium series. Former department chair Laurie Wilson committed up to \$20,000 a year to support a weeklong colloquium and academic conference cosponsored by the department and

another department or school of journalism and mass communication. The inaugural program was held in Park City, Utah, in 2000 and featured scholars and graduate students from more than 20 universities around the U.S., Canada and Europe. The 2001 program was cosponsored by Washington and Lee University and was held in Lexington, Va.; the 2003 program will be organized by Cliff Christians at the University of Illinois and will take place the week before the ACEJMC site team visits BYU; and the 2004 program will be organized by Jay Black at the University of South Florida. The BYU Department of Communications has committed to cosponsor these ethics programs through 2010, which requires a significant development effort.

To support all these efforts the department employs a three-quarter time development assistant. Two liaisons from the university's foundation arm are assigned to the College of Fine Arts and Communications, and one of them works with the department, splitting her time between the department and the Broadcast Services division of the college.

A full list of members of the National Advisory Board can be found in the Standard 11 Appendix.

Standard 3 – Curriculum

Part II, Section 3 — Curriculum

Assessment at Last Visit

The department consists of three professional emphases (formerly called sequences): Marketing Communications (MC), Public Relations, and Print & Broadcast Journalism. (It also has a fourth emphasis, Communication Studies, and a graduate program both of which are theoretically based so are not included in this review process). To help expand students' international perspective and understanding, four years ago the department added an International Media Studies program. (The faculty person responsible for this program's development and administration has taken a three year assignment away from the university, making the future of this new program unclear).

The department shows great improvement since 1990 in compliance with the 90/65 component of Standard 3: All students are in full compliance in this component.

We commend the department on both the richness of its curriculum offerings and efforts to integrate programs where appropriate (examples are given below). The department core consists of 21 semester hours of mass media theory, survey, and skill courses including law, ethics, research methods, writing for the mass media, and an internship. Each emphasis requires 17 additional hours of professional courses. Also, all department majors must take from the Department of English nine hours of writing courses beyond university requirements plus a course in statistics from the Statistics Department. MC and PR students are also required to take Business Writing from the Business School.

Since its last accreditation, the department has revised its curriculum with the intention of breaking down walls between emphases. This has been more successful with broadcast and print (evidence being combined Broadcast/Print news room) than it has with MC and PR which still are completely separate although there is interest in discussing ways of combining to some extent their respective campaign courses. A Media Management Sales track has also been moved from the former broadcast emphasis area to MC. The department is participating in the development of an inter-department media arts development lab (affectionately referred to as the MAD Lab). Unfortunately, the curriculum does not yet include any visual communication or graphics courses to make full use of this lab.

With a daily broadcast paper, two daily half-hour TV newscast, a PR agency, and annual participation in the national AAF student advertising competition, the department is providing students with a broad range of quality, hands-on opportunities in each emphasis area. The team did find, however, that course syllabi were uneven, with a large portion missing either objectives, purpose, and/or schedule of classes and assignments.

Following are specific comments regarding each emphasis area:

Marketing Communications

Last year this emphasis's name was changed from *Advertising* to Marketing Communications (MC), which more accurately describes what is being taught, especially in the emphasis's introductory and capstone campaigns courses. According to students, however, the copy and media courses are still predominantly about making and placing mass media ads. Also, the introductory Public Relations course is not required in the emphasis's core, but merely listed as an elective (few MC majors take it). Another recent change and one much appreciated by students is the opportunity to select from one of three MC tracks: MC management, and English minor or visual arts minor (the later two for those interested in the creative side of MC). Also, to help students come closer to graduating within four years, the emphasis now allows several of the upper division courses to be taken simultaneously, which according to students and faculty has worked out well.

Broadcast and Print Journalism

The Journalism emphasis contains separate tracks for print and broadcast. The team evaluated each of them separately.

Print

The curriculum for print students is well defined. Among other courses, they must take the department core, a journalism core of reporting, editing and advanced print reporting, and must select from communications electives that include magazine writing, opinion writing and media management.

The teaching of skills courses is, in general, quite well done. Students say that their instructors are skilled and knowledgeable, although they note that some of the faculty members' experience might have been gained a number of years ago. Classes seem to deal with timely and topical material, and students and faculty interact smoothly.

The Daily Universe, the department's print journalism lab newspaper, provides extensive hands-on experience for students. Editors and reporters work with faculty advisors. Almost eight FTEs, who are administrative employees and not faculty, work with students at The Daily Universe. The newspaper funds the employees from its gross revenues, which are primarily from advertising sales. Surpluses are carried forward, and in February The Daily Universe drew on those funds to order \$48,000 in new computer equipment.

Although the department has recently reorganized itself, creating a Journalism emphasis that incorporates print and broadcast, most activity in the print area is still of a traditional nature. Implementing the combined newsroom, integrating print and broadcast reporting, was begun recently and, according to faculty, seems to be moving ahead smoothly. Most students, however, don't seem to feel things are going well. Students say they feel the print and broadcast tracks are quite separate. The team recognizes this program in its first year and therefore still in transition.

One of the great needs of the print students is more exposure to visual communication, especially design and graphics. The print track currently contains no visual communication requirement. Students receive three weeks of training in layout and design concepts in the required editing course. The emphasis also finds itself scrambling to do a better job of integrating emerging

digital technologies into the curriculum. Faculty and students say the department needs to figure out how to better provide instruction in Web design and CD-ROM production. Students currently can take a 1/2 credit Web class.

Broadcasting

Students in the broadcast track are required to take 17 hours of course work in addition to the departmental core. The sequence of broadcasting classes is presented in logical order. Classes include Introduction to Electronic Media, Broadcast Writing and Performance which focuses on radio writing and performance, Production and Performance in Television which prepares students to work on BYU's cable television news broadcast, Broadcast Reporting which introduces students to beat reporting and assigns them to work in the department's combined print/broadcast newsroom, and Advanced Broadcast Reporting in which students prepare material for broadcast on the university's public broadcasting station KBYU.

Students also choose from a menu of classes in criticism, media management, programming and audience studies, and performance in broadcasting.

In addition, students are required to take two classes broadcast production from the Theatre and Media Arts Department. Until this year those two classes, Basic Production and Video Production and Directing were taught in the Department of Communications. They were moved in a college reorganization in 1996 and are not counted as part of the department's limit of 17 hours of classes in each emphasis.

The broadcast track is undergoing a major shift in focus. BYU's broadcasting program has traditionally concentrated on performance skills necessary for entry level employment. The joint newsroom, which combines print and broadcast students, has increased the emphasis on writing and reporting, as have new core requirements for Writing for the Mass Media. As a result, the department is attempting more away from its sometimes reputation as an *anchor mill*.

Students appear to be well grounded in moral and ethical issues and are able to discuss current industry issues and trends.

Public Relations

The public relations curriculum is a very thorough integration of building professional competence and understanding and using theoretical concepts. All the courses stress ethics and honesty as dire components of the public relations professional's life.

Public relations aspirants must take three standardized exams (math, English, spelling) as well as the department's core courses in order to gain admittance to the major. Only 60 applicants (those at the top of the lists in exam scores and grades in core courses) are accepted each year. Majors are required to take six public relations courses in sequence: an introductory course, reporting, case study, writing and production, the capstone media and campaigns, and PR management. In addition, they must take one of the following: Principles of Accounting, Marketing Management, Business Communications, or Electronic Publishing. All majors are required to work on the Daily Universe for at least

one semester. Often and currently, the editor-in-chief of the Daily Universe is a public relations major. They are strongly encouraged to take optional courses in advertising, electronic media, editing, political participation and graphic arts. Most students indicated they are advised to minor in business.

In addition, public relations majors may participate in the Bradley Public Relations Agency, run by students and advised by faculty. The agency has five clients including the Public Relations Student Society of America (PRSSA) and some local organizations and agencies. Usually about 100 of the majors are members of PRSSA and participate in (and have often won) regional and national public relations competitions. This year, the majors produce the PRSSA national publication, FORUM.

Students are very enthusiastic about the program and the faculty. They did indicate, however, that they would have preferred to take the desktop publishing course early in the program.

Developments

Since the 1996 visit there have been several changes to the curriculum. In the academic year of 2000-2001 the department initiated a curriculum revision that would allow the curriculum to be more flexible, streamlined, and that would encourage more critical thinking and deeper learning. These changes will take place in the 2002-2003 academic year. In particular, the department believes the following changes provide a stronger curriculum for our students:

- The core in the new curriculum has been streamlined to 12 credit hours from 18 credit hours. The new core includes Comms 101 Mass Communication and Society, Comms 211 News Writing, Comms 300 Media Ethics, Law and Responsibility, and Comms 319 Research in Communication. This smaller core has fewer prerequisites and will allow students more flexibility and help them move through the program more easily.
- With the shorter core there has been an increase in the number of departmental electives required to complete the major. Students will choose 12 hours of electives from several courses that encourage critical thinking, deeper learning, and research with mentoring faculty in the three areas of the department's new mission statement, which are international media studies, mass media ethics, and media, family and society. The elective courses will align teaching with faculty research interests and the department's focus areas.
- The beginning writing course is being introduced to students earlier in the curriculum. This course, Comms 211 News Writing (previously Comms 311), will be used in combination with other introductory classes to determine who gets into the program. Earlier exposure to the writing course will allow students to get into the program as early as their freshman year and will introduce an important skill earlier in the program that should improve the writing ability of students in other required courses.
- The professional emphases have also undergone curriculum revisions.

The Marketing Communications emphasis added “Advertising” to its name so that it would be more readily recognized by students. The Advertising and Marketing Communications emphasis now has a fully operational creative track that began in 1999-2000. The creative track was developed in response to requests by students, alumni, and professionals for a more creative emphasis in the advertising program. Professor Doug McKinlay has been primarily responsible for its development and has initiated several cross-disciplinary courses with graphic design and media arts to enhance the program.

The Broadcast and Print Journalism emphases have a new capstone course in Multimedia Journalism that will encourage more integration of reporting, writing, producing, and editing for print, broadcast, and online media. This will be a class in integrated news reporting with all students producing multimedia journalism projects.

The Public Relations emphasis has reduced credit hours slightly to accommodate the increase in required departmental electives. The Comms 458 Public Relations Management class was dropped, though PR majors are strongly encouraged to take a general elective in media management. Students are strongly encouraged to take Comms 360 Media Management Principles and Theory as one of their departmental electives, and many of the PR students minor in business management.

- To provide more visual communication skills to print journalism students, Comms 428 has been changed from a magazine editing and publishing class to a publication graphics and production class. Students will get more hands-on experience with design principles and layout software.
 - Starting in 2002-2003, the department will offer a new course, Comms 100 Media, Family and Society, as its university service course. Previously it had been offering Comms 150 Public Speaking as the service course. However, none of the full-time faculty members taught the class nor had interest in continuing the class as a part of the curriculum. The Public Speaking course is now taught by the Department of Theater and Media Arts.
1. Please have available for the team members when they are on campus: a) a complete set of course 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 correspondence courses offered by the unit); b) 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: all transcripts in sequences with fewer than 25 graduates; at least 25 transcripts in sequences with 26 - 100 graduates; and 25 percent of all transcripts in sequences with more than 101 graduates. (The transcripts do not have to carry the official University seal but may be copies of the official transcripts. It is possible that team members may want to review additional student records during the visit.)

The syllabi and transcripts will be available in the team’s work room upon arrival.

2. (Applies ONLY to schools being reviewed for the first time) Complete Table 5a, "Liberal Arts and Sciences," for the two most recent academic years for which complete records are available.

Not applicable.

3. (Applies ONLY to schools being reviewed for the first time) Complete Table 5b, "Professional Journalism/Mass Communications Courses," for the two most recent academic years for which complete records are available.

Not applicable.

4. At what point in an academic career is a student considered eligible for admission to the professional journalism and mass communications program? (Some programs require that the student complete one or two years of college level courses before becoming eligible for admission).

Students are eligible for admission to any of the professional emphases in our program as early as the first year at the university. Pre-majors must first complete Comms 101 Media and Society and Comms 211 News Writing with a grade of B or better to be eligible for admission, but they may begin taking these courses as early as the second semester of the freshman year. Pre-majors interested in the public relations or advertising and marketing communications majors are also encouraged to take the introductory classes for those programs as early as possible.

5. Discuss admissions requirements, including required academic standings. What testing does the unit require of competence in the language before a student enters the program? before the student graduates? (Discuss undergraduates and graduate students separately, if the graduate program is part of the review.)

One of the reasons for the curriculum revision was to allow more students to enter the Communications programs. Prior to 2002-2003 enrollment caps were enforced in Advertising and Marketing Communications and in Public Relations by evaluating grades in three introductory classes (with a B minimum to qualify) and scores on an exam measuring knowledge of current events and writing proficiency. Only the top 50-60 students were allowed into the program depending on the space available.

With the new curriculum, a student must be in good academic standing, must have a B grade minimum in first-year college writing course (or AP score of 4 or 5), Comms 101, and Comms 211. In Public Relations students must also have a B grade minimum in Comms 235 Introduction to Public Relations, and in Advertising and Marketing Communications students must also have a B grade minimum in Comms 230 Introduction to Advertising. Only 12 students are admitted to the creative track of the Advertising and Marketing Communications emphasis annually based on a screening and portfolio reviews.

The primary hurdle for students will be passing the Comms 211 course. This course has a series of benchmark assignments that will be used to evaluate whether a student will be admitted into the program. The assignments and grading criteria are being developed during the Fall 2002 semester.

6. To what extent can individualized programs of study be planned to meet the special interests and needs of students?

The professional emphases are not available for individualized programs of study. They have been designed to provide breadth and depth in the theory and skills considered necessary for professional practice.

The most flexible area of study in the department is the Communications Studies emphasis, though it is not subject to review as part of the reaccreditation process. This emphasis is designed for students who want a broad, general undergraduate understanding of communications and does not offer any professional skill development in advertising, journalism or public relations. This emphasis best fits the needs of students who plan to pursue advanced academic or professional degrees rather than work in industry.

The Communications minor is also very flexible for students who want to supplement their studies with a greater understanding of the theories, practices and issues relevant to the field of communications. Students who minor in Communications are required to take Comms 101 Mass Communication and Society and then choose 12 additional hours from courses from the department's elective classes, which emphasize critical thinking and research into communications issues.

7. Describe the unit's involvement in service courses to non-majors.

Before the 2002-2003 academic year, the Communications Department taught the public speaking course as a service to non-majors. This course was taught almost exclusively by adjunct and part-time faculty. One full-time faculty member was appointed to coordinate the course but no other full-time faculty were involved in teaching the course. It was decided in 2001 that this course did not reflect the mission of the department, and it was given to the Department of Theater and Media Arts for future instructional responsibility.

To fill the gap, Comms 100 Media, Family, and Society was developed to be the service course offered to non-majors. The focus of this course is to help undergraduate non-majors understand more fully the processes of mass communication so that they can be better media consumers. Prior to the development of Comms 100, most non-majors with a general interest in media took Comms 101 Mass Communication and Society. For this reason, Comms 101 taught components of media literacy in addition to teaching the history, theory, and industry of mass communications needed as an introduction to the discipline. Now that the department is offering both courses, the Comms 100 course will focus on the media from a consumer's point of view while Comms 101 will prepare future media content providers with an introduction to their professions.

Comms 100 is not currently a course that will fulfill General Education requirements. The university requires that it be taught for a year and evaluated before it can be proposed for satisfying a general education elective in the Liberal Arts core.

8. What is the relation of the graduate program, if any, to the undergraduate journalism/mass communications program? (Please respond whether or not the graduate program is being presented for accreditation review.)

For the most part the two programs are separate. Students in the master's program must complete 30 hours, including a minimum of 24 hours of graduate-level course work. Beyond the courses required by the department, graduate students select -- in consultation with their advisors -- the specific courses that best meet their goals and interests. Generally, students with undergraduate majors outside of communications are expected to concentrate on communications electives. In some cases graduate students are allowed to take upper-level undergraduate courses if there are some deficiencies that need to be met in the graduate courses. Only rarely have undergraduate courses counted for graduate credit. This occurs only when it is approved by the graduate committee chair, the graduate advisor, and the instructor of the course. In these cases the graduate student is given additional assignments so the course merits graduate level requirements.

As relates to faculty, the graduate program currently uses approximately 1.5 FTE teaching faculty. Only faculty with doctoral degrees are allowed to teach graduate level courses. With about 24 total FTE teaching faculty, the majority of faculty instruction efforts is focused on undergraduate teaching. All graduate faculty must teach at the undergraduate level each semester. This fits the mission and purpose of BYU, which describes itself as an undergraduate research institution.

9. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, what are the teaching qualifications? If these subjects are included in skills or other courses, how does the faculty regularly evaluate the quality and quantity of the teaching of these subjects that actually takes place?

Prior to the 2002-2003 academic year, all students were required to take a class in law (Comms 307) and another class in ethics (Comms 480). With the revised curriculum, the two courses have been combined into one law and ethics course (Comms 300) that is a part of the 12-hour core. The course will focus on the role of the First Amendment in society and the social responsibility media professionals have to society as defined by law and ethics. Students who want to learn more about law or ethics can take an upper-level course that is focused on communications law and regulation (Comms 407) or media ethics and moral reasoning (Comms 480).

Also prior to the new curriculum all students were required to take a broad communications theory (not mass-comm theory) class (Comms 201), which is no longer offered. The class was dropped from the core to streamline the curriculum and to eliminate the perception that theory was only important in one class. The new curriculum has more theory across the curriculum. Theory will now be taught in more depth in several of the courses that make up the 12-hour elective requirement. For example, courses in Media Literacy, Media and Consumer Behavior, Media Management Principles and Theory, Comparative Media Systems, Media Criticism, and Mass Communications Processes and Effects will use theory as a foundation for understanding all of these subjects.

History is taught throughout the curriculum as well and the reliance on one class to meet that need has been changed. Prior to the new curriculum only students in the Print

Journalism emphasis were required to take a media history class (Comms 301). In the new curriculum, no students are required to take a history class, but all students may choose Comms 301 Mass Media History and Philosophy as part of the 12-hour elective requirement.

In addition to these courses, ethics, law, history and theory are taught throughout the curriculum. In the core, these topics are covered in the following way:

- Comms 101 Mass Communication and Society. An overview of the historical development of each mass medium is a major component of this class and is reinforced by content in readings, lectures and videos. The historical development of media is covered primarily so students understand their current purpose in society and how they evolved to what they are today. There is another section on law with an emphasis on the ad hoc balancing theory of the First Amendment in relation to privacy, libel, courts coverage, prior restraint and commercial speech. Ethics are taught using current cases that show the ethical dilemmas faced in media professions, and then students are given a model of moral reasoning to help them determine ethical responses to the dilemmas. Students are exposed to the theories of media for the first time in this class. Theories that are emphasized are diffusion of innovations, agenda setting, two-step and multi-step flow of information, media effects theories such as cultivation theory, uses and gratifications, socialization theories, and critical theories such as hegemony and spiral of silence. These theories are emphasized when discussing specific media. For example, agenda setting is emphasized during the print media section and socialization theories are emphasized during the motion picture and music sections.
- Comms 211 News Writing. This course provides students with information about ethics and law related to gathering and disseminating the news. Particular attention is given to libel, privacy, and Freedom of Information laws. One day is completely devoted to ethics and student groups give a presentation on a case study. Theories of the press are also taught in the class.
- Comms 300 Media Ethics, Law and Responsibility. Although this class emphasizes law and ethics, the historical development of the role of the press and the First Amendment in society will be covered to put the current interpretations in context. This class will also provide a theoretical grounding in ethics and provide students with theories of the press and First Amendment.
- Comms 319 Research in Communications. This class revisits the theories taught in Comms 101 as they relate to research methods. Research without theory would be meaningless. In this class, students learn the appropriate methods for researching media effects, uses and gratifications, agenda setting and gatekeeping, etc. The ethics of doing research also receives extensive attention in the course. All student research projects have to be approved by the BYU human subjects committee.

In the Advertising and Marketing Communications Emphasis:

- Comms 230 Introduction to Advertising. The historical development of advertising, the legal aspects of commercial speech, and the ethical and social responsibility issues of advertising are all taught in this intro class. Theories of persuasion, social behavior and consumer behavior are also taught.

- Comms 332 Marketing Media Planning and Strategy. Students learn the theory and practice of media planning as part of the marketing mix. Case studies consider the ethical implications of media planning.
- Comms 345 Media Sales and Promotion. Students learn theories of persuasion and interpersonal communications related to the media sales process. The course also covers legal and ethical issues as related to media sales and promotion representatives and their clients.
- Comms 432 Account Planning Management. Theories of persuasion and consumer behavior are reviewed in this class.
- Comms 489 Strategic Advertising Campaigns. Theories of media planning, persuasion, and consumer behavior are reviewed in this class.

In the Broadcast Journalism Emphasis:

- The ethical obligations and legal limitations of broadcast reporting are covered in all of the reporting classes, which include Comms 321 News Reporting, Comms 335 Producing and Performing, Comms 375 Broadcast Reporting, Comms 425 Advanced Broadcast Reporting, and Comms 487 Multimedia Journalism. Particular emphasis is placed on defamation, privacy, conflicts of interest, economical influences, honesty and objectivity, and social responsibility. Theories of the news and its influence are reviewed in several of these classes as well.
- Comms 321, Comms 375, and Comms 425 are lab classes where students write stories that appear in the student newspaper, *The Daily Universe*, or on daily radio and television newscasts on KBYU-FM and KBYU-TV. In this environment, students are advised by faculty and professional staff about the legal and ethical implications of their reporting practices.

In the Print Journalism Emphasis:

- The ethical obligations and legal limitations of print reporting are covered in all of the reporting classes, to include Comms 321 News Reporting, Comms 323 Newspaper Editing, Comms 377 Feature Writing, Comms 420 Advanced Reporting and Comms 487 Multimedia Journalism. Particular emphasis is placed on defamation, privacy, conflicts of interest, economic influences, honesty and objectivity, and social responsibility. Theories of the news and its influence are reviewed in several of these classes as well.
- Comms 321, Comms 323 and Comms 420 are lab classes where students write stories that appear in the student newspaper, *The Daily Universe*. In this environment, students are advised by faculty and professional staff about the legal and ethical implications of their reporting practices.

In the Public Relations Emphasis:

- Comms 235 Introduction to Public Relations. The historical development of public relations, the ethical obligations of its practitioners, the PRSA code of ethics, social responsibility of organizations, the legal parameters of the practice are all major components of this course. One of four required literature abstracts

must cover ethics. One class discussion is devoted to ethical situations that the students discuss in terms of seeking solutions that serve both sides in an issue. Theories of persuasion, ethics, personal relationships, media and the press, and organizational behavior such as systems theory are taught to provide a theoretical foundation to the strategic practice of public relations.

- The ethical obligations and legal limitations of communicators are covered in the classes that involve reporting and writing: Comms 321 News Reporting and Comms 421 Writing and Production.
- Comms 336 Public Relations Case Studies. The ethical and legal aspects of cases are discussed in addition to the theoretical justifications for why certain communications strategies would work better than others.
- Comms. 458 Public Relations Management (to be Comms 360 in fall 2002) spent several class sessions discussing corporate behavior expectations, policies relating to conflicts of interest, sexual harassment and other discriminatory behavior.
- Comms 485 Strategic Public Relations Campaigns. Theories of persuasion, social relationships, and media behavior are reviewed in this class to provide a theoretical foundation to planning strategic campaigns. The ethical and legal ramifications of strategies are also discussed.

Formal evaluation of the quality of instruction in these areas is accomplished through course evaluations, peer evaluations, reviews of syllabi and responses to student complaints. There are no standardized tests in any of the courses; however, faculty members frequently share tests and testing items when teaching sections of the same course. Course syllabi and assignments are also shared frequently among faculty.

Ethical and moral development of students is somewhat measured during participation in the campus-wide ethics bowl, held twice a year. Student teams from Communications have won four out of the last five ethics bowls at the university.

Knowledge of law and ethics also becomes critical in the lab newsroom. Deficiencies in knowledge about libel, privacy and freedom of information become readily apparent when writing for the newspaper, radio broadcast or TV broadcast.

10. **Describe the unit's curricular efforts: a) to ensure that students know about the current and historical status and contributions of minority and female journalists and other communications professionals; and b) to help prepare students to understand, cover, communicate with, and relate to a multi-cultural, multi-ethnic, multi-racial, and otherwise diverse society. Provide specific and relevant information. Course syllabi, assignments, and other course materials may be used as documentation.**

The goal of exposing them to the past and current contributions of minority and female communications professionals is very important to the faculty of the department. Below are some examples of course assignments and materials that show how faculty are incorporating this valuable outcome into their classes.

Students get exposure to the contributions of professionals as early as Comms 101. In this class student groups give presentations on issues and communications pioneers. In the fall semester of 2001 and the Winter semester of 2002, students gave presentations on people who shaped our media landscape such as Peggy Charren, John Howard Griffen, Mary Katherine Goddard, Katherine Graham, Margaret Bourke-White, Sara Josepha Hale, Ida B. Wells, Nellie Bly, Susa Young Gates, Dalton Trumbo, Oscar Micheaux, Gordon Parks, Bernard Shaw, and Moss Kendrix. The assignment gives them exposure to some of the people who shaped our media landscape but are often ignored in the textbooks.

Media portrayals of other countries and the invasion of U.S. culture are discussed from the perspective of international students in the Comms 101 class. Each semester there are several students in the class from Asia, the Middle East, Europe and South America. They are asked to share their experiences with media to help other students get a better picture of news bias, mediated realities, and cultural imperialism.

In Comms 235, Rich Long discusses gender/diversity issues in two class periods. This includes career progression, compensation, management opportunities, and the shrinking "pink ceiling." In addition, one of our four required literature abstracts must deal with gender and diversity matters. All of this is reflected in the syllabus.

In Comms 323, Michael Perkins discusses gender and inclusivity issues in language and in news judgment. The discussions and editing exercises require students to master AP style as it relates to racial and ethnic minorities, women and other minority groups. Discussions also cover biases in news judgment decisions and visual elements, such as photos.

In Comms 458, Rich Long spent one day talking about diversity and another about sexual harassment. Scattered throughout the course are discussions on career progression, dealing with real or perceived discrimination, etc.

In Comms 243 Intro to Broadcasting, Tom Griffiths has a unit called Newsreels to Nightly News where he show clips from the CBS documentary "Who Speaks for Birmingham," which was a pivotal documentary on the civil rights movement and contributed to the passage of the Civil Rights Act in the mid- 60s. He also has clips of John Chancellor's coverage of the civil rights movement and how some stations refused to carry the NBC Nightly News because of his reporting. He also invites BYU Comms alumnus Russ Hill to talk to his class about the LA riots, which he covered with another of our graduates, Art Rascon.

In Comms 449 Broadcast Programs & Audiences, Tom Griffiths has a unit on Norman Lear's success in starting public discourse of public issues in U.S. society using early episodes of "All in the Family" and "The Jeffersons" to illustrate how TV encouraged public discussion of racism. These don't appear as topics in the syllabus, but are planned lecture topics during the semester. He also has one assignment that focuses on an ethnic minority.

In Comms 360 Media Management, Russ Mouritsen covers a section on diversity and has students do at least two case studies on gender and minority discrimination.

In the law class (formerly Comms 307, now Comms 407) Michael Perkins discusses the groundbreaking contributions of Justice Thurgood Marshall owing to his experiences as

a civil rights lawyer in the Jim-Crow South. He also discusses the importance of protecting minority viewpoints as a First Amendment principle.

In Comms 301, both Alf Pratte and Ed Adams discuss the Native American press, the role of the black press in society, and the role of the Asian-American press in Hawaii and during World War II. Both also discuss the contributions of women editors and the interface of the press and significant women's movements in U.S. history, such as women's suffrage.

11. List and identify persons not connected with the institution who have given lectures especially for professional journalism/mass communications students during the year preceding the accreditation visit.

Fall 2001

Micaela Choo, WDJT-TV Milwaukee Crime Reporter
David Fewster, BBC & LDS SLC Olympics Committee
John Dancy, NBC News, Press Freedom in Latin America Panel
Juan Vasquez, Miami Herald World Editor, Press Freedom in Latin America Panel
Karen DeYoung, Washington Post Associate Editor, Press Freedom in Latin America Panel
Resental Alves, Jornal Do Brasil Editor, Press Freedom in Latin America Panel
Kieth Merrill, Oscar winning film director & father of IMAX
Lloyd Newell, CBS Music & Spoken Word Anchor & CNN
Mark Carpenter, PR director, PowerQuest

Winter 2002

Cameron and Tonia Fuller, alumni
Richard Mecham, President, KSL AM/TV & Video West
Sara Anderson, Account Executive, Ketchum PR

Spring 2002

Linda Walton, Principal Owner, Walton PR Group
Mark Haddock, City Editor, The Daily Herald
Michael G. Sullivan, Vice President of Marketing, Enterprise Newspaper Group

Summer 2002

Bill Silcock, Professor, Arizona State University
Russ Hill, Managing Editor, KSL-AM Radio News
Kim Farah, Spokeswoman, LDS Church

12. Discuss retention and graduation statistics. Describe the unit's (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship. What grade-point average is a student required to maintain to remain in the program? (Discuss undergraduates and graduate students separately, if the graduate program is part of the review.)

We don't track students to determine retention and graduation statistics. There are a number of reasons why this would be difficult: Some students double major but only graduate with one major; many of our students graduate with more than 120 hours; some take semester- or year-long internships then return to graduate; and some have more than 120 hours but never complete their degree requirements. Anecdotally, there is evidence that students in the broadcast journalism emphasis have accepted good jobs at news stations without completing their degrees, but this has not been happening as frequently as in the past.

Brenda Butterfield, the director of the college's Advisement Center provided the only statistics she had that would indicate how many students we had in the program and how many graduated each year. In 2000 the department had 544 students admitted into the program. This includes sophomores, juniors and mostly seniors. Of those 544 total students, 354 graduated in 2000, or 65%. In 2001 we had 562 students, and 334 graduated, or 59% of all admitted students.

13. In courses with multiple sections, how does the unit ensure the instructional objectives for the courses are achieved essentially uniformly in all sections?

Uniformity among classes is given particular attention with the core courses. Each core course is given a lead instructor. The lead instructor makes the decisions about required textbooks in consultation with other instructors of the course. Particular attention has been given to developing similar course objectives, assignments, and grading criteria while developing the new curriculum. Faculty who teach sections of the same class have been meeting periodically to share ideas about pedagogy, course content, and supplemental materials. Each faculty member can choose to add objectives, content and reading materials to the foundational content and text as he or she sees fit.

For Comms 101, Brad Rawlins, Ed Adams and Duane Roberts met throughout the spring semester to identify the course objectives for the course, determine a new text book, and share ideas about assignments that were particularly effective at meeting course objectives. These meeting led to uniform syllabi with a few modifications to fit each instructor's experience and expertise.

Joel Campbell is the lead instructor for Comms 211. This course is taught in a large lecture and then breaks out to small labs. Campbell meets with each of the lab instructors to ensure the same assignments are given, to discuss uniform grading criteria, and to resolve any common problems occurring in the labs.

Sherry Baker, Michael Perkins, Kevin Stoker and Brad Rawlins met several times in spring 2002 to determine course objectives, specific outcomes, textbooks, and video supplements for the new combined course in law and ethics, Comms 300. These discussions led to an innovative approach to the subject that will integrate law and ethics at a foundational level for undergraduates.

Quint Randle, Allen Palmer and Steve Thomsen met to discuss textbooks, course objectives and pedagogy for Comms 319. However, there is less uniformity with this course than the other core courses due to different comfort levels teaching quantitative and qualitative research. Students taking this course will get a much more quantitative experience with one instructor and a more qualitative with another.

14. Provide catalog copy to show that students take courses in a logical order and that prerequisites are carefully thought out.

Pertinent pages from the current undergraduate catalog are included in Part 3 of the appendix volume. Refer to catalog pp. 143-149.

Standard 4 –
Student Records/Advising

Standard 5 - Instruction/Evaluation

Part II, Section 5 — Instruction/Evaluation

Assessment at Last Visit

At the time of the last visit, the site team reported:

Evidence indicates instruction continues to be a strength of the department. The process for evaluating faculty is fairly typical with the major input being student evaluations which are done for each course. The department's Rank and Promotion Committee also does periodic evaluations and when a faculty member is up for promotion, three of his or her selected works are sent to outside reviewers. A review of 1995-96 student course evaluations found that over 75 percent of the courses were rated Exceptional, Excellent or Very Good (top three boxes on a seven point scale). Class visits confirmed these ratings, finding faculty well prepared and students actively engaged in class discussion. Subject matter was relevant and current.

Large classes are limited to introductory and survey courses and the average size is 55 students. Professional and skill courses, however, have an average student/faculty ratio of 18/1, which is above the recommended level of 15/1.

To help decrease the size of classes, the department has reduced total enrollment (which includes pre-communications and admitted students) from a high of 1479 in 1991 to approximately 1050 this year. This was done by capping enrollments in both MC and PR. Also by increasing its minimum GPA for admission to 3.0 and requiring one to three entrance exams (depending on which emphasis a student is applying to), the department has significantly increased the quality of students (and helped reduce the number of students). Evidence of the higher quality student is the fact that 86 percent of upper division grades are As and Bs. Although this suggests grade inflation, students reported that communications courses are just as rigorous if not more so, as the courses they are taking in the rest of the university. The fact the department is attracting a high caliber of student is an opportunity to raise to an even higher level the quality of instruction.

To insure core courses and emphasis-required courses are sufficiently staffed, the number of course offerings has been reduced nearly 50 percent over the last 10 years.

Another indication of the quality of instruction is comments from professionals who have gone through the program, provided internships, and/or hired recent graduates. The consensus is that communications instruction is quite good. A typical comment of practitioners, these graduates not only have the necessary skills, but also are more mature than most entry-level people. The latter was attributed in great part to the fact that most BYU graduates have served an LDS mission (two years for men, 18 months for women).

COMPLIANCE

Developments

Quality instruction remains a very important part of the department's mission. There has been an emphasis to implement outcomes assessment within each class through the university's

Deeper Learning Initiative in the 2001-2002 academic year. In the Communications Department, Brad Rawlins was assigned to help faculty develop learning outcomes for the department as a whole and for each class during AY 2001-2002. At the request of the central administration, he was given a full release from his teaching obligations to do this. Throughout the year, Rawlins held discussions with faculty in small groups and individually to define learning outcomes for the new curriculum as a whole, for multi-section classes in the departmental core and majors, and for individual classes. A plan for assessment of student learning accompanies the definition of outcomes, and assessment will begin in the 2002-2003 year.

Challenges

The department's new curriculum will present some instructional challenges while it is being implemented, with most of the challenge coming from the fact that students finishing up under the old curriculum are combined in classes with students starting under the new curriculum. The effect, which is expected to be temporary, is that some core classes and conceptual electives have enrollments that are higher than usual. These higher-enrollment classes will require that the faculty develop new teaching and assessment techniques, and the department will need to monitor the success of this curricular transition over the next couple of years.

1. Attach a copy of the unit's policy on evaluation of instructional quality.

It has been the policy of the department over the past 10-12 years to require all faculty in all classes to use the standard university instrument for student evaluations. The University's Faculty Center offers other assessment instruments, which some Communications faculty have used in the past. But even when those alternative tools of teaching assessment are used, faculty are expected to administer the universitywide evaluation as well.

The department's rank and status policy outlines the teaching expectations of the faculty and articulates the expectation that all faculty will use the university's student evaluation form in their classes.

3. Teaching

3.1 The Teaching Standard. Faculty members in the Department of Communications 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.

3.2 Assessment of Teaching. In addition to the evidence of teaching excellence outlined in the university rank and status policy, other specific evidence of teaching excellence in the Department of Communications can be drawn from the professionally oriented nature of some classes. When it is appropriate to the faculty member's teaching assignments, such evidence may include but need not be limited to:

- A. The time and efforts a faculty member effectively expends in mentoring and teaching students in student lab media.
- B. Recognitions and accomplishments in regional and national competitions of students' professional work, when the faculty member acted as an advisor or mentor in the lab media or the student organization for which the work was done.

- 3.2.1 Faculty are required to use the standard university course evaluation and should build ways into their classes that affirmatively encourage and direct students to fill out the online evaluation.
- 3.2.2 Faculty are also encouraged to use other forms of teaching evaluation, such as classroom visits by peers. They are also encouraged to use the resources of the university Faculty Center for evaluation of their teaching effectiveness.
- 3.2.3 Faculty are expected to take steps to address issues raised about their teaching effectiveness when their means on the standard university instrument are below department means, and they are encouraged to call upon the resources of the Faculty Center in doing so.

A copy of the pertinent sections of the university rank and status policy regarding teaching is available in the supplemental materials behind the Standard 5 tab.

2. Describe the methods used to evaluate the instructional quality of the full-time faculty, part-time faculty and graduate students serving as teachers of record, if any. Attach copies of the questionnaire and other instruments used in the evaluation process.

All Communications courses are evaluated each semester using a standard course evaluation instrument. Members of the Rank and Status committee also visit classes being taught by faculty seeking continuing status or rank advancement. Adjunct faculty and graduate student teachers are evaluated the same as full-time faculty. The following methods are used to evaluate the quality of teaching in the department.

Course Evaluation Reports

The evaluation form is used in every class taught in the department each semester by full-time and part-time faculty. The instrument includes objective questions and space for open-ended responses. The course evaluation is given at the end of the semester or term. The evaluations are reviewed by the department chair and then given to the instructor. Each instructor is expected to review the evaluations and make any adjustments that might be needed. When there are questions or concerns about the data from the evaluation forms, the chair meets with the instructor.

Faculty members may also use additional instruments, and several do to evaluate learning outcomes and effective pedagogy, but nothing is allowed to substitute for the standard course evaluation.

A copy of the university's evaluation form is available in the supplemental materials behind the Standard 5 tab.

Online Student Ratings

In the Academic year 2001-2002, BYU initiated an online student rating system. This will eventually replace the standard paper course evaluations. The reasons given for the switch to online evaluations provided by the Online Student Ratings Web page are:

Flexibility and customization – The online student rating system will provide evaluation forms and reports that are tailored to specific needs. Instructors will be able to choose items to include on the form that are specific to the courses they teach. Faculty members and administrators will

receive reports that are more complete, easier to interpret, and customized to their individual needs.

More helpful feedback for instructors – Online reporting will provide more complete, in-depth reports that are easy to interpret. It will also allow reports to include links to online resources on specific areas of teaching and learning.

Quicker feedback to professors – The online system will allow professors to view student-rating results as soon as grades are reported. This will provide timely feedback that can be used in preparation for the following semester.

Anonymity of student comments – Because student comments on the rating forms are typed, professors cannot identify a student's response by handwriting. This helps students feel more comfortable and open in their responses.

Longer and more thoughtful student responses – Because forms are completed outside of class, students do not feel pressured to complete the forms quickly. In addition, students can easily type their comments rather than write them by hand. Research shows that when forms are completed online, the number, length, and thoughtfulness of student comments greatly increase.

Wide Spread Evaluation – Online administration of the student-rating form will provide students the opportunity to rate all of their courses each semester. It will also provide faculty members with feedback on every course they teach.

There are plans to develop a mid-course-student-rating form that instructors could use anytime during the semester. This form would be very flexible, allowing instructors to select or write the items that appear on the form. This form would be separate from the end-of-course rating system in that the results would only be available to faculty members and would only be used for formative purposes (i.e., to give the instructor feedback to improve the course, not for faculty rank and status decisions).

Typically, the course evaluations cause anxiety among faculty because of how they are used to make decisions about continuing status, promotions and pay raises. With flexible online reporting that could take place in mid-course as well as at the end of the course, faculty could assess their learning outcomes in addition to evaluating their teaching. This could actually help improve learning in the classroom.

Last year, 12 Communications faculty used the online student evaluations in 14 courses as part of a pilot test to see how well the online reporting worked.

Rank and Status Committee

Each year the Rank and Status Committee reviews the annual reports of all full-time faculty, which include an evaluation of teaching. Faculty provide data from their teaching evaluations and additional information about innovation and creativity in the classroom.

Any faculty members seeking continuing status or promotion also undergo a peer evaluation of their teaching. Members of the Rank and Status Committee and other senior faculty visit the classrooms of untenured faculty as part of their third-year and sixth-year reviews. The person making the visit usually prepares a report of the visit, which is shared with the faculty member, the Rank and Status Committee and the department chair.

Faculty Center

The BYU Faculty Center offers a variety of programs and resources to help faculty improve the quality of learning within the classroom. They provide individual consultations with faculty about all areas of instructional development. They also offer a Classroom Student Observer Program that uses trained students to observe faculty classes and share feedback and ideas. Another form of feedback, the IDEA course evaluation system, is described by the Faculty Center materials as a "confidential, in-depth diagnostic evaluation that helps an instructor determine whether students learned what s/he set out to teach in a particular course." The Center also provides for instructional improvements with peers through the Teaching Partnership Program, where a senior faculty member, a junior faculty member, and a doctoral student work on a semester-long teaching project, and TEACHNET, which is an electronic list-serve providing a forum for faculty discussions about teaching.

3. List citations or awards received by unit faculty for outstanding teaching in the past six years. List other evidence of instructional innovation, quality, or dedication.

Faculty Awards and Recognitions

Ed Adams was recognized by the College with an award for his curriculum development of the Online Reporting course in 2001. In 1998 he received the Kreighbaum Award from AEJMC, which is presented to an outstanding journalism educator under 40 years of age. Before coming to BYU, he was nominated by the Angelo State University Student Senate for "Professor of the Year." He was also selected by the Angelo State Rampage student newspaper as one of the best teachers to take for classes in 1997 and 1998.

Tom Griffiths received the "Excellence & Integrity in the Classroom" award from the Student Honor Association in April 2000.

Rich Long received a "Certificate of Recognition" from the College in 2001 for "Exceptional Instructional Outreach" that recognized his educational program in Mexico City where students studied international communications practices and engaged in service-learning activities in Mexico City. Rich was also nominated by the Blue Key National Honor Society for the "BYU Professor of the Year," and received the "Excellence & Integrity in the Classroom" award from the Student Honor Association in April 2000.

Prior to coming to BYU, Brad Rawlins was nominated as the "Outstanding Faculty Member" by the Panhellenic & Interfraternity Council and for "Outstanding Faculty Adviser" by the Madison Leadership Center in 1997 at James Madison University.

In 2001, Laurie Wilson was named the National PRSA Outstanding Educator, also known as the bronze anvil award, one of its highest awards given by PRSA. She has been recognized by her peers at the university with one of the top teaching awards at the university, the "Maeser Award for Teaching Excellence," in 1997, and the "Annual Award for Teaching Excellence" by the College in that same year. She has also been recognized by students and was awarded the "Student Award for Excellence in Teaching" by the Student Alumni Association for the school year 1996-97, and elected to the "Pyramid of Honor" of the PRSSA Bradley Chapter in 1998. Her innovation in the classroom with service learning was recognized when she was nominated for the "Thomas Ehrlich Faculty Award for Service Learning" in 1998.

Instructional Innovations

Several faculty, both new and old, are revising courses with use of new technology and innovative instructional designs. In the 2001-2002 school year, several faculty who had not been using the Web began using Blackboard to help them manage their courses. This has been especially useful for larger lecture classes.

Dennis Martin learned and used Blackboard in the Intro to Advertising class and found it to be very helpful. Steve Thomsen and Quint Randle also began using it for the larger lecture sections of the Communications Research class. Kevin Stoker began using it in his large lecture Media Law class. Several other faculty who are proficient with the Web have been using their own Web pages for several semesters, including Dale Cressman, Quint Randle and Brad Rawlins.

There are many faculty using computer-aided slide and multi-media presentations in the classroom. For the most part, these instructors developed their own materials and are not relying exclusively on those provided by publishers. Students have become more proficient with PowerPoint and the Internet, allowing for more innovative student presentations and research strategies. However, the department recognizes that courses should not incorporate technology just for technology's sake. Often, the courses where the deepest learning occurs still rely on books, chalk and a hearty discussion.

There have been innovative approaches to new and old courses as well. Ed Adams was recognized by the college for his innovative development of an online reporting class. Alf Pratte has developed the Comms 101 online course for distance learning, and created a Media History Web page with his Media History students. Doug McKinlay has been very innovative while developing a creative advertising track in the marketing communications sequence. He has collaborated with the Theater and Media Arts department to develop courses in creating broadcast commercials and with the graphic design division of the Visual Arts department to develop interdisciplinary courses that benefit creative students with advertising aspirations.

Kay Egan developed the account planning course in the advertising/marketing communications sequence to address the growing trend of blending creative with research and planning. This course fits well between both the creative and management tracks within the marketing communication's focus area. To develop the course she went to New York, met with account planners at three agencies and incorporated their information into the course. She also attended the Account Planning Group convention in San Diego to collect cases and examples of applied account planning.

Teaching Quality

The department means on the course evaluations are very similar to those of the college and the university. Listed below are the evaluation criteria and the means (on a scale of 1=Strongly Disagree to 7=Very Strongly Agree)

	Dept.	Coll.	Univ.
Course Evaluation			
Clear Objectives	5.4	5.5	5.6
Well Organized	5.3	5.5	5.6
Student Responsibility Defined	5.4	5.6	5.6
Content Relevant	5.8	5.8	5.8
Workload Appropriate	5.3	5.3	5.4

Homework Appropriate	5.5	5.7	5.6
Text(s) and Material Helpful	5.1	5.3	5.4
Exams: Covers Important Points	5.1	5.3	5.4
Exams: Clearly Worded	4.9	5.3	5.2
Exams: Good Measures	4.7	5.2	5.0
Grading Procedures Fair	5.3	5.6	5.6
Assignments Appropriate	5.6	5.7	5.7
New Knowledge/Skills Produced	5.8	6.0	5.9

Instructor Evaluation

Excellent Instructor Knowledge	6.2	6.4	6.3
Enthusiastic About Subject	6.2	6.3	6.2
Well Prepared	5.9	6.0	6.1
Good Use of Class Time	5.5	5.7	5.8
Clear Examples/Explanations	5.7	5.7	5.7
Helpful Evaluations of Work	5.2	5.5	5.3
Explains Difficult Concepts	5.5	5.6	5.5
Responds Respectfully	5.8	6.0	6.0
Genuinely Interested-Helps	5.9	6.0	6.0
Available to Students	5.6	5.7	5.8
Motivates Students	5.6	5.8	5.7
Produced New Knowledge/Skills	5.8	6.0	5.8
Punctual	5.8	5.9	6.0
Seldom Misses Class	6.2	6.4	6.4
Gospel Insights	5.2	5.2	5.3
Inspires Character Development	5.7	5.7	5.7
Helps Student Live in Society	5.7	5.6	5.7
Spiritually Inspiring	5.5	5.6	5.7

Examples of Student Mentoring

BYU places a premium on involving undergraduates in scholarly research. The push on campus is for faculty to create “mentored student-learning environments.” Communications faculty are beginning to take up the challenge and adapt their teaching to bring undergraduates into their research in mentored ways.

Two undergraduate honors students under the direction of Alf Pratte, Melanie Armstrong and Brinton Wilkens, presented their theses as competitive research papers at the American Journalism History Association conference in 2002.

Steve Thomsen involves his students in the undergraduate communications research methods class in his research on media effects. Recent projects include a study of magazine advertisements and eating disorders, which was cited in the Journal of the American Medical Association in 2001, and beer and alcohol advertising during the 2002 Salt Lake Winter Games and inclination to drink by junior-high students. Thomsen’s research was funded by a university grant for mentored environments.

Quint Randle’s research conducted with undergraduates has led to conference presentations at a social-sciences conference in Hawaii and at AEJMC in Miami.

Doug McKinley received a university grant to create a mentored learning environment surrounding the creation of television commercials. Doug’s one-time class was so well-received

by students that it will become part of the regular curriculum in the Theater and Media Arts department, where it was team-taught with a TMA faculty member.

Student Awards and Recognitions

The Communications Department has a very good track record of students being recognized for their application of what is learned in class, labs, and sponsored student organizations. The following is a list of student awards received since the last accreditation visit in 1996:

BYU Student Advertising Team: Since 1996, BYU students have won first place in the District 12 competition of the AAF National Advertising Competition an unprecedented six out of seven times. Since 1977, BYU advertising students have won first place in the district more than 50 percent of the time. Nationally, the BYU team placed fourth in 2001.

Rulon Bradley Chapter of PRSSA: Won PRSSA National Chapter of the Year in 2000, finished in the top eight in the national PRSSA Bateman Case Study competition in 1996, took first place in the PRSA/PRSSA chapter relations category of the Teahan awards.

NewsNet (composed of the Daily Universe, NewsNet web site, and KBYU-TV News): EPpys for Best College Newspaper Online Service 1999-2001, Associated Collegiate Press National Online Pacemaker Award in 2001 and finalist for Newspaper Pacemaker Award in 2000. Won SPJ Marks of Excellence for first place finishes in Best All-Around Online Student Broadcast and Best All-Around Online Student Newspaper in 2001, and first place finishes in Region 9 competition for Best All-Around Daily Newspaper, Best All-Around Online Newspaper, and Best Television Daily Newscast in 2000. Also won Cpnnet Best of College Press Network award in 1999.

4. Describe professional development programs, workshops in teaching, or other methods the unit uses to stimulate improvement in instructional quality.

In the Fall of 2001 the dean gave everyone in the College of Fine Arts and Communications a copy of Richard Light's book "Making the Most of College" to read. This was done to place more focus on deeper student learning in the classroom. A college committee called the Deeper Learning Initiative was organized with one faculty member from each department meeting weekly with an assessment expert in AY 2001-2002. Brad Rawlins represented the Communications Department. This initiative sought to improve course instruction by emphasizing the importance of what students learn rather than what faculty teach. In Communications, Rawlins met with faculty in small groups to determine what the outcomes of our curriculum should be. In other words, what lasting impressions should the curriculum have on our students. From these discussion, Rawlins developed a list of departmental outcomes, which the faculty discussed and approved.

Newly hired faculty members are strongly encouraged to complete the BYU Faculty Development Series (FDS). The series includes a number of components over an 18-month period to include a Fall Seminar, Peer Mentoring, a Spring Seminar, and the development of FDS projects in teaching, scholarship and citizenship.

The Fall Seminar consists of seven two-hour sessions during the fall semester for discussions and presentations about the resources available to new faculty. Each participant chooses a faculty colleague to serve as a professional development mentor, who assists with developing a Faculty Development Plan, the FDS projects, and other activities needed to succeed in the third-year review.

The Spring Seminar is an intensive eight-day experience where participants meet from 8 a.m. to 4 p.m. to learn about effective teaching, developing scholarship, combining faith with academic excellence, using instructional technologies, assessing student outcomes, etc. In this seminar each participant proposes a Course Development Project, a Scholarship Project, and a Citizenship Project. These projects are then completed the following year. To help compensate new faculty members for the time commitment required by this series each participant receives a \$2,000 stipend.

New faculty who have participated in this series in the last six years are Ed Adams, Sherry Baker, Dale Cressman, Rich Long, Doug McKinlay, Michael Perkins, Quint Randle, Brad Rawlins, Kevin Stoker, Eliza Tanner-Hawkins and Steve Thomsen.

In addition to the FDS, several of faculty members have attended or conducted several workshops or seminars.

Brad Rawlins attended the American Association for Higher Education Assessment Conference in Boston, June 20-23, 2002, a service-learning conference held at BYU in the Fall of 2000, a pre-conference workshop on teaching advertising at AEJMC, and a seminar on using case studies at a PRSA convention. He also conducted a teaching workshop on student outcomes for the BYU College of General Education in Winter 2002.

Allen Palmer and Eliza Tanner participated in a workshop sponsored by BYU's Honors and General Education College during the summer of 2002.

Laurie Wilson attended the American Association for Higher Education Assessment Conference in Denver in 2001.

Alf Pratte attended a one-week PowerPoint course, three Freshman Academy workshops, two Honors conferences, and several seminars on teaching at AJHA conferences.


Allen Palmer was awarded a visiting professor fellowship to Kosovo Summer University of Pristina, Kosovo, sponsored by the Academic Training Association at the University of Amsterdam and Open Society Institute. He participated in an innovative teaching program in an effort to rebuild the university following the 1999 war. He was awarded a Journalism Fellowship by the American Society of Newspaper Editors Institute for Journalism Excellence to refresh his professional skills in journalism and to improve and update classroom teaching. He also attended a one-day BYU Teaching workshop that focused on developing student participation in college teaching.

Dale Cressman attended the IRTS Faculty-Industry workshop and a pre-conference teaching workshop at AEJMC convention in August 2001.

Kevin Stoker attended and conducted teaching workshops at the 2000 and 2001 PRSA conventions. He also presented a paper in Miami on using theory in a campaigns course.

5. Describe the role of the unit administrator in discussions of teaching standards with faculty and other actions to encourage high quality teaching and to evaluate teaching.



Each year faculty members have a stewardship review with the department chair. This process begins with faculty members writing an annual report of their activities for the past year and their plans for the upcoming year. Faculty reports are reviewed by the Rank and Status



Committee and then by the department chair. After this process, the department chair meets with each faculty member individually to review the report and comments. The chair then writes a report that is shared with each faculty member and becomes part of the faculty member's permanent file

This stewardship review is the time when faculty and the chair discuss teaching successes and plans for future teaching improvements. The chair prepares for the stewardship reviews by reviewing each faculty member's teaching evaluations throughout the year, watching for trends in the statistical analyses and in the student comments. If problems with instruction are identified, then the chair and faculty member discuss potential solutions and set goals for improvements in instruction during the following year.

The department is also working to implement a series of brownbag discussions on teaching, to be held once a month during the academic year. Topics will include teaching techniques, testing and assessment methods, active learning exercises for classes, and other appropriate teaching-related subjects. Experts and master teachers from around campus will be invited to lead discussions, and a small budget has been allocated in the event that it is needed to make the sessions more successful. An initial effort to establish the teaching brownbag series during the 2001-2002 school year met with little success. As a result, the assignment to organize the discussions has been moved from the rank and status committee to the undergraduate committee for the 2002-2003 year.



Standard 6 –
Faculty: Full-Time/Part-Time

Standard 7 – Internships/Work Experience

Standard 8 – Equipment/Facilities

Part II, Section 8 — Equipment / Facilities

Assessment at Last Visit

At the time of the last visit, the site team reported:

The Department of Communications is spread over several floors of the Harris Fine Arts and Communications building where it shares space with theatre, music and art. The overall environment creates a stimulating atmosphere centered around an attractive common atrium.

The department itself is hampered by a serious lack of space and the fact that faculty offices are separated by several floors. The space problem is even more acute in the broadcast and technical areas. The studios for KBYU-TV and radio are located in the same building. Space there has been carved up into very small rooms for editing and equipment. For example, three rack-mounted editing bays are crammed into a room the size of a small office. The environment is hardly conducive to quality video editing. The television area has clearly outgrown its space, the video control room is cramped, and so is the audio control room behind it.

The newsroom and support offices for The Daily Universe are located on the 5th floor of the Wilkinson Student Center. Like the broadcast facilities, the newspaper offices lack adequate space. Desks and computers are everywhere. The space problem is made even more difficult by the creation of the combined newsroom. The combination means the assignment desk for the KBYU broadcast is located in The Daily Universe newsroom, as is a small studio area for print reporters to present their stories on television. It makes the tight space problem even tighter.

The situation is hardly better in the computer labs. Computers in the PC lab are out of date and inadequate for current instructional needs. Students complain many of the PC terminals don't work. Although computers in the MAC lab do work, their number is woefully inadequate to meet the needs of the department. The computer labs themselves are cramped and shabby. The PC lab is less than state of the art. Printers and computers don't work. The 25 computers available are hardly enough for the students to use. The site team found only 12 of them working during our visit. Students are forced to use computers located in their minor areas of study, or pay for computer time on a per use basis. The Bradley Public Relations lab is also too small. There are 30 to 35 students involved in the PR agency. They have to share the room with two other student organizations, the Intercom Journal and a student religious organization.

The issue of department facilities was raised in each of the last two accrediting reports. The 1990 review team said the space needs were "desperate (and) the space available ... falls well short of what is needed for a program that serves 457 majors." The number of upper division majors increased since then.

The 1990 review also raised concerns over the lack of a communications library. Little has changed in the past six years. A conference room off the main administrative office has a modest bookshelf with several daily newspapers.

No weekly newspapers were present. A conference room two floors below doubles as a bibliographic library for the Communications Studies students. It contains some book and magazines but there is no formal check-in and check-out procedure. The director of the Communications Studies Center acknowledged the room won't be a true reading room until a librarian can be hired to manage it. Both room are frequently used for meetings.

The Associate Dean of the College of Fine Arts and Communications confirmed the space problems. There is a definite lack of consensus on whether a new building is the department's immediate future. Some in the department think it likely. The Associate Dean does not. The Associate Dean says renovating the current space is more likely.

Although classes continue to be held in these facilities, it is the judgement of the team that they are not conducive to quality instruction and student performance. Some faculty see it as a serious problem. Other faculty are frankly indifferent about it at this stage. Likewise, some students don't see it as a problem. Other students are very concerned.

The availability of broadcasting equipment is the bright spot in this standard. The proximity of the PBS station KBYU gives the broadcasting students access to professional equipment. The KBYU newsroom, while extremely crowded, has a state of the art newsroom computer, electronic teleprompter and computer graphics equipment. In addition, students have access to the Media Arts Department (MAD) lab. The university provides access to non-linear editing facilities at a level not found in most universities. Student enjoy a real-world training laboratory. Their daily newscast is seen over-the-air in the Salt Lake City television market. The mission of KBYU TV appears to be undergoing some review. If, as some have indicated, its mission shifts from a traditional PBS station to that of an educational arm of the university and the LDS church, care must be taken to ensure the Department of Communications does not lose this valuable component of its educational program.

If the Department of Communications is to remain committed to its mission of providing high quality professional skills instruction it must address the tough questions of space allocation and equipment.

NON-COMPLIANCE

Developments

Equipment

Since the last site visit all computers in the department's lab classrooms have been put on the university's three-year replacement cycle, which means the department no longer has to pay for computer replacement in the labs from its own budget. This has been a significant help in keeping the computers used by students up to date. Faculty computers are also on the university's three-year replacement schedule, which is a change for the four-year replacement cycle that was in place during the last visit.

Computer support for the lab classrooms has been taken over by the college, which has also been a relief to the department budget and has meant a better track record in

keeping those lab computers in good repair. The college's computer support office is in the same hallway as the Mac and PC labs, and the level of service the labs receive from this office is excellent.

Computer support for Newsnet has always been handled by a full-time computer professional in that office, but since the last visit all the newsroom and office computers and video cameras for broadcast journalism labs have been put on the university replacement cycle. Again this has been an enormous relief to the Newsnet budget and has gone a long way in ensuring that the equipment students work with is current.

Significant new equipment purchased for Newsnet in the past three years includes a high-definition video camera, new nonlinear digital editors, seven new newsroom computers, a Streaming Genie (for netcasting), and three digital still cameras.

We also received two significant gifts in kind for Newsnet: A image-setter was donated in 2001 by the Washington Post Company as a memorial to a former corporate officer who was on the department's National Advisory Board. And a full-page scanner was donated by the Provo Daily Herald, a Pulitzer paper, in 2002.

In the summer of 2002 the department received about \$200,000 from the central administration to buy a Parkervision automated TV production system and new EZNews software for the Newsnet broadcast operation.

All the department's equipment requests to the university – both replacement and new equipment – have been granted in the past two budget cycles.

Space

The developments in space have been less significant, but are noteworthy.

In about 1997 the dean's office offered the department the opportunity to move into an older campus building newly assigned to the college, with the promise that it would be gutted and redesigned to meet the department's needs. The faculty voted not to move in favor of holding out for the once-promised Communications building to be built. It is now clear, and was clear from the administration in charge at the university in 1997, that the Communications building will not be built because the Board of Trustees had placed a moratorium on new buildings at the university.

More recently the department has been promised access to a refurbished building in 2006, after the College of Humanities moves to another renovated building on campus. A space needs assessment and utilization plan will be completed by the department in Fall 2002 in anticipation of that move.

In the meantime, the department has received some new square-footage in both the Harris Fine Arts Center and in the Wilkinson Student Center. In the HFAC, the department has received new faculty offices for the new FTE faculty lines it has received in the past three years, and it has been assigned some new office space that is currently being used by student organizations and the department's alumni and development newsletter. These latter spaces have helped relieve some of the pressure on the department administrative offices. Also in the HFAC, the department has repurposed a room that had been an inadequate graduate student reading room to be an office with desks and work space for graduate students. Since the department had never properly supplied and maintained a full reading room – the university library is about 100 feet

from the HFAC – this move reflects a decision by the department to use that space more efficiently and realistically. Now the graduate student office has only copies of master's theses and a few recent journals, which the department receives.

In the WSC, the Newsnet lab has taken over more square footage on the fifth floor, which allowed the ad-sales operation to move to an office separate from the newsroom. Also in the past six years, one end of the newsroom has been set aside for a TV news set and master control for producing the daily student newscast for KBYU-TV. The entire WSC was also expanded and renovated in 1999, including the Newsnet newsroom, which has allowed the space to be used more effectively by students and staff. All the physical changes at Newsnet were done at university expense, and the university increased its financial allocation to Newsnet to cover the higher rent charged by the building management following the renovation in 1999.

Challenges

Overall the department is well-equipped; we basically get everything we ask for, and we ask for everything we need.

In space, our challenges are more significant. While the department's share of the HFAC is not spacious or glamorous, it is adequate. More serious is the teaching challenge presented by the tight space at Newsnet. Space is so tight that it does compromise teaching and student learning to some degree, which makes finding more room for Newsnet the department's space priority.

Beyond challenges or needs, the department also has a space wish list. In its space needs assessment and utilization plan the department will be guided by a desire to locate all faculty offices, classrooms and labs, and student lab media all in the same building.

- 1. Describe the journalism/mass communications quarters. Evaluate how well equipment and facilities meet the unit's needs. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.**

The Department of Communications is located in the Harris Fine Arts Center, which it shares with the other academic units in the college of Fine Arts and Communications: the School of Music, the Department of Theater and Media Arts, and the Department of Visual Arts. The building was constructed in 1965 and is well-maintained. At the center of the building is a three-story gallery that regularly features BFA and MFA student art shows and periodically hosts student musical groups, all of which make the building an exhilarating place for the Communications faculty and students to work and study.

The department's administrative suite is located in the HFAC, as are all department faculty offices. Approximately 70 percent of the department's classes are taught in the HFAC. Departmental instructional facilities in the building include a 100-seat lecture hall with computer presentation equipment and internet access; two 20-station computer lab classrooms, one with PCs and the other with Macs; five classrooms for which the department has scheduling priority with the university, each with a capacity of about 25 students; and a research lab with seven computer workstations, telephones and recording equipment for conducting survey research.

Other significant departmental space in the building includes the editorial offices for two academic journals in the JMC field, the Journal of Mass Media Ethics and the Journal of Media and Religion; a faculty commons room, which will be the site team's work room; the department's internship office and the office of the department's development officer; a graduate-student work area; the office for CommWorld, the departmental newsletter; and offices for three student organizations, the Bradley Public Relations Agency, the PRSSA chapter; and the student advertising club, AdFed.

The department's converged laboratory newsroom, known as Newsnet, is housed in the Wilkinson Student Center, adjacent to the HFAC. The fifth floor of the WSC has offices for Newsnet administrative and management employees, the computer-production area for the Daily Universe student lab newspaper, the display-advertising sales office, the classified-ads sales area, and the converged newsroom. Besides looking like a typical newspaper newsroom, it also has a small news set for the daily student news programs and a broadcast production and master-control area.

The department strives to make efficient and full use of these facilities.

The equipment fully meets – and frankly, in some cases exceeds – the department's needs. In the past three years, we have not had an equipment request turned down by the central administration, but the truth is that some very expensive equipment, like the \$60,000 Streaming Genie for netcasting, gets limited use.

On most space issues, the department's space allotment on campus adequately covers our needs, though we have a wish list for more space. But on some space issues, our assigned square-footage is simply inadequate. The dean recognizes this problem and has been helpful in planning for the future of the department.

The most serious space need is in Newsnet. Because it is a laboratory for many of our classes, the student traffic through the newsroom is exceptionally high, higher than it would be for a typical student newspaper. There are times in a typical week when the students are standing shoulder-to-shoulder in the newsroom and the noise level frustrates student learning. To make better use of the space, the department has begun scheduling specific lab times for students enrolled in most classes. Previously students just dropped in at a time convenient to themselves to meet their lab obligations. Now a student enrolled in Comms 321, the beat reporting class, must also enroll in a 321 lab and must be present in the Newsnet lab at the scheduled lab time to work on stories, get coaching or receive assignments. Scheduling specific lab times lets us spread student use over more of the day, and lets us schedule broadcasting students at certain times of the day and print students at other times, so computers in the broadcast area of the newsroom or on the copy desk, for example, can be used more steadily throughout the day and evening. The department leadership and the Newsnet management estimate that we need about twice as much space for the Newsnet operation as is now allocated.

On the department's space wish list would be a third computer-lab classroom with 20 workstations, lecture classrooms that would seat up to 60-70 students, and an enlarged research lab classroom with as many as 25 workstations. These needs reflect the curriculum revisions going into effect in Fall 2002, which have generally followed a strategy of consolidating small-section classes into larger lecture sections with small lab sections. This change in structure, implemented to better use faculty resources, has put a new scheduling strain on the department's 100-seat lecture hall and the computer-lab classrooms. It has also left the small classrooms underutilized.

2. Briefly list computers and other hardware and software provided by the unit for student and faculty use.

The department provides the following computers and other hardware and software for faculty and student use:

Faculty Offices:

Each faculty member is provided with his or her choice of a computer, and these are replaced on a three-year rotation. In recent years we have moved to giving faculty the option of getting a laptop rather than a desktop computer so it can be taken to classes and conferences. Faculty have site-licensed software including the Microsoft Office suite, web browsers, desktop publishing programs, etc., according to their needs. In recent years the department has not had to turn down a faculty request for software. All faculty also have a printer (inkjet) in their offices, and some have been upgraded to personal LaserJet technology. All faculty also have access via the campus network to LaserJet printers in the department office or in the internship office. Broadcast faculty and some other faculty have TV/VCR combinations in their offices to grade tape submitted by students.

Classroom Labs (F-243/F-245 HFAC):

There are 20 PCs in F-243 with access to the full Microsoft Office Suite, web browsers, Adobe PhotoShop, Illustrator, Go-Live, QuarkXpress for desktop publishing, Media Flight Plan for the media planning class. Also available on five computers is SPSS for calculating research statistics. This lab provides a laser printer and scanners for student use.

There are 20 Macs in F-245 with access to the same software available in F-243 with the exception of SPSS. This lab provides a laser printer, a high resolution color printer and scanners for student use.

Both labs will be upgraded in summer 2002 to include an instructor connection to a ceiling mounted projector for instructional purposes. This will include connections for a laptop to be used in class.

Student Agencies:

The Bradley Agency, the student public relations firm, has two computers with all necessary software including the full Microsoft Office Suite, web browsers, PhotoShop, etc. They also have a laser printer and scanner for student use.

The AdFed club is in the early stages of becoming a full-blown student marketing communications firm, Smith and Young Advertising, and has a computer with all necessary software including the full Microsoft Office Suite, web browsers, PhotoShop, etc. It also has an inkjet printer for student use.

Research Center (F-372 HFAC):

The research center has seven computers (currently five PCs and two Macs) for student research purposes. The software includes SPSS, the Microsoft Office Suite, web browsers, etc. The Research Center also has telephones with recording equipment for telephone surveys.

Laptops:

The department has four laptop computers (2 Macs and 2 Dell computers) for use by students and faculty. These can be reserved for use in class presentations, competitions, travel to conferences, etc.

The NewsNet lab has the following computers and hardware for student use:

- 80 computers
- eight file/web servers
- two laser printers
- three scanners
- three digital still cameras
- C-41 film processor
- Newscast control room equipment (including switcher, audio board, computer graphics generator and control room monitors)
- eight DVC Pro video cameras
- two high-end DVC Pro video cameras
- five DVC Pro laptop editors
- three Lowell light kits for DVC Pro cameras
- two Studio TV cameras
- three Studio VTR decks for DVC Pro playback.

At Newsnet each computer has Microsoft Office suite, Web Browsers, etc. In addition the following specialized software is available for student use:

- 32 user licenses for QuarkXpress
- 12 licenses for PhotoShop
- six licenses for Illustrator
- three licenses for Dreamweaver
- three licenses for ColdFusion
- one license for Final Cut Pro
- 12 simultaneous users for NewsView

3. Are new quarters contemplated? Explain. What does the unit consider to be its most urgent need for space and equipment?

The department is slated to move into a refurbished building on campus in 2006. After the completion of a new building for the College of Humanities, the department will move into the current Humanities building. In Fall 2002 the department will complete a space needs assessment and utilization plan for the current College of Humanities building.

The top item on the department's space wish list is to locate faculty offices, department classrooms and labs, and Newsnet all in the same building. That will be the guiding principle as the department prepares the space needs assessment and utilization plan.

Because the central administration has been fairly generous with equipment in recent years, the department does not have any urgent equipment needs.

4. Where are the journalism/mass communications books, periodicals, databases, etc., on campus? Is there a unit reading room? How far from the unit is the central library?

The Journalism/Mass Communications books are located on level 5 of the Harold B. Lee Library. Communications Studies and Mass Communications books (P 80-99) are located in the North wing of level 5, while Broadcast Journalism (PN 1990-1993) and Print Journalism (PN 4800-6000) are located in the South wing. Other Communications resources on level 5 of the Lee Library are a full-time Communications Librarian and reference desk to provide assistance to students, a collection of non-circulating reference books for Communications, 26 computer work-stations, and copy machines.

Journalism/Mass Communications periodicals are all located in the Lee Library's new centralized periodicals facility on level 2. Other Communications resources in the Lee Library's periodicals facility include a full-time reference desk, 45 computer work-stations and copy machines.

Journalism/Mass Communications databases are accessible from computer work-stations on any floor in the Lee Library. With the exception of *Lexis-Nexis* (available to Communications students in the Business Library – a department within the Lee Library), all Journalism/Mass Communications databases are accessible from any computer terminal in the Lee Library, and most databases used by Journalism/Mass Communications students (including *ProQuest*, *EBSCO*, and *Academic Universe*) are accessible from off-campus to full-time students.

The department does not maintain a student reading room, though the lab newsroom does receive a number of newspapers and magazines for students to read. In the faculty commons room, current newspapers and trade journals are available for faculty use. In the graduate student work area, the department maintains a collection of master's theses and recent copies major journals in the field, but has recently disposed of its motley collection of books and periodicals, most of which were "gifts" to the collection from retiring faculty members. There was little logic to its acquisitions and little usefulness because most of the books were outdated.

The Harold B. Lee Library and the Harris Fine Arts are next to each other on one of the campus's main quadrangles, approximately 150 feet apart. This proximity was the major factor in the department's decisions to cut back on what was formerly called the graduate reading room. The department's policy through the years not to maintain an undergraduate reading room is also due to the proximity to the Lee Library.

5. Give the number of catalogued volumes pertaining to journalism/mass communications in the central library.

BOOKS

Journalism	3,980 cataloged volumes.
Broadcasting	2,150 cataloged volumes.
Mass Media	2,289 cataloged volumes.
Communications	3,985 cataloged volumes. (excluding Speech Comm.)
Total	12,404

The Communications Librarian advises that there might be some overlapping titles among these categories, but any overlap should be offset by the number of Communications books that he was not able to locate and tag in his search.

6. How much money was allocated and spent for purchase of books, periodicals, databases, etc., at the request of or on behalf of the unit in each of the three years preceding the accreditation visit?

There is no reliable data for 1999. The figure for 2002 is the projected budget, and is low for books and videos because, at the time the self-study was being written, not many orders had been placed.

<u>Books</u>	
2000	\$5,487
2001	\$7,933
2002	\$3,399
Total	\$16,819

<u>Journals</u>	
2000	\$13,611
2001	\$13,625
2002	\$13,821
Total	\$41,057

<u>Electronic Databases</u>	
2000	\$2,222
2001	\$7,018
2002	\$7,018
Total	\$16,258

<u>Video</u>	
2000	\$1,909
2001	\$1,222
2002	\$ 0
Total	\$3,131

7. List the basic journalism and mass communications reference works and other sources of information, including databases, computer networks and online services, in the main library and/or unit reading room. Describe student and faculty access to these sources of information.

The Lee Library has an extensive reference collection covering Communications topics. Some of the Communications reference works frequently recommended to students by the Communications librarian include:

Reference Sources

General (call number range: P80-P99)

HUM/REL REF P 91.3 .A44 1995	<i>Internships in Communications.</i> James P. Alexander. Ames: Iowa State University Press, 1995.
HUM/REL REF P 87.5 .D46 1986	<i>The Communication Handbook: a Dictionary.</i> Joseph A. DeVito. New York: Harper & Row, 1986.
HUM/REL REF P 87.5 .I5 1989	<i>International Encyclopedia of Communications.</i> Ed. Erik Barnouw <et al.>. New York: Oxford University Press, 1989. 4 vols.

Communications Studies (call number range: P80-P99)

- HUM/REL REF *Key Concepts in Communication and Cultural Studies*. Ed. Tim O'Sullivan
P 90 .K457 1994 <et al.>. 2nd ed. London ; New York: Routledge, 1994.
- HUM/REL REF *Human Communication Behavior and Information Processing: an*
P 90 .P46 1992 *Interdisciplinary Sourcebook*. Donald E. Phillips. New York: Garland
Pub., 1992.
- HUM/REL REF *Communication Research: Strategies and Sources*. Rebecca B. Rubin, Alan
P 91.3 .R83 1996 M. Rubin, and Linda J. Piele. 4th ed. Belmont, Calif.: Wadsworth Pub.,
1996.
- HUM/REL REF *Women in Communication: a Biographical Sourcebook*. ed. Nancy
P 94.5 .W65 Signorielli. Westport, Conn.: Greenwood Press, 1996.
W667 1996

Broadcast Journalism (call number range: PN1990-PN1993)

- HUM/REL REF *The Facts on File Dictionary of Film and Broadcast Terms*. Edmund F.
P 87.5 .P43 1991 Penney. New York, N.Y.: Facts on File, 1991.
- HUM/REL REF *The Encyclopedia of Television, Cable, and Video*. Robert M. Reed, and
P 87.5 .R44 1992 Maxine K. Reed. New York: Van Nostrand Reinhold, 1992.
- HUM/REL REF *Women and Mass Communications: an International Annotated*
P 94.5 .W65 X68 *Bibliography*. John A. Lent. New York ; Westport, Conn.: Greenwood
1991 Press, 1991.
- HUM/REL REF *Graduate Programs in Journalism and Mass Communications*. David E.
P 91.5 .U5 S86 Summer. Ames, Iowa: Iowa State University Press, 1996.
1996

Print Journalism (call number range: PN4800-PN6000)

- HUM/REL REF *Press and Speech Freedoms in America, 1619-1995 : a Chronology /*
PN 4738 .P74 compiled by Louis Edward Ingelhart. Westport, Conn. : Greenwood
1997 Press, 1997.
- HUM/REL REF *Mass Media Bibliography: an Annotated Guide to Books and Journals for*
P 90 .X1 B55 1990 *Research and Reference*. Eleanor Blum, Wilhoite Blum, and Frances
Goins. 3rd ed. Urbana: University of Illinois Press, 1990.
- HUM / REL REF *Webster's New World Dictionary of Media and Communications*. Richard
P 87.5 .W45 1996 Weiner. New York: Macmillan, 1996.
- PN 4784 .E5 C35 *A Journalist's Guide to the Internet : The Net as a Reporting Tool*.
1999 Christopher Callahan. Boston : Allyn & Bacon, c1999.

Recommended databases for Communications include:

Periodical Indexes

- ComIndex Produced by CIOS (Communication Institute for Online Scholarship),
Electronic *ComIndex* contains references from major communication journals.
database Coverage from 1970, updated annually, and searchable by author,
title, year, or journal.

Communication Abstracts Print and electronic versions	Published every two months since 1978, <i>Communication Abstracts</i> covers major communications related articles, reports and books from a variety of publishers and research institutions, in the areas of general and mass communication, advertising and marketing, broadcasting, communication theory, inter- and intrapersonal communication, organizational communication, journalism, public relations, radio, public opinion, speech and television..
Index to Journals in Communication Studies Print	Edited by Ronald J. Matlon. Annandale, VA: Speech Communication Association, 1992 (2 vols.).
Journalism Abstracts Print	Published by the Association for Education in Journalism and Mass Communications. Covers 1963-. An annual listing of dissertations and theses, it is arranged alphabetically by author's last name. Abstracts are indexed by institution, author, and subject. From 1994 on, publication has the new title: <i>Journalism and Mass Communication Abstracts</i> .
Ethnic News Watch Electronic database	Full-text coverage of magazines, newspapers, newsletters, radio, and TV transcripts from America's ethnic and minority presses. Coverage from 1994.
Gender-Watch Electronic database	A full-text database of publications that focus on the impact of gender across a broad spectrum of subject areas. The database provides in-depth coverage of the subjects that are uniquely central to women's lives, including family, childbirth, birth control, daycare, domestic abuse, work and the workplace, sexual harassment, aging, aging parents, body image, eating disorders and societal roles.
ProQuest Electronic database Available on/off-campus	Covering from 1971, <i>ABI Inform</i> indexes and abstracts articles in business and management with many articles appearing in full-text. Table of contents by sources is also available. PA Research II searches over 1800 popular and scholarly periodicals and selected newspapers in all disciplines with many articles appearing in full text. ProQuest Newspapers indexes the full text of over 300 U.S. and international news sources, including over 150 major U.S. and int'l newspapers.
Academic Search Elite (EBSCO) Electronic database Available on/off-campus	Academic Search Elite (EBSCO) - 1984+ Indexing and abstracts for nearly 2,880 journals and full text for over 1,250 academic, social sciences, humanities, general science, education, and multi-cultural journals. Over half of the journals are peer reviewed. Full text back files as far back as January 1990. Updated daily.
Academic Universe (and LEXIS/NEXIS*) Electronic database Available on/off-campus	Source of electronic information available 24 hours/day, offering news, business, trade, marketing, finance, legal, legislative, entertainment, medical, and regulatory information. Includes newspapers, magazines, wire services, newsletters, company and industry analyst reports, broadcast transcripts and abstracts, etc. It is constantly updated. *NOTE: The full <i>Lexis/Nexis</i> is available in the Business Reference area of the Lee Library, and can be accessed by Communications majors.

Other Related Periodical Indexes

Humanities Index
and Humanities
Abstracts
Print and
electronic
versions
ERIC
Electronic
database
Available on/off-
campus
SSCI
Print

Humanities Index includes 350 journals in archaeology, area studies, art, classics, communications, dance, film, history, linguistics, literature, music, performing arts, philosophy, and religion. From 1974 in the print version. The electronic version, *Humanities Abstracts*, covers from 1984, and is updated monthly.

Educational Resources Information Center (ERIC), with coverage from 1966, indexes and abstracts over 750 education journals and thousands of education related documents. Updated quarterly.

Social Sciences Citation Index (SSCI), indexes over 3,000 major journals in the social sciences, including many communications-related subjects. Issued quarterly and in annual and five-year cumulations. Coverage from 1966.

JSTOR
Electronic
database
Available on/off-
campus
Project Muse
Electronic
database
Available on/off-
campus

Contains journals in full-text going back to their first issue (in some cases to the late 1800's). The articles are retrieved in Adobe Acrobat and so appear as they did when they were originally published.

Indexes the full-text of over 60 scholarly journals in literature, literary theory, and popular culture studies; however, in most cases, only a few of the most recent years of each journal are available in the Project MUSE archives.

Internet Resources

Comserve

Comserve, an online service provided by the CIOS (Communication Institute for Online Scholarship) provides access to news services, position announcements, new books, new research, electronic journals, bibliographies, research articles and hotlines in many areas of the discipline.

Selected Websites
Available on/off-
campus

Selected Communications Web sites collected by the Lee Library's Communications Librarian and faculty at BYU's Communications Department.

Other Resources / Services

Catalogs of Other
Libraries

The library's homepage provides access to the online catalogs of other libraries: academic and public libraries in Utah, and across the United States (including the Library of Congress). BYLINE also connects you to RLIN (the Research Library Information Network) and OCLC (Worldcat), the two largest networked databases of records from major research libraries in the country. BYLINE also links to catalogs of libraries in Asia, Australia and New Zealand, Canada, Mexico and South America, Europe, and the United Kingdom.

HBL
HOMEPAGE
"Catalogs of
Other Libraries"

Interlibrary Loan
3421 HBL

Books or journals not held by the Lee Library may be obtained from other libraries, through the Interlibrary Loan office. Books are sent free of charge. Journal articles are photocopied or scanned and sent as an email attachment

Computer Assisted Research Services (CARS) 3330 HBLL	Mediated searching by trained CARS researchers. Students and faculty have a renewing stipend that they can apply to CARS sessions (undergraduates \$5, graduates \$10, and faculty/staff \$15).
Communications Reference Guide HBLL HOME-PAGE: "Reference Guide"	An online research guide prepared and updated by the Communications Librarian. Includes recommended reference books in Communications, electronic databases, and research strategies for using the Lee Library's catalog and electronic databases.

8. List the newspapers received regularly by the unit. How long are the newspapers kept on file?

The department office receives the Salt Lake Tribune, the (Salt Lake) Deseret News, the (Provo) Daily Herald, USA Today, and the Wall Street Journal. They are kept in the commons room for faculty use and are kept for no longer than a week or two.

The Newsnet newsroom subscribes to the local dailies – the Daily Herald, the Deseret News, and the Salt Lake Tribune – as well as to The Scroll, the student publication of BYU-Idaho and Ke Alaka'i, the student newspaper from BYU-Hawaii. These are kept in a reading area in the editorial director's office for student use.

9. List magazines and periodicals received by the unit. List magazines and periodicals related to journalism and mass communications received by the main library.

The department office receives Time, Newsweek, U.S. News and World Report, Editor & Publisher, Ad Age, and The Chronicle of Higher Education, which are kept in the commons room for faculty use only.

The department also receives a number of scholarly journals, which are shelved for a period of two or three years in the graduate student work room. These include: Journalism & Mass Communication Quarterly, Journalism and Communication Monographs, Journalism & Mass Communication Educator, Journal of Mass Media Ethics, Southwestern Mass Communication Journal, Journal of Communication, Communication Theory, Human Communications Research, Journal of Broadcasting and Electronic Media.

The Newsnet newsroom subscribes to the following periodicals for student use: American Journalism Review, Broadcast & Cable, Columbia Journalism Review, Communications Arts, Consumer Reports, Editor & Publisher, Sports Illustrated, Time, U.S. News & World Report, and Wired.

The Lee Library subscribes to 185 different magazines and journals related to journalism and mass communication, broken down by the following categories:

Journal Titles (a combination of active and inactive subscriptions)

Journalism	38
Broadcasting	45
Mass Media	38

Communications	64
Total	185

The Communications Librarian advises that there might be some overlapping titles among these categories, but any overlap should be offset by the number of Communications journals that he was not able to locate and tag in his search.

- 10. Show evidence of students' use of current periodicals, reference works, databases and other sources of information in the main library and/or unit reading room. Evidence may include library records, reserve checkout records, or assignments from syllabi that would require students to use these resources.**

<u>Book Circulations</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002 (April)</u>
Journalism (PN 4800-6000)	224	513	594	795	230
Broadcasting (PN 1990-1993)	289	575	563	485	169
Mass Media (P 80-99)	731	1,685	1,500	1,471	347
Total Communications (incl. Markt./PR)	1,413	3,113	2,998	2,965	804

Since journals don't actually check-out from the Lee Library, "Journal Circulations" more accurately means the number of times that a journal has circulated in the periodicals room (that is, been taken off the shelf, used, and left somewhere to be reshelfed). The centralized periodicals facility did not start keeping statistics until November 1999, so only complete data for 2000 and 2001 is available:

<u>Journal Circulations</u>	<u>2000</u>	<u>2001</u>
Journalism (PN 4009-4832)	1,403	1,399
Broadcasting (PN 1990-1993)	260	191
Mass Media (P 80-99)	1,384	1,641

Reserve: The reserve section does not yet have the capacity to break down circulation figures by subject; however, they were able to provide the total number of reserve check-outs for Communications Department faculty for the past year: 864.

Standard 9 –
Scholarship, Research, Creative
and Professional Activities

Part II, Section 9 — Scholarship, Research, Creative and Professional Activities

Assessment at Last Visit

The department's record on scholarship is mixed. Some faculty members are quite productive, perhaps among the most productive in the nation. Other faculty are minimally productive. Some of the productivity is quite impressive. For example, one faculty member had chapters in four different books and entries in an encyclopedia, co-edited a scholarly book and presented a paper at ICA in the 1995-'96 academic year. Another had chapters in four different books, presented five papers and published a book review.

The department has made significant strides in scholarship in recent years, hiring several productive new scholars who have significant potential. In addition, the recently-hired director of Communications Research Center sees his job as working with colleagues to help improve faculty productivity. The department's travel policy rewards scholarly productivity by funding travel to present peer-reviewed papers and participate in scholarly meetings.

Some of the department's members are also quite active professionally but, as with scholarship, that activity is limited to about half of the faculty and most them are the active scholars. Their leadership activities include positions in AEJMC, AJHA, BEA, PRSSA, SEJ, and SPJ.

Other faculty participate in a wide range of professional development activities such as working at major advertising agencies for several weeks, teaching at other universities or abroad, or participating in professional workshops.

Overall, the quantity and quality of the unit's scholarly, research and creativity activity is adequate in light of BYU's commitment as a teaching institution.

COMPLIANCE

Developments

The department has made great strides in enhancing faculty productivity in research, creative work and professional activities.

In 2001 the department productivity report reflected a substantial increase in peer-reviewed journal productivity with 21 journal articles, and productivity in 2002 will likely exceed that level. The faculty is active in publishing book chapters, encyclopedia entries and presenting papers at peer-reviewed conferences. Likewise, professional-track faculty contributed to trade publications, which is appropriate for them. This increase in productivity is spread across the faculty.

The faculty are involved a variety of sole-authored research studies as well as collaborative work with faculty in the department, faculty across the university, and with faculty at other institutions.

The quality of the research work has also improved. Steve Thomsen was cited in the Journal of the American Medical Association and Time Magazine in 2001 for his work on magazines and eating disorders. Eliza Tanner had an article published in the Journal of Communication. Quint Randle published an article in Newspaper Research Journal, and Michael Perkins and Ed Adams both had single-authored articles published in Journalism and Mass Communication Quarterly during 2001. Ed Adams and Steve Thomsen each had articles accepted for publication in Journalism and Mass Communication Quarterly for 2002. Many faculty have articles in-press for 2002 and 2003.

Over the past two years, the central administration has been encouraging faculty across the university to engage undergraduate students in research, and a number of faculty have engaged in these student-mentored projects that resulted in conference papers and scholarly publications.

The department has funded a majority of faculty requests to the department's Ashton Research Fund. The requests are reviewed by the Travel, Research and Awards Committee (TRAC). Those that were not funded received feedback from the committee to the faculty on how to strengthen the proposal.

Several faculty have also received research funding available from the College of Fine Arts and Communications.

Faculty received generous travel support to conferences, workshops and conventions. Almost every request to participate in panels or to present papers was funded. All travel requests to attend AEJMC, ICA and BEA were funded.

The faculty are actively involved in scholarly associations. Among the faculty are former heads of the Advertising Division, the Media Management & Economics Division, and the Religion and Media Interest Group of AEJMC. Ken Plowman is head of the Public Relations Division of AEJMC in 2002-2003, and Michael Perkins is vice head of the Law Division in 2002-2003. Dennis Martin is currently serving as secretary of AAA, and Laurie Wilson and Kevin Stoker are actively involved in the Educator's Academy of PRSA. With 11 new faculty on tenure track, the participation in academic and professional associations will likely increase.

Faculty productivity will also likely increase. New faculty were trained at Ph.D. institutions with strong JMC research traditions and came from the University of Alabama, Michigan State University, Ohio University, and the University of Wisconsin.

The Department supports the publication of two journals: the Journal of Mass Media Ethics, co-edited by emeritus professor Ralph Barney, and the Journal of Media and Religion, co-edited by Dan Stout. Several faculty serve on journal editorial boards.

Challenges

While the faculty have accepted the university's challenge to increase the amount and rigor of their research, this presents a practical challenge to the department to maintain the new levels of productivity. With more than half the faculty facing a tenure or promotion decision in the next seven years, there is plenty of motivation for faculty to continue publishing, but the challenge to the department is to create a permanent culture of scholarship, creative and professional productivity that goes beyond the tenure decision.

The department is also still in the early stages of developing the full potential of its professional-track faculty members. While standards have been articulated for creative and professional work by these faculty, the application of the standards will still need to be worked out over the next few years as these faculty pass through the rank and status process.

1. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information.

Ed Adams

Refereed Journal Articles and Proceedings

Edward E. Adams and Gerald J. Baldasty (University of Washington), "Syndicated Service Dependence and a Lack of Commitment to Localism: Scripps Newspapers and Market Subordination," *Journalism and Mass Communication Quarterly*, (Fall 2001).

Edward E. Adams and John V. Bodle (Middle Tennessee State University), "How Readable are Online Campus News Sites?" *College Media Review*, (Fall 2001) in-press.

Edward E. Adams, "The Scripps Corporate Structure: Providing the Basis for a Hostile Takeover and Split of the Company," *Journalism History*, (Summer 2001): 56-63.

Edward E. Adams, "Josephine Scripps: An Early Corporate Newspaper Pioneer," *Southwestern Mass Communication Journal*, (Autumn 1999).

Edward E. Adams, "Scripps Howard's Implementation of Joint Operating Agreements for Market Preservation, 1933-1939," *Journalism History*, 23/4 (Winter 1998): 159-165.

Edward E. Adams, "Combating Advertising Decline in Magazines During WWII: Image Ads Promoting Wartime Themes and the War Loan Drives," *Web Journal of Mass Communication Research*, 1/1 (Spring 1997): 1-8.

Edward E. Adams, "Market Subordination and Chain Preservation: Scripps Howard's Quest for Market Parity and Dominance," *Southwestern Mass Communication Journal*, 12/2 (Spring 1997): 92-104.

Edward E. Adams, "Secret Combinations and Collusive Agreements: The Scripps Newspaper Empire and the Early Roots of Joint Operating Agreements," *Journalism and Mass Communication Quarterly*, 73/1 (Spring 1996): 195-205.

Edward E. Adams and Jack Nelson, (Brigham Young University), "A 'Libelous, Scandalous and Scurrilous Sheet': The Gentile Valley Tan Publishes in Mormon Utah," *Journal of the West*, 35/2 (April 1996): 85-94.

Edward E. Adams, "The Newspaper Business and Anti-competitive Practices During the Gilded Age: A National Trend," *Southwestern Mass Communication Journal*, 11/2 (Spring 1996): 30-42.

Book chapters and Book Reviews

Edward E. Adams, "Forming Alliances with Advertisers," Media Management Casebook, (New York: McGraw Hill, March 2000).

Edward E. Adams, "Advertiser-News Dilemma," Media Management Casebook, (New York: McGraw Hill, March 2000).

Edward E. Adams, "Coming off of Rate Card," Media Management Casebook, (New York: McGraw Hill, March 2000).

Edward E. Adams, "Robert P. Scripps," Dictionary of American Biographies, (London: Oxford University Press, September 1999).

Edward E. Adams, "Alfred Watterson McCann," Dictionary of American Biographies, (London: Oxford University Press, September 1999).

Edward E. Adams, "Ira Copley," Dictionary of American Biographies, (London: Oxford University Press, September 1999).

Edward E. Adams, "Lorenzo Snow," Dictionary of American Biographies, (London: Oxford University Press, September 1999).

Edward E. Adams, "Turner Catledge," Dictionary of American Biographies, (London: Oxford University Press, September 1999).

Edward E. Adams, "Newspaper Preservation Act," topical section in the Encyclopedia of Mass Media History (New York City: Garland Press, 1998).

Edward E. Adams, "E.W. Scripps," topical section in the Encyclopedia of Mass Media History (New York City: Garland Press, 1998).

Edward E. Adams, "Pioneer Radio Stations," topical section in the Encyclopedia of Popular Culture, (New York: Garland Press, 1997).

Edward E. Adams, "Frank Conrad and KDKA," topical section in the Encyclopedia of Popular Culture, (New York: Garland Press, 1997).

Book Review, E.W. Scripps and the Business of Newspapers, for Business History Review, published by the Harvard School of Business, Winter 1999.

Book Review, Just the Facts: How Objectivity Came to Define American Journalism, for Journalism History, Winter 1999.

Book Review of William Randolph Hearst: The Early Years, for Journal of West, Spring 1999.

Book Review of Those Yellow Dog Days: Frontier Journalism in Arizona, for Journal of West, Winter 1997.

Book review of The Chain Gang: One Newspaper vs. the Gannett Empire, for American Journalism, (Autumn 1996) 13/3: 377.

Papers

Edward E. Adams and John V. Bodle (Middle Tennessee State) "Readability of Online News: A Comparison of Broadcast and Print Websites," AEJMC Southeast Colloquium, Charlotte, N.C., March 3, 2000.

Sherry Baker, Michael Perkins, Mary Beth McMurray, and Edward E. Adams, "Pick on Someone your Own Size: A Call for Marketers to Stop Advertising to Children," Association for Practical and Professional Ethics, March 2, 2000, Cincinnati, Ohio.

Sherry Baker, Michael Perkins, Mary Beth McMurray, and Edward E. Adams, "Pick on Someone your Own Size: A Call for Marketers to Stop Advertising to Children," Media Ethics Colloquium, October 2000, Park City, Utah.

Edward E. Adams, "Collusion and Price Fixing in the American Newspaper Industry, 1890-1910: A National Trend," presented to the History Division of AEJMC, August 12, 2000, Phoenix, Ariz.

Edward E. Adams, "The Rise of Corporate Journalism: Providing the Basis for a Hostile Takeover and the Split of the Scripps Newspaper Empire," presented to the Media Management and Economics Division of AEJMC, August 11, 2000, Phoenix, Ariz.

Edward E. Adams and Gerald J. Baldasty (University of Washington), "Syndicated Service Dependence and a Lack of Commitment to Localism: Scripps Newspapers and Market Subordination," presented to the Media Management and Economics Division of AEJMC, August 11, 2000, Phoenix, Ariz.

Edward E. Adams, "'The Advertising Giant is Tottering:' The Effects of the Political, Economic and Social Climate of World War II on the Advertising Industry," presented to the West Coast Historians Conference, February 25, 2000, Berkeley, Calif.

Edward E. Adams, "The Rise of Corporate Journalism: Providing the Basis for a Hostile Takeover and the Split of the Scripps Newspaper Empire," presented to the West Coast Historians Conference, February 25, 2000, Berkeley, Calif.

Edward E. Adams and John V. Bodle (Middle Tennessee State) "Print and Broadcast News Websites: A Comparative Readability Study," presented to the AEJMC Media Management & Economics/Comm Tech and Policy Mid-year Conference, February 25, 2000, Denver, Colo.

Edward E. Adams, "Syndicated Service Dependence and a Lack of Commitment to Localism: Scripps Newspapers and Market Subordination," Annual Conference of the Southwest Education Council for Journalism and Mass Communication (SWECJMC), Jonesboro, Ark., November 12, 1999.

Edward E. Adams and John V. Bodle (Middle Tennessee State) "Readability of Online Campus News Sites," College Media Advisors, Atlanta, Ga., October 29, 1999.

Edward E. Adams, "Josephine Scripps: A Modern-day Newspaper Chain Owner," paper presented to the Southwest Education Council for Journalism and Mass Communications (SWECJMC) annual conference, El Paso, Texas, November 6, 1998. Won honorable mention.

Edward E. Adams and John V. Bodle (Middle Tennessee State), "Gender, Scholarship and AEJMC: How Well are Women Doing: A Ten-Year Study," paper presented to the Commission on the Status of Women of the Association for Education in Journalism and Mass Communications (AEJMC), Annual Convention, Chicago, Ill., August 1, 1997.

Edward E. Adams, "Using Trade Magazines as a Textbook for Media Management Courses," paper presented to the Media Management & Economics Division of the Association for Education in Journalism and Mass Communications (AEJMC), Annual Convention, Chicago, Ill., August 1, 1997.

Edward E. Adams, "An Early Hostile Corporate Takeover: The Split of the Scripps Newspaper Empire, 1920-1922," paper presented to the History Division of the Association for Education in Journalism and Mass Communications (AEJMC), Annual Convention, Chicago, Ill., July 30, 1997.

Edward E. Adams, "Market Subordination and Chain Preservation: Scripps Howard's Quest for Market Parity and Dominance," paper presented to the Southwest Education Council for Journalism and Mass Communications (SWECJMC) annual conference, Monroe, La., November 8, 1996.

Panels

Panelist, "The Legacy of Huey Long," panel discussion for the Law and History Divisions of the Association for Education in Journalism and Mass Communications (AEJMC), Annual Convention, New Orleans, La., August 6, 1998.

Panelist, "Start-up Management for Religion Media," panel discussion for the Religion & Media Interest Group of the Association for Education in Journalism and Mass Communications (AEJMC), Annual Convention, Chicago, Ill., July 30, 1997.

Panelist, "How to Get Published in Academic Journals," an AEJMC panel discussion sponsored by the Graduate Student Interest Group of the Association for Education in Journalism and Mass Communications (AEJMC), Annual Convention, Anaheim, Calif., August 13, 1996.

Professional activities

Journal Editorial Board for Journalism History, 2001-present.

Journal Editorial Board for Media History Monographs, 1997-present.

Committee Member. AEJMC Publications Committee, October 1998-October 2001. This committee oversees publication of the following four journals: Journalism and Mass Communication Quarterly, Journalism and Mass Communication Educator, Journalism and Communication Monographs, and Journalism and Mass Communication Abstracts.

President, Southwest Education Council for Journalism and Mass Communication (SWECJMC), November 1998-October 1999.

Manuscript reviewer for The Historian, October 1998.

President-Elect, Southwest Education Council for Journalism and Mass Communication (SWECJMC), November 1997-October 1998.

Head, AEJMC Media Management & Economics Division, Association for Education in Journalism and Mass Communication (AEJMC), August 1997-August 1998.

Chair, Membership Committee, Association for Education in Journalism and Mass Communication (AEJMC), October 1997-October 1998.

Editorial Board for Southwestern Mass Communication Journal, 1996-1997.

Committee member, Publications Technology Subcommittee of the Association for Education in Journalism and Mass Communication (AEJMC). October 1996-October 1998.

Manuscript reviewer for American Journalism, March 1998.

Judge, papers submitted to the 1998 AEJMC Graduate Education Interest Group mid-year conference. Reviewed papers during February 1998.

Judge, papers submitted to the 1997 SWECJMC Southwest Symposium. Reviewed papers during September 1997.

Vice President, Southwest Education Council for Journalism and Mass Communication (SWECJMC), October 1996-1997.

Manuscript reviewer for Journal of the West, March 1997.

Vice Chair, AEJMC Media Management & Economics Division, August 1996-August 1997.

Co-editor, Media History Monographs a quarterly journal, February 1996-December 1997.

Manuscript reviewer for Media Management Review, February 1996.

Member, Membership Committee, Association for Education in Journalism and Mass Communication (AEJMC), October 1995-October 1998.

Judge, AEJMC Media Management & Economics division for papers submitted to the 1997 annual convention. April 1997.

Research Chair, AEJMC Media Management & Economics Division, August 1994-August 1996.

Judge, AEJMC Media Management & Economics division for papers submitted to the 1996 annual convention. April 1996.

Manuscript reviewer, Journal of Media Economics, April 1996.

Sherry Baker

Refereed Journal Articles and Proceedings

"The TARES Test: Five Principles for Ethical Persuasion (The Moral End and Boundaries of Professional Persuasive Communications)" Authors: Sherry Baker and David L. Martinson, Journal of Mass Media Ethics, Vol. 16, Numbers 2 & 3, Summer 2001.

"The Theoretical Ground for Public Relations Practice and Ethics: A Koehnian Analysis"
Author: Sherry Baker, *Journal of Business Ethics*, Winter 2001.

"Five Baselines for Justification in Persuasion" Author: Sherry Baker, *Journal of Mass Media Ethics*, Volume 14, Number 2, Summer 1999, pp. 69-81 (Lead article)

"The Entitlement Model: A Morally Bankrupt Baseline for Justification of Marketing Practices" Author: Sherry Baker, *Research in Marketing*, Special Edition: Theoretical Foundations in Marketing Ethics, Volume 15, 1999, pp. 1-23 (Lead article)

"Applying Kidder's Ethical Decision-Making Checklist to Media Ethics" Author: Sherry Baker, *Journal of Mass Media Ethics*, Volume 12, Number 4, 1998, pp. 197-210 (Lead article)

"The Changing Shape of Chinese Broadcast Journalism in the Market Economy: Practitioners' Perspectives at the Turn of the Century" Authors: Sherry Baker, Scott C. Hammond, Gao Hongmei, James Li, 2001 Manchester International Broadcast Symposium, Sue Ralph and Tim Lees, Editors, University of Luton Press: Manchester, United Kingdom (in press).

"Beyond the Margins of the Western Media Research Paradigm: An Analysis of Crisis Media Coverage in China" Authors: Scott Hammond, Sherry Baker, Kim Farah, 2001 Manchester International Broadcast Symposium, Sue Ralph and Tim Lees, Editors. University of Luton Press: Manchester, United Kingdom (in press).

"'Come Right In,' Said the Spider to the Fly: The Poverty of the Entitlement Model in Public Relations" Author: Sherry Baker, *Business Research Yearbook: Global Business Perspectives*, Volume V, pp. 711-715, 1998.

Peer-Reviewed Academic Conference Papers

March 2, 2001, "Target Only the Parents and Caregivers: A Morally Responsible Maxim for Marketing Young Children's Products" Authors: Sherry Baker, Edward E. Adams, Michael Perkins and Mary Beth McMurray Fortunato, Presented by: Edward E. Adams, Association for Practical and Professional Ethics. Cincinnati, Ohio

Oct. 13, 2000, "Pick on Someone Your Own Size: A Call for Marketers to Stop Targeting Kids" Authors: Sherry Baker, Edward E. Adams, Michael Perkins and Mary Beth McMurray Fortunato, Presented by: Mary Beth McMurray Fortunato, Colloquium 2000, Twisted Words/Straight Talk: Persuasion in the Open Marketplace, Park City, Utah.

Aug. 5, 1998, "A Foundation for Research: Five Baselines for Justification of Professional Persuasive Communication Practices" Author: Sherry Baker, Presented by: Sherry Baker, Media Ethics Interest Group, Association for Education in Journalism and Mass Communication, Baltimore, Maryland.

Oct. 13, 1997, "Frames in Claims Clothing: A Qualitative Method for the Identification of Frames in Newspaper Texts" Author: Sherry Baker, Presented by: Sherry Baker, Conference on Framing in the New Media Landscape, The Center for Mass Communications Research, College of Journalism and Mass Communication, University of South Carolina, Columbia, South Carolina.

May 23, 1997, "Speaking of the Hmong: The Construction of Public Opinion about Hmong Newcomers in Fresno Through Shared Narratives and Parallel Systems of Community

Discourse" Author: Sherry Baker, Presented by: JoAnn Valenti, Language and Social Interaction Division, International Communication Association (ICA), Montreal, Canada.

Apr.25, 1997, "The Hmong in The Bee: A Textual Analysis of Five Years of Stories about Hmong Immigrants in The Fresno Bee," Author: Sherry Baker, Presented by: Sherry Baker, Western Social Science Association, 39th Annual Conference, Albuquerque, New Mexico.

Book Chapters and Book Reviews

"Ethics in Media, Overview" Encyclopedia of International Media Communications, Academic Press, Authors: Sherry Baker and Michael Perkins (Invited chapter to be published 2002)

"Should a Personal Tragedy Be Aired?" Authors: Russell H. Mouritsen and Sherry Baker, Case Studies in Media Management, Second Edition, Edited by Russell H. Mouritsen, Boston, McGraw-Hill, 2001.

"Utah Woman's Press Club, 1891-1928" Author: Sherry Baker, Women's Press Organizations, 1881-1999, Edited by Elizabeth V. Burt, Westport, Connecticut: Greenwood Publishing Group, Inc., 2000

"Creative Ethical Thinking in Canada" Author: Sherry Baker, Review of: Deadlines and Diversity: Journalism Ethics in a Changing World by Valerie Alia, Brian Brennan and Barry Hoffmaster (eds.). Journal of Mass Media Ethics, Volume 13, Number 3, p. 199, 1998.

Professional Activity

Member, Editorial Board, Journal of Media and Religion (2001-present)

Reviewer for article on public relations ethics in Journal of Mass Media Ethics (Fall 2001)

Paper Judge, Media Ethics Division, AEJMC (Winter 2001)

Paper Judge, Cultural and Critical Studies Division, AEJMC (Winter 2001)

Reviewer: "Public Relations" chapter for Encyclopedia of International Media and Communications. Academic Press: Harcourt. (Fall 2000)

Paper Judge, Media Ethics Division, AEJMC (Spring 2000)

Paper Judge, Media Ethics Division (Southeast Colloquium, AEJMC) (Winter 2000)

Text Evaluator for: Media Ethics: Issues and Cases by Patterson and Wilkins. McGraw-Hill (Fall 1999)

Speaker, "Public Relations Ethics," PRSSA (Public Relations Student Society of America) conference, (Oct. 1999)

Ethics Expert/Advisor at PRSSA Career Expo, (Oct. 1999)

Judge and/or Moderator, National Intercollegiate Ethics Bowl Competition (APPE 1997, 1998, 1999, 2000)

Paper Judge, Religion in Media Interest Group (AEJMC 1999) Paper Judge, Qualitative Studies Division (AEJMC 1999)

Chair, Papers Session on Mass Media Ethics (APPE, 1999)

Group Discussion Leader on Keynote Address (APPE, 1999)

Co-Chair, Committee to Increase Professional Ties, Media Ethics Interest Group, AEJMC (1998)

Referee judge (blind review) for Research in Marketing special edition on ethics

Judge, Carol Burnett/University of Hawaii/AEJMC Competition for Student Papers on Journalism Ethics (May 1997).

Dale Cressman

Scholarly Presentations and Proceedings

Dale Cressman. "Preaching, Practicing, and Publishing Oral History." Panel participant for the American Journalism Historians Conference, October 4, 2001, San Diego.

Dale Cressman. "Perfecting Performance: A Vision to Teach." Panel participant for the Association for Education in Journalism and Mass Communication Conference, August 4, 2001, Washington, D.C.

Dale Cressman. "Family History on Video and on the Cheap," Presentation for the "Lives of the Saints: Writing Mormon Biography and Autobiography" Conference sponsored by the Joseph Fielding Smith Institute for LDS History at Brigham Young University, March 17, 2001.

Dale Cressman. "Fighting for Access: Elmer Lower's Feud with NASA." Paper presented to the American Journalism Historians Conference, October 7, 2000, Pittsburgh.

Dale Cressman. "Coffee Drinking, Branding, and Overnights: A Participant-Observer's Retrospective Analysis of a Third-Placed Television Station." Paper presented to the Broadcast Education Association Conference, April 9, 2000, Las Vegas.

Dale Cressman. "Family Life or a Broadcast Career." Panel moderator for Broadcast Education Association Conference, April 1999, Las Vegas.

Dale Cressman. "What's Happening with Resume Reels." Panel participant for Broadcast Education Association Conference, April 1999, Las Vegas.

Dale Cressman. "Connecting with the Communication Curriculum: Public Telecommunications as a Force in the Academy." Paper presented to the Western States Communication Association Conference, February 22, 1999, Vancouver.

Dale Cressman. "I'm in TV News: Do I Need An Agent?" Panel moderator for Society of Professional Journalists Conference, October 24, 1998, Los Angeles.

Dale Cressman. "Mentoring Students in TV News." Panel participant for the Society of Professional Journalists National Conference, October 23, 1998, Los Angeles.

Dale Cressman. "How to Make Your Student Newscast a Success." Panel participant for the Broadcast Education Association National Conference, April 1998, Las Vegas.

Dale Cressman. "Who Built ABC News? A Review of the Elmer Lower Years." Paper presented to the Western Journalism Historians Conference, February 1998, Berkeley.

Dale Cressman. "Producing Producers: Filling a Critical Need in the TV Newsroom via the Classroom." Panel participant for the Association for Education in Journalism and Mass Communication Conference, August 1996, Los Angeles.

Dale Cressman. "Using the Internet for Newsgathering." Presented to the Rocky Mountain Collegiate Media Association Conference, March 23, 1996, Colorado Springs.

Kay Egan

Refereed Journal Articles and Proceedings

K.S. Egan ((2000) "I Once Owned a Radio Station in California." Paper presented at the 30th University of Manchester International Broadcasting Symposium March 1999, in Is Regulation Still and Option in a Digital Universe? Eds. Tim Lees, Sue Ralph and Jo Langham Brow. University of Luton Press, Bedfordshire, U.K.,153-160.

K.S. Egan (1999) "Wypadanie Zgry. O malejacej obecności kobiet w przekazach Informacyjnych" ("Dropping out of the Game: The diminishing presence of women in the media." Mass Media w Społeczeństwie Obywatelskim. Eds. Pod Redakcją and Elżbieta H. Oleksy, Wydawnictwo Uniwersytetu Łódzkiego, Łódź.

K.S. Egan (1998) "What Comes after X?" in Youth and the Global Media, Current Debates in Broadcasting 8, Paper presented at the 29th University of Manchester Broadcasting Symposium, 1998. Youth and the Global Media, Eds. Sue Ralph, Jo Langham Brown, and Tim Lees, University of Luton Press, Bedfordshire: U.K..

K.S. Egan (1998) "What Price Creativity?" in What Price Creativity? Current Debates in Broadcasting 7, Papers from the 28th University of Manchester Broadcasting Symposium, 1997. Eds. Sue Ralph, Jo Langham Brown and Tim Lees. John Libbey Media, University of Luton, Luton Press: Great Britain.

K.S. Egan (1996) Flexible mentoring: Adaptations in style for women's ways of knowing. Journal of Business Communications, 33, (4) October, 1996, 401-419.

Book Chapters and Book Reviews

K.S. Egan (2000) Book Review, Ellis, John, Seeing Things: Television in the Age of Uncertainty, London: I.B. Tauris. In Journal of Communication, 50 (4) 209-212.

K.S. Egan (2000) Radio station programming research, Encyclopedia of Radio. Chicago: Fitzroy Dearborn

Scholarly Presentations

K.S. Egan (1999) "Romantic Truth Construction from Dialogues through Time and Narrative: How Romance Writers and their Readers Refigure the Fantasy." Popular Communication Division, International Communication Association, San Francisco, Ca. May, 1999.

K.S. Egan (1999) "Truth-telling: Some Ethical and Economic Considerations of Media Creator/Audience Dialogues," accepted as a Top Five Paper for presentation to the Communication Theory Divisions at the Southern States Communication Association and Central States Communication Association 1999 joint convention, St. Louis Missouri.

K.S. Egan (1999) "Configuring the Authentic: Television Writer/Producer Dialogues with Audiences," Electronic Communication and Culture Area, Popular Culture Association and American Culture Association Annual Conference, San Diego, CA. March 31-April 3, 1999.

K.S. Egan (April 2-4, 1998) "Youth and the Global Media: What comes after X?" Paper presented at the University of Manchester Broadcasting Symposium, Manchester, England.

K.S. Egan (April 9, 10, 1997) "What Price Creativity? Dateline, X-Files, and Touched by an Angel in a World of Ratings, Shares and Tonnage" and "The Search for Personal Identity in the Converged Newsroom." Papers presented at the University of Manchester Broadcasting Symposium, Manchester, England.

K.S. Egan (June 27, 1996) "Tempered by Steel, Dances with Wolves, or An Iron Hand in a Velvet Glove: Different Mentoring Styles for AWRT Women. Panelist for American Women in Radio and Television, national convention, Naples, Florida.

Tom Griffiths

Panels

Panel, Broadcast Educators Association, Las Vegas, 2002

Panel, Broadcast Educators Association, Las Vegas, 2001

Panel, Broadcast Educators Association, Las Vegas, 2000

Scott Hammond

Refereed Journal Articles and Proceedings

Scott Hammond, Daniel Petersen, Steven Thomsen. Journalism and Mass Communication Educator, "Print, Broadcast and Online Convergence in the Newsroom." Summer 2000.

Scott Hammond, Yeo Kee Meng. SIETAR International Journal, "Dialogic Problem Solving in Culturally Complex Groups." Volume 1, Issue 1, 1999.

Kay Egan, Scott Hammond. 1997 Manchester Broadcast Symposium, "What About the Worker?: The Search for Identity in the Converged Newsroom," University of Manchester, United Kingdom.

Scott Hammond, William Porter. 1997 Manchester Broadcast Symposium "The Coming of the New Media Organization: Organizational Convergence and News Content in Integrated Newsroom in the United States," University of Manchester, United Kingdom.

Paper Presentations

Dan Peterson and Scott C. Hammond, "A Converged Media: Identity and Commitment within a Newsroom" American Association of Behavioral and Social Sciences, Las Vegas, Feb. 2-4, 1999

Scott C. Hammond, "Communicating Across Boundaries: Paradigms as Conceptual Fractals," Organizational Communication Division of the International Communication Association, Jerusalem, Israel, 1998.

Scott C. Hammond, "Crossing the Boundaries of Mass Communication: A Policy Analysis of Government Roles in Television Programming in a Global Media Economy," a panel presentation to the Communication Law and Policy Division of the International Communication Association, Jerusalem, Israel, 1998.

Joseph Straubhaar and Scott C. Hammond, "Complex Cultural Systems as Cultural Hybridization," Intercultural and Development Communication Division of the International Communication Association, Jerusalem, Israel, 1998.

Scott C. Hammond, "Paradigms as Conceptual Fractals," Organizational Theory Division of the International Academy of Business Development Conference, San Francisco, CA, 1998.

Scott C. Hammond, Yeo Kee Meng, and Robyn Fearon, "Dialogic Transcendence in Cross Cultural Organizations," International Business Division of the International Academy of Business Development Conference, San Francisco, CA, 1998.

Joseph Straubhaar and Scott C. Hammond, "Complex Cultural Systems and Emergent Cultural Hybridization," Conference on Communication and Self-Organizing Systems, Alta, UT, 1997.

Scott C. Hammond, "The Rhetorical Patterns of Dialogue: Transcendence in the Global Community," International Communication Association, Montreal, Canada, 1997.

Scott C. Hammond and William Porter, "The Coming of the New Media Organization: Organizational Convergence and News Content in Integrated Newsrooms in the United States," 25th Annual Manchester Broadcast Symposium, University of Manchester, UK, 1997.

Kathryn S. Egan and Scott C. Hammond, "What About the Worker?: The Search for Identity in the Converged Newsroom," 25th Annual Manchester Broadcast Symposium, University of Manchester, UK, 1997.

Scott C. Hammond, "Panopicon as a Power Fractal: Foucault and Complexity Theory," Conference on Communication and Self-Organizing Systems, Alta, UT, 1997.

Rich Long

Book Chapters

"An Industry Perspective on Risk and Stigma," in *Risk, Media and Stigma*, London: Earthscan 2000; edited by Dr. James Flynn, Dr. Paul Slovic and Dr. Howard Kunreuther, 2000.

Two case histories for Dr. Russell H. Mouritsen's *Case Studies in Media Management* (Second Edition), McGraw-Hill, 2000: "A Public Relations Disaster" and "Crisis Management in a School Shooting: A Public Relations Challenge."

Professional Articles

"Romance by the Potomac?" *The Public Relations Strategist*, Winter 2001.

"Seven Needless Sins of Crisis (Mis)management," *Public Relations Tactics*, August 2001.

"Crisis Management in a Time of Violence," *The Public Relations Strategist*, Summer 2001.

"The Cell: An Inside Look at the Death Penalty," *Public Relations Tactics*, May 2001 (cover story).

"Why Don't We Refuse to Tolerate School Bullies?" *The Salt Lake Tribune*, Opinion Section, March 25, 2001.

"Realistic Drills Enhance Survival In Crises," *Public Relations Tactics*, January 2001.

"Benchmarking as Crisis Planning," *The Green Book: A Guide to Public Relations Service Companies* (Public Relations Society of America), December 2000.

Contributor, "When Your Company is Choosing a PR Agency," *PR Week*, Oct. 9, 2000.

"The Healing Continues at Texas A&M," *Public Relations Tactics*, September 2000 (cover story).

"Nation Looks to Chambers for Crisis Management," *Chamber Executive* (publication of the American Chamber of Commerce Executives), August 2000.

"During Time of Tragedy, Alaska Airlines Turns to the Internet," *Public Relations Tactics*, July 2000.

"Benchmarking as Crisis Planning," *Public Relations Tactics*, February 2000.

"America's Schools Cry Out for PR Support," *Public Relations Tactics*, September 1999.

Professional Lectures and Speeches

Bluegrass Chapter, Public Relations Society of America, Annual Skills Conference, Louisville, KY, Nov. 8, 2001.

Center for Crisis Communications and Litigation Studies, Lehigh University, Bethlehem, PA, Oct. 3, 2001.

"The Fall and Rise (?) of Coca-Cola," Sam Houston State University, Huntsville, TX, Feb. 8, 2001.

"Sharing the (Information) Wealth," Greater Salt Lake Chapter, Public Relations Society of America, June 2000.

"Preparing for the Unthinkable," Utah Valley Chapter, Public Relations Society of America, June 1999.

"Toxics Release Inventory – Learning from Other Industries," Toxics Release Inventory Implementation for Electric Utilities, Edison Electric Institute, Dallas, Sept. 9, 1997.

"An Industry Perspective on Risk and Stigma," Annenberg Conference on Risk, Media and Stigma, The Wharton School, University of Pennsylvania, Mar. 23, 1997.

Dennis Martin

Refereed Journal Articles and Proceedings

"In Search of the Golden Mean: Impact of Computer Technologies on the Media Planning Course, Journal of Advertising Education, Spring 2002.

D.G. Martin and S. Sengupta. "Turning the Domino Theory Upside Down in Asia: Advertising and Singapore's Cultural Evolution," Asian Journal of Communication, December 1998.

Book Reviews

Review of Technology as Magic: The Triumph of the Irrational, The Ellul Forum #27, 2001.

Intellectual Properties

Martin, Dennis G. and Robert D. Coons, Media Flight Plan Plus, Text & Workbook, Deer Creek Publishing, Provo, Utah, 2001.

Doug McKinaly

Professional articles

Utah Business Magazine, November, 2000, "Behold the Brand"

Russell H. Mouritsen

Refereed Journal Articles and Proceedings

"The Telecommunications Act of 1996: Five Years Later," Russell H. Mouritsen, Business Research Yearbook, Volume IX, 2002, pp. 672-676

"Web Analysis: A Cross National Study," Rosella Scarpiello and Russell H. Mouritsen, *Integrated Marketing Communications Research Journal*, Spring/Summer, 2002, Volume 8.

"The Telecommunications Act of 1996: Relationships to Functional Theory," Russell H. Mouritsen, *Perspectives Journal*, Proceedings of AABSS, 2002.

Instructional Textbooks

Case Studies in Media Management, Russell H. Mouritsen, McGraw Hill, Inc., New York, NY, Second Edition 2002.

Case Studies in Media Management, Russell H. Mouritsen, McGraw Hill, Inc., New York, NY, 2000.

Case Studies in Telecommunications Management, Russell H. Mouritsen, McGraw Hill, Inc., New York, NY, 1997.

Scholarly Presentations

April 3, 2002 "The Telecommunications Act of 1996: Five Years Later, Academy of International Business Disciplines, Marina Del Rey, California.

May 19, 2000 "Using Opinion Research to Promote Moldovan Privatization through Mass Media," Karl Geoffrey Feld, and Russell H. Mouritsen. Presented at the American Association for Public Opinion Research in Portland Oregon.

February 10-16, 2000 "The Support Network Assessment and Strengthening Project," A Marketing and Promotions Seminar, presented to Business Service Institutions, sponsored through United States Agency for International Development, Moscow, Russia.

January 25, 2000 "The Influence of Mass Media on Privatization in Moldova," American Society of Behavioral and Social Science Association, Las Vegas, Nevada.

January 20, 1999 "Impact of the Telecommunications Act of 1996." American Society of Behavioral and Social Science Association, Las Vegas, Nevada.

Allen Palmer

Refereed Journal Articles and Proceedings

"Fires of Discontent: Religious Contradictions in the Origins of the Black Press in America," (co-author Hyrum Laturner). *American Journalism*.

"Negotiation and Resistance in Global Networks: The 1884 International Meridian Conference," *Mass Communication and Society*, 2002, 5(1), 7-24.

"Mass Communication and the Problem of Standardization of Space and Time in the Public Sphere," *Siit 2001 Proceedings*, pp. 255-262, International Center for Standards Research, Univ. of Colorado at Boulder (2001).

"Primitives Among Us: The Paradox of the Tasaday and other Lost Tribes," *Science Communication*, 21 (3) pp. 223-243, March 2000.

"Tammany Hall on the Seine: Gregory J. Newell and the 1984 U.S. Withdrawal from UNESCO," *Journal of International Communications*, December 1996, 3, pp. 76-93.

Book Chapters

"Following the Historical Paths of Global Communication," in Y. Kamalipour (Ed.), *Global Communication*, pp. 1-20, Wadsworth Publishing, 2001.

"Islam and Western Culture: Navigating Terra Incognita," with Abdullahi A. Gallab in D. Stout and J. Buddenbaum (Eds.) *Religion and Popular Culture; Studies on the Interaction of World Views*, pp. 109-123, Ames: Iowa State University Press, 2001.

"American TV Through the Eyes of German Teenagers," with Thomas K. Hafen, in Y. Kamalipour (Ed.), *U.S. Image Around the World* pp. 135-46, New York: State Univ. of New York Press (1998).

"Reinventing a Democratic Press in Benin," in F. Eribo (Ed.) *Press Freedom and Communication in Africa*, Lawrenceville, NJ: Africa World Press, 1997, pp. 243-261.

"The Arab Image in Political Cartoons," in Kamalipour, Y.R., (ed.), *The U.S. Media and the Middle East: Image and Perception*, Westport, Conn.: Greenwood Press, 1995. ("Book of the Year" by the Speech Communication Association, Nov. 1996).

Scholarly Presentations

"Global Transparency and Hidden Transcripts: International Media Portrayals of the Kosovo Crisis," *International Association of Mass Communication Research*, Barcelona, Spain, July 20, 2002.

"The Global Grid: Time as an Instrument of International Communication and Control," Conference on "The Future and Implications for Global Mass Media," Spokane, WA, July 12-13, 2002.

"Beyond Antipathy: A Dialogic Approach to Conflict Between Arab and Western Cultures," Arab Stereotypes Conference, Beirut Institute for Media Arts, Lebanese American University, Beirut, Lebanon, Nov. 5-9, 2001.

"Mass Communication and the Problem of Standardization of Space-time in the Public Sphere," Siit2001 Conference, International Center for Standards Research, Univ. of Colorado, Boulder. Oct. 3-5, 2001.

"Negotiation and Resistance in Global Networks: The 1884 International Meridian Conference," *Global Fusion 2000*, Oct. 13-16, 2000, St. Louis, MO.

"Information Has No Borders," *International Forum Series*, David M. Kennedy Center, Jan. 13, 1999, BYU, Provo, UT.

"The Role of Hate Radio in 1994 Rwanda Genocide," *African Studies Association*, Chicago, Oct. 29-Nov. 1.

"Converging Social and Natural Frames in News," Conference on Framing in the New Media Landscape, Oct. 13-14, Univ. of South Carolina, Columbia, S.C.

"Free at Last? Religious Contradictions in the Origins of the Black Press in America," Association for Education in Journalism and Mass Communication. History Division. Chicago, July 1997. (Co-author BYU undergraduate Hyrum Laturner).

"Escalation of Media Discourse About Nature: News From the Amazon Rain Forest," Conference on Communication and the Environment, July 26-29, 1997, Syracuse University, New York.

Book Chapters and Book Reviews

Review of Fruitless Trees: Portuguese Conservation and Brazil's Colonial Timber, *Environmental History Review*, Jan. 2002, Vol. 7, 1, pp. 127-129.

"Managing Convergence of New Technology in the New Magazine Marketplace," in R. Mouritsen, pp. 5-8, *Case Studies in Media Management* (2nd Ed.), McGraw Hill, 2001.

Review of Entertainment-Education: A Communication Strategy for Social Change, by Arvind Singhal and Everett M. Rogers. *Journal of International Communication* (2000).

Review of The Tropical Timber Trade Regime by Fred P. Gale, *Environmental History Review* (in press 2000).

Review of Media Scandals: Morality and Desire in the Popular Culture Marketplace by James Lull and Stephen Hinerman. *Journalism and Mass Communication Quarterly*, Summer 1998, Vol. 75, No. 2, pp. 431-2.

Professional Activities

Seminar leader, sponsored lecture tour for U.S. Information Agency, Philippines, September-October 1998.

Faculty Fellowship, American Society of Newspaper Editors, Institute for Journalism Excellence, Reston, VA, June-August 1998.

Michael Perkins

Refereed Journal Articles and Proceedings

"International Law and the Search for Universal Principles in Journalism Ethics," in press, *Journal of Mass Media Ethics*, 17/3, fall 2002.

"Freedom(s) of the Press in Latin America: Reconciling Societal and Individual Rights in International Law," *Gazette: The International Journal of Communications Study*, Vol. 64, No. 1 (Winter 2002). Refereed. (Lead article in this issue.)

"Violence against the Press in Latin America: Protections and Remedies in International Law," *Journalism and Mass Communication Quarterly*, Vol. 78, No. 2 (Summer 2001)

"International Human Rights and the Collegiation of Journalists: The Case of Costa Rica," *Communication Law & Policy*, Vol. 4, No. 1 (Winter 1999).

"Witness for the Plaintiff: Ethical Considerations for Being a Libel Plaintiff's Expert Witness," *Journal of Mass Media Ethics*, Vol. 12, No. 2 (Fall 1997). Refereed. (Lead article in the issue.)

Book Chapters and Book Reviews

Review of *Freedom of Speech in Australian Law: A Delicate Plant*, *Journalism and Mass Communication Quarterly*, Spring 2002, 79/1.

"Legalities and Liabilities," chapter in *The Enduring Medium: Magazine Strategies and Applications* by Patricia Prijatel and Sammye Johnson, NTC/Contemporary Publishing Company, 1999.

Scholarly Presentations

"Cultural Pluralism, Human Rights and Freedom of Expression," International Communications Association, Seoul, Korea, July 2002.

"Culture, International Human Rights and Freedom of the Press in Latin America," ICC 2001: International and Intercultural Communications Conference, March 2001, University of Miami.

"Pick on Somebody Your Own Size: A Call for Marketers to Stop Targeting Children," Association for Practical and Professional Ethics, Cincinnati, Ohio, March 2001. Refereed.

"International Law and the Democratization of Media in Latin America," ASJMC mid-year meeting, Mexico City, January 2001.

"Pick on Somebody Your Own Size: A Call for Marketers to Stop Targeting Children," *Twisted Words/Straight Talk: The Ethics of Persuasion in the Open Marketplace*, Park City, Utah, October 2000.

"Violence against the Press in Latin America: Protections and Remedies in International Law," Association for Education in Journalism and Mass Communication, Phoenix, August 2000. Refereed.

"International Human Rights Law and Violence against Journalists in Latin America," International Communication Association, Acapulco, Mexico, June 2000. Winner of top-three faculty paper. Refereed.

Professional activity

Respondent, Scholar-to-Scholar session, law division, AEJMC, Miami, August 2002.

Respondent, "Right of Reply and Access to the Media: An International and Comparative Assessment," International Communications Association, Seoul, Korea, July 2002.

AEJMC Law Division clerk (newsletter editor), elected at August 2001 convention in Washington, D.C. (Clerk becomes the division vice-head the following year, and division head the third year.)

Organizing Committee Chair, Journal of Mass Media Ethics/Department of Communications Ethics Colloquium Series conference: Twisted Words/Straight Talk: The Ethics of Persuasion in the Open Marketplace, Park City, Utah, October 2000.

Referee, AEJMC Media Ethics Division research paper competition, 2000, 2001.

Site-team member, ACEJMC reaccreditation visit to Texas Tech University, 1998

Alf Pratte

Refereed Journal Articles and Proceedings

"Media Associations Driven by Economic Needs" Newspaper Research Journal, Winter, 2001.

"But There are Miles to Go: Racial Diversity and the American Society of Newspaper Editors, 1922-2000." Accepted for publication in Negro History with revisions, 2001.

"The Odd Coupling: Ethical Issues Advanced Through the Involvement of Foundations in American Journalism," Journal of Communication Inquiry, Spring, 1997, 116-114.

Book Chapters and Book Reviews

Maurine H. Beasley, Holly C. Schulman, and Henry R. Beasley (editors) The Eleanor Roosevelt Encyclopedia, Westport: Greenwood Press, 2001, Entry, "My Day," 354-58.

Blanchard, Margaret A. (editor) History of the Mass Media in the United States: An Encyclopedia. Chicago: Fitzroy Dearborn Publishers, 1998. Four entries: "News Councils," "National News Council," "Newspaper Trade Organizations," "USA Today."

Wm. David Sloan, Emily E., Hoff (editors), Pratte, Alf. "The Media and Diversity," in Contemporary Media Issues, by Vision Press: Northport, Alabama, 1998 (pp. 76-89).

Murray, Michael D. (editor) Encyclopedia of Television News, Oryx Press: Phoenix, Arizona, 1999. Three entries: "Michael Gartner" (89-90); "Peter Jennings" (109-110) "Minority groups: coverage and representation" (149-150).

Contemporary Media Issues (editors: Wm. David Sloan, Emily Erickson Hoff) "The Media and Diversity" Northport, Alabama: Vision Press, 1998.

The Media in America: A History (fourth edition) (editors: Wm. David Sloan, James D. Startt) chapter one, "Communication Before America" Northport: Alabama: Vision Press, 1999.

Paper presentations

"More Communications Theory to Teach and Frame Media History," AEJMC Annual Convention, August, 2002, refereed paper, panel chair, Miami Beach, Florida.

Alf Pratte, Victoria Goff and David Spencer, "Genesis Variables in the Creation and Evolution of the U.S. as a NAFTA Nation," Association for Canadian Studies in the United annual conference, San Antonio, Texas, November, 2001.

"...But There Are Miles to Go...Racial Diversity and the American Society of Newspaper Editors," American Journalism Historians Association annual conference Oct. 5-7, 2000, Pittsburgh. Paper awarded J. William Snodgrass Award as the outstanding paper on a minority topic.

"Journalistic involvement in local politics," AJHA conference, refereed paper, , October, 1999 Portland, Oregon; Alf Pratte, panel chair, "Entrepreneurs and Magazine Editors," October, 1999.

Jay Rush and Alf Pratte, "Trivia or Relevance: An Analysis of Conference and Refereed papers(AJHA) 1982-1998." AJHA annual meeting, October, 1998, Louisville Kentucky,

"Hawaiian Press and the Hawaiian Annexation as a Prelude to the Spanish-American War." AJHA conference, September 1997, Mobile, Alabama.

"Successes and Failures of Newspaper Professional Trade Organizations," Western Journalism Historians Conferences, Feb. 25-26, 2000, University of California, Berkeley.

Alf Pratte and Matt Sherry, "A Pretense of Ethics: Journalism and Political Conflict of Interest, 1690-1990" Western Journalism Historians Conference. February 26-27, 1999, UC-Berkeley.

"Mass Communications Education, Convergence, Ethics and the Decline in Journalistic Credibility: A Study in the Hegemony of Convergence." West Coast Journalism Historians Conference, February 1998, UC-Berkeley.

Quint Randle

Refereed Journal Articles and Proceedings

"The Evolution of U.S. Daily Newspapers into Internet URLs." Newspaper Research Journal (in press).

"A Historical Overview of the Effects of New Mass Media Introductions on Magazine Publishing During the 20th Century." First Monday [On-line, peer-reviewed journal], 6(9). September, 2001. Available: www.firstmonday.org.

Lacy, S., Riffe, D., and Randle, Q. "Sample Size in Multi-Year Content Analyses of Monthly Consumer Magazines." Journalism and Mass Communication Quarterly, 75(2) (1998, Summer) pp. 408-417.

Scholarly Presentations

"Gratification niches of monthly print magazines and the World Wide Web." Paper presented at the 24th Annual Conference of the Southwest Education Council for Journalism and Mass Communication, Tulsa, OK, (2001, November 3).

Randle, Q. & Mordock, J. "Weather on the Web: A content analysis of weather presentation strategies on local television, news/talk radio and newspaper web site home pages." Paper

presented at the 24th Annual Conference of the Southwest Education Council for Journalism and Mass Communication, Tulsa, OK (2001, November 3).

"Copyright Law and the Fair Use of Videoclips on the World Wide Web. Conference paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Anaheim, CA (1996, August).

"Media Dependency Theory and the Perception of Violence in Professional Ice Hockey." Conference paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Anaheim, CA. (1996, August).

Brad Rawlins

Refereed Journal Articles and Proceedings

"Dropping A Loaded Gun: Using Topical Transformation to Explain How Smith & Wesson Failed to Influence the Influential." With Kevin Stoker. Journal of Communication Management, 6, (3) February 2002.

"Principled Professionalism: Weaving Ethical Behavior With Threads Of Personal Integrity." With Kevin Stoker. Business Research, Yearbook, Vol. 6, 1999, pp. 669-673.

"Watchdog or Lapdog? The effect of U.S. foreign policy on the New York Times' coverage of Central America." With S. Shyam Sundar. The Journal of International Communication, 4 (1), 1997, 67-80.

"The Factors Contributing to the Moral Development of Public Relations Professionals: Preliminary Results from In-depth Interviews with Frontline Practitioners," with Kevin Stoker. Proceedings of the PRSA 5th Annual International, Interdisciplinary Research Conference: Ethics in the Workplace. South Miami, Florida, March 14-17, 2002.

"The State of Enrollment Management in Journalism and Mass Communication Programs," with Roger Soenksen and Matt Jensen. Published by the Educational Resources Information Center (ERIC) as a proceedings from a paper presented at the Southern States Communication Association, April 3, 2002.

"Dropping A Loaded Gun: How Smith & Wesson Failed to Influence the Influential," with Kevin Stoker. Proceedings of the PRSA 4th Annual International, Interdisciplinary Research Conference: Ethics in the Workplace. South Miami, Florida, March 22-25, 2001

"Four Approaches to Public Relations: A Situational Perspective on PR Behavior." Proceedings of the PRSA 4th Annual International, Interdisciplinary Research Conference: Ethics in the Workplace. South Miami, Florida, March 22-25, 2001

Papers and Panels

"The Light of Publicity in the Progressive Era: From Searchlight to Flashlight," with Kevin Stoker. Presented to the Public Relations Division, Southern States Communication Association, Annual Convention, Winston-Salem, NC, April 3-7, 2002.

"The Prostitution of Community Relations: When Morally Detached Organizations Exploit Their Communities For Economic Gratification." with Kevin Stoker. Presented to the Southwest Symposium, Tulsa, Oklahoma, November 2-3, 2001.

"Ethical Characteristics of Communities and Community Building," with Kevin Stoker. Presented to the Public Relations Division at the International Communication Association Conference, Washington D.C., May 24-28, 2001.

"The Light of Publicity in the Progressive Era." with Kevin Stoker. Presented at Twisted Words/Straight Talk Ethics Colloquium co-sponsored by Brigham Young University and the Journal of Mass Media Ethics, Park City, Utah, October 2000.

"Influencing the Influential: A Structuration Theory-Based Model of Public Relations Leadership," with Kevin Stoker. Presented to the Public Relations Division at the National Communication Association Convention, Seattle, WA, November 9-12, 2000.

"Using Organizational Myths to Identify Core Values." Presented on a panel sponsored by the Organizational Communication Division at the National Communication Association Convention, Seattle, WA, November 9-12, 2000.

"The Pedagogy of Responsibility: Service-Learning in the Public Relations Management Course." Presented on a panel sponsored by the Public Relations Division at the National Communication Association Convention, Seattle, WA, November 9-12, 2000.

"From Malevolent Fear to Benevolent Acceptance: Testing for an effective message strategy to reduce irrational fear of AIDS." With Jennifer Robbins. Top Paper winner in the Applied Communication Division at the Joint Southern States Communication Association/Central States Communication Association Annual Convention, St. Louis, MO, April 8-11, 1999

"Principled Professionalism: Weaving Ethical Behavior with Threads of Personal Integrity." With Kevin Stoker. Presented in the Public Relations and Corporate Communication division of the International Association of Business Disciplines, Chicago, March 25-28, 1999.

"The Impact of Employee Involvement on Perceived Information Adequacy." With Sherry Williams. Top Paper in the Public Relations Division of Southern States Communication Association Conference, San Antonio, TX, April 1-5, 1998.

"In the Eye of the Beholder: Working Toward a Model of Asymmetrical Balance in Public Relations." Presented on a panel sponsored by the Public Relations Division of Southern States Communication Association Conference, San Antonio, TX, April 1-5, 1998.

"If You Knew What I Know and I Knew What You Know, Maybe We'd Agree: The Ethical Value of Dialogue in Public Relation's Role as a Corporate Conscience." With Kevin Stoker. A top three paper, accepted for presentation to the Public Relations Division of Southern States Communication Association Conference, Savannah, GA, April 3-6, 1997

Professional Service

1992-present AEJMC:

Reviewer of Faculty and Graduate Student Paper Submissions to PR Division

PR Division Nominating Committee

1992-1997 IABC:

Chair of Educational Relations for District III

Chair of Research Foundation's 1995 research paper competition

Coordinated the establishment of a Shenandoah Valley Chapter of IABC

Kevin Stoker

Refereed Journal Articles and Proceedings

Rawlins B. & Stoker, K. (In Press). "Dropping a loaded gun: Using topical transformation to explain how Smith & Wesson failed to influence the influential." *Journal of Communication Management*. Accepted for publication November 28, 2001.

Liberal journalism in the Deep South: Harry M. Ayers and the 'bothersome' race question. *Journalism History*, 22-33, 2001.

"Dissing dialogue as an ethical norm for public relations: The virtue of nonreciprocal forms of communication in a democratic society." *Proceedings of the 4th Annual International Interdisciplinary Research Conference*, 2001.

Rawlins, B. & Stoker, K. "Dropping a loaded gun: How Smith & Wesson failed to influence the influential. *Proceedings of the 4th Annual International Interdisciplinary Research Conference*, 2001.

"Loyalty demands voicing objections before exiting." *Journal of Mass Media Ethics* 14 (2): 125-127 (1999).

Stoker, K. & Rawlins, B. "Principled professionalism: Weaving ethical behavior with threads of personal integrity." *Business Research Yearbook: Global Business Perspectives* (Eds. Biberman, J. & Alkhafaji, A.) Saline, MI: McNaughton & Gunn Inc. (1999).

Stoker, K., Jackson, P. (Ed.) "Does professionalism translate to ethical practice?" *pr reporter* (1998 Sept. 7). (PR Publishing Company, Inc., Dudley House, P.O. Box 600, Exeter, NH 03833-0600). Article excerpted from my research on public relations ethics and professionalism.

Conference Papers

Rawlins, B. & Stoker, K. "The prostitution of community relations: When morally detached organizations exploit their communities for economic gratification." *Competitive paper presentation at the Southwest Association for Education in Journalism and Mass Communication Symposium*, Tulsa, OK, November 2-3, 2001.

Stoker K. & Rawlins, B. (2001). "Ethical characteristics of communities and community building." *Invited paper. International Communication Association*, Washington, D.C., May.

"Dissing dialogue as an ethical norm for public relations: The virtue of nonreciprocal forms of communication in a democratic society." The 4th Annual International Interdisciplinary Research Conference, Miami, Florida, March 22-24, 2001.

Rawlins, B. & Stoker, K. "Dropping a loaded gun: How Smith & Wesson failed to influence the influential." The 4th Annual International Interdisciplinary Research Conference, Miami, Florida, March 22-24, 2001.

Stoker, K., Thomsen, S., & Rawlins, B. "Influencing the Influential: A structuration theory-based model of public relations leadership." Competitive paper presented in the Public Relations Division, National Communication Association Annual Convention, Seattle, Washington, November 2000.

Stoker, K., & Rawlins, B. "The 'light of publicity' in the Progressive Era." Paper presented at the Twisted Words, Straight Talk media ethics symposium, Park City, Utah, October 14, 2000.

"Loyalty in Public Relations: When is it raw material for virtue and when is it raw material for some vices?" Competitive paper presented in the Public Relations Division, AEJMC Annual Convention, Phoenix, Arizona, August 2000.

"Liberal journalism in the Deep South: Harry M. Ayers and the 'bothersome' race question." Competitive paper presented in the History Division, AEJMC Annual Convention, Phoenix, Arizona, August 2000.

Stoker K. & Thomsen, S. "Topical Transformation: A structuration theory-based model of public relations leadership. Paper presented at the Public Relations Society of America Research Conference, Miami, Florida, April 2000.

Stoker, K. & Rawlins, B. "Principled professionalism: Weaving ethical behavior with threads of personal integrity. Presented at International Academy of Business Disciplines, Chicago, Ill., March 25-28, 1999.

"Exit, voice and loyalty in public relations: Exploring ethical alternatives." Presented at the PRSA Educators Academy Research Conference, University of Maryland, College Park, Md., June 1999.

Professional Service

Officer, Educators Academy, PRSA. Head, subcommittee on ethics, membership chair, and appointed director, editor of the organization's newsletter.

Accreditation Chair, Utah Valley PRSA Chapter. 2000-2001.

Panelist. Roundtable discussions on teaching strategic public relations campaigns, sponsored by the PRSA and the International Public Relations Association, Chicago, Ill., Oct. 22, 2000.

Member. Editorial Board, Journal of Public Relations Research, 2000-Present.

Secretary. Public Relations Division, SSCA, 1998-2000

Dan Stout

Scholarly Books

Stout, D.A. and Buddenbaum, J. (eds.) (2001). *Religion and Popular Culture: Studies on the Interaction of World Views*. Iowa state University Press.

Stout, D.A. and Buddenbaum, J. (eds.) (1996). *Religion and Mass Media: Audiences and Adaptations*. Newbury Park, CA: Sage Publications.

Articles and chapters

Stout, D.A. and Buddenbaum, J. "Looking back and looking ahead: Foundations for the Study of media and religion." *The Journal of Media and Religion* 1(1) 5-12. (2002)

"Religious Media Literacy: Toward a Research Agenda." *The Journal of Media and Religion* 1(1). 51-62. (2002)

Stout, D.A. & Scott D.W. "Mormons and media literacy: Exploring the dynamics of religious media education." In J. Mitchell and S. Marriage (eds.). *Conversations in Religion, Media and Culture*. London: T&T Clark. (In press).

"Media Ethics and Political Communication: A Foundation for Analysis." *Media and Politics: An Introductory Reader*. Rowan & Littlefield. (in press).

Stout, D.A. and Tucker, E.M. "The moral development of educators." *Journal of Mass Media Ethics*. 14 (2) 107-118. (1999).

Stout, D.A., Straubhaar J. & Newbold, G. "Through a glass darkly: Mormons as perceived by critics reviews of Tony Kushner's 'Angels in America'." *Dialogue*. 32 (2). 133-157. (1999).

Stout, D.A. & Buddenbaum, J. (1996). "Introduction: Toward a synthesis of mass communication research and the sociology of religion." In D.A. Stout & J. Buddenbaum (Eds.), *Religion and mass media: Audiences and Adaptations*. Newbury Park, CA: Sage. 3-11.

Conference Papers

"Beyond determinism: Religious community and the Internet." Paper presented at the annual meeting of the International Communication Association (ICA). Seoul, South Korea. July 2002.

Stout, D.A. & Buddenbaum, J.M. "Removing epistemological blindspots: Interdisciplinary foundations for the study of media and religion." AEJMC. Miami, Florida. August 2002.

"Taking it to the streets: Creation of the BYU New York Internship Program. Paper presented at the American Academy of Advertising (AAA) Annual Meeting. Salt Lake City, Utah. March, 2001.

Baker, S. & Stout, D.A. "Mormon use of media in public affairs." Paper presented at the annual convention of the Broadcast Educators Association (BEA). Las Vegas, Nevada. April, 2001.

"Mormons in Las Vegas: A study of entertainment media and secularization defense strategies." AEJMC, Phoenix, Arizona, August 2000

Stout, D.A. & Valenti, J. "The unexpected gender difference: Strategic planning for effective communication to a diverse religious public." Paper presented at the annual meeting of the International Communication Association (ICA). Acapulco, Mexico, June 2000.

"Mormons and Media Literacy: Exploring the Dynamics of Religious Media Education." Paper Presented at the Third International Conference on Media, Religion, and Culture. July 20-23, 1999. Edinburgh, Scotland.

Tucker, E.M. & Stout, D.A. (1998, August). "Advertising Ethics Pedagogy: Findings from the 1995 Advertising Division Membership Survey." AEJMC. Baltimore, Maryland, August 1998.

Stout, D.A. & Larson, M. "Marketing and Missionary Work: Religious Advertising in the United States." ICA, Jerusalem, July 1998.

Valenti, J. & Stout, D.A. "Women talk, men talk: Risk, religion, and gender." ICA, Montreal, Canada, May 1997.

Scott, D.W. & Stout, D.A. "Mass media, religion, and conflict: Interpretive communities among students at Brigham Young University." Paper presented at The Conference on Media, Religion, and Culture. Boulder, CO, January 1996.

Presentations, Workshops, Panels and Lectures

"Starting a scholarly journal: A partnering approach." Presentation at the mid-year regional conference, AEJMC, New York, February 2001.

Panel Moderator, "Reporting Media in an Election Year: Perspectives From the United States and Mexico." ICA, Acapulco, Mexico, June 2000.

Moderator, "Expanding the marketplace of ideas: The contribution of religious advertising and public relations." AEJMC, Baltimore, Maryland August 1998.

Discussant, Research Paper Session on Religion and Mass Media. AEJMC, Baltimore, Maryland, August 1998.

Panelist, "Communication Issues in Religious Public Affairs and News Coverage of Religion," ICA, Jerusalem, July 1998

Valenti, J.M. & Stout, D.A. "Religion and the Environment: Gender Differences in the LDS Community." Presentation given at the BYU Women's Research Institute Brown Bag Lecture Series, Brigham Young University, March 1998.

"Come Myths about the Religious Audience." Lecture delivered at the Communications Studies Emphasis Symposium, Brigham Young University, September 1997.

Moderator, "Advertising and Adolescent Girls: Reactions to Mary Pypher's Book, 'Reviving Ophelia,'" AEJMC, Chicago, July 1997.

Panelist, Issues in the Study of Religion and Mass Media. AEJMC, Chicago, July 1997.

Discussant, Research Session on the Advertising Audience. AEJMC, Anaheim, August 1996.

Stout, D.A. & Valenti, J. Roundtable discussion, "The impact of religion on public opinion." Annual meeting of the Association for Public Opinion Research (APOR). Salt Lake City, Utah, 1996

Professional Service

Head, Media and Religion Interest Group of AEJMC. Elected in 2000.

Division Head, The Advertising Division of AEJMC. Elected in 1997.

Program Chair & Vice Head, AEJMC Advertising Division Elected in 1996.

Research Chair, AEJMC Advertising Division. Elected in 1995.

Eliza Tanner-Hawkins

Refereed Journal Articles and Proceedings

"Growing pains in Chilean NGOs' Internet use." Peace Review Journal, 13 (Sept. 2001): 395-402.

"Chilean Conversations: Internet Forum Participants Debate Augusto Pinochet's Detention." Journal of Communication 51, No. 2 (June 2001): 383-403.

"Links to the World: The Internet in Chile, 1983-1997." Gazette 61 (Feb. 1999): 39-57.

"Windows to the World: Latin America Links to the Internet." Cuadernos de Información. Centro de Estudios de la Prensa. Facultad de Letras. Pontificia Universidad Católica de Chile, Santiago, Chile. January 1997.

Scholarly Presentations

"From Debates in Public Spaces to Public Policy: Creating a National Plan for Internet Development in Chile." ICA, Washington, D.C., May 24-28, 2001.

"Networks of Memory: Chileans Debate Democracy and the Pinochet Legacy over an Internet Forum." International Conference on Cultures of Political Transition: Memory, Identity and Voice, London, September 14-16, 2000.

"Chilean Conversations: On-line Forum Participants Discuss the Detention of Augusto Pinochet." AEJMC, New Orleans, Louisiana, August 1999. Second Place, James W. Markham Award, International Communication Division.

"Mexican Journalist Elena Poniatowska: 'Angel's wings and a smile'." AEJMC, Chicago. July 1997. Commission on the Status of Women.

"Spinning Stories: Latin America and the World Wide Web." AEJMC, Anaheim, August 1996. Top Three Paper, James W. Markham Award, International Communication Division.

Steve Thomsen

Refereed Journal Articles and Proceedings

Thomsen, S. R., McCoy, J.K., Gustafson, R.L., & Williams, M. (2002, In Press). "The Relationship Between Beauty and Fashion Magazine Reading Frequency and Dieting for Weight Loss Among Female College Students." *Southwest Journal of Mass Communication*, 17(2), 1-10.

Thomsen, S. R., McCoy, K., & Williams, M., & Gustafson, R. L. (2002, In Press) "Motivations for Reading Beauty and Fashion Magazines and Anorexic Risk in College-Age Women." *Media Psychology*, 4(2), 113-135.

Thomsen, S. R., Weber, M., & Brown, L. B. (2002, In Press), "The Relationship Between Beauty and Fashion Magazine Reading and Pathogenic Diet Methods Among a Group of Adolescent Females." *Adolescence*, 37(145).

Gustafson, R. L., Popovich, M. N., Thomsen, S. R. (2001). "High School Girls' Perceptions of Female Advertising Stereotypes and Eating-Disordered Thinking: A Q-Method Analysis." In C. R. Taylor (ed.), *Proceedings of the 1996 Conference of the American Academy of Advertising* (pp. 2-11), Villanova, PA: The American Academy of Advertising.

Thomsen, S. R., Weber, M., & Brown, L. B. (2001). "Health and Fitness Magazine Reading and Eating-Disordered Diet Practices Among High School Girls." *American Journal of Health Education*, May/June, 32(3): 130-135.

Thomsen, S. R., McCoy, K., Williams, M. (2001). "Internalizing the impossible: Anorectic patients' experiences with women's beauty and fashion magazines." *Eating Disorders: The Journal of Prevention and Treatment*, 9 (1): 49-64.

Thomsen, S. R., McCoy, K., & Williams, M. (2000, May). "Reconstructing the World of the Anorectic Outpatient: Procedures for Enhancing Trustworthiness and Credibility." *The Qualitative Report* [On-line serial], 5 (1/2). Available: <http://www.nova.edu/ssss/QR/QR5-1/index.html>

Hammond, S., Peterson, D. & Thomsen, S. R. (2000). "Print, Broadcast and Online Convergence in the Newsroom." *JMC Educator*, 55 (2), 16-26.

Thomsen, S. R. & Rawson, B. (1998). "Purifying a tainted corporate image: Odwalla's apologetic response to an E. Coli poisoning." *Public Relations Quarterly*, 43 (3) Fall, 35-46.

Thomsen, S. R., Straubhaar, J. D., & Bolyard, D. (1998, July). "Ethnomethodology and the study of online communities: Exploring the cyber streets." *Information Research* [On-line serial] 4 (1), Available: <http://www.shf.ac.uk/~is/publications/infres/paper50.html>.

"Public relations and the tobacco industry: Examining the debate on practitioner ethics." *Journal of Mass Media Ethics*, 13 (3), 152-164. (1998)

Thomsen, S. R. & Gustafson, R. L. (1997). "Turning practitioners into professors: Exploring effective mentoring strategies." *JMC Educator*, 52 (2), Summer, 24-32.

"Public Relations in the new millennium: Understanding the forces that are reshaping the profession." *Public Relations Quarterly*, 42 (1) Spring, 11-18. (1997).

Gustafson, R. L. & Thomsen, S. R. (1996). "Merging the teaching of advertising and public relations campaigns onto the information superhighway." *Public Relations Quarterly*, Spring, 38-42.

"@Work in cyberspace: Exploring practitioner use of the PR Forum." *Public Relations Review*, 22 (2), 115-131. (1996).

Gustafson, R., Avery, J. Collins, F., Lavery, R. & Thomsen, S. R. (1996). "Advertising professionals turned professors: A discussion on how to improve the career change transition process. In Wilcox, G. B. (Ed.), *Proceedings of the 1996 Conference of the American Academy of Advertising* (pp. 248-251). The American Academy of Advertising.

Conference papers

Thomsen, S.R., McCoy, J.K., Gustafson, R.L., & Williams, M. "The Relationship Between Beauty and Fashion Magazine Reading Frequency and Dieting for Weight Loss Among Female College Students." Southwest Education Council for Journalism and Mass Communication, Tulsa, OK, November 2001. Recognized as a top six paper.

Thomsen, S. R. & Bower, D. "The Impact of Women's Health, Fitness, and Sports Magazines on the Physical Self-Identity of Female Athletes: A Qualitative Analysis." Association for Qualitative Research, Melbourne, Australia, July 2001.

Thomsen, S. R., Weber, M., & Brown, L. B. "The Relationship Between Beauty and Fashion Magazine Reading and Pathogenic Diet Methods Among a Group of Adolescent Females." ICA, Washington, D.C., May 2001.

Gustafson, R. L., Popovich, M. N., Thomsen, S. R. "High School Girls' Perceptions of female advertising stereotypes and eating-disordered thinking: A Q-method analysis." American Academy of Advertising, Salt Lake City, UT, March 2001.

Stoker, K., Thomsen, S., & Rawlins, B. L. "Influencing the influential: A structuration theory based model of public relations leadership." NCA, Seattle, WA, November 2000.

Williams, M. S., Thomsen, S. R., & McCoy, J. K. "Through the Looking Glass: The Media and Eating Disorders." International Association of Eating Disorder Professionals Symposium 2000, Orlando, FL, August 2000.

Thomsen, S. R., Weber, M., & Brown, L. B. "Health and Fitness Magazine Reading and Eating-Disordered Diet Practices Among High School Girls." AEJMC, Phoenix, AZ, August 2000.

"Finding a 'Safe' Place: Exploring How Anorexic Women 'Use' Television to Reinvent Their Lives." Fifth Annual Midwest Qualitative Research Conference, Minneapolis, MN, June 2000.

Williams, M. S., Thomsen, S. R., McCoy, J. K. "Finding an Accurate Mirror: Challenging Assumptions about Eating Disorders, Media Use, and Anorectic Cognitions. Association for Women in Psychology, Salt Lake City, UT, March 2000.

McCoy, K., Thomsen, S. R., Williams, M., & Owen, C. L. "A Qualitative Examination of the Implications that Individual Temperament, Family Context, and Mass Media Have in Young Women's Anorectic Behavior." National Council on Family Relations, Irvine, CA, August, 1999.

Popovich, M. N., Gustafson, R. L. & Thomsen, S. R. "Using Q-Methodology to Assess Female College Students' Perceptions of the 'Thin Ideal' and Harmful Female Stereotypes in Advertisements" International Society for the Scientific Study of Subjectivity. Columbia, MO, October 1999.

Gustafson, R. L., Thomsen, S. R., & Popovich, M. N. "Perceptions of Harmful Female Advertising Stereotypes and Eating-Disordered Thinking Among Female College-Age Students: A Q-Method Analysis." AEJMC, Advertising Division, New Orleans, LA, August, 1999.

Thomsen, S. R., McCoy, K., & Williams, M. "Reconstructing the World of the Anorectic Outpatient: Procedures for Enhancing Trustworthiness and Credibility. Association for Qualitative Research, Melbourne, Australia, July 1999.

Thomsen, S. R., McCoy, K., & Williams, M. "Motivations for Reading Beauty and Fashion Magazines and the Presence of Anorexic Cognitions in College-Age Women." ED '99: The Fourth London International Conference on Eating Disorders, London, England, April 1999.

Thomsen, S. R., McCoy, K., Williams, M. "Internalizing the impossible: Anorectic patients' experiences with women's beauty and fashion magazines. Popular Culture Association and American Culture Association, San Diego, CA, April 1999.

Thomsen, S. R., Sherwood, C., & Sherry, M. "'Sexist' Depictions of Women in Advertising in the Brazilian Newsmagazine 'Veja.'" International Academy of Business Disciplines, Chicago, IL, March 1999.

Thomsen, S. R., Gustafson, R. L. McCoy, K., & Williams, M. "Beauty and Fashion Magazine Reading and Anorectic Cognitions as Predictors of Dieting Behavior in College-Age Women." AEJMC, Baltimore, MD, August, 1998.

Thomsen, S. R. & Rawson, B. "Purifying a tainted corporate image: Odwalla's apologetic response to an E. Coli poisoning." International Academy of Business Disciplines, San Francisco, CA, April 1998.

"Public relations and the tobacco industry: Examining the debate on practitioner ethics." International Academy of Business Disciplines, San Francisco, CA, April 1998.

"Doing 'cyber-PR': A descriptive analysis of agency WWW sites." International Academy of Business Disciplines, San Francisco, CA, April 1998.

Thomsen, S. R., Straubhaar, J. D., & Bolyard, D. "Ethnomethodology and the study of online communities: Exploring the cyber streets." Internet Research and Information for Social Scientists (IRISS) 1998 meeting, The University of Bristol, Bristol, England.

Thomsen, S. R., Gustafson, R. L., McCoy, K., & Williams, M. (1998, February). Will you still love me tomorrow? Magazine consumption, self-identity, and anorectic cognitions in college-age women. A paper presented at the annual meeting of the American Society of Business and Behavioral Sciences, Las Vegas, NV.

Thomsen, S. R. & Gustafson, R. L. "Turning practitioners into professors: Exploring effective mentoring strategies." International Academy of Business Disciplines, Orlando, FL, April 1997.

Gustafson, R. L. & Thomsen, S. R. "From practitioner to professor: An exploration of the mentoring and induction processes in university advertising and public relations programs." AEJMC, Anaheim, CA, August 1996.

"@Work in cyberspace: Exploring practitioner use of the PRFourm." International Academy of Business Disciplines, Rockville, MD, April 1996.

"From PR to Ph.D." A special topic panel presentation given at the annual meeting of the American Academy of Advertising, Vancouver, B.C. March 1996.

Book Chapters

Toyota's product promotion and antiprotectionism campaign. In M. Pfau & R. Parrott (Eds.), *Persuasive Communication Campaigns* (p. 311-329). Boston: Allyn & Bacon (1993).

Presentations & Workshops

Eating Disorders, the Media and BYU. A presentation made to VOICE, BYU Campus, February 3, 2000.

Eating Disorders: The Basic Facts. A presentation made to the Orem Utah Northridge Stake Relief Society, LDS Church, Orem, Utah, January 20, 2000.

Panels Moderated

"Research Applications," Public Relations and Corporate Communications Track, International Academy of Business Disciplines, Chicago, IL, March 1999.

"Vulnerable Audiences and Legal But Harmful Products: An Exploration of Two Intractable Ethical Problems in Professional Persuasive Communications," Public Relations and Corporate Communications Track, International Academy of Business Disciplines, San Francisco, CA, April 1998.

"Two Top Track Papers Advancing Mass Communication Theory and Research," Public Relations and Corporate Communications Track, International Academy of Business Disciplines, Orlando, FL, April 1997.

"International Media and its Advertising," Advertising and Marketing Communications Track, International Academy of Business Disciplines, Orlando, FL, April 1997.

Professional Activity

Sept. 2001 to present, Reviewer. *Media Psychology*.

April 2001 to present, Reviewer. *Journal of Social and Clinical Psychology*.

February 2001 to present, Reviewer. *Journal of Computer-Mediated Communication*

JoAnn Valenti

Refereed Journal Articles and Proceedings

"Improving the Scientist/Journalist Conversation," *Science and Engineering Ethics*, Vol. 6, no. 4 (2000).

"Ethical Decision Making in Environmental Communication," *Journal of Mass Media Ethics*, Vol. 13, no. 4. pp. 219-231 (1998).

Valenti, J. M., Ackland, L., and Steele, K. D. "Nuclear Waste, Secrecy and the Mass Media," *Science and Engineering Ethics*, Vol. 4, pp. 181-190 (1998).

Valenti, J. M., Billing, L., and Probst, A. "Media coverage of sustainability: The agenda, frame and sources." (pp. 191-203) *Proceedings of the Conference on Communication and Environment*. S. Seneca (ed.). Cazenovia, NY, July 1997 (1998).

Valenti, J. M., Billing, L., and Probst, A. "Media's role in sustainability: The [missing] messages." *International Congress on Challenges of Sustainable Development*, Amsterdam, The Netherlands, August 1996. Selected for proceedings published online.

Book Chapters

Valenti, J.M., and Stout, D. "Women talk, men talk: The environment, risk, religion and gender." In *Women and Men Beyond 2000*, D. Hope and M. Detine (Eds.). Greenwood Press (In Press).

Valenti, J.M. and Crage, S. M. "Moving sustainability onto the media agenda." In *The Encyclopedia of Life Support Systems*, a UNESCO Publication (In Press).

"A review of the President's Council on Sustainable Development (U.S.): Building networks, throwing pebbles at a Goliath media." pp. 121-133 in *Communicating Sustainability*, W.L. Filho (Ed.). Bern, Frankfurt, NY & Vienna: Peter Lan Scientific Publishers (2000).

"Reporting Hantavirus: The impact of cultural diversity in environmental and health news." pp. 231-244 in *Cultural Diversity and the U.S. Media*, Y.R. Kamalipour and T. Carilli (Eds.). NY: SUNY Press (1998).

"North American women in the wilderness." pp. 126-129, 461 in *The Literature of Nature: An International Sourcebook*, P. D. Murphy, (Ed.) Chicago: Fitzroy Dearborn Publishing (1998).

"Exxon's whipping cream on a pile of manure." pp.84-85; and "Rodent wars and cultural battles: Reporting hantavirus." pp.44-46 in *Media Ethics: Issues and Cases*, Third Edition, P. Patterson and L. Wilkins. (Eds.) NY: McGraw-Hill. (1997)

Valenti, J. M. and Stout, D. "Diversity from within: An analysis of the impact of religious culture on media use and effective communication to women." pp. 183-294 in *Religion and Mass Media: Institutions and Audiences*, D.A. Stout and J. Buddenbaum, (Eds.) Newbury Park, CA: Sage Publications (1996).

"Media effects: A matter of responsibility." pp. 581-596 in *Mass Communication in the Information Age*, D. Sloan, (Ed.). Tuscaloosa, AL: Vision Press. (1996)

Refereed Conference Papers:

Stout, D., and Valenti, J.M. "The unexpected gender difference: Strategic planning for effective communication to a diverse religious public," ICA, Acapulco, Mexico, June 2000.

Valenti, J. M., and Welch, J. "Embracing similarities, not differences, to improve science communication: Using an ethical motivation scale to examine potential professional communication barriers," ICA, San Francisco, CA, May 1999.

Valenti, J. M., and Goodman, A. "Environmental Initiatives: The Women's Sustainability Network," Australian and New Zealand Communication Association, Sydney, June 1999.

Valenti, J. M. and Stout, D. "Women talk, men-talk: Risk, religion and gender." ICA, Montreal, Canada, May 1997.

Book Reviews:

"Nature's Fury: Eyewitness reports of natural disasters." *Appraisal* [Boston], In Press.

"John Muir: My life with nature." *Appraisal* [Boston], In Press.

"Small World [six book series]." *Appraisal* [Boston], Autumn 1999, Vol. 32, no. 4, p. 64.

"Shipwreck at the bottom of the world." and "Polar exploration: Journeys to the Arctic and Antarctic." *Appraisal* [Boston], Summer 1999, Vol. 32, no. 3, pp. 6-7, 9-10.

"Young scientist concepts and projects [series]." *Appraisal* [Boston], Spring 1999, Vol. 32, no. 2, pp. 59-60.

"Mud matters" *Appraisal* [Boston], Winter 1999, Vol. 32, no.1, pp. 15-16.

"Be your own rock and mineral expert." *Appraisal* [Boston], Fall 1998, Vol. 31, no. 4, p. 21.

"The spread of AIDS." *Appraisal* [Boston], Winter/Spring 1997, Vol. 30, nos. 1&2, pp. 39-40.

"The scientific companion." *Appraisal* [Boston], Fall 1996, Vol. 29, no. 4 pp. 13-14.

Invited papers/presentations

"Media coverage of a nuclear controversy: Indian culture, environmental justice, and public outage," Twisted Words/Straight Talk Conference, (Sponsored by the Journal of Mass Media Ethics and BYU), Park City, UT, Oct. 15, 2000.

"Speaking of Gender...", Women Lawyers of Utah, Continuing Legal Education Seminar, Salt Lake City, Oct. 13, 2000.

"A review of the President's Council on Sustainable Development (USA): Building environment networks," Seminar in Using Environmental Information to Foster International Cooperation, TuTech University, Hamburg, Germany, Sept. 25, 2000.

"Men, women & Mother Nature: Gender and religiosity informing environmental attitudes," Forum presentation, Brigham Young University, Provo, UT May 23, 2000. [online at www.BYU.edu]

"Covering the environment: Does gender play a role in environmental journalism?" Utah State University, Media and Society Lecture Series. March 28, 2000, Logan, UT.

"Reporting complex stories." [moderator], "Teaching science & environmental communication workshop." [panelist], "Wild Women in the Academy V: The White House project." [moderator], AEJMC, 1999, New Orleans, LA.

"Getting to the core: Feminist intervention in general education." National Women's Studies Association, June 1999, Albuquerque, NM [co-presented with S. Robinson, S. Jennings & J. McLaughlin].

"Telling secrets: Media coverage of nuclear waste disposal." Western States Communication Association, February 1999, Vancouver, BC.

"How well are scientists communicating with journalists?" Communicating Science Conference, Hamilton College, October 1998, Clinton, NY.

"Real research & journalism: Worlds apart." [moderator], "Covering religion in environmental stories." [moderator], Society of Environmental Journalists, October 1998, Chattanooga, TN.

"Women in a Material World." Russell Sage College ITD lecture, September 19, 1998, Troy, NY.

"Media depictions of women in science." [moderator], "Recruiting students & faculty to small programs." [panelist], "The ethics of marketing in developing countries." [panelist], "Wild Women in the Academy IV: Wild Women in the kitchen." [moderator], "Improving diversity in a hostile environment." [panelist], AEJMC, 1998, Baltimore, MD.

"Science Ethics." (Plenary Workshop), National Association of Science Writers, February 1998, Philadelphia, PA.

"Trends in environmental journalism." [panelist], "Wild Women in the Academy III: Kaiulani Lee and a sense of wonder." [moderator]. AEJMC, 1997, Chicago, IL.

"Jobs in environmental communication." Conference on Communication and Environment, July 1997, Cazenovia, NY.

"Environmental communication in the global community." ICA, May, 1997, Montreal, Canada.

"Nuclear waste, secrecy and the media." American Association for the Advancement of Science Annual, February 1997, Seattle, WA.

"Assessing ourselves." Society of Environmental Journalists, October 1996, St. Louis, MO.

"Women's affair with the environment." Utah Gerontological Society, September 1996, Salt Lake City, UT.

"Teaching civic journalism II: Reports from the classroom." [moderator], "Wild Women in the Academy II: White women and racism (Anne Wilson Schaef)." [moderator], "Women's impact in the environmental arena." [panelist], AEJMC, 1996, Anaheim, CA.

"The impact of religion on public opinion." Round table presentation at American Association for Public Opinion Research annual conference, May 1996, Salt Lake City, UT.

Professional Service

American Association for the Advancement of Science, Fellow, Gen. Sc. Interest Div. Nominating Committee

AEJMC: Chair, Science Communication Interest Group 1999-2000; Vice Chair SCI Group, 1998-99; Commission on the Status of Women, Chair 1997-98; CSW Co-Chair 1996-97, CSW Vice Head 1994-95; Standing Committee on Teaching Standards, 1994-98; PR Division Research Paper Competition Chair, 1994.

Laurie Wilson

Books and monographs

Laurie J. Wilson, *Strategic Program Planning for Effective Public Relations Campaigns*, 3rd Edition, Dubuque, Iowa: Kendall/Hunt Publishing Company, 2000 (1st Edition, 1995).

Laurie J. Wilson, *A Matrix Approach to Solving Public Relations Problems: A Desktop Reference for Strategic Matrix Planning and the Development of Communication Tactics*. Provo, Utah: Tittle & Pyne Communications, 1999.

Brad E. Hainsworth and Laurie J. Wilson, *Public Relations Program Management*, Dubuque, Iowa: Kendall/Hunt Publishing Company, 1996.

Refereed Journal Articles

John A. Ledingham, Stephen D. Bruning, and Laurie J. Wilson, "The Effect of Time on the Perceptions of Relationship Dimensions and Behavior of Members of a Key Public: Monitoring and Predicting Organization-Public Relationships, *Journal of Public Relations Research* (1999).

Book Chapters and Research Reports

"Extending Strategic Planning to Communications Tactics," in Robert Heath, ed., *Handbook of Public Relations*, (Thousand Oaks, CA: Sage Publications, 2000).

"Relationships Within Communities: Public Relations for the Next Century," in Robert Heath, ed., *Handbook of Public Relations*, (Thousand Oaks, CA: Sage Publications, 2000).

"Building Employee and Community Relationships Through Volunteerism: A Case Study," in John Ledingham and Steven Bruning, eds., *Public Relations as Relationship Management: A Relational Approach to the Study and Practice of Public Relations*, (Hillsdale, N.J.: Lawrence Erlbaum Associates, 2000).

"Strategic Cooperative Communities: A Synthesis of Strategic and Issue Management and Relationship-Building Approaches in Public Relations," in H. M. Culbertson and N. Chen, *International Public Relations: A Comparative Analysis* (Hillsdale, N.J.: Lawrence Erlbaum Associates, 1996).

Scholarly paper presentations

"Constructing a Socially-Responsible Organization: A Comparison of Corporate Community Involvement in Two Study Communities," PRSA Educator's Academy Annual International Research Conference, Miami, Florida, March 2002.

"Corporate Social Responsibility: Good Business or True Citizenship in Strategic Cooperative Communities," by Laurie J. Wilson and Michael D. McNiven, presented for panel on the State of the Role of Community Building in Public Relations Research and Practice at ICA, Washington, D.C., May 2001.

"Building Strategic Cooperative Communities: A Communitarian Perspective of Organization-Public Relationships," PR Division of ICA, Acapulco, Mexico, June 2000.

"Building Gemeinschaft: Community Relations and the Theory of Strategic Cooperative Communities," Invited Paper, 8th Annual Conference of the International Society at Brigham Young University, Provo, Utah, August 1997.

"Non-profit Service Organization Partnerships with University Communication Programs: Cultivating the Values of Community Service and Volunteerism," AEJMC, Chicago, July 1997, (IABC 1st Place Teaching Paper Award and 1996 Ray and Ida Lee Beckham Lecture in Communication).

Book Reviews

Review of Grace Palladino, *Teenagers: An American History* for *Public Relations Review*, Vol. 23, No. 2 (Summer 1997): 195-196.

Review of A. Cooksun Samli, *International Consumer Behavior* for *Public Relations Review*, Vol. 23, No. 1 (Spring 1997): 85-86.

Review of *Public Relations History for Journalism and Mass Communications Quarterly*, Vol. 73, No. 1 (Spring 1996): 262-263.

Scholarly workshops and presentations

Panelist on *Ethnic and Gender Prisms of Academic Leadership: Experiences of JMC Department Heads*, AEJMC, Washington, D.C., 5-8 August 2001.

Panelist 2000 PRSA Professional Development Seminar; *Socratic Dialogue: Diversity and Customizing Your Message to Reach Different Audiences*, Thanksgiving Point, Utah, September, 2000.

Panelist on several panels including *Newsroom Convergence, Professional-Education Partnerships and Service Learning* at the AEJMC Conference, Phoenix, AZ, 8-12 August 2000.

Discussant for AEJMC PR Division research paper session at the AEJMC Conference, Phoenix, AZ, 8-12 August 2000.

Panelist on two panels on Journalism Education, Advancing Technology and Newsroom Convergence, AEJMC, New Orleans, LA, 4-8 August 1999.

Panelist on Developing, Monitoring and Strengthening Organization-Public Relationships, AEJMC, Baltimore, Maryland, 5-8 August 1998.

Service as a referee or reviewer

Judge for the PR Division of AEJMC Research Paper Competition (2002)

External Reviewer for Rank and Status for Kansas State University (2001)

Reviewed textbook proposal for Allyn & Bacon (2001)

Blind reviewer for the Management Communication Quarterly An International Journal (2001).

Judge for the PR Division of AEJMC Research Paper Competition (2001).

Site team member for ACEJMC reaccreditation of Temple University's communication program (January 2001).

External reviewer for Rank and Status for Syracuse University (2000).

Reviewed AEJMC 2000 PR Division research papers. Also served as discussant.

External Reviewer for Promotion for University of Memphis (2000).

Judge for the PR Division of AEJMC Research Paper Competition (2000).

Editorial Board reviewer for Journal of Public Relations Research (1999-present).

Site team member to the Department of Mass Communications at Northeast Louisiana University for the ACEJMC, 14-17 November 1999.

Referee for AEJMC 1999 PR Division papers, PR Student Competition papers, and Commission on the Status of Women papers (1999).

Guest Reviewer for Journal of Public Relations Research, 1999.

Reviewed promotion application for E.W. Scripps School of Journalism (February 1999).

Reviewed competitive papers for the International Association of Business Disciplines, Public Relations Division (1999 Conference).

Referee for First Annual Ethics Bowl at Brigham Young University (1998).

External Reviewer for tenure and promotion for The University of New Mexico (1998).

Appointed member of the Joint Commission on Public Relations Education (PRSA, AEJMC, IPRA), Summer 1997-present.

Referee for AEJMC's Teaching Public Relations (1997).

Referee for Ray and Ida Lee Beckham Communications Lecture (1994, 1997-present).

Referee for Advertising Division of AEJMC Research Paper Competition (1996).

Professional Service

Chair-elect, PRSA's Educators Academy, 2002

RTNDF Excellence in Journalism Education Advisory Council (2000-2002)

Editorial Board for Journal of Public Relations Research (2000-present)

AEJMC-ASJMC Committee on Alliances (1999-2002)

At-Large Delegate of PRSA's Educator's Academy, (1999-2001)

ASJMC Taskforce Co-Chair on Diversity Partnerships, (1999-2001)

2. What is the institution's policy regarding leaves of absence with or without pay, sabbaticals, etc.?

The university grants leaves of absence for one semester and the full academic year when a faculty member proposes a worthwhile research or professional development project. Compensated and non-compensated leaves are available.

The university policy favors one-semester leaves over leaves for the full academic year. While the university does not discourage full-year leaves, the policy says only that full-year leaves with full compensation will be granted in cases of "truly exceptional projects of peculiar value to the University."

There is no restriction under the university policy that limits leaves to every seven years, so faculty can apply and be granted a leave when they propose a worthwhile project regardless of the time elapsed since their last leave.

At the department level, the chair can release a faculty member from a contractual obligation to teach in the summer in order for the faculty member to pursue a research or other professional development project.

The university's guidelines regarding leaves of absence is available behind the Standard 9 tab in the supplemental materials

3. List faculty who have taken leaves during the past six years, with a brief description of the resulting activities.

Research Leaves

Kay Egan (one semester): Conference papers and a journal article.

Russ Mouritsen (one semester): Completing a case studies media management textbook.

Dennis Martin (Fall semester, 2000): Article published in the Journal of Advertising Education.

Michael Perkins (Spring term, 2001): Article published in Gazette. Research trip to Organization of American States library in Washington, D.C.

Kevin Stoker (Spring term, 2002): Completing a project on public relations ethics.

Other Leaves

Several faculty participated in exchanges and leaves to BYU-Hawaii, BYU's satellite campus. The assignment involved service to the university by establishing a journalism program and working to improve the campus newspaper. Journalism and advertising faculty were involved in assignments that required leaves or a spring or summer term, semester, or year long assignments. The following faculty participated in this program: Russ Mouritsen, Allen Palmer, Michael Perkins, Bill Porter and Gordon Whiting. Dan Stout will at BYUH in the 2002-2003 year.

Dan Stout (one semester): Teaching exchange at Syracuse University.

JoAnn Valenti (one year): Sage College's endowed visiting professor program.

4. What other programs does the unit have to stimulate professional activity, scholarship, research, and other creative achievement by faculty?

The department has a number of endowed research funds to stimulate research activity.

Ashton Research Funds

The Ashton Research Fund provides approximately \$30,000 annually to support faculty research. Most faculty research proposals receive funding. Ashton funds are awarded continuously through the year until funds are exhausted. Any unassigned funds are carried over into the next year. Faculty have two years in which to use their Ashton grants. Money not expended by a faculty member at the end of the term are returned to the fund.

Ruth Silver Research Funds

The Silver fund is an endowned fund controlled by the department to support research about ethics and values in media. The department awards \$2,500 annually, and recipients have two years to expend the funds on their research project.

Howard Wall International Media Studies Endowment

The Wall fund was established to support international media research and to fund travel for international research or to attend conferences or conventions held outside the U.S. The

department has approximately \$5,000 available annually to award to faculty. Unused portions can be carried over for use in future years.

Arch Madsen International Media Studies Fund

The Madsen fund, like the Wall fund, supports international media research and to fund travel for international research or to attend conferences or conventions held outside the U.S. The department receives about \$20,000 annually to award to faculty. Unused portions from previous years can be carried over.

Beckham Lecture

The annual Beckham Lecture, established by professor emeritus Ray Beckham, gives faculty the chance to present their research in a forum to communications faculty and students every February. The Beckham Lecturer receives a \$1,500 award.

College Professional Development and Research Funds

The College of Fine Arts and Communications awards funds annually for faculty research and creative activities. Although the selection is competitive, many of the research projects from the Communications Department Faculty have received funding. The college awards typically range from \$300 – \$1,500

Research Assistants

Most of the graduate students in the department serve as research assistants to faculty. In 2000-2001 and 2001-2002 every faculty member who requested a research assistant received one.

Travel Funds

Between the travel dollars allocated from the university and funding from the Scripps Foundation, enough money exists to support each faculty member on multiple trips. Preferential funding priority goes to competitive peer-reviewed paper presentations.

The department's standards for awarding travel funds are available in the supplemental materials behind the Standard 9 tab.

Teaching Reductions for Research

Beginning Fall 2002, faculty were eligible for a research assignment equivalent to one course for a deserving research proposal. All professorial faculty except one applied for and received the increased research and reduced teaching assignment. Teaching reductions will be renewed annually based on an evaluation of past productivity and future research projects.

5. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

The following faculty have received the benefits of the above listed programs:

Ashton Research Funds: Ed Adams, Sherry Baker, Dale Cressman, Kay Egan, Scott Hammond, Tom Griffiths, Rich Long, Dennis Martin, Russ Mouritsen, Jack Nelson (retired), Allen Palmer,

Michael Perkins, Bill Porter (retired), Alf Pratte, Quint Randle, Brad Rawlins, Jay Rush, Kevin Stoker, Dan Stout, Eliza Tanner, Steve Thomsen, JoAnn Valenti (retired) and Laurie Wilson.

The results for all faculty were many of the conference papers and journal publications listed above. Some of the funded research projects are on-going.

Beckham Lecture: Ed Adams, Kay Egan, Rich Long, Steve Thomsen, and Alf Pratte.

Silver Research Funds: Scott Hammond and John Dancy (2000), Brad Rawlins and Kevin Stoker (2001).

Scott Hammond and John Dancy returned their research funds when they realized they would be unable to complete the project. Brad Rawlins and Kevin Stoker's research project has resulted in paper presentations and a journal article.

Wall and Madsen International Media Studies endowments: Kay Egan, John Dancy, Scott Hammond, Rich Long, Russ Mouritsen, Allen Palmer, Michael Perkins, Kevin Stoker, Steve Thomsen, and JoAnn Valenti.

The resulting activity was funding to conduct research and present papers at international conferences in Australia, China, Great Britain, Korea, Mexico and Poland.

College Professional Development and Research Funds: Ed Adams, Sherry Baker, Dale Cressman, Kay Egan, Tom Griffiths, Scott Hammond, Rich Long, Dennis martin, Russ Mouritsen, Allen Palmer, Michael Perkins, Alf Pratte, Quint Randle, Brad Rawlins, Jay Rush, Kevin Stoker, Dan Stout, Eliza Tanner, JoAnn Valenti and Laurie Wilson. The average college award was \$1,000 for research or creative activities.

The results for all faculty were some of the conference papers and journal publications listed above. Some of the funded research projects are on-going. The college money could also be used for conference travel.

Travel Funds: Every faculty member has had the benefit of department travel funds in the past six years to attend conferences and to conduct research.

Teaching Reductions for Research/Creative Activities (Effective Fall 2002): Ed Adams, Sherry Baker, Joel Campbell, Dale Cressman, Kay Egan, Rich Long, Dennis Martin, Doug McKinlay, Russ Mouritsen, Allen Palmer, Quint Randle, Brad Rawlins, Alf Pratte, Dan Stout, Eliza Tanner, Steve Thomsen, and Laurie Wilson.

Results will be evaluated in 2003.

6. Describe the role of scholarship, research, creative and professional activities in promotion and tenure decisions.

University and department standards for promotion and tenure clearly state that professorial faculty members should show consistent productivity of high-quality scholarship over the span of their careers. The department rank and status policy specifically expresses a preference for refereed scholarly publication as evidence of scholarly work for the tenure decision. For the decision regarding promotion to full professor, the department policy recognizes that the forms of scholarly work produced by a faculty member might change, with less of it being subjected to formal peer-review, as when a faculty member publishes a book or book chapters.

The scholarship element is often the dispositive factor in a faculty member's receiving or not receiving tenure. It is impossible at BYU for a faculty member to earn tenure without having an established record of scholarly publication. In the past six years, two Communications faculty members did not receive tenure, and in both cases the decision turned on the scholarly record. While publication standards vary from department to department on campus, the strongest tenure cases in Communications are those in which the faculty member has published on average one refereed journal article a year during the probationary period.

Under the university guidelines, a faculty member can pursue a creative works agenda as a substitute for traditional scholarly research, but no Communications faculty member in recent memory has done that.

Professional faculty must engage in publication that demonstrates they are staying current in the skills and the industry issues of their professional areas. Under the department's rank and status guidelines this can be accomplished either by practicing in the industry or by commenting on the industry in trade publications. For journalists, for example, that can be either engaging in journalistic reporting or research and publication or publishing commentary about industry practices and trends in magazines such as *Editor and Publisher* or *Quill*. Likewise, professional faculty in advertising and public relations can either maintain work with clients that influences the clients' ad or p.r. strategies, or they can publish commentary in appropriate trade journals.

The application of these standards for professional faculty are still evolving, since the professional-track status is still fairly new in the department. The most advanced professional faculty have just successfully passed their third-year reviews, and it was clear in those evaluations that the faculty expect professional faculty to be productive in an appropriate way comparable to the professorial faculty's research and publication expectation.

A copy of the pertinent sections of the university and department rank and status policies regarding scholarly, creative and professional work in promotion and tenure decision is available in the supplemental materials behind the Standard 9 tab.

7. How does the unit administration alert faculty members to opportunities to engage in scholarship, research, creative and professional activities? What other specific policies and administrative actions encourage faculty to engage in these activities?

Calls for papers and conference announcements are compiled and distributed by the director of the Communications Research Center. Upcoming deadlines for AEJMC, ICA, and regional conferences are sent to faculty via email and voice mail. Upcoming deadlines are also reviewed periodically at monthly faculty meetings.

Regular announcements are made on research funding opportunities with follow-up notification on deadlines.

The department chair meets annually with faculty, and as part of that interview reviews the past year's performance in this area. At this meeting the chair reviews expectations and opportunities for scholarly, creative and professional activities.

The university sponsors a faculty development series for faculty in their first two years at the university. Every new faculty member chooses a mentor in the department. The mentor is responsible for meeting regularly with new faculty member and assisting him or her in research activities, professional service and teaching.

Standard 10 – Public Service

Part II, Section 10 — Public Service

Assessment at Last Visit

At the time of the last visit the site team reported:

The Department of Communications enjoys a rich tradition of public service which is enhanced by its special relationship with the LDS church. The self study lists three major areas of public service: to high school students and advisors; to the community and industry; and to the international community. The cornerstone of the department's service to the area high schools is an annual spring workshop for journalism students and a monthlong summer workshop for minority students. In the letter, the department selects 20 high school students for preview programs in journalism and public relations. Scholarships are offered to the best students if they return. The department also produces campaigns for campus and community groups through its student excellence through the Utah Press Association. The department's international outreach is impressive, with work in Latin America, Africa, Europe and the United Nations. The self-study lists presidential and congressional appointments to commissions on international broadcasting. Although they are not listed in the self-study, the Department also has active service activity in various student organizations, including PRSSA, AAF and RTNDA.

COMPLIANCE

Developments

The department continues to be actively engaged in public service activities such as high school journalism workshops, and individual faculty members also continue to make public service part of their work. Perhaps the most interesting development in public service has been the department's initiative over the past three years to lend support to the BYU satellite campus in Hawaii in creating a journalism curriculum. This is comparable to a state university JMC unit reaching out to community colleges in the state higher-education system with support for journalism education. The BYU initiative has involved several faculty members visiting the BYU-Hawaii campus for periods ranging from a few days to a full academic year to help develop new journalism classes and upgrade the level of student journalism on the campus. One early result of this effort has been that journalism has become a "concentration area" in a broad communications major at BYU-Hawaii.

The other noteworthy development has been the effort to use the public service work of the student lab media to enhance students' understanding of the roles of media in a diverse, multicultural society. Several public service activities of Newsnet have included webcasting speakers, seminars and symposia related to women's and minority issues, as noted below.

Challenges

Public service, while considered important in promotion and tenure evaluations, remains a difficult factor to evaluate in a faculty member's dossier. Clearly at BYU it still comes in third in importance behind teaching and scholarship. But the recent establishment of the professional-track faculty has given the department the opportunity to build the evaluation of public service

activity into the rank and status process in a more formal way. The challenge in the coming years will be for the department to develop a culture of evaluating the public service activities of professional-track faculty, such as lobbying on behalf of the Utah Press Association or lending professional expertise to other non-profit organizations, in a way comparable to traditional campus and professional service for professorial faculty.

1. **Summarize the public service activities undertaken by the unit. Show how they benefit the unit's educational program, including its responsibility to train students for work in a diverse, multi-cultural society. Include operation of campus media if under the control of the unit, short courses, institutes, high school and college press meetings, judging of contests, and similar activities during the year preceding the accreditation visit.**

The department continues to be a strong sponsor of high school journalism workshops.

Since the last site visit the department has continued to sponsor the annual Utah High School Journalism Workshop. In fall 2002 a collaborative workshop will be organized and sponsored by BYU, the University of Utah and the Salt Lake Tribune. Each university had run its own workshop for many years until the two departments concluded that they could accomplish more by working together.

Scholarships to the university are made available for promising high school students. Recruitment efforts are made during the workshop to encourage minority students to apply to both schools. A Scripps minority scholarship is promoted at the workshop for the students interested in attending BYU.

As part of the workshop, faculty have participated in judging the student writing and editing competitions.

In 2001, the department was invited by the Las Vegas Review-Journal to co-sponsor a high school journalism workshop in Las Vegas with the newspaper and the J-school at the University of Nevada-Reno. Again, the department discovered the synergy available by working with another university in reaching out to high school students. In this case, it allowed BYU to reach beyond the borders of our own state. That partnership was repeated successfully in February 2002 and is expected continue into the future on an annual basis.

Helping the BYU-Hawaii campus start a journalism program and improve the campus newspaper has been a three-year initiative for the department. Several faculty have participated in leaves and exchanges to build a curriculum and advise the student staff on the editorial and advertising functions of the campus newspaper. Some of the students participating in the journalism classes and the newspaper are Native Hawaiian and Pacific Island students, giving the faculty the opportunity to practice their own skills teaching and working in a multicultural setting and promoting the merits of multicultural working environments beyond the borders of the main BYU campus.

The PRSSA chapter, Ad Club and the SPJ chapter have also been involved in service-oriented activities in the community.

The Rulon Bradley Agency regularly takes on clients and develops campaigns for the basic cost of production. The agency provides students with experience and helps out clients who otherwise may not be able to afford the public relations work.

Capstone classes in advertising/marketing communications and public relations regularly take on clients for the campaigns class. The public relations campaigns class works with area non-profit groups. Among recent clients are:

- This Is The Place Heritage Foundation, Salt Lake City, Utah
- Foundation for Alternative Sports, Salt Lake City
- United Way of Utah County, Provo, Utah
- BYU Alumni Association
- NewsNet.byu.edu
- Commission for Economic Development, Orem, Utah

The department has a couple of courses that have participated with the Jacobsen Center for Service Learning on the BYU campus. Communications 421, Public Relations Writing, and Communications 432, Account Planning Management, have had community-service components involving environmental groups and a public-health clinic, that have qualified the courses for service-learning grants from the Jacobsen Center.

Many communications students participated in volunteer work during the Salt Lake 2002 Winter Olympics using their skills developed in communications courses. Many students had paid positions working with media, but many more accepted unpaid positions working in broadcast, print and public relations capacities with many different agencies and media outlets. A couple of students volunteered to assist, translate and work for foreign broadcast companies from Mexico and Bolivia.

All journalism classes are tied to the Newsnet lab. Newsnet produces The Daily Universe, which has a daily campus circulation of 22,000; several stories each day for newsbreaks on KBYU-FM; a cable-TV news show; and a daily news program broadcast on KBYU-TV. The lab also maintains a website, Newsnet, which is accessed by alumni and church members throughout the world. User research on the website indicate that a majority of hits come from outside the state of Utah from people wanting news about BYU, BYU sports and the church. Newsnet also netcasts and streams several live events during the school year for campus and off-campus audiences. Examples of recent netcast events include:

- The Women's Issues Symposium on mental health, abuse, eating disorders and pornography.
- The Victims Rights and Media Conference, which brought together media professionals and sexual assault victim advocates. Discussion included the First Amendment and the Utah Victims Rights Amendment.
- Life Leadership Seminars focusing on people and interpersonal relationships.
- A speech by the Kuwaiti Ambassador to the United States, Mohammed A. Abulhasan, about U.S.-Kuwaiti relations.
- The annual General Conference of the Church of Jesus Christ of Latter-day Saints. The webcast could be viewed in English, Spanish, Mandarin, Portuguese, Japanese, Cantonese and German.
- A lecture sponsored by BYU's office of Women's Services and Resources entitled, "Predicting Marital Satisfaction Before Marriage."
- A speech co-sponsored by the Women's Leadership Conference and the Women's Services and Student Leadership given by Sheri Dew, on her subject of "Rising to the Stature of Divinity."
- Live coverage of the 2000 and 2001 elections.

- Senator Orrin Hatch and Shawn Fanning, creator of Napster, testifying at a field hearing of the Senate Judiciary Committee in the Terrace of the Wilkinson Student Center.
 - Electric Commerce Taxation Symposium
 - Campus Town Meeting about Provo City's South Campus Area Master Plan, which affects an area of town with a high student population.
 - A speech by Tuilaepa Sailele Malielegaoi, Prime Minister of Western Samoa, given at BYU's Kennedy Center for International Studies.
 - An SPJ-sponsored panel on the theme "Balancing Minority Rights and Majority Rule: Representing Diversity in the Newsroom and Community."
2. **Attach a sampling of the brochures and other publications that announce the specific programs to their intended audiences.**

Copies of promotional materials for a number of public service activities are available behind the Standard 10 tab in the supplemental materials.

3. **List public service activities undertaken by each individual member of the faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information.**

Ed Adams

- Workshop Teacher, Utah High School Journalism Workshop, May 2001
- Workshop Teacher, Nevada High School Journalism Workshop, February 2000
- Workshop Teacher, Utah High School Journalism Workshop, May 2000
- Judge, National Federation of Press Women (NFPW), national contest for special series articles, April 1996 - 1999

Sherry Baker

- Judge and Moderator, National Intercollegiate Ethics Bowl Competition (APPE 1997, 1998, 1999, 2000)

John Hughes

- Member, Board of Advisors, Center for the Study of the Presidency, 2000-present
- Member, Board of Directors, International Center for Journalists, 1998- present
- Member, Advisory Council, The Public Diplomacy Foundation, 1997- present
- Member, Advisory Board, International Security Studies, Yale University, 1995-present
- Trustee, International Center for Communications, San Diego State University, 1992-present

Rich Long

- "War and Public Relations," The National Incident Communications Conference (speech to 300 public affairs representatives from the Bureau of Land Management, U.S. Fish & Wildlife Service, U.S. Forest Service, National Park Service, Arizona State Land Department and New Mexico State Forestry Department), Phoenix, AZ, Nov. 6, 2001
- "Violence Against Communities," Center for Crisis Public Relations and Litigation Studies, Lehigh University, Bethlehem, PA, Oct. 3, 2001
- "Toxic Release Inventory: Learning from Other Industries," TRI Implementation for Electric Utilities, Edison Electric Institute, Dallas, Sept. 9, 1997

- “An Industry Perspective on Risk and Stigma,” Annenberg Conference on Risk, Media and Stigma, The Wharton School, University of Pennsylvania, Mar. 23, 1997

Doug McKinlay

- Coordinated the advertising campaign for America’s Freedom Festival, Provo, Utah, March-July, 2002

Allen Palmer

- Seminar leader, sponsored lecture tour for U.S. Information Agency, Philippines, September-October 1998

Michael Perkins

- Workshop Teacher, Nevada High School Journalism Workshop, February 2002
- “New Challenges in the University Education of Journalism Professionals,” Santa Cruz, Bolivia, sponsored by the U.S. Embassy in La Paz, Bolivia
- “The Future of Freedom of Expression in the Americas,” Journalists Association of La Paz, October 2001, sponsored by the U.S. Embassy in La Paz, Bolivia

Alf Pratte

- Regularly publishes editorials in area newspapers

Quint Randle

- Workshop Teacher, Utah High School Journalism Workshop, May 2002
- Workshop Teacher, Nevada High School Journalism Workshop, February 2002

Kevin Stoker

- “Ethics of Communication on the Internet,” Utah Valley Community College Library Lecture Series, October 11, 2001
- “Creating Goodwill in the Community Through Developing Relationships With Those Upon Whom Your Success Depends,” National Association of AfterCare Services Conference, June 28, 2001
- “Telling Your Organizational Story to the Media,” for Utah Service and Volunteers Conference, Ogden, Utah, Nov. 8, 2000.

JoAnn Valenti

- “Speaking of Gender ...,” Women Lawyers of Utah, Continuing Legal Education Seminar, Salt Lake City, Oct. 13, 2000
- “A review of the President’s Council on Sustainable Development (USA): Building environment networks,” Seminar in Using Environmental Information to Foster International Cooperation, TuTech University, Hamburg, Germany, Sept. 25, 2000
- “Men, Women & Mother Nature: Gender and religiosity informing environmental attitudes,” Forum presentation, Brigham Young University, Provo, UT May 23, 2000 [online at www.byu.edu]
- “Covering the environment: Does gender play a role in environmental journalism?” Utah State University, Media and Society Lecture Series. March 28, 2000, Logan, Utah

Laurie Wilson

- Panel moderator, “Developing Positive Relationships with Media in Your Community,” Victims Rights and Media Conference, BYU, 15 November 2001

- Workshop facilitator, “The Substance Behind the Glitz: What Public Relations Really Does for You,” American Association of State Compensation Insurance Funds, Park City, Utah, August 17, 1998
- Workshop facilitator, “Using a CD Program CDCynergy to Develop Health Communications Campaigns and Messages,” Braun School of Public Health and Community Medicine, Jerusalem, Israel, July 26-29, 1998
- Workshop facilitator, “Marketing Your Program Effectively, National Association of Housing and Redevelopment Officials Conference,” St. George, Utah, April 2, 1998.
- Member, Salt Lake City Host Committee, National Points Of Light Conference (June 2002)
- United Way of Utah County Executive Board (1992-present)

4. Describe the role of public service in promotion and tenure decisions.

At the university level, public service falls under the citizenship component of the promotion and tenure guidelines. Under its citizenship standard the university states that faculty “are encouraged to use their professional expertise to give service to the community and the Church” (University Policy on Faculty Rank and Status 3.2.1). While public service is given credit in rank and status decisions as fulfilling the citizenship expectation for faculty, the guidelines make clear that the primary focus of the citizenship standard is collegial participation in university service and service to the faculty member’s profession.

The department rank and status guidelines place the same value on public service – that faculty members are encouraged to offer their professional expertise in service to the community and to the Church. Several excellent examples can be found among the faculty, such as the public relations faculty who share their expertise with not-for-profit community organizations or the journalism faculty teaching at high school journalism workshops in Utah and Nevada. Though a higher priority is placed on collegial participation in department and college affairs and service-oriented participation in professional groups such as AEJMC, public service outside of the academy is given a high level of respect in the department decisions.

Public service has been recognized as being of particular importance in the rank and status evaluations of professional-track faculty because it presents an opportunity for them to maintain their ties to the industry.

5. Describe the unit’s involvement in assisting area high schools and community college mass media teachers and their students. Alternatively, show records indicating that these institutions, teachers and students receive sufficient support from other sources.

The department co-sponsors two high school journalism workshops a year: the Las Vegas High School Workshop, usually held in February and co-sponsored with the Las Vegas Review Journal, and the Utah High School Journalism Workshop, which will move to the fall of the year beginning in 2002.

The Las Vegas High School Workshop is primarily for students who work on the staffs of Las Vegas area high schools. Total attendance is around 80 students and approximately 10 to 12 advisors. The classes are more of a hands-on workshop with students learning skills such as copyediting, web-page design, and newswriting.

Traditionally the Utah High School Journalism Workshop was held every April on the BYU campus and would bring as many as 800 students to campus. The workshop was more of a presentation/lecture approach for groups of students numbering between 70 and 250. In 2002

the workshop was moved to the fall and was co-sponsored by the University of Utah. Additional changes included adapting the model used in Las Vegas of small labs/workshops to train high school newspaper staffs. Training workshops were also added for advisors to help high school teachers receive hours toward their certification.

The change will allow the workshops to reach students interested in journalism through hands-on sessions oriented toward improving their journalism skills. The more personal nature of the instruction will also allow more schools to participate. When the attendance was greater, participation was limited to high schools from the Salt Lake-Provo-Ogden metro area. The new workshops will reach involve those high schools as well as reach out to the high school newspapers staffs from rural schools in central and southern Utah.

Overall the change in size and orientation of the high school workshop is meant to give greater practical assistance to high school students and teachers.

In the area of broadcasting, a high school broadcasting teachers workshop was held at Newsnet in June 2002. Advisors for high school radio and TV stations gathered for a workshop and roundtable discussion on curricular and technological ideas.

Area community college faculty are informed whenever the department sponsors activities appropriate for their students or faculty. Faculty from Utah Valley State College, located in the neighboring city of Orem, Utah, have participated in SPJ events and conferences held at BYU. Other junior colleges – Salt Lake Community College, College of Eastern Utah, and Snow College – are all over an hour away from BYU and have stronger ties to state universities since they are state-sponsored institutions.

The Department of Communications has strong ties to the communications programs at BYU's satellite campuses, BYU-Hawaii, in Laie, Hawaii, which enrolls 1,200 students, and BYU-Idaho, in Rexburg, Idaho, which enrolls 10,000 students. We have been working with both BYU-Hawaii and BYU-Idaho on course coordination to make it easier for students to transfer to the Provo campus and to set up distance-learning classes that could be taken by their students for credit on their campuses.

The most successful outreach has been the department's assistance to BYU-Hawaii. During 2000 and 2001 several Communications faculty from Provo spent time at BYU-Hawaii to set up a journalism curriculum, to help the campus newspaper transition to a lab-newspaper model like Newsnet, and to advise the faculty and administration on a faculty search in journalism. In the 2002-2003 year, Dan Stout is teaching at BYU-Hawaii and will lend his expertise in newspaper advertising sales to the campus newspaper in hopes of boosting sales and revenues and will continue discussions with faculty and administration about developing a small advertising curriculum.

Standard 11 – Graduates/Alumni

Part II, Section 11 — Graduates/Alumni

Assessment at Last Visit

At the time of the last visit the site team reported:

The department relies on the university's Alumni Association to track graduates and can use information gathered by the Alumni Association, but has no tracking system itself. Still, faculty members have kept in touch with a considerable number of alumni. The department produces and distributes *CommWorld*, an alumni newsletter, ten times a year. The Executive Symposium, held ten times each semester, features speakers on specialized subjects in communications; many of them are alumni of the department. Similarly, student organizations, like PRSSA, also bring in alumni as speakers. The New York Internship program, as well as internships in Utah and other states, are often supervised by professionals who are alumni. These professionals seek BYU Communications students and often hire them without interviews.

Graduates of the program working in communications fields are widely respected for their professionalism and moral character. Members of the site team questioned employers about BYU graduates who are employees and received only high praise.

The department chair might assign faculty not under the pressure of gaining continuing status (tenure) or supervising activities to develop a program to track graduates at regular intervals as an evaluation of the program.

COMPLIANCE

Developments

Since the last visit, the department's National Advisory Board has been reorganized to better help the department's relations with alumni. A separate department Alumni Board has been organized as a distinct group under the direction of the NAB's alumni committee. While the NAB emphasizes fundraising and development, the Alumni Board will be responsible for mentoring students, organizing local alumni events, and developing internship and job-placement opportunities for students.

In recent years the department has followed a strategy of holding an alumni reception or dinner in cities where a number of faculty might be attending a professional convention or conference. Recent events have been held in Las Vegas in conjunction with BEA/NAB/RTNDA, Atlanta in conjunction with PRSA, and in Phoenix, Washington, D.C., and Miami in conjunction with AEJMC. These events have been very well received by graduates, who expressed appreciation for the chance to reconnect with the department.

In November 2001, the department hired a new development assistant, Nancy Christensen, rejuvenating the department's efforts at connecting with alumni, which had grown stale under recent staff in that position.

While the department continues to invite alumni and other communications leaders to speak in the department, the Executive Symposium series was discontinued in 2002 after several years of declining profile in the department.

Challenges

The department needs to revisit its strategic plan for alumni relations, which has not been evaluated for several years. Commworld, for example, is still published several times a year, but its effectiveness in reaching the right audience needs to be re-assessed.

The department also plans to initiate a Communications Week in March 2003, with one objective being to give alumni a chance to return to campus to mentor students. This will require considerable commitment of time and resources, as the department has not sponsored such an event in over 10 years.

The department began in 2002 to solicit information from alumni for purposes of student and curriculum assessment, but continuing this effort, which is important for the future growth of student learning in the department. But it also represents a complex, ongoing effort in order to support the continuing assessment of programs.

1. How many students have been graduated from the unit since the college or university first offered a professional program?

BYU first granted degrees in Communications in 1935 and in Journalism in 1938. Since then, the Alumni Association has recorded 9,053 graduates with degrees related to the department's program.

2. List by specialty each member of the graduating journalism/mass communications class of 1999 and those graduates' current jobs. Include "unknown" entries.

In June of 2002 we conducted a survey of 1999 graduates. Out of the 304 sent, 99 surveys were received (33%) and 20 returned with address unknown. The list was then supplemented by another alumni survey and faculty information. Listed below are all 1999 graduates.

Jose A. Abrantes					
Chelsea L. Adams					
Matthew N. Amberson					
Hadil S. Amer					
Brent J. Anderson					
Alysia C. Andrews		Address Unknown			
Elyssa M. Andrus					
Jill C. Angell					
Allison B. Badger					
Heather B. Bailey	Bjour	Cache Valley Radio Group	News/Marketing Director	Logan	UT
David L. Bake					
Amy B. Baker	Bjour	KSTU TV	Master Control operator, at-home mom	Salt Lake City	UT
Steven R. Barker					
John R. Barlow					
Aaron S. Bartholomew	ComStud	Brigham Young University	Law Student	Provo	UT
Kristopher J. Barton					
Adam D. Bascom	MktCom	Inter-Tel Technologies	Account Representative	Orem	UT
David H. Bascom	MktCom	Bmarketer L.L.C.	owner	Springville	UT
Leslie J. Beistline					
Scott S. Bell	Jour	Duke Law School	Law Student	Durham	NC

Garron K. Belnap						
Joel R. Bikman						
Lillian I. Billing	MA	S. Franses LTD	Marketing & Sales Manager	London	ENG	
Scott L. Blomquist						
Christine G. Boden						
Brandon D. Bond	MktCom	Accenture	IT & Management Consultant	Walnut Creek	CA	
Brian C. Boxx						
Summer L. Bradford	PR	Generic Pharm. Association	Public Affairs Assistant	Washington	DC	
Steven L. Brady						
Kenneth D. Bridenstine	PR	Mental Health Systems, Inc.	Media Advocacy Specialist	Spring Valley	CA	
Laurie F. Brooks						
Jana C. Brough						
Bart O. Brown						
Denise P. Brown	PR	Waggener Edstrom	Account Exec	Bellevue	WA	
Jessica R. Brown	PR	Novell	PR Coordinator, at-home mother	Provo	UT	
Sean K. Brown						
Brandi C. Bryner	Bjour	Brigham Young University	Office Manager	Provo	UT	
Brendan R. Burke						
Jennifer M. Burke	Bjour	Franklin covey	Business Development Mgr	Salt Lake City	UT	
Jonathan L. Burton		Address Unknown				
Marcus M. Burton						
Marianne Burton						
Kristina K. Cahoon						
Peter K. Candland						
Ruth J. Castillo	Bjour	Comms & Jour Teacher	San Benito School Distric	San Benito	TX	
Christina O. Chapman						
Carrie M. Chappell						
Cody L. Chipman	MktCom	Boehringer Ingelheim Pharm.	Pharmaceutical Rep	Woods Cross	UT	
Joel H. Christensen						
Matthew C. Clyde	MktCom	America West Airlines	Sr. Marketing Manager	Tempe	AZ	
Amy M. Coffman	PR	Mueller Funeral Home, Inc.	PR Specialist	Kennewick	WA	
Monica M. Cook		Address Unknown				
Russell J. Corallo						
Rebecca K. Correa						
Craig A. Craze	PR	Wirepath Home Systems	Dir. of Marketing & Sales	Charlotte	NC	
Brian D. Crow						
Gary R. Cutler						
Craig D. Dahle						
Kimberly Daich						
David P. David						
Corey T. Davis	PR	Sundance Catalog Co.	Internet Marketing Manager	Salt Lake City	UT	
Channen G. Day	ComStud	Law office of Christopher Day	law clerk/law student	Phoenix	AZ	
Megan P. Deal	MktCom	InfoTrek	Sr. Account Manager	Alexandria	VA	
Matthew D. Decker						
Daniel R. Dellenbach	ComStud	Bonneville Realty Capital	Loan Officer	Salt Lake City	UT	
Shawn M. Dickerson						
Nancy L. Dong						
Scott A. Duncan						
Adam B. Dunford						
Jennifer B. Dyches	MktCom		At-home mother	Shaker Heights	OH	
Kristyn D. Dyreng						
Mark S. Early	MktCom	Qwest Communications	Sr. Process Analyst	Phoenix	AZ	
Shelly K. Edgin						
Richard J. Edwardson						

Dan E. Ellis IV						
Lena B. Erekson	ComStud			At-home mother		
Krista L. Evans		Address Unknown				
Maria P. Fano						
Jacob M. Farrar						
Peter A. Ferguson	PR	Ebay	Security /Safety Manager	Draper	UT	
Richard S. Ferguson	MktCom	Utah Vacation Homes	General Manager	Salt Lake City	UT	
Christopher P. Fielding	Bjour	Salt Lake Community College	Digital Video Production Coord.	Salt Lake City	UT	
Henk J. Fischer	MktCom	Merrill Lynch	Financial Advisor	Ontario	CA	
Aaron H. Fitch						
Rebecca K. Fletcher		Address Unknown				
Kevin E. Folga						
David F. Forstrom						
Jeremy K. Fowers	MktCom	Nobel Woodworking Supply Inc.	General Manager	Idaho Falls	ID	
Jared W. Frank						
Keith R. Frank						
Ian P. Freeth						
Stacey S. Frischknecht						
David P. Fuhrman						
Cameron J. Fuller						
Jill G. Gardner						
J. Coleman Gerstner	MktCom	Eli Lilly & Co	Marketing Associate	Indianapolis	IN	
Shanna S. Ghaznavi	Jour	LDS Church	Editorial Associate	Salt Lake City	UT	
Jennifer A. Giauque						
Jeffery W. Glasgow	ComStud	Union Pacific	Sr. Analyst	Omaha	NE	
Rosemary L. Glines	PR		At-home mother	Coralville	IA	
Jared A. Gooch	PR	Information Officer	Union Pacific Railroad	Wilmington	DE	
Jason T. Gough						
Jessica P. Goulding	ComStud		At-home mother	Gainesville	GA	
Jessica P. Guynn						
Raymond C. Hammond	Bjour	Succeed Corporation	Sales Consultant	Chandler	AZ	
Allison C. Harker						
Ashley E. Hart						
Burke L. Hatch						
Chris S. Hatch						
Elyse Hayes						
Heather H. Hemingway						
Eric M. Hemming						
Emily B. Hemming						
Sara R. Hempel	MktCom	Johnston & Culbertson	Sr. Claims Representative	Seattle	WA	
Roman D. Hildebrandt						
Melissa L. Hill						
Scott H. Hill						
Hillary S. Hopkins						
Carrie W. Horejs	PR		At-home mother	Mesa	AZ	
Bradley W. Horne		Address Unknown				
Catherine C. Horsley						
Brian R. Howard						
Angela S. Howell	PR	ARUP Blood Services	Community Relations Rep.	Salt Lake City	UT	
Kenneth J. Howser III	Jour	Daily Republic	Health, Social Services Reporter	Fairfield	CA	
Janae A. Hubble						
Kirk A. Hughs	MktCom	Salt Lake Olympic Organizing Committee	Staffing & Facilities Manager	Salt Lake City	UT	
Nicholas V. Izzo						

Mindy D. Janis						
Matthew T. Jarman						
Kristen R. Jarvie						
Paul D. Jarvis						
Adrien A. Jenkins	MktCom	Liberty Athletic Club	Tennis Instructor	Ann Arbor	MI	
Ashley H. Jensen	MktCom	KRTH 101	Account Executive	Los Angeles	CA	
Michael B. Jensen		Address Unknown				
Heather W. Johnson	MktCom	Excel Eye Center	Marketing Director	Provo	UT	
Jeremy E. Johnson						
Scott L. Johnson	ComStud	G&K Services	Sales	Orlando	FL	
Shannon R. Johnson						
Aaron W. Johnston						
Trina S. Jonas						
Jared G. Jones	PR	Coltrin & Associates	Sr. Associate	New York	NY	
Kimball R. Jones						
Maureen Jones						
Jeffrey S. Kearn		Freeport.com	VP Business Development			
Michael A. Kelley						
Jill P. Kemp						
Shaeli M. Kersee	PR	Credit Union Direct Lending	Marketing Comms Specialist	Rancho Cucamonga	CA	
Christopher M. Kneeland						
A. Scott Koenig						
Amanda C. Kost						
Sarah K. Kreider	MktCom	TLP	Account Executive	Flower Mound	TX	
Andrew A. Lambert						
Sarah Larkin	ComStud	Jordan School District	Guidance Specialist	West Jordan	UT	
Mathew L. Larsen	MktCom	McGeorge School of Law	Law Student	Sacramento	CA	
Kathryn M. Larson						
Troy C. Larson	Bjour	no information given		Portland	OR	
Todd R. Lassig						
Matthew B. Lawrence						
John D. Lawson						
Katherine K. Layton						
E. Mark Leany						
Janelle J. Leatherwood	PR		At-home mother	Provo	UT	
Curtis K. Leavitt						
Jonathan M. Lee						
Antonio M. Lima		Address Unknown				
Hamilton E. M. Lima						
Jeffrey P. Lloyd	MktCom	Novell	Account Manager	Provo	UT	
Claudia M. Lorenzana						
Mara Y. Ly						
Candice A. Madsen						
Lorena Mansell		Address Unknown				
Jennifer K. Marchant						
Mary K. Marshall		Address Unknown				
Christian S. Martin						
Rebecca W. Martin						
Suzanne T. Martin						
Michael G. Mason	MktCom	Franklin Covey	Project Leader	Salt Lake City	UT	
Sina M. Matthes	Bjour	Arizona Dept. of Environ. Qual.	Media Relations Officer	Phoenix	AZ	
Kimberly A. McArthur						
Elizabeth S. McKee						

Shanda M. McKeehan	PR		At-home mother	Ypsilanti	MI
Tyler McKellar	MktCom	Richter7 Advertising	Copywriter	Salt Lake City	UT
David R. McKendrick	MktCom	McLeod USA	Account Executive	Salt Lake City	UT
Mali H. McKenzie					
Tecia H. Memmott	ComStud	Utah Valley State College	English Faculty, Comms Manager	Provo	UT
Mark C. Mendenhall	MktCom	SMA	Graphic Designer	Las Vegas	NV
David D. Meyer	MktCom	KIZ	Regional Marketing Manager	Felton	CA
Michael R. Miller					
Bert Mills	PR	Washington State Senate	Information Officer	Olympia	WA
Jason B. Mitchell		Address Unknown			
Ann-Cecilie Moen					
Artur C. Morais	MktCom		Loan/PC specialist	Murray	UT
Burke A. Morley	MktCom	Abercrombie & Fitch	Writer	Huntington Beach	CA
Joshua R. Morris					
Mark O. Morris					
Marnee E. Moser	MktCom	Marriott Photography	owner	Scottsdale	AZ
Sara M. Mulholland					
Kelly D. Mullin		Address Unknown			
Melissa D. Murchison					
Travis R. Murdock		Address Unknown			
Jeffrey J. Murrow		Address Unknown			
Gina L. Namahoe					
Susan N. Neff	MktCom		At-home mother	Camas	WA
Dallin B. Nelson					
Harold D. Nez					
Rachel Anne Nielsen	Jour	The Vanguard Group	Technical Writer	Valley Forge	PA
Jessica L. Nilsson					
Kekeli K. Nuviadenu	ComStud	Howard University	Teaching Assistant	Washington, DC	
Holly O'Keefe	Jour	United Rentals	Marketing Comms Specialist	Crystal Lake	IL
Stephan S. Ogilvie					
Jensen R. Oler					
Christian G. Olinquevitch		Address Unknown			
Christopher Onstott					
Alison C. Osborn		Address Unknown			
Matthew D. Pahnke					
Michelle N. Pattillo					
Alan W. Payne	MktCom	Diluvio	Consultant	Fairfax	VA
Janine F. Peltz					
Jennifer N. Petersen					
Christopher S. Peterson					
Dan W. Peterson					
Michael S. Peterson					
Trevor Petty					
Britta Piotrowski					
Mandalyn M. Pitts					
Amy S. Poole	PR	CCS/PR Inc.	Public Relations Intern	San Diego	CA
Janilee Pratt					
Jeffrey V. Rasband					
Roxanne L. Reddick					
Angela L. Reeves					
Bradley S. Richardson					
Lindsey M. Ricks					
Carla C. Rigg					

Hilary R. Roberts	PR		At-home mother	East Hampton	MA
Melissa L. Robertson	Jour		Looking for Work	Parker	CO
Karen A. Rochester					
Justin R. Rohatinsky	PR	Robert Half International	Recruiting Division Director	Kaysville	UT
Charles K. Romeril					
Matthew D. Romrell					
Scott C. Rosevear					
Robert W. Sainsbury					
Ryan D. Sanders	ComStud	Candesa	Project Manager	Provo	UT
A. Ryan Sanford					
Seth D. Saunders					
Tiffany L. Schade					
Marissa A. Schoenfeld					
Daniel G. Seeman					
Danielle B. Sheen	Bjour	Morinda	Marketing Comms Specialist	Orem	UT
Patrice W. Sheffer		Address Unknown			
Matt J. Sheffield					
Joanna S. Shelley					
Mark R. Simmons	PR	Nike	Decision Support Systems Intern/MBA Student	Portland	OR
Rhonda L. Sluder	Jour	Alpine School District	Teacher	Orem	UT
Glen R. Smith					
Kelly Smith					
Stephen P. Smith		Address Unknown			
Tanya T. Smith					
Eric D. Snider	Jour	The Daily Herald	Features Editor	Orem	UT
David L. Softley	Bjour	KIFI TV	Director	Idaho Falls	ID
Jared D. Sonne					
Michael A. Southworth					
Jennifer D. Stanworth	MktCom	UBS Warburg	Associate Brand Manager	New York	NY
Romney M. Stewart II	PR	Texas A&M University	MBA Grad Student	College Station	TX
Jeremy D. Stone	ComStud	Beneficial Life	Agent	Provo	UT
Noelle B. Stubbs					
Sterling B. Stubbs	MktCom	Keystone Media International	Associate Media Director	American Fork	UT
Kellie Swiatocha		Address Unknown			
Stephanie G. Tam					
Anne S. Taylor	MktCom	Meydenbauer Center	Human Resources Administrator	Bellevue	WA
Lance F. Taylor					
Stephanie H. Taylor	PR	Tech CPAs	Dir. Sales & Marketing	Salt Lake City	UT
Melissa D. Thayne					
Nathan B. Thomas					
Chris W. Thompson					
Toi A. Thompson					
Angela Tichy					
Kaori Tsunoda					
Chantelle A. Turner	PR	Bremer Public Relations	PR Associate	Salt Lake City	UT
Megan E. Vandre	Jour	The Hollingsworth Group	Research Associate	Wheaton	IL
EeLeng C. Vang					
Emily A. Voisin	PR	Gulf Oyster Industry Council	Communications Coordinator		
David A. Waddell					
Mark T. Waddoups					
Megan C. Wallgren	Jour	Self-employed	Freelance writer	Springville	UT
Brandon J. Walsh	MktCom	Little Caesar Enterprises	Marketing Coordinator	Phoenix	AZ
Holly H. Ward	Jour	BYU Travel Study	Marketing Director	Provo	UT

Michael W. Ward	Bjour	KSL-TV	TV News Producer	Salt Lake City	UT
Nathan L. Watson					
Paul E. Welling					
Benjamin D. Westerby	PR	Lexis/Nexis	Management Associate	Rockville	MD
Mariesa Whitaker					
Evelyne F. White					
Justin S. White		Address Unknown			
Adam E. Whitten	Jour	University of North Carolina	Law Student	Chapel Hill	NC
Kristen S. Whitten	Jour		At-home Mother	Charlotte	NC
Darren L. Wilcox	Jour	In between jobs	Freelance sports writer	Vidor	TX
Kerilynn Wilcox	Bjour	KSL-TV	Producer	Salt Lake City	UT
Marci V. Williams	Jour	NuSkin Enterprises	Sr. writer/editor	Provo	UT
Christopher E. Wilson	PR	West Valley City Corp.	Graphic Artist/Web developer	West Valley City	UT
Scott Wolfe					
Audrey J. Wood	Bjour	CBS News/The Early Show	Associate Producer	New York	NY
Loretta T. Wood					
Austin Wright	MktCom	Experian	Product Manager	Schaumburg	IL

3. List names of earlier graduates who have established distinguished records over the years.

BYU alumni include a network morning show co-host, Emmy winners, presidents and CEOs of corporations, editors and national reporters, award-winning leaders in the fields of advertising and public relations, and a Super-Bowl winning NFL head coach.

From our alumni information and through soliciting further information from faculty, we've put together a list of 100 outstanding alumni.

1. Ainge, Danny
Sports Broadcaster
2. Allen, Clay
Dir. of Communications, ASARCO, Phoenix AZ
3. Anderson, Donna Rouviere
AP Correspondent, Beijing, China
4. Anstiss, Paul
Anchor, BBC World TV News, London
5. Avery, Jim
Professor, Gaylord College of Communications,
University of Oklahoma
6. Bagley, Jeffrey
Sr. Copywriter, Dahlin Smith White Agency
7. Barney, Ralph
Co-Editor, Journal of Mass Media Ethics
8. Beckham, Raymond
2002 Olympics Volunteer Coordinator, LDS Church
9. Begay, Nora
Reporter/Anchor, Navajo Radio Network
10. Benac, Nancy
White House Press Correspondent, AP
11. Bench, Eric
VP of Marketing, Telemundo
12. Bench, Mark
General Manager, WNSR Radio, New York City
13. Benson, Lee
Columnist, Deseret News, SLC UT
14. Billick, Brian
Head Coach, NFL Baltimore Ravens
15. Bird, Ron
News Anchor, KUTV, SLC UT
16. Brough, Robert
Vice President of PR, Zions Bank, SLC UT
17. Burgoyne, Jim
Regional Vice President, Marathon Media
18. Bussey, Philip
President, Washington Roundtable of CEOs, Seattle WA
19. Call, Michael
Pres./CEO, United Way of Rock River Valley, IL
20. Carpenter, Mark
Director of Public Relations, PowerQuest, Orem UT
21. Carter, Ray
General Manager, WPIX-TV, Pittsburgh, Pa.
22. Christensen, Bruce
Former President PBS, former Dean BYU College of Fine
Arts & Communication, Vice President of Bonneville
International, Salt Lake City

23. Christensen, Elyse
 24. Clayson, Jane
 25. Coltrin, Steve
 26. Coon, Jonathan C.
 27. Cranor, Bud
 28. Crockett, Tom
 29. Davidson, Debbie
 30. Davidson, Lee
 31. Day, J. Laurence
 32. Dixon, Brian
 33. Dong, Ming
 34. Draper, Douglas
 35. Dulmage, Debbie
 36. Elton, Byron
 37. Elton, Heidi
 38. Enyon, Ed
 39. Farah, Kim
 40. Fickenwirth, Fred
 41. Fitzpatrick, David
 42. Glade, Steve
 43. Glade, Thomas
 44. Goddard, Jeffrey
 45. Goodrich, Robert
 46. Grodé, Bruce
 47. Haddock, Mark
 48. Hale, Val
 49. Hallenbeck, Tom
 50. Hansen, Thayne
 51. Harper, Kathy
 52. Harris-Carlson, Suzy
 53. Hawkes, Sharlene Wells
 54. Hillman, Chris
 55. Hogstrom, Victor A.
 56. Holyoak, Mark
 57. Hopson, Andy
 58. Jenkins, Carrie
 59. Jennings, Marianne
 60. Johnson, Kim
 61. Kimball, Stephen
 62. King, Michelle
 63. Laney, Gary
 64. Larkin, Alex
 65. Lee, Belinda
 66. Linfield, Linda
 67. Lyman, Garrett
 68. McCollum, Troy
 69. Mitchell, David
 70. Murphey, Mark
 71. Nielsen, Gifford
 72. Nourse, Dick
- Newsweek, New York City
 Co-host, The Early Show, CBS News, New York City
 President, Coltrin & Associates PR, New York City
 President & CEO, 1-800 CONTACTS
 Press Secretary, Nevada Governor's Office
 Senior Marketing Manager, McDonald's Corp.
 Former press secretary for Elizabeth Dole
 Washington Correspondent, Deseret News
 Professor Emeritus, University of West Florida
 Sr. Vice President Marketing, Papa Murphy's Pizza
 BBC World Service
 Sr. VP of Communications, Cleveland National Bank
 Vice President, Panorama Productions, Santa Clara CA
 General manager, KCCN-TV, Monterrey CA
 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
 Producer, CBS Evening News, New York City
 Owner & President, Glade Advertising, Seattle, WA
 Vice President & General Manager, Bonneville
 International Corporation, Arlington VA
 President/Exec. Producer, TVA Production, Studio City
 Reporter, St. Louis Post-Dispatch
 President/CEO, Primetime Media
 City Editor, The Daily Herald, Provo UT
 Athletic Director, BYU
 Editor, Outlander Magazine, Australia
 Global Communications Director, Dow Chemical
 Media Relations, Salt Lake Winter Olympics
 General Sales Mgr, Citidel Communications, SLC UT
 Correspondent, ESPN, former Miss America
 City Manager, Eagle Mountain
 President & General Manager, WTCI-TV, PBS station in
 Chattanooga TN
 Sports Director, KREM-TV, Spokane WA
 President/CEO, Publicis Dialog
 Assistant to the President, University Communications,
 BYU
 Professor, Legal & Ethical Studies, Arizona State
 Anchor/Writer Morning Show, KSL-TV, SLC UT
 Vice President/Copywriter, Profit Boosters, Aurora OH
 Anchor, KUTV, SLC UT
 Marketing Manager, Ore-Ida Goods, Boise ID
 Mgr. Franchise Development, Kia Motors America, LA CA
 Marketing Consultant, CBS TV Group, Baltimore
 Director of Community Relations, Novell, Provo UT
 Worldwide Marketing Manager, Intel Corp.
 Sr. VP, Coltrin & Associates, New York City
 Chief Editor, LDS Church International Publications
 Former City Editor, LA Times
 Sports Director KHOU-TV, Houston TX
 News Anchor, KSL TV, SLC UT

73. Olsen, Bruce	Director, LDS Church Public Communications
74. Peterson, Brent	Director of Photography, ABC Network Programming
75. Peterson, Heather	Personal Assistant to David Letterman
76. Rascon, Art	Correspondent, ABC News, Houston TX
77. Reese, Bruce	President/CEO, Bonneville Communications
78. Rhee, Young-Ik	President MBC Chunchon, Korea
79. Richins, Darin	Sr. Vice President at Brodeur, Porter, Noveli
80. Rizley, Steve	President, Cox Communications/Arizona
81. Rogers, Mel	Pres. & General Manager, KOC-TV, Huntington Beach CA
82. Scholes, Dallas J.	Legislative Assistant & Counsel, Sen. Michael Enzi (R-WY)
83. Sears, John	Former President of RTNDA
84. Severson, Lucky	News Reporter, NBC
85. Slobodian, Ryan	Director of Promotions & Game Operations, Utah Jazz
86. Smith, Barbara	News Anchor, KTVX-TV, SLC UT
87. Smith, David	President, Idaho Growers Association, Idaho Falls ID
88. Sowards, Lisa	Vice President, Ken Kansas Communications, New York
89. Staples, Sharisa	Producer, WashingtonPost.com, Washington DC
90. Sundstrom, Michele	Marketing Manager, Hitachi America
91. Swainston, Heather	Sales Coordinator, Modern Bride magazine, New York
92. Todd, Ruth	News Anchor, KTVX TV, SLC UT
93. Tittle, Duff	Assistant Athletic Director, Brigham Young University
94. Van Atta, Dale	Roving Editor, Reader's Digest
95. Vivanco, Fernando	Director of Communications, Boeing, Seattle
96. Walton, Linda	Principal, Walton PR Group, Orem UT
97. Webb, LaVar	Columnist, former press secretary, Utah Gov. Michael Leavitt
98. Woodward, Don	Managing Editor, Deseret News, SLC UT
99. White, Jon	Creative Director, Dahlin, Smith, White
100. Wrubell, Greg	Sports Broadcaster, Voice of the Cougars, KSL Radio

4. What records are kept of graduate employment histories? How are alumni records maintained?

Currently the department relies heavily on the BYU Alumni Association for record-keeping. The association maintains a database of alumni and tracks addresses but does not solicit information about employment, though it has a self-reporting page on its web site for alumni to record and update information.

The department periodically surveys its alumni. The most recent survey of all alumni was conducted in 2000 and asked about their employment, their emphasis in the communications major, and whether they would like to help the department with alumni relations, recruiting/placement, program advisement, guest lectures, mentoring, internships, etc. All of this information is maintained in a database by the department's development assistant. The results of this survey were shared with the BYU Alumni Association.

Another survey was administered in the Spring of 2002 to collect employment information about our 1999 graduates, as reported in question 2 of this section. The department plans on conducting this survey regularly with alumni who graduated three years previously as a means to collect information about alumni and assess its program.

5. Discuss current placement statistics.

According to the 2000 Annual Survey of Journalism and Mass Communication Graduates conducted by Lee Becker, 80.1 percent of BYU Communications students found full-time employment, 10 percent found part-time employment, 1.4 percent were in school, and 8.5 percent were unemployed. The mean number of job offers available to students upon graduation was 2.75. The average salary of our employed graduates was \$33,000. The national average was an employment rate of 80 percent with an average salary of \$28,000 and 2.3 job offers.

Some additional information is available from the Alumni Association's placement office, though that service tracks only those graduates who choose to use it. Of the 18 graduates from December 2001 who have signed up for the service, seven are still looking for a job, one is in law school, one has a paid internship, and nine have jobs with an average salary of \$33,285. Of the 27 graduates from April 2002 who use the service, 11 are still looking for work, two have gone to graduate school, two have internships, and 12 have jobs with an average salary of \$38,000.

Of the 1999 graduates who responded to the July 2002 survey, 4.3 percent were looking for jobs, 77.6 percent had jobs (55.3 percent had jobs in a communications position), 10.6 percent were at-home mothers by choice, and 7.4 percent were in graduate school.

6. Discuss surveys measuring current students' satisfaction with the unit's program, if available. How was information gathered contributing to changes in the unit's curriculum or other aspects?

Exit interviews were conducted by the College of Fine Arts & Communications of graduating seniors in December 1999 and April 2000. The exit interviews were not replicated by the college in subsequent years because of a plan for institutional exit interviews to be conducted by the BYU Planning and Assessment office. That program is not yet in place.

The results of the exit interviews indicated that students feel very positively toward the instructors, that we need to incorporate technology more into our curriculum, and that there should be more unity with course requirements. One concern was for a more fully developed creative track in advertising. The students seemed to appreciate the adjunct faculty and their "real-world" outlook.

From this information we developed a creative track in Advertising, and we have improved our technology in the Newsnet lab and in two computer labs. We also have filled "professional-track" positions in each of our professional study areas of advertising/marketing communications, public relations, print journalism and broadcast journalism to ensure that students are exposed to "real-world" experiences.

In March and April 2002 the department conducted an online exit survey of graduating seniors to determine how well the program contributed to meeting certain learning outcomes that faculty identified earlier in the year. This was done as a trial run for assessment purposes. The freeware online survey software that was used in the survey had a limit on the number of questions that could be asked to each student. The graduates were split into three groups and asked five closed-ended questions and five open-ended questions.

In the closed-ended questions, students were asked how their experience in the Communications Department, including classes and activities, helped them achieve an outcome. Using a Likert-type scale where 1=Not at all, 2=A little bit, 3=Somewhat, 4=Quite a bit, 5=Very much, the 59 responses offered an informal assessment of how well the program contributed to 15 outcomes. The outcomes we tested and their assessments are listed below.

"Be able to apply storytelling techniques that communicate ideas both verbally and visually in ways that are clear, fair, accurate, compelling, and – when appropriate – persuasive." 79 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=4.00).

"Think critically about content, purpose, audience, medium, and effects of messages." 78 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=4.16).

"Know and be able to apply appropriate research methods to collect information critical to the development and/or purpose of messages." 78 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.89).

"Be able to apply state-of-the-art tools and technologies competently to create and disseminate messages." 39 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.22).

"Be able to plan messages for appropriate media and audiences." 83 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.94).

"Understand and be able to explain the roles of communicators as defined by their history, their professions, and the expectations of society." 65 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.82).

"Understand and be able to explain the social value of freedom of speech and of the press." 64 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.79).

"Know and be able to apply the law and legal principles that guide professional practice." 79 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=4.00).

"Understand and be able to apply personal ethics and professional norms in your practice." 86 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=4.21).

"Understand how to behave with professional etiquette when interacting with colleagues, audiences, and society (such as meet deadlines, develop good source/client relationships, etc.)." 64 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.78).

"Understand the impact media technologies and messages have in societies." 73 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.77).

"Understand the organizational, economic, and social parameters of mass media in societies." 53 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.38).

"Think critically about complex issues related to media and society and seek solutions that contribute to better societies." 80 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.75).

"Understand and respect the diversity of opinion, background and experiences of different groups in a global society." 40 percent said the program helped them quite a bit or very much to achieve this outcome (Mean=3.30).

"Committed to making a difference within your sphere of influence." 85 said the program helped them quite a bit or very much to achieve this outcome (Mean=4.21).

Although this was an informal exit survey, the results have been shared with the faculty and will be used for further discussions throughout the 2002-2003 academic year about the new curriculum's potential for enhancing these outcomes.

The results of the open-ended questions from the spring 2002 exit interviews are available behind the Standard 11 tab in the supplemental materials.

7. Discuss evidence of student achievement revealed in exit interviews with graduating seniors, if available.

The department does not conduct exit interviews with seniors.

8. Describe the methods the unit uses to communicate regularly with alumni, such as newsletters or other publications.

The Alumni Association publishes *BYU Magazine*, a four-color magazine that goes out to alumni quarterly. This magazine gives information about university activities and programs including those of the Communications Department. Recent coverage of Communications graduates include stories about Greg Wrubell, the "New Voice of Cougar Sports;" Lou Ann Christensen, the newly elected mayor of Brigham City, Utah; and Kieth Merrill, an award-winning film producer and director.

In addition to the alumni magazine, the Communications Department publishes a four-page newsletter, *CommWorld*, that goes to about 4,000 alumni and friends six times a year. The newsletter reports on recent developments in the department, publicizes the achievements of faculty, students, and alumni, and informs about alumni events. *CommWorld* is not strictly an alumni newsletter, but rather was redesigned about 10 years ago to go to opinion leaders in an effort to enhance the image of the department with key constituencies. Many alumni receive it, but not all.

Samples of CommWorld are available behind the Standard 11 tab in the supplemental materials.

The department also stages alumni and friends reunions around the country each year. These are often conducted in conjunction with academic or professional conventions or conferences where Communications faculty will be in attendance. For example in 2002 we held a reunion in Las Vegas in April in connection with BEA/NAB/RTNDA, in Seoul, South Korea, in July in connection with ICA, in Miami in August in connection with AEJMC. In October 2002, a general alumni reunion will be held in Salt Lake City and a reunion will be held in San Francisco in November in connection with PRSA. Invitations to alumni are sent several weeks before the

reunion and refreshments are provided as alumni mingle with department faculty and administrators.

On an informal level, several of our faculty are very active keeping in touch with alumni. In particular, Tom Griffiths, Laurie Wilson, Dennis Martin, Russ Mouritsen Dan Stout and Alf Pratte are valuable resources for information about alumni. Graduates keep in touch with faculty on a regular basis, which allows the department to contact them for guest speaking, placement, internships, etc. For example, on a recent job search for a professional-track broadcast position, Tom Griffiths was able to provide a list of nearly 30 alumni who would qualify for the position.

When the June 2002 survey was sent to the 1999 graduates, a list of faculty e-mail was included to encourage students to keep in touch.

9. Describe the involvement of alumni in educational and public-service programs, including placement, internships, fund-raising, curriculum development, etc.

As the department communicates with alumni through letters, e-mails, surveys and alumni reunions, they are invited to speak in classes, mentor students, provide internships, work with alumni, raise funds, or advise the department. All of this information is collected and maintained by the development assistant. Many of those who express interest in being a guest speaker are invited to speak in specific classes or student clubs such as the AdClub and PRSSA.

A full list of alumni speakers for 2001-2002 is available behind the Standard 11 tab in the supplemental materials.

Those who may be unable to come to campus may opt to serve as student mentors from a distance, either by e-mail or phone. The names of interested mentors are kept in a database maintained by the development assistant and shared with students interested in a specific geographic or professional area. These mentors provide career and educational advice to help students best prepare for their chosen careers.

Alumni involvement in fundraising occurs in several ways. Successful alumni sometimes approach the department with ideas for funding scholarships or editorships. Many alumni contribute to the department through the annual university-wide alumni giving programs. Some funds are raised by members of the department's National Advisory Board, who contact professional colleagues who may or may not be alumni of BYU. Surveys, both formal and informal, are conducted by the unit and the university to solicit advice about curriculum development.

In the Spring of 2001, the assessment committee conducted informal interviews with about 20 alumni to get feedback on the curriculum. This information was collected by telephone interviews and e-mail messages. A summary of the interviews was presented to faculty as information that could help us with our curriculum revision.

10. Describe the involvement of alumni in advisory or visitors boards, if any. How have reviews or reports by such boards contributed to changes in the unit's curriculum or other aspects?

The first advisory board was organized in 1990 under department chair David Forsyth, with the primary function of raising funds for scholarships and endowments to benefit students and faculty in the department. Being a graduate of the department was not a consideration for board membership; the primary criteria for selecting members was their ability to generate donations for the department.

This approach was very successful under Forsyth's leadership. But under recent chairs an increasing number of board members have been alumni, and the board has been more involved questions of alumni relations, though its most important functions remain in the area of development.

Currently most board members are department alumni. Also, the board's alumni relations subcommittee is organizing a separate alumni board, whose function will be to organize local alumni meetings and to organize alumni participation with current students through internships, mentoring and job placement. This alumni board is expected to be up and running toward the end of the 2002-2003 school year.

Up to now, the board has not been directly involved in curriculum or program review in any formal way, although informally board members offer comments on classes and learning outcomes. These have been considered, adopted or rejected on a similarly informal basis.

11. Describe the program used to track graduates to determine the extent to which the unit's objectives are realized. How has information gathered contributed to changes in the unit's curriculum or other aspects?

As part of our assessment efforts the 1999 graduates were asked in the June 2002 survey to evaluate how well the department's outcomes met their current job requirements. In mid-July a statistical analysis was run on the first 94 surveys returned. The response sample was composed of 47 males and 47 females and represented each major area in the department, Marketing Communications (31.9%), Broadcast Journalism (11.7%), Journalism (16%), Public Relations (25.5%), and Communications Studies (12.8%). Another 2.1% were Master's students. The results of the survey are provided below.

Each graduate was asked to respond to a statement using a Likert-type scale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Somewhat Agree, and 5=Strongly Agree. Below are listed the statements and the percentage that somewhat or strongly agreed with the statement and the overall Mean.

"The communications program helped me develop the communications skills I need for my current job." 87.1% somewhat or strongly agreed (Mean=4.13).

"The communications program helped me develop the critical thinking and analytical skills necessary for my current job." 81.7% somewhat or strongly agreed (Mean=4.00)

"The communications program helped me develop the skills to research and collect information necessary for my job." 74.2% somewhat or strongly agreed (Mean=3.78).

"The communications program helped me know the legal principles that guide professional communications practice." 80.9% somewhat or strongly agreed (Mean=3.96).

"The communications program helped me understand the professional and personal ethics and norms of my current job." 80.7% somewhat or strongly agreed (Mean=4.06).

"The communications program helped me understand the value of the freedom of speech and of the press." 81.9% somewhat or strongly agreed (Mean=4.07).

"The communications program helped me understand the economic, social, and organizational influences of my current job." 55.9% somewhat or strongly agreed (Mean=3.49).

"The communications program increased my respect for diversity of opinion and background that I experience in my current job." 63.4% somewhat or strongly agreed (Mean=3.70).

T-tests comparing responses between males and females showed that females were more likely to agree with statements about communications skills (Mean=4.33), and critical thinking (Mean=4.22) than were males (Means=3.94, 3.79) ($t = -2.618, p < .01, t = -2.113, p < .05$)

One-way ANOVAs with a Tukey HSD posthoc test indicate that alumni from the public relations focus area are more satisfied with their education. Graduates in PR are more likely to agree with the statement about critical thinking (Mean=4.46) than graduates in journalism (Mean=3.53) and graduates in marketing communications (Mean=3.93) ($F=3.263, p < .01$). Graduates in PR are also more likely to agree with the statement about understanding ethics (Mean=4.50) than graduates in marketing communications (Mean=3.72) ($F=3.228, p < .01$). Finally, graduates in PR are more likely to agree with the statement about diversity (Mean=4.04) than graduates in journalism (Mean=2.93) ($F=3.350, p < .01$).

The results of this survey have been shared with the faculty for further discussion about assessment and outcome-based learning initiatives.

12. Summarize responses from alumni to surveys or other measures of their degree of satisfaction with the educational experiences provided by the unit. How has information gathered contributed to changes in the unit's curriculum or other aspects?

In addition to the survey described above, the BYU Planning and Assessment office released a report in the Fall of 2001 of a questionnaire sent out in 2000 to 1997 graduates. The purpose of the survey was to assess their confidence, satisfaction and competence in four constructs corresponding to the university's document "The Aims of a BYU Education," which states, "A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, (3) and character building, leading to (4) lifelong learning and service." The results of the most relevant constructs in the questionnaire are summarized below.

Communications graduates from 1997 were quite a bit higher than the University mean on the following constructs:

- Thinking skills (Dept. 102.9, Univ. 99.8)
- Speaking skills (Dept. 104.5, Univ. 99.8)
- Writing skills (Dept. 104.98, Univ. 99.7)
- Possesses historical perspective (Dept. 103.9, Univ. 99.9)
- Uses technology effectively (Dept. 104.2, Univ. 99.7)

Overall, our 1997 graduates were on par or slightly higher than the University mean on the following constructs:

- Relationship with God and religious identity (Dept. 100.9, Univ. 99.4)
- Thinking habits (Dept. 100.2, Univ. 99.6)
- Quantitative reasoning (Dept. 100.5, Univ. 100.0)
- Listening skills (Dept. 100.2, Univ. 99.4)
- Reading skills (Dept. 101.0, Univ. 99.9)
- Understands and enjoys excellence in the visual and performing arts (Dept. 101.0, Univ. 100.0) (We scored considerably lower than other departments in the College of Fine Arts and Communications (108.3) on this construct.)
- Understands and Appreciates Literature (Dept. 100.7, Univ. 99.9)
- Possesses informed awareness of the peoples, cultures, languages and nations (Dept. 101.2, Univ. 99.9)
- Confidence in major (Dept. 100.6, Univ. 99.4)
- Church service (Dept. 100.5, Univ. 99.6)
- Possesses the desire and skills for life-long learning (Dept. 101.0, Univ. 100.0)
- Community service and involvement (Dept. 101.8, Univ. 100.1)

Our 1997 graduates were quite a bit lower than the University mean on the following construct:

- Understands, uses, and appreciates science (Dept. 95.7, Univ. 99.8)

The full results of the BYU Alumni Questionnaire will be available for review in the team's work room.

Standard 12 – Diversity

Part II, Section 12 — Diversity

Assessment at Last Visit

At the time of the last visit the site team reported that:

Minority Representation:

Despite built-in difficulties, the department made impressive strides toward ethnic diversity in recent years.

University recruiting and admission procedures result in extensive multiculturalism. Yet, most ethnic minority students are also from other nations. There are very few Americans who represent non-white racial groups. Faculty and students suggest that the problem is the religious orientation of the university and the stringent rules and codes by which the LDS members live.

"Life here is centered in the church," said one student, "and students who are not affiliated with or supportive of the church have limited social life." Another said, "Most of us come here because of the church affiliation which we have grown up with. That, and the great education."

The non-white undergraduate students who spoke with the site team (all of whom are LDS members) say they feel very welcome at the university and find the student body and faculty very warm.

The department started a Mentor/Friend program designed to make non-white students feel comfortable, but the program was not successful. Students did not consult their mentors.

The Howard University Exchange Program has been more successful. Several communications faculty members from the pre-dominantly African-American University in Washington, D.C. have spent from one to six weeks in the department. Faculty from BYU Communications have spent similar periods at Howard. There are efforts being made to have student exchange programs, but legal problems have so far prevented these exchanges. Several BYU students indicated they would be eager to make the visits if the legalities are eliminated.

The department also initiated the Discovery Program for multicultural high school students all over the country. A month-long summer program, it was designed to encourage such students to attend BYU. The public relation major's sole African American student was recruited from that program. A faculty member kept in touch with him after he attended the program and returned to high school in Alabama. This kept him and his mother focused on BYU. A sophomore now, he has high praise for the department and the university.

Faculty members include diversity in most of their syllabi. Some of them have taken diversity training. Students say they are encouraged through offers of extra credit to attend speeches by minority persons on campus. Classes discuss

discrimination in the workplace, racism and the O.J. Simpson trial, and other timely issues relating to diversity.

Finally, in the LDS religion, men, at 18, and women, at 21, often go on missions to cities or countries in which they learn valuable lessons in diversity and differences in people.

Individual efforts to hire ethnic minority faculty have been unsuccessful, but current members point out that the problem is not ethnicity but church membership.

Female Representation:

In the area of female representation, there are a few problems. Female faculty feel their quests for continuing status (tenure) and promotion are more difficult than males. There are only four female professors out of a total of 21. In the university, there are 229 female professors compared to 1,141 male professors. Ironically, the student enrollment paints another picture. There are 1,661 females and 1,100 male students in the College of Fine Arts and Communications, while the university totals include 15,257 female students and 15,209 male students (in day and evening classes).

Several female adjunct professors who are professionals in the local area have master's degrees and are LDS members and are encouraged to earn doctorates in order to be hired as professors. There will be a new six-year plan to recruit faculty members and female and minority candidates will be identified.

Female students say they sometimes feel a struggle with the LDS religion over their roles as wives and mothers and their desire to be professionals.

COMPLIANCE

Developments

For most of the time since the last reaccreditation visit, the department was under the leadership of Dr. Laurie Wilson, the first female chair in the department's history. Her appointment in 1997 was a significant milestone in the role of women faculty in influencing the direction of the department.

In the area of promotion and tenure there have been two significant developments regarding female faculty since the last visit. Laurie Wilson was promoted to full professor in 1998. With her promotion, three of the six active full professors in the department were female. In 2002 Sherry Baker received continuing status and was promoted to associate professor.

As regards hiring women faculty, Eliza Tanner joined the faculty in 2000 at instructor rank while she was finishing her dissertation at the University of Wisconsin – Madison. She was promoted to assistant professor and put on the tenure track in 2001. She was hired to replace a male faculty member who retired, so the department overall increased female representation on the faculty with that hire. That gain was undone, however, in 2002 with the retirement of Dr. JoAnn Valenti, whose retirement also changed the gender balance for the faculty at full rank.

The other significant development in hiring is the program, still in its early stages of development, to encourage qualified women and minority graduates to pursue doctoral studies with the prospect of joining the pool of candidates in future faculty searches. This program was necessitated by the university's policy of hiring faculty almost exclusively who are members of the sponsoring church. As a practical matter, qualified applicants for faculty searches are few, and the department's several hires over the past three years have seriously depleted the pool. While there is a small but significant number of LDS men in JMC doctoral programs, in 2002 the faculty identified a serious concern about women emerging as faculty candidates in coming years.

To help address that challenge, the department hired Tania Cantrell, a young PR professional who holds an M.A. from the department, on a one-year appointment for the 2002-2003 school year to teach public relations and to work with faculty mentors to identify a Ph.D. program she can begin next year. The one-year appointment was seen as an opportunity to introduce her to the culture of the academy and help her begin preparing for further graduate and a faculty career.

During 2001 the department approached another M.A. alumna, Norma Gonzalez Collett, and encouraged her to pursue doctoral studies. She will begin a Ph.D. program at the University of Utah as a non-matriculated student in the fall semester of 2002. While the faculty have agreed that the department needs to reduce its reliance on the Utah doctoral program for our faculty, all agreed that the interest in being able to consider Norma Collett in a future job search outweighed our concern about having too many Utah Ph.D.'s on the faculty. Since she is employed full time in the local area, the University of Utah program is the most realistic option for her doctoral studies. The department plans to contribute financially to defray some of the costs of her Ph.D.

The department leadership has also discussed the prospect of doctoral studies with Kaylene Armstrong, a professional journalist with 20 years experience who was hired in the summer of 2002 to work with the students at Newsnet. She is assistant editorial director for the laboratory newspaper, and has experience as a full-time community college journalism professor. As her interest lies in media history, we have encouraged her to consider the Ph.D. program in the BYU history department. As in the case of Norma Collett, the department's concern for having qualified woman applicants outweighs the concern about her earning the Ph.D. at BYU, especially since none of her graduate course work would be in the Department of Communications.

The department has also taken exceptional steps recently in two cases involving female students in the department's master's program who were considered by the faculty to have the potential to be future faculty candidates. In both cases, the women were working full time and faced the university's deadline for finishing the master's. To keep them eligible for the master's – and thus eligible to enter a Ph.D. program – the faculty made personal contact with the women offering to restructure their committees, file extensions for the deadlines, and, in the case of one woman who was working in a demanding PR position related to the 2002 Olympic Games, offered to hold her prospectus defense at her office in Salt Lake City.

While none of these departmental efforts guarantee future employment for these alumnae, it does represent the department's sincere interest in trying to "grow our own," in light of the faculty-hiring realities at Brigham Young University.

In the area of student diversity and inclusivity, the department's National Advisory Board in 1997 established a minority student scholarship equivalent to two full-tuition scholarships for LDS students. The scholarship, along with other efforts, has been helpful in attracting and retaining minority students in the Communications Department.

In the past two years the department has been able to offer the minority scholarship to prospective students not yet admitted to the university. The university admissions office follows a policy of giving special consideration to applicants who receive the endorsement, including financial aid, from one of the academic departments. In cases in both 2000 and 2001, the department's financial support and academic endorsement of the students was key in turning the admissions office's decision in the students' favor and bringing those minority students to BYU.

Over the past few years the department has worked to promote awareness of the scholarship with prospective students who might be interested in attending BYU. Each fall the department works with the high school relations office in University Admissions to identify contacts throughout the United States who might help establish contact with minority high school seniors who might be interested in communications careers. The department contacts students already identified by the Admissions Office, local Church ecclesiastical leaders in ethnically diverse regions, and other university supporters with a track record of assisting in minority-student recruitment. In 2000 this effort identified an excellent Hispanic woman from Salt Lake City who applied for the minority scholarship and was able to attend the university only because of the assistance.

Challenges

Despite these efforts and a variety of programs over the past 12 years, challenges persist in promoting diversity and inclusivity to an appropriate level in the student body and the faculty. We can cite the occasional success story regarding the minority student scholarship, just as we could cite a success with former programs aimed at student diversity. But the fact remains that the university and department student body increase their ethnic diversity slowly.

Also, there are still no minority faculty despite the department's efforts to advertise openings widely and encourage minority alumni to pursue graduate study.

Concrete steps the department will take in the coming year include the following:

- Further identification of likely candidates for the grow-our-own faculty development program. In 2002 the faculty generated a list of women and minority alumni with good prospects for doctoral study. The department will continue to contact and encourage these alumni and others to pursue graduate study at respected JMC Ph.D. programs.
- Expand the pool of minority students for the National Advisory Board's scholarship by working with the Multicultural Student Services office on campus to raise awareness of the scholarship among BYU students who are not yet Communications majors. Those talks will continue through the coming year with the intent of educating minority students about the advantages of majoring in Communications.
- The department's exchange program with Howard University, which has been in place for more than 10 years, has been instrumental in promoting

diversity and inclusivity but needs to be expanded to build on past successes. During the 2001-2002 school year the new department chair corresponded with Dean Jannette Dates about expanding the program from the Department of Journalism to the other appropriate units in the Howard School of Communications. Beyond that, the program could be expanded to involve participants from other historically black institutions in coming to the BYU campus and offering BYU students and faculty the opportunity to be on those campuses.

1. **Attach a copy of the unit's written plan to reach its diversity and inclusivity goals. If the institution of which the unit is a part has its own plan, please attach a copy of that plan.**

The department's diversity and inclusivity plan for academic year 2002-2003 states:

DEPARTMENT OF COMMUNICATIONS
BRIGHAM YOUNG UNIVERSITY

Annual Strategic Plan
For Achieving Greater Diversity and Inclusivity
Among Faculty and Students

AY 2002-2003

Background

1. Racial and ethnic minorities make up more than 20 percent of the U.S. population, but they are under-represented in American journalism and mass communications faculties and student bodies and in the journalism and mass communications industries generally in the United States.
2. Racial and ethnic minorities make up much less than 20 percent of the LDS population in the United States, from which the majority of BYU students are drawn. The religious nature of the university and the lifestyle expectations of students at BYU limit the interest of prospective students who are not members of The Church of Jesus Christ of Latter-day Saints.
3. Women make up slightly more than 50 percent of the U.S. population, but they are also under-represented on most journalism and mass communications faculties.
4. In the BYU Department of Communications racial and ethnic minorities continue to be under-represented on the faculty and in the student body.
5. While women remain under-represented on the full-time faculty, the department has made progress in recent years in hiring, tenuring and promoting women faculty, with 22 percent of the Communications faculty being female.
6. In hiring faculty, Brigham Young University is committed to preserving the church-affiliated identity of the institution and expresses a strong preference for hiring faculty who are members of the Church.

Statement of Commitment

The Department of Communications, with the full support of Brigham Young University, is committed to achieving greater diversity and inclusivity in its faculty and students. The faculty recognize how important it is that American media represent and reflect the diversity of American society. We acknowledge and accept the responsibility to prepare women and members of other traditionally under-represented groups to work in media industries. And we recognized that an important step in that process is educating all students about the current and historical status and contributions of minority and female journalists and other communications professionals. Noting our primary allegiance to academic excellence, the faculty demonstrate their commitment to these principles and imperatives by identifying the following steps to be taken during the current academic year.

Measurable goals for AY 2002-2003General

1. In consultation with Dean Jan Dates, expand the Howard University program beyond the Howard Department of Journalism to include faculty from other appropriate units in the School of Communications.
2. Initiate contact with other historically black colleges and universities with strong JMC units to explore partnerships similar to the Howard program.
3. Continue to foster a climate of sensitivity to racial and cultural differences and assure fair and equal treatment of all faculty, students and staff.
4. Ensure that the department curriculum and course syllabi reflect course content regarding the current and historical status and contributions of minority and female communications professionals.

Students

1. Participate in Project SOAR with the BYU Office of Multicultural Student Services in the summer of 2003 with the aim of introducing minority students who have expressed an interest in attending BYU to their options for majoring in communications and potential careers in the communications industries.
2. Work with the BYU Office of Multicultural Student Services to promote awareness of our minority student scholarships among students already attending the university with the objective of making the communications major more attractive to minority students.
3. Continue to work with BYU-Hawaii to expand the department's exchanges to include bringing BYU-H minority students to the Provo campus.
4. Continue working with high school journalism workshops in Utah and Nevada with the particular objective of identifying promising minority students interested in attending BYU.
5. Continue working with the BYU Admissions Office in its efforts to recruit more minority students to the university, including our direct mailings to previously identified prospective students, church leaders in areas with high minority populations, and other contacts developed by the Admissions Office for recruiting and attracting excellent minority students.

Faculty

1. Formalize the "grow our own" plan by drafting guidelines for the program and getting formal approval and recognition for the program from the university administration.
2. Mentor Visiting Instructor Tania Cantrell in teaching and in selection of a Ph.D. program in journalism and mass communication.
3. In consultation with the faculty, identify minority and female alumni and others with good prospects for doctoral studies, and approach at least two additional persons about pursuing graduate studies in journalism and mass communication.
4. In consultation with the faculty, identify minority and female alumni and others who would be qualified candidates for any faculty searches this year.

The university has an Equal Employment Opportunity policy, which states:

EQUAL OPPORTUNITY POLICY
1 July 1993

It is the policy of Brigham Young University to provide equal opportunity to all qualified personnel and qualified applicants for employment without regard to race, color, sex, national origin, age, veteran status, or disability. This policy includes and applies to:

- Recruiting, hiring, training, upgrading, promotion, and transfer;
- Conditions and privileges of employment;
- Compensation, benefits;
- Selection for training, including apprenticeships;
- Discipline, layoff or termination.

Positions must be listed with the appropriate employment office.

It is the policy of the University to provide personnel with a work environment free from any type of unlawful discrimination, including freedom from any form of unlawful sexual harassment or inappropriate gender-based behavior. (See the Unlawful Sexual Harassment and Inappropriate Gender-Based Behavior Policies. A copy of the Affirmation Action Program may be seen in the Equal Opportunity Office, A-285 ASB.)

A copy of the university's affirmative action plan for 2002, which is too lengthy to reproduce as part of this report, can be reviewed by site-team members in room D-240C of the ASB, the administration building, which is adjacent to the Harris Fine Arts Center. The university affirmative action plan is update annually.

2. **Describe how the unit fits into the overall diversity/inclusivity plan for the university. Show that efforts to recruit and retain women and minority faculty members and minority students are not discriminatory but are part of an overall program that recognizes the contributions of all under-represented groups.**

Within the broader context of the campus, the Department of Communications tries to take an aggressive and proactive approach to issues of diversity and inclusivity that will go beyond a stop-gap or “Band-aid” solution to diversifying the faculty and student body. The focus of the “grow our own” plan for development of potential female and minority faculty candidates reflects a commitment of budgetary resources to address a problem of real concern among the faculty. The work in concert with student-related offices on campus – Admissions and Multicultural Student Services, for example – demonstrate an effort to create real synergy in diversity, rather than to have the departmental efforts be solitary.

3. **Complete Table 6, “Area Population,” Table 7, “High School Population,” and Table 8, “Student Populations.”**

Tables 6, 7 and 8 follow this page.

4. **If the unit’s percentage of minority student enrollment is lower than the percentage of minorities in the population of the service area or lower than the university-wide percentage, describe the unit’s plans to increase the percentage of minority students in the major during the next six years.**

The department’s percentage of minority student enrollment is lower than in the general population, so during the next six years the department will take the following steps to increase the percentage of minority students in the major:

- Participate in Project SOAR, a summer program sponsored by the BYU Office of Multicultural Student Services for minority students who have expressed an interest in attending the university. Our participation will be aimed at introducing students to their options for majoring in communications and potential careers in the communications industries.
- Work with Multicultural Student Services to promote awareness of our minority student scholarships among students already attending the university with the objective of making the communications major more attractive to minority students who would only be able to pursue it if they receive some financial assistance.
- Continue working with BYU-Hawaii to expand the exchanges to include BYUH minority students spending a semester on the Provo campus. We have been systematically working toward this end with faculty exchanges laying the groundwork, and the essential work in the next year will entail solving the administrative problems for the student exchange. Once the administrative hurdles are cleared and students are identified and selected, such a program could be expected to bring significant numbers of Asian and Pacific Island students to the Provo campus.
- Continue working with high school journalism workshops in Utah and Nevada with the particular objective of identifying promising minority students interested in attending BYU. In this regard, the Utah high school workshop holds particular potential because in Utah high schools BYU’s

admissions standards are widely considered to be too high and tuition too expensive for many minority students. These workshops present the opportunity to raise the awareness of local minority students that BYU Department of Communications can be a realistic option for them.

- Continue working with the BYU Admissions Office in its efforts to recruit more minority students to the university, including our direct mailings to previously identified prospective students, church leaders in areas with high minority populations, and other contacts developed by the Admissions Office for recruiting and attracting excellent students who are members of minority groups.

This multi-pronged strategy provides a coherent, measurable plan for increasing minority enrollments in six years.

The issue of multicultural awareness among Communications students is also addressed by a unique feature of Brigham Young University. As noted by the site-visit team in 1996, LDS men at age 19 and women at age 21 often give extended missionary service for the church – two years for men and 18 months for women. This rate of service is higher for BYU students than for the LDS young adult population as a whole, with nearly 100 percent of BYU male students and a significant minority, if not a clear majority, of women serving missions. Typically these experiences place our students in situations, either internationally or in the United States, that expose them to the richness of culturally diversity of U.S. society and the globalizing world.

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

The minority student scholarship has proved to be particularly effective in making the difference for many minority students. In a presentation to the department's National Advisory Board in 2002, one scholarship recipient described the effect the scholarship had on her ability to continue her education.

"Good afternoon, professors and donors. I am happy to be here and tell you about how you helped me at BYU. My name is Koon-lin Wong. ... I went to Snow College [a state junior college about 60 miles south of Provo] for two years. Then I came to BYU last fall. At BYU I had to work very hard because there are lots of very intelligent people here. It was hard for me, and I thought I would fail my classes. I worried and worried. I worried so much I got sick and became very discouraged. I almost gave up, but one day I came home and found a letter from BYU telling me that you would give me a scholarship to help me in school. I was so happy! This gave me money to help pay for school, but it also gave me back my confidence and I passed my classes. Now I am going to graduate next year in PR. I am so thankful for your help and what you did for me. I want to graduate and get rich (not like a student) so I can be like you and help other students like me. Thank you so much."

Neither the department nor the college advisement center tracks retention of minority students. The anecdotal evidence, like Koon-lin's comments, indicate that minority students struggle as much financially as academically, but most find ways to pay for their educations, often with the help of department scholarships and talent awards.

6. In programs in which admission is selective or varies from general university admission requirements, units should document considerations given to the effects of selective requirements on minority enrollment.

All programs offered in the Department of Communications are designated as limited-enrollment programs by the university, which allows the department to conduct an admissions process separate from the university's admissions. There is no place on the department's application forms for students to self-report information on race or ethnicity, so minority status is not considered by the Undergraduate Committee in admissions decisions. While no formal assessment of the department's admissions process has evaluated its impact on minority enrollment, informally the practice on the committee has been for committee members to identify the minority applicants they are aware of so the committee can take affirmative steps toward considering, in addition to academic qualifications, the contribution each student might make to diversity and inclusivity in the department. As soon as a minority student's application is approved, the informal practice of the committee has also been to immediately discuss the possibility of finding an award, honor or scholarship for the minority student in order to promote the student's retention in the program.

7. Complete Table 9, "Faculty Populations," Table 10, "Full-time Faculty Recruitment," and Table 11, "Part-time/adjunct Faculty Recruitment."

Tables 9 and 10 follow this page. The department does not have a formal recruitment process for hiring part-time faculty, so Table 11 is not included. The department's efforts to hire women and minority part-time faculty are discussed below in question 10.

8. If the unit's percentages of female or minority faculty are lower than the percentages of females or minorities in the population of the service area or lower than the percentages in the student population, describe the unit's plans to increase their representation on the faculty during the next six years. Please specify separate plans for minorities and females.

The presence of women and minorities on the faculty are lower than their presence in the university's service area and in the student body. The department, therefore, has identified the following steps to be taken during the next six years.

Female Representation

The department will vigorously pursue the "grow our own" plan for increasing the pool of qualified applicants for faculty searches. The university's policy of hiring faculty who are members of the LDS Church makes this our best option for bringing well-qualified women to the faculty. As already noted, in the first year of efforts we have identified two LDS women with master's degree to help toward earning the Ph.D. – Tania Cantrell, who is teaching in the department on a one-year appointment while she identifies a doctoral program to enter, and Norma Gonzalez Collett, who will start a Ph.D. program on a part-time basis in fall 2002 with financial assistance from the department. As part of this program the department will continue to identify and encourage students and alumnae with potential for success in doctoral studies.

Minority Representation

The department will also identify additional minority alumni to participate in the “grow our own” plan. One of the women we have already committed to help is Hispanic, which is significant because the greatest percentage of minority populations in the state and region are Hispanic. The department will continue to advertise faculty positions widely in professional publications calculated to reach potential minority faculty, including Black Issues in Higher Education and Hispanic Issues in Higher Education.

9. Document substantial, good-faith efforts to find and recruit minority and female candidates to full-time faculty and administrative positions (as enumerated in Table 10, “Full-time Faculty Recruitment”). Document offers made even if they were not accepted.

The department advertises all faculty openings in the academic and trade publications identified as most likely to attract a diverse group of applicants. In the past three years all faculty positions have been advertised in The Chronicle of Higher Education and Black Issues in Higher Education, and they have been posted through at least one AEJMC publication, either AEJMC News, the AEJMC web site if publication deadlines and application deadlines do not gibe, or direct mailings to appropriate AEJMC division members. As appropriate to the search, advertisements also go into trade or professional publications, as well. In the past three years, faculty openings in the department have been advertised in the following places:

- Advertising Age
- Ad Week
- AEJMC Mailing list, Newsletter & Late Breaking Ads on Web Site
- American Journalism Review
- BEA Mailing List / Website
- Black Issues in Higher Education
- Broadcasting and Cable
- Church News
- Editor & Publisher
- Hispanic Outlook in Higher Education
- ICA Newsletter
- Journalismjobs.com
- NCA Spectra
- PR Tactics
- Quill
- The Chronicle of Higher Education

Because of the hiring policy at the university, the efforts to find and recruit female and minority job candidates also rely heavily on the department’s continuing relations with female and minority alumni. For example, in 2001-2002 the department searched for a professional-track faculty member in broadcasting in which four of the five finalists were women or minorities. Three of those candidates knew about the job opening and applied only because of personal contacts by administrators and faculty members. In the course of the search, two withdrew after several phone calls to the department chair: A female who is a high-profile anchor on local network-affiliate TV and a Hispanic male who is a reporter on local network-affiliate TV. Both cited salary concerns. But the role of the faculty-alumni network was critical in bringing them into the pool.

Since the last accreditation visit, 12 new permanent, tenure-track faculty have been hired, one of them female. In three of those 12 searches, qualified LDS female candidates were identified as finalists and brought to campus for interviews – in 1999 in a search for the Communications core curriculum, in 2000 in the print journalism search, and in 2002 in the professional-track broadcast-news search. An offer was extended to a woman in the print journalism search, and she accepted (Eliza Tanner).

The woman interviewed for the Communications core slot was ABD at the time of the search and was the only candidate in the search who did not have the terminal degree. She now teaches journalism at BYU-Hawaii. The department maintains contact with her and considers her an active candidate for appropriate openings in the near future. Two women in the broadcasting professional-track search were not supported by the faculty for the particular requirements of that slot, which included being an active broadcast journalist and having potential for continuing that professional activity after being hired. One of those candidates, Norma Collett, was identified by the faculty as an excellent potential candidate for a future PR opening and has since become one of the first participants in the “grow-our-own” program. As these experiences illustrate, the greatest challenge is finding qualified women and minority candidates who can be considered under the university’s hiring policies.

10. If the unit hires adjunct or part-time faculty members, document a diligent effort to hire minority and women professionals into these positions (as enumerated in Table 11, “Part-time/Adjunct Faculty Recruitment”).

Because the department’s need for adjunct faculty is fairly consistent from year to year, the department does not advertise these positions. Rather the department tends to rely on a group of professionals from the Provo and Salt Lake areas who have proved themselves to be effective teachers in the past. Gender and ethnic diversity is a consideration in hiring from this pool. In AY 2001-2002 adjunct faculty taught 28 classes in the department, 13 of them taught by women. (Those figures include the sections of the public speaking class, which is no longer in the department as of Fall 2002. All sections of public speaking were taught by part-time faculty, so the department’s reliance on adjunct faculty will drop considerably in future semesters.)

The department occasionally calls on the newsroom professionals in the student lab media to act as instructors of record in classes, though their primary responsibility is to supervise and manage the lab media. Of those administrative employees, one, Kaylene Armstrong, is female. She was hired in the summer of 2002 and has not yet had a chance to teach in the classroom. But she does meet with students in the small-enrollment labs for professional skills classes, which meet in the newsroom, making her another woman who regularly has contact with students in a faculty-like mentoring role.

11. Document efforts to enhance opportunities of minority and female faculty members to earn promotion and tenure.

Within the department each new faculty member selects a senior-faculty mentor. Faculty mentors have responsibilities to help new faculty in teaching, research and publication, and navigating the administrative routines of the department. New faculty are often advised to select a mentor who can offer helpful advice in the area of scholarship, since that is often the make-or-break issue in the third- and sixth-year reviews.

Younger faculty are also given special consideration in the form of lighter teaching loads and generous allocation of research and travel funds.

In the university, all new faculty participate in two programs to enhance their opportunities of success in the rank and status process. Over their first two years, new faculty participate in the new faculty series, which includes a free lunch several times during the school year in groups with about 50 other new faculty and presentations by university administrators and others who can explain university expectations and facilitate the transition to faculty life at BYU. In the spring following the first academic year, new faculty also participate in an intensive two-week faculty development seminar with all first-year faculty in which they discuss teaching and research expectations and resources at BYU. This seminar is different from the new faculty series in that it offers workshop sessions on improving teaching skills and developing research and publication strategies. The seminar also helps faculty members develop a "faculty development plan," which consists of a written strategy for successfully passing the rank and status reviews. These events are both sponsored by the university's Faculty Center.

These resources are not unique to women or minority faculty, but they do significantly increase the opportunities for earning promotion and tenure.

12. List visiting professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diversity in media.

In the past two years the following experts have visited the department and been able to address issues of diversity in media:

Rosental Alves, University of Texas
 Sara Anderson, Account Executive, Ketchum PR
 Micaela Choo, WDJT-TV Milwaukee Crime Reporter
 Gene Davis, Utah State Legislature
 Karen DeYoung, Washington Post Associate Editor
 Jose Enriquez, Provo School District
 Kim Farah, Public Affairs Office, The Church of Jesus Christ of Latter-Day Saints
 Rick Hall, Deseret News
 Parley Hellewell, Utah State Legislature
 Wendy Landon, Provo School District
 Holly Mullen, Salt Lake Tribune,
 Phil Jeter, Florida A&M University
 Juan Vasquez, Miami Herald World Editor
 Linda Walton, Walton PR Group
 Pat Washburn, Ohio University

In addition, the department tries to take full advantage of the laboratory nature of the campus newspaper to direct students to cover issues of gender and multiculturalism on the campus. In that way students are also given the opportunity to experience and participate in the challenge of making media content more reflective of female and minority concerns. Stories in recent years have covered topics such as affirmative action, political correctness on college campuses, university policies on diversity of faculty and the student body, campus services available for women and minority students, and

national trends on minority college enrollments, as well as beat coverage of campus offices serving minority and female students.