

BRIGHAM YOUNG UNIVERSITY
DEPARTMENT OF COMMUNICATIONS



Self-Study Report

for Accreditation in Journalism and Mass Communications

2014–2015

BRIGHAM YOUNG U
FOUNDED

BYU

1875

PR
OVO UTA

A large, faint, circular watermark of the Brigham Young University seal is visible on the left side of the page. The seal features the words "BRIGHAM YOUNG UNIVERSITY" around the perimeter and a central emblem.

Self-Study Report

for Accreditation in Journalism and Mass Communications

Brigham Young University
Department of Communications
2014–2015



Contents

1	Submission Information
3	Part I: General Information
17	Part II: Supplementary Information
18	Key Points
19	Circumstances and Scope of the Unit
19	1. Include Tables 1 – 3
19	Table 1: Students
19	Table 2: Full-Time Faculty
23	2. History of the unit
24	3. Environment in which unit operates
26	4. Recent major changes
27	5. Previous accreditation
32	6. Self-study process
34	7. Undergraduate catalogs
35	<i>Standard 1: Mission, Governance and Administration</i>
36	Key Points
39	1. Administrative structure of the unit
45	2. Unit's process for planning
47	3. Unit's policies and procedures for governance
48	4. How often did the faculty meet?
48	5. List faculty committee memberships
50	6. Procedures for selecting unit administrators
50	7. Process for evaluating unit administrators
53	8. Unit's process for resolution of complaints
55	<i>Standard 2: Curriculum and Instruction</i>
56	Key Points
58	1. Language testing
59	2. Unit's curricular efforts
70	3. Online courses and degrees
71	4. Core curriculum
71	5. Ability of students to plan programs of study
72	6. Involvement in service courses to non-majors
73	7. Teaching of ethics, law, history and theory
78	8. Ensure that course objectives achieved across sections
78	9. Achievements in teaching
81	10. Professional development programs
90	11. Importance of teaching in promotion and tenure
92	12. Recognition given to outstanding students
94	13. Unit's internship policy
96	14. Methods used to supervise internships
99	<i>Standard 3: Diversity and Inclusiveness</i>
100	Key Points
101	1. Tables 4-6
102	Table 4: Area Population
103	Table 5: Student Populations
103	Table 6: Faculty Populations: Full-time Faculty

104	Table 6: Full-time Administrative Staff
105	Table 6: Adjunct Faculty
105	Table 7: Full-time Faculty Recruitment
105	Table 7.1: Full-time Administrative Staff Recruitment
106	Table 8: Adjunct Faculty Recruitment
106	2. Written plan for inclusive curriculum, diverse faculty and student population
108	3. How the unit assesses progress toward plan's objectives
109	4. Curricular efforts to foster understanding of diversity issues
110	5. Curricular instruction in mass communications across diverse cultures.
114	6. Efforts to establish and maintain climate
115	7. Efforts to recruit and retain a diverse student population
115	8. Considerations given of selective requirements on minority enrollment
116	9. Effectiveness in retaining minority students
117	10. Efforts to recruit women and minority faculty and staff
118	11. Efforts to provide supportive retentive and progressive environment
119	12. Efforts to hire minority and female adjuncts
120	13. Examples of diverse perspectives from professionals, visiting professors, guests
125	<i>Standard 4: Full-time and Part-time Faculty</i>
126	Key Points
127	1. Faculty balance in degrees, professional experience, gender, race, rank
127	Table 2: Full-Time Faculty
130	Table 6: Faculty Populations
131	Table 2.1: Full-Time Administrative Staff Lab Mentors
132	Table 3: Adjunct Faculty
135	2. Selecting full-time and part-time faculty, instructional staff
136	Table 7: Full-time Faculty Recruitment
137	Table 7.1: Full-time Administrative Staff Recruitment
138	Table 8: Adjunct Faculty Recruitment
139	3. Examples of published advertisements for faculty openings
142	4. Expectations of faculty members in teaching, research, activity and service
144	5. Normal workload for a full-time faculty member
144	6. Processes and criteria for evaluating the performance of faculty, instructional staff
145	7. Process for decisions regarding promotion, tenure and salary
148	8. Faculty members' activities in service to the campus or university
151	9. Demonstrate faculty have taught majority of courses
153	<i>Standard 5: Scholarship: Research, Creative and Professional Activity</i>
154	Key Points
155	Overview
155	1. Institution's mission regarding scholarship by faculty and achieving mission
155	2. Faculty whose work is included in this section
156	3. Counts of the unit's productivity in scholarship for the past six years
156	Scholarship, Research, Creative and Professional Activities
162	4. Scholarly, research, creative and professional activities lists
210	5. Expectations for scholarship, research and activity
212	6. Policy regarding sabbaticals, leaves of absence
212	7. Faculty who have taken sabbaticals or leaves
212	8. Travel funding, grant support and methods to encourage scholarship
214	9. Faculty who have taken advantage of those programs
231	<i>Standard 6: Student Services</i>
232	Key Points
233	Overview
233	1. Complete Table 9, Student Aid
233	Table 9: Student Aid
234	2. Academic advising process
235	3. Availability and accessibility of faculty to students
235	4. Student records kept in the unit office and measures to assure confidentiality
236	5. Resources for academic and career counseling

238	6. Methods and procedures to keep students informed
239	7. Student media, student professional organizations or extra-curricular activities
241	8. Web link where unit share most recent retention and graduation data
241	9. Policy on academic good standing and dismissal for poor scholarship
242	10. Placement operation for assistance in students' searches for employment
243	11. Assistance to alumni in later employment searches
244	12. Process for evaluating its advising and counseling services
247	<i>Standard 7: Resources, Facilities and Equipment</i>
248	Key Points
249	Overview
250	Table 10, Budget
250	2. Budget process
251	3. Describe allocation of resources related to long-range plan
252	Table 9: Student Aid
257	4. Describe how resources compare with similar units on campus
258	5. Tuition charged during the most recent academic year
260	6. Fund-raising goals and efforts
261	7. Classrooms, offices, computer labs or other building spaces
270	8. Most urgent needs for space or equipment
273	<i>Standard 8: Professional and Public Service</i>
274	Key Points
275	Overview
275	1. Professional and public service activities undertaken
277	2. Publications that describe professional and public service activities.
277	3. Contact with alumni, professionals and professional organizations
279	4. Professional and public service activities undertaken by faculty
292	5. Professional and public service in promotion and tenure decisions
304	6. Support of scholastic (high school) journalism
304	7. Methods for communicating with alumni
305	8. Involvement of alumni in educational and public-service programs
307	<i>Standard 9: Assessment of Learning Outcomes</i>
309	Overview
311	1. Definition of goals for learning
313	2. Involvement of journalism and mass communication professionals
315	3. Collection and reporting of data from both direct and indirect assessment
322	4-5. Awards won by campus media operations, students
328	6. Graduating class of three years ago and current jobs
335	7. Graduates who have established distinguished careers
340	8. Program used to track graduates to assess their experience

Tables

19	Table 1: Students
19, 127	Table 2: Full-Time Faculty
131	Table 2.1: Full-Time Administrative Staff Lab Mentors
132	Table 3: Adjunct Faculty
102	Table 4: Area Population
103	Table 5: Student Populations
103, 130	Table 6: Faculty Populations: Full-time Faculty
104	Table 6: Full-time Administrative Staff
105	Table 6: Adjunct Faculty
105, 136	Table 7: Full-time Faculty Recruitment
105, 137	Table 7.1: Full-time Administrative Staff Recruitment
106, 138	Table 8: Adjunct Faculty Recruitment
233, 252	Table 9: Student Aid
250	Table 10, Budget

Self-Study Report for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2014 – 2015

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

Name of Institution: Brigham Young University

Name of Journalism/

Mass Communications Unit: Department of Communications

Address: 360 Brimhall, Provo, Utah 84602

Date of Scheduled

Accrediting Visit: October 12 – 15, 2014

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: Ed Adams

Title: Chair

Signature:

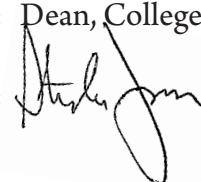


Administrator to whom journalism/mass communications administrator reports:

Name: Stephen Jones

Title: Dean, College of Fine Arts and Communications

Signature:



PART I



General Information



BYU *is to 'provide a period of
intensive learning in a
stimulating setting where a commitment
to excellence is expected and the full
realization of human potential is pursued.'*

The Mission of Brigham Young University

Board of Trustees, November 4, 1981

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 12–20) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

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

Name of Institution: Brigham Young University

Name of Unit: Department of Communications

Year of Visit: 2014

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

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

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

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

☒ Private
☐ Public
☐ Other (specify)

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

See attachment at the end of this section

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

☒ Yes
☐ No

If yes, give the date of the last accrediting visit: 2008 – 09

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

1984 – 85

6. Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.

Mission Statement

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

2008

7. What are the type and length of terms?

2 semesters of 15 weeks

2 summer sessions of 7.5 weeks

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

- ☒ Four-year program leading to Bachelor's degree
- ☒ Graduate work leading to Master's degree
- ☐ Graduate work leading to Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

B.A. In Communications

10. Give the number of credit hours required by the university for graduation.

Specify semester-hour or quarter-hour credit.

120 semester hour credits

11. Give the number of credit hours students may earn for internship experience.

Specify semester-hour or quarter-hour credit.

4 semester-hour credits for required internship

1 semester-hour credit for subsequent internship

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

We have only one degree program in Communications. We have emphasis areas within that degree, but we don't have a designated position for "person in charge," such as a coordinator or director. The person responsible for undergraduate studies is associate chair Dale Cressman. Faculty serving on the undergraduate studies committee have stewardship for coordinating the undergraduate affairs of each emphasis and are considered the "emphasis leaders" by other faculty in each emphasis. These positions serve for three years and rotate through the emphasis faculty. But it's not a formal designation. The current emphasis coordinators are as follows:

Sequence or specialty	Person in charge
Advertising sequence	Doug McKinlay
Journalism sequence	Robert Walz
Public Relations sequence	Rob Wakefield
Core/Electives specialty	Clark Callahan

There are still some students remaining in the discontinued communications studies emphasis and they are under the core/electives designation for their needs.

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

As of Fall 2013:

24,823 undergraduate full-time-equivalent students

2,368 graduate full-time-equivalent students

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

(if the unit has pre-major students, list them as a single total):

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

Figures below are as of Fall 2013

Sequence	Undergraduate majors
Advertising sequence	214
Journalism sequence	126
Public Relations sequence	168
Communications Studies sequence*	40
Pre-majors	658
Total	1,206

*discontinued

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

Winter 2014 SMSC Courses and Enrollments	Course number	Title	Section	Enrollment
	Comms 211	Media Writing	1	18
			2	16
			3	17
			4	17
			5	17
			7	18
			8	15
			9	20
			11	18
			13	6
	Comms 308	Research Methods for Journalism	1	20
			2	15
	Comms 317	Advertising Research Methods	1	20
2			20	
4			14	

Winter 2014 SMSC
Courses and Enrollments
(continued)

Course number	Title	Section	Enrollment
Comms 318	PR Research and Measurement	1	18
		2	19
		3	20
Comms 321	News Reporting	1	8
		2	7
		3	7
		4	7
		5	4
		6	6
		7	10
Comms 322	Video and Audio News Production	1	9
		2	9
		3	5
Comms 324	Feature Writing	1	11
Comms 325	Broadcast Reporting	1	0
		2	2
		3	2
		4	3
		5	1
Comms 335	TV Commercial Production	1	19
Comms 337	Advertising Account Management	1	18
Comms 365	Photojournalism	1	21
Comms 383	Online News Editing	1	2
		2	2
		3	2
		4	2
		5	2
		6	2
		7	2
		8	1
		9	2
		10	2
Comms 385	Television News Producing	1	5
		2	4
		3	4
		5	0
Comms 388	Publication Graphics and Production	1	18
		2	18
Comms 420	Advanced Print Reporting	1	3

Winter 2014 SMSC
Courses and Enrollments
(continued)

Course number	Title	Section	Enrollment
Comms 421	Public Relations Writing and Production	1	20
		2	19
Comms 432	Account Planning Management	1	20
		2	16
Comms 433	Advanced Advertising Concepting Portfolio	1	11
Comms 486	Advanced Broadcast Reporting	1	3
		2	3
		3	1
		4	3
		5	1
Comms 488	Advanced Broadcast Producing	1	3
		2	3
		3	0
		4	1

Spring 2014 SMSC
Courses and Enrollments

Course number	Title	Section	Enrollment
Comms 211	Media Writing	1	19
Comms 308	Research Methods for Journalism	1	18
Comms 317	Advertising Research Methods	1	20
		2	18
Comms 318	PR Research and Measurement	1	18
Comms 321	News Reporting	1	4
		2	5
		3	5
		4	5
		8	9
Comms 322	Video and Audio News Production	1	10
Comms 325	Broadcast Reporting	1	3
		2	3
Comms 337	Advertising Account Management	1	12
Comms 432	Account Planning Management	1	9
Comms 487	Advanced Multiplatform Journalism	1	9

Summer 2014 SMSC Courses and Enrollments	Course number	Title	Section	Enrollment
	Comms 211	Media Writing	2	18
	Comms 321	News Reporting	5	6
			6	10
			7	7
Fall 2014 SMSC Courses and Enrollments	Course number	Title	Section	Enrollment
	Comms 211	Media Writing	1	18
			2	18
			3	18
			4	18
			5	18
			6	18
			7	18
			8	8
			9	18
			10	18
			11	6
	Comms 308	Research Methods for Journalism	1	12
			2	20
	Comms 317	Advertising Research Methods	1	4
			2	20
			4	9
	Comms 318	PR Research and Measurement	1	20
			2	20
			3	20
	Comms 321	News Reporting	1	7
			2	7
			3	7
			4	7
			5	7
			6	7
	Comms 322	Video and Audio News Production	1	9
			2	8
			3	4
	Comms 324	Feature Writing	1	9

Fall 2014 SMSC Courses
and Enrollments
(continued)

Course number	Title	Section	Enrollment
Comms 325	Broadcast Reporting	1	4
		2	2
		3	5
		4	5
		5	6
Comms 328	Backpack Journalism	1	4
Comms 335	TV Commercial Production	1	7
Comms 337	Advertising Account Management	1	20
		2	1
Comms 365	Photojournalism	1	5
Comms 383	Online News Editing	1	2
		2	2
		3	2
		4	2
		5	2
		6	2
		7	2
		8	1
Comms 385	Television News Producing	1	5
		2	5
		3	3
Comms 388	Publication Graphics and Production	1	4
Comms 420	Advanced Print Reporting	1	2
Comms 421	Public Relations Writing and Production	1	20
		2	20
		3	20
Comms 432	Account Planning Management	1	20
		2	20
Comms 433	Advanced Advertising Concepting Portfolio	1	13
Comms 486	Advanced Broadcast Reporting	1	3
		2	3
		3	1
		4	3
		5	3
Comms 487	Advanced Multiplatform Journalism	1	6

Fall 2014 SMSC Courses and Enrollments (continued)	Course number	Title	Section	Enrollment
	Comms 488	Advanced Broadcast Producing	1	3
			2	0
			3	1
			4	1

16. Total expenditures planned by the unit for the 2014 – 2015 academic year:

\$3,033,487

Percentage increase or decrease in three years: 4.4% increase

Amount expected to be spent this year on full-time faculty salaries: \$2,188,126

17. List name and rank of all full-time faculty.

(Full-time faculty refers to those defined as such by the university.)

Identify those not teaching because of leaves, sabbaticals, etc.

Faculty	Rank
Ed Adams	Professor
Sherry Baker	Professor
Kris Boyle	Assistant Professor
Pamela Brubaker	Assistant Professor
Clark Callahan	Associate Professor
Mark Callister	Professor
Joel Campbell	Associate Teaching Professor
Ed Carter	Associate Professor
Dale Cressman	Associate Professor
Chris Cutri	Associate Professor
John Davies	Assistant Professor
John Hughes	Teaching Professor
Kevin Kelly	Associate Teaching Professor
Doug McKinlay	Associate Teaching Professor
Joseph Ogden	Associate Teaching Professor
Ken Plowman	Associate Professor
Quint Randle	Associate Professor
Othello Richards	Visiting Instructor
Tom Robinson	Professor
Steve Thomsen	Professor

Full-time faculty name
and rank (continued)

Faculty	Rank
Rob Wakefield	Associate Professor
Robert Walz	Associate Teaching Professor
Chris Wilson	Assistant Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2014.

Also list names of part-time faculty teaching spring 2014.

Adjunct faculty teaching at least one course
in Winter, Spring and Fall 2014

<i>Winter 2014</i>	Jeffrey Allred Derek Brown Nate Carlisle William Christensen Scott Church Tracie Cudworth Patrick Doyle Kim Farah Emily Haleck Todd Hollingshead Kevin John Jordan Karpowitz	Larry Macfarlane Carrie Moore Burke Olsen John Sears Jeff Sheets Blake Stowell Joseph Tolman Susan Tuckett Andrew Watson Ben Whisenant Brinton Wilkins
<i>Spring/ Summer 2014</i>	Kevin John Larry Macfarlane	Daniel Souza Lisa Swenson
<i>Fall 2014</i>	Norma Collett Tracie Cudworth Kim Farah Timothy Hawkes Clark Hirschi Todd Hollingshead Michelle Hyde Randall Jeppesen Kevin John	Larry Macfarlane Carrie Moore Timothy Robinson John Sears Jeff Sheets Blake Stowell Susan Tuckett Andrew Watson Ben Whisenant

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

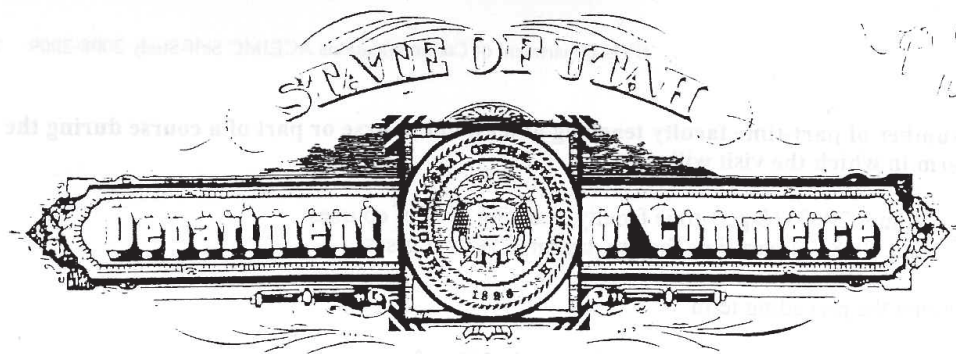
72 or more semester hours
outside of journalism and
mass communications

Academic year	Total graduates	Number	Percentage
2013 – 2014	331	331	100%
2012 – 2013	285	285	100%

In fact, we have been 100% compliant with this standard for the three consecutive accreditation site visits. Full transcripts are available for review by the site-visit team

20. Schools on the quarter system:

N/A



1037.3

**CERTIFIED
COPY OF ARTICLES OF INCORPORATION**

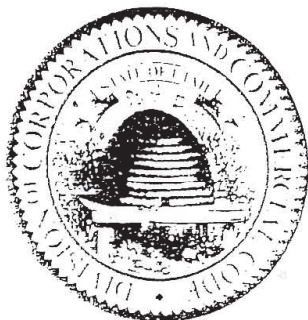
THE UTAH DIVISION OF CORPORATIONS AND COMMERCIAL
CODE HEREBY CERTIFIES THAT THE ATTACHED is a true, correct,
and complete copy of the Articles of Incorporation and Amendments of

BRIGHAM YOUNG UNIVERSITY

and the endorsements thereon, as the same is taken from and
compared with the original filed in the office of the Division on
May 17, 1949, and now remaining on file and of record therein.

AS APPEARS OF RECORD IN THE OFFICES OF THE DIVISION.

File Number: *CO 026397*



Dated this 3rd day
of March, 19 95.

Karla S. Woods

Karla T. Woods
Director, Division of
Corporations and Commercial Code

PART II



Supplementary Information

Key Points

- The Princeton Review named BYU the nation's top "stone-cold sober" school for 17 straight years.
- BYU is nationally known for its diverse language ability, where 70 percent of the student body speaks a second language, among the highest in the United States.
- An Islamic prayer room is located in the Wilkinson Student Center.
- With 133 programs in 55 countries, BYU has one of the largest study abroad programs in the nation. The latest Open Doors Report on International Educational Exchange ranks BYU 21st in the nation.

Circumstances and Scope of the Unit

1. Include Tables 1–3

Table 1: Students

Undergraduate/Graduate programs of study	Freshmen	Sophomores	Juniors	Seniors	MA	PhD	Total students	Degrees Conferred		
								BA	MA	PhD
Pre-majors*	272	412	364	121	N/A	N/A	1,169	N/A	N/A	N/A
Advertising	0	7	48	214	N/A	N/A	269	124	N/A	N/A
Broadcast Journalism (discontinued)	0	0	0	13	N/A	N/A	13	5	N/A	N/A
Communications Studies (discontinued)	0	1	3	25	N/A	N/A	29	30	N/A	N/A
Journalism	0	14	64	134	N/A	N/A	212	50	N/A	N/A
Print Journalism (discontinued)	0	1	0	1	N/A	N/A	2	8	N/A	N/A
Public Relations	0	8	35	204	N/A	N/A	247	85	N/A	N/A
Total Students	272	443	514	712	N/A	N/A	1,941	302	N/A	N/A

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

Table 2: Full-Time Faculty

Winter Semester 2014	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest degree earned	Tenured Y/N	Teaching load ¹	Percentage of time		
Teaching										
Research										
Service										
UNIT ADMINISTRATOR										
Ed Adams	6	21	15	10	Ph.D.	Y	1/1/0	15	15	70
PROFESSORS										
Sherry Baker	6	18	18	3	Ph.D.	Y	3/3/2	45	35	20
John Hughes	37	12	23 ²	23	Hon Ph.D.	Y	3/3/2	45	35	20
Tom Robinson	3	18	11	3	Ph.D.	Y	3/3/2	45	35	20
Steve Thomsen	3	26	18	9	Ph.D.	Y	3/2/2 ³	35	35	30
ASSOCIATE PROFESSORS										
Mark Callister	0	19	9	3	Ph.D.	Y	2/2/0 ³	25	35	40
Ed Carter	5	10	10	4	JD	Y	1/1/0 ³	15	15	70
Dale Cressman	8	22	14	5	Ph.D.	Y	2/2/0 ³	25	35	40

	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest degree earned	Tenured Y/N	Teaching load ¹	Percentage of time		Service
								Teaching	Research	
Chris Cutri	3	11	11	3	MFA	Y	3/3/2	45	35	20
Ken Plowman	10	20	12	12	Ph.D.	Y	3/3/2	45	35	20
Quint Randle	16	14	14	5	Ph.D.	Y	3/3/2	45	35	20
Rob Wakefield	21	8	8	8	Ph.D.	Y	3/3/2	45	35	20
ASSISTANT PROFESSORS										
Pamela Brubaker	5	1	1	1	Ph.D.	N	2/2/0 ⁴	30	60	10
Clark Callahan	0	13	6	6	Ph.D.	N	3/3/2	45	35	20
John Davies	0	10	6	6	Ph.D.	N	2/3/2 ³	35	35	30
Jared Johnson	5	14	6	4	Ph.D.	N	3/3/2	45	35	20

	Years Full-time Professional Experience	Years Full-time College Teaching	Years on This Faculty	Years at Present Rank	Highest Degree Earned	Tenured Y/N	Teaching Load ^{5*}	% of Time Teaching	Service
ASSOCIATE TEACHING PROFESSORS									
Joel Campbell	15	12	12	6	MS	Y	4/4/2	80	20
Kevin Kelly	27	10	10	8	BA	Y	4/4/2	80	20
Doug McKinlay	27	15	15	15	MA	Y	4/4/2	80	20
Joseph Ogden	18	1	1	1	MBA	N	3/3/2 ⁴	80	20
Robert Walz	19	13	13	6	BA	Y	4/4/2	80	20

- 1 Standard load for research track is 3/3/2.
- 2 11 years leave as editor of the *Deseret News*.
- 3 Course reduction for administrative assignment.
- 4 Course reduction for research/special project.
- 5 Standard load for professional track is 4/4/2.

Table 3: Adjunct Faculty¹

Name ²	Years full-time prof. experience	Years teaching experience	Highest earned degree	Currently FT/PT Prof? FT/PT/N	Working toward degree? Y/N	Hours this semester	Day, evening or SLC ¹	Teaching responsibilities:			
								In charge of course	Lectures	Assists in lab	Assists teacher in charge
FALL SEMESTER 2013											
Derek Brown	14	7	JD	FT	Y	3	E	×			
Mark Carpenter	27	7	BA	FT	N	3	E	×			
Scott Church	1	8	Ph.D	PT	N	6	3D, 3E	×			
Norma Collett	30	7	MA	FT	N	3	E	×			
Tracie Cudworth	32	1	MA	FT	N	3	D	×			
Chad Curtis	21	7	MA	FT	N	13	10D, 3E	×			
Pat Doyle	16	3	BA	FT	N	6	D	×			
Cory Edwards	13	3	MBA	FT	N	3	N	×			

Name ²	Years full-time prof. experience	Years teaching experience	Highest earned degree	Currently FT/PT Prof? FT/PT/N	Working toward degree? Y/N	Hours this semester	Day, evening or SLC ¹	Teaching responsibilities:			Assists teacher in charge
								In charge of course	Lectures	Assists in lab	
Maureen Elinzano	1.5	3	BA	PT	Y	0	D			X	
Kim Farah			MA	FT	N	3	SLC	X			
Steve Fidel	30	13	BA	FT	N	1	D	X			
Emily Haleck	9	1	MBA	PT	N	3	E	X			
Timothy Hawkes	15	3	JD	FT	N	3	D	X			
Clark Hirschi	26	12	BA	FT	N	3	SLC	X			
Lincoln Hubbard	12	3.5	MA	FT	N	1	D	X			
Randall Jeppesen	10	1	NA	FT	N	3	D	X			
Kevin John	6	4	MA	N	Y	3	N	X			
Michelle King	32	0.5	BA	N	N	3	D	X			
Jane Madsen	7	1	BA	N	N	3	E	X			
Carrie Moore	28	8	MA	FT	N	3	SLC	X			
Rachel Nielsen	0	1	BA	N	Y	0	D			X	
Tyler Page	4	1	BA	PT	Y	3	D	X			
Scott Rackham	18	6	MBA	FT	N	3	E	X			
John Sears	30	4	BA	N	N	9	D	X			
Jeff Sheets	18	11	BA	FT	MA	3	E	X			
Laura Thomas	2	3	BA	PT	MA	0	D			X	
Karene Torgerson	6	2.5	BA			4	1D, 3E	X			
Susan Tuckett	25	9	BA	FT	N	3	E	X			
Ben Whisenant	8	6	JD	PT	N	6	D	X			
WINTER SEMESTER 2014											
Jeffrey Allred	24	11	BA	FT	N	3	E	X			
Derek Brown	14	7	JD	FT	Y	3	SLC	X			
Nathan Carlisle	12	1	BA	FT	N	3	SLC	X			
Bill Christensen	35	5	BA	FT	N	3	D	X			
Scott Church	1	8	Ph.D	PT	N	3	D	X			
Tracie Cudworth	32	1	MA	FT	N	3	E	X			
Chad Curtis	21	7	MA	FT	N	16	13D, 3E	X			
Pat Doyle	16	3	BA	FT	N	3	D	X			
Maureen Elinzano	1.5	3	BA	PT	Y	0	D			X	

Name ²	Years full-time prof. experience	Years teaching experience	Highest earned degree	Currently FT/PT Prof? FT/PT/N	Working toward degree? Y/N	Hours this semester	Day, evening or SLC ¹	Teaching responsibilities:			Assists teacher in charge
								In charge of course	Lectures	Assists in lab	
Kim Farah			MA	FT	N	3	SLC	×			
Emily Haleck	9	1	MBA	PT	N	3	E	×			
Todd Hollingshead	10	3	MA	FT	N	3	E	×			
Lincoln Hubbard	12	3.5	MA	FT	N	1	D	×			
Kevin John	6	4	MA	N	Y	6	3D, 3E	×			
Jordan Karpowitz	18	4	BA	PT	N	3	E	×			
Larry Macfarlane	37	15	MS	N	N	6	E	×			
Carrie Moore	28	8	MA	FT	N	3	SLC	×			
Rachel Nielsen	0	1	BA	N	Y	0	D			×	
Burke Olsen	10	1	BA	Y	N	3	E	×			
Tyler Page	4	1	BA	PT	Y	3	E	×			
Scott Rackham	18	6	MBA	FT	N	3	E	×			
Tim Robinson	20	4	BA	FT	N	3	D	×			
John Sears	30	4	BA	N	N	12	D	×			
Jeff Sheets	18	11	BA	FT	MA	3	E	×			
Blake Stowell	22	3	BA	FT	N	3	E	×			
Laura Thomas	2	3	BA	PT	MA	0	D			×	
Joseph Tolman	5	2	BA	FT	N	3	E	×			
Karene Torgerson	6	2.5	BA	FT	N	4	1D, 3E	×			
Susan Tuckett	25	9	BA	FT	N	3	E	×			
Andrew Watson	13	4	MBA	FT	N	3	E	×			
Ben Whisenant	8	6	JD	PT	N	3	D	×			
Brinton Wilkins	9	5	JD	FT	N	3	E	×			
SPRING TERM 2014											
Chad Curtis	21	7	MA	FT	N	6	3D, 3E	×			
Lincoln Hubbard	12	3.5	MA	FT	N	1	D	×			
Kevin John	6	4	MA	N	Y	3	D	×			
Larry Macfarlane	37	15	MS	N	N	3	E	×			
Tyler Page	4	1	BA	PT	Y	3	E	×			
John Sears	30	4	BA	N	N	3	D	×			
Lisa Swenson	5	4	MA	PT	N	3	D	×			

Name ²	Years full-time prof. experience	Years teaching experience	Highest earned degree	Currently FT/PT Prof? FT/PT/N	Working toward degree? Y/N	Hours this semester	Day, evening or SLC ¹	Teaching responsibilities:		
								In charge of course	Lectures	Assists in lab
Karene Torgerson	6	2.5	BA			1	D	X		
Ben Whisenant	8	6	JD	PT	N	3	E	X		
SUMMER TERM 2014										
Lincoln Hubbard	12	3.5	MA	FT	N	1	D	X		
Karene Torgerson	6	2.5	BA	FT	N	1	D	X		

¹ Salt Lake Center and evening classes are not technically part of the department budget. Instructors are paid directly from SLC and Evening School tuition funds.

² Part-time instructors do not have a rank

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

The first journalism class was taught at BYU in 1916. In 1933, the Journalism Department was established in the College of Humanities and Sciences. In 1935, the department moved into the then newly completed Brimhall building. In 1963, the Department of Communications was created within the College of Fine Arts and Communications, where it currently resides. It was that same year the department relocated to the Harris Fine Arts Center. It is one of five academic units in the college. The others are the Department of Dance, Department of Theater and Media Arts, the Department of Visual Arts and the School of Music. In addition, the college supports two non-academic units: the Museum of Art and the Division of Arts Production. In 2005, the department moved back to the remodeled Brimhall Building.

The Universe newspaper has been published by the department since 1956. It was a daily until 2012 when the department transitioned to a weekly, digital and mobile format. The broadcast news show on KBYU dates to the late 1960s. KBYU is broadcast throughout the state of Utah.

The mission of the department is primarily undergraduate education, although there is a small Master's program. The Master's program is not under review for accreditation. The department has three emphases within one degree program. The emphases are advertising, journalism and public relations. A fourth emphasis, communication studies, was discontinued in 2013.

The BYU Department of Communications is among the 30 largest programs in the country according to the 2013 enrollment report by Becker, Vlad and McLean. We used to be among the top 15 programs, but we have made a concerted effort to reduce enrollments to better meet our learning objectives in a mentored environment. Still, in winter semester 2014, the department was the second largest major (including pre-majors) at the university. At the time of this report, the department averages 1350 undergraduates (800 pre-majors, 550 admitted majors) and 35 graduate students.

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

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

Brigham Young University was founded in 1875 under the sponsorship of The Church of Jesus Christ of Latter-day Saints. BYU is part of the Church Educational System, which serves more than 1.2 million people worldwide. The system includes the BYU campus at Provo, the BYU-Hawaii campus in Laie, BYU-Idaho in Rexburg, the LDS Business College in Salt Lake City and elementary and secondary schools in Tonga, Samoa, Fiji and Kirabati.

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

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

The scope of Brigham Young University Department of Communications is difficult to classify when compared to other J/MC schools. Listed below is the Carnegie classification for BYU, and then the peer institutions with the same Carnegie classification as BYU that have ACEJMC accredited journalism/mass communications programs.

CARNEGIE
CLASSIFICATION

Level:	4 year and above
Enrollment profile:	VHU, very high undergraduate
Size and setting:	Large, non-residential
Basic:	RU/H, research universities (high research activity)
Peer institutions according to the same Carnegie classification as BYU, with JMC programs having ACEJMC accreditation:	<ul style="list-style-type: none"> • South Dakota State University • University of Louisiana at Lafayette

From the classification system there are similar characteristics between BYU and the above-mentioned schools. In many other ways BYU is quite different.

BYU has become part of another small group within ACEJMC accreditation. Of the 116 accredited programs in North America, there are only six religious-affiliated schools. Of that number, four are religious-supported: Abilene Christian University, Baylor, Marquette and BYU. The difference may seem minor, but it is distinct when it comes to institutional governance.

BYU is nationally known for its diverse language ability, where 70 percent of the student body speaks a second language, among the highest in the United States. BYU is unique in that more than 27 percent of the students are married.

As far as financial resources, the institution is well funded by the church. The budget is constant, steady and provides for marginal growth. The budgeting process has been unchanged in the past 25 years. At BYU, there are no vast budget swings. There are no large windfalls, except through occasional private donations, and there are rarely budget cuts. During the recession of 2008-11, there was a hiring freeze, but faculty salary increases continued unabated. The department has several endowments that generously provides for current and even future needs.

The department goals and plans are listed with the strategic plan and have multi-faceted objectives within each goal. In sum the goals are to:

1. Continue to improve student learning and mentoring
2. Increase our diversity efforts to align with the growth of the sponsoring institution
3. Increase the level of scholarly productivity
4. Review and assess outreach activities
5. Work toward school status

The goals are discussed extensively throughout the accreditation self-study. Quite simply, our unwritten goal is to pursue excellence in all we do.

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

Since 2012 the following changes have occurred in programs and activities within the Department of Communications.

- **Creation of a mentoring program.** The department launched a mentoring program during the 2011-12 academic year. During its first year it was mandatory for all students. With a change in department leadership it changed to faculty and staff “encouraging” students to participate.
- **Separation of the co-located Ad Lab and Bradley PR operations.** These two labs were co-located in one space. That meant that 70 percent of the students occupied less than 20 percent of the lab space on the first floor. The labs were separated and remodeled to provide more customized aspirational space for advertising and public relations students.
- **Transitioned the *Daily Universe* into a weekly newspaper and digital operation.** The daily newspaper operation was losing over \$100,000 a year. Since the paper received a modest subsidy from the university and its support came primarily from advertising dollars, the department need to make a change. The newspaper shifted to a weekly paper and a digital-first operation. The print/online lab news operation is now financially self-sufficient. There were three periodicals published out of the lab, and a fourth periodical, *Two*, was launched as a dating guide.
- **Expanded our research center capabilities.** Through the acquisition of subscriber-based databases through the library, and the acquisition of social media metrics and web analytics (Nuvi and HootSuite), we are better able to serve client needs while teaching the use of essential research tools. We also updated and revitalized eye-tracking equipment and capabilities.
- **Remodeled classrooms and lab spaces to accommodate 21st century learning environments.** The AdLab, Bradley agency and research center were remodeled to accommodate collaborative work environments. Several classrooms were reconfigured. We replaced fixed seating and traditional tab-arm chairs to accommodate a flexible “node” seating arrangement.
- **Curriculum improvement.** We added a course in visual communication and reduced elective courses by one. We also eliminated the “dead semester” and created a “bridge semester.” Previously students could not take any major classes during the application semester. That meant there was a semester in the middle of their degree program when they couldn’t take any communication classes because they were awaiting admission to the major. Now they can take two courses, Media Ethics, Law and Responsibility (Comms 300) and Visual Literacy (Comms

303) while waiting for admission decisions. Also, the department eliminated communications studies as an emphasis.

- **A shift in outreach activities toward more social media.** We shifted external relations away from an annual magazine and reallocated those resources to a new website, regularly updated material, creating video vignettes, and posts on social media. There was also a shift away from Comms Week to speakers and events throughout the year.
- **Participation with the Laycock Center for Creative Collaboration.** This is an interdisciplinary center that allows communications students to engage in projects with other programs in our college such as graphic arts, animation, photography and film.
- **Expanded activities and programs to enhance knowledge about diversity issues.** We partnered in a diversity exchange program with Morgan State University in Baltimore. We undertook a “diversity across the curriculum” initiative and training. Further, we have received university approval and have scheduled off-campus experiences in New Zealand and Harlem/Manhattan. Other diversity initiatives are detailed in the section below and in Standard 3.

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

Historically, the department accreditation visit results have been as follows:

1984-1985	Compliance on all standards – initial accreditation
1990-1991	Compliance on all standards except standard 7, internships
1996-1997	Compliance on all standards except standard 8, equipment and facilities
2002-2003	Compliance on all 12 standards
2008-2009	Compliance on all standards except standard 3, diversity

The department was last accredited in 2008-2009. In the site visit team summary the strengths and weaknesses of the program were as follows:

STRENGTHS

- Excellent facility that promotes a sense of community
- Very good department morale
- Talented, enthusiastic students who are competing successfully on national and international platforms
- Significantly improved departmental scholarship and good support for scholarship

WEAKNESSES

- Limited diversity within the full-time faculty
- No racial diversity within the adjunct faculty
- Diversity emphasis within the curriculum is focused far more on international issues than the diversity issues within the U.S. population

- Conflicting perceptions among faculty members and administration about relative importance of teaching and research decisions

LIST THE STANDARDS WITH WHICH THE
UNIT IS NOT IN COMPLIANCE:

Standard 3: Diversity and Inclusiveness

Summary:

1. Improve the diversity of part-time faculty and
2. As the unit has opportunity to hire full-time faculty – improve diversity of full-time faculty as well
3. Increase curricular attention to issues related to diversity within the U.S. population

Since the last accreditation visit, the department has made a committed and concerted effort to improve on diversity issues.

To address the first issue, **improve the diversity of part-time faculty**, the department has hired 33 adjunct faculty. Of that number, 25 of those hires were women or individuals who represented racial diversity. In other words, 75 percent of our adjunct hires helped to improve diversity.

To address the second issue, **as the unit has opportunity to hire full-time faculty – improve diversity of full-time faculty as well**. We have done exactly that. In the decade between 1999 and 2008, the department hired 23 faculty. Of that number four were diversity hires (three women and one Latino male), for 17 percent. During the economic downturn, BYU had a hiring freeze between 2009 and 2011, so no hires were made during this time. Since the hiring freeze, we have made five hires, and two were diversity hires (one woman and an African-American male), for 40 percent.

The department initiated in 2001 what we refer to as “grow our own” by cultivating and encouraging women and minorities to pursue a Ph.D. The department has been generous in providing funds for moving expenses, books and scholarships depending on the individual’s circumstances. One of our recent hires, Pamela Brubaker, was one of those individuals. One of our candidates for a public relations search position last year was Tania Cantrell, whom we assisted in getting a Ph.D.

We currently have encouraged and assisted four other women in pursuing Ph.D.s: Chelsea Akers (University of Arizona), Lindsay Blumell (Texas Tech), Jessica Danowski (University of Utah) and Laura Stockdale (Loyola). We are committed to help a fifth former student, Holly Cox, after she gets accepted to a Ph.D. program.

To address the third issue, **increase curricular attention to issues related to diversity within the U.S. population**, the department invited Lillian Dunlap of Communication Research Enterprises to conduct two, 2-day workshops in September 2013 and January 2014. We hired Lillian as a consultant to assist us with diversity across the curriculum. Specifically,

she helped us with the following:

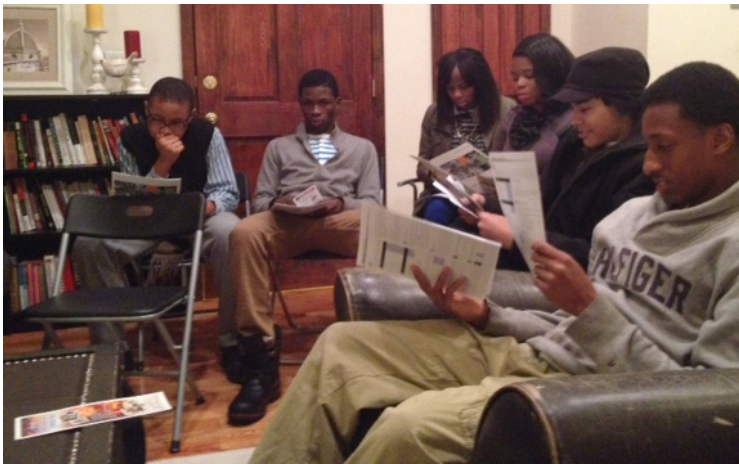
- Creating a philosophical base for teaching diversity that is grounded in the foundational principles of American journalism and mass communications.
- Ideas for handling the explosive issues of race and diversity in a way that taps into the students' curiosity and passion.
- Real-world examples from professors who put the teaching of diversity into action.

We charged faculty and staff to integrate diversity issues into every syllabus and class. We were successful in doing so with the exception of the advertising and public relations research courses and the advertising and public relations campaign classes. These classes are tied to client work and are based on the briefs provided by clients.

We then brought in Paul Mitchell who is a recruiting and retention coordinator and teacher in the Reynolds School at the University of Nevada-Reno. Originally from Philadelphia, Mitchell was a reporter and editor for the *Philadelphia Tribune*, the nation's oldest continually published African-American newspaper.

Paul continued the diversity discussions with the faculty and provided case studies as examples for implementing diversity across the curriculum.

We also developed several other initiatives to ensure that diversity issues permeate the entire degree program. Details on all of these initiatives are in Standard 3, Diversity and Inclusiveness and include:



Recruiting trip to LDS students in New York City.

- An exchange program with Morgan State. 2012-13 represented the first year with Pia Jordan visiting BYU, and Doug McKinlay visiting Morgan State in one-week exchanges. We will do faculty exchanges again in 2014-15, and assess the possibilities of developing an exchange program with students.
- Minority recruiting trips to Brooklyn, Harlem, Newark, Detroit and Flint. Faculty met with Mormon minority students in these cities to introduce them to BYU and the field of communications.

- Sponsoring dinners for the SOAR program in the BYU Multicultural office. Three groups of 100 multicultural students are invited to campus as part of a program in June and July. The department is one of two campus sponsors. We sponsor three meals at each gathering. The Marriott School of Management sponsors one meal. Since we host the

meals it gives us the opportunity to make a presentation and then sit and visit with students who are interested in communications.

- The development and creation of the New Zealand study abroad program to study the convergence of a traditional European Culture with the Polynesian Maori culture. This program will launch during winter semester 2016 and will run every other year. The purpose of this program is to enhance student understanding of international diversity.
- The development of the Harlem/New York experience. This program will expand the New York internship program to include a field study of communication issues in the city. One such issue will be the tensions and intersection between the gentrification of Harlem and the “Keep Black Harlem” movement. The purpose of this program is to enhance student understanding of diversity within the U.S. population.
- Raised \$510,000 in 2013 to support both the New Zealand study abroad and the Harlem/New York experience specifically to address diversity issues.
- A conscientious and concerted effort to increase international and multicultural activities in the labs. This includes increasing the number of stories in *The Universe* and *11News*, as well as looking for advertising and public relations clients with briefs addressing minority audiences.
- Established a Board of Advisors. This board represents a cross-section of alumni and friends of the department who have volunteered to assist the department and chair with fundraising, mentor development, diversity recruiting, alumni relations, internships and job placement. Members of this group have different assignments dependent upon their individual talents. Eighteen of the 21 members of this group are women or minorities.
- Supporting student award winners to attend the broadcast “Gracie” awards and the Advertising Minority Awards. BYU students are among the largest number of recipients of these awards in the last five years.

The last round of ACEJMC re-accreditation (2008-09) of BYU Department of Communications became controversial. The department failed the diversity standard and the ACEJMC committee vote on reaccreditation was 4-10. The committee then voted 12-2 for provisional. This was the first and only time that BYU had failed on the diversity standard, although it was stated that BYU had failed it in two consecutive accreditation visits. Granting “provisional reaccreditation” by the committee on the failure of only one standard was thought by many to be an unprecedented move by the committee.

There was a perception by some members of the ACEJMC committee that BYU’s practice of hiring only worthy members of the sponsoring church was discriminatory. BYU responded in a letter to ACEJMC

dated April 14, 2009 (see appendix) citing Section 702a of the Civil Rights Act. Specifically, BYU falls under “the religious organization exemption,” of that Act. That standing was reaffirmed by the Supreme Court in *Corp. of the Presiding Bishop of the Church of Jesus Christ of Latter-day Saints v. Amos* (1987) which stated “that it does not constitute racial or gender discrimination when BYU declines to hire any individual (regardless of gender or ethnicity) because the individual is either not a member or certified as in good standing.” Finally, BYU urged ACEJMC to consider the Higher Education Opportunity Act of 2008 which “requires higher education accrediting bodies to consistently apply and enforce standards that respect the stated mission of the institution of higher education, including religious missions”

At the May 2009 ACEJMC meeting the council voted unanimously with some abstentions to reaccredit Brigham Young University.

In the aftermath of BYU’s reaccreditation, conversations occurred within ACEJMC:

The Council also was asked to provide guidance when judging units operating within parameters of a church-based or cultural environment that present diversity limitations. Committee Chair Pam Luecke said the Committee struggled with this issue during its March meeting in Chicago and asked the Council to provide language guidelines (Ascent, Vol. 16, #2, June 2009).

There was a change in language cited by the council, with a charge to a subcommittee to make further recommendations.

Following considerable discussion, the Council also approved an addition to the Professional Values and Competencies (now totaling 12) and several standards language amendments intended to guide accreditation decisions of programs operating within unique cultural, social or religious parameters (Ascent, Vol. 16 #3, October 2009).

BYU helped spark the ACEJMC dialogue on whether a program should continue to be reaccredited if that program fails the same standard on two consecutive reaccreditation cycles. It is interesting that BYU became part of that dialogue when it had failed only one standard, and had only failed that standard one time in its history of accreditation.

BYU supports language by CHEA (Council for Higher Education Accreditation) that states, “Standards supporting diversity and uniqueness must remain the hallmark of accreditation and of higher education.” We agree, and as a department that safeguards “institutional uniqueness,” we strive to pursue diversity in full-time and part-time faculty hires, but we do so within the limitations of BYU’s legally defensible hiring practices.

We feel there should be room for religious-supported universities within ACEJMC accreditation. In a body dominated by state-supported

institutions it is important to have unique voices from schools such as Abilene Christian, Baylor and BYU who add another type of diversity to the mix of accredited programs.

BYU's Department of Communications supports the vision of ACEJMC, and wants to continue to be involved in its stated goals of preserving and advancing rigorous standards of quality education, but not when it calls for us to compromise our unique institutional mission.

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

PROCESS USED IN CONDUCTING THE SELF-STUDY

The self-study has involved an emeritus faculty member, five full-time faculty members, four admin/staff personnel and two students. The self-study was written and reviewed by Laurie Wilson, Ed Adams, Dale Cressman, and Layne Peterson. Drafts were exchanged and reviewed by these same individuals. Steve Thomsen and Mark Callister were also involved in reviewing drafts and providing editing improvements. Debby Jackson, Natalie Chambers and Layne Peterson provided research, data and financial information for tables and appendices. Alison Davis compiled data and created tables, and Jessica Thomas gathered background information. Warren Bingham provided layout and design for the publication. All faculty were invited to contribute data and review the report.

Sections of the self-study were discussed in department meetings in April 2013, August 2013, January 2014 and April 2014. A final copy was made available online and all faculty and staff were informed of its availability in a department retreat on August 28, 2014.

Strengths of the program discovered (or reinforced) during the self-study:

- **A great facility and strong resource support.** As one of only two academic units that are the sole occupants of a building at BYU, the department has vast flexibility to change, adjust and remodel space. And we have done just that. The university is supportive with technology replacement and our pool of available endowed funds provides resources for our present and future activities.
- **Assessment and deeper learning.** The department has been, and continues to be, a leader of assessment at BYU. Documenting and writing the more than 50 pages of assessment activities in standard 9 was a reminder of our extensive assessment efforts. The university recognized the department as "one of three outstanding models of assessment activity" at the University President's retreat in April 2014.
- **Curricular and faculty adaptability.** We have used existing course titles and headings to adapt to curricular changes without making substantive course curriculum changes at the university level. The faculty have been adaptable and progressive with exploring new media changes and adapting to new technology.

- **Mentoring.** Our extensive lab operations are both a strength and a challenge. The department is half academic unit/half small media corporation. Managing the complexities of revenue-generating labs provides a challenge while at the same time creates premiere mentoring environments.
- **Advising.** We have two individuals who are wholly devoted to advising our students on academic issues and scheduling. They know the curriculum well and are available. Students are complimentary in senior surveys about the advising assistance they receive.

Weaknesses of the program discovered during the self-study:

- **Future faculty recruiting pool.** We have expanded the pool of diverse candidates. But, it is still a limited pool of individuals since membership of BYU's sponsoring church is a qualifying factor. The efforts to expand this pool are outlined within the standards 3 and 7. However, it will be a long process in continuing to develop a diverse faculty pool. Even then we have to make sure positions and potential personnel are aligned.
- **Opportunities for faculty renewal.** Faculty members are quick to pursue ongoing professional development conferences and workshops, and travel support is good. The percentage of faculty who have taken leaves (sabbaticals) is quite low. This may be because faculty miss out on the additional remuneration that comes with teaching evening school during regular semesters when a leave is taken.
- **Internship availability.** Students have reported greater challenges in locating internships. This may be an outcome of the Fox Searchlight "Black Swan" court decision on unpaid interns, or it may simply be a marketplace issue. The number of interns placed in New York City has been down for the past two years.
- **The department shift in outreach activities using web-based content and social media** has reached recent graduates and alumni but it has left older alumni feeling disconnected. We will have to examine cost effective ways to maintain contact with "older alumni."
- **Using all endowments.** Some of our endowments and funds are not being used due to tightly constrained language or purposes no longer fulfilled by the department. It is incumbent upon the chair and business manager to reconnect with donor families and group endowments categorically to create processes to use some of the unused funds and endowments.

7. *Provide copies of pages of the undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (These items may be presented in the appendices binder.)*

See catalogs in appendices binder.

PART II, STANDARD 1



Mission, Governance and Administration

Key Points

- Journalism was first taught at BYU in 1916.
- The department serves an average of 1,300 undergraduates a year.
- The Department of Communications is the second largest major at BYU.
- Ed Adams is the longest serving department chair since the consolidated Department of Communications was formed in 1963.
- The current governance structure was established in 2001.

Overview

BRIGHAM YOUNG UNIVERSITY is part of the Church Educational System of The Church of Jesus Christ of Latter-day Saints. The system serves more than 1.2 million people worldwide. It includes the BYU campus at Provo, the BYU-Hawaii campus in Laie, BYU-Idaho in Rexburg, the LDS Business College in Salt Lake City and elementary and secondary schools in countries that include Mexico, Fiji, Tonga and Western Samoa. The Provo campus enrolls approximately 30,000 students a year, of which 28,000 are undergraduates. Brigham Young University seeks to develop students of faith, intellect and character who have the skills and the desire to continue learning and to serve others throughout their lives.

Journalism was first taught at BYU in 1916. The journalism department was established in 1933 in the College of Humanities and Sciences. The Department of Communications was created in 1963. It remains part of the College of Fine Arts and Communications. There are four other academic units in the college: the Department of Dance, the Department of Theater and Media Arts, the Department of Visual Arts and the School of Music. All of the college's units have in common that their work appears in the public sphere.

The mission of the Department of Communications is primarily undergraduate education. The department has a small master's program. (The master's program is not under review.) The department has three emphases within one degree program. The emphases are advertising, journalism and public relations. The department averages 1,350 undergraduates (800 pre-majors, 550 admitted majors) and 45 graduate students. The Department of Communications is the second largest degree program at BYU.

BYU TOP 10 MAJORS BY ENROLLMENT (2013)

Major	College
Management	Marriott School of Management
Communications	Fine Arts & Communications
Exercise Science	Life Sciences
Mechanical Engineering	Fulton College of Engineering
Psychology	Family, Home & Social Sciences
Elementary Education	McKay School of Education
Nursing	Nursing
Computer Science	Physical & Mathematical Sciences
English	Humanities
Public Health	Life Sciences

Brigham Young University and the Department of Communications is difficult to classify. Listed below is the Carnegie

CARNEGIE
CLASSIFICATION

classification for BYU, and then peer institutions with the same Carnegie classification as BYU which have ACEJMC-accredited journalism/mass communications programs.

Level:	4 year and above
Enrollment profile:	VHU, very high undergraduate
Size and setting:	Large, non-residential
Basic:	RU/H, research universities (high research activity)
Peer institutions according to the same Carnegie classification as BYU, with JMC programs having ACEJMC accreditation:	<ul style="list-style-type: none">• South Dakota State University• University of Louisiana at Lafayette

Essentially, BYU is in a very small category of universities in the Carnegie classifications because while there is a very rigorous faculty scholarship and publication requirement, we are also committed to being a teaching university. The vast majority of classes are taught by full-time faculty. Assessing the Department of Communications effectiveness in context with other ACEJMC peer institutions requires comparison with South Dakota State and University of Louisiana at Lafayette. However, our scholarly activity and nationwide student recognition significantly exceeds that of these “peer” institutions.

BYU is also part of another very small group within the group of ACEJMC-accredited institutions. Of the 106 accredited programs in North America, there are only six religiously-affiliated schools. Of that number, four are religion-supported: Abilene Christian University, Baylor, Marquette and BYU. The difference between religious affiliation and support may seem minor, but it is distinct when it comes to institutional governance and mission.

Religion-supported institutions with ACEJMC accreditation constitute less than four percent of accredited programs. ACEJMC’s handbook emphasizes the important value of diversity among member institutions. Some of that distinctiveness resides in the differences between state-supported and religion-supported institutions as highlighted within the ACEJMC Mission Statement:

The Council recognizes and safeguards the institutional diversity of each accredited program and encourages educational innovation by units as they strive to meet accreditation requirements and standards.

The mission statement of BYU captures the essence of the Church’s commitment toward the institution:

The mission of Brigham Young University is “to assist individuals in their quest for perfection and eternal life.” To this end, BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives.

The university is directed by the *Aims of a BYU Education*, which serves as a guiding document for the mission of the institution. It states: “A BYU education should be spiritually strengthening, intellectually enlarging, character building, and prepare students for life-long service.” This document is in the appendix, will be available in the workroom and is also available online at <http://aims.byu.edu/aims>.

The department’s mission states:

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

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

The President of Brigham Young University is the highest administrative position within the university. Kevin J Worthen was appointed the new university president on May 1, 2014. He formerly served as advancement vice-president. He follows an 11-year tenure by Cecil O. Samuelson who retired. All academic units come under the academic vice-president, Brent Webb. Colleges report to the AVP office. Communications resides in the College of Fine Arts and Communications. Our dean is Stephen Jones, who is in his 12th year as dean. Communications faculty member, Ed Carter, serves as one of his associate deans. Department Chair Ed Adams previously served as an associate dean, as has Professor Sherry Baker.

Kevin J Worthen, president



Former dean of the BYU J. Reuben Clark School of Law and advancement vice-president of BYU, President Worthen is chief executive officer of the institution. The president oversees all operations of the university, from academic affairs and international initiatives to enrollment and student life. He is responsible for setting future goals and directions for the university, and reports to the Church’s commissioner of

education and the university's board of trustees.

Brent Webb, academic vice-president



Former associate academic vice-president for research and former executive director for the university's Office of Research and Creative Activities, Vice-president Webb is responsible for all academic planning and academic standards. Academic deans and other key academic administrators report to the academic vice-president. He carries the stewardship for appointments, reappointments, promotion and tenure; faculty salaries; leaves of absences; the

academic standing of students; research; and curriculum issues.

Stephen Jones, dean, College of Fine Arts and Communications



In his 12th year as dean, Stephen Jones formerly served as an assistant academic vice-president. He is on the composition faculty in the BYU School of Music. The dean has responsibility for academics, outreach, performances, research and creative activities within the College of Fine Arts and Communications.

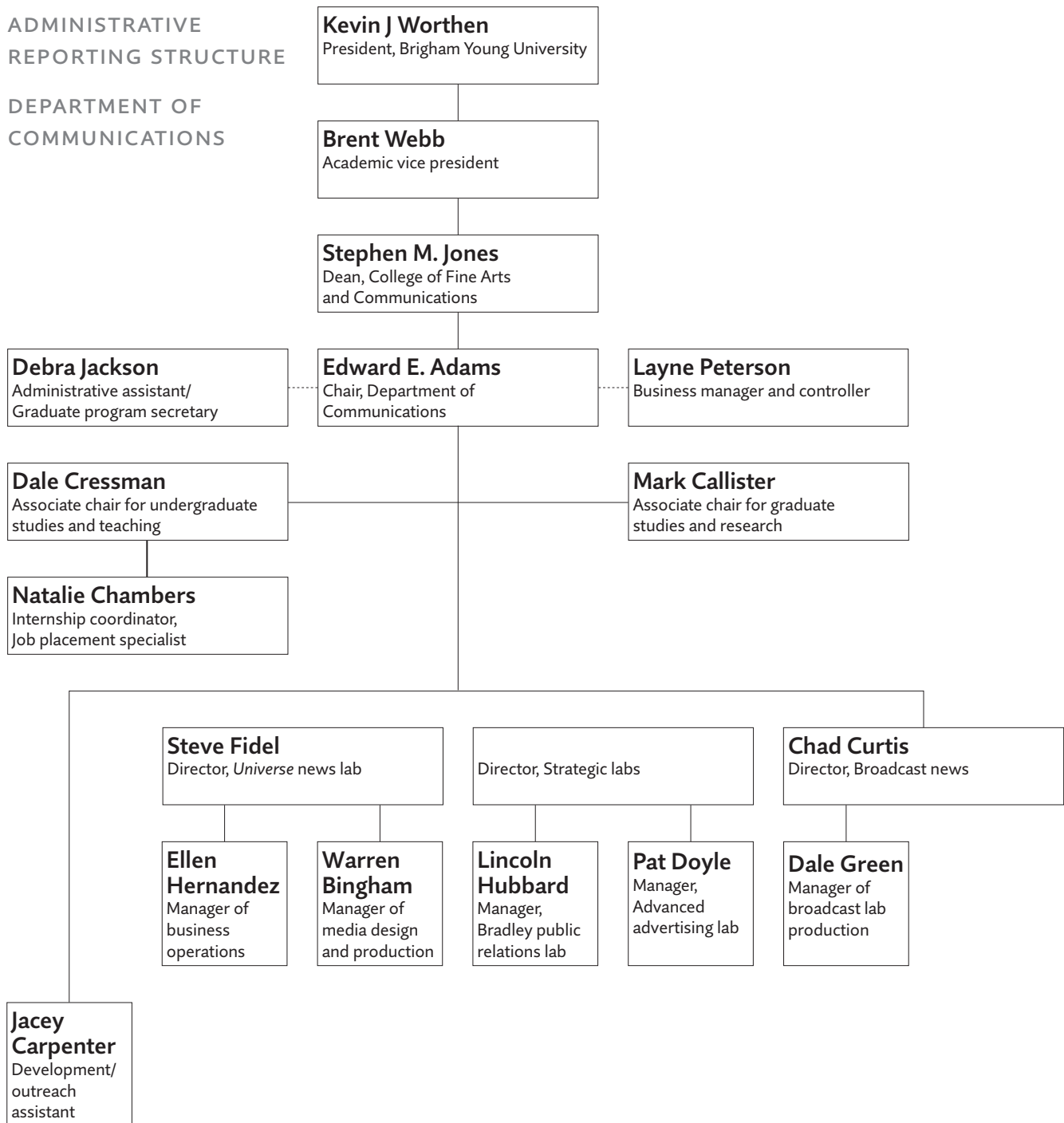
BYU DEPARTMENT OF COMMUNICATIONS LEADERSHIP TEAM

The last external search for a department chair was in 1997, and resulted with the appointment of an internal candidate, Professor Laurie Wilson. While the university is at liberty to launch an external search, given the extremely limited pool of eligible external candidates, it has not been deemed prudent. Instead, internal candidates emerge from faculty interviews and nominations. All faculty interview with the deans in this process and a decision and appointment is made by the dean. The current chair was selected through this process with overwhelming faculty support. The chair then selected associate chairs who accepted those administrative appointments as a faculty responsibility.



Ed Adams, chair

After serving three years as an associate dean in the College of Fine Arts and Communications (2008 – 2011), Ed Adams was reappointed department chair in 2012. He previously served as department chair from 2003 – 08, and as associate chair from 2000 – 03. Adams is the longest serving

ADMINISTRATIVE
REPORTING STRUCTUREDEPARTMENT OF
COMMUNICATIONS

department chair since it was consolidated as the Department of Communications in 1963. During his tenure as chair he has overseen the remodel and move to the Brimhall building, the transition of the *Universe* campus newspaper from a daily to a weekly with a continually updated online presence and moved the *ElevenNews* broadcast back to KBYU. In 2005, he helped create the BYU AdLab. In 2008, the Rulon Bradley Agency transitioned from a student agency to a fully integrated public relations agency lab. Adams' primary teaching assignment is Comms 101, Media and Society. He is a past recipient of the AEJMC Kreighbaum

under-40 award. As a scholar, he has published more than 50 peer-reviewed articles, reviews, book chapters and biographical encyclopedia entries. His articles have appeared in *Journalism and Mass Communication Quarterly*, *Journalism and Mass Communication Educator*, and *Journalism History*. Professionally, he managed a magazine publishing company in Phoenix, Arizona prior to entering academe. His Ph.D. is from Ohio University.

Dale Cressman, associate chair for undergraduate studies and teaching



Dale Cressman was appointed associate chair in 2010. He oversees all aspects of the department undergraduate program including admissions, scholarships, advising and graduation. He directed the curriculum revision in 2012 that paved the way for greater student flexibility. He has also been the main driver behind the department's assessment efforts and diversity initiatives. The university recognized the Department of Communications in 2014 as one of three best departments in assessment efforts. In 2013-14, Cressman initiated a faculty diversity exchange with Morgan State University. Cressman's primary teaching assignment is media history, but he has also taught courses in backpack journalism and news producing. According to Best Online Universities, Dr. Cressman placed in the top 100 Web Savvy Professors in the world in 2013. As a scholar, he has published articles in the *Journal of Broadcasting and Electronic Media*, *Journalism History* and *American Journalism*. In addition, he has published book chapters, encyclopedia entries and book reviews. He is currently working on a book, *1963: The Year that Changed America*. Professionally, he worked as a television news producer and won an Emmy for a television news documentary. His Ph.D. is from the University of Utah.

Mark Callister, associate chair for graduate studies and research



Mark Callister was appointed associate chair in 2012. Prior to his appointment he was director of the BYU Communications Research Center, a position he held since 2007. Callister has been the primary facilitator for increasing faculty scholarship. He has also successfully integrated client work into the research classes. He was the main driver behind adopting social media metrics and web analytics and integrating these tools into research classes. In 2014, he coordinated the discussions to reconfigure and remodel the research center. He directs all aspects of the graduate program from admissions

and graduate research assistant appointments to theses defenses. Callister is a University Teaching Fellow. His primary teaching area is research methods and graduate classes. He also teaches advertising classes. As a scholar, he has published articles in *Mass Communication and Society*, the *Journal of Current Issues & Research in Advertising*, *Journal of Aging Studies*, and the *Journal of Language and Social Psychology*. Professionally, he has consulted with Commonwealth Edison, Caterpillar, Roquette-America and the Institute for Applied Criminal Justice. His Ph.D. is from the University of Arizona.

DEPARTMENT OF COMMUNICATIONS ADMINISTRATIVE AND SUPPORT STAFF

As shown in the accompanying organizational chart, the department's support staff is directly under the supervision of the department chair, with the exception of the internship coordinator who reports to the associate chair for undergraduate studies.

Layne Peterson, business manager and controller

Layne graduated from the BYU School of Accountancy in December 1986 and began work immediately in the accounting profession with Ryder Freight System. He then switched to work as accounting manager for JB's Restaurants, Inc. He became the business manager of BYU Department of Communications in 1994. Layne also serves as the building manager.

Debby Jackson, administrative assistant/graduate program secretary

Debby completed her BYU Communications degree in April of 2008. Following graduation, she took a position with the Theatre and Media Arts Department as an assistant program director and internship coordinator. In 2009 she was hired by the Department of Communications. She coordinates schedules, meetings, admissions and serves as secretary to the graduate program.

Natalie Chambers, coordinator, internship and career services

Natalie worked in the department as a student receptionist. She became the director of the Communications Internship & Career Services Office in April 2011. Natalie has responsibility for coordinating and documenting all internships, the New York Internship Program, the mentoring program and opportunities for job placement.

Steve Fidel, director, Universe news lab

Steve has more than 25 years of journalism experience working as an editor for the Deseret News, and as a multiplatform editor for the combined KSL/Deseret Digital news operation. He has been Director of the *Universe* for two years and has responsibility for business and editorial decisions regarding the operation. He has oversight for the

Universe, Digital Universe, and three periodicals.

Chad Curtis, director, broadcast news

Chad worked as news producer for television stations in Flint, Michigan and Las Vegas, Nevada as well as for NBC News in Charlotte, North Carolina before coming to BYU as news director. He holds a master's degree from UNC-Charlotte. Chad's responsibilities include all facets dealing with airing the daily news at noon on KBYU-TV. The newscast airs throughout the state.

Warren Bingham, manager of media design and production

Warren graduated from BYU in 1987 with a B.F.A. in graphic design. After graduating he worked in Idaho with a variety of clients, including attorneys, physical therapists, a medical center and a tractor company, helping with advertising, graphic design, signage and computer software. In 2005 he became manager of media design and production.

Ellen Hernandez, manager of business operations

Ellen started in the department as the office manager at the *Universe* and is now the manager of business operations. She has responsibility for advertising sales, billing, student hiring and general business operations.

Dale Green, broadcast lab production manager

Dale Green is an Emmy award-winning photographer with 27 years of broadcast production experience. He spent 10 years as a news photographer working in Spartanburg, S.C., and at KSL-TV. He is responsible for all technology and production with the Broadcast news lab.

Lincoln Hubbard, manager, Bradley Public Relations lab

Born and raised just outside of London, Lincoln graduated from Brigham Young University with a bachelor's degree in public relations in 2002 and again with a master's degree in mass communication in 2011. Between degrees he worked for several years in Los Angeles as director of public relations for the Los Angeles World Affairs Council. He is responsible for all aspects of the Bradley Public Relations Lab.

Pat Doyle, manager, advanced advertising lab

Pat Doyle received a BA in marketing communications from BYU in 1998. He has spent the last 16 years working as a copywriter, producer, creative director and agency CEO in New York, Nebraska, Montana and Utah. He has been recognized with numerous creative awards including local, regional and national Addys. He is responsible for all facets of the AdLab.

Jacey Carpenter, development/outreach assistant

Jacey's background includes seven years in office management. She ventured into Internet entrepreneurship by starting a popular parenting website. Jacey joined the department in October of 2008 as the outreach coordinator.

2. Describe the unit's process for strategic or long-range planning. Attach a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future.

ACEJMC's Ascent newsletter in 2009 announced that BYU was among the 2008 accredited institutions with strategic plans earning high marks from site visit teams. Specifically about BYU, the newsletter reported, "The department has a clear mission and strategic planning is focused on that mission. The department submits the plan to the College annually. The department also has a five-year strategic plan with four goals. Each includes a number of sub-goals, assessment elements and strategies. Related resource needs are also addressed."

The department's first five-year strategic plan was developed through two retreats. The process began in 2007 and included then Department Chair Ed Adams, Associate Chair for Graduate Studies Kevin Stoker and Associate Chair for Undergraduate Studies Brad Rawlins. The primary areas of focus of the plan were developed during this retreat. The second retreat occurred in the spring of 2008 with all faculty of the department. General areas were discussed and then recommendations made by the faculty for long-term strategic planning.

This plan is now updated annually, reviewed at the annual faculty mini-retreat in April and then submitted to the college annually. It is posted online on the department website under "public accountability" as is required by ACEJMC (<https://cfac.byu.edu/comms/wp-content/uploads/2013/08/StrategicPlan2013.pdf>), and is revised every year during the resource planning process. The university and college tie the allocation of resources directly to strategic plan goals and objectives. The entire strategic plan is in the appendix, and a copy will be made available in the site visit team's workroom.

The department's strategic plan for 2014 through 2019 has five goals, each with supporting objectives. The objectives break down the goals and provide program-specific actions to achieve the goals, including funding initiatives. The resource allocation for the five goals is discussed in Standard 7.

The **first goal** is to **continue to improve student learning**. It has five supporting objectives each with several specific action objectives to support it. The first objective is progressive curricular implementation which focuses on creating a culture and learning environment of entrepreneurial, technology-based approaches to the mass media professions. The second objective focuses on continually strengthening assessment processes and using the data to improve programs. The third objective is to continue to support

and enhance student learning through the applied practice labs, including continually adjusting and upgrading spaces to be the best, most current learning environments. The fourth objective is aimed at recruiting and admitting students into the department's academic programs earlier in their college careers to improve their overall learning experience. The final objective under this goal is to improve existing and provide additional off-campus learning experiences like the media study abroad and internship programs.

The **second goal** is to **increase the department's diversity efforts** to align with the growth of the sponsoring institution, The Church of Jesus Christ of Latter-day Saints. The first objective under this goal is to seek additional opportunities for faculty and students to have meaningful diverse experience such as the above mentioned media study abroad programs. The second objective seeks to expand opportunities to expose students to diverse backgrounds and thoughts, focusing on diversity across the curriculum. The third objective focuses on recruiting and supporting students of diverse backgrounds and the fourth on continuing to develop potential faculty candidates that enhance departmental diversity.

Goal three in the strategic plan is to **increase the level of scholarly productivity**. The three supporting objectives focus on creating a culture and expectation of research, and providing incentives and support for scholarship and mentoring. They also focus on using the resources of the department's research center to promote faculty and student scholarship.

Goal four focuses on the assessment of outreach activities with the aim of **capitalizing on the best ways to stay connected with alumni and friends**, and to involve them in our programs. The first objective focuses on supporting Internet and social media channels for outreach. The second examines the recreation of an external board of advisers and the third objective seeks to continue and improve the alumni mentoring program.

The **final goal** in the strategic plan addresses the department's effort to **achieve school status**, a long-sought designation within the college and university.

The strategic plan is a "working document." It is updated and reapproved by the college every year during the resource planning process. This annual update ensures that progress toward goals and objectives is monitored and assessed annually. Department leadership breaks this plan down into everyday goals and objectives. Since it is available online it can be frequently and readily referred to by department leadership, faculty, staff and students.

3. Describe the unit's policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum. (These may be included in the appendices binder or in a digital file.)

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

Standing committees are discussed later in this section under point five. Each committee has a direct reporting line to the chair or associate chairs, who also generate ideas and initiatives for committee consideration. Committees make recommendations to the full faculty and discussion ensues, usually beginning electronically and then culminating in a faculty meeting where votes are taken and decisions made.

All curricular issues are determined through faculty input on department committees. All policy and procedure changes are brought to the entire faculty. Process issues may or may not be brought to the entire faculty depending on the scope of the change and its effect upon the entire department. The department works hard to create a vibrant and dynamic culture of faculty governance.

Importantly, all ideas and initiatives receive a lengthy and full discussion period. The department makes use of electronic media to post all proposals and encourage full faculty participation in the discussions leading up to the meetings where discussion is finalized and decisions are made.

The chair and associate chairs practice “management by walk-about.” Regularly the chair checks in with the faculty and staff in the department. He walks the halls and visits faculty and staff in their offices to informally chat and share information. Many issues, challenges and ideas are vetted during this informal exchange. More importantly, the practice has created a culture of openness and collaboration. Relationships are built as information flows freely.

The chair's office maintains a 9-to-5 open office structure where the chair or an associate chair is almost always available to meet with faculty and staff. Schedules have been arranged so that one of them is available at all times.

The department's policies and procedures are contained in the faculty handbook, which can be found in the appendix, and will be available in the workroom.

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

During the previous academic year, 2013-14, the faculty met 15 times. This was primarily due to three faculty searches, three promotion and tenure applications and two two-day diversity workshops with one in September 2013 and one in January 2014. Department committees meet weekly or bi-weekly, and faculty meet with their emphases at least every other week, sometimes weekly during admissions and scholarship decision periods.

While meetings are called spontaneously as needed to handle emergent issues, the typical annual schedule for faculty meetings follows:

Dates	Meeting
4th Thursday in August (university conference week)	All-day faculty retreat
4th Thursday in September	Faculty rank and status meeting
2nd Thursday in December	Christmas party
2nd Thursday in January	Faculty third-year reviews/faculty meeting
3rd Thursday in February	Scholarship workshop and selections
Thursday/Friday in March	Two-day curriculum/assessment workshop
3rd Thursday in April	Half-day department retreat
3rd week of June (between Spring/Summer terms)	Faculty meeting

Rather than having more frequent meetings, the faculty has opted for half-day and all-day workshops and retreats, where they believe more is accomplished.

5. List faculty membership on and responsibilities of the unit's standing and ad hoc committees. (The list should include the names of faculty serving on each committee.)

The department committee structure has remained relatively unchanged for the past 13 years. The standing committees for academic year 2014-2015 and their membership follow.

The **Undergraduate Studies Committee** supervises all aspects of policy, admissions and curriculum related to the undergraduate program and makes recommendations to the full faculty for adoption. It also reviews student petitions requesting exceptions to curriculum requirements. Sometimes these petitions help the department see needs for curricular or policy adjustments. The committee is chaired by the associate chair for undergraduate studies and includes members from each emphasis of study. Current membership: Dale Cressman (chair), Doug McKinlay (Advertising), Clark Callahan (Core), Robert Walz (Journalism) and Rob Wakefield (Public Relations).

The **Graduate Studies Committee** supervises all aspects of policy, admissions and curriculum related to the master's program and

makes recommendations to the full faculty for adoption. This committee is chaired by the associate chair for graduate studies, and is limited to graduate faculty for membership. Current membership: Mark Callister (chair), Rob Wakefield and Clark Callahan.

The **Faculty Rank and Status Committee** is responsible for evaluating all faculty in the department. This occurs in two ways: annual stewardship (performance) reviews, and tenure and rank advancement reviews. Faculty are reviewed annually by this committee and input is provided to the department chair for his annual review of faculty. The annual stewardship review is intended to help faculty successfully achieve tenure and advancement and address potential concerns before they become serious issues. The committee also reviews all cases for third-year reviews, final tenure reviews and reviews for promotion in rank, making recommendations to the department chair and the full faculty for action. All members on the committee are tenured faculty. The chair of this committee for several years has been senior faculty member, Laurie Wilson. Since her retirement in December 2013, the other committee members have stepped up to jointly assume the chair's responsibility. Current membership: Steve Thomsen, Quint Randle, John Hughes and new member Kevin Kelly.

The **Teaching and Learning Committee** was called the assessment committee until Fall of 2012 but was rebranded to better link assessment to teaching and learning. After the department made this change, the college followed suit in an effort to truly tie assessment to our central teaching and learning mission. It is responsible for evaluating the degree to which our students are achieving our published learning outcomes and to use that information to help faculty improve program learning. This includes revising program outcomes, developing measurement rubrics, collecting data and reporting to faculty results of assessment efforts. Current membership: Rob Wakefield, Chris Cutri, John Davies and Dale Cressman.

The **Travel, Research and Awards Committee** (TRAC) makes decisions on all requests for use of budget and non-budget funds to support faculty and student development, research and travel. It also selects faculty and students to receive awards. The department leadership, research center director, international media studies director and business manager sit on this committee. Current membership: Ed Adams (chair), Dale Cressman, Mark Callister, Steve Thomsen, Tom Robinson and Layne Peterson.

In addition to these standing committees, the department has asked faculty to serve on ad hoc committees that address temporary needs. During 2013-14, the department had an ad hoc task force on study abroad programs which resulted in recommendations for programs and initiatives now included in the strategic plan.

6. Describe the procedures for selecting unit administrators.

It is not unusual at BYU for department chairs to be selected through an internal search, from among the faculty in the department. This is perhaps best expressed in a memo written for BYU faculty in 1987 by then-President Jeffrey R. Holland and Provost and Academic Vice President Jae R. Ballif:

Becoming department chair, unlike becoming a professor, is not a promotion or advancement in rank. It is an appointment to an important service, a service that must be undertaken in some spirit of personal sacrifice if it is to be done excellently. It is not a permanent appointment; one does not step up to it or down from it. It is an important and different faculty responsibility from those borne by one's colleagues.

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

In 2008 when Ed Adams was appointed as associate dean, Dean Stephen Jones met with individual faculty members to see who they wanted as chair. The vote was split evenly between the two associate chairs, Brad Rawlins and Kevin Stoker. The dean appointed Brad Rawlins as chair. Kevin Stoker remained on another year as associate chair until he took an associate dean position at Texas Tech.

In 2012 when Brad Rawlins accepted the position of dean at Arkansas State, Dean Stephen Jones again met with individual faculty and staff members to see who they wanted as chair. The faculty individually and unanimously endorsed Ed Adams. The dean also gave his strong support for Adams' appointment as chair. Adams also serves on the university's five-member Department Chair Coordinating Council which coordinates training for new chairs and ongoing leadership training for the 68 currently serving department chairs at BYU.

7. Describe the process for evaluating unit administrators and summarize the results of the most recent evaluation.

The dean's office reviews department chairs every three years, using a questionnaire and then interviewing each individual faculty and staff member. Former chair Brad Rawlins was reviewed after his first three-year term. He was reappointed and served for an additional year before leaving for Arkansas State University.

In August 2013, the chair's office in cooperation with faculty members created an instrument based on a five-point Likert scale for a mid-term evaluation of Ed Adams as department chair. The instrument was then reviewed by the dean's office and administered to Department of Communications faculty and staff through Qualtrics. Non-identifying quantitative results and comments were shared with Ed Adams. The quantitative results were shared with faculty, but comments were not because some faculty and staff were identified in the comments. The instrument and results can be found in the appendix.

There were 27 respondents (out of a possible 28 at that time) to the questionnaire. The mean for the 54 questions on the entire instrument was 4.42 on a 5.00 scale. The lowest mean was 4.15. Out of the 1458 responses there were 10 responses that disagreed (negative response) to the specific instrument statement. There were no responses which strongly disagreed.

Below are some random comments from the respondents. The complete list of responses can be found in the appendix with the instrument cited above.

- The chair is absolutely doing an excellent job. We have needed this kind of leadership for awhile now, and the department has flourished as a result. Please don't advance him to the dean's office, but leave him here where we can continue to improve and heal.
- Solicits input from all, even those who have tended to marginalize themselves in the past.
- I appreciate Ed coming around (walkabouts) and checking in with me. It has truly been a good year. It makes coming to work in the morning much less stressful.
- Ed is an exemplary chair. He does have a tendency to make some decisions unilaterally at times, but that is a minor complaint. An extremely efficient and dedicated chair. A real credit to our department.
- Appreciate the chair's support of initiatives and outward/reach focus of faculty research and creative activities.
- Being available, respecting everyone and yet not tolerating a lot of complaining.
- He's been very attentive to my personal issues. He's great walking the halls and talking to you. Generally, you feel he cares about you, and he really does. He has been excellent in representing our sequence with the college and administration during some very tough times. You couldn't ask for a better representative.
- While some of us applaud the "reducing committees and streamlining processes" in some ways it has had negative effects as well. Where a number of decisions that were made before by the faculty community,

or at least there was more vocal collective discussion, are now just “made for us.” In other words, movement towards all these goals is so fast (which is great in many ways) that decisions are now made without us knowing.

- I believe this department was in a world of hurt when Ed agreed to take on the chair position once again and his vision of what was not working and what needed attention was spot on.
- I like the idea of taking barriers down, of a willingness to make a decision and move on.
- Took a real mess and turned it around very quickly to make the Department of Communications a much better place to work.
- Created a more professional and friendly environment within the department, cut out the need for unnecessary programs and practices, focused more on cost vs. benefit.
- Love that he “walks the floor” for opportunities to interact with faculty.
- Takes time to walk about and visit with faculty. Shows genuine interest in knowing the thoughts of faculty. He is very open to feedback and suggestions.
- No secret here, in my opinion, Ed’s return to the position of Department Chair saved a quickly disintegrating program with a fractured faculty and lab structure. He is a master of generating consensus and building bridges between a widely diverse group of faculty and staff and is not afraid to make decisions. This is a very welcome change from the total lack of decision-making that was the hallmark of the previous administration.
- Love, love, love this man! I have a framed picture of him on the wall in my office. He is a leader that everyone in the department wants to follow. He made working in the Comms department fun again. He has my complete support, confidence and respect. I hope he remains chair until I retire.
- Great person-very supportive-runs the department extremely well.
- Dr. Adams is a joy. He brings his enthusiasm and wisdom to every issue and project. He is the “can do” chair. When a good idea is on the table he makes it happen. I am so pleased he is the chair again!
- Shows amazing ability to work through faculty conflicts and create a culture of civility and cooperation. Even when we do not agree on the details, Ed is able to resolve concerns.

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

The chair's office has an open-door policy, and when the chair and associate chairs are not in meetings or appointments with faculty and students, their doors are open and they are accessible. Again, the chair believes in "management by walkabout" and can be seen in faculty and staff offices almost weekly.

The department office maintains a retail-like 9 to 5 operating schedule where the chair or an associate chair are almost always in the office. Faculty and staff can also schedule time with the chair as the occasion requires. The chair's office attempts to resolve conflicts and issues in a timely, equitable manner.

If faculty or staff have concerns about the chair they can make an appointment with the dean or with the faculty relations office. The Faculty Advisory Council is another venue for faculty. The council functions as the official voice of the faculty to the administration; however, the council is not in the strictest sense a faculty senate, as it functions only as an advisory body to the administration which retains the right to make final decisions. Each college has two representatives. Department of Communications faculty member Chris Cutri is one of the two members representing this college's faculty on that council.

Students have the two associate chairs and the advising office available to them to resolve conflicts and issues. They can submit their concerns by email or make an appointment. When the associate chairs or advising office are unsuccessful in resolving issues, students can meet with the chair or submit a formal complaint or appeal.

When concerns, complaints or appeals are formally submitted to the department, the appropriate process is initiated or the appropriate committee meets to resolve the issue. University policies require these issues be resolved within 30 days with a written response.

APPENDIX ATTACHMENTS

- AIMS of a BYU Education
- Department's Strategic Plan
- Faculty Handbook
- 2013 Chair's Review

DOCUMENTS AVAILABLE IN THE WORKROOM

- AIMS of a BYU Education
- Department's Strategic Plan
- Faculty Handbook
- Files on Most Recent Chair's Appointment
- Files on Complaints or Concerns

PART II, STANDARD 2



Curriculum and Instruction

Key Points

- BYU is primarily a teaching institution with a strong research requirement. Excellence in teaching is expected and supported.
- Communications is a single degree program, with emphases in advertising, journalism, and public relations.
- The Communications curriculum is a rigorous balance of practical and theoretical that reflects ACEJMC's 12 values and competencies.
- Internships are mandatory. The department has maintained an internship program in New York City for more than 40 years.

Overview

THE DEPARTMENT OF COMMUNICATIONS embraces the mission of the university and the *Aims of a BYU Education* (see appendix) that it be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service. The intellectual goals of the university are to imbue its students with the ability to think soundly, to communicate effectively, and to reason in quantitative terms. The breadth of a BYU education should include a foundation in LDS doctrine and other religious traditions, historical perspective, basic concepts of science, a “lively appreciation of the artistic, literary, and intellectual achievements of human cultures” and an “informed global awareness.” In order to provide students with deep competence in their major, the university directs faculty to provide a “lean and taut” degree with a “meaningful core,” which together should lead BYU students to be “capable of competing with the best students in their field.”

The Department of Communications offers one undergraduate degree: a Bachelor’s of Arts in Communications. This degree program is divided into three emphases: advertising, journalism and public relations. (MAPs, or the degree requirements and progression of each emphasis are included in the appendix.) Until 2011, there were five emphases: advertising, broadcast journalism, communication studies, print journalism and public relations. In September 2011, broadcast and print journalism combined into a journalism emphasis. In September 2013, communications studies was dropped as an emphasis. The faculty believe streamlining and combining programs reflects the increasing integration of communications disciplines and practices in industry.

Communications is designated a “limited enrollment program,” meaning the university allows the faculty to employ a competitive admission process to limit the number of students admitted. Students are permitted to apply to the major after taking two introductory core classes (Comms 101 Introduction to Mass Communications and Comms 211 Media Writing) and one of three introductory emphasis classes (Comms 230 Introduction to Advertising, Comms 235 Introduction to Public Relations or Comms 239 Principles of Journalism).

It is the philosophy of the faculty that students are admitted to the program, first and foremost, as communications students. Students take slightly more credits as part of the department core and electives (22 hours) than they do within a particular emphasis (18 hours). This is by design: department faculty believe that students are better prepared for the constantly changing media landscape by learning foundational theories, principles and practices that transcend trends and tools. The emphases help prepare students to gain entrance into the professional industries and provide skills and knowledge to help them with professional growth, while the core and electives give them the critical thinking skills that prepare them for a lifetime of learning, information processing and decision

making.

During the 2008 reaccreditation cycle, the site team found some student concern over the elapsed time between when students took their introductory courses and when they began classes as admitted majors. Subsequent assessment confirmed the problem. Key to this delay was the so-called “dead semester”—the semester in which students applied for admission to the major, but could not take major courses. They had to wait until the following semester, after they had been admitted. We have addressed this problem by allowing students to take two core courses during the admission period, providing a “bridge semester.” As core courses, they fill requirements for the communications degree. For students denied admission as a major, the completion of these two courses combined with the prerequisite courses taken previously constitute a minor in communications.

In addition to revising the minor and eliminating the “dead semester,” two other changes have been made to the core curriculum since the last accreditation cycle. First, a new course in visual literacy was added to the core. Comms 303 Visual Literacy is one of the two courses offered to pre-majors during the new “bridge semester;” the other is Comms 300 Media Law and Ethics, both courses considered essential to communications majors and minors. Second, students admitted after September 2013 no longer choose electives from the three clusters outcomes (one cluster focused on Media, Family and Society, another on Principles and Philosophy and a third on Global Communication and Diversity) upon which we relied to meet program learning outcomes. Instead, program learning outcomes are now intended to be primarily met in the core and secondarily met in (unclustered) elective courses. Because students admitted prior to September 2013 are still matriculating, the courses that comprised the clusters have been maintained, as the faculty develops new electives, which are expected to be proposed in late 2014. It is anticipated that program learning outcomes will be further adjusted within a new curriculum to ensure that an appropriate balance of the 12 professional values and competencies is maintained throughout the curriculum.

Students in all emphases continue to complete a capstone course and a mandatory internship.

1. Discuss any testing of language competence required of students entering or graduating from the program.

All non-native English-speaking students applying for admission to BYU are required to achieve a TOEFL score of 80 or higher, with no section score below 20; or an IELTS overall score of 6.5, with no sub-score lower than 6.5 in speaking and 6.0 in reading, writing and listening. Students applying for admission to the Communications Department must first take a campus writing course—either Writing 150 or Philosophy 150, both of which satisfy the university’s core curriculum first-year writing requirement. Applicants to communications must also take Comms 211 Media Writing, which includes the successful completion of a

benchmark writing test.

Students are encouraged to acquire skills in both a foreign language and mathematics, although only one of these skills is required to satisfy the university's core curriculum. Seventy-four (74) percent of BYU's students speak a second language, one of 111 languages spoken on campus.

2. Describe the unit's curricular efforts, whether onsite or online, to develop in its majors ACEJMC's 12 professional values and competencies. This discussion should include efforts to respond to professional expectations of current digital, technological and multimedia competencies.

The department's program learning outcomes were originally adopted in 2002 and revised in 2006:

Effective communication: Students will communicate effectively with their audiences. Specifically, students will do so by planning and preparing mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs.

Professional practice: Students will act professionally in their practice. Specifically, students will be able to practice communication within legal boundaries, while exhibiting standards of professional behavior and demonstrating sensitivity to ethical behavior. Students will also be literate in the language of the media industries.

Mass communication processes: Students will be scholars of the mass communication process. Specifically, students will be able to apply relevant theory to communication practice, understand factors that shape their profession, value freedom of speech in the marketplace of ideas and think critically about the relationship between mass media and society.

Applying Gospel-centered values: Students will apply gospel-centered values as they contribute to society. Specifically, students will respect diversity and agency in a global society, be able to exercise moral reasoning when faced with ethical dilemmas and show a commitment to making a difference within their sphere of influence.

The language of these outcomes reflects the unique mission of BYU, and are inclusive of ACEJMC's Professional Values and Competencies. As we are in the process of updating and revising curriculum, a revision of the department's program learning outcomes is anticipated for 2015. One goal of that revision is to design learning outcomes that more closely mirror the structure of ACEJMC's 12 Professional Values and Competencies, while retaining the uniqueness of the *Aims of a BYU Education*. The following tables show how the Professional Values and Competencies are currently met in communications classes in the core, as well as in each of the emphases and in the electives.

PROFESSIONAL VALUES AND COMPETENCIES IN THE CURRICULUM

- ❶ Freedom of speech and of the press
- ❷ History and role of professionals and institutions
- ❸ Domestic diversity
- ❹ Global diversity
- ❺ Using images and information
- ❻ Practicing professional ethical behavior

- ❼ Thinking critically, creatively, and independently
- ❽ Researching and evaluating information
- ❾ Writing correctly and clearly
- ❿ Critically evaluating our own work and work of others
- ⓫ Applying basic numerical and statistical concepts
- ⓬ Using tools and technologies of our profession

COMMUNICATIONS CORE

Course title	Professional values	Course number
Mass Communication and Society	❷ ❸ ❺ ❽ ❾	Comms 101
Media Writing	❻ ❽ ❾	Comms 211
Media Ethics, Law and Responsibility	❶ ❷ ❻ ❽ ❾	Comms 300
Visual Literacy	❺ ❽ ❿ ⓬	Comms 303
Academic Internship	❻ ❾	Comms 496R

ADVERTISING CURRICULUM

Course title	Professional values	Course number
Introduction to Advertising	❷ ❻ ❽ ❿	Comms 230
Advertising Research Methods	❻ ❽ ❿ ⓫	Comms 317
Creating Advertising Concepts – Portfolio 1	❸ ❾ ❿	Comms 330
Creating Advertising Concepts – Portfolio 2	❸ ❾ ❿	Comms 331
Marketing Media Planning and Strategy	❸ ❺ ❻ ❾ ❿	Comms 332
TV Commercial Production	❸ ❾ ⓬	Comms 335
Advertising Account Management	❷ ❺ ❻ ❾ ❿	Comms 337
Media Sales and Promotion		Comms 345
Account Planning Management	❻ ❽	Comms 432
Advanced Advertising Concepts – Portfolio 3	❺ ❽	Comms 433
Strategic Advertising Campaigns	❸ ❻ ❿	Comms 489

COMMUNICATIONS STUDIES (DEFUNCT) CURRICULUM

Course title	Professional values	Course number
Introduction to Communications Studies	❼ ❽	Comms 238
Research in Communication	❽ ⓫	Comms 319
Advanced Communications Studies	❻ ❽ ❾	Comms 483
Mentored Research Practicum	❽ ❾	Comms 497R

PROFESSIONAL VALUES AND COMPETENCIES IN THE CURRICULUM (CONTINUED)

- | | |
|--|--|
| 1 Freedom of speech and of the press | 7 Thinking critically, creatively, and independently |
| 2 History and role of professionals and institutions | 8 Researching and evaluating information |
| 3 Domestic diversity | 9 Writing correctly and clearly |
| 4 Global diversity | 10 Critically evaluating our own work and work of others |
| 5 Using images and information | 11 Applying basic numerical and statistical concepts |
| 6 Practicing professional ethical behavior | 12 Using tools and technologies of our profession |

JOURNALISM CURRICULUM

Course title	Professional values				Course number					
Principles of Journalism	2	3	6		12	Comms 239				
Research Methods for Journalism	1		6	8	11	Comms 308				
News Reporting		3	6	8	9	Comms 321				
Video and Audio News Production and Writing				9	12	Comms 322				
Feature Writing		3	6	9		Comms 324				
Broadcast Reporting		3	6	9		Comms 325				
Performance for Broadcasting			6			Comms 326				
Special Topics in Broadcasting						Comms 327R				
Backpack Journalism		3	6	9	12	Comms 328				
Opinion Writing		3	6	9		Comms 329				
Photojournalism			5	6	7	10	12	Comms 365		
Online News Editing		3	5	6		10	12	Comms 383		
News Editing and News Judgment		3		6		9	10	12	Comms 384	
Television News Producing		3	5	6		9	10	12	Comms 385	
Publication Graphics and Production			5	6				12	Comms 388	
Advanced Print Reporting		3		6		8	9	10	Comms 420	
Advanced Broadcast Reporting		3	5	6		9		12	Comms 486	
Multiplatform Journalism		3	5	6	7		10	12	Comms 487	
Advanced Broadcast Producing		3	5	6	7	8	9	10	12	Comms 488

PUBLIC RELATIONS CURRICULUM

Course title	Professional values							Course number
Introduction to Public Relations	2	3	5	6	8	9		Comms 235
Public Relations Research and Measurement				6	7	8	10 11	Comms 318
News Reporting		3		6	8	9		Comms 321
Strategic Planning and Problem Solving	2	3		6	7	9		Comms 336
Public Relations Writing and Production					7	9	12	Comms 421
Strategic Public Relations Campaigns		3		6	7		10	Comms 485

PROFESSIONAL VALUES AND COMPETENCIES IN THE CURRICULUM (CONTINUED)

- ❶ Freedom of speech and of the press
- ❷ History and role of professionals and institutions
- ❸ Domestic diversity
- ❹ Global diversity
- ❺ Using images and information
- ❻ Practicing professional ethical behavior

- ❼ Thinking critically, creatively, and independently
- ❽ Researching and evaluating information
- ❾ Writing correctly and clearly
- ❿ Critically evaluating our own work and work of others
- ⓫ Applying basic numerical and statistical concepts
- ⓬ Using tools and technologies of our profession

ELECTIVES

Course title	Professional values	Course number
Media History and Philosophy	❶ ❷ ❸	Comms 301
Popular Culture and Media	❺ ❷ ❾ ❿	Comms 302
Media and their Audiences	❸ ❺ ❷	Comms 351
Communication Management Principles and Theory	❻ ❿ ⓬	Comms 360
International Media Systems	❶ ❷ ❸ ❹	Comms 381
Issues in Global Communication	❹ ❻	Comms 382
International Media Studies Abroad		Comms 395R
Media and the First Amendment	❶ ❷	Comms 406
Media Effects	❺ ❷	Comms 411
Media Advocacy and Social Change	❶ ❻ ❷	Comms 416
Media Ethics and Moral Reasoning	❻ ❷	Comms 480
Gender, Race, and Class in the Media	❷	Comms 481
Media and World Religions	❷ ❸ ❾	Comms 482

As the tables show, ACEJMC's Professional Values and Competencies are addressed across the curriculum. Each of the 12 is integrated into the curriculum and in extra-curricular activities of the department in multiple ways.

1. Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances

Core courses: Comms 101 Mass Communication and Society
Comms 300 Media Law and Ethics

Journalism courses: Comms 239 Principles of Journalism

Electives: Comms 301 Media History and Philosophy
Comms 381 International Media Systems
Comms 406 Media and the First Amendment
Comms 416 Media Advocacy and Social Change

2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications:

<i>Core courses:</i>	Comms 101	Mass Communication and Society
	Comms 300	Media Law and Ethics
<i>Advertising courses:</i>	Comms 230	Introduction to Advertising
	Comms 337	Advertising Account Management
<i>Journalism courses:</i>	Comms 239	Principles of Journalism
<i>Public relations courses:</i>	Comms 235	Introduction to Public Relations
	Comms 336	Strategic Planning and Problem Solving
<i>Electives:</i>	Comms 301	Media History and Philosophy
	Comms 381	International Media Systems
	Comms 481	Gender, Race, and Class in the Media
	Comms 482	Media and World Religions

3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications:

<i>Core courses:</i>	Comms 101	Mass Communication and Society
	Comms 303	Visual Literacy
	Comms 308	Research Methods for Journalism
	Comms 317	Advertising Research Methods
	Comms 318	Public Relations Research and Measurement
	Comms 319	Research in Communication
<i>Advertising courses:</i>	Comms 330	Creating Advertising Concepts – Portfolio 1
	Comms 331	Creating Advertising Concepts – Portfolio 2
	Comms 332	Marketing Media Planning and Strategy
	Comms 335	TV Commercial Production
	Comms 489	Strategic Advertising Campaigns
<i>Journalism courses:</i>	Comms 239	Principles of Journalism
	Comms 321	News Reporting
	Comms 324	Feature Writing
	Comms 325	Broadcast Reporting
	Comms 328	Backpack Journalism
	Comms 365	Photojournalism
	Comms 383	Online Editing
	Comms 384	News Editing and News Judgment
	Comms 385	Television News Producing
	Comms 420	Advanced Print Reporting
	Comms 486	Advanced Broadcast Reporting
	Comms 487	Multiplatform Journalism
<i>Public relations courses:</i>	Comms 488	Advanced Broadcast Producing
	Comms 235	Introduction to Public Relations

	Comms 336	Strategic Planning and Problem Solving
	Comms 485	Strategic Public Relations Campaigns
<i>Electives:</i>	Comms 301	Media History and Philosophy
	Comms 351	Media and their Audiences (for example taught as Women, Sports and Broadcasting)
	Comms 381	International Media Systems
	Comms 481	Gender, Race, and Class in the Media
	Comms 482	Media and World Religions
<i>Extra-curricular:</i>	Lab activities in <i>Universe</i> newsroom, ElevenNews newsroom, AdLab and Bradley PR lab	
	Faculty exchange with Morgan State University	
	Annual Harlem, New York experience	
	Guest speakers at student professional meetings	
<i>Faculty development:</i>	Diversity consultant Lillian Dunlap visited in 2013 and 2014 to assist faculty in integrating diversity into the curriculum	

4. **Demonstrate an understanding of the diversity of peoples and cultures and the significance and impact of mass communications in a global society:**

<i>Core courses:</i>	Comms 101	Mass Communication and Society
<i>Electives:</i>	Comms 381	International Media Systems
	Comms 382	Issues in Global Communication
	Comms 482	Media and World Religions
<i>International media studies:</i>	Bi-annual study abroad in Auckland, New Zealand beginning in Winter 2015 (Comms 395R, International Media Studies Abroad)	
	Fulbright scholars Ed Carter in Chile	
	John Hughes book <i>Islamic Extremism in the War of Ideas</i> (Hoover Institution Press, 2010)	
	Scholarly presentations by 17 members of the faculty in 18 different countries between 2010 and 2014	

5. **Understand concepts and apply theories in the use and presentation of images and information:**

<i>Core courses:</i>	Comms 101	Mass Communication and Society
	Comms 303	Visual Literacy
<i>Advertising courses:</i>	Comms 330	Creating Advertising Concepts – Portfolio 1
	Comms 332	Creating Advertising Concepts – Portfolio 2
	Comms 335	TV Commercial Production
	Comms 337	Advertising Account Management
	Comms 433	Advanced Advertising Concepts – Portfolio 3
<i>Journalism courses:</i>	Comms 322	Video and Audio News Production and Writing
	Comms 325	Broadcast Reporting
	Comms 328	Backpack Journalism
	Comms 365	Photojournalism

	Comms 383	Online News Editing
	Comms 385	Television News Producing
	Comms 388	Publication Graphics and Production
	Comms 486	Advanced Broadcast Reporting
	Comms 487	Advanced Multiplatform Journalism
	Comms 488	Advanced Broadcast Producing
<i>Public relations courses:</i>	Comms 235	Introduction to Public Relations
	Comms 485	Strategic Public Relations Campaigns
<i>Electives:</i>	Comms 302	Popular Culture and Media
	Comms 351	Media and Their Audiences
	Comms 411	Media Effects

6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity:

<i>Core courses:</i>	Comms 211	Media Writing
	Comms 300	Media Law and Ethics
	Comms 308	Research Methods for Journalism
	Comms 317	Advertising Research Methods
	Comms 318	Public Relations Research and Measurement
	Comms 319	Research in Communication
	Comms 496R	Academic Internship
<i>Advertising courses:</i>	Comms 230	Introduction to Advertising
	Comms 332	Marketing Media Planning and Strategy
	Comms 337	Advertising Account Management
	Comms 432	Account Planning Management
	Comms 489	Strategic Advertising Campaigns
<i>Communications studies courses:</i>	Comms 483	Advanced Communications Studies
<i>Journalism courses:</i>	Comms 239	Principles of Journalism
	Comms 321	News Reporting
	Comms 324	Feature Writing
	Comms 325	Broadcast Reporting
	Comms 328	Backpack Journalism
	Comms 329	Opinion Writing
	Comms 365	Photojournalism
	Comms 383	Online News Editing
	Comms 384	News Editing and News Judgment
	Comms 385	Television News Producing
	Comms 388	Publication Graphics and Production
	Comms 420	Advanced Print Reporting
	Comms 486	Advanced Broadcast Reporting
	Comms 487	Advanced Multiplatform Journalism
	Comms 488	Advanced Broadcast Producing
<i>Public relations courses:</i>	Comms 235	Introduction to Public Relations

	Comms 336	Strategic Planning and Problem Solving
	Comms 485	Strategic Public Relations Campaigns
<i>Electives:</i>	Comms 360	Communication Management Principles and Theory
	Comms 382	Issues in Global Communication
	Comms 416	Media Advocacy and Social Change
	Comms 480	Media Ethics and Moral Reasoning

7. Think critically, creatively and independently:

<i>Core courses:</i>	Comms 101	Mass Communication and Society
	Comms 300	Media Ethics, Law and Responsibility
	Comms 303	Visual Literacy
	Comms 308	Research Methods for Journalism
	Comms 317	Advertising Research Methods
	Comms 318	Public Relations Research and Measurement
	Comms 319	Research in Communication
	Comms 496R	Academic Internship
<i>Advertising courses:</i>	Comms 230	Introduction to Advertising
	Comms 433	Advanced Advertising Concepts – Portfolio 3
<i>Communications studies courses:</i>	Comms 238	Introduction to Communications Studies
	Comms 483	Advanced Communications Studies
<i>Journalism courses:</i>	Comms 365	Photojournalism
	Comms 487	Multiplatform Journalism
	Comms 488	Advanced Broadcast Producing
<i>Public relations courses:</i>	Comms 336	Strategic Planning and Problem Solving
	Comms 421	Public Relations Writing and Production
	Comms 485	Strategic Public Relations Campaigns
<i>Electives:</i>	Comms 302	Popular Culture and Media
	Comms 351	Media and Their Audiences
	Comms 406	Media and the First Amendment
	Comms 411	Media Effects
	Comms 416	Media Advocacy and Social Change
	Comms 480	Media Ethics and Moral Reasoning
	Comms 481	Gender, Race and Class in the Media

8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work:

<i>Core courses:</i>	Comms 211	Media Writing
	Comms 308	Research Methods for Journalism
	Comms 317	Advertising Research Methods
	Comms 318	Public Relations Research and Measurement
	Comms 319	Research in Communication
	Comms 496R	Academic Internship
<i>Advertising courses:</i>	Comms 432	Account Planning Management

<i>Communications studies courses:</i>	Comms 238	Introduction to Communications Studies
	Comms 497R	Mentored Research Practicum
<i>Journalism courses:</i>	Comms 321	News Reporting
	Comms 385	Television News Producing
	Comms 420	Advanced Print Reporting
	Comms 487	Multiplatform Reporting
	Comms 488	Advanced Broadcast Producing
<i>Public relations courses:</i>	Comms 235	Introduction to Public Relations
	Comms 336	Strategic Planning and Problem Solving
	Comms 485	Strategic Public Relations Campaigns
<i>Electives:</i>	Comms 301	Media History and Philosophy
	Comms 351	Media and Their Audiences
	Comms 360	Communication Management Principles and Theory
	Comms 411	Media Effects

9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve:

<i>Core courses:</i>	Comms 101	Mass Communication and Society
	Comms 211	Media Writing
	Comms 300	Media Ethics, Law and Responsibility
	Comms 496R	Academic Internship
<i>Advertising courses:</i>	Comms 330	Creating Advertising Concepts – Portfolio 1
	Comms 331	Creating Advertising Concepts – Portfolio 2
	Comms 332	Marketing Media Planning and Strategy
	Comms 335	TV Commercial Production
	Comms 337	Advertising Account Management
<i>Communications studies courses:</i>	Comms 483	Advanced Communication Studies
	Comms 497R	Mentored Research Practicum
<i>Journalism courses:</i>	Comms 321	News Reporting
	Comms 322	Video and Audio News Production and Writing
	Comms 324	Feature Writing
	Comms 325	Broadcast Reporting
	Comms 328	Backpack Journalism
	Comms 329	Opinion Writing
	Comms 384	News Editing and News Judgment
	Comms 385	Television News Producing
	Comms 420	Advanced Print Reporting
	Comms 486	Advanced Broadcast Reporting
	Comms 488	Advanced Broadcast Producing
<i>Public relations courses:</i>	Comms 235	Introduction to Public Relations
	Comms 336	Strategic Planning and Problem Solving
	Comms 421	Public Relations Writing and Production

Electives: Comms 302 Popular Culture and Media
Comms 482 Media and World Religions

10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness:

Core courses: Comms 303 Visual Literacy
Comms 308 Research Methods for Journalism
Comms 317 Advertising Research Methods
Comms 318 Public Relations Research and Measurement
Comms 319 Research in Communication
Comms 496R Academic Internship

Advertising courses: Comms 230 Introduction to Advertising
Comms 330 Creating Advertising Concepts – Portfolio 1
Comms 331 Creating Advertising Concepts – Portfolio 2
Comms 332 Marketing Media Planning and Strategy
Comms 337 Advertising Account Management
Comms 489 Strategic Advertising Campaigns

Journalism courses: Comms 321 News Reporting
Comms 324 Feature Writing
Comms 325 Broadcast Reporting
Comms 328 Backpack Journalism
Comms 329 Opinion Writing
Comms 365 Photojournalism
Comms 383 Online News Editing
Comms 384 News Editing and News Judgment
Comms 385 Television News Producing
Comms 420 Advanced Print Reporting
Comms 487 Multiplatform Journalism
Comms 488 Advanced Broadcast Producing

Public relations courses: Comms 336 Strategic Planning and Problem Solving
Comms 421 Strategic Public Relations Writing and Production
Comms 485 Strategic Public Relations Campaigns

Electives: Comms 302 Popular Culture and Media
Comms 360 Communication Management Principles and Theory

11. Apply basic numerical and statistical concepts:

Core courses: Comms 308 Research Methods for Journalism
Comms 317 Advertising Research Methods
Comms 318 Public Relations Research and Measurement
Comms 319 Research in Communication
Comms 496R Academic Internship

12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world:

<i>Core courses:</i>	Comms 303	Visual Literacy
	Comms 496R	Academic Internship
<i>Advertising courses:</i>	Comms 335	TV Commercial Production
	Comms 489	Strategic Advertising Campaigns
<i>Journalism courses:</i>	Comms 239	Principles of Journalism
	Comms 322	Video and Audio News Production and Writing
	Comms 328	Backpack Journalism
	Comms 365	Photojournalism
	Comms 383	Online News Editing
	Comms 384	News Editing and News Judgment
	Comms 385	Television News Producing
	Comms 388	Publication Graphics and Production
	Comms 486	Advanced Broadcast Reporting
	Comms 487	Multiplatform Journalism
	Comms 488	Advanced Broadcast Producing
<i>Public relations courses:</i>	Comms 421	Strategic Public Relations Writing and Production
	Comms 485	Strategic Public Relations Campaigns
<i>Electives:</i>	Comms 351	Media and their Audiences
	Comms 360	Communication Management Principles and Theory

Despite recent changes to the 80/65 rule, the Department of Communications has maintained the standard for the entire reaccreditation period. Of the 120 hours required for graduation, 80 credit hours are required outside of the program, of which 65 are liberal arts and sciences (the department will convert to ACEJMC's new liberal arts and sciences requirement in Fall 2014). The department maintained a goal of 100 percent compliance on these standards. It achieved this goal for the previous three accreditation reviews and has maintained this level of compliance ever since as indicated in the table below.

**GRADUATES IN
COMPLIANCE WITH
ACEJMC CREDIT
REQUIREMENT**

Year	April graduates (# compliant)	August graduates (# complaint)	December graduates (# compliant)	Total graduates (% compliant)
2008	107 (107)	118 (118)	87 (87)	312 (100%)
2009	114 (114)	72 (72)	76 (76)	262 (100%)
2010	119 (119)	93 (93)	85 (85)	297 (100%)
2011	137 (137)	103 (103)	86 (86)	326 (100%)
2012	113 (113)	104 (104)	70 (70)	287 (100%)
2013	116 (116)	76 (76)	83 (83)	275 (100%)
2014	122 (122)	107 (107)	N/A	229 (100%)

The curriculum maintains a balance between theoretical and

professional skills. Our instruction is demanding and current. The combination of professional and professorial faculty helps keep courses up to date and relevant for each profession. Each professional emphasis has at least one professional-track faculty member with at least 15 years of experience, and most of our faculty have some professional experience as well.

Just as the profession and others in academia struggle to adjust to the changing media landscape, so too has our faculty grappled with making appropriate adjustments. In 2010, the broadcast and print journalism emphases combined curricula and faculty and introduced two digital courses: Comms 328 Backpack Journalism and Comms 383 Online Editing. A new core course in Visual Literacy (Comms 303) was first piloted in 2011 and formally introduced in 2013. During Summer and Fall of 2013, a “deeper assessment” project revealed the extent to which our interns felt prepared to use technology in the workplace. Based on the results of surveys and interviews, the faculty determined to introduce social media usage, data and other digital metrics into the existing curriculum, as well as pilot a social media class. Two pilot courses were offered in Winter of 2014 and additional experimental sections are anticipated for Fall 2014. A partnership was established with NUVI for use of their social media analytics in classes and in the AdLab and Bradley Public Relations lab. Meanwhile, a survey of alumni was conducted in Summer 2014 to further inform development of social media curricula.

During Fall 2013 the faculty began discussing a more substantive curricular overhaul. The proposal under consideration as this self-study is written calls for a more nimble and flexible menu of half-semester length courses that teach specific digital skills for all communications students—including such things as social media production, digital media production, media writing, media performance and digital media innovations. The journalism faculty is considering a more streamlined core curriculum, moving some courses to the electives category. The full faculty is expected to vote on the proposal in Fall 2014.

3. Explain how the accredited unit ensures its online courses and online degrees meet ACEJMC’s standards.

The department offers three courses through BYU Independent Study: Comms 101 Mass Communication and Society, Comms 230 Introduction to Advertising and Comms 300 Media Ethics, Law and Responsibility. Each of these courses is taught as overload by fulltime faculty and, thus, have the same expectations as their brick and mortar counterparts. Faculty believe the other core and emphasis classes require classroom-directed group work and lab experiences for the students to truly master the learning outcomes.



4. If the unit has a core curriculum, briefly list and describe the courses required.

The communications major has a 16-hour core:

Course number	Course title	Credit hours
Comms 101	Mass Communication and Society	3.0
Comms 211	Media Writing	3.0
Comms 300	Media Ethics, Law and Responsibility	3.0
Comms 303	Visual Literacy	3.0
Comms 496R	Academic Internship	4.0

Additionally, each student is required to take a three-credit hour research methods course geared specifically to his/her emphasis:

- Comms 308 Research Methods for Journalism
- Comms 317 Advertising Research Methods
- Comms 318 Public Relations Research and Measurement
- Comms 319 Research in Communications

5. Describe the ability of students to plan individualized programs of study to meet their special interests and needs.

When students apply to the major, they choose to apply to one of the emphases: advertising, journalism or public relations. Each emphasis has specialized curriculum. Within two of the emphases, students make choices as well. In advertising, a selected number of students are admitted to the creative track. In journalism, students choose from broadcast, print and multimedia. A 2010 curriculum revision allows journalism

students to decide to what degree they specialize within each of those sub-disciplines.

Further, the electives provide a broad range of options that allow a student to focus study in one particular area of interest. The electives, combined with a minor elsewhere in the university, allows students to gain a specialized education that enhances career education. For example, taking any of the several international or globally-focused electives, combined with a minor in international relations or international development leads to specific career opportunities. If students are more business-oriented, the communications management elective combined with a minor in business management prepares them for that career track.

The ability to focus their preparation for a specific career track is one of the reasons we have endeavored to maintain the requirement that 80 credit hours be outside the communications major and 65 of those in the liberal arts. Our faculty believe that not only does this provide a solid educational foundation for a career in one of the communications professions, but that it also gives students a broad exposure to a host of ways to shape their communications career in ways that feed their passion.

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

Communications is designated a limited enrollment program by the university, meaning students must meet additional admission requirements and are accepted by application. Enrollment is limited to ensure resources are sufficient to maintain high quality programs that serve its majors. The introductory courses and selected other core courses are available to all students at the university:

- Comms 101 Mass Communication and Society
- Comms 230 Introduction to Advertising
- Comms 235 Introduction to Public Relations
- Comms 239 Principles of Journalism
- Comms 300 Media Law, Ethics and Responsibility
- Comms 303 Visual Literacy

In fact, a number of programs in other departments require one or more of these courses or recommend them as electives to enhance their majors' preparation. For example, community health majors routinely take introduction to public relations. Of course, the above courses are also part of a communications minor.

With few exceptions, other classes are unavailable to non-majors. Arrangements have been made with selected programs on campus to allow other majors to take courses that specifically enhance their educational focus. Comms 301 Media History and Philosophy is available to American studies majors, Comms 335 TV Commercial Production is available to theatre and media arts majors and Comms 381 International Media Systems and Comms 382 Issues in Global Communications are available to international relations majors. Exceptions may also be made

on a case-by-case basis by the associate chair for undergraduate studies. Limited resources, restricted class sizes and necessary prerequisite requirements make it difficult to make classes more broadly available.

7. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors' qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

These foundational subjects are taught in specific core and emphasis courses, and across the curriculum. History is addressed in a specific course, but is also taught in all of the introductory courses, as is theory. Ethics and law are taught in a course required of all majors and minors, but are also included in every emphasis introductory course and most upper division courses as well. These are all topics that must be integrated throughout a curriculum so students understand their crucial role in shaping principles and practice. As such, student learning is assessed as a matter of course through assignments, tests and learning activities designed to measure course outcomes. The mastery of these topics in the introductory courses is necessary for students to be admitted to the major, and their continued success in our programs is dependent upon their understanding and ability to apply the principles learned.

These topics are also taught in separate courses and at the advanced level as separate electives included in our broad menu of electives. Some courses have content largely focused on ethics, law, history and theory:

- Comms 101 Mass Communication and Society
- Comms 300 Media Ethics, Law and Responsibility
- Comms 301 Media History and Philosophy
- Comms 406 Media and the First Amendment
- Comms 411 Media Effects
- Comms 480 Media Ethics and Moral Reasoning

These courses are taught by both full-time faculty and adjuncts. The qualifications of faculty who have taught these courses in the last six years are detailed below.

FULL-TIME FACULTY

Ed Adams

Ph.D. in journalism from Ohio University. Has taught for 21 years, including the past 15 at BYU. His scholarly work focuses primarily on the business history of media. He has published more than 50 peer-reviewed articles, reviews, book chapters and biographical encyclopedia entries. His articles have appeared in *Journalism and Mass Communication Quarterly*, *Journalism and Mass Communication Educator*, *Journalism History*, *American Journalism and Public Relations Review*.

Sherry Baker

Ph.D. in communications history, law and ethics from University of Utah (1994), and both an M.S. (1988) and B.A. (1984) in mass communications, also from the University of Utah. She teaches both graduate and undergraduate classes, focusing primarily on communications law and

ethics. Her research interests include the ethics of persuasion (public relations, advertising, marketing) and Mormon media history. Baker's publications include articles in *Journal of Business Ethics*, *Journal of Mass Media Ethics*, *Research in Marketing*, *BYU Studies*, *Encyclopedia of International Media Communications*, *College Media Review*, *Case Studies in Media Management*, *Women's Press Organizations 1881-1999* and *Business Ethics: The Annual Editions Series*.

Clark Callahan

Ph.D. in communication from the University of Oklahoma (2002), an M.A. from West Texas A&M (1995) and a B.A. in communications from BYU (1995). His research centers on theories of intercultural adaptation, historical diffusion of innovations and media ecology. He teaches courses in intercultural and international communication, theory, history and research methods. He formerly taught at Penn State York and the University of South Dakota. He has served as editor for *Comparative Cultures and Civilizations* for Hampton Press and is an editorial board member for several communication journals. As a specialist in communication leadership and organizational communication, he has consulted for the United States Department of Defense, the Internal Revenue Service, the State of South Dakota and multiple regional and local governmental organizations. He has received top research awards from NCA and ICA. He has been recognized for teaching distinction by ICA, the University of Oklahoma and the University of South Dakota.

Joel Campbell

M.A., Ohio University; B.A., BYU. Former reporter and editor at the *Deseret News* in Salt Lake City and manager of corporate communications at Management and Training Corp. in Centerville, Utah. Campbell is active in many First Amendment and Freedom of Information causes and is past president of the National Freedom of Information Coalition and chair of SPJ's national Freedom of Information Committee. He is legislative monitor for the Utah Press Association and vice president of the Utah Headliners Chapter of the Society of Professional Journalists. He serves on the Utah Information Technology Commission. He is the recipient of the Roy B. Gibson Freedom of Information Award and Clifford P. Cheney Service to Journalism Award from the Utah Headliners Chapter of the Society of Professional Journalists.

Edward L. Carter

LL.M. (Master of Laws) degree, with distinction, in Intellectual Property from the University of Edinburgh School of Law; Juris Doctor magna cum laude from the J. Reuben Clark Law School at Brigham Young University in 2003; Master's degree from the Medill School of Journalism at Northwestern University; Bachelor's degree in communications from BYU. His professional and academic interests involve communications

law, including copyright law. Widely published in communications journals and law reviews. Four years as a newspaper reporter. Served as a law clerk for Judge Ruggero J. Aldisert of the U.S. Court of Appeals for the Third Circuit. He has a part-time law practice involving appellate litigation and has done freelance reporting and writing for regional magazines.

Dale L. Cressman

Ph.D. in communication history from University of Utah (2003); M.A., BYU (1989); B.A., BYU (1985). Academic research in media history. Has published in *American Journalism*, *Journalism History*, *Journal of Broadcasting and Electronic Media* and *Electronic News*, as well as various book chapters and encyclopedia entries. Corresponding editor for two journals. Worked as a newspaper reporter, television news producer and news director.

John Hughes

Pulitzer Prize-winning journalist, former editor of the *Deseret Morning News* in Salt Lake City and *Christian Science Monitor*. A Harvard Neiman Fellow, former president of the American Society of Newspaper Editors and author of numerous books. Hughes has also served as U.S. assistant secretary of state and as assistant secretary-general of the United Nations, and he has chaired presidential and congressional commissions on international broadcasting.

Jared Johnson

Ph.D., public communication from Georgia State University, M.A., Ohio University, B.A., Weber State University. Johnson's research interests revolve around international media flow and the intersection between media and culture – particularly smaller cultures. In 2014, Johnson left for a faculty position at Oklahoma State.

Brad Rawlins

Ph.D., Alabama. He has published on public relations ethics, transparency, authenticity, trust and stakeholder management. In 2003 he was recognized by the Institute of Public Relations with the Pathfinder Award. A member of the Accrediting Committee of ACEJMC, Rawlins left BYU in 2012 to become dean at Arkansas State.

Tom Robinson

Ph.D., University of Southern Mississippi; M.A., University of Nevada at Las Vegas; B.S., Northern Arizona University. His research centers on the portrayal of older individuals in advertising and the media. He spends most of his time studying and gathering information on older stereotypes, portrayals of older individuals in the media and determining what images older individuals like and dislike in the media. His other areas of research include advertising and the Internet, effects theories

in advertising and sports advertising. His research has been published in *Educational Gerontology*, the *Journal of Advertising Education* and *Communication Education*. Robinson's research gained media attention in 2008 when he steered away from the portrayal of older individuals and focused on the impact of the portrayal of body image in children's sitcoms.

Rob Wakefield

Ph.D., Maryland and PRSA-accredited. Robert Wakefield is a consultant, author and researcher, emphasizing cross-cultural effects on reputation in multinational organizations. He has coordinated communication or presented on the topic in 25 countries. He has been chair of PRSA's International Section and served as a consultant to PRSA's Global Initiatives Committee.

Robert Walz

B.A., BYU. Former television news reporter and anchor. Produces and mentors students to produce international television documentaries.

ADJUNCT FACULTY

Derek Brown

J.D., Pepperdine. Member of the Utah House of Representatives, where he sits on the Judiciary and the Business/Labor Committees and serves as Vice Chair of the Infrastructure Appropriations Committee. Part owner and legal counsel for an educational company based in Salt Lake City, Utah, which produces, among other things, a national television show. Editor-in-Chief of the Pepperdine University Law Review, Derek clerked for Judge Ruggero Aldisert, former Chief Judge of the U.S. Court of Appeals for the Third Circuit. He has practiced law with the international law firm Sidley & Austin in Washington, D.C. and served as legal counsel to Senator Robert F. Bennett in Washington, D.C. After returning to Salt Lake City with his family, Derek then served as Utah Legal Counsel to Senator Orrin G. Hatch. He is admitted to the bars of Utah, California, and Washington, D.C. He also serves on the Advisory Board of Intermountain Home Care, and on the Board of Directors of the Utah Connections Academy.

Scott Church

Ph.D, University of Nebraska-Lincoln; M.A., Southern Utah University; B.A., BYU. Focuses on social media, rhetoric, and pop culture. Has worked in the banking industry and as an assistant to the Speaker of the Utah House of Representatives. In 2014, Church accepted a full-time faculty position at the University of Utah.

Chad Curtis

M.A., University of North Carolina-Charlotte; B.A., BYU. Former television news producer for NBC News Channel and various local television

stations. Has covered everything from the Olympics to presidential nominating conventions. Taught previously at North Carolina-Charlotte.

Marguerite Driessen

J.D., Stanford; B.A., BYU. Former faculty member of the J. Reuben Clark Law School at BYU. She's practiced private law, served in the Office of General Counsel for the U.S. Sentencing Commission and on the Utah Governor's Black Advisory Council. She appears frequently as a legal analyst on CNN, Fox News, NPR and Good Morning America. She currently works for the U.S. Department of Justice.

Kim Farah

M.A., BYU; B.A., BYU. A former television news anchor, producer and reporter, Kim is currently a spokesperson for the Church of Jesus Christ of Latter-day Saints. She has appeared on various national media outlets and organized numerous events on behalf of the church. She is a recipient of a bronze Anvil Award for excellence in public relations from the Public Relations Society of America for the Freedman's Bank Slave Records campaign and a 2003 Bronze Anvil Award of Commendation for the Portrait of a Nation Census announcement. Kim also headed media relations for the Church Olympic production, *Light of the World*, which was seen by over a hundred thousand people.

Timothy Hawkes

J.D., Columbia University; B.A., BYU. Has practiced corporate and constitutional law in Washington, D.C. and Tokyo, Japan. He is director of Trout Unlimited, a non-profit, and serves as co-chair of the Governor's Water Plan Advisory Team.

Logan Molyneaux

M.A., Northwestern; B.A., BYU. A former city editor for the (Provo) *Daily Herald*, Molyneaux taught Principles of Journalism at BYU before pursuing a Ph.D. at the University of Texas.

Diena Simmons

M.A., BYU; B.A., BYU. Simmons is currently station manager of PBS member station KBYU Eleven, a division of BYU Broadcasting. Her master's thesis examined viewers' motivations and gratifications for selecting a niche television station.

Lisa Swenson

M.A., BYU; B.A., BYU. Swenson's research is in history of sports broadcasting.

Ben Whisenant

J.D., University of Utah; MA, Northwestern; BA, BYU. Wisenent has worked as a political aide, journalist and attorney. He teaches media law

and principles of journalism.

Brinton M. Wilkins

J.D., BYU; B.A., BYU. Wilkins practices law in Salt Lake City. He interned at the European Union Parliament in Brussels, Belgium. He’s studied the historical underpinnings of Thomas Jefferson’s view of judicial power.

8. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

Courses with multiple sections are each assigned a full-time member of the faculty as lead instructor. The lead instructor coordinates learning outcomes, textbooks and assessment. He/she will provide a syllabus for the course to all other instructors. While it is not mandatory that all full-time faculty follow the same syllabus, the adjunct instructors are strongly encouraged to adopt the lead instructor’s syllabus. As much as is practical, the syllabi and requirements of each course are standardized to ensure comparable rigor and learning. The lead instructor supervises the adjuncts teaching the course to make sure the requirements are the same and students are getting a similar experience. Often, the lead instructor will meet with other faculty teaching the course to discuss issues such as effectiveness of assignments, appropriateness of the textbook and other items that affect the currency and learning outcomes. When adjustments are made, they are made in all sections of the course to ensure a high quality educational experience across all classes.

9. List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

In keeping with the university’s emphasis on high quality teaching, the university, college and department all provide support. Many of our faculty have received university Office of Research and Creative Work (ORCA) grants or mentoring environment grants (MEGs) to mentor a student or group of students in a project of some kind. The university also provides a small stipend to faculty who mentor students completing an honors thesis. New faculty receive a grant as part of the 18-month-long new faculty seminar to develop courses. The department grants reduced teaching loads for faculty members who are developing curriculum, as it did for the faculty who developed the new visual literacy course, Comms 303. The following members of the faculty have received grants or other financial support for teaching and mentoring in the last six years:

Faculty member	Year	Source	Teaching support
Clark Callahan	2009	University	Honors Thesis Stipend
Mark Callister	2009	University	Honors Thesis Stipend
Joel Campbell	2009	University	Honors Thesis Stipend
	2012	University	Honors Thesis Stipend

Faculty member	Year	Source	Teaching support
Ed Carter	2008	University	Honors Thesis Stipend
	2010	University	Mentoring Grant
	2011	University	Honors Thesis Stipend
	2013	Department	Filming for Laycock Project
	2014	College	Mentoring Grant
	2014	College	Mentoring Grant
John Davies	2009	University	Course Development Stipend
	2010	University	Mentoring Grant
	2011	University	Honors Thesis Stipend
Jared Johnson	2010	University	Honors Thesis Stipend
	2012	University	Mentoring Grant
Kevin Kelly	2009	University	Honors Thesis Stipend
	2010	Department	Miller Challenge/Student Mentoring
	2011	University	Honors Thesis Stipend
	2012	University	Honors Thesis Stipend
	2012	University	Mentoring Grant
	2012	University	Honors Thesis Stipend
Doug McKinlay	2009	University	Honors Thesis Stipend
	2010	College	Mentoring Grant
Joseph Ogden	2013	Department	Bentonville Lab/Class Project Mentoring
Ken Plowman	2009	University	Honors Thesis Stipend
	2014	University	Honors Thesis Stipend
Quint Randle	2012	College	Mentoring Grant
	2013	University	Honors Thesis Stipend
Steve Thomsen	2008	University	Honors Thesis Stipend
	2010	University	Honors Thesis Stipend
	2010	University	Honors Thesis Stipend
	2012	University	Honors Thesis Stipend
	2013	University	Honors Thesis Stipend
Rob Wakefield	2009	University	Honors Thesis Stipend
	2009	University	Honors Thesis Stipend

Faculty member	Year	Source	Teaching support
Robert Walz	2010	University	Mentoring Grant
	2011	University	Mentoring Grant
	2012	University	Mentoring Grant

Faculty are also encouraged to participate in teaching sessions in the academic and scholarly associations. The following members of the faculty have been chosen as finalists for the Great Ideas for Teaching (GIFT) sessions at AEJMC:

Faculty member	GIFT topic	Convention
Joel Campbell	“Backgrounding Individuals”	AEJMC 2013
Dale Cressman	“Peer to Peer Learning: How to motivate students and get faculty out of the grading game”	AEJMC 2010
Jared Johnson and Susan Walton	“Speed Pitching and Bridge Building: How to Strengthen the Relationship Between Future Journalists and Public Relations Practitioners”	AEJMC 2011
Anne Golden Worsham	“What Would You Do?: A Scripted Simulation of Journalistic Decision Making”	AEJMC 2009

The following faculty members have published items related to teaching:

Dale L. Cressman	Time for faculty tribes to reboot the curriculum. <i>Electronic Media</i> 3(4): 167-170.
Laurie J. Wilson	“Certification and Accreditation of Public Relations Education,” in Terri Lynn Johnson and Bonita Neff, eds., <i>Learning to Teach</i> (PRSA, 2014).
Laurie J. Wilson & Joseph D. Ogden	<i>A Matrix Approach to Public Relations and Marketing: A Companion Reference to Strategic Communications Planning</i> , 4ed (Provo, Utah: Tittle & Pyne Communications, 2014).
Laurie J. Wilson & Joseph D. Ogden	<i>Strategic Communications Planning for Effective Public Relations and Marketing</i> (Dubuque, Iowa: Kendall/Hunt Publishing, 2014).

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

Brigham Young University provides all new faculty members with a development program. The Faculty Development Series extends for 18 months and includes:

- A fall seminar of bi-weekly luncheons
- A formal faculty mentoring program
- An intensive two-week spring seminar (new faculty are given a release from teaching during spring term)
- Participation in a faculty development plan and project

This program is provided by the BYU Faculty Center and participation is required of all new hires. In addition, the BYU Faculty Center offers a series of ongoing developmental programs for all of the faculty, such as student volunteers to observe classes and give suggestions, voluntary midterm evaluations and workshops on teaching and mentoring. There are numerous other opportunities available to the faculty through the BYU Faculty Center and through the BYU Center for Teaching and Learning. For example, two members of our faculty (Dale Cressman in 2012 and Joel Campbell in 2013) have attended week-long conferences on writing across the curriculum.

The university, the college and the department each provide additional training workshops during the Annual University Conference week each August. The college also provides annual training in assessment, and often includes special sessions on teaching and mentoring at college meetings and college conferences. Additionally, the department invites experts to campus for faculty development. During the 2013-2014 academic year, Professor Paul Mitchell from the Reynolds School at the University of Nevada-Reno and diversity consultant Lillian Dunlap were invited by the department to help faculty discover new ways to address

diversity in the curriculum.

In 2013, the department purchased iPad Minis for each member of the faculty and staff and offered training and technology for their use in the classroom. The iPad Minis will make it more convenient for faculty to use specialized programs and Internet resources as they connect to the tech cabinets in each classroom and are much easier to bring to class than undocking office laptops.

In addition to on-campus training, members of our full-time faculty regularly avail themselves of off-campus opportunities for professional development at professional and academic conferences and workshops. Such opportunities help our faculty stay current in their fields and connect with colleagues across the globe, sharing ideas and methods to enhance student learning. Following are some examples fully funded by the department in the past six years:

2014

<i>Ed Adams</i>	<ul style="list-style-type: none"> • NYU Digital Publishing Workshop, New York City • Teaching Professor Conference, Boston, MA
<i>Pamela Brubaker</i>	<ul style="list-style-type: none"> • Social Media for PR, Lake Buena Vista, FL • International Public Relations Research Conference, Miami, FL
<i>Clark Callahan</i>	<ul style="list-style-type: none"> • 300th Military Intelligence Brigade Conference, Draper, UT
<i>Mark Callister</i>	<ul style="list-style-type: none"> • AEJMC, Montreal, PQ
<i>Joel Campbell</i>	<ul style="list-style-type: none"> • Broadcast Education Association, Las Vegas, NV • Mormon History Association, San Antonio, TX
<i>Dale Cressman</i>	<ul style="list-style-type: none"> • AEJMC Conference, Montreal, PQ
<i>Ed Carter</i>	<ul style="list-style-type: none"> • Broadcast Education Association, Las Vegas, NV
<i>Chris Cutri</i>	<ul style="list-style-type: none"> • Extreme Sports documentary expedition, Santa Cruz, CA • University Film and Video Conference, Bozeman, MT
<i>John Davies</i>	<ul style="list-style-type: none"> • Teaching Professor Conference, Boston, MA
<i>John Hughes</i>	<ul style="list-style-type: none"> • ASNE Conference, Chicago, IL
<i>Jared Johnson</i>	<ul style="list-style-type: none"> • Broadcast Education Association, Las Vegas, NV
<i>Joseph Ogden</i>	<ul style="list-style-type: none"> • Edleman PR 2014 Academic Summit, Chicago, IL
<i>Ken Plowman</i>	<ul style="list-style-type: none"> • The Conflict Conference, Austin, TX • International Public Relations Research Conference, Miami, FL • International Communications Conference, Seattle, WA • AEJMC Conference, Montreal, PQ

2013

<i>Quint Randle</i>	<ul style="list-style-type: none"> • Far West Popular Culture Association Conference, Las Vegas, NV • CUNY Entrepreneurial Journalism Conference, New York, NY • AEJMC Conference, Montreal, PQ
<i>Robert Wakefield</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL
<i>Robert Walz</i>	<ul style="list-style-type: none"> • “Teach-a-palooza” multimedia workshop, Poynter Institute, St. Petersburg, FL
<i>Ed Adams</i>	<ul style="list-style-type: none"> • International Conference on Business, Honolulu, HI • Business History Conference, New York, NY • research trips to Ann Arbor, MI and Columbus, OH
<i>Pamela Brubaker</i>	<ul style="list-style-type: none"> • PRSA Conference, Philadelphia, PA • AEJMC Conference, Washington, DC
<i>Mark Callister</i>	<ul style="list-style-type: none"> • AEJMC Conference, Washington, DC • Academic Chairperson’s Conference, San Antonio, TX
<i>Joel Campbell</i>	<ul style="list-style-type: none"> • Religion in the Rocky Mountains & Great Plains Conference, Denver, CO • High School Journalism Workshop, Las Vegas, NV • SPJ Regional Conference, Santa Fe, NM • AEJMC Conference, Washington, DC
<i>Ed Carter</i>	<ul style="list-style-type: none"> • AEJMC Southeast Colloquium, Tampa, FL
<i>Dale Cressman</i>	<ul style="list-style-type: none"> • National Conference for Media Reform, Denver, CO • American Journalism Historians Assoc. Conference, New Orleans, LA • AEJMC-AJHA Joint Journalism Historians Conference, New York, NY • Research trips to Boston, New York, Washington, Dallas, and Austin
<i>Jared Johnson</i>	<ul style="list-style-type: none"> • Broadcast Education Association, Las Vegas, NV
<i>Kevin Kelly</i>	<ul style="list-style-type: none"> • Documentary interviews, Dallas, TX
<i>Doug McKinlay</i>	<ul style="list-style-type: none"> • American Advertising Federation Conference, Albuquerque, NM • Professional development leave at Richards Group, Dallas, TX
<i>Joseph Ogden</i>	<ul style="list-style-type: none"> • Professional development, Orlando, FL • PRSA Conference, Philadelphia, PA

2012

<i>Ken Plowman</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL • Bateman Case Study judge, New York, NY • AEJMC Conference, Washington, DC
<i>Quint Randle</i>	<ul style="list-style-type: none"> • Convergence Conference, Las Vegas, NV • AEJMC Conference, Washington, DC
<i>Tom Robinson</i>	<ul style="list-style-type: none"> • Far West Popular & American Culture Assoc Conference, Las Vegas, NV
<i>Steve Thomsen</i>	<ul style="list-style-type: none"> • Online News Association, Atlanta, GA
<i>Robert Wakefield</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL • PRSA Conference, Philadelphia, PA
<i>Laurie Wilson</i>	<ul style="list-style-type: none"> • PRSA Conference, Philadelphia, PA
<i>Ed Adams</i>	<ul style="list-style-type: none"> • Research trip, Austin, TX
<i>Clark Callahan</i>	<ul style="list-style-type: none"> • Society for Cross Cultural Research Conference, Las Vegas, NV • National Communications Association, Orlando, FL
<i>Mark Callister</i>	<ul style="list-style-type: none"> • AEJMC Conference, Chicago, IL • AEJMC Mid-Winter Planning Meeting, Dallas, TX • Ad Age Digital Conference, New York, NY • Ad Tech Digital Conference, New York, NY • International Communication Conference, Phoenix, AZ • Non-Profit Technology Conference, San Francisco, CA
<i>Joel Campbell</i>	<ul style="list-style-type: none"> • SPJ Regional Conference, Ames, IA • SPJ Regional Conference, Denver, CO • High School Journalism Workshop, Las Vegas, NV
<i>Ed Carter</i>	<ul style="list-style-type: none"> • AEJMC Conference, Chicago, IL • International Communication Conference, Phoenix, AZ • Research trip, Washington, DC
<i>Dale Cressman</i>	<ul style="list-style-type: none"> • AEJMC Conference, Chicago, IL • Broadcast Education Association, Las Vegas, NV • AEJMC-AJHA Joint Journalism Historians Conference, New York, NY • Academic Chairperson's Conference, Orlando, FL
<i>Chris Cutri</i>	<ul style="list-style-type: none"> • North American Society for the Sociology of Sport Conference, New Orleans, LA

<i>Jared Johnson</i>	<ul style="list-style-type: none"> • AEJMC Conference, Chicago, IL • International Communication Conference, Phoenix, AZ
<i>Kevin Kelly</i>	<ul style="list-style-type: none"> • Documentary interviews in Boston, Chicago, Los Angeles, New York
<i>Doug McKinlay</i>	<ul style="list-style-type: none"> • American Advertising Federation Conference, Myrtle Beach, SC
<i>Ken Plowman</i>	<ul style="list-style-type: none"> • AEJMC Conference, Chicago, IL • International Public Relations Research Conference, Miami, FL • International Society of Military Ethics Conference, San Diego, CA • PRSA Conference, San Francisco, CA
<i>Quint Randle</i>	<ul style="list-style-type: none"> • AEJMC Conference, Chicago, IL • High School Journalism Workshop, Las Vegas, NV • Music & Entertainment Education Assoc. Conference, Universal City, CA
<i>Brad Rawlins</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL • Council of Colleges of Arts and Sciences Chairs Conference, Savannah, GA
<i>Tom Robinson</i>	<ul style="list-style-type: none"> • Popular Culture Association Conference, Rochester, NY
<i>Steve Thomsen</i>	<ul style="list-style-type: none"> • SWECJMC Conference, Round Rock, TX
<i>Robert Wakefield</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL • PRSA Silver Anvil, New York, NY • PRSA Bateman, New York, NY • PRSA Conference, San Francisco, CA
<i>Susan Walton</i>	<ul style="list-style-type: none"> • Professional development (MSL Schearer), Boston, MA • Ragan Social Media Summit, Las Vegas, NV • International Public Relations Research Conference, Miami, FL • PRSA Board meeting, New York, NY • PRSA Silver Anvil, New York, NY • Professional development (CRT Tanaka & Associates), New York, NY
<i>Ed Adams</i>	<ul style="list-style-type: none"> • Archival research, New York, NY
<i>Clark Callahan</i>	<ul style="list-style-type: none"> • IRS Leadership Seminar, Denver, CO

<i>Mark Callister</i>	<ul style="list-style-type: none"> • NCA Conference, New Orleans, LA • AEJMC Conference, St. Louis, MO
<i>Joel Campbell</i>	<ul style="list-style-type: none"> • Social Media Summit, New York, NY • National School PR Association Conference, San Antonio, TX
<i>Ed Carter</i>	<ul style="list-style-type: none"> • ICA Conference, Boston, MA • American Bar Assoc Forum & Media Advocacy Workshop, Rancho Mirage, CA • AEJMC Conference, St. Louis, MO
<i>Dale Cressman</i>	<ul style="list-style-type: none"> • Broadcast Education Association Conference, Las Vegas, NV • AJEMC-AJHA Joint Journalism Historians Conference, New York, NY • AEJMC Conference, St. Louis, MO • Online News Association, Boston, MA • New Literacy Conference, Stony Brook, NY • Journalism Interactive Conference, Washington, DC • BEA Board Meeting, Washington, DC
<i>Chris Cutri</i>	<ul style="list-style-type: none"> • South by Southwest, Austin, TX • North American Society for the Sociology of Sport Conference, Minneapolis • Promax BDA Conference & Creative Educators Forum, New York, NY
<i>John Davies</i>	<ul style="list-style-type: none"> • International Communication Association, Boston, MA
<i>John Hughes</i>	<ul style="list-style-type: none"> • ASNE Conference, San Diego
<i>Jared Johnson</i>	<ul style="list-style-type: none"> • Broadcast Education Association, Las Vegas, NV • AEJMC, St. Louis, MO
<i>Kevin Kelly</i>	<ul style="list-style-type: none"> • American Advertising Federation, Denver, CO • One-show Pencil Awards, New York, NY • Documentary interview, New York, NY
<i>Ken Plowman</i>	<ul style="list-style-type: none"> • International Communication Association, Boston, MA • International Public Relations Research Conference, Miami, FL • PRSA Conference, Orlando, FL • AEJMC, St. Louis, MO • IPR Strategic Communications Conference, Miami, FL

<i>Quint Randle</i>	<ul style="list-style-type: none"> • Online News Association, Boston, MA • Convergence and Society Conference, Columbia, SC • AEJMC, St. Louis, MO
<i>Brad Rawlins</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL • Measurement Commission Strategic Planning Meeting, New York, NY • Academic Chairperson's Conference, Orlando, FL • IPR Measurement Summit, Philadelphia, PA • AEJMC, St. Louis, MO
<i>Steve Thomsen</i>	<ul style="list-style-type: none"> • SWECJMC Conference, Dallas, TX
<i>Robert Wakefield</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL • PRSA Silver Anvil, New York, NY • PRSA Conference, Orlando, FL
<i>Susan Walton</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL • Ragan Social Media Summit, New York, NY • PRSA Board Meeting, New York, NY • Academic Chairperson's Conference, Orlando, FL • PRSA Conference, Orlando, FL • National School PR Association Conference, San Antonio, TX
<i>Robert Walz</i>	<ul style="list-style-type: none"> • American Women in Media, Los Angeles, CA
<i>Laurie Wilson</i>	<ul style="list-style-type: none"> • PRSA Conference, Orlando, FL
<i>Anne Worsham</i>	<ul style="list-style-type: none"> • AEJMC Mid-winter Planning Meeting, Norman, OK • AEJMC Conference, St. Louis, MO
<i>Sherry Baker</i>	<ul style="list-style-type: none"> • APPE Conference, Cincinnati, OH
<i>Clark Callahan</i>	<ul style="list-style-type: none"> • NCA Conference, San Francisco, CA
<i>Mark Callister</i>	<ul style="list-style-type: none"> • AEJMC Conference, Denver, CO • Broadcast Education Association Conference, Las Vegas, NV • Advertising in a Digital Age Conference, New York, NY • SWECJMC Conference, Round Rock, TX
<i>Joel Campbell</i>	<ul style="list-style-type: none"> • Assessment Institute Conference, Indianapolis, IN • SPJ Conference, Las Vegas, NV

2010

<i>Ed Carter</i>	<ul style="list-style-type: none"> • AEJMC Southeast Colloquium, Chapel Hill, NC • Poynter Journalism Seminar, St. Petersburg, FL • Poynter Journalism in the Digital Age Seminar, St. Petersburg, FL
<i>Dale Cressman</i>	<ul style="list-style-type: none"> • Columbia Graduate School of Journalism Digital Training, New York, NY • AEJMC Conference, Denver, CO • Assessment Institute, Indianapolis, IN • National Assoc. of Television Program Executives Conf., Las Vegas, NV • Broadcast Education Association Conference, Las Vegas, NV • SPJ Conference, Las Vegas, NV • Online News Association, Washington, DC • BEA Board meeting, Washington, DC • ACEJMC Site Team Training, Washington, DC • Guest Lecture at Gaylord College, Oklahoma Univ, Norman, OK • AJHA Conference, Tucson, AZ
<i>Chris Cutri</i>	<ul style="list-style-type: none"> • Broadcast Education Association Conference, Las Vegas, NV
<i>Jared Johnson</i>	<ul style="list-style-type: none"> • Broadcast Education Association Conference, Las Vegas, NV
<i>Kevin Kelly</i>	<ul style="list-style-type: none"> • documentary interviews in San Francisco, La Quinta, CA; Traverse City, MI
<i>Ken Plowman</i>	<ul style="list-style-type: none"> • AEJMC Conference, Denver, CO • International Public Relations Research Conference, Miami, FL • NCA Conference, San Francisco, CA • National Summit on Strategic Communication, Washington, DC • PRSA Conference, Washington, DC
<i>Quint Randle</i>	<ul style="list-style-type: none"> • Convergence and Society Conference, Columbia, SC • AJEMC Conference, Denver, CO
<i>Brad Rawlins</i>	<ul style="list-style-type: none"> • AEJMC Conference, Denver, CO • International Public Relations Research Conference, Miami, FL • IPR Measurement Summit, Portsmouth, NH • PRSA Conference, Washington, DC
<i>Tom Robinson</i>	<ul style="list-style-type: none"> • Q-Method Annual Conference, Akron, OH

2009

<i>Steve Thomsen</i>	<ul style="list-style-type: none"> • AEJMC Conference, Denver, CO • SWECJMC Conference, Round Rock, TX
<i>Robert Wakefield</i>	<ul style="list-style-type: none"> • AEJMC Conference, Denver, CO • Ft. Worth Chapter PRSA, Fort Worth, TX • PRSA Conference, Washington, DC
<i>Susan Walton</i>	<ul style="list-style-type: none"> • Cision Communications, Chicago, IL • AEJMC Conference, Denver, CO • Fort Worth PRSA, Fort Worth, TX • Ecclesiastical Leader PR training, Los Angeles, CA • International Public Relations Research Conference, Miami, FL • Academic Chairperson's Conference, Orlando, FL • PRSA Conference, Washington, DC
<i>Robert Walz</i>	<ul style="list-style-type: none"> • RTDNA Conference, Las Vegas, NV • Investigative Reporters and Editors Conference, Las Vegas, NV
<i>Anne Worsham</i>	<ul style="list-style-type: none"> • AEJMC Conference, Denver, CO
<i>Sherry Baker</i>	<ul style="list-style-type: none"> • AEJMC Conference, Boston, MA • Society for the Scientific Study of Religion Conference, Denver, CO
<i>Clark Callahan</i>	<ul style="list-style-type: none"> • International Communication Association Conference, Chicago, IL • Jean Gebser Society Conference, Helpstead, NY
<i>Mark Callister</i>	<ul style="list-style-type: none"> • WSCA Conference, Anchorage, AK • Broadcast Education Association, Las Vegas, NV
<i>Joel Campbell</i>	<ul style="list-style-type: none"> • PRSA Conference, San Diego, CA
<i>Ed Carter</i>	<ul style="list-style-type: none"> • AEJMC Conference, Boston, MA • Utah Communication Association Conference, Cedar City, UT • International Communication Association Conference, Chicago, IL • Broadcast Education Association, Las Vegas, NV • Practicing Law Institute, New York, NY • AEJMC Southeast Colloquium, Oxford, MS
<i>Dale Cressman</i>	<ul style="list-style-type: none"> • AJHA Conference, Birmingham, AL • RTDNA and Broadcast Education Association, Las Vegas, NV • Research trip, Minneapolis, MN
<i>Chris Cutri</i>	<ul style="list-style-type: none"> • Broadcast Education Association Conference, Las Vegas, NV

<i>John Davies</i>	<ul style="list-style-type: none"> • International Communication Association Conference, Chicago, IL
<i>John Hughes</i>	<ul style="list-style-type: none"> • ASNE Conference, Reston, VA
<i>Jared Johnson</i>	<ul style="list-style-type: none"> • UNESCO research, Atlanta, GA • Broadcast Education Association, Las Vegas, NV
<i>Ken Plowman</i>	<ul style="list-style-type: none"> • International Public Relations Research Conference, Miami, FL • IPR Measurement Summit, Portsmouth, NH
<i>Brad Rawlins</i>	<ul style="list-style-type: none"> • AEJMC Conference, Boston, MA • Broadcast Education Association Conference, Las Vegas, NV • International Public Relations Research Conference, Miami, FL • IPR Measurement Summit, Portsmouth, NH • PRSA Conference, San Diego, CA
<i>Tom Robinson</i>	<ul style="list-style-type: none"> • Digital Hollywood Conference, Las Vegas, NV
<i>Kevin Stoker</i>	<ul style="list-style-type: none"> • Research trip, Boston, MA • International Public Relations Research Conference, Miami, FL
<i>Steve Thomson</i>	<ul style="list-style-type: none"> • SWECJMC Conference, Arlington, TX
<i>Robert Wakefield</i>	<ul style="list-style-type: none"> • AEJMC Conference, Boston, MA • NCA Conference, Chicago, IL • International Public Relations Research Conference, Miami, FL
<i>Susan Walton</i>	<ul style="list-style-type: none"> • AEJMC Conference, Boston, MA • PRSA Conference, San Diego, CA
<i>Laurie Wilson</i>	<ul style="list-style-type: none"> • PRSA Silver Anvil, New York, NY
<i>Anne Worsham</i>	<ul style="list-style-type: none"> • AEJMC Conference, Boston, MA • International Communication Association Conference, Chicago, IL

11. Describe the importance of teaching in promotion and tenure decisions.

Brigham Young University considers itself primarily a teaching institution with a rigorous research requirement. According to the university's rank and status (promotion and tenure) document included in the appendix, "The high quality education of students is, and should be, the most important activity of Brigham Young University faculty." While excellence is expected in the areas of scholarship, creative work and service to the profession, members of the faculty are expected to be excellent teachers. When it comes to rank and status (promotion and tenure), no amount of excellence in scholarship and service can compensate for

weak teaching. During this past reaccreditation cycle, deficiencies in teaching have contributed to three members of our department's faculty being denied continuing status (tenure).

The primary required evaluation of teaching is the student evaluations of the courses and professors, and the peer reviews of teaching in the rank and status process. Faculty are required to keep a teaching portfolio of all materials pertaining to each course taught each semester, including such things as syllabi, exams, learning activities, assignments, examples of student work and teaching evaluations. Most professors do some kind of mid-semester evaluation (formal or informal) that is also kept in the teaching portfolio. This portfolio is provided to peer reviewers of teaching who not only observe teaching and discuss it with the professor's students, but also review all the course materials. The reviewer provides a written assessment with suggestions for improvement to the department's rank and status committee in their regular review of faculty for promotion and tenure. Any efforts to improve teaching, such as voluntary mid-semester evaluations or student observers provided by the Center for Teaching and Learning are also recorded in the teaching portfolio. Keeping this portfolio not only documents teaching, but also encourages faculty to reflect on teaching each semester and continually improve.

The online student evaluation instrument asks students to rate the course and instructor on such things as whether they contributed to the *Aims of a BYU Education*, whether learning materials and activities were effective and well organized, whether time spent in class was deemed by students to be useful, whether evaluations were good measures of learning, whether grading procedures were considered by the student to be fair, whether the instructor provided prompt, useful and respectful feedback, whether the instructor was able to integrate gospel concepts into the subject leading the student to feel spiritually inspired and strengthened. The instrument yields both quantitative data and open-ended student comments. The department chair and the rank and status committees at department, college and university levels all access reports on individual faculty member's student ratings. The BYU Faculty Center and the Center for Teaching and Learning provide regular workshops and on-demand consultations to help faculty improve teaching. In addition, faculty mentors and the department chair provide tenure candidates with encouragement and guidance.

12. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 9, “Student Aid.”

It is difficult to separate recognition of student excellence from the scholarships and awards in Table 9 *Student Aid* because the philosophy of the department and the university, indeed of the sponsoring church, is that entitlements are discouraged and excellence and effort is rewarded. Inherent in this kind of philosophy is the kinds of recognitions the department gives students. Incoming freshmen who show promise are offered “talent awards” to encourage them to pursue a communications major. Once in the major, students may qualify for a number of awards for excellence. The College of Fine Arts and Communications offers awards for students to collaborate with the Laycock Center for Creative Collaboration. The Oscarson Discovery Grant recognizes and aids students who embark on particularly noteworthy extracurricular projects or internships. The university recognizes students who show particular potential to collaborate with members of the faculty by awarding “student mentoring grants” (MEGs) some of which were mentioned above in point nine. Our department has been particularly successful in securing such grants for student-faculty collaborations in the areas of scholarship and creative work, resulting in undergraduate paper presentations, documentaries and live sports productions.



Faculty and staff celebrate with student award recipients at annual department banquets in 2012 (left) and 2014 (right).

Additionally, the Department recognizes outstanding juniors and seniors at a banquet each spring with the following annual scholarships and awards accompanied by cash stipends:

- Rulon Bradley Award for Outstanding Public Relations Student
- Rich Long Dow Chemical Scholarship for Outstanding Public Relations Student
- Professor Raymond Beckham Endowed Scholarship
- Hopson Family Communications Scholarship
- Public Relations Faculty Awards of Merit

- Deseret Book Scholarship
- Bradley PR Agency Alumni Scholarship
- PRSSA Nonprofit Leadership Award
- Communications Studies Faculty Award of Merit
- George S. Barrus and Richard I. Kagel Advertising Creative Award
- Deseret Digital Media Scholarship
- AdLab Student Volunteerism Award
- Advertising Faculty Award of Merit
- Development Board Minority Scholarship
- Stephen W. Gibson Entrepreneurial Scholarship
- Mrs. Forace Green Journalism Award
- Deseret News Scholarship
- Edwin O. Haroldsen Magazine Award
- Reed Irvine Accuracy in Media Scholarship
- Scripps/N. Laverl Christensen Scholarship
- Lavieve Huish Earl Scholarship
- Michael K. Perkins Top Scholar Award



Shelby Hintze presenting a self-produced video segment from her April 2014 graduation address.

- Society for Professional Journalists Award
- Kappa Tau Alpha Top Scholar Award
- Owen S. and Ora N. Rich KBYU Pioneer Fellowship
- Deseret Management/KSL Scholarship
- Earl J. Glade Award
- Bruce R. Merrill Scholarship
- Nancy Briggs Rooker Richards Memorial Scholarship
- Peggy Hughes Scholarship

Student excellence is also awarded by the opportunity to present conference papers co-authored with faculty and by being selected to present to clients of the labs and classes. Finally, exceptional graduating students are invited to be convocation speakers. The following list reflects those students singled out in the last six years to represent their graduating peers:

2014

- Shelby Ann Hintze (Public Relations): “#Graduation”
- Dane Jeremy Christensen (Communications Studies): “The World Is Not Round—It Is Lopsided”

2013

- Carlie McKeon Ellett (Journalism): “The Art of Failure”
- Alexis Lanae Flake (Broadcast Journalism) “Today’s Crisis in Journalism”

- Chelsey Ann Saatkamp (Public Relations): “Reflecting on the Journey Here”
- 2012 • Carolyn Mirra Haynie (Public Relations): “Defining Your Life’s Work”
- Christine Elizabeth Clark (Advertising): “Finding Meaning in the Media”
- Briana Chanelle Carr (Broadcast Journalism): “You Can Do Hard Things”
- 2011 • Priscila C. Mottola de Oliveira (Communications Studies): “Six-Point-Seven Experts”
- Kylee Celeste Knoles (Broadcast Journalism): “Authors of Our Own Story”
- Nicholas Duval Perner (Advertising): “Your Personal Brand
- 2010 • Rhapsody Ann Forte (Public Relations): “The Plight of the Bumblebee: A Rhapsody Composed in B Natural”
- Jaclyn Joan Hicken (Print Journalism): “The Responsibility of Communicators”
- 2009 • Megan Anderson Moench (Communications Studies): “The Journey of a Dream”
- Trent R. Boulter (Broadcast Journalism): “Students Create the Future”

13. Attach a copy of the unit’s internship policy.

All students in professional emphases are required to complete an internship of 280 hours, for which they receive four credit hours. Remaining students in the discontinued communications studies emphasis complete a mentored research practicum with a faculty member. The department internship policy follows here, and is included in the appendix along with the syllabus, instructions and report/evaluation templates provided to students when they register. The university’s internship policy is also included in the appendix.

**DEPARTMENT
INTERNSHIP POLICY**

Course information and purpose: In the course of fulfilling graduation requirements for a communications degree at Brigham Young University, students will complete at least one department-approved internship. Communications 496R is the required four-credit, graded internship experience. The internship course requirement is designed to provide each student with the opportunity to use classroom knowledge in a practical setting with the support of both a faculty advisor and a communications professional. While the Internship and Career Services Office is a resource, students are required to locate and secure their own internship. This provides students with the practical experience of preparing application materials (resume, cover letter, portfolio, etc.), applying and interviewing with employers for potential internships and jobs. These skills will be vital during their post-graduate search for employment.

Course prerequisites: Each emphasis has a series of prerequisite

courses that must be completed in order to be eligible to register for Comms 496R. These courses adequately prepare the student for the internship experience. They are as follows:

- Advertising Management Track: Comms 317, Comms 332, Comms 330 or 337
- Advertising Creative Track: Comms 317, Comms 330, Comms 331
- Public Relations: Comms 321, Comms 336, Comms 390R, Comms 421
- Journalism: Comms 300, Comms 308, Comms 324 or 325 or 328 or 365

Registration requirements: Students may only register for 4.0 credit hours of the internship course. Students are not allowed to split up registration between two semesters or terms. Students must register and pay tuition for the internship credit prior to commencing with the internship; credit will not be given retroactively. If needed, students can add the course after the add/drop deadline by filling out and submitting a petition form with their registration paperwork. All forms should be emailed, faxed or delivered to the Internship Office (280 BRMB).

Internship requirements: After completing the mandatory prerequisite courses for the 496R internship, students should find an internship experience that meets the following requirements:

- Provides entry-level assignments in the student's emphasis
- Provides direct, on-site supervision by a professional in the field
- Provides a minimum of 280 hours of work, with at least 15 hours of work each week
- The student must not work at the same organization as a family member.
- The internship cannot be done remotely.
- The internship provider cannot be on the university's "non-approved experience providers" list.

Internship approval: If an internship is found on the communications job board (cfac.byu.edu/comms/jobs) and is listed as eligible for 496R credit for the student's emphasis, the student is free to proceed with the registration process for Comms 496R. If an internship is not listed, students must obtain approval from the internship coordinator before proceeding with registration. To obtain approval, send email to Natalie Chambers (natalie_chambers@byu.edu) with the following information:

- Student name, emphasis and name of proposed internship provider
- The job description for the internship
- Proof of an appropriate supervisor (either a resume or comprehensive LinkedIn profile of the supervisor, including his or her current job title)

Registering for 496R: Upon approval, students are free to register for the internship course. In order to register students must do the following:

- Ensure that the university has on file an Internship Master Agreement with the internship provider. If such an agreement is not yet on file, students may pick up a blank from the internship office or download a copy from <https://cfac.byu.edu/comms/internships-careers/register/>.
- Complete the university's online application by doing the following:
 1. Log-in to my.byu.edu.
 2. Type "INTERNOI" in the QUICK URL box (*not* in the search field).
 3. Agree to the Terms and Conditions.
 4. Create an application for the term/year in which the internship is to begin.
 5. Fill in the required information for all three sections of the application form.
 6. Click the submit button.
- Complete the Comms 496R Student-Employer Commitment form as well as the Anti-nepotism Policy. These forms should be reviewed and signed by an immediate internship supervisor or HR representative and sent to the Communications Internship Office (280 BRMB, fax 801-422-0161, email: comms_internship@byu.edu).
- After completion of these steps students will receive an email confirming they are cleared to register for Comms 496R. Students are only permitted to register for 4.0 credit hours.

14. Describe the methods used to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences. (These documents can be placed in the appendices binder.)

Student internships are supervised by media professionals with faculty oversight. Faculty members receive weekly emails from students, review assignments and evaluate student performance with supervisor evaluations and portfolio reviews. Whenever possible, faculty members make visits to internship sites to assess student performance and the quality of the internship. If a visit is not possible, students and supervisors are contacted by telephone. Faculty assign readings pertinent to the student's field and students are asked to integrate what they've learned from the readings into their weekly reports and a final paper. All assignments and requirements are fully detailed and explained in the internship syllabus (see appendix) each student receives upon registration.

To qualify to register for an internship, students must complete the designated prerequisite courses (different for each emphasis). Although only one internship is required for graduation, students have the opportunity to complete more than one internship, and can receive credit for the supplemental internships (1 credit). With few exceptions, internships are supervised by faculty in the student's major emphasis, with internship oversight counting as a regular course in the faculty member's load. That oversight includes responding to student's weekly report emails, reviewing and grading assignments, contact with professional supervisors and handling any emergent problems or questions. Faculty work closely with Natalie Chambers, the department's internship coordinator, to monitor

students' progress and assign final grades. Ms. Chambers tracks requirements and assignments to ensure students progress in a timely manner and complete all that is required of them.

A copy of the internship syllabus and the evaluation forms can be found in the appendix. Supervisor evaluations of students are kept on file and are available from the department.

Students may serve their internship anywhere in the world. Since BYU draws students from across the nation and throughout the world, we have students interning throughout the world. For more than 40 years the department has maintained a New York City internship program in the spring term. Students live at the International House in Harlem/Morningside Heights and intern at media and agency sites throughout the city. A faculty member accompanies the students to New York and lives at International House to provide on-site faculty oversight. As part of the program students participate in activities and have the option of taking a class that focuses on communications and culture in New York City. From time to time, we organize similar programs in other locations and have regularly placed interns in Chicago, Los Angeles, Washington, D.C. and every other major city in the United States. We have also placed interns in LDS Public Affairs offices across the world, supplementing them with an endowment specifically for that purpose. Students have also sought international internship opportunities on their own. As long as the internship opportunity meets the requirements of the internship policy, we encourage such experiences.

APPENDIX ATTACHMENTS

- Mission and Aims of a BYU Education
- Advising MAPs for each emphasis
- University and Department Rank and Status Policy
- Full-time Faculty Vitas
- Adjunct Faculty Resumes
- Student Course/Instructor Evaluation Instrument
- Department and University Internship Policies
- Internship Syllabus
- Internship Evaluations

DOCUMENTS AVAILABLE IN THE WORKROOM

- Course Syllabi (Fall Semester 2014)
- Course Syllabi (Winter Semester 2014)
- Course Syllabi (Spring/Summer Term 2014)
- Course Syllabi (Independent Study Courses)
- Full-time Faculty Vitas
- Adjunct Faculty Resumes

PART II, STANDARD 3



Diversity and Inclusiveness

Key Points

- Nearly 74 percent of BYU students speak a second language, with 111 languages represented on campus.
- The department launched a “diversity across the curriculum” and hired consultants to conduct multi-day workshops to ensure the process was fully-implemented throughout courses.
- Diversity recruiting initiatives have resulted in sponsorship of campus multi-cultural activities and recruiting trips to eastern urban cities.
- 40 percent of new faculty hires since the last ACEJMC review have been diversity hires.
- Since 2008, of the 32 adjuncts hired to teach, 62.5 percent were women and nearly 19 percent were minorities.
- The department has created off-campus experiences to study domestic diversity in Harlem/New York City and the convergence of international diversity in Auckland, New Zealand .

Overview

BECAUSE THE UNIVERSITY'S sponsoring institution, the Church of Jesus Christ of Latter-day Saints, is a worldwide organization, the philosophy of outreach and inclusiveness is inherent and pervasive. Not only are a significant number of our students and faculty intimately familiar with other cultures both in and out of the national boundaries, they have demonstrated a commitment to the organization's mission of inclusiveness. The international nature of that organization permeates the thinking of its members and, indeed, more than half of its members speak Spanish as their first language rather than English. Since our students have committed their lives to the belief system of this worldwide organization, they inherently embrace and welcome, indeed seek to advance, its diversity.

Because of the unique nature of the sponsoring institution, the department faces unique challenges in creating the kind of diverse environment that prepares our graduates for the worldwide media industries they are entering. We have consistently worked to create experiences for our students that will help them sufficiently prepare. As this self-study shows, we have been vigilant and creative in doing so.

Historically, the department has been in compliance on the diversity standard in each of its site visits except the last one in 2009, where it was found non-compliant on only one of five indicators: recruiting and maintaining women and minority faculty and professional staff. The challenge for the university in recruiting women and minorities has not changed. It is rooted in the uniqueness of the sponsoring institution which requires ecclesiastical clearance and compliance of all faculty. Nevertheless, the department's decades-long focus on enhancing the diversity of the faculty has begun to pay off. The effort begun more than 15 years ago to provide financial support to women and minorities seeking doctoral degrees has yielded two female candidates in recent searches, one of whom was hired in 2013. And we have been able to hire the first African-American faculty member who will join our faculty in the Fall of 2014 as a three-year visiting professor while he accepts our financial support to pursue a master's degree and, hopefully, a Ph.D. Whereas in 2008, 19 percent of our faculty were women, minorities or international faculty, in 2014, fully 32 percent of our faculty fall into those categories. Further, nearly 45 percent of our administrative staff who teach skills courses and mentor students in our labs are women, minorities or of international background.

1. Complete and attach the following tables:

BYU's sponsoring institution is a worldwide church, The Church of Jesus Christ of Latter-day Saints. While we draw primarily from LDS Church members in the United States, we also draw students from around the world. As such, it is difficult to define a specific geographic service area. In fact, although 45 states are represented among communication majors and premajors, fully 80 percent come from the western United States

(35.7 percent from Utah), which is not typical of national ethnic diversity. Complicating the effort to track diversity is the fact that ethnicity is self-reported, and is not tracked of its membership by the sponsoring institution. For this reason, we have included additional relevant statistical information as a comparison.

Table 4: Area Population

	Percentage of population							
	U.S.	Utah	Arizona	California	Colorado	Idaho	Texas	Washington
Black/African American	12.6	1.1	4.1	6.2	4.0	0.6	11.8	3.6
White (non-Hispanic)	63.7	80.4	57.8	40.1	70.0	84.0	45.3	72.5
American Indian/Alaskan native	0.9	1.2	4.6	1.0	1.1	1.4	0.7	1.5
Asian	4.8	2.0	2.8	13.0	2.8	1.2	3.8	7.2
Hispanic/Latino (any race)	16.4	13.0	29.6	37.6	20.7	11.2	37.6	11.2
Native Hawaiian/ Other Pacific Islander	0.2	0.9	0.2	0.4	0.2	0.1	0.1	0.6
Two or more races	2.9	2.7	3.4	4.9	3.4	2.5	2.7	4.7
Other race								
Female	51.2	49.8	50.3	50.3	49.9	49.9	50.4	50.2

	Percentage of students				
	Minority	Female	International	U.S. states represented	Countries represented
All Utah Institutions of Higher Ed	14.9	51.7	2.6	50	171
Brigham Young University	13.3	46.1	3.2	50	105
BYU Department of Communications	18.0	52.3	3.0	45	28

	Number in unit		Number in institution	
		Percent		Percent
Students with a second language	UTD*	UTD	19,472	73.6
Number of languages spoken	UTD	UTD	111	
Lived abroad 18+ months	395	33.7	9,943	31.9
Number of countries lived 18+ months	67		83	

* UTD: Unable to determine

Table 5:
Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.
Use figures from the most recent academic year for which complete data are available.

Academic year 2013 – 2014 Group	Male	Female	% of total in unit	% of total in institution
Black/African American	8	1	0.7	0.5
White	482	531	82.0	83.4
American Indian/Alaskan native	1	3	0.3	0.4
Asian	10	16	2.1	2.0
Hispanic/Latino (any race)	35	46	6.6	5.5
Native Hawaiian/other Pacific Islander	8	3	0.9	0.6
Two or more races	22	19	3.3	3.1
Other race	6	7	1.1	1.2
International students (any race)	16	21	3.0	3.2
Total	588	647	100	100

Table 6:
Faculty Populations:
Full-time Faculty

Academic year 2013 – 2014 Group	Female	% of total Faculty	Male	% of total Faculty
Black/African American				
White	3	13.6%	15	68.2%
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)			1	4.5%
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)			3	13.6%

Table 6:
Full-time
Administrative Staff

Academic year 2013 – 2014 Group	Female	% of total admin staff	Male	% of total admin staff
Black/African American				
White	2	22%	5	55.6%
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)	1	11%		
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)			1	11%

Table 6:
Adjunct Faculty

Academic Year 2013 – 2014 Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	10	27%	24	64.9%
American Indian/Alaskan native				
Asian	2	5.4%		
Hispanic/Latino (any race)	1	2.7%		
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

Table 7:
Full-time Faculty
Recruitment

Academic years:	2011 - 2012	2012 - 2013	2013 - 2014
Openings (searches conducted)	1*	2	3
Total applicants in hiring pool	4	25	26
Females in hiring pool	1	4	5
Female finalists considered	1	4	3
Offers made to females	0	1	0
Offers accepted by females	0	1	0
Minorities in hiring pool	0	0	1
Minority finalists considered	0	0	1
Offers made to minorities	0	0	1
Offers accepted by minorities	0	0	1
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

*One-year visiting professor position

Table 7.1:
Full-time
Administrative Staff
Recruitment

Academic years:	2011 - 2012	2012 - 2013	2013 - 2014
Openings	5	0	1
Total applicants in hiring pool	UTD*		UTD
Females in hiring pool	2		0
Female finalists considered	2		0
Offers made to females	2		0
Offers accepted by females	2		0
Minorities in hiring pool			
Minority finalists considered	1		0
Offers made to minorities	1		0
Offers accepted by minorities	1		0
International candidates in hiring pool	1		0
International candidates considered	1		0
Offers made to international candidates	1		0
Offers accepted by international candidates	1		0

*UTD Unable to determine

Table 8:
Adjunct Faculty
Recruitment

Academic years: ¹	2012-2013	2013 - 2014
Openings	UTD ²	UTD ²
Total applicants in hiring pool	13	24
Females in hiring pool	6	10
Female finalists considered	3	2
Offers made to females	3	1
Offers accepted by females	3	1
Minorities in hiring pool	0	1
Minority finalists considered	0	1
Offers made to minorities	0	0
Offers accepted by minorities	0	0
International faculty in hiring pool	0	0
International faculty considered	0	0
Offers made to international faculty	0	0
Offers accepted by international faculty	0	0

¹ Adjunct faculty were not recruited through an employment process until 2013.

² The department doesn't have a set number of openings for adjuncts, per se. We seek adjuncts to assist in class coverage, and often do not know until just before the semester begins how many adjuncts positions will be open.

2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the underrepresented groups identified by the unit.

As the diversity plan in the appendix and on our department website (<https://cfac.byu.edu/comms/about/diversity/>) indicates, BYU inherently embraces diversity and inclusiveness as part of our religious culture and tradition, and our discipline is particularly sensitive to the strength that comes from diverse environments and working groups. Our current diversity plan is an outgrowth of the university's strategic planning process which is intimately tied to the annual budgeting process. The second goal in the department's strategic plan, which is assessed and updated annually as part of the budgeting process, is to increase the department's diversity efforts to align with the growth of the sponsoring institution, The Church of Jesus Christ of Latter-day Saints. The first objective under this goal is to seek additional opportunities for faculty and students to have meaningful diverse experiences. The second objective seeks to expand opportunities to expose students to diverse backgrounds and thoughts, focusing on diversity across the curriculum. The third objective focuses on recruiting and supporting students of diverse backgrounds and the fourth on continuing to develop potential faculty candidates that enhance departmental diversity.

The diversity plan operationalizes those goals and supporting objectives with specific actions the department will take each year. It is a

continually updated document, initially written in the late 1980s and continually revised and updated since. The last major revision was in 2012, but progress is assessed and new assignments and plans made each year as part of the annual strategic planning and budgeting process.

To assist us in continually moving toward our diversity goals and objectives, we have established a board of advisers who represent a cross-section of alumni and friends of the department to assist with fundraising, mentoring and mentor development, diversity recruiting, alumni relations, internships and job placement. Members of this group have different assignments depending upon their individual talents and connections. Eighteen of the 21 members of this group are women or minorities.

As Tables 4 and 5 above show, the department is actually slightly above the percentage of women, minorities and international students when compared to the rest of the university and when compared to other institutions of higher education in Utah. While these statistics do not indicate underrepresentation of any group, the department is sensitive to a challenge in representation of Hispanics/Latinos. Cosponsoring and participating in annual high school journalism workshops in Las Vegas has provided an opportunity to recruit among minorities, especially Hispanics.

Indeed, we are proactively involved in initiatives to ensure a continuous pool of all categories of minority students. Since the last revision of the diversity plan, we have become even more aggressive in our minority recruiting efforts. Faculty have met with Mormon minority students in Brooklyn and Harlem, New York; Newark, New Jersey; and Detroit and Flint, Michigan, in an effort to entice them to our program and help them prepare for the university's rigorous entrance requirements. We will continue this effort as faculty attend conferences in major cities across the nation in the coming year.



SOAR dinner, 2014

Further, this year we began sponsoring dinners in the SOAR program through BYU's Multicultural Office where each summer we have an opportunity to reach 300 minority students who are eligible for admission to the university. We are constantly looking for opportunities to reach the minority publics eligible to attend the university so we can

..... raise awareness of our programs and attract outstanding recruits.

Because of the uniqueness of the institution, our students are immersed in a culture of diversity. As shown in the information appended to Table 4, 34 percent of our domestic majors and premajors have lived outside the United States for 18 months or more in 67 different countries. In the institution overall, nearly 74 percent of students speak a second language, with 111 languages represented on campus. No other major communications program in the United States even comes close to that kind of cultural experience. Following is a list of countries our students have lived in for 18 months or more (not including international students):

Albania	1	Finland	1	Philippines	23
Austria	2	France	14	Poland	3
Argentina	27	Germany	5	Portugal	8
Armenia	2	Guatemala	6	Puerto Rico	5
Australia	4	Honduras	4	Russia	5
Baltic States	6	Hungary	4	Samoa	1
Belgium	1	India	1	Singapore	4
Bolivia	4	Indonesia	1	Slovakia	2
Brazil	47	Ireland	1	Slovenia/Croatia	1
Bulgaria	1	Italy	10	Scotland	1
Canada	23	Jamaica	1	South Africa	2
Cape Verde	1	Japan	15	Spain	4
Chile	24	Kenya	1	Sweden	1
Colombia	1	Korea	5	Switzerland	1
Congo	2	Madagascar	3	Taiwan	3
Costa Rica	2	Mexico	32	Uganda	1
Czech Rep.	3	Micronesia	3	Ukraine	9
Denmark	2	Netherlands	1	Uruguay	6
Dominican Republic	6	New Zealand	6	West Indies	4
Ecuador	6	Nicaragua	1	Zambia	1
El Salvador	3	Panama	1		
England	7	Paraguay	4	Total	395 students
Fiji	3	Peru	4		67 countries

3. Describe how the unit assesses its progress toward achieving the plan's objectives.

As indicated above, we assess our progress towards diversity goals and objectives as part of the annual strategic planning and budgeting process. Since our diversity plan operationalizes the diversity goal in our strategic plan, we are accountable annually to detail progress and future plans. Further, as initiatives are implemented, we keep track of our progress. We follow-up with faculty and local leaders after recruiting trips, we reinforce our efforts and assess our progress every time we post a full-time faculty or adjunct position. Diversity isn't just an on-the-shelf plan that we dust off occasionally to see if we are making progress; it is a daily consideration in everything we do, from enhancing our curriculum

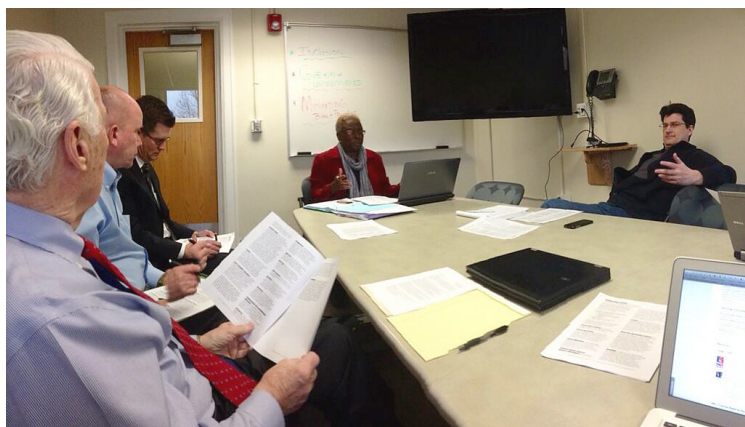
and classroom environments to recruiting a diverse faculty and student population. In that kind of environment, assessment of our success is ongoing.

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

Diversity across the curriculum has been an important focus of the department's strategic plan as well as its diversity plan. While diversity in all of our courses has been the subject of concerted effort for years, the last few years have seen our curricular efforts in diversity expand into less conventional realms.

Of course, we are vigilant in assuring that all faculty include some discussion, reading or learning activity related to diversity in each class (course syllabi available in the site visit team's workroom). We have been successful in doing so in all but the advertising and public relations research courses which are dependent upon problems specifically identified by clients which don't always include

issues of diversity. To go beyond the typical curricular efforts, in the past 12 months we have hosted diversity expert Lillian Dunlap (Communication Research Enterprises) and Professor Paul Mitchell of University of Nevada Reno to provide workshops and training for our faculty in new ideas and methods to integrate diversity into curriculum. Ms. Dunlap visited on two occasions and specifically helped with:



Lillian Dunlap meeting with members of the Journalism faculty.
.....

- Creating a philosophical base for teaching diversity that is grounded in the foundational principles of American journalism and mass communication.
- Ideas for handling the explosive issues of race and diversity in a way that taps into the students' curiosity and passion.
- Real-world examples from professors who put the teaching of diversity into action.

Professor Mitchell is recruiting and retention coordinator in the Reynolds School at UNR. He is a former reporter and editor of the *Philadelphia Tribune*, the oldest continually-published African-American newspaper. He was extremely helpful with case studies and examples to use in implementing diversity across the curriculum.

Diversity in our classes has routinely been enhanced by guests and speakers both at the department level and in individual classes. Examples of those speakers are provided in the last point of this standard.

Other curricular efforts in diversity include the International Media Studies Abroad curriculum discussed under point five and the newly developed Harlem/New York experience which will be pioneered

this year in conjunction with our annual New York Internship program. This program will include a field study of communications issues in the city, such as the tensions and intersection between the gentrification of Harlem and the “Keep Black Harlem” movement. The specific purpose of this program is to enhance student understanding of diversity within the U.S. population.

We have also made a conscientious effort to increase international and multicultural activities in the practice labs. In the past year, *The Universe* published 137 stories relating to diversity. *ElevenNews* has also been diligent in covering issues of diversity, and both the AdLab and Bradley Public Relations Lab give preference to clients with projects addressing minority audiences.

All of these efforts are enhanced by our faculty’s research and publication on topics of diversity, culture and global communications issues. A list of those publications are provided under the next point. The impressive interest and activity of our faculty in these issues and topics ensures the integration of diverse ideas and issues of diversity throughout our curriculum, not because it is required, but because it is a passion. Such passion on the part of our faculty underscores the department’s and university’s inherent orientation to embracing diversity in thought and culture.

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

The department has several courses specifically addressing global media systems and communication issues as part of a focus on international media studies. The syllabi for the following electives will be available in the site visit team’s workroom. All are designed to enhance appreciation for global society:

- Comms 381 International Media Systems
- Comms 382 Issues in Global Communications
- Comms 395R International Media Studies Abroad
- Comms 482 Media and World Religions

Of course other courses in the curriculum also address global issues as all of the communications disciplines are, in reality, operating in a global environment. But the above courses are solely focused on such issues and are always fully enrolled. International Media Studies Abroad is a course designed for students who are travelling with a faculty member in an international experience, like that being planned for New Zealand in Winter semester 2016. This semester-long study abroad based in Auckland is designed for all emphases and will focus on developing communication skills in a diverse cultural context by participating in field projects and curriculum addressing social, cultural and political issues that affect the Maori, Samoan and Asian populations of New Zealand. The goal of this program, and of all our international studies abroad programs of the past and planned for the future, is to increase our students’

opportunities to experience and appreciate diversity and multiculturalism on a global scale.

Enhancing the ability of our faculty to deliver curriculum focused on communication in a global society is their research and publication on issues of culture, diversity and global communication. Examples of faculty productivity in these areas since the last accreditation review include:

- Adams, E.E. Scripps Howard's efforts to avoid war with Japan, 1924 – 1941. Annual Convention of the American Journalism Historians Association, Tucson, Arizona, October 7, 2010.
- Baker, S. and Mott, E. "Memories of Home: Stories and Poems by British, Swedish, and Danish Mormon Emigrants in the 19th Century Mormon Periodical *The Young Woman's Journal* (1889 – 1900)." British Association for the Study of Religion (BASR), Bangor, Wales, UK, October 8, 2009.
- Brubaker, P. J., Curtis, M., Gillespie, I., & Mower, J. (2014, March 8). *Global Brands and Message Content: The Use of Images in Social Media*. Presented at the 17th annual International Public Relations Research conference in Miami, FL.
- Callahan, C., & Wakefield, R. (2012). *The oral vs. print conundrum: How U.S. cultural perspectives affect global relations*. Paper presented at the 41st annual meeting of the Society for Cross Cultural Research, Las Vegas, Nevada. February 22 – 25, 2012.
- Callahan, C. (2012). Technoculture, perspectivity, and the integration of consciousness. In C. Callahan (Ed.), *Comparative cultures and civilizations* (vol. 3). Hampton Press.
- Callahan, C., & Hess, J. (2012). Experiences of deculturation among United States Peace Corps volunteers. *Journal of International Communication*, 18(1), 49-62.
- Callahan, C. (2011). Negotiating Adaptation: Perceptions of Culture and Communication among Cultural Sojourners. *Communication, Culture, and Critique*, 4(3), 314 – 332.
- Callahan, C. (2010). Going home: Deculturation experiences in cultural reentry. *Intercultural Communication*, 22: <http://www.immi.se/intercultural/>
- Callahan, C. (2008). History, science, and the lessons of cultural contact. *Explorations in Media Ecology*, vol. 7 (2), 111 – 126.
- Kramer, E., Callahan, C., & Zuckerman, D. (2012). *Intercultural communication and global integration*. Dubuque, Iowa: Kendall Hunt.
- Callahan, C. (2012, Editor). *Comparative Cultures and Civilizations — Volume II. A collection of culture and consciousness*. New York: Hampton Press.
- Callahan, C., & Burnett, K. (2011). *Perceptions of culture by intercultural communication scholars: A Meta-analysis*. Paper presented at

- the National Communication Association annual convention, New Orleans, Louisiana. November 17 – 20, 2011.
- Callahan, C. (2011). *Using Q-methodology in cultural adaptation research*. Paper presented at the Q-Conference annual convention. September 7 – 10, 2011.
 - Boyle, K. and Campbell, J. (2014). “Artemus Ward: The Forgotten Influence of the ‘Genial Showman’s’ Mormon Lecture on British Public Opinion and the LDS Church.” Mormon History Association Conference, San Antonio, Texas, June 2014.
 - Carter, E. “Actual Malice in the Inter-American Court of Human Rights,” *Communication Law & Policy*, vol. 18 (2013: 395 – 423).
 - Carter, E. “‘Entered at Stationers’ Hall’: The British Copyright Registrations for the Book of Mormon in 1841 and the Doctrine and Covenants in 1845,” *BYU Studies*, vol. 50, no. 2 (2011): 71 – 94.
 - Carter, E. “Argentina’s Right to Be Forgotten,” *Emory International Law Review*, vol. 27, no. 1 (2013): 23 – 39.
 - Carter, E. “Harmonization of Copyright Law in Response to Technological Change: Lessons From Europe About Fair Use and Free Expression,” *La Verne Law Review*, vol. 30, issue 2 (2009): 312 – 345.
 - Carter, E. “Technology Transfer and Intellectual Property in Developing Countries: Does the Invisible Hand Really Work?” Congreso de las Américas II. Mexico City, Mexico. October 11, 2008.
 - Carter, E. “Balancing the Interests of Consumers, Competitors and the Public: Use in the ‘Trade Mark Sense’ After the 1994 UK Trade Marks Act,” Congreso de las Américas II. Mexico City, Mexico. October 9, 2008.
 - Carter, E., Kemper, K. and Phillips, J. “Government Speech in Ireland, Australia and the U.S.A.,” Law and Policy Division of the International Communication Association. Montreal, Canada. May 24, 2008. (Acceptance rate 45 percent).
 - Carter, E., “‘Entered at Stationers’ Hall’: The 1841 British Copyright of the Book of Mormon,” Mormon Media Studies Symposium. Provo, Utah. November 12, 2010.
 - Carter, E. “Balancing Interests in Copyright Law: Judicial Applications of the United Kingdom’s Public Interest Defense.” Utah Communication Association. Cedar City, Utah. March 7, 2008.
 - Cutri, C. *Hanging Five*. Documentary. Official Selection 2010 Ombak Bali International Surf Film Festival, 2010 Hawaii Surf Film Festival — Doris Duke Theatre, 2010 Yallingup Australia Surf Film Festival, 2009 New York Surf Film Festival. Presented 2009 at North American Society for the Sociology of Sport Conference, Ottawa, Canada.
 - Hughes, J. (2010). *Islamic Extremism and the War of Ideas: Lessons From Indonesia*, Hoover Institution Press.
 - Johnson, J.L., & Callahan, C. (2014-in press). *Minority cultures*

- and social media: Magnifying Garifuna. *Journal of Intercultural Communication*.
- Johnson, J.L. (2012). Social media: Helping strengthen Garifuna language and culture, International Communication Association, Phoenix, AZ.
 - Johnson, J.L. (2010). "Local programming trends in Chile: Does programming meet audience demands?" Second place, Top Papers, International Division, Broadcast Education Association.
 - Johnson, J.L. (2010). "Strategic positioning: UNESCO's use of argumentation to encourage a U.S. return to membership," published in Georgia State University's online dissertation database.
 - Johnson, J.L. & Peterson, B. (2012). "A Story About the Garifuna." Long-form journalism piece aired on BYUTV International, simulcast in Spanish, English and Portuguese.
 - Johnson, J.L., Marvez, R., West, A., & Giron, A. (2009). "The Flavour of Chile." Long-form journalism piece. Honorable Mention in the short documentary category at BEA (2010) and aired on BYUTV as a part of the program *BYU Weekly*.
 - Plowman, K.D. (2011). "Strategic Communication for Multi-National Forces in Iraq: Development of Four STRATCOM Plans. *Proceedings*, 14th International Public Relations Research Conference, South Miami, Florida. 689 – 706. Koichi Yamamura International Strategic Communication Award.
 - Wakefield, R.I., Plowman, K.D., & Curry, A. (2012). Institutionalizing Public Relations: An International Multiple-Case Study. *Journal of Public Relations Research*. (In press).
 - Wakefield, R.I. "'World-Class' Public Relations One Decade Later: Does the Model Still Apply?" Refereed for *Public Relations Journal*, Vol. 5, No. 3, 2011. Retrieved from <http://www.prsa.org/Intelligence/PRJournal/Documents/2011Wakefield.pdf>
 - Wakefield, R. I., "Public Relations Contingencies in a Globalized World Where Even 'Glocalization' is not Sufficient." Refereed publication in *Public Relations Journal*, Vol. 3, No. 4, Fall 2009 (online edition).
 - Wakefield, R.I., "Theory of International Public Relations, the Internet, and Activism: A Personal Reflection." Refereed article in *Journal of Public Relations Research*, edited by L. Aldoory. Philadelphia: Routledge, Taylor & Francis Group, Vol. 20, No. 1, 2008, pp. 138 – 157.
 - Wakefield, R.I., "Managing Global Public Relations," Invited chapter in *Public Relations: A Managerial Perspective*, edited by Danny Moss and Barbara DeSanto. London: Sage Publications, 2011, pp. 467 – 485.
 - Wakefield, R. I., "Critiquing the Generic/Specific Public Relations Theory: The Need to Close the Transnational Knowledge Gap." Invited chapter in *Public Relations in Global Cultural Contexts: Multi-paradigmatic Perspectives*, edited by Nilanjana Bardhan and C. Kay Weaver. New York: Taylor and Francis, 2011, pp. 167 – 194.

- Wakefield, R. I., “Why Culture is Still Essential in Discussions about Global Public Relations.” Invited chapter in *Handbook of Public Relations* (2nd ed.), edited by Robert L. Heath. Thousand Oaks, CA: Sage, 2010, pp. 659 – 670.
- Wakefield, R.I., Plowman, K.D., and Pereira, H., “Cultural Dissonance in Transnational Public Relations Programs: A Study of How Host Culture Practitioners Respond When Their Innate Cultural Values Differ from Their Transnational Corporation’s Values.” Paper presented at 19th Annual BledCom International Public Relations Research Conference, July 5 – 6, 2012, Lake Bled, Slovenia.
- Wakefield, R.I., “Desperately Seeking Susan — and Santana, Sohna, or Seiichi: Are U.S. Universities Adequately Preparing Public Relations Graduates to Practice Globally? Paper presented at 15th Annual International Public Relations Research Conference, Miami, Florida, March 7 – 10, 2012.
- Wakefield, R. I., “Delphi Study Replication Indicates Changes, Similarities in the International Public Relations Environment in the Past Decade.” Presentation at 12th Annual International Public Relations Research Conference sponsored by the Institute for Public Relations, 2009, March 11 – 15, Coral Gables, Florida.
- Walz, R. (2013). *Guarding the Bamboo Forest*. 37-minute documentary premiered in Harold B. Lee Library Film Series and selected for the LDS Film Festival.
- Wilson, L. and Al-Muhanna, I. “The Political Economy of Information: The Impact of Transborder Data Flows,” *Journal of Peace Research*, Vol. 22, No. 4 (1985): 289 – 301. Republished in 2012 by Sage Communications in Daya K. Thussu, editor, *International Communication*, as part of the SAGE Benchmarks in Communication series.

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

BYU and the department are committed to fostering an environment that supports and encourages contributions of all individuals, regardless of differences. All syllabi categorically state that discrimination or harassment of any kind will not be tolerated and they provide contact information for department leadership and university offices for reporting any incidents of harassment or discrimination. Further, the department accommodates those with disabilities, stipulating only that they must be on record with the University Accessibility Office for official excuse or the specific accommodation expected. Since we are a deadline driven profession, we have been granted an exception from that office not to make accommodation for students with learning disabilities that require they be given extra time on assignments. It is recommended that such students seek education that prepares them for professions that do not demand they meet media deadlines.

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

As mentioned earlier, the department has taken advantage of opportunities to make its programs known to organizations that have influence among women and within minority communities. We recently sponsored a session at the National Federation of Press Women (2013). We have become regular cosponsors and participants in a high school journalism workshop in Las Vegas, Nevada. This summer we are sponsoring three dinners for the on-campus SOAR program hosted by the Multicultural Office where we will reach 300 minority Mormon high school students with academic performance that makes them eligible for admission to the university. We have sent faculty to Brooklyn and Harlem, New York; Newark, New Jersey; and Detroit and Flint, Michigan on recruiting trips.

We offer generous scholarships to support all students, and several that single out women and minority students for awards, including the Development Board's two \$2500 minority scholarships annually, the Peggy Hughes and the Nancy Rooker Richards scholarships for women and other scholarships that give preference to women and minority applicants. We support and encourage our students to enter contests that provide awards to women and minorities and they have been quite successful in those contests. For the last two years, six of our advertising students have been AAF minority award winners — three each year. Some of our broadcast students have been among the Gracie award winners for documentary work. BYU students are the most numerous recipients of these awards in recent years.

Awards such as these are reflective of strong mentoring of our faculty for women and minority students. In fact, all students receive this same kind of quality mentoring from the full-time faculty and in the practice labs from faculty and administrative lab staff. Efforts such as these are partially responsible for the department's comparatively higher percentage of women, minorities and international students, and for exceptionally high retention/graduation rates as reflected below.

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

Because of the university's already rigorous admission requirements, the student pool from which our majors are selected is already exceptional. The additional requirements of this limited enrollment program are not designed to be more rigorous than the university's requirements, but rather to determine a student's preparation and passion for the discipline of communication and its professions. The admission requirements are acceptable performance in prerequisite introductory courses and a basic university writing course. Some of the emphases also require a portfolio or admissions case study, and a personal interview. These standards are not more rigorous than the university requirements, but do emphasize the particular skills and aptitudes necessary for pursuing a degree and career in communications. Nothing within these requirements inherently disadvantages women or minorities who have already met the

university's requirements. The only group potentially disadvantaged may be international students who do not have the same language mastery as native English-speakers. Nevertheless, international students are required to meet a basic TOEFL standard prior to university admission, and the faculty in the department are sympathetic to and patient with their sometimes lesser command of English writing.

Regardless of the admission requirements, each student is considered on a case-by-case basis and exceptions are made as warranted, including for circumstances that may have disadvantaged any individual in meeting the admission standards. Because emphases faculty meet together to discuss each applicant and make decisions on admission to the emphasis, students under consideration are all known by at least one of the faculty members, having taken the prerequisite introductory course from a member of the emphasis faculty.

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

No special department program exists specifically to mentor or retain minority students. Minority students do have access to the resources of the university's Multicultural Office, and they have opportunities to compete for all department scholarships, some of which are designated for minority students. The department's mentoring programs are extended equally to all students, as is quality advising. The department's retention and graduation rates attest that the efforts we expend on behalf of all students are sufficient to support the success of women and minorities.

As indicated on the department's website under public accountability, the six-year graduation rate for students admitted in 2008-2009 (the latest year for which the six-year data is available) is 90 percent. Since many of our students serve two-year missions during their time at the university, the six-year graduation period is considered the most typical comparative to other universities' four-year graduation. Nine out of 10 of our majors graduate in six years, a time period comparable to four years at other universities.

The retention rates measure students still enrolled in the major the year following their admission. Retention for 2008-2009 is 97 percent, for 2009-2010 it is 96 percent, for 2010-2011 it is 97 percent and for 2011-2012 it is 97 percent. Given these numbers, the department's retention and graduation rates reflect that our efforts to support, teach and mentor all of our students are successful.

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



Othello Richards
.....



Pamela Brubaker
.....

We are committed to diversity throughout the department, in spite of unique challenges in providing that environment within the structure and policies of our sponsoring institution. Although the Church of Jesus Christ of Latter-day Saints is a worldwide church, Brigham Young University has often been referred to by the LDS Church Commissioner of Education as a domestic institution. Only three percent of our students are from outside the United States, and the majority of our students come from states in the Intermountain West (See Tables 4 and 5). Moreover, the membership of the sponsoring institution in these geographic areas is largely Caucasian. While the LDS Church encourages women to get college educations, most women choose family over advanced degrees, and certainly few pursue Ph.D.s. Recruiting women and minorities as faculty is truly a challenge.

Beginning in Fall 2014, Othello Richards is joining the faculty on a three-year appointment as a visiting instructor. With the previously severely limited availability of eligible minority candidates, Mr. Richards is the first African-American faculty member to be hired by our department. He is a 2003 graduate of the department with 11 years of experience in the field. While at BYU he will pursue a master's degree, and we will encourage him and offer financial support for him to pursue a Ph.D. to ensure his eligibility for a future hiring pool.

These actions are consistent with the "grow your own" philosophy the department developed several years ago that has begun to bear fruit. For the past several years, the department has encouraged women and minorities to pursue Ph.D.s and provided varying degrees of financial support depending upon their need. Recently hired Assistant Professor Pamela Brubaker (2013) is the first of those financially-supported candidates to join our faculty. At the end of Mr. Richards' three-year appointment, we expect that at least two additional female candidates that have received the department's financial support for doctoral work will have completed their Ph.D.s and will be included in the hiring pool for a tenure-track position. The department is determined not to hire for this position until there is a diverse pool. The department has tried to be especially attentive to diversity in its hiring as evidenced by the fact that 40 percent of new faculty hires since the last review have been diversity hires (see Table 7).

As shown in Table 6, in the 2013-2014 academic year, 13.6 percent of the faculty was women, 4.5 percent was minority, 13.6 percent was international and the remainder (68.2 percent) was Caucasian male. In Fall semester 2014, nine percent of the faculty is female, nine percent are minorities, 13.6 percent is international and 68.2 percent is Caucasian male. With 32 percent of our full-time faculty women, minorities or of international background, we have significantly improved since the last accreditation visit when only 19 percent of our faculty were women or minorities.

Supplementing our faculty are our full-time administrative staff who are teachers, mentors and directors of the student labs. As seen in Table 6, three of the nine administrative staff are women (33 percent), one is an Hispanic woman (11 percent), and one is international (11 percent). Nearly 45 percent of our full-time administrative staff are women, minorities or international. Table 7.1 illustrates the department's efforts in recruiting full-time administrative lab staff.

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

All faculty and staff are equally and uniquely valued as crucial teachers and mentors. New faculty receive tremendous support from the university and college through the 18-month-long new faculty seminar, a faculty mentoring program and the financial support for research and course development. Further, course reductions are provided faculty to help them get their research agendas on track for their first rank and status (promotion and tenure) review at the third year. Faculty and administrative staff alike have access to generous funding for professional development, conferences and other activities that enhance their currency and ability to succeed in their assigned roles. And the department has been attentive to needed equipment and facilities upgrades to ensure the latest and best technological learning environments and the availability to employees of the technology and facilities they personally need to succeed, such as computer upgrades and the iPad Minis mentioned in Standard 2. The vast amounts spent on equipment and facilities upgrades detailed in Standard 7 are evidence of the department's determination that faculty and administrative lab staff will all have everything they need to excel and ensure that our students excel.

The department's collegial environment and the sincere concern of all employees for their colleagues results in sensitivity to unique needs and circumstances. Faculty and staff quickly respond with offers to cover classes or assist with responsibilities as life emergencies or professional responsibilities begin to overwhelm. The rank and status committee is particularly solicitous of faculty approaching rank and status milestones, offering assistance and portfolio and teaching review beginning 18 months before the deadline for submission. The meticulous review of files and suggestions for improvements over the years have helped many faculty better make their case for tenure, and the annual reviews of that committee provide honest and constructive feedback for improvement and progression in the rank and status process. The faculty and administrative staff work well together, supporting one another in teaching and mentoring and reinforcing in the labs what is taught in the classroom.

Among faculty who have not been successful in the rank and status process, you still find a record of continual annual review and counsel, as well as consistent financial and personal support for workshops and other resources designed to help them overcome those problems that

eventually led to their failure to gain tenure.

Department leadership is attentive to the needs and welfare of faculty, administrative lab staff and department staff and, as evidenced by the philosophy of management by “walking around,” is quick to recognize needs and work with faculty and staff to help them succeed. With the unique hiring challenges of this institution, the department simply cannot afford to neglect the talented faculty and staff it employs. They are simply too difficult to replace. Truthfully, no distinction is made among faculty for difference; all faculty receive the same caring support that enables them to succeed.

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

Table 8 has been not relevant to our hiring process for adjuncts until this past year. In 2013-2014, the university changed its policy and now requires all positions be posted. Prior to that time, when we needed a part-time instructor to cover a section of a course, we drew him/her from our local area alumni and professionals with whom our faculty have worked over the years. Now we post the position, screen applications and conduct interviews to get a broader pool of potential adjuncts, but the pool is still largely composed of local area alumni and professionals.

In the hiring process, we actively seek women and minorities to enhance the experience of our students and their exposure to diverse role models. Because of the nature of the life responsibilities of professional women, many of whom are also raising children, we are not always able to find women willing to take on additional responsibility. Nevertheless, we have met with some success and are usually able to staff many of our evening courses with diverse professionals. In fact since 2008, of 32 adjuncts hired to teach, 62.5 percent were women and nearly 19 percent were minorities, as listed below:

Cathy Chamberlain	Stacy Kratz
Bill Christensen	Jane Madsen
Norma Collett	Carol Mikita
Holly Cox	Lisa Morrise
Tracie Cudworth	Hailey Peterson
Marguerite Driessen	Hunter Sebresos
Jenille Fairbanks	Daniel Souza
Emily Halleck	Erin Steward
Lori Huntington	Lisa Swenson
Caitlin Justiniano	Linda Tobler
Jordan Karpowitz	Ruth Todd
Michelle King	

As reflected in Table 3, 37.3 percent of our course sections taught by adjuncts in 2013-2014 were taught by women, minorities or international individuals. If you include as part of those adjuncts the administrative staff listed on Table 3, 47.5 percent of those sections were taught

by women, minorities or those with international backgrounds, whose names follow:

Bill Christensen	Michelle King
Norma Collett	Jane Madsen
Tracie Cudworth	Carrie Moore
Maureen Elinzano	Rachel Nielsen
Kim Farah	Lisa Swenson
Emily Haleck	Laura Thomas
Lincoln Hubbard	Karene Torgerson
Jordan Karpowitz	Susan Tuckett

13. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.

The department routinely hosts guests from across the country and around the world in an effort to broaden perspectives and expose students to diverse ideas and people. International guests in the past few years have included Globo TV Brazil executive Raphael Vandystadt and JV Rufino from the Philippines. Our international media studies program routinely hosts German journalists in cooperation with the RIAS program and Korean television and print journalists.

While Lillian Dunlap and Paul Mitchell visited our department in the past year primarily to assist faculty in discovering new ways to infuse diverse ideas and methods into their teaching, we took advantage of the opportunity to have them interact with students as well. They are examples of the kinds of academics and professionals we endeavor to host. We have hosted Freedom Rider Joan Trumpauer and public relations professor and diversity specialist Rochelle Tillary, formerly of Howard University and now at the University of Maryland.

Our own African-American broadcast journalism graduate, Nkyo Iamba is a frequent guest speaker and mentor. Other alumni hosted include Art Rascon, former president of NAHJ, who was an honored alumnus during our college homecoming celebration and Vai Sikahema, inducted this year into the Broadcast Pioneers Hall of Fame.

We are also pleased to have been able to re-establish our diversity exchange program, this year with Morgan State University. Broadcast journalism professor, Pia Jordan, came for a week to teach and mentor our students while our advertising professor, Doug McKinlay, travelled to Morgan State to work with advertising students.

Visitors like those mentioned above are typically invited to present to all students in the department either in the Brimhall atrium or in a larger venue. More frequently, faculty themselves invite and host guests in their individual classes. Most faculty are cognizant of the benefits of hosting professionals and alumni in their classes, many of whom are women. For example, Ally Isom, chief of staff and spokesperson for Utah's governor and Linda Walton, APR, Fellow PRSA and owner of a local public relations firm both presented in public relations classes.

Three of our female graduates, two in agencies and one at UDOT showed public relations students a couple of years ago how they collaborated on the award-winning I-15 corridor awareness project.

We have also continued our traditional annual mentors' day, organized by our internship office, at which alumni from around the state return to mentor students by reviewing resumes and portfolios and providing career advice. We make a concerted effort to ensure women and minority alumni are well-represented among those mentors each year.

The names of some of the women and minorities hosted by the department as speakers or mentors, or invited to present in classes in the past three years follow.

2011

Helen Anderson	Communications Director, Provo City
Heather Barnum	Richter7
Noelle Bates	CEO, First & Girl
Elisabeth Bumiller	Correspondent, New York Times
Kim Burningham	Chair of Utahns for Ethical Government
Aubrey Cichelli	Director of PR and Marketing, Children's Miracle Network
Tracy Crowell	President, Crowell
Belle Franks	Head Planner, Young and Rubican
Diamond Leung	Multimedia Journalist, ESPN.com
Adrienne Martin	Senior Planner, Young and Rubican
Carole Mikita	Anchor, KSL
Liz Olsen	Ogilvy & Mather
Rebecca Olsen	Social Media Manager, Shirley J.
David Perez	Leo Burnett
Erika Potter	Epic Marketing
Jane Putnum	Penna Powers Brian and Haynes
Lauren Ranke	Weiden and Kennedy
Susan Richards	Communications Consultant
Yanira Rodriguez	Crispin Porter & Bogusky
Sheri Silverman	Leo Burnett
Ahmed Takroni	Saudi Arabia
Joseph Tateoka	Ruder Finn
Becky Wickstrom	UDOT
Annie Wong	UDOT

2012

Malcolm Adcock	LDS Public Affairs, UK
Shurouq Alkhatib	Dentist and Homemaker
Talaat Al-Shuqairat	Central Utah Clinic
Jenn Cook	Crispin Porter & Bogusky

2013

Ahmad Corbitt	LDS Public Affairs, NYC
Elise Davis	Ogilvy & Mather
Amy Gajda	Tulane Law School
Elizabeth Miller	Breezewood Construction
Brad Muramoto	Creative Director, Game Gear
Luis Najer	Mexican Journalist
Jennifer Novak	DDB
Pauline Ploquin	COO, Struck
Brooke Roney	Former CEO, NuSkin
Pablo Scotellaro	Executive President, Certal – Uruguay
Gabriele Sirtle	LDS Public Affairs, Germany
Marianne Swallie	Ernst and Young
Daniela Wawra	German Communications Scholar
Elyssa Andrus	Freelance journalist
Ali Babcock	Former News Manager, Chiat-Day
Jeni Baird	Singular Humanitarian Experience
Heather Barnum	Senior PR Manager, HDR Engineering
Cali Carlin	Bloomberg Television
Jennifer Dahl-Lewis	News Director, KUTV, Salt Lake
Lillian Dunlap	Diversity Specialist
Kelsey Eagar	Fox News Producer
Beth Grimmett	Producer, KSL
Janalee Hallmark	Owner, “Love, Mom”
Janelle Hansen	Assignment Editor, KSL TV
Sara Israelsen Hartley	Reporter, Deseret News
Ally Isom	Utah Governor’s Spokesperson and Chief of Staff
Nkoyo Iyamba	Anchor/Reporter, KSL
Jennifer Jordan	Documentary Producer
Jennifer Manfre	Southern California Edison
Paul Mitchell	University of Nevada-Reno
Janie Penfield	BYU Associate Athletic Director
Art Rascon	Anchor, KTRK Houston
Cara Reschke	HUGE, NYC
Susan Richards	Symantec
JV Rufino	Philippine Journalist
Victor Sipos	Utah Litigation Center
Jennifer Stagg	Blogger
Lindsay Storrs	Meteorologist, KUTV

Barbara Tajada	Mighty Recruiting
Rochelle Tillary	Howard University
Jared Todacheenie	Actor
Joan Trumpauer	Freedom Rider
Raphael Vandystadt	Globo TV Brazil
Brooke Walker	Studio 5 Host/KSL News Reporter

APPENDIX ATTACHMENTS

- Department Diversity Plan

DOCUMENTS AVAILABLE IN THE WORKROOM

- International Course Syllabi
- All Course Syllabi

PART II, STANDARD 4



Full-time and Part-time Faculty

Key Points

- BYU considers itself a teaching university with a strong research mission. The aims of a BYU education elucidate the emphasis placed on excellent teaching.
- The department maintains a balance between professional (23 percent) and scholarly/creative (77 percent) faculty that actually exceeds the university standard of no more than 10 percent in the professional track.
- Beginning in the summer in 2011, BYU undertook a reorganization of the mass media labs to upgrade, update and restructure to correlate better with a rapidly changing industry.
- In the last three years, an average of 20 percent of our courses were taught by adjuncts.
- Every course is evaluated by students every semester with a standardized university instrument administered online.

Overview

WHILE THE LAST self-study period saw significant numbers of retirements and hires, this self-study period has been more settled as the faculty has stabilized and unified. Although three of our valued leaders accepted career opportunities at other universities, a senior faculty member has retired and two faculty did not receive candidacy for continuing faculty status (tenure), the department has taken the departures in stride and hired outstanding candidates to fill the vacancies. The faculty remains solid and unified and the department values a balance between the research and scholarship of an outstanding university educational program and the professional orientation necessary in our particular discipline. We have recruited faculty who represent not only both sides of the balance, but whose experience individually evidences a belief in that crucial balance.

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

Of the 21 full-time faculty in Winter 2014, five were full professors, 12 were associate professors (five of whom are professional track) and four were assistant professors (see Table 2). (In Fall of 2014 there are six full professors, 12 associate professors, four assistant professors and one visiting instructor.) With the exception of the three-year visiting instructor, all faculty positions are tenure-track, 17 in research/creative track positions and five in professional track positions. The department maintains a balance between professional (23 percent) and scholarly/creative (77 percent) faculty that actually exceeds the university standard of no more than 10 percent in the professional track. We require a terminal degree in the research/creative track (Ph.D., MFA or J.D.). Further, professional experience among our scholarly faculty is desirable, and the 17 faculty in that track have an aggregate of 128 years of full-time professional experience, ranging from no full-time professional experience to 37 years, and an average of 7.5 years each.

Table 2: Full-Time Faculty

Winter Semester 2014	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest degree earned	Tenured Y/N	Teaching load ¹	Percentage of time		
UNIT ADMINISTRATOR										
Ed Adams	6	21	15	10	Ph.D.	Y	1/1/0	15	15	70
PROFESSORS										
Sherry Baker	6	18	18	3	Ph.D.	Y	3/3/2	45	35	20
John Hughes	37	12	23 ²	23	Hon Ph.D.	Y	3/3/2	45	35	20
Tom Robinson	3	18	11	3	Ph.D.	Y	3/3/2	45	35	20
Steve Thomsen	3	26	18	9	Ph.D.	Y	3/2/2 ³	35	35	30

	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest degree earned	Tenured Y/N	Teaching load ¹	Percentage of time		
								Teaching	Research	Service
ASSOCIATE PROFESSORS										
Mark Callister	0	19	9	3	Ph.D.	Y	2/2/0 ³	25	35	40
Ed Carter	5	10	10	4	JD	Y	1/1/0 ³	15	15	70
Dale Cressman	8	22	14	5	Ph.D.	Y	2/2/0 ³	25	35	40
Chris Cutri	3	11	11	3	MFA	Y	3/3/2	45	35	20
Ken Plowman	10	20	12	12	Ph.D.	Y	3/3/2	45	35	20
Quint Randle	16	14	14	5	Ph.D.	Y	3/3/2	45	35	20
Rob Wakefield	21	8	8	8	Ph.D.	Y	3/3/2	45	35	20

ASSISTANT PROFESSORS

Pamela Brubaker	5	1	1	1	Ph.D.	N	2/2/0 ⁴	30	60	10
Clark Callahan	0	13	6	6	Ph.D.	N	3/3/2	45	35	20
John Davies	0	10	6	6	Ph.D.	N	2/3/2 ³	35	35	30
Jared Johnson	5	14	6	4	Ph.D.	N	3/3/2	45	35	20

	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest degree earned	Tenured Y/N	Teaching load ⁵	% of time		Service
								Teaching		
ASSOCIATE TEACHING PROFESSORS										
Joel Campbell	15	12	12	6	MS	Y	4/4/2	80		20
Kevin Kelly	27	10	10	8	BA	Y	4/4/2	80		20
Doug McKinlay	27	15	15	15	MA	Y	4/4/2	80		20
Joseph Ogden	18	1	1	1	MBA	N	3/3/2 ⁴	80		20
Robert Walz	19	13	13	6	BA	Y	4/4/2	80		20

¹ Standard load for research track is 3/3/2.

² 11 years leave as editor of the *Deseret News*.

³ Course reduction for administrative assignment.

⁴ Course reduction for research/special project.

⁵ Standard load for professional track is 4/4/2.

The department makes an effort to recruit faculty with doctorates from outstanding JMC programs at the most reputable institutions such as Ohio University, Alabama, Georgia, Arizona, Maryland, Oklahoma, Florida, Penn State and Michigan State. We believe recruiting faculty from many diverse programs fosters an environment of diverse thinking and exchange of ideas. Further, most of our faculty have taught at other institutions as well, on full-time faculty appointments or while pursuing their doctoral degrees. These academic pedigrees and experience have helped the department continue to produce unprecedented research as detailed in Standard Five.

In the professional track, a master's degree is desired, but not required, as the focus is on significant professional experience. Our professional track faculty include a Clio-award winning director of an advertising agency with 27 years of experience, a former senior partner of Ogilvy and Mather, a communications and management consultant with 18 years of experience advising CEOs, a newspaper editor and reporter who is a national FOIA expert, and an award-winning broadcaster with 19 years of experience. These faculty have been carefully selected to bring significant professional expertise, but also demonstrate an appreciation of the scholarly mission of universities. Most regularly participate in research and creative work as well as maintaining their professional consulting and connections. Their participation in our educational program enriches the learning experiences of our students and helps to provide strong connections for the best internships and job placement.

Beginning in Fall 2014, three new faculty members are joining the department, two in the research track as assistant professors and one on a three-year appointment as a visiting instructor. The visiting instructor, Othello Richards, is a result of a search to replace a broadcast journalism professor who failed to earn tenure. With the previously severely limited availability of eligible minority candidates, Mr. Richards is the first African-American faculty member to be hired by our department. He is a 2003 graduate of the department with 11 years of experience in the field. While at BYU he will pursue a master's degree, and we will encourage him and offer financial support for him to pursue a Ph.D. elsewhere to ensure his eligibility for a future hiring pool.

The department's efforts to encourage women and minorities to pursue Ph.D.s and the financial support provided those candidates has finally begun to see results. Recently hired Assistant Professor Pamela Brubaker (2013) is the first of those financially-supported candidates to join our faculty. Another search in 2013-14 had a finalist that had received financial support for her Ph.D. At the end of Mr. Richards' three-year appointment, we expect that at least two additional female candidates that have received the department's financial support for doctoral work will have completed their Ph.D.s and will be included in the hiring pool for this position. The department is determined not to hire for this position until there is a diverse pool. We have tried to be especially attentive to diversity in hiring as evidenced by the fact that 40 percent of new faculty hires since the last review have been diversity hires. Table 6 repeated here from the previous standard shows the results of our efforts to enhance the diversity of our faculty and staff.

Table 6: Faculty Populations

Full-time Faculty

Academic year 2013–2014 Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	3	13.6%	15	68.2%
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)			1	4.5%
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)			3	13.6%

Full-time Administrative Staff

Academic year 2013–2014 Group	Female	% of total admin staff	Male	% of total admin staff
Black/African American				
White	2	22%	5	55.6%
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)	1	11%		
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)			1	11%

Adjunct Faculty

Academic year 2013–2014 Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	10	27%	24	64.9%
American Indian/Alaskan native				
Asian	2	5.4%		
Hispanic/Latino (any race)	1	2.7%		
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

In addition to the faculty, the department also has nine

administrative staff members who oversee our student labs and internships. The names of several are included on Table 3 as adjunct instructors since they also teach a least one class a year. But they are full-time professionals employed by the department to mentor students in the practical experience labs. For this reason, we have created a version of Table 2 (Table 2.1) which details information pertaining to their full-time status as teachers, mentors and lab directors. Each has significant experience in his/her professional field, and these lab mentors provide an opportunity to further enhance the diversity of our faculty. Their resumes have been included as a separate category (full-time administrative staff) and are available in the workroom.

Table 2.1: Full-Time Administrative Staff Lab Mentors

Winter Semester 2014

Name	Assignment/Title	Years full-time professional experience	Years teaching/mentoring experience	Years full-time college teaching/mentoring	Years in this unit	Highest degree earned	Working toward degree Y/N
AD/PR LAB							
Lincoln Hubbard	PR Lab Manager	12	3.5	2	2	MA	N
Scott Rackham	Ad/PR Lab Director	18	6	2.5	2.5	MBA	N
Karene Torgerson	Ad Lab Manager	6	2.5	2.5	2.5	BA	N
BROADCAST LAB							
Chad Curtis	News Director	22	7	7	7	MA	N
Dale Green	Tech Ops Director	29	11	11	10	HS	N
UNIVERSE LAB							
Warren Bingham	Design/Prod Manager	27	10	8.5	8.5	BFA	N
Steve Fidel	Lab Director	30	13	2	2	BA	N
Ellen Hernandez	Business Manager	30	13	2	2	HS	Y
INTERNSHIPS							
Natalie Chambers*	Internship Director	3	3	3	3	BS	N

*¾ time staff

Rounding out our teaching resources are the adjunct faculty we have recruited from industry to supplement our full-time faculty resources (see Table 3). Although the vast majority of courses are taught by full-time faculty and staff, we recruit exceptional professionals currently working in the field to meet curricular needs. In the last three years, an average of 20 percent of our courses were taught by adjuncts (excluding full-time professional staff)—19 percent in 2011-12, 21.5 percent in 2012-13 and 19 percent in 2013-14. We have always invited professionals with whom our faculty are familiar and those with exceptional professional expertise and currency to supplement our faculty resources. Because of the university's preference for hiring members of the sponsoring church, we have found it important to track LDS members in

our fields of study for all our hiring—faculty, administrative staff and adjuncts. That process permeates the department, as faculty are as active in tracking potential candidates in their specific professional areas as the department is in tracking candidates in communications overall.

In the 2013-2014 academic year, the university established new requirements for adjunct faculty hires. Starting in this year, positions are required to be publicized through YJobs, the university's online job announcement and hiring process. Previous to this year, when we needed adjunct faculty, we approached individuals we considered qualified and offered them opportunities to teach. While our faculty still approach such individuals, the job is also posted on the university job site and applications are taken through that site. We consider this a positive development in that it broadens the range of candidates from which to select outstanding adjuncts who enhance the students' experience.

Adjunct faculty are oriented and supervised by the associate chair for undergraduate studies and the emphasis leader of the track for which they are hired. Those teaching core classes are supervised by the associate chair for undergraduate curriculum. They receive orientation materials including the department faculty handbook and the learning outcomes for the department and the course they are teaching. They are typically paired with a full-time faculty member with responsibility for the particular course they are teaching so that syllabi and course requirements are standardized. That lead instructor can provide advice and counsel throughout the semester as well as ancillary teaching materials. The department closely tracks teaching evaluations and reports the results each year to the adjuncts. We also track GPA reports to ensure courses taught by adjuncts deliver the same rigor as those taught by full-time faculty. Monitoring both teaching evaluations and GPA reports provides a quality control so students receive a consistent curriculum and experience.

Table 3: Adjunct Faculty¹

Name ²	Years full- time prof. experience	Years teaching experience	Highest earned degree	Currently FT/PT Prof? FT/ PT/N	Working toward degree? Y/N	Hours this semester	Day, evening or SLC ¹	Teaching responsibilities:			
								In charge of course	Lectures	Assists in lab	Assists teacher in charge
FALL SEMESTER 2013											
Derek Brown	14	7	JD	FT	Y	3	E	×			
Mark Carpenter	27	7	BA	FT	N	3	E	×			
Scott Church	1	8	Ph.D	PT	N	6	3D, 3E	×			
Norma Collett	30	7	MA	FT	N	3	E	×			
Tracie Cudworth	32	1	MA	FT	N	3	D	×			
Chad Curtis	21	7	MA	FT	N	13	10D, 3E	×			
Pat Doyle	16	3	BA	FT	N	6	D	×			

Name ²	Years full-time prof. experience	Years teaching experience	Highest earned degree	Currently FT/PT Prof? FT/PT/N	Working toward degree? Y/N	Hours this semester	Day, evening or SLC ¹	Teaching responsibilities:			Assists teacher in charge
								In charge of course	Lectures	Assists in lab	
Cory Edwards	13	3	MBA	FT	N	3	N	×			
Maureen Elinzano	1.5	3	BA	PT	Y	0	D				×
Kim Farah			MA	FT	N	3	SLC	×			
Steve Fidel	30	13	BA	FT	N	1	D	×			
Emily Haleck	9	1	MBA	PT	N	3	E	×			
Timothy Hawkes	15	3	JD	FT	N	3	D	×			
Clark Hirschi	26	12	BA	FT	N	3	SLC	×			
Lincoln Hubbard	12	3.5	MA	FT	N	1	D	×			
Randall Jeppesen	10	1	NA	FT	N	3	D	×			
Kevin John	6	4	MA	N	Y	3	N	×			
Michelle King	32	0.5	BA	N	N	3	D	×			
Jane Madsen	7	1	BA	N	N	3	E	×			
Carrie Moore	28	8	MA	FT	N	3	SLC	×			
Rachel Nielsen	0	1	BA	N	Y	0	D				×
Tyler Page	4	1	BA	PT	Y	3	D	×			
Scott Rackham	18	6	MBA	FT	N	3	E	×			
John Sears	30	4	BA	N	N	9	D	×			
Jeff Sheets	18	11	BA	FT	MA	3	E	×			
Laura Thomas	2	3	BA	PT	MA	0	D				×
Karene Torgerson	6	2.5	BA			4	1D, 3E	×			
Susan Tuckett	25	9	BA	FT	N	3	E	×			
Ben Whisenant	8	6	JD	PT	N	6	D	×			
WINTER SEMESTER 2014											
Jeffrey Allred	24	11	BA	FT	N	3	E	×			
Derek Brown	14	7	JD	FT	Y	3	SLC	×			
Nathan Carlisle	12	1	BA	FT	N	3	SLC	×			
Bill Christensen	35	5	BA	FT	N	3	D	×			
Scott Church	1	8	Ph.D	PT	N	3	D	×			
Tracie Cudworth	32	1	MA	FT	N	3	E	×			
Chad Curtis	21	7	MA	FT	N	16	13D, 3E	×			
Pat Doyle	16	3	BA	FT	N	3	D	×			

Name ²	Years full-time prof. experience	Years teaching experience	Highest earned degree	Currently FT/PT Prof? FT/PT/N	Working toward degree? Y/N	Hours this semester	Day, evening or SLC ¹	Teaching responsibilities:			Assists teacher in charge
								In charge of course	Lectures	Assists in lab	
Maureen Elinzano	1.5	3	BA	PT	Y	0	D			X	
Kim Farah			MA	FT	N	3	SLC	X			
Emily Haleck	9	1	MBA	PT	N	3	E	X			
Todd Hollingshead	10	3	MA	FT	N	3	E	X			
Lincoln Hubbard	12	3.5	MA	FT	N	1	D	X			
Kevin John	6	4	MA	N	Y	6	3D, 3E	X			
Jordan Karpowicz	18	4	BA	PT	N	3	E	X			
Larry Macfarlane	37	15	MS	N	N	6	E	X			
Carrie Moore	28	8	MA	FT	N	3	SLC	X			
Rachel Nielsen	0	1	BA	N	Y	0	D			X	
Burke Olsen	10	1	BA	Y	N	3	E	X			
Tyler Page	4	1	BA	PT	Y	3	E	X			
Scott Rackham	18	6	MBA	FT	N	3	E	X			
Tim Robinson	20	4	BA	FT	N	3	D	X			
John Sears	30	4	BA	N	N	12	D	X			
Jeff Sheets	18	11	BA	FT	MA	3	E	X			
Blake Stowell	22	3	BA	FT	N	3	E	X			
Laura Thomas	2	3	BA	PT	MA	0	D			X	
Joseph Tolman	5	2	BA	FT	N	3	E	X			
Karene Torgerson	6	2.5	BA	FT	N	4	1D, 3E	X			
Susan Tuckett	25	9	BA	FT	N	3	E	X			
Andrew Watson	13	4	MBA	FT	N	3	E	X			
Ben Whisenant	8	6	JD	PT	N	3	D	X			
Brinton Wilkins	9	5	JD	FT	N	3	E	X			
SPRING TERM 2014											
Chad Curtis	21	7	MA	FT	N	6	3D, 3E	X			
Lincoln Hubbard	12	3.5	MA	FT	N	1	D	X			
Kevin John	6	4	MA	N	Y	3	D	X			
Larry Macfarlane	37	15	MS	N	N	3	E	X			
Tyler Page	4	1	BA	PT	Y	3	E	X			
John Sears	30	4	BA	N	N	3	D	X			

Name ²	Years full-time prof. experience	Years teaching experience	Highest earned degree	Currently FT/PT Prof? FT/PT/N	Working toward degree? Y/N	Hours this semester	Day, evening or SLC ¹	Teaching responsibilities:			Assists teacher in charge
								In charge of course	Lectures	Assists in lab	
Lisa Swenson	5	4	MA	PT	N	3	D	×			
Karene Torgerson	6	2.5	BA			1	D	×			
Ben Whisenant	8	6	JD	PT	N	3	E	×			
SUMMER TERM 2014											
Lincoln Hubbard	12	3.5	MA	FT	N	1	D	×			
Karene Torgerson	6	2.5	BA	FT	N	1	D	×			

¹ Salt Lake Center and evening classes are not technically part of the department budget. Instructors are paid directly from SLC and Evening School tuition funds.

² Part-time instructors do not have a rank

2. Describe how the unit selects full-time and part-time faculty and instructional staff.

FULL-TIME FACULTY SEARCHES

In the past three years, the department has searched to fill seven faculty openings (See Table 7. Full-time Faculty Recruitment). Two of those were for one-year visiting professors. The university has established guidelines for searches that dictate a process consistent with academic standards. Positions are advertised and candidates are screened according to the university's procedures. As mentioned earlier, the department and individual faculty track LDS members in our fields of study. We encourage qualified individuals to pursue Ph.D.s and even provide some financial assistance to those who would enhance our diversity should they gain a Ph.D. and return. Invitations to apply are mailed to these individuals in addition to advertising the search in professional and academic publications such as the AEJMC newsletters and the Chronicle of Higher Education. Mailings to alumni, advertising in trade publications and putting out the word through our alumni Linked In groups are all standard in the process to notify as many people as possible to gather large and diverse pools of applicants who are not only qualified, but meet the requirements of the sponsoring church. Examples of the ads placed for the positions hired for in the last three years are found below.

When the department has received approval to conduct a search, a position description is prepared by the chair in consultation with the specific emphasis faculty concerned. Once the position description has been finalized and approved by the department, college and university, the department places the appropriate announcements of a search and sends out notices among our alumni groups and mailings to potential candidates. A search committee is constituted whose members screen applicants and narrow the pool to those best qualified for the position. The search committee then proposes to the faculty the candidates that have emerged from the search as the most promising. Upon faculty approval,

the names of those candidates are submitted to the university for clearance to interview.

At least two candidates for a position are brought to the university to interview with faculty. Each candidate makes a presentation to the faculty about research, creative works or professional activities, as appropriate. Each teaches a class and has a series of interviews with small groups of faculty members, with the chair, the dean and one of the academic vice-presidents. After all candidates have been interviewed, the faculty convenes in a department meeting and discusses the merits of each candidate and votes. To be hired, candidates must be approved by at least a majority of voting faculty and approved by the department chair, the dean, the academic vice president, the president and the Board of Trustees.

Table 7 contains available information on the full-time faculty searches. The department maintains records only on the finalist pools and the candidates brought to campus to interview. We have used that information to complete the recruitment tables. The university maintains the information on the entire applicant pool for both full-time faculty positions and adjuncts. In their shift to the new YJobs electronic application system, human resources has lost, or at least is unable to determine information on all the individual applicants. The appendix contains the two tables provided by the university on the composition of the hiring pools. Unfortunately, many of the categories are labeled UTD, or unable to determine. The herein provided recruitment tables contain the information that the department retained or was able to reconstruct.

Table 7: Full-time Faculty Recruitment

	Academic years: 2011–2012 2012–2013 2013–2014		
Openings (searches conducted)	1*	2	3
Total applicants in hiring pool	4	25	26
Females in hiring pool	1	4	5
Female finalists considered	1	4	3
Offers made to females	0	1	0
Offers accepted by females	0	1	0
Minorities in hiring pool	0	0	1
Minority finalists considered	0	0	1
Offers made to minorities	0	0	1
Offers accepted by minorities	0	0	1
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0

Offers accepted by international faculty	o	o	o
--	---	---	---

*One-year visiting professor position

ADMINISTRATIVE STAFF RECRUITMENT

Beginning in the summer in 2011, we undertook a reorganization of our mass media labs to upgrade, update and restructure to correlate better with this rapidly changing industry. In that process, we laid off those administrative staff working in the journalism lab and newsroom and reopened positions with updated descriptions and job duties, more appropriate to today's media practice. The administrative staff were all eligible to apply for those jobs, but had to demonstrate their professional currency in order to be considered. (While this process did not extend to our broadcast, advertising or public relations labs, the posting and selection process is the same for all administrative staff positions.)

The appendix contains the position announcements for all our administrative staff lab positions hired for in the last three years and where each was advertised. We publicized the openings on YJobs, as required by the university, and on professional association sites like PRSA Job Center, AdAge Digital, Poynter Career Center, journalism-jobs.com and HigherEdJobs.com. Examples of the position descriptions are also included below. Unlike with the faculty positions for which all applications are forwarded to the department for screening and selection of the finalist pools, the university screens candidates for administrative staff positions and forwards only those applicants who meet the published hiring criteria.

The hiring pools and selection of candidates to whom offers were made can be found in Table 7.1 Administrative Staff Recruitment. The result of the 2011-2012 reorganization is an updated set of media practice labs more applicable to today's work environment. Several of the administrative staffers were hired back, but into positions updated and more relevant to today's media world.

Table 7.1: Full-time Administrative Staff Recruitment

	Academic years: 2011 - 2012 2012 - 2013 2013 - 2014		
Openings	5	o	1
Total applicants in hiring pool	UTD*		UTD
Females in hiring pool	2		o
Female finalists considered	2		o
Offers made to females	2		o
Offers accepted by females	2		o
Minorities in hiring pool			
Minority finalists considered	1		o

Offers made to minorities	1	o
Offers accepted by minorities	1	o
International candidates in hiring pool	1	o
International candidates considered	1	o
Offers made to international candidates	1	o
Offers accepted by international candidates	1	o

*UTD: Unable to determine

PART-TIME FACULTY SELECTION

In the past, part-time instructors have been recruited by our faculty from among local area professionals rather than as the result of searches. Beginning in Fall 2013, the university changed its policy and now all positions are posted online (see the Adjunct Hiring Process in the appendix). Once a position is approved by the dean's office, it is posted on YJobs and includes EEO and other employment information. Qualifying applications are screened by Faculty Relations and the applications are forwarded to the department for consideration. The department requests a clearance to interview from Faculty Relations, and typically interviews only the top applicant. The interview process is repeated until an appropriate hire is made.

Examples of typical job announcements posted online by the university are found in the appendix. We also rely on faculty to refer good candidates who are interested to YJobs. We strive to hire only the most qualified professionals to enhance the educational experience of our students. We also strive to take advantage of the opportunity to enhance the diversity of our faculty by hiring as many qualified women and minorities as possible. As noted previously, with the hiring restrictions of the sponsoring church, it is difficult to find qualified women and minority Ph.D.s who meet the religious requirements. The populations from which we draw and the family orientation of the sponsoring church mean there are fewer women and minorities in the Ph.D. pool. Adjunct faculty (of whom a Ph.D. is not typically required) is an opportunity to enhance the diversity of the educational experience while maintaining the level of quality and professionalism. Of 32 adjuncts hired by the department since 2008, 20 are women (62.5 percent) and six are minorities (19 percent).

See Table 8 for the openings and hires made in the 2012-2013 and 2013-2014 academic year. As mentioned, prior to that time, adjuncts were not hired from hiring pools of applicants. They were selected personally by our faculty and asked if they would be willing to teach a particular class.

Table 8: Adjunct Faculty Recruitment¹

	Academic years: 2012-2013		2013 - 2014
Openings	UTD ²		UTD ²
Total applicants in hiring pool	13		24
Females in hiring pool	6		10
Female finalists considered	3		2
Offers made to females	3		1
Offers accepted by females	3		1
Minorities in hiring pool	0		1
Minority finalists considered	0		1
Offers made to minorities	0		0
Offers accepted by minorities	0		0
International faculty in hiring pool	0		0
International faculty considered	0		0
Offers made to international faculty	0		0
Offers accepted by international faculty	0		0

¹ Adjunct faculty were not recruited through an employment process until 2013.

² The department doesn't have a set number of openings for adjuncts, per se. We seek adjuncts to assist in class coverage, and often do not know until just before the semester begins how many adjuncts positions will be open.

3. Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

The format and content of job announcements is developed in conjunction with the university's Faculty Relations office. All announcements contain a deadline for application and position start date. All request application be made online at yjobs.byu.edu, with a resume or vitae and other supporting documents like a statement of teaching philosophy for a professorial position. All job announcements include the following paragraph:

Brigham Young University, an equal opportunity employer, does not discriminate on the basis of race, color, gender, age, national origin, veteran status, or against qualified individuals with disabilities. All faculty are required to abide by the university's honor code and dress and grooming standards. Preference is given to qualified candidates who are members in good standing of the affiliated church, The Church of Jesus Christ of Latter-day Saints. Successful candidates are expected to support and contribute to the academic and religious missions of the university within the context of the principles and doctrine of the affiliated church.

Faculty openings are typically filled at the assistant or associate professor level. Following is text selected from a recent position

announcement for a public relations professorial continuing faculty status track position:

Permanent (continuing faculty status) track position to teach public relations courses. Teaching assignments will be in public relations, department core and electives, or the department's graduate program as the candidate's qualifications and department need may dictate. Experience with emerging media such as social, interactive and new media applications is desirable. The position will have involvement with the Bradley Public Relations lab operations. The successful candidate must have a focused agenda for scholarly research and publication. A Ph.D. is required. Professional experience is also desirable. Appointment will be at assistant or associate rank according to candidate's qualifications and experience.

A recent journalism professorial continuing faculty status track announcement read:

Permanent (continuing faculty status) track position to teach journalism courses. Teaching assignments will be in journalism, department core and electives, or the department's graduate program as the candidate's qualifications and department need may dictate. Experience with emerging media such as social, interactive and new media applications is desirable. The position will have involvement in the Universe and/or ElevenNews lab operations. The successful candidate must have a focused agenda for scholarly research and publication. A Ph.D. is required. Professional experience is also desirable. Appointment will be at assistant or associate rank according to candidate's qualifications and experience.

A recent public relations professional continuing faculty status track announcement read:

Permanent (continuing faculty status) track position in public relations. Major teaching assignments will be in public relations, department core and electives, or the department's graduate program as the candidate's qualifications and department need may dictate. The successful candidate must have a number of years of professional experience in the public relations profession. Familiarity with social media tactics and public relations applications is a plus. This is a professional-track position so the candidate must be proficient in teaching public relations writing and familiar with journalistic style. A Master's degree is required. Familiarity and membership with the Public Relations Society of America is helpful.

A recent announcement for a temporary full-time faculty position in journalism read:

The Department of Communications at Brigham Young University is seeking someone to fill a temporary full-time position to teach introductory and advanced classes in journalism for the fall 2011 semester. This position places heavy emphasis on teaching writing courses, with particular emphasis on news writing, reporting, editing and feature writing. Ability to teach digital journalism will be considered a plus. Also expected to help mentor students in the journalism lab that produces the student newspaper, The Daily Universe. A Bachelor's degree is required, and an advanced degree such as a Master's, J.D. or Ph.D. is preferred. At least five years professional experience is required. Adherence to high standards of ethical conduct and to rules of behavior of sponsoring institution, The Church of Jesus Christ of Latter-day Saints, is required.

When the journalism lab was reorganized in 2011-2012, the following ad copy for administrative lab staff was posted:

The Brigham Young University Department of Communications is seeking to fill positions in its newly-announced digital first news operations. The following new positions have now been posted: Director, Universe News Lab; Manager, Business Operations; Lab Manager, Digital News; and Manager, Media Design and Production. For more information, or to apply for these jobs, visit <https://yjobs.byu.edu>.

Director, Universe News Lab, will oversee the operation of digital and print labs in the creation, editing and distribution of journalism class and Universe News Lab content. Newsroom experience required, preferably in a converged news environment, and student mentoring experience preferred.

The Manager, Business Operations, is responsible for all business aspects of the Department of Communications' Universe News Lab. This role includes oversight of advertising sales, marketing, accounting services and publication distribution. Candidate should possess a deep understanding of digital media. Strong financial and human resource management skills required.

The Manager, Media Design and Production, will coordinate digital, newspaper, magazine and advertising design for the Department of Communications' Universe News Lab. This role requires knowledge of production, layout and design for digital and print media.

The Manager, Digital News Lab, provides training, management, coordination, mentoring and support to students working within the Universe News Lab. Experience in a converged digital, broadcast and/or print newsroom preferred. Demonstrated track record in a

combination of the following: HTML, PHP, JavaScript, CSS, XML, AJAX, CMSs, APIs, etc.

The announcements for all position openings in the last three years and where each was advertised are available in the appendix.

4. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service.

Faculty must demonstrate excellence in all three areas stipulated in our rank and status (promotion and tenure) documents: teaching, research/creative work/professional contribution, and citizenship. Nevertheless, the balance between the three required areas varies among faculty members, and from year to year for an individual faculty member. The department is flexible to allow for fluctuations depending upon individual faculty development needs and department needs. Nevertheless, over a period of years, faculty must show adequate performance in all three areas to pass rank and status reviews and milestones.

TEACHING EXPECTATIONS

Brigham Young University considers itself a teaching university with a strong research mission. The aims of a BYU education elucidate the emphasis placed on excellent teaching. The university is serious about this mission and for all three faculty members who did not receive continuing status (tenure) in the last six years, unresolved problems with teaching contributed to the decision. The rank and status documents in the appendix clearly outline the teaching expectations, and faculty are required to keep a teaching portfolio, a record of each class each semester that includes syllabi, course materials, any evaluations of teaching by students or others, efforts to improve teaching, samples of student work and other materials. That portfolio is reviewed by colleagues in the peer teaching review process, and during rank and status reviews.

The university provides extensive resources to help faculty improve teaching. In addition to required course and teaching evaluations (see the appendix) at the end of the semester, the Center for Teaching and Learning provides additional programs to evaluate and improve teaching through midterm evaluations, student observers and seminars and workshops. Faculty are expected to constantly work to improve teaching and the learning experience for students.

RESEARCH AND CREATIVE WORK EXPECTATIONS

The rank and status documents also clearly stipulate the expectations of scholarship and creative work. Professorial track faculty should contribute to the body of knowledge within the disciplines through a systematic research agenda and coherent line of inquiry. Scholarship should contribute to an intellectual climate of learning and curiosity in the department. The department has spent the last several years meticulously reviewing and rewriting the rank and status document so

the expectations are explicit. While the expectations differ according to where each faculty member is in the process, it is typically expected that junior faculty will be actively researching and presenting papers which are then turned into publications in the leading journals in our discipline. As faculty progress through the rank and status process, their scholarship is expected to mature. We also expect that senior faculty will be more engaged as leaders in the professional and academic associations of our disciplines and participate on editorial boards and as reviewers in paper competitions.

PROFESSIONAL TRACK FACULTY EXPECTATIONS

While professional track faculty are typically expected to carry a heavier teaching load, they each also have expectations specific to the department needs at the time of their hire. Those expectations will differ for each professional track faculty member. For example, one of our professional track faculty members was specifically hired to revitalize the creative track in our advertising program, and he has done so such that students graduating in that track rival the graduates of portfolio schools. Others have been hired for their professional connections and ability to bring real world clients into the classroom and practice labs as well as place students in excellent internships and jobs. Professional track faculty are evaluated on the expectations stipulated at their hire, but overall, they are expected to contribute currency and practical application to our curriculum and the experience of our students.

CITIZENSHIP EXPECTATIONS

Citizenship is considered an important part of a faculty member's contribution. Within the department, the university and broader academic and professional disciplines, faculty must devote an appropriate portion of their time and energy to service activities that move the disciplines forward and contribute to creating a community of scholars and professionals. While new faculty are somewhat protected from citizenship assignments until they get their teaching and research/creative work/professional contributions on track, all faculty are expected to be engaged on campus and in the academic and professional associations.

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

The university defines a standard teaching load for research track faculty as 12 credit hours per semester and six credits during spring or summer terms (3/3/2 load). Professional track faculty are expected to take on an additional course each semester (4/4/2 load). Nevertheless, the university allows departments to determine appropriate teaching loads and give course reductions according to research and citizenship expectations (See Table 2 Full-time Faculty for loads and reductions).

New faculty are regularly given a course reduction at least in their first year to allow them to participate fully in the year-long new faculty seminar and to develop a research/creative works/professional contribution agenda according to each individual's expectations. Faculty in administrative positions or with particularly heavy committee assignments are allowed course reductions, including the chair and associate chairs, research center director, international media studies director and faculty serving in college and university administrative positions. All faculty are eligible for an additional course reduction as justified by an extensive research project, book project or other such major undertaking. These kinds of reductions are often granted, and the scholarly productivity of the department has increased significantly as a result. Additionally many faculty opt to teach an evening course for additional compensation. The evening course does not count towards their daytime teaching load.

The chair and associate chairs have a responsibility to balance the department needs overall with the individual faculty development needs to ensure the successful progression of faculty through the rank and status process, as well as the maintenance of an exceptional academic program and excellent teaching and mentoring. The chart under point nine below shows course coverage over the last three academic years, and indicates our dedication as a department and faculty to teaching and mentoring our students. That dedication is equaled by our dedication to scholarship and professional contributions, as is discussed in Standard Five.

6. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

Faculty are reviewed annually by the rank and status committee which provides input to the chair for his annual review of faculty. The committee reviews teaching, citizenship and research/creative work/professional contributions as required by the rank and status document. This process ensures that faculty stay on track for their next rank and status (promotion and tenure) review, and that they receive peer evaluation of their progress and contributions on an annual basis. The expectations are included under point four above, as extracted from the rank and status document included in the appendix.

Every course is evaluated by students every semester with a standardized university instrument administered online (see instrument in the appendix). Many of our faculty give extra credit to students who complete that evaluation to encourage their participation in the process.



New faculty member Chris Wilson visiting with his teaching assistant.
.....

Additional evaluations are also encouraged. Faculty have been encouraged by the department's rank and status committee to perform midterm evaluations either on paper/ online or in an informal discussion with students. Most recently, the university has made available an online midterm evaluation that professors may use. In the rank and status process, teaching is evaluated by peers within the department at each milestone in the process: candidacy for continuing status at the three-year mark, continuing status at the six-year mark, and each promotion milestone. The chair monitors teaching evaluations and discusses them with each faculty member in the annual review process.

7. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

Each faculty member is reviewed annually for progress towards rank and status milestones. The chair's review also includes a salary review. The rank and status committee annually asks faculty to update their online faculty profile and gives them an opportunity to submit an updated vita and/or come in to visit with the committee about the past year's accomplishment and the next year's agenda. For each faculty member, the rank and status committee reviews all three areas of expectations: teaching, research/creative work/professional contribution, and citizenship. The committee provides a written evaluation to the chair on each faculty member's progress towards his/her next promotion and tenure milestone. The committee will highlight areas of needed improvement and make suggestions on what the faculty member needs to do to ensure success at each milestone.

The chair considers the evaluation of the rank and status

committee in the annual review process. This method ensures continual monitoring of each faculty member's progress, and allows for the correction of problems and deficiencies so they do not negatively affect the promotion and tenure decisions. The process also ensures that faculty reviews are more objective and representative of the voting faculty than of just one person, the chair. It ensures the process is much less political, and makes it easier for a faculty member to accept the assessment of a committee representing the full faculty rather than from a single individual. We believe it is more in the spirit of a faculty-driven rank and status process, and makes the promotion and tenure process considerably more transparent.

The annual chair reviews are typically conducted in the spring. The annual reviews are included in the dossier for the third and sixth year reviews for rank and status. The university requires that these annual interviews with each faculty member track faculty development and clearly communicate performance expectations. They should provide a written record of problems and attempts to remedy them. A summary of the evaluation is provided to the faculty member and placed in his/her personnel file, with a copy to the dean. The faculty member also has the opportunity to respond to the review in writing, and that is also placed in the personnel file and copied to the dean. The annual review process is an opportunity for faculty members to work with the chair and their colleagues to identify and correct problems that will affect success at the milestones in the rank and status process.

As mentioned previously, tenure-track faculty go through two formal reviews. The first review occurs in the winter semester of the third year. This review determines whether the faculty member is on track to be successful at the sixth year review. Success at the third year designates the faculty member as a candidate for continuing status. In the sixth year, faculty apply for continuing status (tenure). Assistant professors are also required at that time to apply for promotion to associate. The university will not grant continuing status to any candidate that is not deemed qualified to be promoted to associate professor.

The records on rank and status (promotion and tenure) evaluations are kept in the personnel files in the department office. The department administrative assistant, Ms. Debby Jackson, keeps those files locked. While her office is locked, other administrators are able to access it with a master key. But the personnel files are not accessible except by permission from the department chair or associate chairs. This is necessary not only to protect the privacy of personnel, but to ensure the integrity of the rank and status process. The identity of reviewers must be kept confidential, and reviewers' letters are removed from the rank and status binders and kept in the personnel files under lock and key. Following is an account of rank and status decisions since the last review.

2007-2008

Mark Callister	Candidacy for Continuing Faculty Status
Joel Campbell	Continuing Faculty Status/Promotion to Associate Teaching Professor
Ken Plowman	Continuing Faculty Status
Robert Walz	Continuing Faculty Status/Promotion to Associate Teaching Professor

2008-2009

Dale Cressman	Continuing Faculty Status/Promotion to Associate Professor
Kevin Kelly	Candidacy for Continuing Faculty Status
Quint Randle	Continuing Faculty Status/Promotion to Associate Professor
Tom Robinson	Continuing Faculty Status
Rob Wakefield	Candidacy for Continuing Faculty Status
Susan Walton	Candidacy for Continuing Faculty Status

2009-2010

Ed Carter	Continuing Faculty Status/Promotion to Associate Professor
Chris Cutri	Granted Extension for Continuing Faculty Status
Anne Worsham	Denied Candidacy for Continuing Faculty Status

2010-2011

Sherry Baker	Promotion to Full Professor
Clark Callahan	Candidacy for Continuing Faculty Status
Mark Callister	Continuing Faculty Status
Chris Cutri	Continuing Faculty Status/Promotion to Associate Professor
John Davies	Candidacy for Continuing Faculty Status
Tom Robinson	Promotion to Full Professor

2011-2012

Kevin Kelly	Continuing Faculty Status
Rob Wakefield	Continuing Faculty Status
Susan Walton	Continuing Faculty Status

2012-2013

Jared Johnson	Denied Candidacy for Continuing Faculty Status
---------------	--

2013-2014

Clark Callahan	Continuing Faculty Status/Promotion to Associate Professor
Mark Callister	Promotion to Full Professor
John Davies	Denied Continuing Faculty Status/Promotion to Associate

8. Describe faculty members' activities outside the unit in service to the campus or university.

The department faculty are called upon frequently to serve in administrative positions and on committees and councils outside the department. The department encourages such service not only as a contribution to the campus community, but also as an opportunity for the department to be represented in those functions and be considered an important university citizen. Following are the service assignments of department faculty in the six years since the last review.

Ed Adams

- | | |
|------------|---|
| University | <ul style="list-style-type: none"> • Department Chair Coordinating Council • Student Ratings Task Force • KBYU's Advisory Board • Director of Hosting Search Committee • Exemplary Assessment Presentation at President's Retreat • Assessment Task Force • Faculty Professional Development Committee • Research Committee |
| College | <ul style="list-style-type: none"> • Associate Dean • College Council • Chair, Laycock Director Search Committee • Chair, Public Relations Director Search Committee • Chair, Museum of Art Director Search Committee • Chair, Rank and Status Committee • Chair, College Outreach Committee • Chair, College Space Committee |

Sherry Baker

- | | |
|------------|---|
| University | <ul style="list-style-type: none"> • BYU Studies Academy • Faculty Advisory Council • Presenter, BYU Women's Conference • Presenter, New Faculty Seminar on Rank and Status • BYU Women's Conference Committee • Faculty Professional Development Committee • Research Committee |
|------------|---|

- | | |
|---------|--|
| College | <ul style="list-style-type: none"> • Associate Dean • Rank and Status Committee • College Council • Executive Committee • Academic Council • Undergraduate Funding Committee • Mentoring Funding Committee • Professional Development Committee • Chair, Rank and Status Committee • Chair, College Outreach Committee • Chair, College Space Committee |
|---------|--|

Mark Callister

- | | |
|------------|--|
| University | • BYU Conference on Media and Family |
| College | <ul style="list-style-type: none"> • Laycock Center Committee • Graduate Committee |

Joel Campbell

- | | |
|---------|---|
| College | • Chair, Professional Development Committee |
|---------|---|

Ed Carter

- | | |
|------------|--|
| University | <ul style="list-style-type: none"> • Curriculum Committee • Internship Committee |
| College | <ul style="list-style-type: none"> • Associate Dean • Chair, College Teaching and Learning Committee (Curriculum and Assessment) • Chair, Student Funding Committee • Chair, Experiential Learning Committee |

Dale Cressman

- | | |
|------------|--|
| University | • Internship Committee |
| College | <ul style="list-style-type: none"> • Teaching and Learning Committee (Curriculum and Assessment) • Off-campus Experience Committee |

Chris Cutri

- | | |
|------------|---|
| University | • Faculty Advisory Council |
| College | <ul style="list-style-type: none"> • Laycock Center Committee • Laycock Center Director Search Committee • Film Committee • Off-campus Experience Committee • Orca and Oscarson Grant Committee • Convocation Committee |

Kevin Kelly

-
- | | |
|------------|---|
| University | • Presented Mentored AdLab Projects to President's Leadership Council |
| College | • Student Funding Committee
• Adhoc Collaborative Arts Committee |

Doug McKinlay

-
- | | |
|---------|---|
| College | • Rank and Status Committee
• Laycock Center Funding Committee |
|---------|---|

Joseph Ogden

-
- | | |
|------------|--|
| University | • Director of Hosting Search Committee |
| College | • Outreach Committee |

Brad Rawlins

-
- | | |
|---------|---|
| College | • College Council
• Undergraduate Curriculum Committee
• Graduate Studies Committee
• Chair, Deeper Student Learning Committee |
|---------|---|

Tom Robinson

-
- | | |
|------------|-----------------------------|
| University | • Faculty Advisory Council |
| College | • Faculty Funding Committee |

Steve Thomsen

-
- | | |
|------------|--|
| University | • Academic Review Council
• Fulbright Committee |
|------------|--|

Susan Walton

-
- | | |
|------------|-------------------|
| University | • Speakers Bureau |
|------------|-------------------|

Robert Walz

-
- | | |
|------------|-----------------------------|
| University | • Academic Athletic Council |
| College | • Rank and Status Committee |

Laurie Wilson

-
- | | |
|------------|---|
| University | • Director of Academic Internships (half-time administrative appointment) |
|------------|---|

9. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.

Because BYU is a predominantly undergraduate institution, a heavy emphasis is placed on teaching and mentoring. Although the research requirement is uncommonly rigorous for a teaching institution, faculty must be dedicated to excellence in teaching as well. As a result, the vast majority of courses are taught by full-time faculty and lab administrators.

Undergraduate Teaching Assignments by Full-time Faculty, Full-time Staff and Part-time Instructors

2011 through 2014 academic years

	Sections offered	Taught by full-time faculty	Taught by full-time staff	Taught by part-time instructors	Percentage taught by full-time faculty, staff
2011-2012					
Fall Semester	125	89 71%	8 6%	28 22%	78%
Winter Semester	126	93 74%	8 6%	25 20%	80%
Spring Term	45	38 84%	4 9%	3 7%	93%
Summer Term	22	15 68%	2 9%	5 22%	77%
Total 2011-2012	318	235 74%	22 7%	61 19%	81%
2012-2013					
Fall Semester	133	91 68%	9 7%	33 25%	75%
Winter Semester	126	88 70%	10 8%	28 22%	78%
Spring Term	38	31 82%	3 8%	4 11%	89%
Summer Term	19	14 74%	2 11%	3 16%	84%
Total 2012-2013	316	224 71%	24 8%	68 22%	78%
2013-2014					
Fall Semester	120	84 70%	11 9%	25 21%	79%
Winter Semester	126	87 69%	11 9%	28 22%	78%
Spring Term	43	34 79%	3 7%	6 14%	86%
Summer Term	17	15 88%	2 12%	0 0%	100%
Total 2013-2014	306	220 72%	27 9%	59 19%	81%
TOTAL	940	679 72%	73 8%	188 20%	80%

APPENDIX ATTACHMENTS

- Faculty Handbook
- Search Announcements and Placements
- Administrative Lab Position Announcements and Placements
- Adjunct Hiring Process
- Adjunct Position Postings
- Human Resource Data on Hiring Pools
- Course Evaluation Forms
- Department and University Rank and Status Documents

DOCUMENTS AVAILABLE IN THE WORKROOM

- Full-time Faculty Vitae
- Full-time Administrative Staff Resumes
- Adjunct Faculty Resumes
- Department and University Rank and Status Documents
- Continuing Status (Tenure) and Promotions (Files in Department Office)



Scholarship: Research, Creative and Professional Activity

Key Points

- Almost 100 articles were published in peer-refereed journals in the last six years.
- In the last six years, faculty have published in 55 different diverse journals.
- The department has enough funds to provide generous support for faculty travel.
- In the past three years five faculty members have taken leaves (sabbaticals) .
- Most faculty currently have individual research accounts with monies to support their efforts for this next year and, in some cases, years to come.

Overview

WHILE BYU CONSIDERS ITSELF an undergraduate teaching university with selected graduate programs, it has a relatively rigorous research/creative work requirement. In fact, in the Carnegie classifications, it has few peer institutions. Only two other universities with ACEJMC accreditation are comparably classified. BYU is not a research one institution because it places a heavy emphasis on quality teaching, but it isn't a traditional teaching university because of the heavy research requirement. The citizenship requirement is also an important consideration as faculty are expected not only to be active participants in their professional, university and local communities, but also in their religious communities.

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

The department, college and university provide generous support for research/creative work and professional contributions. Further, the expectations are clearly stipulated in both university and department rank and status (tenure) documents. The department is expected to establish its own clear expectations, both in the departmental rank and status document (which must be approved by the college and university) and in individual faculty expectations documents and annual reviews. Scholarship and creative work must be peer-reviewed, and the faculty member is responsible to establish the credibility of the outlet (journal, festival, show, etc.). The departmental rank and status document (available in the appendix and in the workroom) clearly stipulates the standards that must be met by both research and professional track faculty in terms of productivity and contribution. Those standards are explained further under point five below.

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

This section contains information on the scholarly activity of all individuals who have been on the Department of Communications faculty since the last accreditation review in 2008. While it does not include two assistant professors and one visiting instructor on faculty beginning in Fall 2014, it does include productivity for six faculty members no longer in the department. One was denied candidacy for continuing faculty status (tenure) in 2010, one was appointed a vice-president at another university (2012), one became a dean at another university (2012), one is an associate dean at another university (2009), one was denied candidacy for continuing faculty status in 2013 and one retired in December 2013. According to the self-study requirements, their productivity is included in the table below which covers the six academic years since the last self-study in 2008.

3. Using the grid that follows, provide counts of the unit's productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

Scholarship, Research, Creative and Professional Activities	By individuals				Totals (26)
	By unit ¹ (6)	Full professors (15)	Associate professors (5)	Assistant professors (5)	Other faculty ² (0)
Awards and Honors	32	5	26	4	35
Grants Received Internal	108	13	82	13	108
Grants Received External	2		2		2
Scholarly Books, Sole- or Co-authored	4	2	1	1	4
Textbooks, Sole- or Co-authored	3	2	1	1	4
Books Edited	1			1	1
Book Chapters	14	5	11		16
Monographs					
Articles in Refereed Journals	98	25	68	24	11
Refereed Conference Papers	110	40	90	29	159
Invited Academic Papers	15	1	14		15
Encyclopedia Entries	10		7	3	10
Book Reviews	3	1	2		3
Articles in Non-refereed Publications	21	1	30		31
Juried Creative Works	13		13		13
Non-juried Creative Works	29	1	27	2	30
Other (specified)					
Abstract-reviewed Conference Papers	8	4	5		9
Journal Editors	6	1	4	1	6
Journal Editorial Board Members	19	7	9	3	19
Professional Presentations	23		28		28

¹ Co-authored work should be counted as a single publication in the unit totals, however if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

² Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

As significant as the continually increasing productivity of our faculty is the breadth of scholarship and creative work. In the last six years, our faculty have published in 55 diverse journals including:

- *ACM Transactions on Multimedia Computing, Communications and*

Applications

- *Addiction Research and Theory*
- *Aging and Society*
- *Body Image*
- *British Journal of Social Psychology*
- *Communication Law and Policy*
- *Communication Quarterly*
- *Comparative Cultures and Civilizations*
- *Corporate Communications: An International Journal*
- *Educational Gerontology*
- *Ethical Space*
- *Explorations in Media Ecology*
- *Family Relations: Interdisciplinary Journal of Applied Family Studies*
- *Hastings Communication & Entertainment Law Journal*
- *Health Communication*
- *Intercultural Communication*
- *International Journal for the Scholarship of Teaching and Learning*
- *International Journal of Child and Adolescent Health*
- *International Journal of Sports Marketing and Sponsorship*
- *Journal of Appellate Practice and Process*
- *Journal of Children and Media*
- *Journal of Communication, Culture and Critique*
- *Journal of Communication Management*
- *Journal of Drug Education*
- *Journal of Education Policy*
- *Journal of Intercultural Communication*
- *Journal of International Communication*
- *Journal of Magazine and New Media Research*
- *Journal of Mass Media Ethics*
- *Journal of Media and Religion*
- *Journal of Media Sociology*
- *Journal of Promotion Management*
- *Journal of Public Relations Research*
- *Journal of Sex Research*
- *Journal of Supreme Court History*
- *Journal of Website Promotion*
- *Journalism and Mass Communication Quarterly*
- *Journalism History*
- *Journalism Innovation*
- *La Verne Law Review*
- *Mass Communication and Society*
- *Military Review*
- *Newspaper Research Journal*
- *NYU Journal of Intellectual Property and Entertainment Law*
- *Operant Subjectivity*

- *Public Relations Journal*
- *Public Relations Review*
- *Rutgers Law Journal*
- *Sage Benchmarks in Communication Series*
- *Santa Clara Law Review*
- *Southwest Journal of Mass Communication*
- *The Community College Journalist*
- *The Green Bag*
- *The Journalist*
- *Web Journal of Mass Communication Research*
- *Western Journal of Communication*

Most faculty hold multiple memberships in academic and professional associations, with strong representation in those mainstream to our disciplines (AEJMC, ICA, NCA, SPJ, PRSA, BEA, AAF and others). Faculty also hold memberships in ancillary associations relevant to their research and professional activity. Faculty memberships in academic and professional associations in the last six years have included the following,

- AAF
- Advertising Education Foundation
- AEJMC Divisions and Interest Groups
 - *Advertising*
 - *Citizen and Civic Journalism*
 - *Communication Technology*
 - *Entertainment Studies*
 - *History*
 - *Law and Policy*
 - *Mass Communications and Society*
 - *Media and Religion*
 - *Media Ethics Division*
 - *Media Management and Economics*
 - *Newspaper*
 - *Public Relations*
- American Journalism Historians Association
- American Marketing Association
- Associated Collegiate Press
- BEA
- College Broadcasters
- College Media Advisers
- Direct Marketing Association
- International Communication Association
- International Council of Fine Arts Deans
- Investigative Reporters and Editors
- Jean Gebser Society
- National Communication Association

- Online News Association
- Phi Kappa Phi
- Promotional Products Association
- PRSA
 - *College of Fellows*
 - *Corporate Social Responsibility Section*
 - *Educators Academy*
 - *International Section*
- Radio Television News Directors Association
- Society for the History of Technology
- Southwest Education Council for Journalism and Mass Communication
- SPJ
- Utah State Bar Association
- Western States Communication Association

The department faculty include several members who are past editors of scholarly journals and three current journal editors (see below). Our faculty are members of the editorial boards of the major journals in our disciplines including:

- *American Journalism*
- *Comparative Cultures and Civilizations*
- *Non-Profit Digest*
- *Electronic News*
- *Global News Enterprises*
- *Journal of Communication Management* (including one as co-editor)
- *Journal of Magazine and New Media Research* (including one as editor)
- *Journal of Media and Religion*
- *Journal of Media Education*
- *Journal of Mass Media Ethics*
- *Journal of Promotion Management*
- *Journal of Public Relations Research*
- *Journalism History*
- *Media History Monographs*
- *Public Relations Journal* (including one as editor)
- *Public Relations Review*
- *Texas Speech Communication Journal*
- *Western Journal of Communication*

In addition to reviewer responsibilities associated with their editorial board memberships, in the last six years our faculty have served as invited manuscript reviewers for:

- *American Journal of Media Psychology*
- *American Journal of Preventative Medicine*
- *Communication Theory*

- *Communication Quarterly*
- *Corporate Communications: An International Journal*
- *Electronic News*
- *Emerging Adolescence*
- *European Journal of Internal Medicine*
- *Family Relations*
- *International Journal of English and Literature*
- *Journal of Adolescent Health*
- *Journal of Advertising*
- *Journal of Applied Social Psychology*
- *Journal of Broadcasting and Electronic Media*
- *Journal of Children and Media*
- *Journal of Communications Theory*
- *Journal of Educational Media, Memory and Society*
- *Journal of Intercultural Communication Research*
- *Journal of Magazine and New Media Research*
- *Journal of Media and Religion*
- *Journal of Media Ethics*
- *Journal of Promotion Management*
- *Journalism and Mass Communication Quarterly*
- *Mass Communication and Society*
- *Media Psychology*
- *Psychological Reports*
- *Psychology, Health & Medicine*
- *Western Journal of Communication*

Creative works among our faculty are equally impressive and award winning. Faculty have contributed news reports and stories to the following media outlets.

- ABC 4 News
- *British Airways High Life*
- *BYU Magazine*
- BYU-TV
- BYU-TV International
- *Editor and Publisher*
- *Guitar Player*
- Harold B. Lee Library Film Series
- KBYU Television
- *Marriott Alumni Magazine*
- *Mix Magazine*
- *Mormon Times*
- *Optic Music*
- *PRSA Strategist*
- *PRSA Tactics*
- PRSAY Blog

- PRSSA Forum
- *Quill Magazine*
- Recording Engineer/Producer
- *The Religious Educator*
- *Utah Valley Business Quarterly*
- *Utah Valley Magazine*

We also have on faculty several columnists, included one syndicated columnist for the Christian Science Monitor. One faculty member has done a screenplay for a film currently used at a theatre on Temple Square and another has written and produced several music CDs and a DVD. Two other faculty members have created a workshop they regularly present on how public relations spokespeople and journalists can work together effectively. The workshop is now in a book published by a major academic publisher.

Documentaries and broadcasts done by faculty members in the last six years include:

- Children Find Hope
- Eye of the Beholder (1st Place Gracie Awards)
- Guarding the Bamboo Forest
- Hanging Five
- History of the Homefront: The Early Years, 1972-1985
- I Am Not My Body (Brinker Humanitarian Award)
- More Than Just a Body
- Playing with Fire
- Rake Online Series
- Riding the Wave
- Saving the Earth with Earth Worms
- Seiter-Miller Challenge
- Worldwide Broadcast of the Funeral of President Gordon B. Hinckley

Finally, a number of our faculty are actively involved in advising clients on advertising campaigns. One assisted in segmentation studies that led to the creation of the “I’m a Mormon” campaign. Another has created and produced a series of 10 public service announcements for the Utah Cancer Action Network and the Utah State Health Department targeted at the Hispanic community.

Our faculty, particularly but not limited to professional track faculty, are also involved in the professions and regularly contribute and consult as communication professionals. The professional connections of our faculty also contribute to our ability to draw clients to our student labs and for service learning in the classroom, and to excellent internship opportunities and job placement.

4. 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. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Provisional service activities will be reported in Standard 8.



Ed Adams
.....

Ed Adams (full professor).

REFEREED JOURNAL ARTICLES AND PROCEEDINGS

- Page, T. & Adams E. E. (2014). Public relations tactics and methods in early 1800s America: An examination of an American anti-slavery movement. *Public Relations Review* (Spring).
- Page, T. & Adams E. E. (2013). The American colonization society's use of public relations tactics and strategies in the early 1800s. *The Proceedings of the International History of Public Relations* (Summer 2013): 261-277.
- Carter, E. L. & Adams, E. E. (2012). Justice Owen J. Roberts on 1937. *The Green Bag*, (Summer 2012): 375-388.
- Adams, E.E. & Rawlins, B. (2012). Out of obscurity: Heber J. Grant's public relations efforts to bring the Mormon Church into a national positive view. *The Proceedings of the International History of Public Relations* (Summer 2012): 1-21.

BOOK REVIEWS

- Adams E. E. (2009). Review of The Chicago Daybook: Scripps Experimental Newspaper, for *Journal of Communication*, Spring 2009.

REFEREED PAPER PRESENTATIONS

- Wakefield, R., Adams, E. E., & Page, T. (2014). "Public Relations in the Early 1800s Age of Reform: Sophisticated, Strategic, and Successful," International History of Public Relations Conference, Bournemouth England, July 2, 2014.
- Wakefield, R., Adams, E.E. & Page T.G. Public relations pre-history in the 1800s "Age of Reform." International Association of Mass Communication Research, Dublin, Ireland, June 2013.
- Wakefield, R., Adams, E.E. & Page T.G. The pub principle and social intrusion: Why advertising and marketing offer poor long-term return in social media." International Conference on Business, Honolulu, Hawaii, June 2013.
- Adams, E.E. The cause of spreading truth: The necessity of Mormon newspapers during the era of partisan press and evangelical periodicals. Mormon Media Studies Symposium, November 8, 2012.
- Adams, E. E. Scripps Howard business strategies during the Great Depression. Association of Business Historians, Birmingham, England, June 19, 2012.
- Adams, E.E. Out of obscurity: Heber J. Grant's communications and public relations efforts for the LDS Church. Mormon Media Studies Symposium, Provo, Utah, November 8, 2010.
- Adams, E. E. Scripps Howard's efforts to avoid war with Japan, 1924-1941. Annual Convention of the American Journalism Historians Association, Tucson, AZ, October 7, 2010.

GRANTS

- Ashton Grant (\$6000). September 2008 for historical research at several archives in Washington, D.C. and New York City.

SERVICE

- Editorial Board Member, *Journalism History*, 2001-present.
- Editorial Board Member, *Media History Monographs*, 1997-present.
- Webmaster, SWECJMC, February 1996-present.

Sherry Baker (full professor).



Sherry Baker

REFEREED JOURNAL ARTICLES

- Guy J. Golan and Sherry Baker. "Perceptions of Media Trust and Credibility Among Mormon College Students." *Journal of Media and Religion*, Vol. 11, No. 1, 2012, pp. 31-43.
- Sherry Baker and Joel Campbell. "Mitt Romney's Religion: A Five Factor Model for Analysis of Media Representation of Mormon Identity." *Journal of Media and Religion*, Vol. 9, No. 2, 2010, pp. 99-121.
- Sherry Baker. "The Model of the Principled Advocate and the Pathological Partisan: A Virtue Ethics Construct of Opposing Archetypes of Public Relations and Advertising Practitioners." *Journal of Mass Media Ethics*, Vol. 23, No. 3, 2008, pp. 235-253.
- Sherry Pack Baker. "Mormon Media History Timeline: 1827-2007." *BYU Studies*, Vol. 47, No. 4, 2008, pp. 117-123.
- Sherry Baker. "Mormon Media History Timeline: 1827-2007." ScholarsArchive, Brigham Young University, Harold B. Lee Library, http://contentdm.lib.byu.edu/cdm4/item_viewer.php?CISOROOT=/IR&CISOPTR=157, 2008.

BOOK CHAPTERS

- Sherry Baker. "Media and Communication." *The Little Book of Mormon: 11 Experts Explain the History, Beliefs, and Rituals of the Church of Jesus Christ of Latter-day Saints*. Great Barrington, MA: Berkshire Publishing Group, 2012, pp. 72-77.
- Sherry Pack Baker and Elizabeth Mott. "From Radio to the Internet: Church Use of Electronic Media in the Twentieth Century." *A Firm Foundation: Church Organization & Administration*, David J. Whittaker and Arnold K. Garr, eds. Provo, UT: Religious Studies Center, Brigham Young University, in cooperation with Deseret Book, Salt Lake City, UT, 2011.
- Sherry Baker. "The Ethics of Advocacy: Moral Reasoning in the Practice of Public Relations." *The Handbook of Mass Media Ethics*, Lee Wilkins and Clifford G. Christians, eds. New York: Routledge, 2009, pp. 115-129.

ACADEMIC ASSOCIATION NEWSLETTER ARTICLES

- Sherry Baker. "Media, Mormonism, and Mormon Media Studies." Feature Article: Mormon Social Science Association, Spring 2013

Newsletter, Volume 33, Issue 1, pp. 2-14. Available on-line at: <http://www.mormonsocialscience.org/wp-content/uploads/2013/04/spring-2013newsletter.pdf>.

REFEREED PAPER PRESENTATIONS

- Guy Golan and Sherry Baker. "Perceptions of Media Trust and Credibility Amongst Mormon College Students." Media and Religion Interest Group, AEJMC, St. Louis, MO, August 2011.
- Stephen Banning, Guy Golan and Sherry Baker. "The Third-Person Effect Among Mormon College Students: An Examination of Social Distance and Behavioral Outcomes." Media and Society Division, AEJMC, St. Louis, MO, August 2011.

INVITED PAPERS

- Sherry Baker. "Media Coverage of Mitt Romney's Religion in the Republican Presidential Primary Campaign for the 2008 Presidential Election (in historical context)." Panel: News Coverage of Religion in the Presidential Election Cycle, AEJMC, Boston, MA, August 2009.

ABSTRACT-REVIEWED PAPER PRESENTATIONS

- Sherry Baker. "Great Men and Common Women in Mormon Studies: An Agenda-Setting Analysis." European Mormon Studies Association, London, England, December 13, 2013.
- Sherry Baker. "From Radio to the Internet: The LDS Church and its Use of Electronic Media in the Twentieth Century." 2010 Church History Symposium, Provo, UT, February 26, 2010.
- Sherry Baker. "Discovering a Discipline: Mormon *Media* Studies (Foundational Bibliography; Frameworks for Analysis; Research Agenda)." Society for the Scientific Study of Religion (SSSR), Denver, CO, October 23-25, 2009.
- Sherry Baker and Elizabeth Mott. "Memories of Home: Stories and Poems by British, Swedish, and Danish Mormon Emigrants in the 19th Century Mormon Periodical *The Young Woman's Journal* (1889-1900)." British Association for the Study of Religion (BASR), Bangor, Wales, UK, October 8, 2009.

ACADEMIC CONFERENCES ORGANIZED

- Mormon Media Studies Symposium 2010: <http://hdl.lib.byu.edu/1877/3058>
- Mormon Media Studies Symposium 2012: <http://hdl.lib.byu.edu/1877/3059>

SERVICE

- Journal Editorial Board Member for *Journal of Media and Religion* (JMR) 2001-present
- Journal Editorial Board Member for *Journal of Mass Media Ethics* (JMME) 2004-present
- Journal Editorial Board Member for *Journal of Organizational Moral*

Psychology 2009-present

- Facilitated submission of Mormon Media Studies Symposium papers to *Journal of Media and Religion*, resulting in several publications on Mormon Media topics.
- Blind Reviewer, *Journal of Media Ethics* (Spring 2013)
- Paper Judge, Media Ethics Division, AEJMC (Spring 2013)
- Founder and Coordinator, Mormon Media Studies Symposium (2009-2012)
- Manager/Moderator Mormon Media Studies Interest Group and Google Group (2008-present)
- Paper Judge, Media Ethics Division, AEJMC (Spring 2012)
- Paper Judge, Media and Religion Division, AEJMC (Spring 2010)
- Launched the Mormon Media Studies Interest Group listserv (Spring 2009)
- Paper Judge, Media Ethics Division and Media and Religion Division, AEJMC (Spring 2009)
- Blind reviewer for AEJMC 2008: Media Ethics Division Manuscript Review, *Communication Yearbook* 33 (publication of International Communication Association) (Winter 2008)
- Judge and/or Moderator, National Intercollegiate Ethics Bowl Competition (APPE 1997-2000, 2004, 2005, 2007, 2010) Note: Ethics Bowl awarded the winner of the 2006 American Philosophical Association Prize for Excellence and Innovation
- Paper Judge, Media Ethics Division, AEJMC (Spring 2008)

John Hughes (full professor).

BOOKS

- *The New Face of Africa*
- *Indonesian Upheaval*

PROFESSIONAL WRITING

- Syndicated Columnist, *Christian Science Monitor*, 1985-present

SERVICE

- Editorial Board Global News Enterprises, 2008-present
- Consultant to Board of Trustees, *Christian Science Monitor*, 2007-2008

HONORS

- Pulitzer Prize for International Reporting

Tom Robinson (full professor).

REFEREED JOURNAL ARTICLES

- Tom Robinson, Clark Callahan & Keith Evans. Why Do We Keep Going Back? A Q-Method Analysis of the Audience's Attraction to Horror Movies. Accepted for publication in *Operant Subjectivity*, 2014.
- Jessica Danowski, & Tom Robinson (2012). The Portrayal of Older Characters in Popular Children's Picture Books in the US. *Journal of*



John Hughes



Tom Robinson

Children and Media, 6(3), 333–350.

- Christopher Wilson, Tom Robinson, & Mark Callister (2012). Surviving Survivor: A Content Analysis of Antisocial Behavior and its Context in a Popular Reality Television Show. *Mass Communications and Society*, 15(2), 261–283.
- Mark Callister, Sarah Marie Coyne, Tom Robinson, John Davies, Chris Near, Lynn Van Valkenburg. (2012). “Three sheets to the wind”: Substance use in Teen-centered Film: 1980-2007. *Addiction Research and Theory*, 20, 30–41.
- Mark Callister, Lisa Stern, Sarah Coyne, Tom Robinson, & Emily Bennion. (2012). Evaluation of sexual content in teen-centered movies from 1980 to 2007. *Mass Communication and Society*, 14, 454–474
- Sarah Coyne, Mark Callister, & Tom Robinson. (2010). Yes, Another Teen Movie: Three Decades of Violence in Films Aimed at Adolescents. Accepted for Publication in *Journal of Children and Media*, 4, 387–401.
- Mark Callister & Tom Robinson. (2010). A Content Analysis of Affection in Television Families in Children’s Programming During the 2006-2007 Season. *Journal of Children and Media*, 4(2), 155–173.
- Tom Robinson, Mark Callister, & Dawn Magoffin. (2009). The Portrayal of Older Characters in Teen Movies from 1980-2006. *Educational Gerontology*, 35(8), 687–711.
- Tom Robinson, Mark Callister, Brad Clark, & James Phillips. (2009). Stereotyping, Violence, and Sexuality: A Content Analysis of Official Videogame Web Sites. Accepted for publication in the *Web Journal of Mass Communication Research*, February 2009.
- Tom Robinson & Lois Bauman. (2008). Winning the Olympic Marketing Game: Recall of Brand Names and Logos on Clothing, Equipment, and Venues at the 2006 Olympics. *The International Journal of Sports Marketing and Sponsorship, Olympics Edition*, 9(4), 290–305.
- Dale Cressman, Mark Callister, Tom Robinson & Chris Near. (2009). Swearing in the Cinema: An Analysis of Profanity in Teen-Oriented Movies, 1980–2006. *Journal of Children and Media*, 3(2), 117–135.
- Tom Robinson & Mark Callister. (2008). Body Image of Older Adults in Magazine Advertisements: A Content Analysis of Their Body Shape and Portrayal. Accepted for publication in the *Journal of Magazine and New Media Research*, 10(1), 1–16.
- Tom Robinson, Mark Callister, & Tahlea Jankowski. (2008). Portrayal of Body Weight on Children’s Television Sitcoms: A Content Analysis. *Body Image*, 5(2), 141–151.
- Tom Robinson, Robert Gustafson, & Mark Popovich. (2008). Perceptions of Negative Stereotypes of Older People in Magazine Advertisements: Comparing the Perceptions of Older Adults and College Students. *Ageing and Society*, 28(2), 233–251.

REFERRED PAPER PRESENTATIONS

- Tom Robinson, Clark Callahan & Keith Evans. Why Do We Keep Going Back? A Q-Method Analysis of the Audience's Attraction to Horror Movies. Presented at the *Far West Popular Culture Conference*, Las Vegas, NV, February 2013.
- Clark Callahan & Tom Robinson. (2011). Using Q-methodology in Cultural Adaptation Research. Presented at the 2011 The International Society for the Scientific Study of Subjectivity (ISSSS) Conference, Birmingham, UK, September 2011.
- Mark Callister & Tom Robinson. (2011). Consumer Processing of Exaggerations in Print Ads: A Q-Sort Analysis Examining The Role of Visual Hyperbole in Perceptions of Deception. Presented at the 2011 The International Society for the Scientific Study of Subjectivity (ISSSS) Conference, Birmingham, UK, September 2011.
- Tom Robinson, Ashley Stevens, Dave Mecham, & Lincoln Hubbard. (2010). Internet Advertising: A Q-Sort Analysis of Consumers' Perceptions. Presented at the 2010 *The International Society for the Scientific Study of Subjectivity (ISSSS) Conference*, Akron, OH, October 2010.
- Aymara Jimenez & Tom Robinson. (2010). Minorities on the Internet: A Content Analysis of Their Portrayal. Presented at the 2010 *AEJMC Conference, Minorities and Communication Division*, Denver, CO, August 2010.
- Tom Robinson, Jessica Danowski, Kenny Trent. (2010). More of the Same From TV Doctors. Presented at the 2010 *AEJMC Conference, Mass Communication and Society Division*, Denver, CO, August 2010.
- Ashley Stevens, Dave Mecham, Lincoln Hubbard & Tom Robinson. (2010). Consumers' Perception of Internet Advertising: A Q-Sort Analysis. Presented at the 2010 *AEJMC Conference, Advertising Division*, Denver, CO, August 2010.
- Mark Callister, Lisa Stern, Emily Bennion, Tom Robinson & Sarah Coyne. (2010). Evaluation of sexual content in teen-centered movies from 1980 to 2007. *Western States Communication Association Conference*, Anchorage, AK, 2010.
- Sarah Coyne, Mark Callister, & Tom Robinson. (2009). Yes, Another Teen Movie: Three Decades of Violence in Films Aimed at Adolescents, SRCD (Society for Research on Child Development) conference, Denver, CO, April 2-4, 2009.
- Chris Wilson, Tom Robinson, & Mark Callister. (2008). Surviving *Survivor*: A Content Analysis of Antisocial Behavior and its Context in a Popular Reality Television Show. Presented at the 2007 *AEJMC Conference, Mass Communication and Society Division*, Chicago, IL, August 2008.
- Mark Callister, Tom Robinson, & Chris Near. (2008). Substance Abuse

in Teen-Centered Film: 1980-2007. Presented at the 2007 AEJMC Conference, Mass Communication and Society Division, Chicago, IL, August 2008.

- Mark Callister, Tom Robinson, Chris Near, & Tony Nisse. (2008). A Content Analysis of Affection in Television Families in Children's Programming During the 2006-2007 Season. Presented at the Broadcasting Education Association (BEA) Conference, Las Vegas, NV, April 2008. (Awarded top paper in division—Debut Category.)
- Dale Cressman, Mark Callister, Tom Robinson, & Chris Near. (2008). Swearing in the Cinema: An Analysis of Profanity in Teen-oriented Movies, 1980-2006. WSCA Conference, Media Studies Interest Group, Denver, CO, February 2008.

SERVICE

- Reviewer for *Mass Communication and Society*, 2010
- Reviewer for *Journal of Applied Social Psychology*, 2008
- Reviewer for *Journal of Magazine and New Media Research*, 2008

Steve Thomsen (full professor).



Steve Thomsen

REFEREED JOURNAL ARTICLES

- Peterson, E. B., Thomsen, S. R., & Lindsay, G. (2010). Adolescents' attention to traditional and graphic tobacco warning labels: An eye-tracking approach. *Journal of Drug Education*, 40(3): 225-242.
- Bott, S., Davidson, P., Fernandes, T., Jenson, B., Laitinen, R, Wood, & Thomsen, S. (2010). Does it matter if she's black or white? Using eye tracking to explore effects of race on reader reaction to magazine advertisements. *Southwest Journal of Mass Communication*, 25(2): 1-14.
- Thomsen, S.R., Breckenridge, C., Infanger, V., & Harding, L. (2010). Selective visual attention, eye movements during social comparisons, and eating disorder risk. *International Journal of Child and Adolescent Health*, 3(1): 99-108.

BOOK CHAPTERS

- Thomsen, S.R., Breckenridge, C., Infanger, V., & Harding, L. (2014, In Press). "Selective visual attention, eye movements during social comparisons, and eating disorder risk," In J. Merrick, Sher, L. & Israeli, S. (eds.), *Food, Nutrition, and Eating Behavior*. New York: Nova Science.

REFEREED PAPER PRESENTATIONS

- Thomsen, S.R., & Anderson, H. (2013, November). Using the rhetoric of atonement to analyze Lance Armstrong's failed attempt at redeeming his public image. Annual meeting of the North American Society for the Sociology of Sport, Quebec City, CA.
- Gibby, H., Eldridge, J., Thomsen, S. R. (2010, August). Seeing is believing: Using eye tracking to examine the media's influence on disordered eating risk. Association for Education in Journalism and Mass Communication annual meeting, Denver, CO.

- Bott, S., Davidson, P., Fernandes, T., Jensen, B., Laitinen, R., Wood, S., & Thomsen, S.R. (2009, November). Does it matter if she's black or white? Using eye tracking to explore the effects of race on reader reaction to magazine advertisements. Southwest Educational Council for Journalism and Mass Communication, Arlington, TX. *Recognized as the conference's top paper.*

SERVICE

- Member, Web Committee (2013). *North American Society for the Sociology of Sport.*
- Past President/Board Member (2012-2013). *Southwestern Education Council for Journalism and Mass Communication.*
- President (2011-2012). *Southwestern Education Council for Journalism and Mass Communication.*
- President-Elect (2010-2011). *Southwestern Education Council for Journalism and Mass Communication.*
- Board Member (2009-2010). *Southwestern Education Council for Journalism and Mass Communication.*
- Editor (2004-2008). *Journal of Magazine and New Media Research.* Official journal of the Association for Education in Journalism and Mass Communication's Magazine Division.
- Reviewer for *American Journal of Preventative Medicine* (2013).
- Reviewer for *European Journal of Internal Medicine* (2013).
- Reviewer for *Journal of Adolescent Health* (2013).
- Reviewer for *Psychology, Health & Medicine* (2013).
- Recent reviewer for *Journal of Adolescent Health Sex Roles*
- Recent reviewer for *Applied Psychology: An International Review*
- Recent reviewer for *Vulnerable Children and Youth Studies*
- Recent reviewer for *Journal of Media and Religion*
- Recent reviewer for *International Journal of Epidemiology*
- Recent reviewer for *Journal of Contemporary Ethnography*
- Recent reviewer for *Expert Opinion in Pharmacotherapy*
- Recent reviewer for *Media Psychology*
- Recent reviewer for *Journal of Social and Clinical Psychology*
- Recent reviewer for *Journal of Computer-Mediated Communication*

Laurie Wilson (full professor, retired December 2013).

REFEREED JOURNALS ARTICLES

- Laurie J. Wilson and Ibrahim Al-Muhanna, "The Political Economy of Information: The Impact of Transborder Data Flows," *Journal of Peace Research*, Vol. 22, No. 4 (1985): 289-301. Republished in 2012 by Sage Communications in Daya K. Thussu, editor, *International Communication*, as part of the SAGE Benchmarks in Communication series.



Laurie Wilson

BOOKS

- Laurie J. Wilson and Joseph Ogden, *Strategic Communications Planning for Effective Public Relations and Marketing*, Dubuque, Iowa: Kendall/Hunt Publishing Company, sole author 1995, 1998, 2000, senior author 2004, 2008. 6th Edition forthcoming 2014.
- Laurie J. Wilson and Joseph D. Ogden, *A Matrix Approach to Public Relations and Marketing: A Companion Reference to Strategic Communications Planning*, Provo, Utah: Tittle & Pyne Communications, 2000, 2004, 2008. 4th Edition forthcoming 2014.

BOOK CHAPTERS

- Laurie J. Wilson, "Certification and Accreditation of Public Relations Education," in Terri Lynn Johnson and Bonita Neff, eds., *Learning to Teach* (PRSA, 2014).

SERVICE

- Editorial and review board for *Journal of Public Relations Research* (2000-present).
- Editorial and review board for *Journal of Promotion Management* (2002-present).
- Editorial and review board for *Nonprofit Digest* (2010-present).
- External reviewer for Communications Department and programs at Northern Iowa University (2014).
- Member PRSA Educational Affairs Committee (2000-2013).
- Judge for the Public Relations Division of AEJMC Research Paper Competition (2010-2011).
- Site team leader for CEPR of Union College's public relations program (2010).
- Site team leader for review of Humber College public relations degree for the Government of Ontario, Canada (2010).
- External Reviewer for Rank and Status for University of South Carolina (2010).
- Reviewer for *Journal of Communications Theory* (2010).
- Judge for PRSA's Silver Anvil competition (2009).
- Judge for the Public Relations Division of AEJMC Research Paper Competition (2009).
- Co-chair PRSA Task Force on Internships (2006-2008).
- Judge for the Public Relations Division of AEJMC Research Paper Competition (2008).
- Site team leader for CEPR of Indiana State's public relations program (2008).
- External reviewer for Communications Department and programs at Northern Iowa University (2008).
- Wasatch Front Salary Survey, PRSA/IABC, performed research and presented findings in 2002, 2004 and 2008.
- *Communicating Strategically*, PRSA-sponsored conference on public

relations and communications for nonprofit organizations, Fall 2008.

AWARDS

- IABC/PRSA Golden Spike Professional of the Year 2010 (regional chapters)
- PRSA National Service to Certification for Education in Public Relations, 2009
- PRSA National Annual Service Citations, 2000-2009



Mark Callister
.....

Mark Callister (associate professor, promoted to full professor 2014).

REFEREED JOURNAL ARTICLES

- Coyne, S.M., Callister, M., Stockdale, L., Coutts, H., & Collier, K.M. (in press). Just how graphic are graphic novels? An examination of aggression portrayals in manga and associations with aggressive behavior in adolescents. *Violence and Victims*.
- Coyne, S. M., Ridge, R., Stevens, M., Callister, M., & Stockdale, L. (2012). Backbiting and bloodshed in books: Short term effects of reading physical and relational aggression in literature. *British Journal of Social Psychology*, 51, 188-196.
- Callister, M., Coyne, S. M., Stern, L. A., Stockdale, L., Miller, M., & Wells, B. (2012). A content analysis of the prevalence and portrayal of sexual activity in adolescent literature. *Journal of Sex Research*, 49, 477-486.
- Callister, M., Coyne, S. M., Robinson, T., Davies, J. J., Near, C., & VanValkenburg, L. (2012). Three sheets to the wind: Substance use in Teen-centered Film: 1980-2007. *Addiction Research and Theory*. 1st Quarter, Winter.
- Coyne, S. M., Callister, M., Stockdale, L., Nelson, D. A., & Wells, B. M. (November, 2012). A helluva read: Profanity in adolescent literature. *Mass Communication and Society*, 15, 360-383.
- Wilson, C., Robinson, T., & Callister, M. (2012). "Surviving Survivor: Antisocial Behavior and its Context in a Popular Reality Television Show." *Mass Communication and Society*, 15, 261-283.
- Coyne, S. M., Callister, M., Pruett, T., Nelson, D. A., Stockdale, L., & Wells, B. M. (2011). A Mean Read: Aggression in Adolescent English Literature. *Journal of Children and Media*, 5, 411-425.
- Callister, M., Stern, A. L., Coyne, S. M., Robinson, T., & Bennion, E. (2011). "Evaluation of sexual content in teen-centered movies from 1980 to 2007." *Mass Communication and Society*, 14, 454-474.
- Coyne, S., Callister, M., & Phillips, J. C. (2011). Getting Boozy in Books: Substance Use in Adolescent Literature. *Health Communication*, 26, 512-515.
- Coyne, S., Callister, M., & Robinson, T. (2011). Yes, another teen movie: Three decades of violence in films aimed at adolescents. *Journal of Children and Media*, 4, 387-401.

- Callister, M. & Robinson, T. (May 2010). "Content Analysis of Physical Affection within Television Families During the 2006-2007 Season of U.S. Children's Programming." *Journal of Children and Media*. 4, Issue 2.
- Robinson, T., Callister, M., & Love, D. (2009). The Portrayal of Older Characters in Teen Movies from 1980-2006. *Educational Gerontology*.
- Robinson, T., Callister, M., & Clark, B. (2009). Stereotyping, Violence, and Sexuality: An analysis of official video game sites. *Web Journal of Mass Communication Research*.
- Cressman, D., Callister, M. & Robinson, T. & Near, C. (2009). Swearing in the Cinema: Profanity in Teen-oriented Movies, 1980-2006. *Journal of Children and Media*, 3, 117-135.
- Robinson, T. & Callister, M. (2008). "Body image of older adults in magazine advertisements: A content analysis of their body shape and portrayal." *Journal of Magazine and New Media Research*.
- Robinson, T., Jankoski, T., & Callister, M. (2008). Portrayal of body weight in children's television sitcoms. *Body Image*, 5, 141-151.

BOOK CHAPTERS, ENCYCLOPEDIA, INVITED PROCEEDINGS

- Callister, M. & Stern, L. A. (2007). Inspecting the unexpected: Schema and the processing of visual deviations. In E. F. McQuarrie and B. Phillips (Eds.) *Go Figure: New Directions in Advertising Rhetoric*. Armonk, New York: M. E. Sharpe.
- Stern, L. A., Callister, M., & Jones, L. (2005). Face Time: Public sociality, social encounters, and gender at a university recreation center. In C. Morrill, D. A. Snow, and C. H. White (Editors) *Together Alone. Personal Relationships in Public Places*. Berkeley and Los Angeles, California: University of California Press.
- Lambiase, J. J., Reichert, T., Morgan, S. E., Carstarphen, M. G., Zavoina, S. C., and Callister, M. (1999). Gendered bodies still thrive in postmodern magazineland. In M. Carstarphen and S. C. Zavoina (Eds.) *Sexual Rhetoric*. Greenwood Press, Westport, Connecticut: London.
- Callister, M. A. & Stern, L. (1999). Advertising and emotion. *Encyclopedia of Human Emotions*, Vol. I D. Levinson, J. Ponzetti, P. Jorgensen (Eds.), MacMillan Reference, NY.
- Stern, L. & Callister, M. A. (1999). Facial displays and emotion. *Encyclopedia of Human Emotions*, Vol. I D. Levinson, J. Ponzetti, P. Jorgensen (Eds.), MacMillan Reference, NY.
- Dallinger, J. & Callister, M. (August, 1997). Taking conflict personally, solidarity, and relational satisfaction: Interrelationships within arguments. SCA/AFA Summer Conference on Argumentation, Alta, Utah.

REFEREED PAPER PRESENTATIONS

- Stern, L. & Callister, M. (2012). Exploring Variations of Exaggeration in Advertising: Perceptions and Effects of Hyperbole and Puffery. International Communication Association Conference, Phoenix, AZ, May 23-27.

- Coyne, S. M., Gentile, D. A., Callister, M., Nelson, D. A., & Stockdale, L. (2012). The best defense is a good offense: Media violence offensiveness and aggressive behavior in emerging adults. Paper presented at the International Society for Research on Aggression XXth World Meeting, Luxembourg.
- Callister, M. & Robinson, T. (2011). Consumer processing of exaggerations in print ads: A Qsort analysis examining the role of visual hyperbole in perceptions of deception. Annual ISSSS QMethodology Conference, University of Birmingham, England, September 7-9.
- Callister, M., Clark, C., & Coyne, S. M. (2011). Family portrayals in teen-centered films from 1980 to 2009. AEJMC Conference, Entertainment Studies Interest Group, August, St. Louis, MO.
- Callister, M., Coyne, S. M., & Stockdale, L., (2011). "We are family": Family portrayals in adolescent novels. National Council on Family Relations, Orlando Florida.
- Coyne, S. M., Callister, M., Stockdale, L., Nelson, D. A., & Wells, B. M. (2011). "A Helluva Read": Profanity in Adolescent Literature. Society for Research in Child Development Conference, Quebec, Canada.
- Coyne, S. M., Callister, M., Pruett, T., Nelson, D. A., Stockdale, L., & Wells, B. M. (2010). A Mean Read: Aggression in Adolescent Literature. Southwest Education Council for Journalism and Mass Communication, November 2010, Round Rock, Texas. Selected as one of the Top Conference Papers.
- Callister, M., Coyne, S. M., Stern, L. A., Miller, M., Stockdale, L., & Wells, B. (2010). Prevalence and portrayal of sexual content in adolescent novels. AEJMC Conference, Entertainment Studies Interest Group, August 2010, Denver, CO.
- Callister, M. (2010). Trends in Teen Movies. Presentation given at the Conference on Family and Media, sponsored by Family Studies Center, Brigham Young University, March 3-5, Midway, Utah.
- Coyne, S., Callister, M., Phillips, J., Pruett, T., & Stockdale, L. (2010). Boozed, buzzed, baked, bashed, bombed, and blitzed in books: Substance Use in Adolescent Literature. Society for Research on Adolescence Conference, Philadelphia, Pennsylvania.
- Callister, M., Stern, A. L., Bennion, E., Robinson, T., & Coyne, S. M. (2010). Evaluation of sexual content in teen-centered movies from 1980 to 2007. Western States Communication Association, Anchorage, Alaska Conference.
- Near, C., Rawlins, B., Robinson, T., & Callister, M. (2009). Deception in Super Bowl Advertisements: An Analysis of Deceptive Storylines. BEA Conference Research Division, Las Vegas, Nevada.
- Clark, C., Callister, M., Robinson, T., Baker, S., & Nisse, T. (2009). Gender roles and the family: A content analysis of teen films from 1980-2007. BEA Conference Gender Division, Las Vegas, Nevada.
- Coyne, S., Callister, M., & Robinson, T. (April, 2009). Yes, another teen

- movie: Three decades of violence in films aimed at adolescents. Society for Research in Child Development Conference, Denver, Colorado.
- Wilson, C., Robinson, T., & Callister, M. (August, 2008). “Surviving Survivor: Antisocial Behavior and its Context in a Popular Reality Television Show.” AEJMC Conference, Mass Media and Society Division, August 2008, Chicago, IL.
 - Callister, M., Robinson, T., Stasevskas, T., & Near, C. (August, 2008). Substance Abuse in Teen-centered film: 1980-2007. AEJMC Conference, Mass Media and Society Division, August 2008, Chicago, IL.
 - Callister, M., Robinson, T., Near, C., & Nisse, T. (April, 2008). Affection in Television Families in Children’s Programming During the 2006-2007 Season. Broadcasting Education Association (BEA) Conference, Las Vegas, Nevada. *Top Paper Award*, BEA Research Divisions Paper Competition, Debut category.
 - Cressman, D., Callister, M. & Robinson, T. & Near, C. (Feb., 2008). Swearing in the Cinema: Profanity in Teen-oriented Movies, 1980-2006. WSCA Conference, Media Studies Interest Group, Denver, Colorado.

SERVICE

- Panel Chair. AEJMC Conference, Washington, D.C., 2013.
- Panel Chair. Western States Communication Association, Anchorage Alaska, 2010.
- *Head, Association for Education in Journalism and Mass Communication (AEJMC)*, August 2013 to August 2014, Entertainment Studies Interest Group (ESIG).
- *Vice Head, Association for Education in Journalism and Mass Communication (AEJMC)*, 2012- 2013, Entertainment Studies Interest Group.
- *Research Chair, Association for Education in Journalism and Mass Communication (AEJMC)*, (2011-2012), Entertainment Studies Interest Group.
- *Member of the Board of Directors*, Howard W. Hunter Mormon Studies at Claremont Graduate University, CA. (2012-present).
- New Faculty Research Grant Chair, Broadcast Education Association (BEA), Research Division, Executive Committee (2009-2010).
- Planner, Brigham Young University, Family and Media Conference (2009-2010).
- Reviewer: *Communication Quarterly* (2009-present)
- Reviewer: *Mass Comm and Society* (2009-present)
- Reviewer: *Journal of Educational Media, Memory and Society* (2013)
- Reviewer: *Journal of Children and Media* (2013)
- Reviewer: *Family Relations* (2011)
- Reviewer: *American Journal of Media Psychology* (2011)

- Reviewer: *Journal of Advertising* (2008)
- Reviewer: *Journal of Magazine and New Media Research* (2007-2008)
- Reviewer: Association for Education in Journalism and Mass Communication (2009, 2011, 2012, 2013).
- Reviewer: Western States Communication Association (2010).
- Reviewer: Conference on Undergraduate Research (2010).

GRANTS

- College Professional Development grant, April 2012, \$1,500 for Ad Age digital conference.
- College Professional Development grant, Sept. 2011, \$2,350 for the Q-methodology conference.
- College Professional Development grant, April, 2010, \$852, Ad Age digital conference.
- Randall L. Morgan Teaching and Learning Faculty Fellowship, \$5,000 for August 2011-August 2012, and an additional \$10,000 over the two additional years. Teaching and Research.
- Wendall J. Ashton Research Grant, Spring 2012, \$6,000. Research project.
- Wendall J. Ashton Research Grant, Spring 2011, \$600. Research project.
- Wendall J. Ashton Research Grant, Spring 2010, \$6,500. Research project.
- Wendall J. Ashton Research Grant, Spring 2009, \$6,500. Research project.
- Wendall J. Ashton Research Grant 2008

Joel Campbell (associate teaching professor, professional track).

REFEREED JOURNAL ARTICLES

- Sherry Baker and Joel J. Campbell. (2010). "Mitt Romney's Religion: A Five Factor Model for Analysis of Media Representation of Mormon Identity." *Journal of Media and Religion*.

BOOKS

- Susan R. Walton and Joel J. Campbell (2012). "Making it Work: Strengthening the Relationship Between Journalists and PR Practitioners," Kendall Hunt.

PEER-REVIEWED CONFERENCE PAPERS

- Kris Boyle and Joel J. Campbell. (2014). Artemus Ward: The Forgotten Influence of the "Genial Showman's" Mormon Lecture on British Public Opinion and the LDS Church. Mormon History Association Conference, San Antonio, TX, June 2014.

PROFESSIONAL ARTICLES, COLUMNS AND CREATIVE WORKS

- Open government columns, open-records issues, free press issues, legislation, activists and guides for citizens to use public records. Salt Lake Tribune. September 2010 – present.



Joel Campbell

- BYU Radio with Marcus Smith, weekly guest about media and journalism, February 2014-present.
- Columbia Journalism Review, U.S. States Project Columns. Covered policy, politics and press in Colorado, New Mexico, Arizona and Utah. April-December 2013.
- “Investigating non-profits can yield great stories.” Quill magazine. November/December 2010.
- “Mormon Media Observer” blog-column – The online column reviewed how Mormons portrayed in media and popular culture. Mormon Times (Salt Lake City Deseret News). December 2007 – August 2010.
- “FOI Toolbox: Research Campaign Finance Stories Online,” Quill magazine, December 2009.
- Susan Balcom Walton and Joel J. Campbell. (2009). “The microphone is always on: the new rules for the 24/7 spokesperson.” PRSA Tactics.
- Susan Balcom Walton and Joel J. Campbell. (2008). “Pre-Publication Review: What PR Practitioners Need to Know,” PRSA Tactics.
- “The Good, The Bad, The Ugly: Finding Balance in Reporting About Mormons.” Editor and Publisher, January 2008.

PANELS AND PRESENTATIONS

- Utah’s New Court Media Access Policies. BEA, Las Vegas, Nevada, April 2014.
- Freedom of Information in Southeast Asia. 2014 International Media Conference, East-West Center, Yangon, Myanmar, March 2014.
- Learning Investigative Reporting Techniques Through Investigating Your Ancestors. Great Ideas for Teachers Poster Session. AEJMC, August 2013.
- Getting Your News Out in a Big Way. Utah PTA Leadership Convention, Provo, UT, June 2013.
- Unforgiving Land: Seeking to Understand the Promise and Demise of Utah’s Failed Religious Communities. Religion and the Rocky Mountains and Great Plains Conference, University of Denver, June 2013.
- Getting Public Information. SPJ Region 9 Conference, Santa Fe, N.M., April 2013.
- Freedom of Information/Open Records. Investigative Reporters and Editors Workshop, Salt Lake City, March 2013.
- Baptism of Fire: A Comparative Analysis of Media Coverage of the LDS Church Practice of Proxy Baptisms. Mormon Media Studies Symposium. November 2012.
- “GRAMA and Beyond.” Society of Professional Journalists Region 9 Conference. With Nate Carlisle, Salt Lake Tribune, Salt Lake City. April 2011.
- “Why Freedom of Information?” National Archives Week. Utah State

- Archives staff and guests. Salt Lake City. April 2011.
- Media Relations Summit. “Social Media Landmines.” Ragan Communications. With Susan Walton. New York City. March 2011.
 - “Mormons vs. Gays: Framing the Proposition 8 Fight.” Mormon Media Studies Symposium. Brigham Young University. Provo, Utah. November 2010
 - “Joining the Conversation: The Evolution of Public Relations in The Church of Jesus Christ of Latter-day Saints.” Mormon Media Studies Symposium. With Michael Otterson and Susan Walton. Brigham Young University. Provo, Utah. November 2010
 - “The Thumper Rule: Building Relationships Through Communication.” Utah Association of Elementary Schools Annual Meeting. With Susan Walton Provo, Utah. October 2010.
 - “The 24-hour Spokesperson: The New Rules for School Communication.” Utah Association of Secondary School Principals Annual Meeting. Lehi, Utah. October 2010.
 - “Spokespeople and the Media: Working Effectively Together.” Utah State PTA Annual Meeting. Provo, Utah. With Susan Walton. May 2011.
 - “Spokespeople and the Media: Working Effectively Together.” Utah State School Board Association Annual Workshop. With Susan Walton. January 2011.
 - “Avoiding Social Media Landmines,” Public Relations Students Society of America, San Diego, Calif. With Susan Walton. November 2009.
 - “The Social Media Phenomenon: Blogging and Tweeting Traffic Toward the Editorial Page,” National Conference of Editorial Writers, Salt Lake City, September 2009.
 - SPJ Citizen Journalism Institute -- Freedom of Information module, Denver Press Club, Denver, Colo. May 2009.
 - “The American Newspaper,” Utah Now, KUED. Thirty-minute program on Utah public television. April 2009.
 - “Open Government and Transparency,” Hinckley Institute of Politics, University of Utah, February 2009.
 - “Exposing Bad Politicians through Public Records,” SPJ Annual Convention, Atlanta, Sept. 2008.
 - “The Perfect Storm? LDS Media Events and the Foreign Press,” 19th Annual Conference of the International Society Meet the Mormons: Public Perception and the Global Church, BYU International Society. April 2008.
 - Workshop on student press rights and ethics. Helped organize the event on behalf of the Department of Communications. Utah Photographers and Writers Workshop, University of Utah, Salt Lake City, November 2002, November 2003, November 2004, November 2005, November 2007, November 2010, November 2012.
 - Workshops on Freedom of Information and Computer-Assisted Research, Las Vegas Review-Journal Journalism Workshop, Las Vegas,

Nevada. Feb. 28, 2003. Oct. 22, 2004, Nov. 2, 2012.

GRANTS

- Beckham Faculty Lecture. “Toward a philosophical foundation for practicing journalism.” October 2012.

SERVICE

- Research chair, AEJMC Religion and Media Interest Group, 2014 Montreal Conference.
- Judge, Alabama Media Professionals Annual Contest, February 2014.
- Board member. Utah Press Association. The association represents weekly and daily newspapers in Utah. March 2012 – 2013.
- Open Government columnist. Salt Lake Tribune. Write periodic column about free press, ethics and government meetings and records access issues. October 2010-2012.
- Legislative monitor. Utah Press Association. Monitor legislative committees and prepared legislative updates and summaries. Helped coordinate legislative initiatives and lobbying including ongoing battles for access to records and meetings and preservation of public notice. 1997-2011.
- Member and presenter. Utah Journalism and Education Team. Helped develop curriculum and presented at various education and journalism venues to train education reporters and educators. 2005 – present.
- Consultant. Volunteer advisor to Salt Lake City Mayor Ralph Becker’s Transparency Initiative. Asked to write a report reviewing the initiative. Evaluated the accessibility and development of the city’s Web site and open government policies. An evaluative report was produced. Jan. 2009 – present.
- Instructor. Organized and taught week-long high school journalism camp through BYU Honors Program Summer Scholars seminar. Summer 2005, 2006, 2008, 2011.
- Founding member, president, treasurer. Utah Foundation for Open Government. The foundation promotes First Amendment and open government issues through education. Wrote grants and engaged in fundraising activities that have raised more than \$30,000 for handbooks, newsletters, seminars and hotline activities. October 1992 – 2000, 2008-2010.
- Chair, member. National Society of Professional Journalists Freedom of Information Committee. Lead national advocacy efforts, write periodic Quill magazine column and direct national Project Sunshine network. September 2003-present.
- Trainer. Present newsroom Freedom of Information Seminars at Utah Press Association newspapers. 2003-present.



Ed Carter
.....

Ed Carter (associate professor).

REFEREED JOURNAL ARTICLES

- Edward L. Carter, “‘Much Dispute and Wonderful Contentions’: Free-Speech Values in the Book of Mormon,” *Journal of Media and Religion*, vol. 13, no. 1 (2014): 5-18.
- Edward L. Carter, “Actual Malice in the Inter-American Court of Human Rights,” *Communication Law & Policy*, vol. 18 (2013): 395-423.
- Edward L. Carter, “‘Entered at Stationers’ Hall’: The British Copyright Registrations for the Book of Mormon in 1841 and the Doctrine and Covenants in 1845,” *BYU Studies*, vol. 50, no. 2 (2011): 71-94.
- Edward L. Carter, “Copyright Ownership of Online News: Cultivating a Transformation Ethos in America’s Emerging Statutory Attribution Right,” *Communication Law & Policy*, vol. 16, issue 2 (Spring 2011): 161-195.
- Edward L. Carter, Kevin R. Kemper, Anesha Brown and James C. Phillips, “‘Executing the Powers With Which It Is Intrusted’: Justifications, Definitions and Limitations of Government Speech,” *Communication Law & Policy*, vol. 14, issue 4 (Autumn 2009): 453-478.
- Edward L. Carter, “Reclaiming Copyright From Privacy: Public Interest in Use of Unpublished Materials,” *Journalism & Mass Communication Quarterly*, vol. 85, issue 2 (Summer 2008): 417-434.
- Edward L. Carter and James C. Phillips, “Justices Treat Newspapers Differently in Oral Argument,” *Newspaper Research Journal*, vol. 29, no. 1 (Winter 2008): 90-102 (first-time acceptance rate 26 percent).

LAW JOURNALS

- Edward L. Carter, “Argentina’s Right to Be Forgotten,” *Emory International Law Review*, vol. 27, no. 1 (2013): 23-39.
- Edward L. Carter, “Supreme Court Oral Argument Video: A Review of Media Effects Research and Suggestions for Study,” *Brigham Young University Law Review*, vol. 2012, no. 6: 1719-1757.
- Edward L. Carter and Edward E. Adams, “Justice Owen J. Roberts on 1937,” *The Green Bag 2d.*, vol. 15 no. 4 (2012): 375-388.
- Edward L. Carter, “Choking the Channel of Public Information: Re-Examination of An Eighteenth-Century Warning About Copyright and Free Speech,” *NYU Journal of Intellectual Property and Entertainment Law*, 1 N.Y.U. J. INTELL. PROP. & ENT. L. (2012) (online journal at <http://ledger.nyu-ipels.org/journal/word-press/2012/02/choking-the-channel-of-public-information/>) (available on LEXIS-NEXIS and Westlaw databases of journals and law reviews).
- James C. Phillips and Edward L. Carter, “Gender and U.S. Supreme Court Oral Argument on the Roberts Court: An Empirical Examination,” *Rutgers Law Journal*, vol. 41, issue 3 (2011): 613-655.
- James C. Phillips and Edward L. Carter, “Oral Argument in the Early

Roberts Court: A Qualitative and Quantitative Analysis of Individual Justice Behavior,” *Journal of Appellate Practice and Process*, vol. 11, issue 2 (Fall 2010): 325-395.

- James C. Phillips and Edward L. Carter, “Source of Information or ‘Dog and Pony Show’? Judicial Information Seeking During U.S. Supreme Court Oral Argument, 1963-65 & 2004-09,” *Santa Clara Law Review*, vol. 50, issue 1 (2010): 79-181.
- Edward L. Carter, “Harmonization of Copyright Law in Response to Technological Change: Lessons From Europe About Fair Use and Free Expression,” *La Verne Law Review*, vol. 30, issue 2 (2009): 312-345.
- Edward L. Carter, R. Trevor Hall and James C. Phillips, “Broadcast Profanity and the ‘Right to Be Let Alone’: Can the FCC Regulate Non-Indecent Fleeting Expletives Under a Privacy Model?” *Hastings Communication & Entertainment Law Journal*, vol. 31, issue 1 (Fall 2008): 1-46.
- Edward L. Carter and James C. Phillips, “The Mormon Education of a Gentile Justice: George Sutherland and Brigham Young Academy,” *Journal of Supreme Court History*, vol. 33, issue 3 (November 2008): 322-340.
- Edward L. Carter, Kevin R. Kemper and Barbara L. Morgenstern, “Applying *Hazelwood* to College Speech: Forum Doctrine and Government Speech in the U.S. Courts of Appeals,” *South Texas Law Review*, vol. 48, issue 1 (2006): 157-182.
- Edward L. Carter and Adam Frank, “The Day *Grokster* Ate Sony: Examining the Rationale Behind the Supreme Court’s New Rule of Copyright Infringement Liability for Inducement,” *Intellectual Property Law Bulletin*, University of San Francisco School of Law, vol. 10, issue 2 (Spring 2006): 115-129.
- Edward L. Carter and Scott Lunt, “Copyright and Podcasting: The Impact of Regulation on New Communication Technologies,” *Santa Clara Computer & High Technology Law Journal*, vol. 22, issue 2 (January 2006): 187-217.
- Edward L. Carter, “Outlaw Speech on the Internet: Examining the Link Between the Unique Characteristics of Online Media and Criminal Libel Prosecutions,” *Santa Clara Computer & High Technology Law Journal*, vol. 21, issue 2 (January 2005): 289-318.
- Edward L. Carter, “Reporter’s Privilege in Utah,” 18 *Brigham Young University Journal of Public Law* 163 (2003) (Comment): 163-183.
- Edward L. Carter, “Promoting Progress or Rewarding Authors? Copyright Law and Free Speech in *Bonneville International Corp. v. Peters*,” 2002 *Brigham Young University Law Review* 1155 (Case Note): 1155-1179.

BOOK REVIEWS AND ENCYCLOPEDIA ENTRIES

- Edward L. Carter, Book Review on *Access to Information as a Human*

- Right*, in *Journal of Information Policy*, vol. 2 (June 2012): 204-206.
- Edward L. Carter, “Libel and Slander,” *International Encyclopedia of Communication* (April 2008).

REFEREED PAPER PRESENTATIONS

- Edward L. Carter, “American Un-Exceptionalism: The Case of Copyright Law’s Public Domain and Freedom of Expression” (Third-Place Faculty Paper), Law and Policy Division. Association for Education in Journalism and Mass Communications. Chicago, Illinois. August 11, 2012.
- Edward L. Carter, “Choking the Channel of Public Information,” Law and Policy Division, International Communication Association. Phoenix, Arizona. May 27, 2012.
- Edward Carter, Jessica Danowski, Jena Green and Karina Shamaileh-Marcella, “*Donaldson v. Beckett* and the Common Law of Literary Property: A Century of American Scholarly Perceptions and Misperceptions,” Law and Policy Division, Association for Education in Journalism and Mass Communication. St. Louis, Missouri. August 13, 2011.
- Edward L. Carter, “Copyright Ownership of Online News,” Law and Policy Division, International Communication Association. Boston, Massachusetts. May 29, 2011.
- Edward L. Carter, “Copyright and Plagiarism: A Moral Rights Alternative,” Law and Policy Division, International Communication Association. Singapore. June 24, 2010.
- Edward L. Carter, “Intellectual Property Ownership of Online News: A Moral Rights Copyright Alternative” (First Place Faculty Paper), Law and Policy Division, Southeast Colloquium of Association for Education in Journalism and Mass Communication. Chapel Hill, North Carolina. March 12, 2010.
- Edward L. Carter and James C. Phillips, “Information-Seeking Behavior of Justices During U.S. Supreme Court Oral Arguments” (First Place Paper), Law and Policy Division of the International Communication Association. Chicago, Illinois. May 23, 2009. (Acceptance rate 48 percent).
- James C. Phillips and Edward L. Carter, “Source of Information or Dog and Pony Show? Information Seeking During Oral Argument in the U.S. Supreme Court, 1960s & 2000s,” Midwest Political Science Association. Chicago, Illinois. April 2-5, 2009.
- Edward L. Carter and Anesha Brown, “‘Executing the Powers With Which It Is Intrusted’: What *The Federalist* Says About the Government’s Speech Argument in *Pleasant Grove City v. Summum*,” Open Division, AEJMC Southeast Colloquium. Oxford, Mississippi. March 20, 2009.
- Edward L. Carter, “Technology Transfer and Intellectual Property

in Developing Countries: Does the Invisible Hand Really Work?"

Congreso de las Américas II. Mexico City, Mexico. October 11, 2008.

- Edward L. Carter, "Balancing the Interests of Consumers, Competitors and the Public: Use in the 'Trade Mark Sense' After the 1994 UK Trade Marks Act," Congreso de las Américas II. Mexico City, Mexico. October 9, 2008.
- James C. Phillips and Edward L. Carter, "Just 'A Dog and Pony Show'? Ideology and Oral Argument in the U.S. Supreme Court, 2004-2008." Great Plains Political Science Association. Cedar Falls, Iowa. September 27, 2008.
- Edward L. Carter, Kevin R. Kemper and James C. Phillips, "Government Speech in Ireland, Australia and the U.S.A.," Law and Policy Division of the International Communication Association. Montreal, Canada. May 24, 2008. (Acceptance rate 45 percent).
- Edward L. Carter, R. Trevor Hall and James C. Phillips, "Broadcast Profanity and Public Nuisance: Can the FCC Prohibit Non-Obscene, Non-Indecent Fleeting Expletives?" Law and Policy Division of the Broadcast Education Association. Las Vegas, Nevada. April 17, 2008.

INVITED PRESENTATIONS

- Edward L. Carter, "Cameras and the Supreme Court." BYU Law Review Symposium. Provo, Utah. January 26, 2012.
- Edward L. Carter, "'Entered at Stationers' Hall': The 1841 British Copyright of the Book of Mormon," Mormon Media Studies Symposium. Provo, Utah. November 12, 2010.
- Edward L. Carter, "A Holy War and an Unholy Alliance: Re-evaluating the Newspaper Preservation Act in the 21st Century." Utah Communication Association. Cedar City, Utah. April 9, 2010.
- Edward L. Carter, "Declaration on the Berne Three Step Test: How Will a 'Balanced Interpretation' Affect National Convergence?" Utah Communication Association. Cedar City, Utah. March 13, 2009.
- Edward L. Carter, "Balancing Interests in Copyright Law: Judicial Applications of the United Kingdom's Public Interest Defense." Utah Communication Association. Cedar City, Utah. March 7, 2008.

GRANTS

- Forsyth Scholar (David P. Forsyth Memorial Research Award in Mass 2011-2014.
- Beckham Lecturer, BYU Department of Communications. Provo, Utah. March 25, 2010.
- BYU Class of 1949 Young Faculty Award, Provo, Utah. August 2009.

SERVICE

- *Ad Hoc* Committee to Draft Best Practices in Fair Use, International Communication Association, May 2009 to May 2010.
- Utah State Courts Judicial Outreach Committee Member, September 2008 to present.

- Head, Law & Policy Division, Association for Education in Journalism and Mass Communication, 2008-09.
- Vice Head, Law & Policy Division, Association for Education in Journalism and Mass Communication, 2007-08.
- Research Paper Competition Chair, Law & Policy Division, Southeast Colloquium of the Association for Education in Journalism and Mass Communication, 2006-07 and 2007-08.
- Research Presentation Discussant, AEJMC Southeast Colloquium, Law Division, 2006, 2007 and 2008.



Dale Cressman
.....

Dale Cressman (associate professor).

REFEREED JOURNAL ARTICLES

- Dale L. Cressman (2009). From Newspaper Row to Times Square: The dispersal and contested identity of an imagined journalistic community. *Journalism History* 34(4): pp. 182-193.
- Dale L. Cressman, Mark Callister, Tom Robinson, and Chris Near (2009). Swearing in the cinema: An analysis of profanity in teen-oriented movies, 1980-2006. *Journal of Children and Media* 3(2): pp. 117-135.
- Dale L. Cressman (2009). Time for Faculty Tribes to Reboot the Curriculum. *Electronic Media* 3(4):167-170.

BOOK

- Dale L. Cressman, *Elmer Lower: Twentieth century journalist* (working title). Under contract with University of Missouri Press (under contract).

INVITED PUBLICATIONS

- Dale Cressman (2013). The year that changed America. *British Airways High Life*. Aug 2013: 92-98 [commissioned magazine article].
- Dale L. Cressman (2012). History and the IRB: Will Pending Changes Threaten Research? *Clio among the media* 46(2): 6-9 [invited article].
- Dale L. Cressman (2011). Kennedy Assassination: President's Murder Revolutionizes News. In William David Sloan, *The media in America: a history*, 8 ed. (Northport, Ala.: Vision Press): 466 [invited textbook entry].
- Dale L. Cressman (2008). Harry Reasoner: A life in the news. *Journalism history* 33(4): 243-244 [invited book review].
- Dale L. Cressman (2008). New research: From Newspaper Row to Times Square—the contested identity of an imagined journalistic community, *Clio among the media* 43(1): 6-7 [invited article].
- Dale L. Cressman (2008). Kennedy, John F. Assassination. In Stephen L. Vaughn, ed. *Encyclopedia of American journalism* (New York and London: Routledge): 241-242 [invited encyclopedia entry].

REFEREED PAPER PRESENTATIONS

- Dale L. Cressman, (2013, March). 1963: A Transformational Moment for American Journalism. Presented at the spring meeting of the

American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication, New York City, NY.

- Dale L. Cressman (2012, October). News in Lights: The New York Times Zipper and Newspaper Signs in the Age of Technological Enthusiasm. Presented to the Society for the History of Technology, Copenhagen, Denmark.
- Dale L. Cressman (2012, March). Disrupting the News: How Harvard Business School and Distance Learning Influenced Participatory Journalism. Presented at the spring meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication, New York City, NY.
- Dale L. Cressman (2011, March). Newspaper Signs in the Age of Technological Enthusiasm. Research in Progress presented at the spring meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication, New York City, NY.
- Dale Cressman (2010, August). Peer to Peer Learning: How to Motivate Students and Get Faculty Out of the Grading Game. Refereed poster presentation, Great Ideas for Teaching session, meeting of the Association for Education in Journalism and Mass Communication, Denver, CO.
- Dale L. Cressman and Lane Williams (2008, May). ABC, Agnew and Richard Nixon's war on network television news. Paper presented at the International Communications Association conference, Montreal, Canada.
- Dale L. Cressman (2008, March) The New York Times Zipper. Research in progress presented at the spring meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication, New York City, NY.
- Dale L. Cressman, Mark Callister, Tom Robinson, and Chris Near (2008, February). Swearing in the cinema: An analysis of profanity in teen-oriented movies, 1980-2006. Paper presented at the meeting of the Western States Communication Association, Denver, CO.

INVITED PAPERS AND PANELS

- Dale Cressman (2012, April). The New Mini-cams: Do We Need Big Cameras to Teach News Video? Invited presentation given at the meeting of the Broadcast Education Association, Las Vegas, NV.
- Dale Cressman (2010, August). Teaching News Literacy: What Works. Invited panel participant at the meeting of the Association for Education in Journalism and Mass Communication, Denver, CO.
- Dale Cressman (2010, April). Walter Cronkite: The Legend

Re-assessed. Invited panel participant at the meeting of the Broadcast Education Association, Las Vegas, NV.

- Dale Cressman (2008, March). The New York Public Library and the New York Times. A refereed presentation on working with the Archives of the New York Times given at the spring meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication, New York City.

CREATIVE WORKS

- Dale Cressman (2008, February 2). World-wide broadcast of the funeral of President Gordon B. Hinckley, KBYU-TV, BYU-TV, and BYU-TV International [producer in charge of the broadcast].

GRANTS

- 2013 Wendell J. Ashton Research Grant, \$2,000.
- 2009 “Where the Ball Drops: The Hidden History of Times Square,” Raymond E. and Ida Lee Beckham Lecture.
- 2008 Fellow, RIAS German-American Journalist Exchange, sponsored by the RIAS Berlin Kommission and administered by the Radio Television News Directors Foundation.

SERVICE

- 2010-present, *Journalism History*, Corresponding Editor.
- 2011-2012, *American Journalism*, Editorial Advisory Board.
- 2010-present, *Electronic News*, Editorial Board.
- 2010-present *Journal of Media Education*, Editorial Advisory Board.
- 2013 Reviewed proposed book manuscript for University of California Press.
- 2013 ACEJMC Site team member.
- 2012 Reviewed proposed book manuscript for Routledge.
- 2012 ACEJMC Site team member.
- 2012 Convention Program Chair, Broadcast Education Association.
- 2011-2012 Chair, Professional Freedom and Responsibility Committee, History Division, Association for Education in Journalism and Mass Communication.
- 2009 Reviewed four proposed papers for the American Journalism Historians Association.
- 2008 Reviewed four proposed papers for the American Journalism Historians Association, and six proposed papers for the Joint Spring Meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication.
- 2007-2008 Chair, News Division, Broadcast Education Association.
- 2007-present Historian & board of directors ex officio, American Journalism Historians Association.



Chris Cutri

Chris Cutri (associate professor).

JURIED CREATIVE WORKS

- Rake Online Documentary Series (2013), two pieces chosen for the University Film and Video Conference (2014): Daniel Everett Artist #1 and Andrew Ballsteadt Artist #2.
- Cutri, Chris. Hanging Five. Documentary. Official Selection 2010 Ombak Bali International Surf Film Festival, 2010 Hawaii Surf Film Festival—Doris Duke Theatre, 2010 Yallingup Australia Surf Film Festival, 2009 New York Surf Film Festival. Presented 2009 at North American Society for the Sociology of Sport Conference, Ottawa, Canada.

PUBLIC SERVICE ANNOUNCEMENTS

- Pinanta (2011). Utah Cancer Action Network.
- Mananitas (2011). Utah Cancer Action Network.
- Gerardo (2010). The Truth Anti-smoking Campaign in conjunction with the Utah State Department of Health. BEA Faculty Video Competition Award of Excellence.
- Gerardo-Cancer (2009). The Truth Anti-smoking Campaign, Telemundo, Univision.
- Adolfinia-24 Hours (2009). The Truth Anti-smoking Campaign, Telemundo, Univision.
- Gerardo-Cigarettes Are Strong (2009). The Truth Anti-smoking Campaign, Telemundo, Univision.
- Adolfinia-No More Crying (2009). The Truth Anti-smoking Campaign, Telemundo, Univision.
- Gerardo-I Tried (2009). The Truth Anti-smoking Campaign, Telemundo, Univision.
- Gustavo-Good Bye (2009). The Truth Anti-smoking Campaign, Telemundo, Univision.
- Gustavo-100 Years (2009). The Truth Anti-smoking Campaign, Telemundo, Univision.
- Ramon-It's Worth It (2009). The Truth Anti-smoking Campaign, Telemundo, Univision.
- The Heist-Windex Spec Commercial (2008). Honorable Mention, The Accolade Competition.

GRANTS

- College Research and Creative Activity Grant, \$1400, 2010.

Kevin Kelly (associate teaching professor, professional track).

REFEREED PAPER PRESENTATIONS

- Kelly, Kevin. (2012). The History of Homefront Junior—1983-1986. Mormon Media Studies Symposium, Provo, Utah.
- Kelly, Kevin. (2010). The History of Homefront—The Early Years, 1972-1985. Mormon Media Studies Symposium, Provo, Utah.



Kevin Kelly

- Kelly, Kevin. (2008). "Truth Restored: The Development and Progress of the Church's Groundbreaking Media Test and How It Could Change the Way We Do Missionary Work." Beckham Lecture (\$2,500).

CREATIVE WORKS

- Kelly, Kevin. (2014). "A Need for Witnesses." (*Screenplay*). LDS Motion Picture Studio.
- Kelly, Kevin. (2014). "Tender Mercies." (*Screenplay*). LDS Motion Picture Studio.
- Kelly, Kevin. (2014). "Recruiters + Interns." (*Producer, Director, Writer, Cameraman*). Accepted at the LDS Film Festival, Special Screening.
- Kelly, Kevin. (2014). "The World's Oldest Intern." (*Producer, Director, Writer*). Accepted at the LDS Film Festival, Short Films.
- Kelly, Kevin. (2013). "The Recruiter—Web Series." (*Producer, Director, Writer*). Recruiters Fair at Sundance.
- Kelly, Kevin. (2013). "The Boy and the Tengu." (*Director*). Accepted at the LDS Film Festival, Short Films.
- Kelly, Kevin. (2011). "Smoke From Under the Bridge." (*Screenplay*). LDS Motion Picture Studio.
- Kelly, Kevin. (2011). "The History of Homefront Junior—1983-1986." (*Writer, Director, Producer*). Accepted at the LDS Film Festival, Special Screening.
- Kelly, Kevin. (2010). "The History of Homefront—the Early Years, 1972-1985." (*Writer, Director, Producer*). Accepted and screened at 2010 Mormon Media Studies Symposium, Provo, Utah, 2011 LDS Film Festival, Orem, Utah, 2011 BYU Harold B. Lee Library Documentary Film Series at Brigham Young University.
- Kelly, Kevin and Cutri, Chris. (2009). "The Seiter-Miller Challenge."

GRANTS

- Laycock Grant from the College of Fine Arts and Communications, \$3000 (2010). Wendell J. Ashton Research Grant, \$7,500 (2010).
- Creative works grant, College of Fine Arts and Communications, \$2,500 (2009).

SERVICE

- Member of the Board of Directors, American Advertising Federation (AAF)—Utah Chapter (2011-2012).

Doug McKinlay (associate teaching professor, professional track).

PROFESSIONAL PUBLICATIONS

- Susan B. Walton and Doug McKinlay. (2012). "The 'Creativity Crisis': Fostering a More Creative Approach to Public Relations." *The Strategist* (PRSA), Spring, 2012.



Joseph Ogden

Joseph Ogden (associate teaching professor, professional track).

BOOKS

- Laurie J. Wilson and Joseph Ogden, *Strategic Communications Planning for Effective Public Relations and Marketing*, Dubuque, Iowa: Kendall/Hunt Publishing Company, sole author 1995, 1998, 2000, senior author 2004, 2008. 6th Edition forthcoming 2014.
- Laurie J. Wilson, *A Matrix Approach to Public Relations and Marketing: A Companion Reference to Strategic Communications Planning*, Provo, Utah: Tittle & Pyne Communications, 2000, 2004, 2008. 4th Edition forthcoming 2014.

Ken Plowman (associate professor).

REFEREED JOURNAL ARTICLES

- Bowen, S. A., Parkinson, M., Plowman, K.D., Pritchard, R. Schmeltzer, J., & Swiatek, M. (2013). Resolving Ethical Conflicts for Public Affairs Officers: The Need for APR+M. *Military Review*. (In press).
- Wakefield, R.I., Plowman, K.D., & Curry, A. (2012). Institutionalizing Public Relations: An International Multiple-Case Study. *Journal of Public Relations Research*. (In press).
- Plowman, K.D. (2011). "Measuring Relationships in Strategic Communication." *Public Relations Review*. (In press).
- Powelson, E.H., & Plowman, K.D. (2010). "Public Relations Management at the Lucile Packard Children's Hospital: A Case Study." *Public Relations Journal*. 4 (4), 1-23.
- Plowman, K.D. (2008). "Hot Waste in Utah: Conflict in the Public Arena." *Journal of Public Relations Research*. 20 (4), 403-420.
- Bornsen, S., Ostrom-Blonigen, J., & Plowman, K.D. (2008). "Stakeholder Theory: Antidote to a Drug Company's Market Health? A Case Study of Synthroid." *Journal of Communication Management*. 12 (1), 5-17.

BOOK CHAPTERS, HANDBOOKS, MONOGRAPHS, ENCYCLOPEDIAS AND YEARBOOKS

- Plowman, K.D. (2014). "Case 7-1 The Role of the Media and Public Relations in Negotiating Public Policy – Real Salt Lake City Builds Stadium in Utah." In A.H. Center, P. Jackson, S. Smith, & F.R. Stansberry (Eds.). *Public Relations Practices: Managerial Case Studies and Problems* (8th ed.). pp. 148-152. Boston, MA: Pearson. Invited Case Study.
- Plowman, K.D., & Wakefield, R.I. (2013). "Strategic Communication and Conflict Resolution: Contributions to Institutionalization in Public Relations." In K. Sriramesh, A. Zerfass, & J.N. Kim *Public Relations and Communication Management* (In-press). Taylor & Francis/Routledge.
- Plowman, K.D. (2012). "Conflict Resolution." In R.L. Heath (Ed.).



Ken Plowman

- Encyclopedia of Public Relations* (2nd ed.). Vol. 1. pp. 181-184. Thousand Oaks, CA: Sage. Invited Entry. (In press).
- Plowman, K.D. (2012). "Systems Theory." In R.L. Heath (Ed.). *Encyclopedia of Public Relations* (2nd ed.). Vol. II. pp. 839-842. Thousand Oaks, CA. Invited Entry. (In press).
 - Wakefield, R.I., Plowman, K.D. Curry, A. (2011). "Institutionalization in Public Relations: Another Step in Examining Its Place in Strategic Communication" *Handbook of Strategic Communication*. Routledge. (In-press).

REFEREED PAPER PRESENTATIONS AND PROCEEDINGS

- Bowen, S. A., Parkinson, M., Plowman, K.D., Pritchard, R. Schmeltzer, J., & Swiatek, M. "Military PAOs and the Media: Conflicting Systems of Ethics." (2012). *Proceedings, 15th International Public Relations Research Conference*, South Miami, Florida. Top Paper Award.
- Plowman, K.D., Walton, S.B., & Curry, A. (2012). "Playing to Publics: The Role of the Media and Public Relations in Negotiating Public Policy. *Proceedings, 15th International Public Relations Research Conference*, South Miami, Florida.
- Plowman, K.D. (2011). "Strategic Communication for Multi-National Forces in Iraq: Development of Four STRATCOM Plans. *Proceedings, 14th International Public Relations Research Conference*, South Miami, Florida. 689-706. Koichi Yamamura International Strategic Communication Award.
- Plowman, K.D. (2011). "Institutionalization in Public Relations: Another Step in Examining Its Place in Strategic Communication," 61st Annual Conference International Communication Association. Boston, Massachusetts.
- Hawes, J.O., Rawlins, B.L., & Plowman, K.D. (2011). "Transparency and City Government Communications. *Proceedings, 14th International Public Relations Research Conference*, South Miami, Florida. pp. 203-232.
- Plowman, K.D., & Rawlins, B.L. (2010). "Prioritizing Stakeholders for Public Relations: A Case Study of Envirocare." *Proceedings, Public Relations Society of America Educator's Academy*. pp. 195-212.
- Plowman, K.D. (2010). "Creating a Model to Measure Relationships: Strategic Communications for Public Relations." 96th Annual Convention of the National Communication Association. San Francisco, California.
- Powelson, E.H., Plowman, K.D., & Shawcroft, S. (2010). "The Community and Physician Relations Department at Lucile Packard Children's Hospital: A Case Study in Public Relations Management." *Proceedings, 13th International Public Relations Research Conference*, South Miami, Florida. Pp. 630-645.
- Plowman, K.D., & Velbovets, L. (2009). "Family Crisis

Communication: An Action Research Case on Elizabeth Smart,” *Proceedings*, 12th International Public Relations Research Conference, South Miami, Florida. Pp. 555-570.

ABSTRACT REFEREED PAPER PRESENTATIONS

- Plowman, K.D. (2013). “Comparison of PR Majors’ Careers Over Five Universities.” 16th International Public Relations Research Conference, South Miami, Florida.
- Plowman, K.D. (2012). “Free Agency and Freedom of the Press: A Study of Consequences for Choice.” 2nd Mormon Media Symposium, Provo, Utah.
- Plowman, K.D. and Susan B. Walton. (2012). “Playing to the Audience: The Role of the Media and Public Relations in Negotiating Public Policy.” Annual Beckham Lecture, 3rd Place Award, Department of Communications, Brigham Young University, Provo, Utah.
- Plowman, K.D. (2009). “Family Crisis Communication: An Action Research Case on Elizabeth Smart,” 12th International Public Relations Research Conference, South Miami, Florida.

GRANTS

- Wendell J. Ashton Communications Research Grant (2011)
- College of Fine Arts and Communications Professional Development Grant (2010)
- College of Fine Arts and Communications Professional Development Grant (2009)

SERVICE

- 2011-present Board Member, Utah Valley Chapter, PRSA
- 2010-present Chair, Past Head Committee, Public Relations Division, Association for Education in Journalism and Mass Communications
- 2007-present Editorial Board Member, *Public Relations Journal*
- 2005-present Editorial Board Member, *Public Relations Review*
- 2003-present North American Co-editor, *Journal of Communication Management*
- 2003-present Editorial Board Member, *Journal of Promotion Management*
- 2000-present Editorial Board Member, *Journal of Public Relations Research*

Quint Randle (associate professor).

REFEREED JOURNAL ARTICLES

- Randle, Q. & Evans, K. (2013). So what does “set fire to the rain” really mean? A typology for analyzing pop song lyrics using narrative theory and semiotics. *Journal of the Music & Entertainment Industry Educators Association*, 13(1), 123-127.
- Callahan, C., & Randle, Q. (2013). Assuaging death and assigning blame: A narrative analysis of 19th century Mormon murder ballads.



Quint Randle

Journal of Media and Religion, 12(1), 38-53.

- Randle, Q., Davies, J. & Dunn, M. (2011) The Effect of Music Priming on Issue Perception, Recall & New Credibility. *Journalism Innovation*. Available: journalisminnovation.org
- Westover, M. and Randle, Q. (2009). The Effect of Endorser Weight on Brand Attitude and Purchase Intent. *Journal of Promotion Management*, 15(1-2) pp. 57-73.
- Randle, Q., Nyland, R. (2008) Participation in Internet Fantasy Sports Leagues and Mass Media Use, *Journal of Website Promotion*, 3(3/4) pp. 1-10.
- Randle, Q. (2008) Transition Tune-Up: How to Get Smoother Transitions From Feature Writing Students. *The Community College Journalist*, 36(2) pp. 46-47.

REFEREED PAPER PRESENTATIONS

- Randle, Q., Callahan, C. & Lee, Sara (2013). LDS & Christian themes in the lyrics of Brandon Flowers. European Mormon Studies Association Conference, December 13-14, 2013, London, England.
- Randle, Q. & Fidel, S. (2013). Ditching the daily and going digital first: 10 lessons learned. Beyond Convergence Conference, October 2013, Las Vegas, Nevada.
- Randle, Q. (2012). The Use of Narrative Theory and Semiotics in the Modern Story Song. Paper presented at the Music & Entertainment Industry Educators Association Summit, March 30, 2012, Universal City, Calif.
- Clark, L.C. & Randle, Q. (2011) Mormon Murder Ballads. Paper presented at the 94th Annual Convention of the Association for Education in Journalism and Mass Communication August, 2011, St. Louis, Mo.
- Randle, Q. (2008) Transition Tune-Up: How to get smoother transitions from feature writing students—by connecting the un-connected. Paper presented at the 91th Annual Convention of the Association for Education in Journalism and Mass Communication August 6-9, 2008, Chicago, Illinois.

INVITED PRESENTATIONS

- Randle, Q. (2013). Engaging Audiences: Web 2.0 & Behond. Society of Adventist Communicators: Annual Convention, Salt Lake City, Utah.
- Randle, Q. (2012) The Future of LDS Music & Radio. Panel organizer and referee for the 2nd Mormon Media Symposium, Provo, UT, November 8-9, 2012.
- Randle, Q. (2008) How to produce multimedia journalism. Teaching panel presentation at the 91th Annual Convention of the Association for Education in Journalism and Mass Communication, Chicago, IL, August 6-9, 2008.

CREATIVE WORKS

- Randle, Q. & Hinton, J., Saltmarsh, R. & Hollister, J. (2010) Joshua

Creek: American Day [CD] American Fork, Utah: Covenant Communications.

- Randle, Q. & Hinton, J, Saltmarsh, R. & Hollister, J. (2009) Joshua Creek: Joshua Creek Live [DVD & CD] American Fork, Utah: Covenant Communications.
- Randle, Q. & Hinton, J. (2008) Joshua Creek: Sunday Afternoon at Joshua Creek [CD] American Fork, Utah: Covenant Communications.
- Randle Q. (2008, Mar. 3) Mormon Pop: Looking Back and Ahead for 'American Idol,' Desnews.com/Mormon Times
- Randle Q. (2008, Feb. 24, 2008) Mormon Pop: What is 'Mormon Music'? Desnews.com/Mormon Times
- Randle Q. (2008, Feb. 18) Mormon Pop: More American Idol, Desnews.com/Mormon Times
- Randle Q. (2008, Jan. 25) Mormon Pop: American Idol, Desnews.com/Mormon Times
- Randle Q. (2008, Jan. 11) Mormon Pop: Amazing Grace, Desnews.com/Mormon Times
- Randle Q. (2008, Jan. 8) Mormon Pop: Do You YouTube? Desnews.com/Mormon Times



Brad Rawlins
.....

Brad Rawlins (associate professor, left in 2012 for deanship at Arkansas State).

REFEREED JOURNAL ARTICLES

- Stoker, K. and Rawlins, B. (2010). "Taking the BS out of PR: Creating genuine messages by emphasising character and authenticity." *Ethical Space*, Vol. 7 (Issue 2/3).
- Jeffrey, A., Jeffries-Fox, B. and Rawlins B. (2010) "A New Paradigm for Media Analysis: Weighted Media Cost" Peer-Reviewed Published White Paper for Institute For Public Relations, Measurement Section, January 2010. <http://www.instituteforpr.com>.
- Rawlins, B. (2009). "Give the Emperor a Mirror: Toward Developing a Stakeholder Measurement of Organizational Transparency." *Journal of Public Relations Research*, Vol. 21, pp. 71-99.
- Rawlins, B. (2008). "Measuring the Relationship Between Organizational Transparency and Employee Trust." *Public Relations Journal*, Vol. 2, (Issue 2), pp. 1-21.
- Lubbers, C., Bourland-Davis, P. and Rawlins, B. (2007/2008). "Public Relations Interns and Ethical Issues at Work: Perceptions of Student Interns from Three Universities." *PRism*, Vol. 5, (Issue 1 & 2). http://praxis.massey.ac.nz/prism_on-line_journ.html

BOOKS

- Bowen, S. A., Rawlins, B. L., & Martin, T. M. (2010). *An Overview of the Public Relations Function*. New York: Business Expert Press.

REFEREED PAPER PRESENTATIONS AND

CONFERENCE PROCEEDINGS

- Stoker, K. and Rawlins, B. (2010). "Communicating Accountability: The Role and Moral Obligations of Public Relations in Justifying Organizational Actions and Decisions." 13th International Public Relations Research Conference, Miami, FL, March 10-12, 2010.
- Rawlins, B. and Centurion, D. (2009). "Does Familiarity Breed Contempt or Trust?: A Case Study of a Gas Pipeline Awareness Campaign among School Safety Officers." *Proceedings of the Twelfth International Public Relations Research Conference*.
- Shawcroft, S., Velbovets, L., Rawlins, B., Cannon, J. & Miller, M. (2009). "Uses and Gratifications of Mommy Blogging: Socialization, Agenda Setting, Disclosure, and Diversion." International Association of Online Communicators Annual Conference, Washington D.C., October 1-2, 2009.
- Brown, A., Wallace, H., Mott, L., Rawlins, B., Denney, K. & Linford, A. (2009). "Keeping up with Mrs. Jones: Mommy blogging, social comparison, and self-esteem." Communication Technology Division at the Annual Convention of the Association for Education in Journalism and Mass Communication, Boston, MA, August 5-8, 2009.
- Wheeler, R., Christiansen, C., Cameron, A., Hollingshead, T. & Rawlins, B. (2009) "Burnout in an online world: Measuring the effects of new media tasks on journalists." Media Management and Economics Division at the Annual Convention of the Association for Education in Journalism and Mass Communication, Boston, MA, August 5-8, 2009. *Best Poster Award by division*.
- Phillips, J. & Rawlins, B. (2008). "The Double-Edged Sword: LDS Church Leaders' Messages on Media, 900-1948." Religion and Media Interest Group at the Annual Convention of the Association for Education in Journalism and Mass Communication, Chicago, IL, August 6-9, 2008.
- Rawlins, B., Kowalski, P., & Paine, K. D. (2008). "Measuring the Transparency of Environmental Sustainability Reporting Through Websites of Fortune 50 Corporations." 11th International Public Relations Research Conference, Miami, FL, March 6-9, 2008.

SERVICE

- 1992-present AEJMC (*Reviewer of Faculty and Graduate Student Papers to PR Division and PR Division Nominating Committee*)
- 2004-present Board Member, Commission on Measurement, Institute of Public Relations
- 2003-present Board Member, International Public Relations Research Conference
- 2002-present Co-Editor, Journal of Communication Management
- 2000-present Editorial Board and Reviewer, Journal of Public Relations Research

- 2007-present Editorial Board and Reviewer, *Public Relations Journal*
- 2001-present PRSA, Educators Academy (*New Members Chair, Academic Paper Competition Reviewer*)
- 1995-present Southern States Communication Association (*Reviewer of Faculty and Graduate Student Paper Submissions*)



Kevin Stoker

Kevin Stoker (associate professor, left in 2009 for associate deanship at Texas Tech)

REFEREED JOURNAL ARTICLES

- Stoker, K. (2009) From prohibitionist to New Deal liberal: The political evolution of Colonel Harry Mell Ayers of *The Anniston Star*. *The Alabama Review: A Quarterly Journal of Alabama History* 62 (4): 262-296.
- Stoker, K. (2009). The journalist and the jurist: Political adversaries enlisted in “a long campaign on behalf of civil liberties. *Journalism History* 34 (4), 216-229.

REFEREED PAPER PRESENTATIONS AND PROCEEDINGS

- Stoker, K. & Walton, S. (2009). Corporate compassion in a time of downsizing: The role of public relations in cultivating and maintaining corporate social networks *Proceedings of the 12th Annual International, Interdisciplinary Research Conference*, Miami, Florida.
- Stoker, K. & Stoker, M. (2009 August). The paradox of public interest: How serving private moral interests provides a moral foundation for public relations professionalism. Presented at the Annual Convention of the Association of Educators in Journalism and Mass Communication, Media Ethics Division, Boston, MA. First Place Research Paper in Special Call for Media Ethics Division.
- Stoker, K. and Arrington, J. (2008 August). Weekly Sabbath School: The farm press as a pulpit for “Uncle Henry” Wallace’s progressive moral reform and instruction. Presented at the Annual Convention of the Association of Educators in Journalism and Mass Communication, Media History Division, Chicago, Illinois.
- Stoker, K. (2008). Covenants and communication: How a multinational company improved communication and ethics by instituting value-based leadership covenants. *Proceedings of the 11th Annual International, Interdisciplinary Research Conference*, Miami, Florida.

OTHER SCHOLARLY PUBLICATIONS

- Stoker, K. (2009). *The Anniston Star*. *Encyclopedia of Alabama*. Alabama Humanities Foundation. <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-2061>.

HONORS AND AWARDS

- Top Paper, Special Call, Media Ethics Division, AEJMC Annual Convention. Co-author: Megan Stoker, August 2009.

SERVICE

- Steering Committee, Media Ethics Colloquium, 2005-2008.
- Nevada High School Journalism Workshop. Sponsored by the *Las Vegas Review Journal*, September 2008, 2005-2007 & April 2004. Taught sessions on on-line research techniques, getting and using quotes, feature writing, interviewing and First Amendment law.



Rob Wakefield
.....

Rob Wakefield (associate professor)

REFEREED JOURNAL ARTICLES

- Wakefield, R.I. "Personal Influence and Pre-Industrial United States: An Early Relationship Model that Needs Resurgence in U.S. Public Relations." Accepted for publication in *Public Relations Review*, publication date to be determined.
- Wakefield, R.I., Plowman, K.D., & Curry, A. "Institutionalizing Public Relations: An International Multiple-Case Study." Accepted for publication in refereed *Journal of Public Relations Research*; publication date to be determined.
- Wakefield, R.I. "World-Class" Public Relations One Decade Later: Does the Model Still Apply?" Refereed for *Public Relations Journal*, Vol. 5, No. 3, 2011. Retrieved from <http://www.prsa.org/Intelligence/PRJournal/Documents/2011Wakefield.pdf>
- Wakefield, R.I., and Walton, S.B., "The Translucency Corollary: Why Full Transparency is Not Always the Most Ethical Approach." Refereed publication in *Public Relations Journal*, Vol. 4, No. 4, Fall, 2010 (online edition).
- Wakefield, R. I., "Public Relations Contingencies in a Globalized World Where Even "Glocalization" is not Sufficient." Refereed publication in *Public Relations Journal*, Vol. 3, No. 4, Fall 2009 (online edition).
- Wakefield, R.I., "Theory of International Public Relations, the Internet, and Activism: A Personal Reflection." Refereed article in *Journal of Public Relations Research*, edited by L. Aldoori. Philadelphia: Routledge, Taylor & Francis Group, Vol. 20, No. 1, 2008, pp. 138-157.

BOOK CHAPTERS

- Plowman, K.D., & Wakefield, R.I. "Strategic Communication and Conflict Resolution: Contributions to Institutionalization in Public Relations." Invited chapter in *Public Relations and Communication Management: Current Trends and Emerging Topics*, edited by Krishnamurthy Sriramesh, Ansgar Zerfass, and Jeong-Nam Kim, New York, NY: Routledge, 2013, (in press).
- Wakefield, R.I., Plowman, K.D., & Curry, A. "Institutionalizing Public Relations: An International Multiple-Case Study." Invited chapter edited by D. Holtzhausen.
- Wakefield, R.I., "Managing Global Public Relations," Invited chapter in *Public Relations: A Managerial Perspective*, edited by Danny Moss and

- Barbara DeSanto. London: Sage Publications, 2011, pp. 467-485.
- Wakefield, R. I., “Critiquing the Generic/Specific Public Relations Theory: The Need to Close the Transnational Knowledge Gap.” Invited chapter in *Public Relations in Global Cultural Contexts: Multi-paradigmatic Perspectives*, edited by Nilanjana Bardhan and C. Kay Weaver. New York: Taylor and Francis, 2011, pp. 167-194.
 - Wakefield, R. I., “Why Culture is Still Essential in Discussions about Global Public Relations.” Invited chapter in *Handbook of Public Relations* (2nd ed.), edited by Robert L. Heath. Thousand Oaks, CA: Sage, 2010, pp. 659-670.

REFEREED PAPER PRESENTATIONS AND PROCEEDINGS

- Wakefield, R., Adams, E. E., & Page, T. (2014). “Public Relations in the Early 1800s Age of Reform: Sophisticated, Strategic, and Successful,” International History of Public Relations Conference, Bournemouth England, July 2, 2014.
- Wakefield, R., Adams, E.E. & Page T.G. Public relations pre-history in the 1800s “Age of Reform.” International Association of Mass Communication Research, Dublin, Ireland, June 2013.
- Wakefield, R., Adams, E.E. & Page T.G. The pub principle and social intrusion: Why advertising and marketing offer poor long-term return in social media.” International Conference on Business, Honolulu, Hawaii, June 2013.
- Wakefield, R.I., “Personal Influence and Pre-Industrial United States: The Early Relationship Model that Needs Resurgence in U.S. Public Relations.” Paper presented at 3rd Annual International History of Public Relations Conference, July 11-12, 2012, Bournemouth, England.
- Wakefield, R.I., Plowman, K.D., and Pereira, H., “Cultural Dissonance in Transnational Public Relations Programs: A Study of How Host Culture Practitioners Respond When Their Innate Cultural Values Differ from Their Transnational Corporation’s Values.” Paper presented at 19th Annual BledCom International Public Relations Research Conference, July 5-6, 2012, Lake Bled, Slovenia.
- Wakefield, R.I., “Desperately Seeking Susan – and Santana, Sohna, or Seiichi: Are U.S. Universities Adequately Preparing Public Relations Graduates to Practice Globally? Paper presented at 15th Annual International Public Relations Research Conference, Miami, Florida, March 7-10, 2012.
- Walton, S.B., and Wakefield, R.I. “Out of the Frying Pan, Into the Fire: The High Cost of Covering Up Low Deeds.” Paper presented at 15th Annual International Public Relations Research Conference, Miami, Florida, March 7-10, 2012.
- Callahan, C., & Wakefield, R. (2012). *The oral vs. print conundrum: How U.S. cultural perspectives affect global relations*. Paper presented at the 41st annual meeting of the Society for Cross Cultural Research, Las Vegas,

NV. February 22-25, 2012.

- Walton, S.B., Wakefield, R.I., & Hubbard, L.T., “The Point of No Return: Staying Inside the Lines of Proprietary and Civility in Media Situations.” Paper presented at 14th Annual International Public Relations Research Conference, March 8-11, 2011, Miami.
- Wakefield, Robert I., Kathryn Burnett, and Carrie Akinaka, “Public Relations for Prosocial Activism: A Theoretical Foundation toward Communicating for Positive Social Causes.” Paper presented at 14th Annual International Public Relations Research Conference, March 8-11, 2011, Miami, FL.
- Wakefield, R. I., and Walton, S.B., *The Translucency Corollary: Why Full Transparency is Not Always the Most Ethical Approach*. Paper presented at 13th Annual International Public Relations Research Conference, March 9, 2010, Miami, FL
- Wakefield, R.I., “Institutionalizing Public Relations: Progress or Pipe Dream?” Presentation at 11th annual International Public Relations Research Conference sponsored by the Institute for Public Relations, 2008, March 6-9, Coral Gables, Florida.
- Wakefield, R. I., “Public Relations Contingencies in a Globalized World Where Even ‘Glocalization’ is Insufficient.” Presented at the Annual Conference of the Association for Education in Journalism and Mass Communication, August 2009, Boston, MA.
- Wakefield, R. I., “Delphi Study Replication Indicates Changes, Similarities in the
- International Public Relations Environment in the Past Decade.” Presentation at 12th annual International Public Relations Research Conference sponsored by the Institute for Public Relations, 2009, March 11-15, Coral Gables, Florida.
- Wakefield, R.I., “Public Relations, Marketing, and the Disintegration Paradox.”
- Paper presented by Rob Wakefield (BYU), annual conference of the Association for Education in Journalism and Mass Communication, August 2008, Chicago, Illinois.

SERVICE

- Editor, *Public Relations Journal* (2014-present).
- Associate Editor, *Public Relations Journal*, (2011-2013).
- Committee Member, Institute for Public Relations Committee for Global Research, 2009-present.
- Association for Education in Journalism and Mass Communication (AEJMC) Public Relations Division Fund-Raising Committee Chair for Susanne A. Roschwalb Grant for International Public Relations Research, Aug 2008-Aug 2010.
- Academic Judge for the national annual Institute for Public Relations Northwestern Mutual’s Master’s Student Best Thesis Award, 2009, 2010.

- Academic Reviewer for AEJMC Conference paper submissions, 2009, 2010.
- Ongoing reviewer for *Journal of Communication Management*, since 2008.
- Ongoing reviewer for *Public Relations Review*, since 2008.
- Reviewed article for *Contemporary Wales* journal, November 2009.
- Participated on the review board to assess submissions for presentation at the 2011 annual conference of the Public Relations Society of America.
- National judge for PRSA's prestigious Silver Anvil Awards, 1995-2000, 2010-11.
- National judge for PRSSA Bateman Case Study Competition, 2011.



Susan Walton

Susan Walton (associate teaching professor, professional track, left in 2012 for VP at UND).

REFEREED JOURNAL ARTICLES

- Robert I. Wakefield and Susan R. Walton (2010). "The Translucency Corollary: Why Full Transparency is Not Always the Most Ethical Approach," *Public Relations Journal*.
- Susan R. Walton (2010). "Hope Through a Windshield," *The Religious Educator*, 11:1.

REFEREED PAPER AND CONFERENCE PRESENTATIONS AND PROCEEDINGS

- Walton, S.B., and Wakefield, R.I. "Out of the Frying Pan, Into the Fire: The High Cost of Covering Up Low Deeds." Paper presented at 15th Annual International Public Relations Research Conference, Miami, Florida, March 7-10, 2012.
- Susan R. Walton, Robert I. Wakefield and Lincoln T. Hubbard, (2010). "The Point of No Return: Staying Inside the Lines of Propriety and Civility in Public Relations," Institute for Public Relations annual research conference, Miami, FL. (The Best of Miami also presented at PRSA international conference.)
- Susan R. Walton, Joel J. Campbell, and Michael Otterson (2010). "Joining the Conversation: The Evolution of Public Relations and Public Affairs in the LDS Church," presented at the Mormon Media Studies Symposium, BYU.
- Susan R. Walton (2010). "Bringing PR Experience into the Classroom," Panel discussion presented at the Public Relations Society of America International Conference, Washington, D.C.
- Robert I. Wakefield and Susan R. Walton (2010). "The Translucency Corollary: Why Full Transparency is Not Always the Most Ethical Approach," presentation of full length paper at the Institute for Public Relations Research annual conference, Miami, FL. (The Best of Miami also presented at PRSA international conference.)

- Kevin Stoker and Susan R. Walton (2009). “Corporate Compassion in a Time of Downsizing: The Role of Public Relations in Cultivating and Maintaining Corporate Alumni Social Networks,” poster session presented at AEJMC Annual Conference, Boston, MA.
- Kevin Stoker and Susan R. Walton (2009). “Corporate Compassion in a Time of Downsizing: The Role of Public Relations in Cultivating and Maintaining Corporate Alumni Social Networks,” Institute for Public Relations annual research conference, Miami, FL.

BOOKS

- Susan R. Walton and Joel J. Campbell (2012). “Making it Work: Strengthening the Relationship Between Journalists and PR Practitioners,” Kendall Hunt.

INVITED PRESENTATIONS

- Susan R. Walton, Joel J. Campbell (2011). “Avoiding Social Media Landmines,” presented at the Ragan Social Media Summit, New York.
- Susan R. Walton, Joel J. Campbell (2010). “The Thumper Rule: Building Relationships Through Communicating Effectively,” presented at the Utah Association of Elementary Schools Annual Meeting.
- Susan R. Walton, Joel J. Campbell (2010). “The 24-Hour Spokesperson: The New Rules for School Communicators,” presented at the Utah Association of Secondary School Principals, Annual Meeting.
- Robert I. Wakefield and Susan R. Walton (2010). “Translucency in Public Relations,” presented to the Forth Worth Chapter of the Public Relations Society of America.
- Susan R. Walton (2010). “Thinking Outside the Silos,” panel discussion given at the national conference of the Association for Education in Journalism and Mass Communication (AEJMC).
- Susan R. Walton (2009). “‘He Said, She Said’ analyzing gender differences in communications” an introduction and analysis of Deborah Tannen’s training film presented at Women’s Research Institute Lecture Series, Brigham Young University.

PROFESSIONAL PUBLICATIONS

- Susan R. Walton and Brad Rawlins (2011). “Great Expectations: The Vital Role of Employees in Corporate Social Responsibility.” *Public Relations Tactics*.
- Susan R. Walton (2011). “The New Rules of Mentoring: Getting the Guidance You Need in a Virtual World.” *Public Relations Tactics*.
- Susan R. Walton (2011). “EQ is the New IQ—The Vital Role of Emotional Intelligence in Public Relations,” *PRSA Tactics*.
- Susan R. Walton (2011). “Demonstrating Value to Boomer Bosses: A Memo to Millennials,” *Public Relations Tactics*.
- Susan R. Walton (2010). “24/7 CSR: Employees are Always Brand Ambassadors,” *PR SAY*, the blog of the Public Relations Society of America.

- Robert I. Wakefield and Susan Walton (2010). “Effective Global Public Relations: Gearing Up for Change,” *Public Relations Strategist*.
- Susan R. Walton, Brad Rawlins (2010). “Do the Right Thing: Measuring the Effectiveness of Corporate Social Responsibility,” *Public Relations Tactics*.
- Susan R. Walton (2010). “Worthy Adversaries: Surviving and Succeeding in the Face of Workplace Opposition,” *Public Relations Strategist*.
- Susan R. Walton (2010). “Making the Best Impression First: Interviewing Advice to Live By (Or at Least, to Interview By...),” *PRSSA Forum*.
- Susan R. Walton (2010). “The Ninth Minute: Before You Act, Step Back and Evaluate,” *Public Relations Tactics*.
- Susan R. Walton (2010). “On the Job Ethics Begin Before You Get the Job,” *PRSSA Forum*.
- Susan R. Walton (2010). “Top Trends in the Coming Year,” *Public Relations Tactics*.
- Susan R. Walton and Joel J. Campbell (2009). “The Microphone is Always On: The New Rules for the 24/7 Spokesperson,” *Public Relations Tactics*.
- Susan R. Walton (2009). “Back to School: Seven ways to PR Professionals to Contribute to Higher Education,” *Public Relations Tactics*.
- Susan R. Walton (2009). “Time—the Fourth Dimension of the Job Search,” *Culpwrit—the blog dedicated to guiding the career in Public Relations*.
- Susan R. Walton (2009). “Graduated But Not Employed: Simple Strategies for What to Do Next,” *Public Relations Tactics*.
- Susan R. Walton (2009). “High Performance Cover Letters: Making a First Impression That Lasts,” *Public Relations Tactics*.
- Susan R. Walton (2009). “For Your Reference: Want Great Job References? Choose Them Wisely; Treat Them Professionally,” *Public Relations Tactics*.
- Joel J. Campbell and Susan R. Walton (2008). “Pre-Publication Review,” *Public Relations Tactics*.
- Susan R. Walton (2008). “Research: The Key to Effective Planning,” *Public Relations Tactics*.
- Susan R. Walton (2008). “Leaving the Tools in the Head Shed: Protecting Confidentiality and Intellectual Property in Public Relations,” *Public Relations Tactics*.
- Susan R. Walton (2008). “Portfolio Pointers: Putting Your Best Work Forward in the New Year,” *Public Relations Tactics*.

SERVICE

- National Board member, Public Relations Society of America,

(2011-2012).

- Site team head, Public Relations Society of America Certification for Education in Public Relations (CEPR), University of Oshkosh (2011).
- Chair, Public Relations Society of America white paper task force, “The Public Relations Professional of the Future,” (2010-2011).
- National delegate-at-large, Public Relations Society of America annual assembly (2010).
- Site team member, Public Relations Society of America Certification for Education in Public Relations (CEPR), Ferris State University (2010).
- Judge, International Silver Anvil Awards, Public Relations Society of America (2010).
- Member, Public Relations Society of America National Certification Task Force (2007-2009).
- Chair, PRSA Member Research Task Force (2009-2010).
- Member, PRSA National Strategic Planning Committee (2007-2008).

GRANTS

- Kenneth Plowman and Susan R. Walton (2011). “Playing to the Audience: The Role of Media and Public Relations in Negotiating Public Policy,” third place winner, Beckham endowed lecture series, to be presented at BYU.
- Ashton Research Grant (2011), Department of Communications (with Joel J. Campbell).
- Ashton Research Grant (2010), Department of Communications.
- Ruth Silver Ethics Grant (2010), Department of Communications.

Robert Walz (associate teaching professor, professional track).



Robert Walz

REFEREED JOURNAL ARTICLES

- Dan R. Olsen, Derek Bunn, Trent Boulter, and Robert Walz. (2012) Interactive television news. *ACM Trans. Multimedia Comput. Commun. Appl.* 8, 2, Article 19 (May 2012), 20 pages.

CREATIVE WORKS

- Robert Walz, Natalie Palmer and Jeff Sheets (2014). More Than Just a Body. 30-minute documentary to premier Fall 2014.
- Robert Walz (2013). Guarding the Bamboo Forest. 37-minute documentary premiered in Harold B. Lee Library Film Series and selected for the LDS Film Festival.
- Robert Walz, Mark Williams, Brittany Glass and Weston Gleeve (2012). I Am Not My Body. Winner of the Brinker Humanitarian Award and second place in the documentary category at the 33rd Annual College Television Awards. Accepted for consideration for the 2013 Sundance Film Festival.
- Robert Walz (2012). Children Find Hope. 10-minute documentary for the Utah County Juvenile Justice Center.

- Robert Walz, Anna Staker, Becca Maughan, and Kathryn Hopkinson (2011). *Eye of the Beholder*. First place 36th annual Gracie Awards.
- Robert Walz (2009). *Saving the Earth With Earth Worms*. 30-minute documentary.
- Robert Walz (2008). *Playing With Fire*. 30-minute documentary.

GRANTS

- CFAC Mentoring Grant (\$20,000) in 2013.
- Ashton Grant (\$3000) in 2012.

Pamela Brubaker (assistant professor).



Pamela Brubaker

.....

REFEREED JOURNAL ARTICLES

- Brubaker, P. J., Horning, M., & Toula, C. (2014, in press). Engaging young voters in the political process: U.S. presidential debates and YouTube. In L. Robinson, S. Cotton & J. Schultz (eds.), *Emerald Studies in Media and Communication. Communication and Information Technologies Annual 2014: Politics, Participation, and Production*.
- Haigh, M. M., Brubaker, P. J., & Whiteside, E. (2013). Facebook: Examining the information presented and its impact on stakeholders. *Corporate Communications: An International Journal*, 18(1), 52-69.

REFEREED PAPER PRESENTATIONS

- Brubaker, P. J. & Wakefield, R. (2014, March 7). *To Entertain or to Enlighten, that is the Question: How Institutional Ideals Resonate with Stakeholders in the Social Sphere*. Presented at the 17th annual International Public Relations Research conference in Miami, FL.
- Brubaker, P. J., Curtis, M., Gillespie, I., & Mower, J. (2014, March 8). *Global Brands and Message Content: The Use of Images in Social Media*. Presented at the 17th annual International Public Relations Research conference in Miami, FL.
- Brubaker, P. J. (2013, August). *Thinking about Others Online: The Relationship between Third Person and Hostile Media Perceptions*. Presented at the 95nd annual meeting of the Association for Education in Journalism and Mass Communication conference in Washington D.C., *Communication Theory and Methodology division*.
- Brubaker, P. J. (2013, August). *Do You See What I See? Partisan Perceptions of Online News*. Presented at the 95nd annual meeting of the Association for Education in Journalism and Mass Communication conference in Washington D.C., *Communication Technology division*.

SERVICE

- Reviewer for PRSA Educators Academy 2014
- Reviewer for *Corporate Communications: An International Journal*
- Reviewer for *Journal of Broadcasting & Electronic Media*
- Reviewer for *Journal of Computer-Mediated Communication*

GRANTS

- Ashton Research Grant, Department of Communications (2014)

Clark Callahan (assistant professor, promoted to associate 2014).



Clark Callahan

REFEREED JOURNAL ARTICLES

- Robinson, T., Callahan, C., & Evans, K. (2014). Why do we keep going back? A Q Method analysis of our attraction to horror movies. *Operant Subjectivity*, 37(1), 11-20.
- Johnson, J. L., & Callahan, C. (2014-in press). Minority cultures and social media: Magnifying Garifuna. *Journal of Intercultural Communication*.
- Callahan, C., & Randle, Q. (2013). Assuaging death and assigning blame: A narrative analysis of 19th century Mormon murder ballads. *Journal of Media and Religion*, 12(1), 38-53.
- Callahan, C. (2012). Technoculture, perspectivity, and the integration of consciousness. In C. Callahan (Ed.), *Comparative cultures and civilizations* (vol. 3). Hampton Press.
- Callahan, C., & Hess, J. (2012). Experiences of deculturation among United States Peace Corps volunteers. *Journal of International Communication*, 18(1), 49-62.
- Callahan, C. (2011). Negotiating Adaptation: Perceptions of Culture and Communication among Cultural Sojourners. *Communication, Culture, and Critique*, 4(3), 314-332.
- Callahan, C. (2010). Going home: Deculturation experiences in cultural reentry. *Intercultural Communication*, 22, : <http://www.immi.se/intercultural/>
- Callahan, C. (2008). History, science, and the lessons of cultural contact. *Explorations in Media Ecology*, vol. 7 (2), 111-126.

BOOKS AND EDITED VOLUMES

- Kramer, E., Callahan, C., & Zuckerman, D. (2012). *Intercultural communication and global integration*. Dubuque, IA: Kendall Hunt.
- Callahan, C. (2012, Editor). *Comparative Cultures and Civilizations—Volume II. A collection of culture and consciousness*. New York: Hampton Press.

REFEREED PAPER PRESENTATIONS

- Randle, Q., Callahan, C. & Lee, Sara (2013). LDS & Christian themes in the lyrics of Brandon Flowers. European Mormon Studies Association Conference, December 13-14, 2013, London, England.
- Callahan, C., & Wakefield, R. (2012). *The oral vs. print conundrum: How U.S. cultural perspectives affect global relations*. Paper presented at the 41st annual meeting of the Society for Cross Cultural Research, Las Vegas, NV. February 22-25, 2012.
- Callahan, C., & Burnett, K. (2011). *Perceptions of culture by intercultural communication scholars: A Meta-analysis*. Paper presented at

the National Communication Association annual convention, New Orleans, LA. November 17-20, 2011.

- Callahan, C. (2011) *Using Q- methodology in cultural adaptation research*. Paper presented and the Q-Conference annual convention. September 7-10, 2011.
- Callahan, C., Randle, Q. (2011). *Assuaging death and assigning blame: A narrative analysis of 19th century Mormon murder ballads*. Paper presented at the Association for Education in Journalism and Mass Communication (AEJMC), St. Louis, MO. August 10-13, 2011.
- Callahan, C. (2010). *Migration, fusion, and superposition: An argument for fusion theory*. Paper presented at the National Communication Association annual convention, San Francisco, CA. November 13-17, 2010.
- Callahan, C., & Randle, Q. (2010). *Assuaging death and assigning blame: A narrative analysis of 19th century Mormon murder ballads*. Paper presented at the Mormon Media Studies Symposium, Provo, UT. November 11-12, 2010.
- Callahan, C. (2009). *Gebser and advertising*. Paper presented at the Jean Gebser Society Conference. Hofstra, New York. October 15-17, 2009.
- Callahan, C. (2009). *Going home: Deculturation experiences in cultural reentry*. Paper presented at the World Communication Conference, Maynooth, Ireland. July 24-28, 2009.

SERVICE

- Reviewer, Mormon Media Studies Symposium, 2012
- Reviewer, *Journal of Intercultural Communication Research* (a tier 1 journal), 2012
- Reviewer, AEJMC, 2012
- Reviewer, *International Journal of English and Literature*, 2011
- Reviewer, Southwest Education Council for Journalism and Mass Communication, annual convention paper reviewer, Fall 2011
- Reviewer, *Communication Theory* (a tier 1 journal), 2011
- Panel Chair, Q-Conference, the annual conference of the International Society for the Study of Scientific Subjectivity. September 7-10, 2011
- Reviewer, National Communication Association national convention, Human Communication and Technology Division, November 2011
- Conference Planner and Host, Jean Gebser Society, October 7-9, 2010
- Editor, *Comparative Cultures and Civilizations*, a peer-reviewed publication of the Jean Gebser Society, published by Hampton Press, 2007-2009
- Editorial Board Member, *Comparative Cultures and Civilizations*, a peer-reviewed publication of the Jean Gebser Society, 2004-present
- Editorial Board Member, *Texas Speech Communication Journal*, 2005-present



John Davies

John Davies (assistant professor).

REFEREED JOURNAL ARTICLES

- Davies, J. J., & Hemingway, T. J. (in press). Guitar hero or zero? Fantasy, self-esteem, and deficient self-regulation in rhythm-based music video gamers. *Journal of Media Psychology: Theories, Methods, and Applications*.
- Davies, J. J., & Davis, V. (2013). Religiosity, parent and peer attachment, and sexual media use in emerging adults. *Journal of Media and Religion*, 12(3), 1-15.
- Davies, J. J., & Gentile, D. (2012). Responses to children's media use in families with and without siblings: A family development perspective. *Family Relations: Interdisciplinary Journal of Applied Family Studies*, 61, 410-425.
- Davies, J. J., Bird, B., Chaffin, C., Eldridge, J., Hoover, A., Law, D., Munyan, J., & Shurtliff, K. (2012). Habitual, unregulated media use and marital satisfaction in recently married LDS couples. *Western Journal of Communication*, 76, 65-85.
- Callister, M., Coyne, S. M., Robinson, T., Davies, J. J., Near, C., Van Valkenburg, L., & Gillespie, J. (2012). Three sheets to the wind": Substance use in teen-centered film: 1980-2007. Paper accepted for publication in *Addiction Research & Theory*.
- Davies J. J. (2011). TV ratings and verbal and visual sexual content in promotional ads. *Journal of Promotion Management*, 17, 378-395.
- Parmelee, J., Davies, J. J., & McMahon, C. A. (2011). The trend of accessing non-traditional sites for online political information. *Communication Quarterly*, 59, 625-640.
- Davies, J. J. (2011). The effect of media dependency on voting decisions. *Journal of Media Sociology*, 2, 160-181.
- Randle, Q., Davies J. J., & Dunn, M. (2011). *The effect of music priming on issue perception, recall, and news credibility of photo slide shows. Journalism Innovation*. Retrieved from <http://www.journalisminnovation.org/>
- Davies, J., Welch, C., & Hargis, J. (2008). The Bridge Course Design: Formative Assessment and Student-Centered Learning in Cross-Course Classrooms. *International Journal for the Scholarship of Teaching and Learning*, 2(2). Retrieved from <http://www.georgiasouthern.edu/ijstl/index.htm>

ENCYCLOPEDIA ENTRIES

- Davies, J. J. (2014). Selective Exposure. In W. Donsbach (ed.), *Concise Encyclopedia of Communication*, pp.x-y. Blackwell Publishing, Ltd.
- Davies, J. (2009). Affect Dependent Theory of Stimulus Arrangements. In *Encyclopedia of Communication Theory*. Thousand Oaks, CA: Sage Publications.
- Bryant, J., & Davies, J. (2008). Selective Exposure. In *International Encyclopedia of Communication*. Malden, MA: Blackwell Publishing.

REFEREED PAPER PRESENTATIONS

- Davies, J. J., Holiday, S., Foster, S. & Heperi, L. (2014). Family communication patterns and problematic media use. Paper presented at AEJMC, Montreal, Canada, 6-9 August 2014.
- Davies, J. J. (2013). Perceptions of media as a mood management tool: A cross medium comparison of intervention potential. Paper presented at ICA, London, England, 17-21 June 2013.
- Davies, J.J., Kleinman, K., Cornett, S., Edens, C., Sam, D., & Turek, K. (2012). Unstructured time and media use in LDS families. Paper accepted for presentation at Mormon Media Studies Symposium, Brigham Young University, Provo, UT, November 8-9, 2012.
- Davies, J.J., & Gentile, D. (2011). *Media uses and effects in stages of family life: A family development perspective*. Paper presented in the Virtual Session of the International Communication Association conference, Boston, MA: May 26-30, 2011.
- Davies, J.J., & Hemingway, T.J. (2011). *Guitar hero or zero? Fantasy, self-esteem, and deficient self-regulation in rhythm-based music video games*. Paper presented at International Communication Association conference, Boston, MA: May 26-30, 2011.
- Davies, J. J., Bird, B., Chaffin, C., Eldridge, J., Hoover, A., Law, D., Munyan, J., & Shurtliff, K. (2011). *Media dependency and marital satisfaction in recently married couples*. Paper presented at International Communication Association conference, Boston, MA: May 26-30, 2011.
- Davies, J., & Mecham, D. (2010). *Theory and Theology of Media Uses and Effects: Connecting Communication Theory and LDS Doctrine in David A. Bednar's "Things as They Really Are."* Paper presented at Mormon Media Studies Symposium, Brigham Young University, Provo, UT, November 11-12, 2010.
- Randle, Q., Davies J. J., & Dunn, M. (2010). *The effect of music priming on issue perception, recall, and news credibility of photo slide shows*. Paper presented at Convergence and Society conference. University of South Carolina, SC, October 10-12, 2010.
- Davies, J. (2009). *The Effect of Media Dependency on Voting Decisions*. Paper presented at the International Communication Association conference. Chicago, IL, May 21-25, 2009.
- Davies, J., Smith, B.P., Brantley, B. C. (2008). *The Role of Mere Exposure and Contextual Narrative Cues on Affective Dispositions Toward Mediated Characters*. Paper presented at the International Communication Association conference. Montreal, Canada, May 22-26, 2008.
- Welch, C., Davies, J., & Hargis, J. (2008). *The bridge course design: Faculty collaboration, student-centered learning, and cross-course formative assessment*. Paper presented at the International Conference on College Teaching and Learning, Jacksonville, FL, April 14-18, 2008.

SERVICE

- Editorial board and reviewer for *Western Journal of Communication*, 2013-present.
- Reviewer, *Emerging Adolescence*, 2014
- Reviewer, *Journal of Broadcasting and Electronic Media*, 2013
- Reviewer, *Psychological Reports*, 2013
- Reviewer, *Mass Communication & Society*, 2012
- Reviewer, Entertainment Studies Interest Group, Association for Education in Journalism and Mass Communication, 2012
- Reviewer, *Journal of Promotion Management*, 2012
- Reviewer, *Journal of Broadcasting & Electronic Media*, 2011, 2012
- Reviewer, Southwest Communication Association, Fall 2011
- Reviewer, *Communication Theory*, 2010
- Reviewer, Broadcast Education Association, New Faculty Research Grant, 2010
- Reviewer, Information Systems Division, International Communication Association, 2010, 2008, 2007, 2006, 2004
- Reviewer, Mass Communication Division, International Communication Association, 2008

GRANTS

- Faculty Development Seminar Course Development Project Grant, (\$300). Awarded Fall 2009.
- Ashton Fund Research Grant, Brigham Young University, (\$7000). Awarded August, 2009.



Jared Johnson (assistant professor, denied candidacy for continuing status 2013).

REFEREED JOURNAL ARTICLES

- Johnson, J. L., & Callahan, C. (2014). Minority cultures and social media: Magnifying Garifuna. *Journal of Intercultural Communication*.
- Johnson, J.L., & Walton, S. (2011). Speed pitching and bridge building: How to strengthen the relationship between future journalists and public relations practitioners. *The Journalist*, special edition of Great Ideas for Teachers competition.

REFEREED PAPER PRESENTATIONS

- Johnson, J. L. (2012). Social media: Helping strengthen Garifuna language and culture, International Communication Association, Phoenix, AZ.
- Johnson, J.L., & Walton, S. (2011). Speed pitching and bridge building: How to strengthen the relationship between future journalists and public relations practitioners, presented at the Association for Education in Journalism and Mass Communication conference, St. Louis, MO. Winner of *Top 10 Ideas for Teachers*.

Jared Johnson

- Johnson, J.L. (2010). “Local programming trends in Chile: Does programming meet audience demands?” Second place, Top Papers, International Division, Broadcast Education Association.

DOCTORAL DISSERTATION

- Johnson, J. L. (2010). “Strategic positioning: UNESCO’s use of argumentation to encourage a U.S. return to membership,” published in Georgia State University’s online dissertation database.

CREATIVE WORKS

- Johnson, J.L. & Peterson, B. (2012). “A Story About the Garifuna.” Long-form journalism piece aired on BYUTV International, simulcast in Spanish, English and Portuguese.
- Johnson, J.L., Marvez, R., West, A., & Giron, A. (2009). “The Flavour of Chile.” Long-form journalism piece. Honorable Mention in the short documentary category at BEA (2010) and aired on BYUTV as a part of the program *BYU Weekly*.

GRANTS

- Johnson, J.L. (2011). \$20,000. Mentored Education Grant, Brigham Young University. Funding to mentor broadcast journalism students in covering sporting events for television news broadcast.
- Johnson, J.L. (2011). \$5000. Ashton Grant, Department of Communications, Brigham Young University. Funding to conduct research on Garifuna culture and people in the U.S. and Honduras.
- Johnson, J.L. (2011). \$1000. International Media Studies Grant, Department of Communications, Brigham Young University. Funding to conduct research on Garifuna culture and people in the U.S. and Honduras.
- Johnson, J.L., Petersen, B.A. (2011). \$1800. ORCA Grant, Brigham Young University. Funding to conduct research and make documentary on Garifuna culture and people in the U.S. and Honduras.

SERVICE

- Chair (2011-2012). *News Division of Broadcast Education Association*.
- Paper Reviewer (2009-2012). *News Division of Broadcast Education Association*.
- Vice Chair (2010-2011). *News Division of Broadcast Education Association*.
- Paper Reviewer (2010-2011) *International Division of Broadcast Education Association*.
- Research Chair (2009-2010). *News Division of Broadcast Education Association*.
- Newsletter Editor (2008-2009). *News Division of Broadcast Education Association*.
- Recent and current reviewer for *Electronic News*



Anne Worsham

Anne Worsham (assistant professor, denied candidacy for continuing status 2010).

REFEREED JOURNAL ARTICLES

- Anne Worsham (2009). The Case of Channel One TV: The Argument for Increased Information Dissemination Concerning the Enhanced Media Effect. *The Journal of Education Policy (JEP/eJournal of Education Policy)*, 8:2, 26-32.
- Emily Reynolds and Anne Worsham (2009). What Would You Do?: A Scripted Simulation of Journalistic Decision Making. *Great Ideas for Teachers 2009*, 37:3, 59-60, The Community College Journalist Association.

REFEREED PAPER PRESENTATIONS

- Anne Worsham. Channel One TV News Coverage in 2004 and 2008: The Framing of Protesters and Presidential Campaign Issues Under Two Different Owners and Conditions, presented at the 2009 International Communication Association Conference, Journalism Studies Division, Chicago, Ill.
- Emily Reynolds and Anne Worsham. What Would You Do?: A Scripted Simulation of Journalistic Decision Making, presented at the 2009 AEJMC Conference, Boston, MA.

SERVICE

- Secretary, Citizen and Civic Journalism Interest Group, AEJMC (2009-2010).

5. Provide relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research, and creative activity in criteria for hiring, promotion and tenure. Describe how the unit's criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The university and departmental rank and status documents clearly spell out expectations in all three required areas: Citizenship, teaching and research/creative work or professional contributions. The types of contributions expected differ with faculty rank. Junior faculty are expected to be productive scholars and researchers while senior faculty are expected to be mature scholars. A rule of thumb to be considered eligible for continuing status in a scholarly track faculty position is more than one peer-reviewed publication per year, with some of those in tier-one journals. As faculty rise in rank, they are expected to become leading scholars in their fields, with influence and service in academic and professional associations and journals. Professional track faculty are expected to take a heavier burden of teaching and to engage in professional activities that help them maintain currency and connections in their fields.

All faculty are reviewed annually by the department's rank and status committee which provides input into the chair's annual review. Faculty are assessed to determine whether or not they are on track for their next rank and status milestone, and advised by the committee and the chair on what they need to change or improve to assure success in that process. This procedure ensures faculty always know where they stand and what they need to be doing to be successful.

Faculty must demonstrate excellence in all three areas stipulated in our rank and status (promotion and tenure) documents: teaching, research/creative work/professional contribution, and citizenship. Nevertheless, the balance between the three required areas varies among faculty members, and from year to year for an individual faculty member. The department is flexible to allow for fluctuations depending upon individual faculty development needs and department needs. Nevertheless, over a period of years, faculty must show adequate performance in all three areas to pass rank and status reviews and milestones.

TEACHING EXPECTATIONS

Brigham Young University considers itself a teaching university with a strong research mission. The aims of a BYU education elucidate the emphasis placed on excellent teaching. The university is serious about this mission and for all three faculty members who did not receive continuing status (tenure) in the last six years, unresolved problems with teaching contributed to the decision. The rank and status documents in the appendix clearly outline the teaching expectations, and faculty are required to keep a teaching portfolio, a record of each class each semester that includes syllabi, course materials, any evaluations of teaching by students or others, efforts to improve teaching, samples of student work and other materials. That portfolio is reviewed by colleagues in the peer teaching review process, and during rank and status reviews.

The university provides extensive resources to help faculty improve teaching. In addition to required course and teaching

evaluations (see the appendix) at the end of the semester, the Center for Teaching and Learning provides additional programs to evaluate and improve teaching through midterm evaluations, student observers and seminars and workshops. Faculty are expected to constantly work to improve teaching and the learning experience for students.

RESEARCH AND CREATIVE WORK EXPECTATIONS

The rank and status documents also clearly stipulate the expectations of scholarship and creative work. Professorial track faculty should contribute to the body of knowledge within the disciplines through a systematic research agenda and coherent line of inquiry. Scholarship should contribute to an intellectual climate of learning and curiosity in the department. The department has spent the last several years meticulously reviewing and rewriting the rank and status document so the expectations are explicit. While the expectations differ according to where each faculty member is in the process, it is typically expected that junior faculty will be actively researching and presenting papers which are then turned into publications in the leading journals in our discipline. As faculty progress through the rank and status process, their scholarship is expected to mature. We also expect that senior faculty will be more engaged as leaders in the professional and academic associations of our disciplines and participate on editorial boards and as reviewers in paper competitions.

PROFESSIONAL TRACK FACULTY EXPECTATIONS

While professional track faculty are typically expected to carry a heavier teaching load, they each also have expectations specific to the department needs at the time of their hire. Those expectations will differ for each professional track faculty member. For example, one of our professional track faculty members was specifically hired to revitalize the creative track in our advertising program, and he has done so such that students graduating in that track rival the graduates of portfolio schools. Others have been hired for their professional connections and ability to bring real world clients into the classroom and practice labs as well as place students in excellent internships and jobs. Professional track faculty are evaluated on the expectations stipulated at their hire, but overall, they are expected to contribute currency and practical application to our curriculum and the experience of our students.

CITIZENSHIP EXPECTATIONS

Citizenship is considered an important part of a faculty member's contribution. Within the department, the university and broader academic and professional disciplines, faculty must devote an appropriate portion of their time and energy to service activities that move the disciplines forward and contribute to creating a community of scholars and professionals. While new faculty are somewhat protected from citizenship

assignments until they get their teaching and research/creative work/professional contributions on track, all faculty are expected to be engaged on campus and in the academic and professional associations.

6. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc.

The university, college and department encourage faculty sabbaticals and leaves for research and professional development. Nevertheless, because of the economic climate in the last several years, the university suspended leaves and sabbaticals during the same years that budgets and hiring was frozen. As a result, no leaves or sabbaticals were granted from 2008 through 2011, but the institutional procedures and timelines for applying for and approving leaves and sabbaticals resulted in no paperwork for leaves or new hires being advanced until 2012. For this reason, there have been few leaves or sabbaticals granted since the last accreditation review.

7. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.

In the past six years, the following faculty members have been granted leaves or sabbaticals.

- **Laurie Wilson** (Spring 2011). With special permission, Professor Wilson was granted leave to work with LDS Public Affairs assessing the social responsibility and annual charitable giving of the church. The study resulted in recommendations that the church publish an annual social report of its national and international humanitarian activities.
- **John Hughes** (Winter 2012). Professor Hughes took a semester's leave to finish two books recently published from his experiences as a correspondent in Africa and Indonesia.
- **Dale Cressman** (Winter 2013). Professor Cressman used a semester's leave to finish a book on the media in 1963.
- **Doug McKinlay** (Spring 2013). Professor McKinlay spent the Spring term as an intern in an advertising agency in Texas to retool and gain currency in the field.
- **Ed Carter** (Spring 2014). Professor Carter was a Fulbright Specialist in journalism, law and ethics at Mayor University in Chile.

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

Funding for research/creative work, professional activity and professional development is generous. In fact, no funding request within policy guidelines has been denied in the last six years. In virtually every case, faculty are fully funded for national and international travel to present papers, serve in academic and professional associations, attend conferences and for professional development. Faculty are grateful for the support and acknowledge it far exceeds that of their colleagues at other institutions. Consequently, they are judicious and prudent with their requests and expenditures.

All funding for travel, research/creative work, professional activity and professional development is administered by the department's

Travel, Research and Activities Committee. Faculty apply for funding from a number of sources among the department budget allocation and endowment funding.

The department policy is to pay for at least one annual membership for each faculty member to a professional or academic association. Faculty also may apply for research assistants (graduate and undergraduate) and teaching assistants. The department encourages mentoring of graduate students in research and many faculty members co-author with graduate assistants. The department also supports a research center, eye-tracking lab and social media metrics facility to support faculty and student research. Teaching reductions are available for faculty regularly engaged in productive research projects.

Faculty receive research, creative work and professional development funding from a number of sources. The university and college award student Office of Research and Creative Activity (ORCA) grants and Mentored Environment Grants (MEG) to encourage faculty mentoring of student research and creative work. Further, the college has other professional development funding available by application.

Currently the department has at its disposal the following funds to supplement the university-allocated travel and research budget for support of individual faculty research, travel and general support:

- The Scripps fund, which can be used with broad discretion by the department chair for faculty travel, projects, research support and computer and equipment purchases, had a balance of \$391,095 at the end of April 2014. This fund is not an endowment and these proceeds can be spent at any time at the discretion of the chair. This fund is financed by annual payments from an endowed fund set up at Yale University by the Scripps family that owned the Scripps League chain. The department is one of four academic units nationally that receive the benefits of this endowment.
- The Ashton fund, which supports faculty research expenses and related travel, has a balance of \$456,598 in the endowment which, when coupled with available excess market earnings, generates more than \$38,000 annually for department use. Most faculty currently have individual research accounts with monies to support their efforts for this next year and, in some cases, years to come.
- The Madsen fund is used to support department and individual faculty research in international media studies. It has a current balance of \$466,903 in the endowment and generates about \$29,000 annually.
- The Wall fund, which also supports international research and related travel, has a balance of \$97,497, and generates a set limit of \$5,000 annually for student use.
- There are also the Ruth Silver Funds (\$2500 annually), Raymond

E. and Ida Lee Beckham Funds (\$1500 annually) and the Forsyth Research Professorship (\$3500 annually) to benefit faculty research.

9. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

The following table has been drawn from the department's financial records and includes all faculty support for research, creative and professional activity that has gone through the department's accounting. It primarily details departmental support, but does include funding from the college and university that was disbursed through the department.

Year	Source	Purpose
<i>Ed Adams</i>		
2009	Department	NYC Internship Director
2009	College	Research
2011	College	Research
2011	Department	Student Media Review U of Georgia
2011	Department	NYC Research
2012	Department	Austin, TX Research
2012	Department	UK PR History Paper
2012	Department	UK Business Historians Conference
2012	Department	AEJMC Conference
2013	Department	Ann Arbor, MI Research
2013	Department	Columbus, OH Research
2013	Department	International Conference on Business
2013	Department	Business History Conference
2013	Department	Development
2013	Department	AEJMC Conference
2014	Department	NYU Digital Publishing Workshop
2014	Dept/College	Teaching Professor Conference
2014	Department	NYC Internship Development
2014	Department	Development Travel
2014	Department	ACEJMC Accreditation Workshop
<i>Sherry Baker</i>		
2008	Department	Forsyth Research Award
2008	Department	Forsyth Professorship Stipend
2008	Dept/College	Scientific Study of Religion Conference
2009	University	Faculty Mentor Stipend
2009	Department	Forsyth Research Award
2009	Department	Forsyth Professorship Stipend
2009	Department	AEJMC Conference
2010	Department	APPE Conference
2010	College	Mormon Media Studies Conference
2010	Department	Forsyth Research Award
2010	Department	Forsyth Professorship Stipend
2013	Dept/College	European Mormon Studies Conference

Pamela Brubaker

2013	Department	Research
2013	College	Research
2013	Department	PRSA Conference
2013	Department	AEJMC Conference
2014	College	Social Media for PR Conference
2014	Department	Spr/Summer Grad Research Assistance
2014	Department	International PR Research Conference
2014	Department	Social Media/PR in Corp Comm Conf.

Clark Callahan

2008	College	Research
2009	University	Honors Thesis Stipend
2009	Department	ICA Conference
2009	Department	Jean Gebser Society Conference
2009	Department	World Communication Assn Conference
2010	Department	NCA Conference
2011	Department	IRS Leadership Seminar
2011	Department	NCA Conference
2011	Department	International Q-Sort Conference
2012	Department	Society for Cross Cultural Research Conf.
2012	Department	NCA Conference
2013	Department	Speaker West Texas A&M
2013	Dept/College	World Communication Assn Conference
2013	Department	Graduate Student Recruitment
2013	Department	DOD Intercultural Comms Class
2013	Department	International Q-Sort Conference
2014	Department	300th Military Intelligence Brigade Conf.
2014	Department	International Q-Sort Conference

Mark Callister

2008	Department	Blogworld & New Media Expo
2009	Department	Research
2009	Department	Research
2009	Department	WSCA Conference
2009	Department	BEA Conference
2009	University	Honors Thesis Stipend
2010	College	Ad Age Digital Conference
2010	Department	Research
2010	Department	AEJMC Conference
2010	Department	BEA Conference
2010	Department	Advertising in the Digital Age Conference
2010	Department	SWECJMC Conference
2011	Dept/College	Scientific Study of Subjectivity Conference
2011	Department	Research

2011	University	Faculty Research Award
2011	Department	AEJMC
2012	Dept/College	Ad Age Digital Conference
2012	Department	Research
2012	Department	Research
2012	University	Faculty Research Award
2012	College	Research
2012	Dept/College	Ad Tech Digital Conference
2012	College	Research
2012	Dept/College	Academic Chairs Conference
2012	Department	AEJMC Mid-Winter Planning Meeting
2012	Department	AEJMC Conference
2012	Department	ICA Conference
2012	Department	Non-profit Technology Conference
2013	Department	Research
2013	University	Faculty Research Award
2013	Department	AEJMC Conference
2013	Department	Cedar City Grad Student Recruitment
2013	Department	NYC Grad Student Recruitment
2013	Department	Idaho Grad Student Recruitment
2014	Department	NYC Internship Director
2014	Department	AEJMC Conference

Joel Campbell

2008	Department	Journalism Field Trip
2008	Department	SPJ Conference
2008	Department	Collegiate Media Advisers Conference
2008	Department	Blogworld & New Media Expo
2009	University	Honors Thesis Stipend
2009	Department	NYC Internship Development
2009	Department	PRSA Conference
2010	Department	SPJ Conference
2010	Department	Assessment Institute Conference
2010	Department	NYC Internship Development
2010	Department	LA Internship Development
2010	College	Research
2010	College	Media Best Practices Summit
2011	Department	NYC Internship Development
2011	Department	UK's FOI Law
2011	Department	Social Media Summit
2011	Department	National School PR Assoc. Conference
2012	Department	NYC Internship Development
2012	Department	NYC Internship Director
2012	Department	Las Vegas High School Journalism Workshop
2012	Department	SPJ Regional Conference Iowa

2012	Department	SPJ Regional Conference Colorado
2012	Department	WCC Basketball Coverage w/students
2012	University	Honors Thesis Stipend
2013	Department	NYC Internship Development
2013	Department	Las Vegas High School Journalism Workshop
2013	Department	AEJMC Conference
2013	Department	SPJ Regional Conference
2013	Department	Religion in the Rockies and Great Plains Conf.
2013	Department	Denver Internship Development
2014	Dept/College	Myanmar Free Press Conference
2014	Department	BEA Conference
2014	Department	Mormon History Association Conference

Ed Carter

2008	University	Honors Thesis Stipend
2008	College	Research
2008	College	Tuition Assistance Oxford LLM Degree
2008	Department	AEJMC Mid-Winter Planning Meeting
2008	Department	INPUI Conference
2008	Department	ICA Conference
2009	Department	Research
2009	Department	AEJMC Conference
2009	Department	Research
2009	Department	Utah Communications Association
2009	Department	ICA Conference
2009	Department	BEA Conference
2009	Department	Practicing Law Institute
2009	Department	AEJMC Southeast Colloquium
2009	Department	Las Vegas High School Journalism Workshop
2010	Department	AEJMC Southeast Colloquium
2010	Department	ICA Conference
2010	Dept/College	Poynter Institute
2010	Department	Poynter Institute
2010	Dept/College	UK Ballroom Dance Coverage w/students
2010	Department	Young Ambassadors Coverage w/students
2010	University	Mentoring Grant
2011	College	ABA Comms Law Forum
2011	Department	ICA Conference
2011	Department	Research
2011	Department	ABA Media Advocacy Workshop
2011	Department	AEJMC Conference
2011	Department	Las Vegas High School Journalism Workshop
2011	Department	Mississippi Game Coverage w/students
2011	Department	BYU Folk Dancers Coverage w/students

2011	Department	International Dancers Coverage w/students
2011	Department	Research
2011	Department	Victory over Literary Property
2011	College	Donaldsen vs. Beckett Travel
2011	University	Honors Thesis Stipend
2011	Department	Forsyth Research Award
2011	Department	Forsyth Professorship Stipend
2012	Department	AEJMC Conference
2012	Department	ICA Conference
2012	Department	Research
2012	Department	Forsyth Research Award
2012	Department	Forsyth Professorship Stipend
2013	Department	AEJMC Southeast Colloquium
2013	Department	AEJMC Conference
2013	Department	ICA
2013	Dept/College	Oxford Tuition Assistance
2013	Department	Forsyth Research Award
2013	Department	Forsyth Professorship Stipend
2013	Department	Notre Dame Game Coverage w/students
2013	Department	NCAA Volleyball Coverage w/students
2013	College	Research
2014	College	ICA Conference
2014	Department	ICA Regional Conference
2014	Department	BEA Conference
2014	College	Mentoring
2014	College	Mentoring
2014	Department	Fulbright to Chile
2014	Department	Oxford Tuition Assistance

Dale Cressman

2008	Department	NYC Internship Development
2008	Department	AJHA Conference
2008	Department	University of Missouri Centennial
2009	Department	Las Vegas Internship Development
2009	Department	AJHA Conference
2009	Department	Research
2009	Department	RIAS/RTNDA-NAB/BEA Conference
2010	Dept/College	Assessment Institute
2010	Department	NYC Internship Development
2010	Department	SPJ Conference
2010	Department	AEJMC Conference
2010	Department	Digital Media Training
2010	Department	BEA
2010	Department	Television Program Executives Conference
2010	Department	SPJ Tuscon

2010	Department	Guest Lecture University of Oklahoma
2010	Department	Research
2010	Department	ONA/BEA Conference
2010	Department	ACEJMC Site Team Training
2011	College	DSLR Video Workshop
2011	Department	Research
2011	Department	NYC Internship Development
2011	College	Interactive Journalism Conference
2011	Department	BEA Conference
2011	Department	AJHA Conference
2011	Department	AEJMC Conference
2011	Department	Interactive Journalism Conference
2011	Department	BEA Board Meeting
2011	Department	Stony Brook News Literacy Conference
2012	Department	Society for History of Tech Conference
2012	Dept/College	Academic Chair's Conference
2012	University	Writing Across the Curriculum Stipend
2012	Department	AEJMC Conference
2012	Department	ACEJMC Site Visit
2012	Department	BEA/NAB Conference
2012	Department	AJHA Conference
2013	Department	Research
2013	Department	NYC Internship Director
2013	Department	AJHA Board Meeting
2013	Department	AJHA Conference
2013	Department	AEJMC Site Visit
2013	Department	National Conference for Media Reform
2013	Department	Research
2014	University	Documentary
2014	Department	AEJMC Conference
2014	Department	NYC Internship Development
2014	Department	University of Miami Review
2014	Department	ACEJMC Committee Meeting
2014	Department	ACEJMC Meeting

Chris Cutri

2008	Department	Sociology of Sport Conference
2009	Department	BEA Conference
2009	Department	Sociology of Sport Conference
2010	Department	BEA Conference
2010	Dept/College	Contemporary Ethnography Conference
2011	Dept/College	Promax DBA Creative Educators Conference
2011	College	Documentary
2011	Department	South by Southwest Interactive Conference
2011	Department	Sociology of Sport Conference

2012	Department	Sociology of Sport Conference
2013	Department	Sociology of Sport Conference
2013	Department	International Sociology of Sport Conference
2013	Department	Filming for Laycock Project
2014	Department	Documentary
2014	Department	University Film and Video Conference

John Davies

2008	College	Research
2009	University	Writing Workshop Stipend
2009	Department	Research
2009	University	Course Development Stipend
2009	Department	ICA Conference
2010	University	Mentoring Grant
2011	University	Honors Thesis Stipend
2011	Department	ICA Conference
2013	Department	ICA Conference
2014	Department	AEJMC Conference
2014	Dept/College	Teaching Professor Conference

John Hughes

2011	Department	ASNE
2014	Department	ASNE

Jared Johnson

2008	College	Research
2008	Department	Atlanta Internship Development
2008	Dept/College	Documentary
2009	Department	Research
2009	Department	BEA Conference
2009	Department	Chicago Internship Development
2009	Department	Research
2010	Department	BEA Conference
2010	Department	Connecticut Internship Development
2010	Department	Football Coverage w/students
2010	Department	NYC Internship Development
2010	University	Honors Thesis Stipend
2011	Department	Documentary
2011	Department	BEA Conference
2011	Department	NYC Internship Development
2011	Department	NYC Internship Director
2011	Department	AEJMC Conference
2011	Department	Documentary
2011	Department	New Orleans Basketball Coverage w/students
2011	Department	San Diego Basketball Coverage w/students

2011	Department	NCAA Basketball Coverage w/students
2011	Department	MWC Basketball Coverage w/students
2012	Department	AEJMC Conference
2012	Department	Football Coverage w/students
2012	Department	ICA Conference
2012	Department	Identity, Culture and Comm Conference
2012	University	Mentoring Grant
2012	Department	Documentary
2013	Department	ICA Conference
2013	Department	World Comm Assn Conference
2013	Department	Football Coverage w/students
2013	Department	Football Coverage w/students
2013	Department	Las Vegas Basketball Coverage w/students
2013	Department	BEA Conference
2014	Department	BEA Conference

Kevin Kelly

2009	University	Honors Thesis Stipend
2009	Department	Chicago Internship Director
2009	Department	Las Vegas Client Relations/AdLab
2010	Dept/College	Documentary
2010	Department	AAF Competition
2010	Department	NYC Internship Development
2010	Department	Miller Challenge/Student Mentoring
2010	College	Documentary
2010	Department	Documentary Interview La Quinta, CA
2010	Department	Documentary Interview NYC
2010	Department	Documentary Interview Traverse City, MI
2010	Department	Documentary Interview San Francisco, CA
2011	University	Honors Thesis Stipend
2011	Department	AAF Competition
2011	Department	Documentary Interview NYC
2011	Department	One Show Pencil Awards
2011	Dept/College	Documentary
2011	Department	Chicago Internship Development
2012	University	Honors Thesis Stipend
2012	Department	AAF Competition
2012	University	Mentoring Grant
2012	University	Honors Thesis Stipend
2012	Department	NYC Internship Development
2012	Department	Documentary Interview NYC
2012	Department	Documentary Interview Boston
2012	Department	Documentary Interview Chicago
2012	Department	Documentary Interview LA
2013	Department	Commercial

2013	Department	Documentary
2013	Department	Documentary Interview Dallas, TX
2013	Department	AAF Competition
2013	Department	NYC Internship Development
2013	Department	National AAF Competition
2014	Department	EFFIE Awards Finals
2014	Department	NYC Internship Development

Doug McKinlay

2009	University	Honors Thesis Stipend
2009	Department	NYC Internship Development
2010	College	Mentoring
2010	Department	NYC Internship Development
2011	Department	NYC Internship Development
2012	Department	AAF Conference
2013	Dept/College	Professional Development Leave
2013	Department	AAF Conference
2014	Department	Morgan State Diversity Exchange

Joseph Ogden

2013	Department	Research
2013	College	Research
2013	University	Research
2013	Department	Bentonville Lab/Class Project Development
2013	Department	Orlando Professional Development
2013	Department	PRSA Conference
2014	University	Research
2014	Department	Client Presentations Marriott Mexico
2014	Department	PRSSA Bateman Judging
2014	Department	NYC Internship Development
2014	Department	Edelman 2014 Academic Summit

Ken Plowman

2009	University	Honors Thesis Stipend
2009	Department	Research
2009	Dept/College	IPR Measurement Summit
2009	Department	International PR Research Conference
2009	Department	NYC Internship Development
2010	Dept/College	National Summit on Strat Comm
2010	Department	International PR Research Conference
2010	Department	NCA Conference
2010	Department	PRSA Conference
2010	Department	AEJMC Conference
2010	Department	NYC Internship Development
2010	Department	NYC Internship Director
2011	College	Plank Center

2011	Department	ICA Conference
2011	Department	PRSA Conference
2011	Department	AEJMC Conference
2011	Department	International PR Research Conference
2011	Department	IPR Strategic Comms Conference
2011	Department	Research
2012	Department	PRSA Conference
2012	Department	AEJMC Conference
2012	Department	International PR Research Conference
2012	Department	International Society of Military Ethics
2012	Department	Research
2013	Dept/College	BLED Conference
2013	Department	AEJMC Conference
2013	Department	International PR Research Conference
2013	Department	PRSSA Bateman Judging
2013	Department	Research
2013	Department	ICA Conference
2014	University	Honors Thesis Stipend
2014	Department	Research
2014	Department	BLED Conference
2014	Department	ICA
2014	Department	The Conflict Conference
2014	Department	International PR Research Conference
2014	Department	AEJMC Conference
2014	Department	Barcelona PR Conference

Quint Randle

2008	Department	Las Vegas High School Journalism Workshop
2008	Department	Las Vegas Internship Development
2008	Department	Blogworld& New Media Expo
2009	Department	Research
2010	Dept/College	AEJMC Conference
2010	Department	Convergence and Society Conference
2010	Department	Las Vegas High School Journalism Workshop
2011	Department	Young Ambassadors Coverage w/students
2011	Department	AEJMC Conference
2011	Department	Convergence and Society Conference
2011	Department	Online News Assn Conference
2012	College	Mentoring Grant
2012	Department	AEJMC Conference
2012	Department	Las Vegas High School Journalism Workshop
2012	Department	Music/Entertainment Industry Ed Assn Conf
2012	Department	Presidential Debate Coverage w/students
2012	Department	Report on Grads in Hollywood w/students

2013	University	Honors Thesis Stipend
2013	Department	NCAA Volleyball Coverage w/students
2013	Dept/College	EMSA Conference
2013	Department	AEJMC Conference
2013	Department	Convergence Conference
2013	Department	NYC Internship Development
2014	Department	AEJMC Conference
2014	Department	Far West Pop Culture Conference
2014	Department	CUNY Entrepreneurial Journalism Conference

Brad Rawlins

2008	Department	Consumer Revolution Conference
2009	Department	AEJMC Conference
2008	Department	NYC Internship Development
2008	Department	Detroit Internship Development
2009	Department	ACEJMC Committee Meetings
2009	Department	ASJMC Workshop
2009	Department	ACEJMC Council Meeting
2009	Department	BEA Conference
2009	Department	Alumni Event
2009	Department	PRSA Conference
2009	Department	International PR Research Conference
2009	Department	IPR Measurement Summit
2010	Department	AEJMC Conference
2010	Department	ASJMC Meeting
2010	Department	Hearst Competition/Alumni Event
2010	Department	ACEJMC Site Team Visit
2010	Department	San Francisco Alumni Event
2010	Department	ACEJMC Annual Meeting
2010	Department	PRSA Conference
2010	Department	International PR Research Conference
2010	Department	IPR Measurement Summit
2011	Department	AEJMC Conference
2011	Department	Student Media Info-U of Georgia
2011	Department	ACEJMC Site Team Visit USC
2011	Department	ASJMC Conference
2011	Department	Las Vegas Alumni Event
2011	Department	NYC Internship Development
2011	Department	ACEJMC Site Team Visit VCU
2011	Department	Hearst Awards
2011	Department	International PR Research Conference
2011	Department	IPR Measurement Summit
2011	Dept/College	Academic Chairs Conference
2011	Department	Measurement Commission Planning Mtg.

2012	College	Department Chairs Seminar
2012	Department	Research
2012	Department	International PR Research Conference
2012	Department	Arts and Sciences Chairs Conference
2012	Department	Top 5 PR Awards
2012	Department	ASJMC Meeting
2012	Department	Development

Tom Robinson

2008	College	Digital Hollywood Conference
2008	Department	Grad Student Recruitment
2009	Dept/College	Digital Hollywood Conference
2009	University	Faculty Mentor Stipend
2010	Dept/College	Research
2010	Department	Q-Sort Conference
2012	Department	Popular Culture Assn Conference
2013	Department	Research
2013	Department	NYC Internship Development
2013	Department	Research
2013	Department	Far West Popular and Am Culture Conf.
2013	Department	AAF Finals
2014	Department	NYC Internship Development
2014	Department	AAF Minority Awards

Kevin Stoker

2008	Department	Media Ethics Colloquium
2008	Department	NYC Internship Development
2008	Department	Las Vegas High School Journalism Workshop
2008	Department	Research
2008	Department	Consumer Revolution Conference
2009	Department	International PR Research Conference
2009	Department	Research

Steve Thomsen

2008	University	Honors Thesis Stipend
2008	Department	Nordic Media Conference
2009	University	Faculty Mentor Stipend
2009	Department	SWECJMC Conference
2010	University	Honors Thesis Stipend
2010	Department	SWECJMC Conference
2010	Department	AEJMC Conference
2010	University	Honors Thesis Stipend
2011	Department	SWECJMC Conference
2012	University	Honors Thesis Stipend
2012	Department	SWECJMC Conference
2013	Department	Online News Association Conference

2013	University	Honors Thesis Stipend
2013	Department	Sociology of Sport Conference
<i>Rob Wakefield</i>		
2008	Department	European PR Assn Conference
2009	University	Honors Thesis Stipend
2009	Department	International PR Research Conference
2009	Department	AEJMC Conference
2009	Department	NCA Conference
2009	University	Honors Thesis Stipend
2010	Department	International PR Research Conference
2010	Department	AEJMC Conference
2010	Department	PRSA Conference
2010	Department	Texas PRSA Presentation
2011	Department	Research
2011	Department	International PR Research Conference
2011	Department	PRSA Conference
2011	Department	Silver Anvil Judging
2012	Department	Research
2012	Department	BLED Conference
2012	Department	International History of PR Conference
2012	Department	San Francisco Internship Development
2012	Department	International PR Research Conference
2012	Department	PRSA Conference
2012	Department	Silver Anvil Judging
2012	Department	Bateman Competition Judging
2013	Dept/College	IAMCR Conference
2013	Department	International PR Research Conference
2013	Department	PRSA Conference
2013	Department	Silver Anvil Judging
2013	Department	NYC Internship Development
2014	Department	Barcelona PR Conference
2014	Department	NYC Internship Development
2014	Department	Silver Anvil Judge
2014	Department	International PR Research Conference
<i>Susan Walton</i>		
2008	Department	Detroit Internship Development
2008	Department	PRSA Guest Speaker
2008	Department	PRSA Conference
2008	Department	Blogworld & New Media Expo
2009	Department	International PR Research Conference
2009	Department	AEJMC Conference
2009	Department	PRSA/PRSSA Conference
2009	College	Research/Professional Development

2009	Department	Chicago Internship Development
2009	Department	NYC Internship Development
2009	Department	Research
2010	College	Research
2010	Department	International PR Research Conference
2010	Department	AEJMC Conference
2010	Department	PRSA Conference
2010	Department	CEPR Site Visit
2010	Department	PRSA Regional Conference
2010	Department	PRSA Silver Anvil Judge
2010	Department	NYC Internship Development
2010	Department	Visiting Professor-Cision
2010	Department	LA Internship Development
2010	Department	Visiting Professor-Sacramento
2010	Department	Academic Chairs Conference
2010	Department	LA Ecclesiastical Leader PR Training
2010	Department	Texas PRSA Presentation
2011	College	Media Best Practices Summit
2011	Department	International PR Research Conference
2011	Department	PRSA Conference
2011	Department	Ragan Social Media Summit
2011	Department	National School PR Assn Conference
2011	Department	NYC Internship Development
2011	Department	PRSA Board Meeting
2011	College	Academic Chairs Conference
2011	Department	Research
2012	College	AEJMC Conference
2012	Department	International PR Research Conference
2012	Department	PRSA Board Meeting
2012	Department	Ragan Social Media Summit
2012	Department	Silver Anvil Judging
2012	Department	Professional Development-MSL Schearer
2012	Department	Professional Development-Tanaka

Robert Walz

2008	College	Documentary
2008	College	Documentary
2008	Department	Blogworld & New Media Expo
2008	Department	Documentary
2010	University	Mentoring Grant
2010	University	Documentary
2010	Department	RTNDA Conference
2010	Department	Investigative Reporters/Editors Conference
2010	Dept/College	Documentary
2010	Dept/College	Documentary

2011	University	Mentoring Grant
2011	Department	Gracie Awards
2012	Dept/College	Documentary
2012	Department	LA Internship Development
2012	University	Mentoring Grant
2013	Department	Documentary
2013	Department	Interviews for Dept Promotional Materials
2014	Department	NYC Internship Development
2014	Department	Poynter Institute

Laurie Wilson

2009	Department	PRSA Silver Anvil Judging
2009	Department	NYC Internship Development
2009	Department	Donor Funeral
2010	Department	Top 5 PR Awards
2011	Department	PRSA Conference
2011	Department	Florida Internship Development
2013	Department	PRSA Conference

Anne Worsham

2009	University	Undergrad Academy on Teaching/Learning
2009	Department	AEJMC Conference
2009	Department	ICA Conference
2010	Department	AEJMC Conference
2011	Department	AEJMC Mid-Winter Planning Meeting
2011	Department	AEJMC Conference

APPENDIX ATTACHMENTS

- Department and University Rank and Status Documents
- Travel Policy
- Research Grant and Professional Development Criteria (Beckham, etc.)
- College Grants

DOCUMENTS AVAILABLE IN THE WORKROOM

- Faculty Vitae
- Department and University Rank and Status Documents
- Faculty Handbook

PART II, STANDARD 6



Student Services

Key Points

- Facebook, Pinterest, Twitter and LinkedIn are seamlessly integrated into the department website so news and information updates are posted automatically to social media.
- The BYU PRSSA chapter has been recognized as an award-winning chapter in different nationally competitive categories for many years.
- The department's retention rate has averaged 97 percent for past three academic years.
- The 2013 starting salary study showed BYU students with a starting salary 20 percent higher than the average for JMC schools.
- The 2013 NSSE Study showed that BYU Communications students were happier with the quality of university advising services than their peers at JMC schools.

Overview

THE UNIVERSITY IS ATTENTIVE to providing the exceptional support necessary to help students succeed. Many of the support services are either provided at the university level or mandated as part of the required process for colleges and departments. The result is that students have a plethora of resources for success, and information is readily available in the channels they are most comfortable accessing. Most information is available electronically, but we also provide plenty of face-to-face advising and career counseling to ensure no student feels isolated or ignored.

The university is particularly sensitive to the fact that good advice and counseling help students progress through their programs in a more timely manner. This is not only in the best interests of students, but also the university. With the number of applicants the university has to turn away each year, the institution is concerned that students don't stay longer than is necessary to complete their education and career preparation. In fact, a number of fairly recent initiatives have encouraged students to declare majors sooner and to reduce "major hopping" to ensure timely graduation, freeing a position for someone else to be admitted to the university.

As such, the university encourages and provides substantial support to college and department academic and career advising and other student support services.

1. Complete and attach Table 9, "Student Aid."

Table 9: Student Aid

SCHOLARSHIPS AND GRANTS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT

	Funds controlled by the institution		Funds controlled by the unit		Total from all funds	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
Total Scholarships/Grant Dollars	\$1,983,546	\$1,947,780	\$159,928	\$170,388	\$2,143,474	\$2,118,167
Number of Students Receiving	632	537	85	92	717	629
Median Individual Scholarship/Grant	\$3,139	\$3,627	\$1,882	\$1,852	\$2,990	\$3,368
Designated Multicultural/International	\$264,954	\$226,037	\$18,420	\$21,700	\$283,374	\$247,737
Number of Students Receiving	45	53	5	6	50	59
Median Individual Scholarship/Grant	\$5,888	\$4,265	\$3,684	\$3,617	\$5,667	\$4,199

UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS

	2012-2013	2013-2014
Number of Student Appointments*	200	185
Range of Stipends	\$8.50 – \$12/hour	\$8.50 – \$12/hour

*Appointment: semester or term in assistantship or work-study appointment

2. Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising. Attach advising guides, manuals, newsletters or other internal communication with students.

As soon as a student is admitted to BYU, they begin receiving academic advisement. Materials are mailed and made available online to students as soon as they are admitted. Once on campus, BYU OneStop becomes their resource for academic advisement as well as for scholarships and financial aid, counseling and every other conceivable need.

BYU OneStop would direct them to the academic and career counseling center for advisement. Open major advisement guides students searching for a major and may even, through the career counseling center, provide testing and guidance in helping to discover a major. Once a student becomes interested in communications, he/she might enroll in an introductory class like Comms 101 to decide if he/she wanted to major. Once deciding on communications as a major, students would go to the college advisement center to declare themselves a pre-communications major and receive advisement on how to proceed. From that point, students are guided by our dedicated communications adviser, Rosemary Frederico, who assists and tracks them through graduation.

While there are a few paper handouts used by the advisement centers (see the appendix), advisement on this campus is largely online. General education requirements are found at <http://ge.byu.edu>. Students find information about all the major academic plans through <http://registrar.byu.edu/advisement/map.php>. The department website (<http://cfac.byu.edu/comms/>) is the initial source of information about our majors and admission and completion requirements. Specific emphasis requirements are found at <http://saas.byu.edu/catalog/2013-2014ucat/departments/Communications/Advertising.php> (for example for advertising). Students plan their schedules and track their progress through MyMap at <http://registrar.byu.edu/registrar/mymap/> and register through <http://registrar.byu.edu/registrar/acadsched/classSched.php>. They access information about graduation from <http://registrar.byu.edu/registrar/graduation/apply.php>. Of course, they may at any time access Ms. Frederico who can help them navigate the information and make their own specific major graduation plan.

As described in number five below, career advising occurs in the department with faculty and alumni in conjunction with the Internship and Careers Office.

3. Describe availability and accessibility of faculty to students.

Faculty keep regular office hours that are posted outside their offices and typically included in their syllabi. All faculty are required to be available in their offices a sufficient amount of time to advise and counsel students in their classes and students who are assigned to them for career advising. The amount of time a faculty member is available is dependent upon how many classes he/she is teaching and what kind of classes. If faculty teach a lab-style class—like a writing class—or teach a class that coordinates directly with one of the applied practice labs, their availability to students may be in the lab rather than in the office.

Typically, faculty have established official office hours of a minimum of two hours, twice a week, but are truly available for many more hours a week. They are also available by appointment, and by phone, text and email. Today's electronic communication makes faculty much more available than ever before. The ability to receive email on mobile devices, and to communicate by text—now the most preferred method for students—has made it far more easy to reach faculty and receive immediate mentoring either in person or remotely.

Further, the department office keeps the schedules of every faculty member, including the class times and locations, posted office hours, regularly scheduled meetings and assignments and travel schedules so if a student is in need, the office can help find the faculty member at any given time.

Because of the university emphasis on excellent teaching and mentoring, faculty accessibility is a crucial part of both student and peer teaching evaluations. While many of our faculty are not camped out in their offices for hours every day, they are working with students in the applied practice labs and available to mentor and answer questions most daylight hours, and even into the night. And electronic communication facilitates availability even when faculty are off-campus or out of town.

4. Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.

Student records are kept exclusively electronically. Access is restricted by the university which allows only the department leadership and administrative assistant to review student information or records. Of course, faculty have access to emails and other pertinent information for students in their classes, but any other information must be accessed through the department and by permission. On a case-by-case basis, faculty may need to review a student's academic history, but they must request the information from the department leadership or the administrative assistant who can access those records for faculty when appropriate. This is particularly the case during the admissions process, when faculty may need to have a more complete view of a student's academic record and courses taken.

During the admissions process, the applications are printed to allow emphasis faculty to meet together to review them and determine admission on a case-by-case basis. When the applications are not in the

faculty's possession in those meetings, they are secured in the department office. The same is true for any student petitions that are reviewed by the undergraduate committee, and for applications for scholarships and the New York Internship program, except that faculty may take scholarship and internship applications to review in their offices, but they must remain under lock and key when not in the department office.

Of course, the academic advisers in the college advisement center, particularly Rosemary Frederico who is responsible for communications majors and pre-majors, have access to the students' electronic records, as well. But information has always been closely guarded, even before FERPA requirements to do so.

5. Describe resources for academic and career counseling that the unit or institution offers to students.

Academic and career advisement is available at the university, college and department levels. At the university level, comprehensive career counseling services are available including testing to help students determine what major and career they would like to pursue. Associated with the career counseling center is open-major advisement, the office that provides academic advisement to students who have not yet declared a major. Once a student declares a major, or an intent to major (as have communications pre-majors), they receive academic advisement from the college advisement center, and specifically from our department's dedicated college advisers in the advisement center. Of course, other advisers in the college advisement center are capable of assisting our majors and pre-majors when necessary, but unless there is an emergent need, our adviser, Rosemary Frederico advises all communications majors and has an assistant that advises the pre-communications majors. Although the college advisement center is located in the Harris Fine Arts Center which houses the college offices, Ms. Frederico also maintains an office and office hours in the Brimhall Building to facilitate access by our students.

Students are required to declare themselves a pre-communications major through the college advisement center where they receive information on the emphases and the prerequisites for admission. At that time they are also provided a handout of suggested communications course sequences and a handout on what courses are considered liberal arts and sciences and what courses are not (see the appendix). Once students have been admitted, they work with Ms. Frederico to fill out the communications major graduation plan (see appendix) which is signed by the adviser and by the student and kept on file and updated as needed.

Ms. Frederico employs the university's resources for academic advisement that were described above, including MyMAP (<http://registrar.byu.edu/registrar/mymap/>) and the general education requirements (<http://ge.byu.edu>). Students also have access to all the major academic plans and general education requirements, the online catalogs and class schedules (<http://registrar.byu.edu/registrar/acadsched/classSched.php>),

graduation requirements and their progress toward graduation (<http://registrar.byu.edu/registrar/graduation/apply.php>) and the specific requirements for each emphasis in the department (<http://saas.byu.edu/catalog/2013-2014ucat/departments/Communications/Advertising.php> for example). The AIM registration system has completely automated registration, and uses a system of flags to allow students to register for classes in the limited enrollment programs. Ms. Frederico places the flags each semester after confirming that students are admitted majors and have completed the prerequisites necessary to enroll in emphasis classes.

Once admitted to the major and an emphasis, students attend a required orientation where they are introduced to the faculty, receive information on the expectations of the emphasis and are given hand-outs showing them the recommended progression through the coursework (see examples in the appendix). Of course, the department website (<https://cfac.byu.edu/comms/>) also has complete information on admissions, required courses and recommended progression.

Faculty are also available to assist in academic advisement regarding the major, although they typically are more involved in career advising. Once students are admitted, they are assigned a faculty adviser. Most students, however, do not rely on their assigned faculty adviser unless they are new in the program and have not become acquainted with the faculty. Once a student has begun to take classes from our faculty, they approach those they have had classes with for advice and counsel. The alphabetic assignment of an adviser is really just to provide an option for students who have not yet discovered a preferred faculty mentor. Students naturally gravitate for academic and career advising to those faculty they have grown to know through their coursework.

This is particularly the case for career advisement. Internship and job opportunities are coordinated by the department's Internship and Career center, but most opportunities come to that center initially through faculty. Once a faculty member has referred an internship provider or employer to the Internship and Career center, Natalie Chambers who manages that center will establish a relationship for ongoing posting of opportunities. The annual Mentor's Day organized by the Internship and Career center and the department's outreach coordinator was established years ago so students could receive career counseling from alumni and local area professionals.

A lot of career advising naturally takes place in the strategic practice labs, where students are being mentored by faculty and the lab staff as they work on projects with clients. Our faculty are dedicated mentors, as is evidenced by the fact that alumni stay in touch with those faculty who have mentored them. They become our greatest resource for internship and job opportunities across the nation. And those opportunities are referred through faculty, who continue to mentor long after students have graduated.

6. Describe the unit's methods and procedures to keep students informed about its activities, requirements and policies.

Of course, the department's website (<http://cfac.byu.edu/comms/>) is the central source for information on the department, programs, faculty, scholarships, admission, course progression and other information, and we work diligently to use it as the centralized source for students, faculty, parents and anyone else needing information about the BYU Department of Communications. Nevertheless, we use a number of other tools to keep our students informed on any issues that may affect them or can help them, such as scholarships, internships and job opportunities.

The department is increasing its use of social media. The department website is continually updated, and the site is tied in with Pinterest, Facebook and Linked In so any updates to the website are replicated on social media. Individual faculty use Linked In, Facebook, Twitter, Snapchat and other social media to remain connected with students in our classes, in our majors and in our labs. The university's course and grade management system, Learning Suite, automatically links all students in a class and makes it easy for faculty and students to stay connected and communicate quickly. Most faculty supplement the Learning Suite channel with email and social media.

The department has established Linked In groups for our students and alumni, and email groups of all majors, pre-majors and specific emphasis majors. Email is a fast and easy way to disseminate announcements and information to selected groups of students, or to all students. Nevertheless, we have found that many students don't access email as frequently as they used to and many ignore emails unless the subject line is captivating. As a result, we use multiple methods to keep students informed on issues that affect them such as deadlines for scholarship or internship applications. In addition to email, we make announcements in classes, post information on bulletin boards throughout the building and use posters on easels at the entrances to the building to draw students' attention to important events and information.

Policy information is communicated on the website, in the major orientations and through our course syllabi.



Student staff members at work in The Universe lab.

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

The department has made a diligent effort to integrate what might be considered extra-curricular activities into the curriculum to retain a balance of theory, principles and practice. As such and as has been described in standard two on curriculum, an internship is required of all our majors and other practicums are available. Further, our strategic practice labs are an essential part of our curriculum.

Nevertheless, students are encouraged to do more than just their internship for credit, but to get as much practical experience as they possibly can through additional internships, volunteer or part time work and by participating in the strategic practice labs outside of their required coursework. The Internship and Careers Office routinely publicizes all kinds of opportunities for students to get experience, whether or not they do it for credit. And the strategic practice labs are staffed with students seeking additional experience, some volunteer and other higher-level positions paid. Each of the strategic practice labs hires senior students in paid positions to produce the products of each respective lab: *The Universe*, *ElevenNews* and research and campaigns satisfying the needs of our advertising and public relations clients. Those positions are included in the figures in Table 9: *Student Aid* above.

The department also enthusiastically encourages participation in the student professional organizations including AAF, PRSSA and SPJ.

BYU students are active in those organizations at the local, regional and national levels, and connect with professionals in the sponsoring organizations as well. Advertising students participate annually in the AAF competitions and, as can be seen by the student awards listed in standard nine, BYU teams often win or place regionally. Several BYU advertising students have also been among the AAF minority scholarship award winners in the last couple of years.



SPJ board in 2009.

Our journalism students have an active SPJ chapter that hosts a number of speakers every year, many co-hosted with PRSSA. The students also participate in print, magazine, online and broadcast journalism competitions with dozens of award winners every year. The chapter sends representatives to the regional conference every year, and participates with the Utah Headliners professional chapter in Salt Lake City. In 2013 and 2014, students participated in a journalism boot camp sponsored by that chapter, and attended an LGBT and the media forum presented by the professional chapter.

The PRSSA chapter is also an award-winning chapter with a national reputation. The chapter has produced the national newsletter *Forum!* more than three times (twice in the last six years) and has organized and hosted the national conference at least four different times. We repeatedly have students serving on the national board, and always have strong representation at the national conference, often presenting in the

chapter development sessions. Hardly a year goes by that the chapter doesn't bring home at least one national award. The chapter is diligent in engaging its members with speakers, workshops, events and service.

While the communications studies major is being phased out, students in that major have been active in scholarly research and presenting papers at academic conferences such as SWEJMC, AEJMC, ICA, PRSA and other key venues, many winning top paper recognitions.

8. Provide the web link where the unit shares its most recent retention and graduation data with the public. Discuss retention and graduation statistics at the accredited unit level and the processes in place to collect, maintain and analyze such data.

The Office of Institutional Assessment collects, tracks and analyzes data for all academic units on campus. The university considers the six-year graduation rate as the most representative calculation since many students take two years off to serve a mission for the LDS Church. The 2006-2007 graduation rate was 83 percent, 2007-2008 was 88 percent and the 2008-2009 graduation rate (most recent data) was 90 percent. Retention rate was 97 percent for 2008-2009, 96 percent for 2009-2010 and 97 percent for both 2010-2011 and 2011-2012. The department's retention and graduation data are posted on our website under public accountability at <http://cfac.byu.edu/comms/about/accountability/>. Enrollment data (tracked by the college advisement center) for Fall 2009, 2010, 2011 and 2012 are available by emphasis at the same URL.

9. Describe the unit's (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.

The department follows the university's academic support policy (included in the appendix and available at <https://aso.byu.edu/academic-support-policy>). When a student earns a semester or term GPA below 2.0, he/she is placed on academic warning. A subsequent semester or term GPA of 2.0 (for at least six credits of work) and cumulative GPA of at least 2.0, returns the student to good standing. Otherwise, he/she is placed on academic probation. One more semester or term of substandard GPA results in academic suspension of 12 months. After suspension, the student returns on academic probation and must maintain a 2.0 GPA, or he/she is dismissed from the university. If the returning student maintains at least a 2.0 each semester or term, he/she progresses from academic probation to academic warning and then to good standing.

The semester or term after a student is placed on academic warning or probation, a block is placed on registration that prevents the student from future enrollment until he/she has taken action to demonstrate "that the issue, concern or problem that resulted in a student earning less than a 2.0 GPA is resolved." There are two options for removing a block. One is to earn a GPA of 2.0 or better in that semester in which the student lost good standing. In that case, registration is blocked until grades are posted and the warning or probation is lifted. Students who choose this option cannot take advantage of priority registration and may even have to register late, limiting access to desired classes and sections. The other option is to complete an Academic Improvement Plan (AIP)

which takes about 30 minutes online and then 30 minutes with a faculty member to discuss the student's plan to overcome the issues that resulted in academic warning or probation. The student may then participate in priority registration and, if he/she earns a 2.0 GPA in that semester or term, academic probation returns to academic warning or academic warning is lifted.

10. Describe the unit's placement operation for assistance in students' searches for employment. List placement statistics for the three most recent years (before the self-study year) for which accurate information is available.

Graduating students are encouraged to register with the university's placement center, but that is not the primary source of first jobs for most of our students. Most students find job opportunities as a result faculty and alumni connections, and from internships served during the two years prior to graduation. As noted previously, the department's Internship and Careers Office posts not only internship opportunities, but part-time job openings as well. Many students are offered jobs as a result of excellent performance as an intern. The vast majority of our alumni working in New York City started as interns in the New York internship program. Many have progressed into executive positions and some now even own their own firms or are freelance consultants, having started as interns in that city 20 years ago.

Interaction and work with clients in the strategic practice labs is an opportunity for clients who are potential employers to get to know students and their work. This is another avenue for employer-student interaction that results in career opportunities, internships as well as jobs. Recent work our public relations students did for Marriott resulted in internship and job opportunities not only with Marriott, but with the public relations firm supporting their social media effort.

Full-time openings are also publicized by the Internship and Careers Office and students are encouraged to check with that office and on the website for opportunities. We encourage alumni and friends to publish opportunities with that office and through the Linked In groups. We also participate in a career fair organized annually by the university's placement office, and we encourage our students to take advantage of the event to meet potential employers and place their resumes. Our advertising faculty have worked through AAF to host a career fair the last three years in conjunction with the Sundance Film Festival, which draws executives from around the world. They invite executives to spend some time interviewing and mentoring graduating students. The other student professional organizations also hold events where professionals come to meet and interview students and help with resumes and portfolios.

Faculty are an invaluable resource to students as they begin their job search. The relationships our faculty maintain with alumni and internship providers mean they receive announcements of job openings which they typically forward to the Internship and Careers Office for dissemination. They will also forward those opportunities to their students as they near graduation, and announce them in classes.



Faculty members Sherry Baker and Clark Callahan with 2014 graduates.
.....

Faculty also mentor students in their job search by reviewing resumes and portfolios and making suggestions on where and how to look for opportunities. Part of the requirements for the faculty-supervised internship credit is to prepare a resume and portfolio that is reviewed by faculty who make comments on necessary improvements. This requirement was designed specifically to integrate this kind of career preparation and counseling into the curriculum so all students receive it. Faculty

are available to students for additional career mentoring if students desire.

The 2013 Becker and Vlad study showed our students with a starting salary 20 percent higher than the average for JMC schools. Our university's senior survey taken on graduation day (2010-13 data) indicates that, on average, 56 percent of our students have accepted a job offer and another 15 percent have been accepted into a graduate program or law school. The alumni survey does not address the question of employment, but it does ask students (by college) if they would choose the same major if they could do it all over again. Among college alumni, 62 percent say they would choose the same major. As noted in Standard Nine, we were able to determine employment (or graduate school enrollment) for 82 percent of our 2011 graduates. Given that many in the 18 percent we were unable to locate are undoubtedly gainfully employed, the data indicate the vast majority of our graduates have successfully launched their careers.

11. Describe the unit's operation, if any, for assistance to alumni in later employment searches.

Career and job opportunities are coordinated campus-wide through the Alumni Association (<http://www.alumni.byu.edu>). This site lists literally thousands of jobs and provides information on placement and career counseling and career fairs.

The linkages made with students and alumni through the Internship and Careers Office, our outreach coordinator and social media also link our alumni and friends to each other. Job postings and opportunities do not just come for entry-level. Our faculty receive information on job openings at all levels, and pass those opportunities on to

alumni through personal contact and the social media groups established by the department. Students in our program are encouraged to maintain their networks of friends from school as a resource to them throughout their careers. Alumni are encouraged to maintain their relationships with faculty as mentors and career advisers.

These are the networks that yield job opportunities, not just for graduating students, but for alumni at all levels in the professions. Alumni contact faculty for leads on graduates at the mid- and senior-levels who might be interested in making a job change. Through our social media networks, and through faculty's personal networks, opportunities are passed on. A number of alumni have made job changes mid-career based on information passed on through these faculty, alumni and friends networks.

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

Both the university's senior survey and the National Survey of Student Engagement (NSSE) provide assessments of advising services. Overall, we have found students respond positively to the department and college's advising and support services.

The senior survey asks students about what they would change at BYU:

Improve advising regarding major selection and other academic issues?

Department of Communications	No: 64%	Yes: 36%
University Overall	No: 71%	Yes: 29%

Improve advising regarding career selection and preparation?

Department of Communications	No: 60%	Yes: 40%
University Overall	No: 65%	Yes: 35%

The NSSE report compares means between the department and its Carnegie peers. The following questions were asked related to advising (scale of 1 to 4 with 1 being poor and 4 being excellent):

Overall, how would you evaluate the quality of academic advising you have received at your institution?

BYU Department of Communications	Mean: 3.2
Carnegie Peers in JMC	Mean: 2.91
(Statistically significant at .001, Cohen's D Effect size .30)	

Providing the support you need to help you succeed academically?

BYU Department of Communications	Mean: 3.07
Carnegie Peers in JMC	Mean: 2.93
(Statistically significant at .05, Cohen's D Effect size .17)	

APPENDIX ATTACHMENTS

- Academic Advising Documents (MyMap, Suggested Communications Course Sequence, Liberal Arts and Sciences, Communications Major Graduation Plan, AIM, ABC Report)
- Emphasis Orientation Documents
- Internship Database
- Academic Support Policy

DOCUMENTS AVAILABLE IN THE WORKROOM

- Advising Records (College Advisement Center in HFAC)
- Academic Advising Documents (MyMap, Suggested Communications Course Sequence, Liberal Arts and Sciences, Communications Major Graduation Plan, AIM, ABC Report)
- Linked In Groups
- Internship and Directed Study Syllabi

PART II, STANDARD 7



Resources, Facilities and Equipment

Key Points

- The department received an endowment donation of \$360,000 to expand diversity efforts and to help fund the Harlem/New York City experience.
- According to the 2013 Oklahoma State University Faculty Salary Study, average salaries for BYU Department of Communications faculty are 10 to 15 percent above the national average for assistant and associate professors.
- More than \$350,000 was spent on Brimhall building remodeling and updates between 2012 and 2014. The building was completely renovated in 2005.
- U.S. News and World Report ranked BYU 10th according on their “Ten Best Value School Rankings.”
- 2013 was the largest fundraising year with the department receiving \$1.2 million in private donations for endowments.

Overview

JUST PRIOR TO the last accreditation visit, the Brimhall Building was entirely renovated and provided solely to the Department of Communications. New equipment and furnishings were purchased for the entire building at that time. Since the last accreditation visit in 2008, the Department of Communications has completed additional remodeling of our building and made several significant equipment upgrades for both classrooms and laboratory facilities. These improvements were made possible through ongoing generous support from donors and from our institution.

The continuous need to update and upgrade facilities, which allows us to keep pace with technological advances and a rapidly evolving industry, remains among the department's highest priorities. We are committed to providing our students with the opportunity to receive hands-on training and instruction in the best equipped and most advanced laboratories and classrooms possible. We feel that we are well supported in this objective by college and university administrations.

In the following section of this document, we will provide a detailed analysis of improvements made in facilities and equipment as well as a discussion regarding resources, needs and future plans. As a general overview, since 2008, we have updated the equipment in our broadcasting and eye-tracking labs. Remodeling has included restructuring the north side of the first floor to accommodate growing space and equipment needs for the AdLab and Bradley Public Relations agencies, as well as fitting the Perkins Conference Room on the third floor with advanced video-conferencing capabilities. New furnishings were installed in the student clubs area on the second floor.

The chair and the department business manager meet on a regular basis to assess current and ongoing budgetary needs and issues. As a part of this process, the effectiveness of current allocations is assessed and changes are considered in light of shifting needs. The Scripps Fund continues to provide the department with annual monies (ranging from \$37,000 to \$116,000, depending on the performance of the fund's investment portfolio). Despite some recent volatility in the financial markets, this fund has provided sufficient resources to give the chair vast flexibility to fund projects and upgrade facilities. It is expected that this will remain the case.

The media laboratory operations have been able to develop sufficiently healthy cash reserves to support their operations and other laboratory needs. Both the AdLab and Bradley Public Relations agencies are funded primarily by soft money generated from client work and by small transfers from department sources when needed and when available.

The *Universe*, which receives a modest allocation from the university's student fees, is primarily supported by advertising sales, which poses certain challenges and concerns in the current economic environment. The *ElevenNews* operation's budget is supported primarily by

student fee allocations from the university.

As will be explained further, significant budgetary allocations are currently being made to increase learning opportunities in culturally and socially diverse environments as well as to increase the diversity of our student population and to recruit female and minority faculty members.

We feel that through adequate university allocation, well-managed case reserves, generous endowments, recent record fundraising and sound budget management, our department is in a stable and secure position to meet its current and projected needs for the foreseeable future. In fact, we recognize that many of our peer institutions might well view us as being in an enviable position. Nonetheless, we are cognizant of the rapid changes in our industry and the uncertainty of current economic markets. We are conscious of the need to be good stewards of our present resources as well as the need to grow funding opportunities for the future.

1. Complete and attach Table 10, "Budget."

As a private institution, Brigham Young University follows a policy of not disclosing specific budget information in any published form. An exception was granted for us to include appropriated budget figures and teaching lab expenditures in Table 10, which will be made available to the site team when they visit campus. ***This exception is granted under the strict condition that the data provided be used only for accreditation purposes and that it not be made available in any public document.*** Academic and budget officers in the central administration of the university will also be available to talk with site team members about faculty salary ranges and to speak in general terms about the condition of the department's funding. The university generously supports the department with significant resources.

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of the faculty in the process.

The budget is constant, steady and provides for marginal growth. The budgeting process has been unchanged in the past 25 years. At BYU, there are no vast budget swings. There are no large windfalls, except through occasional private donations, and there are rarely budget cuts. The assistant dean/controller in the College of Fine Arts and Communications cannot recall a budget cut in his 41 years at BYU, with the recent exception of a 20 percent cut (\$6,000) in travel funding during a budget freeze (2008-2011). The cut had limited impact because our faculty activity is still generously funded by endowments.

At BYU, the budgeting process is integrally tied to strategic planning, so the process is discussed in the next section with the department's strategic goals.



3. Describe how the allocation of resources is related to the unit's long-range, strategic plan.

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

The strategic budget priorities for the department are set by the chair in consultation with the associate chairs and business manager. The chair and associate chairs are aware of the faculty needs because these individuals chair the faculty committees that oversee the undergraduate program, the graduate program, assessment, technology, travel, research, and awards. The strategic plan is posted online for faculty review and department leadership is open about allocations in department meetings.

STRATEGIC PLAN GOAL 1: CONTINUE TO IMPROVE STUDENT LEARNING AND MENTORING

The objectives within this goal deal with resources needed to improve the learning environment. The data on scholarships and grants in Table 9 deal with those provided to majors and pre-majors by the department and the university, which include private gifts and other off-budget funds.

Efforts to improve the learning environment include updating labs, improving assessment, providing students access to research analytics and metrics and developing off-campus experiences such as those in New Zealand and Harlem/Manhattan. Resources allocated toward lab remodeling will be discussed later in this standard.

Table 9: Student Aid

SCHOLARSHIPS AND GRANTS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT

	Funds controlled by the institution		Funds controlled by the unit		Total from all funds	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
Total Scholarships/Grant Dollars	\$1,983,546	\$1,947,780	\$159,928	\$170,388	\$2,143,474	\$2,118,167
Number of Students Receiving	632	537	85	92	717	629
Median Individual Scholarship/Grant	\$3,139	\$3,627	\$1,882	\$1,852	\$2,990	\$3,368
Designated Multicultural/ International	\$264,954	\$226,037	\$18,420	\$21,700	\$283,374	\$247,737
Number of Students Receiving	45	53	5	6	50	59
Median Individual Scholarship/Grant	\$5,888	\$4,265	\$3,684	\$3,617	\$5,667	\$4,199

UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS

	2012-2013	2013-2014
Number of Student Appointments*	200	185
Range of Stipends	\$8.50 – \$12/hour	\$8.50 – \$12/hour

*Appointment: semester or term in assistantship or work-study appointment

One of the initiatives toward improving assessment was to create more data gathering points to assess improvement over time. The university already provides the “Senior Survey” and “Alumni Questionnaire” to support assessment efforts. In 2009, the university also provided the NSSE survey. The department began working with Qualtrics to gather department-level data. Because the Qualtrics founders are BYU grads, this service is provided free of charge. The teaching and learning committee has provided gift cards to students as an incentive to be interviewed to assess their course experience and if they have met the course learning outcomes.

The department’s research center has been remodeled to accommodate collaborative learning environments and to incorporate wider

use of social media analytics and web metrics. This \$20,000 remodel occurred during summer 2014. In summer 2013, the department arranged an educational partnership with social media analytic upstart Nuvi, and has been working with Adobe analytics to create the same arrangement. Public relations research classes will be using HootSuite with clients beginning in the Fall semester 2014.

Off-campus experiences in New Zealand and Harlem/Manhattan are being developed as part of the diversity plan. The objective is to provide students with opportunities for a diverse international as well as a domestic multicultural experience. The New Zealand experience examines the intersection of the indigenous Maori culture with the traditions of European culture, and new tensions emerging with the increasing number of Filipinos, Malays and Thai in New Zealand society. This cultural convergence is examined through the lens of the media. The department received an endowment of \$200,000 to help defray the costs of this experience for students. Since the experience will occur every other year, this fund will provide \$30,000 for each program. The initial group of students is scheduled to go during Winter semester 2016. The goal is that the cost of going on the New Zealand Media Study Abroad (without airfare) will be comparable to the cost of staying in Provo and attending classes on campus at BYU. Any additional costs could be offset by the Madsen International Media Studies endowment.

The Harlem/Manhattan Experience will link with our New York Internship program every spring term. Department courses in Gender, Race and Class, Media and Religion and Media History will be offered on the ground and in the streets of New York City. Issues such as the gentrification of Harlem and the tensions that have created the “Keep Black Harlem” movement will allow students to see how the issue is examined by the media while meeting with key community leaders. The experience has received an endowment of \$310,000 that will provide \$15,000 annually beginning in 2015. This funding will also be competitive with the cost of staying in Provo to attend school.

Because these strategic initiatives were identified and prioritized, donors could be made aware of these giving opportunities. Existing endowments from several decades of department development efforts will be used to augment funding of these two crucial programs where needed. These two programs are only the newest in the department’s ongoing efforts focused on student learning and mentoring. University and college programs fund mentoring grants and other similar opportunities for faculty-mentored student research. The department has integrated the applied practice labs directly into the curriculum to structure mentoring into the learning environment. We also have a number of curricular offerings that are direct faculty-mentored research or practical application opportunities.

STRATEGIC PLAN GOAL 2: INCREASE OUR
DIVERSITY EFFORTS TO ALIGN WITH THE GROWTH
OF THE SPONSORING INSTITUTION

The off-campus experiences detailed above are part of the objectives under this goal, and significant portions of those experiences are already funded. But diversity has long been a focus of the department as can be seen by the decades-long programs, exchanges and scholarships supporting a diverse learning environment. More recent efforts requiring resources have focused on recruiting diverse students and faculty.

Beginning in 2012 the department began encouraging faculty to meet with local multicultural Mormon students while attending conferences and symposia in urban areas where time permits and when transportation is available. Since then, the department has made arrangements for faculty to stay additional days and arranged rental cars so they could meet with these groups. Meetings have taken place in Harlem and Brooklyn, New York; Jersey City, New Jersey; and Flint and Detroit, Michigan.

Further efforts to recruit minority students includes the department's sponsorship of Tuesday night dinners as part of the university's Multiculturalism Office's SOAR program. This is a five-day college preparation program that prepares and informs students of the educational benefits and expectations at BYU. The program brings in 100 minority students to campus three times during the summer, once in June and twice in July. The program invites academic units to sponsor dinners on Mondays and Tuesday and to provide an information session as part of those meals. Beginning this summer, the Department of Communications will be sponsoring all three Tuesday dinners at an annual cost of \$2,700. This will provide a venue to reach multicultural students who already have an interest in attending BYU.

To this end, the department has also allocated significant monies to produce ancillary recruiting materials, create a new website and support public relations efforts that highlight all student achievements, and specifically our minority award winners. Through this effort, we hope to raise awareness of our excellent programs and opportunities to students at BYU and across the nation, reaching the pool of candidates who already meet the university's rigorous entrance requirements.

Recruiting high-quality and diverse faculty has also been a high priority for the department. We are in the 12th year of our "grow our own" program. This initiative identifies promising master's-level female and minority students and provides assistance to those who are interested in pursuing doctoral studies. In recent years we have accelerated this effort. We recently recruited Pamela Brubaker who we helped fund several years ago to pursue a doctorate at Penn State. Another woman who we provided funding to was in the candidate pool for a 2014 position. In 2010,

we provided Liz Mott with \$5,000 to pursue a doctorate at Claremont Graduate School. In 2012, we provided \$5,000 to Jessica Danowski for her doctoral studies at the University of Utah. In 2013, we provided a \$2,000 scholarship to fund Lindsay Blumell for doctoral studies at Texas Tech University. We will maintain that support as she continues her studies.

This year, we recruited, paid for moving expenses and provided a scholarship for Othello Richards, a 10-year broadcast journalism veteran, as a three-year visiting instructor who will also pursue a master's degree. Othello is the first African-American to teach in the department. If he is successful and desires to eventually pursue a doctorate, we will provide him assistance for that degree. Depending on the year, we have invested as much as \$10,000 annually in the "grow our own" initiative. Our hire of Pamela Brubaker in 2012 represents the first fruits of our investment in this initiative. The program has begun to yield candidates and we are confident that it will continue to create an even stronger and more diverse pool of potential faculty hires.

Recruiting faculty also requires BYU to be competitive with salaries. Salaries are calculated separate from the resource planning process. Salaries for the coming academic year are proposed by the department chair early in the summer when the central administration announces the available salary pool. The department chair bases decisions on faculty productivity from the annual review process (which includes input from the rank and status--promotion and tenure—committee). The chair can propose salary increases for each faculty member based on merit, equity and cost-of-living considerations within the general pool made available by the administration. The university guidelines detailing the process automatically ensure gender equity. Female faculty annually receive a raise allocation at or above their male counterparts. Faculty raises for the past six years have ranged from a low of 2.7 percent to a high of 3.3 percent. Faculty raises continued unaffected by the recession and budget freeze of 2008-2011.

The department has been able to reallocate raises from retiring faculty lines to increase the amount of raises within the department so increases to faculty in the Department of Communications have exceeded the aforementioned percentages. In 2007 and 2008 the university and college initiated a process to provide equity raise adjustments to bring the university in line with the 2008 Oklahoma State University Faculty Salary Study. Appropriate adjustments were made to department faculty at the university's request. According to the 2013 Oklahoma State University Faculty Salary Study, average salaries for assistant professors in the BYU Department of Communications were 15 percent higher than the national average for communications assistant professors at peer institutions, average salaries for our associate professors were 10 percent higher than the national average, and the average salaries for full professors in the BYU Department of Communications were at, or slightly

above, the national average for communications full professors at peer institutions.

Faculty also have the opportunity to seek additional remuneration by teaching evening school and/or independent study. Teaching a three-credit class in the evening school can range from \$3,405 to \$4,005 of additional remuneration depending on rank. Opportunities for teaching evening school are available every semester and in spring/summer. Additional money may also be earned by occasional consulting (no more than one day in six). Such consulting is encouraged so faculty stay current in their fields.

The department has also initiated a practice of providing funds for professional development activities and made funds readily available for training in new media initiatives. Faculty have responded by availing themselves of these funds to attend workshops, conferences and training opportunities.

STRATEGIC PLAN GOAL 3: INCREASE THE LEVEL OF SCHOLARLY PRODUCTIVITY

One of the strategic plans goals has been to increase scholarly productivity both in quantity and in journal quality. The department has an endowed research fund, The Wendell Ashton Endowment, that yields about \$30,000 a year for research support. Many of the faculty have received funds from this endowment. Several other departmental endowments also support research including the Forsyth Professorship, the Ruth Silver Endowment, the Beckham Research Lecture and the Madsen International Media Studies Endowment. Funding is also available from the college and the university to support research. All faculty maintain research accounts generated from these funds and other off-campus and on-campus sources.

Supporting the goal of increased scholarly productivity is an objective to increase paper presentations that lead to journal articles. The department saw 20-percent decrease in the travel budget during the economic downturn between 2008 and 2011, although the budget for internship travel continued at the same levels. The Madsen International Media Studies Fund for international travel and the Scripps Fund are routinely used to augment the department budget. During the economic downturn these funds were tapped, so faculty did not see a decrease in travel funding. A new university budgeting change will occur in January 2015. This change will do away with budget-specific categories and will allow departments to more easily move money between accounts. For example, if software purchases are lower than the previous year, that money can be simply reallocated toward travel or any other department need. In years past, reallocation has been much more difficult.

Despite the economic downturn, our faculty have traveled extensively, maintaining significant involvement in academic and professional

associations, presenting research and pursuing professional development. Since 2008, faculty have made 480 fully-funded trips, 48 of those international trips. Our faculty have averaged 3.1 fully-funded trips per year per faculty member over the past six years. Some faculty travel less than the average, some more. Preference is given to junior faculty in their first six years, but faculty travel requests are rarely turned down although sometimes modified. The department TRAC (Travel, Research and Awards Committee) carefully scrutinizes the number of days requested and will sometimes request faculty include internship cultivation or minority student recruitment as part of the travel. The TRAC will often have faculty check to see if there is a lower-cost hotel adjacent to the conference venue. BYU has a unique relationship with the Marriott Hotel chain since the Marriotts are BYU alums. Usually, our travel office is successful in locating lower cost housing arrangements. These steps have allowed the department to save small amounts that have allowed us to fund more trips.

STRATEGIC PLAN GOAL 4: REVIEW AND ASSESS OUTREACH ACTIVITIES

This goal did not require new resources, but it did necessitate the reallocation of existing resources. The costs of producing and mailing a magazine were reallocated to a new website integrated with LinkedIn, Facebook, Twitter and Pinterest. The website is seamlessly integrated with social media to manage alumni groups posting news, information, job and internship opportunities and making other kinds of connections with alumni. The department now also provides a 20-hour-a-week journalism or public relations student with employment to write stories and update the website.

Where possible, faculty maintain connections with alumni as they travel around the country. Often faculty will attend professional conferences such as PRSA where they reconnect with alumni also in attendance. Faculty are our strongest connection to alumni and they are encouraged to cultivate those relationships to keep our alumni involved with our students to mentor and to provide internships and jobs.

STRATEGIC PLAN GOAL 5: WORK TOWARD SCHOOL STATUS

This goal is supported by the accomplishment of other goals and initiatives and doesn't require any independent resources at this time.

4. Describe how the resources provided by the institution compare with similar units on your campus.

Defining a baseline for comparison across the university is difficult. As a private university, we do not have access to other academic units' budgets. Within the College of Fine Arts and Communications, the department has less dependency upon the college for faculty travel and research support than the other units (Dance, Music, Theatre/Media Arts, and Visual Arts), because the department's development activities

have yielded generous funding.

Prior to his recent term as chair, Ed Adams served as associate dean in the college. It was apparent to him that other college academic units were somewhat strained when compared to the funding in the Department of Communications and the Department of Theatre and Media Arts. Comparison to other units seems less important given the support the university has shown for the department's goals and objectives and the generous funds available for all department initiatives:

- In 2005, the department received a building renovation and relocation with an increase in space at a time when there was a ceiling on academic space.
- The department receives ongoing support from the university with computer replacements for all labs and faculty occurring every four years. In addition, if there is a demonstrated need to upgrade more often for specific faculty, prioritization allows us to substitute those with the greater need for those for whom a simple computer setup would last five or more years.
- The Brimhall renovations and updates made between 2012 and 2014, have cost more than \$350,000 and all space, short of faculty offices and the Mac Lab, have seen or soon will see either a remodel or some type of upgrade.

As stated earlier, financial support for the unit is not a barrier to accomplishing the strategic plan, goals or excellence within the department.

5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include undergraduate and graduate tuition, for both in-state and out-of-state students.

A significant portion of the university's operating costs (approximately 70 percent) 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. Rather than state classifications for "in-state" and "out-of-state" students, BYU classifies students as to whether they are "members" or "non-members" of The Church of Jesus Christ of Latter-day Saints. The Church's support and private donations essentially cover 85 percent of the cost of a BYU education for members. Non-member students are still paying only 30 percent of the cost of their education. For the 2014-15 school year:

Undergraduate Tuition, 2014-2015

Fall 2014, Winter 2015 semesters			Spring 2015, Summer 2015 terms		
Credit hours	LDS	Non-LDS	Credit hours	LDS	Non-LDS
12.0+	\$2,500	\$5,000	6.0+	\$1,250	\$2,500
9.0 – 11.5	\$2,375	\$4,750	4.5 – 5.5	\$1,188	\$2,375
0.5 – 8.5	\$264/ credit	\$528/ credit	0.5 – 4.0	\$264/ credit	\$528/ credit

BYU has been recognized by several national publications as a “Best Buy” and “Best Value” institution. *The Fiske Guide to Colleges* annually lists BYU as one of the top 50 “Best Buys” in the nation. CNN Money ranked BYU 12th as a “great bargain” and *Forbes* magazine ranks BYU 15th in their “Best Buy” rankings.

U.S. News and World Report classifies schools according to “Best Value Methodology.” Below is their most recent ranking.

Best Value Schools Methodology

Which colleges and universities offer students the best value? The calculation used here takes into account a school's academic quality, as indicated by its 2014 U.S. News Best Colleges ranking, and the 2012-2013 net cost of attendance for a student who receives the average level of need-based financial aid. The higher the quality of the program and the lower the cost, the better the deal. Only schools ranked in or near the top half of their categories are included, because U.S. News considers the most significant values to be among colleges that are above average academically.

<div> <div>NATIONAL UNIVERSITIES</div> <div>LIBERAL ARTS COLLEGES</div> <div>REGIONAL UNIVERSITIES</div> <div>REGIONAL COLLEGES</div> </div>			
Rank	School	Percent receiving need-based grants	Average cost after receiving grants based on need
#1	Harvard University Cambridge, MA	59.5%	\$15,486
#2	Yale University New Haven, CT	54.0%	\$16,205
#3	Princeton University Princeton, NJ	58.9%	\$17,614
#4	Stanford University Stanford, CA	49.7%	\$18,593
#5	Massachusetts Institute of Technology Cambridge, MA	57.7%	\$19,957
#6	Columbia University New York, NY	49.9%	\$20,435
#7	California Institute of Technology Pasadena, CA	52.4%	\$21,551
#8	Dartmouth College Hanover, NH	49.7%	\$21,587
#9	Cornell University Ithaca, NY	47.4%	\$21,849
#10	Brigham Young University—Provo Provo, UT	37.5%	\$12,367

6. Describe fund-raising goals and efforts undertaken by the unit.

This past year (2013) was a great year for fundraising. It was the single most successful fundraising year in the history of the department with \$1.2 million placed in endowments. Highlights of this 2013 endowment activity are:

• Estel L. & Lola Austad Endowment (new)	\$ 628,300
• Steve & Marilyn Rizley (Beckham Endowment)	\$ 310,000
• Steve & Marilyn Rizley (Merrill Endowment)	\$ 70,000
• Alfred & Cornelia Gantner (Olsen Endowment)	\$ 150,000
• Alfred & Cornelia Gantner (Madsen Endowment)	\$ 50,000
• Beckham Ashe Foundation (Beckham Endowment)	\$ 5,000

Other significant endowment donations since the 2008 visit are:

2008

• John & Stephanie Sorensen (Olsen Endowment)	\$ 150,000
• Don & Kay Irvine (Irvine Endowment)	\$ 50,000
• Valcarce Foundation (Beckham Scholarship Endow)	\$ 80,000

2010

• John & Stephanie Sorensen (Olsen Endowment)	\$ 200,000
---	------------

Fund-raising represents a continuum of efforts over time in the department. Fortunately, the department began initiatives in 1990 that continue to bear fruit today and provide a base for continued fund-raising efforts. Currently the department has at its disposal the following funds for support of individual faculty research, travel and general support:

- The Scripps fund, which can be used with broad discretion by the department chair for faculty travel, projects, research support and computer and equipment purchases, had a balance of \$391,095 at the end of April 2014. This fund is not an endowment and these proceeds can spent at any time at the discretion of the chair. This fund is financed by annual payments from an endowed fund set up at Yale University by the Scripps family that owned the Scripps League chain. The department is one of four academic units nationally that receive the benefits of this endowment.
- The Ashton fund, which supports faculty research expenses and related travel, has a balance of \$456,598 in the endowment which, when coupled with available excess market earnings, generates more than \$38,000 annually for department use. Most faculty currently have individual research accounts with monies to support their efforts for this next year and, in some cases, years to come.
- The Madsen fund is used to support department and individual faculty research in international media studies. It has a current balance of \$466,903 in the endowment and generates about \$29,000 annually.

- The Wall fund, which also supports international research and related travel, has a balance of \$97,497, and generates a set limit of \$5,000 annually for student use.
- There are also the Ruth Silver Fund, Raymond E. and Ida Lee Beckham Fund and the Forsyth Research Professorship to benefit faculty research.

There are dozens of other scholarships, grants and awards the department distributes annually. At its annual award luncheon, the department awards nearly 100 students in excess of \$150,000 in scholarships, merit awards and grants each year. Among them are the National Advisory Board scholarship to minority students, and the Nancy Rooker Richards and the Peggy Hughes scholarships that have primarily been awarded to single mothers and socio-economically disadvantaged women.

Further, alumni and friends routinely make small donations that also go to fund a variety of scholarships, grants and academic program needs. These individual donations typically range from \$5 to a few thousand dollars. Some are one-time gifts and some are annual. Occasionally an alum or friend will make a larger gift of tens of thousands or even hundreds of thousands, typically for a specific purpose.

A priority for the department has been to bolster existing endowments and to create new endowments to reduce AdLab and Bradley Public Relations lab reliance on advertising and client project fees. In a changing media environment, we want to create a structure where the labs are self-sustaining, especially when marketplace forces no longer provide adequate support for this valuable learning/mentoring environment.

7. Describe the unit's classrooms, offices, computer labs or other building spaces. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

The department took occupancy of the Brimhall Building in January 2005 after a \$4.5 million renovation. The building was rededicated on August 12, 2005. The department previously occupied 27,400 square feet before the move and now occupies 39,972 square feet. The department received a 46-percent increase in space at a time when the university had a "no-new-space" mandate. This meant that 12,572 square feet of space had to be taken from other units in the university to accommodate our department.

Offices

The department has some of the largest offices on campus. In 2005, the university president mandated that faculty offices in new construction be no more than 130 square feet. That was the year the Brimhall building was renovated. Because the Brimhall was the second oldest building on campus and moving the locations of windows would compromise both the architectural aesthetics and structural integrity of the building, the

department received an exemption to that policy. The smallest faculty office in the Brimhall Building is 131 square feet. Most faculty offices range in size between 148 and 172 square feet. The corner offices are the largest at 204 square feet. There are 25 faculty offices and 23 faculty positions.

Similarly, administrative and staff offices throughout the building range in size from 130 to 204 square feet. There is also an office provided for adjuncts, space for graduate students and an office for student preprofessional organizations.

The department office suite houses the department chair, associate chairs, an administrative assistant and student receptionists. The offices are slightly larger to accommodate small meetings. Offices for the associate chairs are just under 225 square feet and the chair occupies an office of 237 square feet.

All of the faculty office furniture was purchased in 2005. Regular maintenance of the building and offices has kept the office furniture in excellent shape.

Classrooms (facilities for curricular support)

The department has responsibility for all classrooms located in the Brimhall and secondary scheduling for auditoriums located in two adjacent buildings. More than 90 percent of our classes are taught in our scheduled facilities. This includes:

- A 150-seat auditorium (McKay building)
- A 100-seat auditorium (Maeser building)
- Three 49-seat classrooms
- A 35-seat classroom with node chairs
- A 30-seat classroom with node chairs
- A 24-seat capstone classroom (modular seminar tables)
- A 16-seat seminar room
- A 20-seat computer lab (Mac)
- A 20-seat classroom (formerly PC lab)
- A 20-seat research center
- A student copy center with 4 computers (2 PC, 2 Mac)
- Two focus group/interview rooms
- Eye-tracking research room
- A graduate reading room
- An internship and placement center
- A high-end video editing lab
- Two audio booths
- Advising office
- Development and alumni relations office
- A video-conference room (3rd floor)
- A conference/seminar room (2nd floor)
- A conference room (1st floor)

- Open student areas in the atrium, stair landings and rear building entrance

Student labs

In addition to the classroom facilities, the Brimhall building houses the student practice labs. Facilities include:

- **The Universe.** A media operation with digital news site, newspaper, magazines and mobile app. A lab facility (desk stations for editors and reporters, business office, server room, advertising sales office, production and layout offices and staff offices).
- **ElevenNews on KBYU.** A broadcast news lab facility (desk stations for reporters and producers, news set, master control and staff offices).
- **Camera check-out facility.**
- **BYU AdLab.** An advertising agency integrated with the curriculum.
- **Bradley Public Relations Lab.** A public relations agency integrated with the curriculum.

Space remodeled or updated since last accreditation visit

As mentioned previously, the university has been generous and, combined with department endowments, external funding and creative budgeting, this support has allowed us to continually upgrade facilities to keep pace with the rapidly changing media landscape. As shown in the table below, all space on the first floor of the building has received some type of improvement or upgrade within the last six years. With the exception of the Mac lab, the graduate student reading room, video editing room and the research center director's office all space on the second floor has received some sort of improvement. The following table shows the renovations and upgrades made since the last accreditation visit.

Floor	Room	Renovation/upgrade
First Floor	<i>ElevenNews</i> broadcast lab	Equipment closeted to create office space for personnel. HD upgrade. Remodeled set backdrop.



Floor	Room	Renovation/upgrade
	<i>Universe</i> news lab	Improved aesthetics. Removed canopies. Installed screens. Purchased a rechargeable delivery vehicle.
	Rm 114 <i>Universe</i> business	Reconfigured business operations and operations remodeled business manager's office.
	Rm 115 <i>Universe</i> design office	New furnishings and redesigned layout.
	Rm 110 <i>Universe</i> director's office	Reconfigured.
	Rm 112 <i>Universe</i> design manager's office	Reconfigured.
	Rm 116 Bradley PR lab	Separated Bradley and AdLab operations. Remodeled BPR (\$94,000). This remodel repurposed the space formerly occupied by the <i>Universe</i> advertising sales staff



Floor	Room	Renovation/upgrade
		to Bradley PR and provided all new furniture throughout the space. This upgrade provides space for desktop computers for students, multiple collaborative groupings for student work and a cubicle for the manager. There are three separate areas with large flat-panel screens for working on projects and presentations, with one of those large enough to accommodate client presentations. Aesthetics were improved by providing new paint, carpeting, window coverings and assorted white boards and magnetic sign boards for group use. Wireless network services were also upgraded to accommodate students now required to bring laptop computers.
	Rm 140 AdLab	This remodel cost \$91,000. This new and creative use of space with nearly a complete replacement of all furniture provides for as many as eight separate collaborative groupings and a cubicle for the manager. There are two fixed large flat-panel screens and one on a cart that can be wheeled around to any of the other collaborative spaces. Aesthetics were improved by brightening the drab walls with a new brighter colored paint, window coverings, modern colors in the furniture and a small remodel to make better use of what once was a gallery. Wireless network services were also upgraded to accommodate students now required to bring laptop computers.



Rm 120 Strategic lab director's office/camera checkout suite	New furnishings make this suite function as a multi-purpose area for entertaining clients and checking out camera equipment.
---	--

Floor	Room	Renovation/upgrade
	Hallway	Display case to show the major highlights of our students' accomplishments in juried competitions.
	Rm 124 Conference room	Upgraded in 2013 with a 55-inch flat panel television with an upgraded digital I/O panel with a laptop shelf for presentations, and in 2014 with a new conference room table.
	Elevator	Installed a new elevator in 2013.
Second Floor	Rm 264	With the introduction of the requirement for students to have their own laptop computers in 2013, open computer labs 262/264 were combined into a classroom and updated with node chairs. These desks create a more comfortable learning environment with casters, swivel seats, adjustable work surface and cup holders. These desks have been particularly conducive to group and collaborative work environment courses. This room was our initial test of the node chair environment and has become one of our faculty favorites.



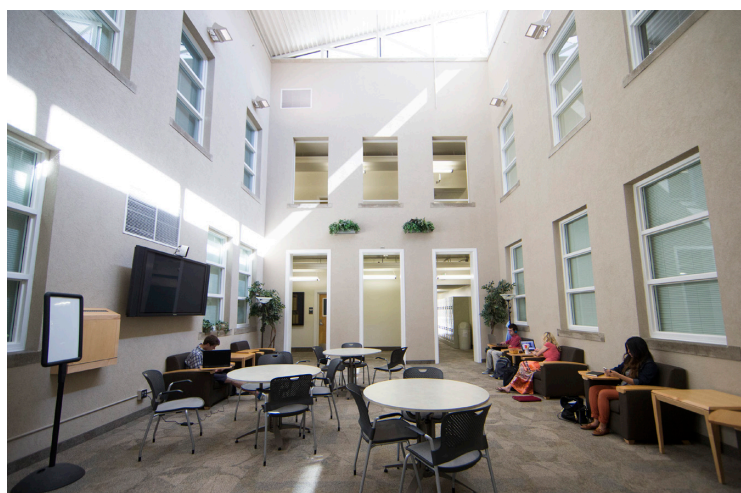
Rm 270 Initially this classroom was outfitted with auditorium-style seats with high step-up rostrum in front. Faculty did not like teaching in this room and as a result few did. In 2014 it was remodeled and the new configuration mirrors classroom 380, a favorite of many faculty members with 49 tab-arm desks.



Floor	Room	Renovation/upgrade
	Internship center	The internship office was remodeled in 2013 to create a more inviting user friendly environment. The new design affords the manager some privacy to discuss FERPA-protected information with students.
	Advisement office	Improvements have been made in lighting and accouterments to enhance the workspace.
	Rm 220	The remodel created a badly-needed large classroom from a room previously used as a research center. The configuration of this room now mirrors the function of room 380 which is a favorite of many faculty members with 49 tab-arm desks.
	Rm 230 Research center	Remodeled and reconfigured space for collaborative work areas. Added social media metrics and analytics. The design of this room provides for four collaborative work areas of five students each with flat screens at each station with I/O capabilities to attach to student laptop computers.
	Rm 233A Eye-tracking lab	A \$15,000 equipment upgrade allowed an adjunct faculty member to re-engage the faculty and students to do eye-tracking research to evaluate the effectiveness of media messaging.
	Grad seminar room/ conference room	Upgraded with a 55-inch flat panel television with an upgraded digital I/O panel with a laptop shelf for presentations.
	Rm 250	In 2014, this classroom was updated with 30 node chairs and a new adjustable teaching table and node stool for the instructor. These desks create a more comfortable learning environment with casters, swivel seats, adjustable work surface and cup holders. These desks have been particularly conducive to group and collaborative work environment courses and have been a favorite of many faculty.



Floor	Room	Renovation/upgrade
	Rm 260 PC lab	This room was previously home to 20 PCs lining the room on tables and 24 tab-arm desks. In 2014, the computers were removed as a result of the new computer requirement and tables installed where students can use their own laptop computers for writing labs.
	Atrium	The atrium in the center of the 2nd floor is our preferred place for departmental guest lectures and many student preprofessional organization events. In 2014 we upgraded this room to provide a more aesthetically pleasing space with painting, lighting and wireless microphone upgrades as well as the ability to hang banners to highlight departmental events and achievements.



Third Floor	Conference room	Updated video conferencing equipment.
-------------	-----------------	---------------------------------------



COMPUTER AND TECHNOLOGY RESOURCES

Faculty receive a computer replacement once every three or four years. This depends upon whether the faculty member is a low- or high-end user. Low -end users are those who use their computers primarily for word processing, spreadsheets, email and web browsing. High-end users

are those who use software specific applications such as digital editing, InDesign or research software. Many of these users capture and edit video which requires a higher-end machine.

Faculty have the choice of a PC or Mac platform depending on their teaching and research interests. The college technology office supports both. Specialized hardware and software upgrades are purchased to support faculty research and teaching needs. There is a budget to purchase software needed by faculty for research or teaching. Lab software purchases consider whether we require a certain number of copies or a site license.

In April 2013, the department purchased iPad Minis for every faculty and staff member in the department. The Minis allow faculty to download instructional materials to use in the tech classrooms so they don't have to undock their laptops to teach. In late 2013, the department began purchasing 27-inch Apple Thunderbolt Displays to replace older monitors. Both of these initiatives are designed to keep faculty and staff current with technology. In the summer of 2014, all remaining faculty and department staff monitors were upgraded to Apple Thunderbolt Displays for Apple users and 27-inch Dell UltraSharp displays for PC users.

Every classroom in the building is equipped with tech cabinets and overhead projectors to accommodate television, Internet, DVD and video display and audio/video connections. Many of these have been upgraded to high definition through a university-wide initiative. The remaining three tech cabinets are scheduled to be upgraded within one or two years.

Copiers throughout the building were replaced in 2014, and a service agreement was arranged with a third-party vendor to service all copiers and printers.

A university-wide initiative has been undertaken to provide ubiquitous wireless Internet service. In 2013, we upgraded the wireless network on the first floor to allow for 60 simultaneous users with up to four devices each in the area around rooms 114-116 (Bradley lab and *Universe* business office). The same upgrade was done in room 140 (AdLab). The wireless footprint has been upgraded on the second floor by replacing the old Cisco wireless hubs with better technology. On the third floor, two new wireless hubs were installed to facilitate wireless access reaching to the corners of the building.

LIBRARY RESOURCES

The Harold B. Lee Library, the Marriott School of Management library and the Howard W. Hunter Law Library serve BYU's and the department's teaching and learning environment. The wireless Internet availability throughout the Brimhall provides access to the Lee library's extensive electronic databases. The Harold B. Lee Library is a five-minute walk, as is the business school's library, and the Hunter Law Library is a

10-minute walk from the building.

The Harold B. Lee Library has about 98 miles of shelving for the more than six million items in its various collections. In addition to the increase in collection space, the library also has a seating capacity



*Main entrance to the
Harold B. Lee Library.*

.....

of 4,600 people and is the equivalent of almost three football fields from north to south. Over 10,000 patrons enter the building each day. In 2013, *The Princeton Review* ranked the Harold B. Lee Library 3rd in the nation among university libraries behind Columbia University and Harvard.

We have received strong support from the Lee library and our librarian, Julie Williamsen. Julie's assignment is Communications and Media. She has worked hard

to accommodate every request made by the department including granting us access to year-end funding when it has been available. She has an office in the Brimhall she uses a few hours a week. She assists in teaching the research courses and she is a co-author with Mark Callister on research articles.

Database and periodical subscriptions are part of the larger library budget that serves the entire university, and isn't separated to consider single departments. Nevertheless, our librarian represents us well and is quite accommodating of our requests and needs.

8. Describe the unit's most urgent needs for space or equipment, if any, and the plan to address these needs.

The Department of Communications is one of only two academic units on campus which solely occupies its building. The other is the law school. Being the sole occupant allows the department to adjust space according to need without concern of affecting any other academic unit. The building was remodeled in 2005. Since that time there have been two remodeling initiatives, one in 2007-2008, and another in 2012-2014. The last wave of improvements, updates and renovation addressed 70 percent of the space in the building. With the exception of desks, all equipment and technology in the building has been acquired within the past four years.

We foresee no pressing needs for space or equipment now or in the near future. Much of the future space needs will be determined as new media and/or curriculum changes dictate.

*Selection from Universe
created map of campus.*



DOCUMENTS AVAILABLE IN THE WORKROOM

- Building Map
- Campus Map
- Table 10. *Budget* (available from department chair)

PART II, STANDARD 8



Professional and Public Service

Key Points

- *Eleven News*, originating out of the BYU Department of Communications, is broadcast statewide and helps fulfill KBYU's public broadcasting "news and public affairs" requirements.
- Bradley PR Lab has done pro bono work for Habitat for Humanity and the Foundation for a Better Life.
- AdLab has created ad campaigns for water conservation and Smokey Bear for the National Ad Council in Washington DC.
- Annually, the department sponsors two high school journalism workshops in Las Vegas and Salt Lake City.
- The faculty have taken more than 330 trips as part of their involvement in academic and professional associations and related activities.

Overview

THE FACULTY AND STAFF of the department are committed to professional and community service, and to service in the disciplines. Such involvement is key to professional development and career advancement, but, more importantly, ensures our students get the best, most current education and training possible. Faculty involvement enhances the quality of the students' experience in the professional and scholarly associations, and instills in our students the ethic of service to the profession and to the community. The opportunity to host and participate in annual high school journalism workshops and the Mormon Media Studies Symposium every two years provides excellent opportunities for students and faculty alike to experience passionate discussion of our professions and scholarship and to host individuals from other areas who bring diverse ideas and practices to share. Annual attendance at the PRSA/PRSSA national conferences is a treasured opportunity for faculty to mentor students and students to see faculty in action as leaders in the professional association. Given that life-long learning and service is a foundational value of the institution, our faculty's involvement in the community as well as in the profession is an example to students of the joy of a life that balances professional and public service with career and family.

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

While some campus media is under the control of the department, it is integrated into the curriculum as the strategic practice labs. The campus newspaper, *The Universe*, was formerly published five days a week, but was transitioned in 2013 to a continually updated online news site with a once weekly publication. It is partially supported by student fees, but primarily supported by advertising sales. The *Universe* is the third-largest circulation newspaper in Utah, and serves alumni and friends throughout the world as well as the campus community. The transition to an online news site facilitates our efforts to serve a broader alumni public. We continue to publish popular special sections, like the annual Housing Guide and Bridal Guide, to serve the needs of the campus publics. We also prepare a New Student Orientation Publication that is mailed out to all incoming freshmen and transfer students.

ElevenNews produced in the broadcast journalism lab is also partially supported by student fees. We have a renewed partnership with our PBS station, KBYU, to provide this newscast daily, again serving a broadcast audience far broader than the campus itself. We are in discussions with BYU Broadcasting about possibilities for Spanish language broadcasts. Cougar sports coverage is a popular feature of our strategic practice lab and we cover BYU's athletic teams at home and on the road. Our journalism students are also involved with the production of documentaries for KBYU and other outlets.

The Bradley Public Relations lab serves a few pro bono clients every semester. Recent examples are the Foundation for a Better Life and

Habitat for Humanity.

The department offers three courses through BYU Independent Study: Comms 101 Mass Communication and Society, Comms 230 Introduction to Advertising and Comms 300 Media Ethics, Law and Responsibility. Each of these courses is taught as overload by fulltime faculty through continuing education. Further, a number of our prerequisite, core, emphasis and elective courses are taught at the BYU Salt Lake Center to serve students who live and work in Salt Lake City and find it difficult to get to the Provo campus (a Salt Lake Center course schedule is included in the appendix).

The Salt Lake Center also provided facilities this year allowing the department to host the SPJ Region 9 Conference in March, a much improved venue from last year when the conference attendees were crammed into a newsroom in New Mexico. This year's conference drew participants from Utah, Wyoming, Colorado and New Mexico.

The department is annually involved in high school journalism workshops both locally and in Las Vegas in partnership with the *Las Vegas Review Journal*. We also co-sponsor the Utah High School Journalism Workshop. We co-sponsored this workshop with the University of Utah for 12 years, but in 2013, that institution withdrew and we began partnering with Utah Valley University to co-sponsor the workshop. The journalism workshops are addressed more fully under number six below, and programming is included in the appendix. Our journalism summer camps each year also draw participants from throughout the area.

Beginning in 2010, the department began hosting the Mormon Media Studies Symposium, a scholarly conference to foster research and study of issues directly related to Mormons and media. The initial conference was co-sponsored by BYU Broadcasting and held in conjunction with its 50th anniversary celebration, and by BYUTV which was marking its 10th anniversary. BYU Studies, also celebrating its 50th anniversary, joined in as a co-sponsor of the conference. Professor Sherry Baker took the lead in organizing the event, which was held in November 2010. The now bi-annual conference provides a forum for rigorous, interdisciplinary academic study and discussion of all aspects of Mormons and the media, and fosters the development of a global community of scholars and practitioners. A vision statement for the conference can be found at <http://ce.byu.edu/cw/mmstudies/vision.cfm>. The program for the 2010 symposium is archived at <http://hdl.lib.byu.edu/1877/3058> and for the 2012 symposium at <http://hdl.lib.byu.edu/1877/3059>. The call for papers has been issued for the 2014 symposium to be held at the BYU Salt Lake Center.

The 2010 symposium featured keynote speakers and more than 30 paper presentations, panel discussions, film screenings and documentaries. Because there is no registration or fee, it is difficult to gauge exact numbers of participants, but attendance throughout the first day totaled

1054 and for the second day totaled 838. Attendees came and went, but conference organizers estimate about 1000 people attended the event.

By all accounts, the 2012 symposium built on the success of its predecessor. The keynote was Dr. David Campbell of Notre Dame and the program featured 100 presenters, 34 academic papers, nine panel discussions, three documentaries and two movies by and/or about Mormons and media. Dr. Daniel Stout, co-editor of the *Journal of Media and Religion*, proposed that the journal produce a special issue devoted to selected papers from the symposium as the first in a planned series of special issues by JMR devoted to specific faith communities. Consequently, 16 of the 34 papers featured at the symposium were submitted to JMR for consideration. Presenters came from across the country and from Canada. Session attendance exceeded 1500, again with the estimate of approximately 1000 individual attendees.

This conference has helped to serve a previously underserved community of scholars and practitioners interested in the issues unique to Mormons and media. It has also provided an opportunity to mentor students and expose them to rigorous scholarship and discussion of media particularly as it pertains to their own religious community.

2. Provide brochures and other publications that describe the unit's professional and public service activities.

Brochures and publications (including those referenced above) describing and illustrating our public service activities are included in the appendix.

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas. (Alumni and professional involvement in the assessment process will be discussed in Standard 9.)

The department formally and our faculty informally are in constant contact with alumni and professionals. Alumni provide current information and counsel that helps us keep our curriculum up to date. For example, the public relations faculty worked with local area alumni and professionals to provide electronic currency to the public relations writing class. The lead instructor for that class arranged several meetings with high level professionals to examine the syllabus and assignments for that class and update them to ensure the inclusion of current electronic tools like online newsrooms, electronic media kits and social media. Our public relations faculty has also worked with alumni in local social media measurement companies to incorporate social media analytics into the curriculum, resulting in the concessionary rate for Nuvi to be used in our classes and strategic practice labs.

As part of the assessment process, we have maintained contact with alumni in all of the emphasis areas to ensure our curriculum provides current and essential training in principles and skills needed for them to succeed professionally. We draw on alumni as speakers in classes and at department events, we invite them to judge competitions and

student work, we seek them out as adjuncts particularly in the skills classes and in the practice labs.

Our decades-long success with the New York Internship Program is largely attributable to strong relationships with alumni and professionals, and with the professional associations. From the travel funding detailed in other standards, it is evident that several members of our faculty from each emphasis travel to New York City frequently, maintaining those valuable industry and alumni connections which annually yield superior internships and keep our faculty and curriculum current. These same kinds of connections are maintained in every major metropolitan area to ensure the alumni and professional support necessary to secure outstanding internships and up-to-date curriculum.

Our professional track faculty each has different expectations in their assignments, but one expectation is common: to keep us current and connected to alumni and professionals to provide the most current curriculum and the best internship and job opportunities. To this end, all of our faculty are deeply involved in the academic associations, and many in the professional associations. We believe this networking and interaction is essential to maintaining currency and keeping our program among the best programs in the nation.

Most faculty hold multiple memberships in academic and professional associations, with strong representation in those mainstream to our disciplines (AEJMC, ICA, NCA, SPJ, PRSA, BEA, AAF and others). Faculty also hold memberships in ancillary associations relevant to their research and professional activity. They are active participants in the leadership and committee work of those associations as shown below under individual faculty service. Faculty memberships in academic and professional associations in the last six years have included the following,

- AAF
- Advertising Education Foundation
- AEJMC Divisions and Interest Groups
 - *Advertising*
 - *Citizen and Civic Journalism*
 - *Communication Technology*
 - *Entertainment Studies*
 - *History*
 - *Law and Policy*
 - *Mass Communications and Society*
 - *Media and Religion*
 - *Media Ethics Division*
 - *Media Management and Economics*
 - *Newspaper*
 - *Public Relations*
- American Journalism Historians Association

- American Marketing Association
- Associated Collegiate Press
- BEA
- College Broadcasters
- College Media Advisers
- Direct Marketing Association
- International Communication Association
- International Council of Fine Arts Deans
- Investigative Reporters and Editors
- Jean Gebser Society
- National Communication Association
- Online News Association
- Phi Kappa Phi
- Promotional Products Association
- PRSA
 - *College of Fellows*
 - *Corporate Social Responsibility Section*
 - *Educators Academy*
 - *International Section*
- Radio Television News Directors Association
- Society for the History of Technology
- Southwest Education Council for Journalism and Mass Communication
- SPJ
- Utah State Bar Association
- Western States Communication Association

4. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 4.

Faculty are expected to be more than just members of the academic and professional associations noted above. It is expected that they will take the opportunities afforded to be of service to the discipline and to the profession. In addition to the leadership roles taken by faculty as reflected below in their individual service contributions, the department faculty include several members who are past editors of scholarly journals and three current journal editors (see below). Our faculty are members of the editorial boards of the major journals in our disciplines including:

- *American Journalism*
- *Comparative Cultures and Civilizations*
- *Nonprofit Digest*
- *Electronic News*
- *Global News Enterprises*
- *Journal of Communication Management* (including one as co-editor)
- *Journal of Magazine and New Media Research* (including one as editor)
- *Journal of Media and Religion*
- *Journal of Media Education*

- *Journal of Mass Media Ethics*
- *Journal of Promotion Management*
- *Journal of Public Relations Research*
- *Journalism History*
- *Media History Monographs*
- *Public Relations Journal* (including one as editor)
- *Public Relations Review*
- *Texas Speech Communication Journal*
- *Western Journal of Communication*

In addition to reviewer responsibilities associated with their editorial board memberships, in the last six years our faculty have served as invited manuscript reviewers for:

- *American Journal of Media Psychology*
- *American Journal of Preventative Medicine*
- *Communication Theory*
- *Communication Quarterly*
- *Corporate Communications: An International Journal*
- *Electronic News*
- *Emerging Adolescence*
- *European Journal of Internal Medicine*
- *Family Relations*
- *International Journal of English and Literature*
- *Journal of Adolescent Health*
- *Journal of Advertising*
- *Journal of Applied Social Psychology*
- *Journal of Broadcasting and Electronic Media*
- *Journal of Children and Media*
- *Journal of Communications Theory*
- *Journal of Computer-Mediated Communication*
- *Journal of Educational Media, Memory and Society*
- *Journal of Intercultural Communication Research*
- *Journal of Magazine and New Media Research*
- *Journal of Media and Religion*
- *Journal of Media Ethics*
- *Journal of Promotion Management*
- *Journalism and Mass Communication Quarterly*
- *Mass Communication and Society*
- *Media Psychology*
- *Psychological Reports*
- *Psychology, Health & Medicine*
- *Western Journal of Communication*

In addition to their professional service, the faculty are committed to their church congregations and to their communities. Every member of the faculty and staff has a church responsibility that requires from

four to 20 hours a week depending upon the assignment. In addition to those responsibilities, faculty also serve in the community. From service in political initiatives to community social service organizations like the United Way, our faculty make important contributions in the communities in which they live. Listed below is the professional and community service of each faculty member in the six years since the last self-study.

<i>Ed Adams (full professor)</i>	<p>ACADEMIC AND PROFESSIONAL SERVICE</p> <ul style="list-style-type: none"> • Editorial Board Member, <i>Journalism History</i>, 2001-present • Editorial Board Member, <i>Media History Monographs</i>, 1997-present • Webmaster, SWECJMC, February 1996-present
<i>Sherry Baker (full professor)</i>	<p>ACADEMIC AND PROFESSIONAL SERVICE</p> <ul style="list-style-type: none"> • Journal Editorial Board Member for <i>Journal of Media and Religion</i> (JMR) 2001-present • Journal Editorial Board Member for <i>Journal of Mass Media Ethics</i> (JMME) 2004-present • Blind Reviewer, <i>Journal of Media Ethics</i> (Spring 2013) • Paper Judge, Media Ethics Division, AEJMC (Spring 2013) • Founder and Coordinator, Mormon Media Studies Symposium (2009-2012) • Manager/Moderator Mormon Media Studies Interest Group and Google Group (2008-present) • Organized the Mormon Media Studies Symposium 2012: http://hdl.lib.byu.edu/1877/3059 • Facilitated submission of Mormon Media Studies Symposium papers to <i>Journal of Media and Religion</i>, resulting in several publications on Mormon Media topics (2012). • Paper Judge, Media Ethics Division, AEJMC (Spring 2012) • Paper Judge, Media and Religion Division, AEJMC (Spring 2010) • Organized the Mormon Media Studies Symposium 2010: http://hdl.lib.byu.edu/1877/3058 • Launched the Mormon Media Studies Interest Group listserve (Spring 2009) • Paper Judge, Media Ethics Division and Media and Religion Division, AEJMC (Spring 2009) • Blind reviewer for AEJMC 2008: Media Ethics Division Manuscript Review, <i>Communication Yearbook</i> 33 (publication of International Communication Association) (Winter 2008) • Judge and/or Moderator, National Intercollegiate Ethics Bowl Competition (APPE 1997-2000, 2004, 2005, 2007, 2010) Note: Ethics Bowl awarded the winner of the 2006 American Philosophical Association Prize for Excellence and Innovation • Paper Judge, Media Ethics Division, AEJMC (Spring 2008)
<i>John Hughes (full professor)</i>	<p>ACADEMIC AND PROFESSIONAL SERVICE</p> <ul style="list-style-type: none"> • Editorial board Global News Enterprises, 2008-present

- Consultant to Board of Trustees, Christian Science Monitor, 2007-2008
- Pulitzer Prize Selection Committee

COMMUNITY SERVICE

- Advisory Board, Center for the Study of the Presidency, 2000-present
- Advisory Council, The Public Diplomacy Foundation, 1997-present
- Advisory Board, International Security Studies, Yale University, 1995-present
- Member, Pacific Communications Research Council, 1992-present
- Trustee, International Center for Communications, San Diego State University, 1992-present

Tom Robinson
(full professor)

ACADEMIC AND PROFESSIONAL SERVICE

- Reviewer for *Mass Communication and Society*, 2010
 - Reviewer for *Journal of Applied Social Psychology*, 2008
 - Reviewer for *Journal of Magazine and New Media Research*, 2008
-

Steve Thomsen
(full professor)

ACADEMIC AND PROFESSIONAL SERVICE

- Member, Web Committee (2013), *North American Society for the Sociology of Sport*
 - Past President/Board Member (2012-2013), *Southwestern Education Council for Journalism and Mass Communication*
 - President (2011-2012), *Southwestern Education Council for Journalism and Mass Communication*
 - President-Elect (2010-2011), *Southwestern Education Council for Journalism and Mass Communication*
 - Board Member (2009-2010), *Southwestern Education Council for Journalism and Mass Communication*
 - Editor (2004-2008), *Journal of Magazine and New Media Research*, Official journal of the Association for Education in Journalism and Mass Communication's Magazine Division
 - Reviewer for *American Journal of Preventative Medicine* (2013)
 - Reviewer for *European Journal of Internal Medicine* (2013)
 - Reviewer for *Journal of Adolescent Health* (2013)
 - Reviewer for *Psychology, Health & Medicine* (2013)
 - Recent reviewer for *Journal of Adolescent Health Sex Roles*
 - Recent reviewer for *Applied Psychology: An International Review*
 - Recent reviewer for *Vulnerable Children and Youth Studies*
 - Recent reviewer for *Journal of Media and Religion*
 - Recent reviewer for *International Journal of Epidemiology*
 - Recent reviewer for *Journal of Contemporary Ethnography*
 - Recent reviewer for *Expert Opinion in Pharmacotherapy*
 - Recent reviewer for *Media Psychology*
 - Recent reviewer for *Journal of Social and Clinical Psychology*
 - Recent reviewer for *Journal of Computer-Mediated Communication*
-

Laurie Wilson
(full professor,
retired December 2013)

ACADEMIC AND PROFESSIONAL SERVICE

- Editorial and review board for *Journal of Public Relations Research* (2000-present)

- Editorial and review board for *Journal of Promotion Management* (2002-present)
- Editorial and review board for *Nonprofit Digest* (2010-present)
- External reviewer for Communications Department and programs at Northern Iowa University (2014)
- Delegate to National Assembly, PRSA Utah Valley Chapter, 2013
- Member PRSA Educational Affairs Committee (2000-2013)
- Judge for the Public Relations Division of AEJMC Research Paper Competition (2010-2011)
- Site team leader for CEPR of Union College's public relations program (2010)
- Site team leader for review of Humber College public relations degree for the Government of Ontario, Canada (2010)
- External Reviewer for Rank and Status for University of South Carolina (2010)
- Reviewer for *Journal of Communications Theory* (2010)
- Judge for PRSA's Silver Anvil competition (2009)
- Judge for the Public Relations Division of AEJMC Research Paper Competition (2009)
- Co-chair PRSA Task Force on Internships (2006-2008)
- Judge for the Public Relations Division of AEJMC Research Paper Competition (2008)
- Site team leader for CEPR of Indiana State's public relations program (2008)
- External reviewer for Communications Department and programs at Northern Iowa University (2008)
- Wasatch Front Salary Survey, PRSA/IABC, performed research and presented findings in 2002, 2004 and 2008
- Communicating Strategically, PRSA-sponsored conference on public relations and communications for nonprofit organizations, 2008-2009

COMMUNITY SERVICE

- Make a Difference Day Volunteer, 2014
- United Way Annual Day of Caring Volunteer, 1995-present
- Volunteer trainer, United Way Conference for Vista Volunteers, 2010
- United Way of Utah County Executive Board Member, 1992-2009
- United Way of Utah County Public Relations Committee, 1990-1992

Mark Callister (associate professor, promoted to full professor 2014)

ACADEMIC AND PROFESSIONAL SERVICE

- Head, Association for Education in Journalism and Mass Communication (AEJMC), August 2013 to August 2014, Entertainment Studies Interest Group (ESIG)
- Panel Chair, AEJMC Conference, Washington, D.C., 2013
- Vice Head, Association for Education in Journalism and Mass Communication (AEJMC), 2012- 2013, Entertainment Studies Interest Group

- Research Chair, Association for Education in Journalism and Mass Communication (AEJMC), (2011-2012), Entertainment Studies Interest Group
- Member of the Board of Directors, Howard W. Hunter Mormon Studies at Claremont Graduate University, California (2012-present)
- Panel Chair. Western States Communication Association, Anchorage Alaska, 2010
- New Faculty Research Grant Chair, Broadcast Education Association (BEA), Research
- Division, Executive Committee (2009-2010).
- Planner, Brigham Young University, Family and Media Conference (2009-2010).
- Reviewer: *Communication Quarterly* (2009-present)
- Reviewer: *Mass Comm and Society* (2009-present)
- Reviewer: *Journal of Educational Media, Memory and Society* (2013)
- Reviewer: *Journal of Children and Media* (2013)
- Reviewer: *Family Relations* (2011)
- Reviewer: *American Journal of Media Psychology* (2011)
- Reviewer: *Journal of Advertising* (2008)
- Reviewer: *Journal of Magazine and New Media Research* (2007-2008)
- Reviewer: Association for Education in Journalism and Mass Communication (2009, 2011, 2012, 2013).
- Reviewer: Western States Communication Association (2010).
- Reviewer: Conference on Undergraduate Research (2010).

COMMUNITY SERVICE

- Pro bono research consultant, United Way of Utah County (2011-present)
- Pro bono research consultant, LDS Church Public Affairs (Summer 2013)
- Pro bono training in communication, Springville Utah Police Department (February 2012)

Joel Campbell (associate teaching professor, professional track)

ACADEMIC AND PROFESSIONAL SERVICE

- Research chair, AEJMC Religion and Media Interest Group, 2014 Montreal Conference
- Co-organizer, SPJ Region 9 Conference, Salt Lake City
- Judge, Alabama Media Professionals Annual Contest, February 2014
- Chair, member, National Society of Professional Journalists Freedom of Information Committee. Lead national advocacy efforts, write periodic *Quill* magazine column and direct national Project Sunshine network. September 2003-present
- Trainer. Present newsroom Freedom of Information Seminars at Utah Press Association newspapers. 2003-present.
- Member and presenter, Utah Journalism and Education Team. Helped develop curriculum and presented at various education and journalism

- venues to train education reporters and educators. 2005 – present.
- Judge. Teaching News Terrifically in the 21st Century. Newspaper and Online News Division, AEJMC, May 2013.
- Board member. Utah Press Association. The association represents weekly and daily newspapers in Utah. March 2012 – 2013.
- Getting Your News Out in a Big Way. Utah PTA Leadership Convention, Provo, Utah, June 2013.
- Freedom of Information/Open Records. Investigative Reporters and Editors Workshop, Salt Lake City, March 2013.
- Open Government columnist. *Salt Lake Tribune*. Write periodic column about free press, ethics and government meetings and records access issues. October 2010-2012.
- Workshop on student press rights and ethics. Helped organize the event on behalf of the Department of Communications. Utah Photographers and Writers Workshop, University of Utah, Salt Lake City, November 2002, November 2003, November 2004, November 2005, November 2007, November 2010, November 2012.
- Workshops on Freedom of Information and Computer-Assisted Research, *Las Vegas Review-Journal* Journalism Workshop, Las Vegas, Nevada. Feb. 28, 2003. Oct. 22, 2004, Nov. 2, 2012.
- Legislative monitor. Utah Press Association. Monitor legislative committees and prepared legislative updates and summaries. Helped coordinate legislative initiatives and lobbying including ongoing battles for access to records and meetings and preservation of public notice. 1997-2011.
- Instructor. Organized and taught weeklong high school journalism camp through BYU Honors Program Summer Scholars seminar. Summer 2005, 2006, 2008, 2011.
- “Why Freedom of Information?” National Archives Week. Utah State Archives staff and guests. Salt Lake City. April 2011.
- Media Relations Summit. “Social Media Landmines.” Ragan Communications. With Susan Walton. New York City. March 2011.
- “The Thumper Rule: Building Relationships Through Communication.” Utah Association of Elementary Schools Annual Meeting. With Susan Walton. Provo, Utah. October 2010.
- “The 24-hour Spokesperson: The New Rules for School Communication.” Utah Association of Secondary School Principals Annual Meeting. Lehi, Utah. October 2010.
- “Spokespeople and the Media: Working Effectively Together.” Utah State PTA Annual Meeting. Provo, Utah. With Susan Walton. May 2011.
- “Spokespeople and the Media: Working Effectively Together.” Utah State School Board Association Annual Workshop. With Susan Walton. January 2011.
- Chair and member, National SPJ Freedom of Information Committee, 2003-2011.

- Member and presenter. Utah Journalism and Education Team, 2005-2011
- Founding member, president, treasurer. Utah Foundation for Open Government. The foundation promotes First Amendment and open government issues through education. Wrote grants and engaged in fundraising activities that have raised more than \$30,000 for hand-books, newsletters, seminars and hotline activities. October 1992 – 2000, 2008-2010
- “The Social Media Phenomenon: Blogging and Tweeting Traffic Toward the Editorial Page,” National Conference of Editorial Writers, Salt Lake City, September 2009
- SPJ Citizen Journalism Institute — Freedom of Information module, Denver Press Club, Denver, Colo. May 2009

COMMUNITY SERVICE

- Consultant. Volunteer advisor to Salt Lake City Mayor Ralph Becker’s Transparency Initiative. Asked to write a report reviewing the initiative. Evaluated the accessibility and development of the city’s Web site and open government policies. An evaluative report was produced. January 2009 – present

Ed Carter
(associate professor)

ACADEMIC AND PROFESSIONAL SERVICE

- Ad Hoc Committee to Draft Best Practices in Fair Use, International Communication Association, May 2009 to May 2010.
- Board member, Utah Headliners chapter of SPJ, 2005-present.
- Head, Law & Policy Division, Association for Education in Journalism and Mass Communication, 2008-09.
- Vice Head, Law & Policy Division, Association for Education in Journalism and Mass Communication, 2007-08.
- Research Paper Competition Chair, Law & Policy Division, Southeast Colloquium of the Association for Education in Journalism and Mass Communication, 2006-07 and 2007-08.
- Research Presentation Discussant, AEJMC Southeast Colloquium, Law Division, 2006, 2007 and 2008.

COMMUNITY SERVICE

- Pro Bono attorney, immigrants in deportation proceedings litigated in the Immigration Court, Board of Immigration Appeals and the U.S. Court of Appeals for the Tenth Circuit, 2005-present.
- Utah State Courts Judicial Outreach Committee Member, September 2008-2011.

Dale Cressman
(associate professor)

ACADEMIC AND PROFESSIONAL SERVICE

- Corresponding Editor, *Journalism History*, 2010-present
- Editorial Advisory Board, *American Journalism*, 2011-2012
- Editorial Board, *Electronic News*, 2010-present
- Editorial Advisory Board, *Journal of Media Education*, 2010-present

- Reviewed proposed book manuscript for University of California Press, 2013
- ACEJMC Site team member, 2013.
- Reviewed proposed book manuscript for Routledge, 2012
- ACEJMC Site team member, 2012
- Convention Program Chair, Broadcast Education Association, 2012
- Chair, Professional Freedom and Responsibility Committee, History Division, Association for Education in Journalism and Mass Communication, 2011-2012
- Reviewed four proposed papers for the American Journalism Historians Association, 2009
- Reviewed four proposed papers for the American Journalism Historians Association, and six proposed papers for the Joint Spring Meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication, 2008
- Chair, News Division, Broadcast Education Association, 2007-2008
- Historian and board of directors ex officio, American Journalism Historians Association, 2007-present

COMMUNITY SERVICE

- Seminar for Alpine School District history teachers, 2011 and 2013.
- Assistant District Commissioner, Palmyra District, National Parks Council, Boy Scouts of America, 2009-2011.
- Boy Scouts District Committee, 2006-2010.
- Assistant Swim Coach, Spanish Fork High School, 2006-2008.
- Chair, Publicity Committee, Palmyra District, National Parks Council, Boy Scouts of America, 2007-2008.

Chris Cutri
(associate professor)

ACADEMIC AND PROFESSIONAL SERVICE

- Judge, BEA Faculty Video Competition, 2011
- Invited Workshop Presenter, Contemporary Ethnography Across Disciplines, Waikato University-Hamilton, New Zealand Video Ethnography Workshop, 2010
- Session chair, North American Society for the Sociology of Sport, Ottawa, Canada, 2008

COMMUNITY SERVICE

- United Way Volunteer Representative, CFAC, 2011-2014
- Project Youth presentations to Title 1 elementary school students, 2008

Kevin Kelly (associate
teaching professor,
professional track)

ACADEMIC AND PROFESSIONAL SERVICE

- Member of the Board of Directors, American Advertising Federation (AAF)—Utah Chapter (2011-2012)

COMMUNITY SERVICE

- Group Leader, Fairview Church and Community Spring Cleanup Day,

	2014 • Fairview Community Children's Theatre Christmas Performance Director, 2013 • Member, Parent Committee for the Timpview High School Band, 2008-2011 • Advertising Advisor, RaDene Hatfield Political Campaign, 2008
Joseph Ogden (<i>associate teaching professor, professional track</i>)	COMMUNITY SERVICE • Member, Mormon Tabernacle Choir, 2005-present
Ken Plowman (<i>associate professor</i>)	ACADEMIC AND SERVICE • Board Member, Utah Valley Chapter, PRSA, 2011-present • Chair, Past Head Committee, Public Relations Division, Association for Education in Journalism and Mass Communications, 2010-present • Editorial Board Member, <i>Public Relations Journal</i> , 2007-present • Editorial Board Member, <i>Public Relations Review</i> , 2005-present • North American Co-editor, <i>Journal of Communication Management</i> , 2003-present • Editorial Board Member, <i>Journal of Promotion Management</i> , 2003-present • Editorial Board Member, <i>Journal of Public Relations Research</i> , 2000-present COMMUNITY SERVICE • Member, Parks and Trails Committee, Highland, Utah, 2011-present • Scoutmaster and Scout Committee Chair, Highland, Utah, 2003-present • U.S. Army Reserve (various public affairs postings), 1987-2008
Quint Randle (<i>associate professor</i>)	ACADEMIC AND PROFESSIONAL SERVICE • Panel Organizer, The Future of LDS Music and Radio, 2nd Mormon Media Symposium, Provo, Utah, 2012 COMMUNITY SERVICE • Music performer doing benefit concerts at least quarterly for charitable causes like the state prisons, Draper Halfway House, Pleasant Grove Community Center and other charities and fundraisers • Presentation on Engaging Audiences, Society of Adventist Communicators Annual Convention, Salt Lake City, Utah, 2013
Brad Rawlins (<i>associate professor, left in 2012 for deanship at Arkansas State</i>)	ACADEMIC AND PROFESSIONAL SERVICE • Reviewer of Faculty and Graduate Student Papers to PR Division and PR Division Nominating Committee, AEJMC, 1992-present • Board Member, Commission on Measurement, Institute of Public Relations, 2004-present • Board Member, International Public Relations Research Conference, 2003-present • Co-editor, <i>Journal of Communication Management</i> , 2002-present

- Editorial Board and Reviewer, *Journal of Public Relations Research*, 2000-present
- Editorial Board and Reviewer, *Public Relations Journal*, 2007-present
- New Members Chair, Academic Paper Competition Reviewer, PRSA, Educators Academy, 2001-present
- Reviewer of Faculty and Graduate Student Paper Submissions, Southern States Communication Association, 1995-present

Kevin Stoker (associate professor, left in 2009 for associate deanship at Texas Tech)

ACADEMIC AND PROFESSIONAL SERVICE

- Steering Committee, Media Ethics Colloquium, 2005-2008.
- Nevada High School Journalism Workshop. Sponsored by the *Las Vegas Review Journal*, September 2008, 2005-2007, April 2004. Taught sessions on on-line research techniques, getting and using quotes, feature writing, interviewing and First Amendment law.

COMMUNITY SERVICE

- Assistant scoutmaster, Troop 851, Pleasant Grove, Utah, 2007-2009.

Rob Wakefield (associate professor)

ACADEMIC AND PROFESSIONAL SERVICE

- Editor, *Public Relations Journal* (2014-present)
- Associate Editor, *Public Relations Journal*, (2011-2013)
- Committee Member, Institute for Public Relations Committee for Global Research, March 2009-present
- Association for Education in Journalism and Mass Communication (AEJMC) Public Relations Division Fund-Raising Committee Chair for Susanne A. Roschwalb Grant for International Public Relations Research, Aug 2008-Aug 2010
- Academic Judge for the national annual Institute for Public Relations Northwestern Mutual's Master's Student Best Thesis Award, 2009, 2010
- Academic Reviewer for AEJMC Conference paper submissions, 2009, 2010
- Ongoing reviewer for *Journal of Communication Management*, since 2008
- Ongoing reviewer for *Public Relations Review*, since 2008
- Reviewed article for *Contemporary Wales* journal, November 2009
- Participated on the review board to assess submissions for presentation at the 2011 annual conference of the Public Relations Society of America
- National judge for PRSA's prestigious Silver Anvil Awards, 1995-2000, 2010-11
- National judge for PRSSA Bateman Case Study Competition, 2011

Susan Walton (associate teaching professor, professional track, left in 2012 for VP at UND)

ACADEMIC AND PROFESSIONAL SERVICE

- National Board member, Public Relations Society of America, (2011-2012)
- Site team head, Public Relations Society of America Certification for Education in Public Relations (CEPR), University of Oshkosh (2011)

- Chair, Public Relations Society of America white paper task force, “The Public Relations Professional of the Future,” (2010-2011)
- Susan R. Walton, Joel J. Campbell (2011). “Avoiding Social Media Landmines,” presented at the Ragan Social Media Summit, New York
- Susan R. Walton, Joel J. Campbell (2010). “The Thumper Rule: Building Relationships Through Communicating Effectively,” presented at the Utah Association of Elementary Schools Annual Meeting
- Susan R. Walton, Joel J. Campbell (2010). “The 24-Hour Spokesperson: The New Rules for School Communicators,” presented at the Utah Association of Secondary School Principals, Annual Meeting
- Robert I. Wakefield and Susan R. Walton (2010). “Translucency in Public Relations,” presented to the Forth Worth Chapter of the Public Relations Society of America
- National delegate-at-large, Public Relations Society of America annual assembly (2010)
- Site team member, Public Relations Society of America Certification for Education in Public Relations (CEPR), Ferris State University (2010)
- Judge, International Silver Anvil Awards, Public Relations Society of America (2010)
- Member, Public Relations Society of America National Certification Task Force (2007-2009)
- Chair, PRSA Member Research Task Force (2009-2010)
- Member, PRSA National Strategic Planning Committee (2007-2008)

COMMUNITY SERVICE

- Volunteer trainer. Community Action Services Annual Meeting, 2011
- Trainer, LDS Philanthropies Quarterly Training, 2011
- Member, Utah Journalism in Education Team, 2007-2011
- Volunteer trainer, LDS Public Affairs, 2010
- Volunteer facilitator, Strategic Planning Session, Boys and Girls Clubs of Utah County, 2010
- Spokesperson training, Working Effectively with Journalists:
 - *Utah PTA Annual Convention, 2010 and 2011*
 - *Utah State School Board Association, 2010*
 - *Alpine School District, 2008*
 - *Utah Press Association, 2008*

Robert Walz (associate teaching professor, professional track)

COMMUNITY SERVICE

- Advisory Board, More Good Foundation, 2013-present
- Merit Badge Counselor, Boy Scouts of America, 2008-present
- Advisory Board, iProvo Board, 2002-present
- Producer, Documentary for Provo’s Children’s Justice Center, 2012
- Junior Jazz Basketball Coach, Provo City Parks and Recreation, 2009-2011

<p><i>Pamela Brubaker</i> (assistant professor)</p>	<p>ACADEMIC AND PROFESSIONAL SERVICE</p> <ul style="list-style-type: none"> • Reviewer for PRSA Educators Academy 2014 • Reviewer for <i>Mass Communication Quarterly</i> • Reviewer for <i>Corporate Communications: An International Journal</i> • Reviewer for <i>Journal of Broadcasting & Electronic Media</i> • Reviewer for <i>Journal of Computer-Mediated Communication</i>
<p><i>Clark Callahan</i> (assistant professor, promoted to associate 2014)</p>	<p>ACADEMIC AND PROFESSIONAL SERVICE</p> <ul style="list-style-type: none"> • Reviewer, Mormon Media Studies Symposium, 2012 • Reviewer, <i>Journal of Intercultural Communication Research</i> (a tier 1 journal), 2012 • Reviewer, AEJMC, 2012 • Reviewer, <i>International Journal of English and Literature</i>, 2011 • Reviewer, Southwest Education Council for Journalism and Mass Communication, annual convention paper reviewer, Fall 2011 • Reviewer, <i>Communication Theory</i> (a tier 1 journal), 2011 • Panel Chair, Q-Conference, the annual conference of the International Society for the Study of Scientific Subjectivity. September 7-10, 2011 • Reviewer, National Communication Association national convention, Human Communication and Technology Division, November 2011 • Conference Planner and Host, Jean Gebser Society, October 7-9, 2010 • Editor, <i>Comparative Cultures and Civilizations</i>, a peer-reviewed publication of the Jean Gebser Society, published by Hampton Press, 2007-2009 • Editorial Board Member, <i>Comparative Cultures and Civilizations</i>, a peer-reviewed publication of the Jean Gebser Society, 2004-present • Editorial Board Member, <i>Texas Speech Communication Journal</i>, 2005-present <p>COMMUNITY SERVICE</p> <ul style="list-style-type: none"> • Boy Scout Leader, 2008-present • Consultant, Springville Utah Police Department, 2012 • Consultant, Leadership and Team Building Seminars, South Dakota Health Services, 2008
<p><i>John Davies</i> (assistant professor)</p>	<p>ACADEMIC AND PROFESSIONAL SERVICE</p> <ul style="list-style-type: none"> • Editorial board and reviewer for <i>Western Journal of Communication</i>, 2013-present • Reviewer, <i>Emerging Adolescence</i>, 2014 • Reviewer, <i>Journal of Broadcasting and Electronic Media</i>, 2013 • Reviewer, <i>Psychological Reports</i>, 2013 • Reviewer, <i>Mass Communication & Society</i>, 2012 • Reviewer, Entertainment Studies Interest Group, Association for Education in Journalism and Mass Communication, 2012 • Reviewer, <i>Journal of Promotion Management</i>, 2012 • Reviewer, <i>Journal of Broadcasting & Electronic Media</i>, 2011, 2012 • Reviewer, Southwest Communication Association, Fall 2011

- Reviewer, *Communication Theory*, 2010
- Reviewer, Broadcast Education Association, New Faculty Research Grant, 2010
- Reviewer, Information Systems Division, International Communication Association, 2010, 2008, 2007, 2006, 2004
- Reviewer, Mass Communication Division, International Communication Association, 2008

Jared Johnson (assistant professor, denied candidacy for continuing status 2013)

ACADEMIC AND PROFESSIONAL SERVICE

- Chair (2011-2012), News Division of Broadcast Education Association
- Paper Reviewer (2009-2012), News Division of Broadcast Education Association
- Vice Chair (2010-2011), News Division of Broadcast Education Association
- Paper Reviewer (2010-2011), International Division of Broadcast Education Association
- Research Chair (2009-2010), News Division of Broadcast Education Association.
- Newsletter Editor (2008-2009), News Division of Broadcast Education Association
- Recent and current reviewer for *Electronic News*

Anne Worsham (assistant professor, denied candidacy for continuing status 2010)

ACADEMIC AND PROFESSIONAL SERVICE

- Secretary, Citizen and Civic Journalism Interest Group, AEJMC (2009-2010)
- Presenter, High School Writers and Photographers Workshop, University of Utah, 2009

5. Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.

Citizenship is considered an important part of a faculty member's contribution and is requisite in promotion and tenure (see the university and department rank and status — promotion and tenure — documents in the appendix and in the workroom). Within the department, the university and broader academic and professional disciplines, faculty must devote an appropriate portion of their time and energy to service activities that move the disciplines forward and contribute to creating a community of scholars and professionals. While new faculty are somewhat protected from citizenship assignments until they get their teaching and research/creative work/professional contributions on track, all faculty are expected to be engaged on campus, in the academic and professional associations, in service to their disciplines and in service to their communities. The relative balance of those areas of citizenship are dependent upon the faculty member's particular talents and expertise, the stage in his/her career as well as upon personal service preference. Nevertheless, faculty are expected to be contributing citizens.

As detailed more fully in Standards Five and Seven, funding for

faculty participation in academic and professional associations is generous. In fact, no funding request within policy guidelines has been denied in the last six years. In virtually every case, faculty are fully funded for national and international travel to present papers, serve in academic and professional associations, attend conferences and pursue professional development.

The department policy is to pay for at least one annual membership for each faculty member in a professional or academic association. Faculty receive financial support for academic and professional association participation and leadership primarily from the department, but college funding is also available on occasion.

Currently the department has at its disposal the following funds to supplement the university-allocated travel and research budget for support of individual faculty research, travel and academic and professional association involvement:

- The Scripps fund, which can be used with broad discretion by the department chair for faculty travel, projects, research support and computer and equipment purchases, had a balance of \$391,095 at the end of April 2014. This fund is not an endowment and these proceeds can spent at any time at the discretion of the chair. This fund is financed by annual payments from an endowed fund set up at Yale University by the Scripps family that owned the Scripps League chain. The department is one of four academic units nationally that receive the benefits of this endowment.
- The Ashton fund, which supports faculty research expenses and related travel such as to academic and professional association conferences, has a balance of \$456,598 in the endowment which, when coupled with available excess market earnings, generates more than \$38,000 annually for department use. Most faculty currently have individual research accounts with monies to support their efforts for this next year and, in some cases, years to come.
- The Madsen fund is used to support department and individual faculty research and involvement in international media studies. It has a current balance of \$466,903 in the endowment and generates about \$29,000 annually.
- There are also the Ruth Silver Funds (\$2500 annually), Raymond E. and Ida Lee Beckham Funds (\$1500 annually) and the Forsyth Research Professorship (\$3500 annually) to benefit faculty research and related travel to conferences.

The information in the following table has been drawn from the department's financial records and is our best estimate of financial support for faculty involvement in academic and professional associations since the last accreditation review. The majority of the funding is from

department sources detailed above, but some limited funding is from the college as indicated.

Name	Year	Source	Purpose
<i>Ed Adams</i>	2012	Department	UK PR History Paper
	2012	Department	UK Business Historians Conference
	2012	Department	AEJMC Conference
	2013	Department	International Conference on Business
	2013	Department	Business History Conference
	2013	Department	AEJMC Conference
	2014	Department	NYU Digital Publishing Workshop
	2014	Dept/College	Teaching Professor Conference
	2014	Department	ACEJMC Accreditation Workshop
<i>Sherry Baker</i>	2008	Dept/College	Scientific Study of Religion Conference
	2009	Department	AEJMC Conference
	2010	Department	APPE Conference
	2010	College	Mormon Media Studies Conference
	2013	Dept/College	European Mormon Studies Conference
<i>Pamela Brubaker</i>	2013	Department	PRSA Conference
	2013	Department	AEJMC Conference
	2014	College	Social Media for PR Conference
	2014	Department	International PR Research Conference
	2014	Department	Social Media/PR in Corp Comm Conf.
<i>Clark Callahan</i>	2009	Department	ICA Conference
	2009	Department	Jean Gebser Society Conference
	2009	Department	World Communication Assn Conference
	2010	Department	NCA Conference
	2011	Department	IRS Leadership Seminar
	2011	Department	NCA Conference
	2011	Department	International Q-Sort Conference
	2012	Department	Society for Cross Cultural Research Conf.
	2012	Department	NCA Conference
	2013	Dept/College	World Communication Assn Conference
	2013	Department	International Q-Sort Conference
	2014	Department	300th Military Intelligence Brigade Conf.
	2014	Department	International Q-Sort Conference
<i>Mark Callister</i>	2008	Department	Blogworld & New Media Expo
	2009	Department	WSCA Conference

Name	Year	Source	Purpose
	2009	Department	BEA Conference
	2010	College	Ad Age Digital Conference
	2010	Department	AEJMC Conference
	2010	Department	BEA Conference
	2010	Department	Advertising in the Digital Age Conference
	2010	Department	SWECJMC Conference
	2011	Dept/College	Scientific Study of Subjectivity Conference
	2011	Department	AEJMC
	2012	Dept/College	Ad Age Digital Conference
	2012	Dept/College	Ad Tech Digital Conference
	2012	Dept/College	Academic Chairs Conference
	2012	Department	AEJMC Mid-Winter Planning Meeting
	2012	Department	AEJMC Conference
	2012	Department	ICA Conference
	2012	Department	Nonprofit Technology Conference
	2013	Department	AEJMC Conference
	2014	Department	AEJMC Conference
<i>Joel Campbell</i>	2008	Department	SPJ Conference
	2008	Department	Collegiate Media Advisers Conference
	2008	Department	Blogworld & New Media Expo
	2009	Department	PRSA Conference
	2010	Department	SPJ Conference
	2010	Department	Assessment Institute Conference
	2010	College	Media Best Practices Summit
	2011	Department	Social Media Summit
	2011	Department	National School PR Assoc. Conference
	2012	Department	Las Vegas High School Journalism Workshop
	2012	Department	SPJ Regional Conference Iowa
	2012	Department	SPJ Regional Conference Colorado
	2013	Department	Las Vegas High School Journalism Workshop
	2013	Department	AEJMC Conference
	2013	Department	SPJ Regional Conference

Name	Year	Source	Purpose
	2013	Department	Religion in the Rockies and Great Plains Conf.
	2014	Dept/College	Myanmar Free Press Conference
	2014	Department	BEA Conference
	2014	Department	Mormon History Association Conference
<i>Ed Carter</i>	2008	Department	AEJMC Mid-Winter Planning Meeting
	2008	Department	INPUI Conference
	2008	Department	ICA Conference
	2009	Department	AEJMC Conference
	2009	Department	Utah Communications Association
	2009	Department	ICA Conference
	2009	Department	BEA Conference
	2009	Department	Practicing Law Institute
	2009	Department	AEJMC Southeast Colloquium
	2009	Department	Las Vegas High School Journalism Workshop
	2010	Department	AEJMC Southeast Colloquium
	2010	Department	ICA Conference
	2010	Dept/College	Poynter Institute
	2010	Department	Poynter Institute
	2011	College	ABA Comms Law Forum
	2011	Department	ICA Conference
	2011	Department	ABA Media Advocacy Workshop
	2011	Department	AEJMC Conference
	2011	Department	Las Vegas High School Journalism Workshop
	2012	Department	AEJMC Conference
	2012	Department	ICA Conference
	2013	Department	AEJMC Southeast Colloquium
	2013	Department	AEJMC Conference
	2013	Department	ICA
	2014	College	ICA Conference
	2014	Department	ICA Regional Conference
	2014	Department	BEA Conference
	2014	Department	Fulbright to Chile
<i>Dale Cressman</i>	2008	Department	AJHA Conference

Name	Year	Source	Purpose
	2009	Department	AJHA Conference
	2009	Department	RIAS/RTNDA-NAB/BEA Conference
	2010	Dept/College	Assessment Institute
	2010	Department	SPJ Conference
	2010	Department	AEJMC Conference
	2010	Department	Digital Media Training
	2010	Department	BEA
	2010	Department	Television Program Executives Conference
	2010	Department	SPJ Tuscon
	2010	Department	ONA/BEA Conference
	2010	Department	ACEJMC Site Team Training
	2011	College	DSLR Video Workshop
	2011	College	Interactive Journalism Conference
	2011	Department	BEA Conference
	2011	Department	AJHA Conference
	2011	Department	AEJMC Conference
	2011	Department	Interactive Journalism Conference
	2011	Department	BEA Board Meeting
	2011	Department	Stony Brook News Literacy Conference
	2012	Department	Society for History of Tech Conference
	2012	Dept/College	Academic Chair's Conference
	2012	Department	AEJMC Conference
	2012	Department	ACEJMC Site Visit
	2012	Department	BEA/NAB Conference
	2012	Department	AJHA Conference
	2013	Department	AJHA Board Meeting
	2013	Department	AJHA Conference
	2013	Department	AEJMC Site Visit
	2013	Department	National Conference for Media Reform
	2014	Department	AEJMC Conference
	2014	Department	ACEJMC Committee Meeting
	2014	Department	ACEJMC Meeting
<i>Chris Cutri</i>	2008	Department	Sociology of Sport Conference
	2009	Department	BEA Conference
	2009	Department	Sociology of Sport Conference

Name	Year	Source	Purpose
	2010	Department	BEA Conference
	2010	Dept/College	Contemporary Ethnography Conference
	2011	Dept/College	Promax DBA Creative Educators Conference
	2011	Department	South by Southwest Interactive Conference
	2011	Department	Sociology of Sport Conference
	2012	Department	Sociology of Sport Conference
	2013	Department	Sociology of Sport Conference
	2013	Department	International Sociology of Sport Conference
	2014	Department	University Film and Video Conference
<i>John Davies</i>	2009	Department	ICA Conference
	2011	Department	ICA Conference
	2013	Department	ICA Conference
	2014	Department	AEJMC Conference
	2014	Dept/College	Teaching Professor Conference
<i>John Hughes</i>	2011	Department	ASNE
	2014	Department	ASNE
<i>Jared Johnson</i>	2009	Department	BEA Conference
	2010	Department	BEA Conference
	2011	Department	BEA Conference
	2011	Department	AEJMC Conference
	2012	Department	AEJMC Conference
	2012	Department	ICA Conference
	2012	Department	Identity, Culture and Comm Conference
	2013	Department	ICA Conference
	2013	Department	World Comm Assn Conference
	2013	Department	BEA Conference
	2014	Department	BEA Conference
<i>Kevin Kelly</i>	2010	Department	AAF Competition
	2011	Department	AAF Competition
	2011	Department	One Show Pencil Awards
	2012	Department	AAF Competition
	2013	Department	AAF Competition

Name	Year	Source	Purpose
	2013	Department	National AAF Competition
	2014	Department	EFFIE Awards Finals
<i>Doug McKinlay</i>	2012	Department	AAF Conference
	2013	Department	AAF Conference
<i>Joseph Ogden</i>	2013	Department	PRSA Conference
	2014	Department	PRSSA Bateman Judging
	2014	Department	Edelman 2014 Academic Summit
<i>Ken Plowman</i>	2009	Dept/College	IPR Measurement Summit
	2009	Department	International PR Research Conference
	2010	Dept/College	National Summit on Strat Comm
	2010	Department	International PR Research Conference
	2010	Department	NCA Conference
	2010	Department	PRSA Conference
	2010	Department	AEJMC Conference
	2011	College	Plank Center
	2011	Department	ICA Conference
	2011	Department	PRSA Conference
	2011	Department	AEJMC Conference
	2011	Department	International PR Research Conference
	2011	Department	IPR Strategic Comms Conference
	2012	Department	PRSA Conference
	2012	Department	AEJMC Conference
	2012	Department	International PR Research Conference
	2012	Department	International Society of Military Ethics
	2013	Dept/College	BLED Conference
	2013	Department	AEJMC Conference
	2013	Department	International PR Research Conference
	2013	Department	PRSSA Bateman Judging
	2013	Department	ICA Conference
	2014	Department	BLED Conference
	2014	Department	ICA
	2014	Department	The Conflict Conference
	2014	Department	International PR Research Conference
	2014	Department	AEJMC Conference
	2014	Department	Barcelona PR Conference

Name	Year	Source	Purpose
<i>Quint Randle</i>	2008	Department	Las Vegas High School Journalism Workshop
	2008	Department	Blogworld& New Media Expo
	2010	Dept/College	AEJMC Conference
	2010	Department	Convergence and Society Conference
	2010	Department	Las Vegas High School Journalism Workshop
	2011	Department	AEJMC Conference
	2011	Department	Convergence and Society Conference
	2011	Department	Online News Assn Conference
	2012	Department	AEJMC Conference
	2012	Department	Las Vegas High School Journalism Workshop
	2012	Department	Music/Entertainment Industry Ed Assn Conf
	2013	Dept/College	EMSA Conference
	2013	Department	AEJMC Conference
	2013	Department	Convergence Conference
	2014	Department	AEJMC Conference
	2014	Department	Far West Pop Culture Conference
	2014	Department	CUNY Entrepreneurial Journalism Conference
<i>Brad Rawlins</i>	2008	Department	Consumer Revolution Conference
	2009	Department	AEJMC Conference
	2009	Department	ACEJMC Committee Meetings
	2009	Department	ASJMC Workshop
	2009	Department	ACEJMC Council Meeting
	2009	Department	BEA Conference
	2009	Department	PRSA Conference
	2009	Department	International PR Research Conference
	2009	Department	IPR Measurement Summit
	2010	Department	AEJMC Conference
	2010	Department	ASJMC Meeting
	2010	Department	Hearst Competition/Alumni Event
	2010	Department	ACEJMC Site Team Visit
	2010	Department	ACEJMC Annual Meeting
	2010	Department	PRSA Conference

Name	Year	Source	Purpose
	2010	Department	International PR Research Conference
	2010	Department	IPR Measurement Summit
	2011	Department	AEJMC Conference
	2011	Department	ACEJMC Site Team Visit USC
	2011	Department	ASJMC Conference
	2011	Department	ACEJMC Site Team Visit VCU
	2011	Department	Hearst Awards
	2011	Department	International PR Research Conference
	2011	Department	IPR Measurement Summit
	2011	Dept/College	Academic Chairs Conference
	2011	Department	Measurement Commission Planning Mtg.
	2012	College	Department Chairs Seminar
	2012	Department	International PR Research Conference
	2012	Department	Arts and Sciences Chairs Conference
	2012	Department	Top 5 PR Awards
	2012	Department	ASJMC Meeting
<i>Tom Robinson</i>	2008	College	Digital Hollywood Conference
	2009	Dept/College	Digital Hollywood Conference
	2010	Department	Q-Sort Conference
	2012	Department	Popular Culture Assn Conference
	2013	Department	Far West Popular and Am Culture Conf.
	2013	Department	AAF Finals
	2014	Department	AAF Minority Awards
<i>Kevin Stoker</i>	2008	Department	Media Ethics Colloquium
	2008	Department	Las Vegas High School Journalism Workshop
	2008	Department	Consumer Revolution Conference
	2009	Department	International PR Research Conference
<i>Steve Thomsen</i>	2008	Department	Nordic Media Conference
	2009	Department	SWECJMC Conference
	2010	Department	SWECJMC Conference
	2010	Department	AEJMC Conference
	2011	Department	SWECJMC Conference
	2012	Department	SWECJMC Conference
	2013	Department	Online News Association Conference

Name	Year	Source	Purpose
<i>Rob Wakefield</i>	2013	Department	Sociology of Sport Conference
	2008	Department	European PR Assn Conference
	2009	Department	International PR Research Conference
	2009	Department	AEJMC Conference
	2009	Department	NCA Conference
	2010	Department	International PR Research Conference
	2010	Department	AEJMC Conference
	2010	Department	PRSA Conference
	2010	Department	Texas PRSA Presentation
	2011	Department	International PR Research Conference
	2011	Department	PRSA Conference
	2011	Department	Silver Anvil Judging
	2012	Department	BLED Conference
	2012	Department	International History of PR Conference
	2012	Department	International PR Research Conference
	2012	Department	PRSA Conference
	2012	Department	Silver Anvil Judging
	2012	Department	Bateman Competition Judging
	2013	Dept/College	IAMCR Conference
	2013	Department	International PR Research Conference
	2013	Department	PRSA Conference
	2013	Department	Silver Anvil Judging
	2014	Department	Barcelona PR Conference
	2014	Department	Silver Anvil Judge
	2014	Department	International PR Research Conference
<i>Susan Walton</i>	2008	Department	PRSA Guest Speaker
	2008	Department	PRSA Conference
	2008	Department	Blogworld & New Media Expo
	2009	Department	International PR Research Conference
	2009	Department	AEJMC Conference
	2009	Department	PRSA/PRSSA Conference
	2010	Department	International PR Research Conference
	2010	Department	AEJMC Conference
	2010	Department	PRSA Conference
	2010	Department	CEPR Site Visit

Name	Year	Source	Purpose
	2010	Department	PRSA Regional Conference
	2010	Department	PRSA Silver Anvil Judge
	2010	Department	Academic Chairs Conference
	2010	Department	LA Ecclesiastical Leader PR Training
	2010	Department	Texas PRSA Presentation
	2011	College	Media Best Practices Summit
	2011	Department	International PR Research Conference
	2011	Department	PRSA Conference
	2011	Department	Ragan Social Media Summit
	2011	Department	National School PR Assn Conference
	2011	Department	PRSA Board Meeting
	2011	College	Academic Chairs Conference
	2012	College	AEJMC Conference
	2012	Department	International PR Research Conference
	2012	Department	PRSA Board Meeting
	2012	Department	Ragan Social Media Summit
	2012	Department	Silver Anvil Judging
<i>Robert Walz</i>	2008	Department	Blogworld & New Media Expo
	2010	Department	RTNDA Conference
	2010	Department	Investigative Reporters/Editors Conference
	2011	Department	Gracie Awards
	2014	Department	Poynter Institute
<i>Laurie Wilson</i>	2009	Department	PRSA Silver Anvil Judging
	2010	Department	Top 5 PR Awards
	2011	Department	PRSA Conference
	2013	Department	PRSA Conference
<i>Anne Worsham</i>	2009	University	Undergrad Academy on Teaching/Learning
	2009	Department	AEJMC Conference
	2009	Department	ICA Conference
	2010	Department	AEJMC Conference
	2011	Department	AEJMC Mid-Winter Planning Meeting
	2011	Department	AEJMC Conference

6. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The department routinely hosts and participates in high school journalism workshops. Until last year, we partnered with the University of Utah to conduct a workshop every year since 2003. The last one was in the Fall of 2012, but with the departure of Jim Fisher, their lead faculty on the workshop, they have stopped participating.

Consequently, we began partnering with Utah Valley University in their annual Training and Awards Day hosted by their student newspaper, *The UVU Review*. A copy of the programming for the February 2014 workshop is included in the appendix. It features a number of our journalism professors and several of our alumni. This past year the event drew approximately 300 students and advisers from 20 high school newspapers. We also use this opportunity to promote our journalism Summer Camp. We anticipate continued participation in this annual event.

A recurring opportunity is a partnership with the *Las Vegas Review Journal* hosting a high school journalism workshop in Las Vegas which also serves as a recruiting tool for the department. The department annually partners with the newspaper to sponsor this workshop and which our faculty help organize and conduct.

7. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Attach copies of publications during the previous academic year. (These documents can be placed in the appendices binder.)

The primary channels for communication with alumni are now social media, primarily Linked In where we have an alumni group as well as a network of alumni, student and faculty connections through Facebook and other social media. We use the Linked In group to for alumni and faculty to post internship and job opportunities, and to keep alumni informed of significant events. Further, the online *Universe* has enabled alumni to stay connected to the department and campus much more effectively than when it was only in print.

Until its recent emphasis on social media, the department published an annual magazine for alumni and friends, the most recent edition of which is included in the appendix. Each year, this magazine was a product of student work with faculty oversight. Further, we make an effort to place stories in the university's quarterly alumni magazine, *BYU Today*, including a recent edition which featured one of our adjuncts, Larry Macfarlane.

The department also organizes and hosts alumni gatherings when faculty are traveling to major cities or attending conferences where there are a significant number of alumni in residence or attendance. Alumni events have been held in New York, Chicago, Atlanta, San Francisco and a number of other cities across the country.

Of course our faculty are key in the process of maintaining contact with alumni. They are continually in contact with former students whom they have mentored and still mentor through email and social media, and through personal contact. Faculty are constantly interacting with local area alumni who are the very professionals they draw upon to speak in classes, mentor students in projects, provide input to keep curriculum

8. Describe the involvement of alumni in the unit's educational and public-service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors' boards.

current and provide internships and jobs. The Facebook friends connections with alumni is a huge web that links faculty with alumni and alumni with each other. Social media has served to strengthen relationships among faculty, students and alumni and to give them longevity.

Students are responsible for finding their own internships and jobs, but faculty and alumni are a tremendous resource to them in doing so. The Internship and Careers Office posts internship and job opportunities and shares them on the Linked In group. The job opportunities include part-time jobs for students still in school as well as full-time opportunities ranging from entry-level positions to senior level opportunities. We encourage alumni to post any opportunities they may be aware of and to use the site to search for opportunities at any level in their careers. This alumni network has proven to be an invaluable tool in supporting our graduates throughout their careers.

While alumni are not the only source of internships for our students, they certainly play an important role in providing opportunities. And those opportunities often turn into full-time positions. It was a faculty connection through PRSSA that first resulted in an internship placement at GM a few years ago, and that company has taken an intern from us every year since, hiring three of those students full-time upon graduation. Several of our New York internship placements every year are the result of alumni providing the opportunity for our students to apply for very competitive positions. Organizations across the country post internships with us because of alumni and former interns who have made strong positive impressions.

As mentioned above, alumni provide current information and counsel that helps us keep our curriculum up to date. As noted in Standard Four, we also rely strongly on alumni professionals as adjuncts. Until last year, adjuncts were not selected from a competitive pool of applicants, but were invited to teach based on faculty recommendation. With the advent of the new YJobs system, we still approach alumni and request they submit a resume and application to the system to be included in the pool of applicants from which we select our adjuncts. Many of our adjuncts are alumni who are in the midst of distinguished careers. And we invited a number of our distinguished alumni to serve on our advisory board.

In short, the department values and tracks its alumni. That process has become so much easier with the advent of social media, and the formal connection of the department with alumni, as well as the informal connections of faculty and alumni, are stronger than ever.

APPENDIX ATTACHMENTS

- Salt Lake Center Course Schedule
- University and Department Rank and Status Documents
- Journalism Workshop Programs
- Mormon Media Studies Symposium Programs
- Annual Alumni and Friends Publication
- Advisory Boards
- Linked-In Alumni and Emphasis Group Pages
- Programming for the UVU-BYU 2014 High School Journalism Workshop

DOCUMENTS AVAILABLE IN THE WORKROOM

- Full-time faculty vitae
- University and Department Rank and Status Documents
- Public Service Activities Brochures and Publications



Assessment of Learning Outcomes

Key Points

- Unit has a 13-year history of assessing student learning.
- University administration has singled out unit for exemplary and authentic assessment.
- Advertising, journalism, and public relations programs and students are consistently recognized with top regional and national awards.
- Graduates and alumni indicate their BYU communications degree has prepared them well for the profession.

Overview

THE DEPARTMENT OF COMMUNICATIONS has more than a decade of experience with systematically assessing student learning. Assessment activities began in February 2001, predating by several years university and ACEJMC mandates. Our first assessment plan was focused on helping the faculty identify learning outcomes that were comprehensive of professional standards and expectations unique to the strengths and purposes of the department. Derived from a series of one-on-one interviews with professionals and then larger group discussions, program learning outcomes were first identified in spring 2002. In developing the outcomes, faculty responses were compared to Blanchard and Christ's professional outcomes for communications

students and ACEJMC's Values and Competencies. Subsequently, the department's assessment committee produced four primary learning outcomes, each with four supporting outcomes. These outcomes were adopted in early 2004, then revised in 2006 and remain in place today (in 2010 the outcomes document was amended to collapse the supporting outcomes into each of their four headings). Meanwhile, the university worked with a student assessment task force to make students more aware of and involved in assessment activities.

BYU's "Learning Suite" LMS automatically populates syllabi with course learning outcomes that are linked to program learning outcomes. Instructors can add additional course-level learning outcomes.

Students produced an informational video to raise awareness, resulting in more than one thousand students providing feedback.

A campus-wide reporting tool was developed in 2007-2008 for departments to articulate and link course learning outcomes and program learning outcomes, as well as to link program learning outcomes to the *Aims of a BYU Education* (see appendix). The university also built its own learning management system: Learning Suite. Using this tool, instructors can build syllabi, share course materials and communicate with students. Learning Suite is linked with the Learning Outcomes database so that course-level outcomes—as well as their links to program-level outcomes and university *Aims*—are publicly available for each course and are automatically included in each syllabus.

The video referenced above, course and program learning

outcomes and online reports of annual assessment activities can be found at <http://learningoutcomes.byu.edu>. Each academic unit at BYU is required to use this tool to report on yearly assessment activities. Course and program learning outcomes listed within this tool are available to

the public, while reports of assessment activities and analysis are password protected. The Department of Communications not only employs this tool for yearly assessments, but each school year we choose a specific area of learning to assess more deeply through use of interviews, focus groups, surveys and syllabi review.

Our assessment process has evolved considerably. We have experimented with learning portfolios, external reviews, survey data and employment of consultants. Both the chair and associate chair for undergraduate studies have attended the Assessment Institute conference

BYU Learning Outcomes

This web page links you to the expected learning outcomes for each major at BYU. Learning outcomes are statements that describe the knowledge, skills, and attitudes that learners should have after successfully completing a learning experience or program. By reviewing the published learning outcomes for a given major, students and instructors can keep in mind and discuss the larger picture of student learning within that major how the courses, projects, assessments, and other learning activities help students accomplish those outcomes.

To see the expected learning outcomes for any major, select the college and then the department and program.

Mid-Course Evaluations

One way to enhance student learning and to assist students in achieving the learning outcomes of a course is for instructors to use the [Mid-Course Evaluation Tool](#). This tool allows instructors to create a simple survey for students to provide feedback on their learning experience in a course. Based on the survey results, instructors can respond to the feedback and adjust their instruction and activities to improve the learning experience in their course.

Tips for Students

By reviewing the program outcomes you can see the big picture of the knowledge and skills you will be able to use upon finishing the program.

Reviewing program outcomes will help you understand how the work you perform in individual courses can enable you develop the knowledge and skills listed in the outcomes.

Knowing the program outcomes will help you develop and organize your personal portfolio of work that will help you impress potential employers.

Tips for Professors

By continually reviewing your outcomes, you will be able to quickly identify areas of strength and weakness in your program. Your case for making changes to improve student learning will be well documented and will contribute to ongoing accreditation for BYU.

By reviewing the published outcomes for your program, you can better plan what you will assess and how those assessments will help your students learn and achieve the outcomes.

You can better meet your responsibilities to account for student learning by reviewing and knowing the outcomes and how the assessments in your course(s) inform decisions regarding student learning.

By reviewing your outcomes and corresponding assessments, you can identify outcomes that need revising in order to be clearer in defining student achievement.

Assessment activities are documented at learningoutcomes.byu.edu.

at UIPUI and have been called upon to make presentations on campus regarding assessment. In April 2014 the university identified the Department of Communications as one of three exemplary academic units in the area of assessment and asked the chair to make a presentation to the President's Leadership Council (consisting of all department heads and deans representing 68 academic units). According to a 2012 BYU survey of graduating seniors, 62 percent of communications students were aware of learning outcomes in their major.

The department's current assessment plan, adopted in 2004 with minor revisions in 2006 and 2010, is in the appendix. The purpose as stated in the plan is that

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

The assessment plan follows the four-step process to assessment. First, we collectively identify our learning goals and outcomes and publish them in syllabi and online. Second, we collect evidence of student learning with both direct measures (i.e., course assignments and evaluations) and indirect measures (i.e., exit and alumni surveys). Third, we interpret and analyze the direct and indirect evidence of learning. Fourth, we continually discuss and design improvements based on the analysis of the evidence.

The faculty realizes there is much to improve upon—particularly in the area of employing a more consistent student portfolio program. Learning artifacts continue to be collected from capstone courses, however we have yet to employ a satisfactory uniform online collection method. In 2008-2009 the department experimented with TrueOutcomes, an online turnkey product. However, the faculty continues to wrestle with issues related to cost and student ownership of the portfolio versus the faculty's ability to harvest reliable data. Nevertheless, we feel we have made considerable progress in developing a culture of truly authentic assessment. Rather than assessing for mere compliance, these activities inform curriculum proposals; likewise, the University's Curriculum Committee will only accept proposed changes that are based on authentic assessment. Even as this document is prepared, the faculty is developing a curriculum proposal that is a direct result of assessment activities.

1. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

In support of the statement of purpose above, the department has identified four goals that drive our program learning outcomes (adopted in 2002 and revised in 2006).

- **Effective communication:** Students will communicate effectively with their audiences. Specifically, students will do so by planning and preparing mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs.
- **Professional practice:** Students will act professionally in their practice. Specifically, students will be able to practice communication within legal boundaries, while exhibiting standards of professional behavior and demonstrating sensitivity to ethical behavior. Students will also be literate in the language of the media industries.
- **Mass communication processes:** Students will be scholars of the mass communication process. Specifically, students will be able to apply relevant theory to communication practice, understand factors that shape their profession, value freedom of speech in the marketplace of ideas, and think critically about the relationship between mass media and society.

- **Applying Gospel-centered values:** Students will apply gospel-centered values as they contribute to society. Specifically, students will respect diversity and agency in a global society, be able to exercise moral reasoning when faced with ethical dilemmas, and show a commitment to making a difference within their sphere of influence.

Each of these program-learning outcomes is linked to one or more of the university outcomes, derived from the *Aims of a BYU Education* (see appendix).

- **Spiritually strengthening**
 - Faith and testimony: Strengthen faith and testimony of the Restored Gospel
 - Gospel knowledge: Increase knowledge of “the doctrines, the covenants, the ordinances, the standard works, and the history of the Restored Gospel.”
- **Intellectually enlarging**
 - Think soundly: Acquire the ability to think soundly
 - Communicate effectively: Acquire the ability to communicate effectively
 - Quantitative reasoning: Acquire the ability to engage in quantitative reasoning
 - Human knowledge: Develop an understanding of the broad areas of human knowledge, including historical perspective, science, arts and letters, and global awareness
- **Character building**
 - Character: Enhance “such moral virtues as integrity, reverence, modesty, self-control, courage, compassion ... industry,” charity, honest, temperance, and personal righteousness
- **Life-long learning and service**
 - Lifelong learning: Learn “how to learn” and prepare “to continue learning throughout” life
 - Lifelong service: Participate in lifelong service



2. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

All student work at the capstone level is subjected to professional evaluation. Projects produced in Comms 485 Strategic Public Relations Campaigns and Comms 489 Strategic Advertising Campaigns are presented to outside clients, who provide formative and summative feedback. Likewise, all journalism work broadcast on KBYU-TV, Channel 11 (a public broadcasting television station, seen throughout Utah) must meet professional standards and ascertainment needs set forth by the station's professionals and, therefore, is reviewed on a daily basis. All sections of research methods courses for students in advertising and public relations are assigned a client for whom the class produces empirical research and analysis.

Alumni communications professionals—individuals and in groups are frequently involved in assessing examples of student work. Additionally, faculty use feedback from various competitions and awards to assess student learning. The annual alumni mentors' day organized by the department's internship and careers office, provides opportunities for students to receive feedback from professionals on their resumes and portfolios.

Each year advertising portfolios are reviewed by some of the nation's top advertising executives. During the annual Sundance Film Festival, the department sponsors a recruitment fair for advertising executives who have travelled to the event in Park City, Utah. The event has been very popular over the four years of its existence and the portfolio

reviews have led to a strong program of internship and career placement.

Finally, at the completion of each student's required internship, their supervisors complete an evaluation of the intern. (The evaluation form can be found in the Appendix). Each summer, the data from internships completed during the previous academic year is summarized in a table for analysis and use in our assessment reporting documents. The following is the most recent table, derived from employer/internship supervisors for internships completed between Fall 2013 and Spring 2014.

Internships: Fall 2013 – Spring 2014

Scale of 1 to 5 1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent	Advertising	Journalism	Public relations	All emphases (average)
Media (average of all categories)	4.78	4.67	4.67	4.71
Comprehended and grasped concepts when planning assignments or projects	4.78	4.68	4.73	4.73
Research skills met expectations	4.76	4.65	4.64	4.68
Knowledge and use of software and technology met internship expectations	4.72	4.68	4.67	4.69
Writing was generally relevant, clear and used appropriate style	4.78	4.60	4.56	4.65
Overall quality of completed assignments met your expectations	4.84	4.76	4.75	4.78
Professionalism (average of all categories)	4.83	4.75	4.79	4.79
Met deadlines and schedules	4.76	4.79	4.71	4.75
Dressed, acted, and communicated in a professional manner	4.88	4.76	4.81	4.82
Used and understood common media industry terminologies	4.76	4.65	4.75	4.72
Demonstrated a positive attitude and high level of commitment to the organization	4.90	4.78	4.90	4.86
Ethics (average of all categories)	4.89	4.88	4.84	4.87
Showed a respect for diversity	4.94	4.94	4.90	4.93
Demonstrated a sensitivity to the ethical issues of the practice	4.88	4.89	4.82	4.86
Understood legal implications of work, exhibiting high standards of behavior	4.84	4.81	4.80	4.82
Overall Evaluation				
Rate intern's overall performance	4.82	4.73	4.77	4.77
Number of interns evaluated	51	38	62	151

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.

The department draws indirect evidence from a number of sources including annual surveys of graduating seniors, annual alumni surveys of cohorts graduated three years previously, the annual National Survey of Student Engagement, results of national competitions for student work and formal evaluations of internship providers summarized above for the last academic year. Additional indirect measures are implemented as shown below and in the appendix. Direct measures vary from year to year, based on the priorities established in consultation with the chair and the department committee on teaching and learning.

As results from these various sources are examined and synthesized, they are reported each summer on the university's Learning Outcomes website. As this self-study is being prepared, the website is being upgraded and is unavailable for an extended period, but should be available prior to the site visit in the fall. Assessment reports posted in summer 2013 (available at <http://learningoutcomes.byu.edu>) and for 2014, as well as tables for 2009 through 2012, can be found in the appendix. It should be noted that while each emphasis is reported separately on the website, some of the data are duplicative, since communications is a single degree program and some outcomes are measured jointly through core and elective courses.

The assessment report posted summer of 2013 details improvements planned and implemented as a result of findings that year. The first was a faculty retreat to examine the effectiveness of the core writing class, Comms 211. Faculty examined the syllabus and learning material to identify strengths and weaknesses of the learning experience. The following additional activities are targeted at teaching and learning based on findings of previous assessment reports.

- **Curriculum revision:** Previous assessment suggested an unevenness in students meeting all program learning outcomes. The university approved the department's proposal to revamp our core curriculum by moving program-level learning outcomes from electives into core classes. This is expected to also remove bottlenecks that impede students' progress to graduation.
- **Improving time to graduation:** Previous assessment confirmed that students were dissatisfied with the so-called "dead semester," the semester in which they applied for admission but were ineligible to take major courses while they waited for an admission decision. Faculty designed a visual literacy course and released the restriction to the core law and ethics course for pre-majors so students waiting to hear on their admission could still progress toward graduation by taking those two courses in the admission semester. Students not successful in their application who take those two courses in the admission semester can combine them with their prerequisite communication courses to constitute a minor in communications.

- **Visual Literacy:** Previous assessment suggested students lacked fluency in visual literacy. In November 2012, the university approved a department proposal to add a visual literacy course to the curriculum. The new course, Comms 303, was taught for the first time in academic year 2013-2014.
- **Improving student learning environments:** As a result of improved personal access by students to technology, computer lab space was reallocated to give additional space to the strategic labs. The Bradley Public Relations lab was moved from the space it had shared with the AdLab and given its own space. Both labs underwent extensive renovation to provide students with collaborative, creative space (see Standard Seven). The underused open access computer labs were converted into a modern classroom designed to promote team building and collaboration.
- **Computer usage:** Based on a study of desktop computer usage in labs and classrooms, the department received approval from the university to require that students (beginning with those admitted in Fall 2013) provide their own notebook or laptop computer. This new policy allows the department to gradually shift computers from those classrooms where they have been underused to labs where they are more useful.
- **Academic services:** Student mentoring services have been moved into a redesigned career and internship placement office. In addition, students now have access to the academic adviser for communications in the Brimhall Building (formerly housed exclusively in the Harris Fine Arts Center); and beginning in Fall 2013, students and faculty had access to our assigned librarian, who also maintains a presence in the Brimhall Building.

The assessment reports also contain alignment tables for each emphasis (see 2013 assessment report in the appendix) which address the conclusions drawn from the assessment of the emphasis classes and actions taken or planned to resolve issues.

DEEPER LEARNING ASSESSMENT

Beginning in 2011, the Teaching and Learning Committee moved beyond the basic elements of the assessment tables contained in the assessment reports to probe more deeply. The sources of these questions come from student evaluations, faculty inquiry or administrative requests. The committee tries to address two or three of these issues a year, ranging from concerns about competence with technology and social media measurement, to diversity and theory.

The following represent areas where deeper assessment has occurred within the department.

Communications 101

- **Outcome:** Comms 101's effectiveness in meeting outcome 3. Specifically, students will be able to apply relevant theory to communication practice, understand factors that shape their profession, value freedom of speech in the marketplace of ideas and think critically about the relationship between mass media and society.
- **Assessment:** The committee examined Comms 101 textbooks to understand a baseline of knowledge characteristic to 101 texts. All syllabi for the previous two years were examined to see if they reflected the content. Students were randomly selected from 101 classes in previous semesters and tested on their insight into theory, history, law, media and society and ethics. Additionally, student interviews were held with faculty assessing the student's knowledge and experience.
- **Evidence:** The students met and – in most cases – exceeded the committee's expectation for a baseline of knowledge for 101 students, particularly since that assessment occurred one full semester after taking the class. Knowledge retention was high. There were some minor differences in how students answered questions.
- **Action:** More oversight for adjunct 101 instructors since this course is a gateway class into the major. Establish a full-time faculty member as lead instructor. Periodically re-examine the class using the same methodology now that a baseline has been established.

Visual communication

- **Outcome:** Students will be able to meet the expectations of the ACEJMC Standard 1 which is to “understand concepts and apply theories in the use and presentation of images and information.” This falls under the Department of Communications outcome 1. Specifically, students will do so by planning and preparing mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs.
- **Assessment:** A review of course syllabi and curriculum was undertaken to examine where visual communication was and wasn't taught.
- **Evidence:** Elements of design and visual communication were strong in the advertising creative, journalism publication and broadcast areas. Little found in the public relations area and a moderate amount in advertising generally. No core class addressed communicating visually.
- **Action:** Create a task force to address creating a visual communication course for the core curriculum. The course was created, piloted and added to the core curriculum, and required of all students beginning with new admission in Fall 2013.

Diversity

- **Outcome:** Students will meet the expectations of ACEJMC Standard 3b, “The unit’s curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society,” and learning outcome 4 which is that “students will respect diversity and agency in a global society.”
- **Assessment:** The committee reviewed syllabi and curriculum to identify where diversity and international principles were being taught. Class materials were also reviewed and selected faculty interviewed.
- **Evidence:** Approximately 30 percent of the department class syllabi/course schedule reflected diverse and/or international principles taught in courses. However, more than 50 percent of course material and textbooks represented diversity or international concepts.
- **Action:** Hire a diversity consultant to help inculcate “diversity across the curriculum.” The department contracted with Lillian Dunlap of Communication Research Enterprises with the goal:
 - Adopting a philosophical base for teaching diversity that is grounded and foundational.
 - Reviewing ideas for handling the explosive issues of race and diversity in a way that taps into the students’ curiosity and passion
 - Tapping into the real-world examples to put the teaching of diversity into action.
 - The department has succeeded in incorporating diversity examples and work in all classes across the curriculum except for advertising and public relations research and campaigns courses. These classes are tied to client work and are dependent upon the client need and the brief.
 - The department also identified the need to provide more off-campus learning experiences in diversity. It became evident through NSSE data that eight percent of BYU students have an off-campus experience, whereas 16 percent of communications have had an off-campus experience. We decided it was time to offer an off-campus experience for all BYU students with emphasis on communications. Beginning in Spring 2015 we plan to expand the long-running New York Internship program to be the New York Experience. In addition to supervised internships, existing activities and the elective course normally offered, the program will expand to include students not participating in internships. Two, rather than one, faculty members will take residence with students at the International House. An additional course, one focused on diversity and media in New York City, will be offered so that non-interns will be able to take two courses. Also, beginning Winter 2016, we will offer a study abroad in New Zealand. Similar to

the New York Experience, this program will be open to all BYU students and will concentrate on diversity and international media.

Research

- **Outcome:** Students will meet the expectations of ACEJMC Standard 2 to “apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world,” and ACEJMC standard 3 to “apply basic numerical and statistical concepts,” and learning outcome 1. Specifically, students will plan and prepare mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs.
- **Assessment:** In 2013, the associate chair for graduate studies and research with the assistance of the research center director and faculty who taught research classes began exploring social media analytics and web metrics used in advertising agencies and public relations firms. A follow up survey of alumni was conducted in 2014. Both surveys can be found in the appendix.
- **Evidence:** As they began to assess which, if any, of these web-based systems were taught in the classroom, many members of the faculty mentioned the existence of the systems but had not applied them to the classroom learning environment. Yet, our surveys indicated student interns and recent graduates reported using social media analytic tools.
- **Action:** Fortunately, some of the creators and high-end users of technology-based social media analytics are headquartered in Utah. Department administration and faculty met with the founders and owners of two local companies—Nuvi and Walleroo—to create working partnerships with their social media analytics and web metrics. Client work began in 2013 using these systems. The goal is to have every student understand and use these systems before graduating.

AdLab Curriculum Connection

- **Outcome:** Outcomes 1 and 2 state that students will plan and prepare mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs, and that students will be able to practice communication within legal boundaries, while exhibiting standards of professional behavior and demonstrating sensitivity to ethical behavior. Students will also be literate in the language of the media industries.
- **Assessment:** Concern had arisen over time that the AdLab had become distanced from the curriculum and that there was a disconnect between the principles taught in class and the application in the lab environment.
- **Evidence:** A review of client letters of engagement showed that the lab

was involved in a number of production projects, whereas the curriculum focused on strategy, management and creative.

- **Action:** Created an oversight committee for vetting client work. Assigned faculty members certain touch point tasks for engaging with the lab and clients.

Comms 211 Newswriting

- **Outcome:** Students will meet the expectations of ACEJMC Standard 2 to “write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; and critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness” and of outcome 1. Specifically, students will plan and prepare mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs.
- **Assessment:** An extensive gathering of materials (syllabi, assignments, worksheets, tests, notes, student work) was assessed and analyzed by the entire faculty. Oral interviews were held with students from their respective areas (advertising, journalism and public relations).
- **Evidence:** Generally, the faculty felt the content of Comms 211 was representative of writing across the curriculum. Some difficulties were identified:
 - Too much time elapses between when students take Comms 211 and Comms 321
 - Difficult to allocate three faculty per semester to teach this class
 - Journalism feels the writing outcomes for this course has diminished since it has been a course for writing across the curriculum rather than specifically journalistic writing learning AP style.
 - The course commands an excessive amount of department resources in lab assistants and financial resources
- **Action:** The Teaching and Learning committee will meet and make recommendations to the faculty on ways to resolve the issues.
- **Postscript:** as the teaching and learning committee examined the issue of electronic delivery and a lead instructor for the course, the following developments occurred:
 - Ed Carter became associate dean, thus reducing his ability to teach this course.
 - Journalism faculty felt that their major was already heavy writing intensive were looking for room to add digital applications and entrepreneurial courses. Since 211 was failing to meet their standards they wanted to reconsider the course.

- Advertising wanted to move copywriting within another course and drop 211.
- Upon considering these options, the Teaching and Learning Committee has initiated a series of discussions and curriculum retreats with the chair and the faculty.

Academic Internships

- **Outcome:** We were interested in all outcomes, but specifically outcomes and 1, 2 and 4 that students will plan and prepare mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs, and that students will be able to practice communication within legal boundaries, while exhibiting standards of professional behavior and demonstrating sensitivity to ethical behavior. Students will also be literate in the language of the media industries,” and “students will respect diversity and agency in a global society, be able to exercise moral reasoning when faced with ethical dilemmas, and show a commitment to making a difference within their sphere of influence.
- **Assessment:** We administered a Qualtrics survey to all interns (instrument and results can be found in the appendix).
- **Evidence:** The evidence told us that:
 - Labs provide great experiential learning
 - Client work is good preparation
 - Our mentoring is valued
 - Strong teaching in creative areas
 - Generally, our students are better prepared than counterparts
 - Updating is needed particularly on the areas of social media, digital, web analytics and metrics
- **Action:** As mentioned in the research section, we began implementing wider use of social media analytics and web metrics, and moving forward with curriculum changes in journalism (see below).

Journalism – New Media and Technology

- **Outcome:** Students will meet the expectations of ACEJMC Standard 2 to “apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world,” and outcomes and 1 and 2. Specifically, students will plan and prepare mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs, and students will be able to practice communication within legal boundaries, while exhibiting standards of professional behavior and demonstrating sensitivity to ethical behavior. Students

will also be literate in the language of the media industries.

- **Assessment:** Faculty attended technology and digital media conferences and returned with ways to improve curriculum with digital applications. A review of the journalism curriculum revealed there were some touch points such as Backpack Journalism and Multimedia journalism, but that technology across the curriculum could be strengthened.
- **Evidence:** The journalism curriculum was examined and it was determined that the curriculum is largely centered on a daily television news broadcast and a newspaper. This was not news to the faculty since the department has the responsibility for producing the campus newspaper that is a \$1.5 million operation, and is the news gathering source for the statewide PBS station.
- **Action:** Since mid-2013 the journalism faculty has been engaged in a series of discussions and proposals to refocus toward an entrepreneurial journalism/media model. A curriculum revision proposal is expected to be presented for a faculty vote in August 2014.

4-5. *If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years. Discuss awards won by the unit's students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit's majors.*

Unlike other schools BYU student media outlets are laboratories, an extension of the curriculum. Therefore we do not distinguish between the two and have chosen to answer questions 4 and 5 together. Following are the awards won by our students from 2009 to 2014 (to date).

2014

- American Advertising Federation: Student Best in Show; five Gold Awards; four Silver awards.
- Collegiate Effie Brand Competition: First place (three BYU teams made the semi-finals; two teams from the U.S. were sent to the finals and the BYU student team won).
- Society for Professional Journalists: Six first place finishes in Region 9 Mark of Excellence, including Best All Around Television Newscast; six second-place awards.
- Hearst Award: Matt Rascon, National Broadcast Competition, Washington, D.C.
- Gracie Awards: The Alliance for Women in Media Foundation awarded Julianne Horsley, Best Anchor; Mary Blanchard, Best Sports Host; Danielle Ycmat Jansson, Best News Producer.
- BEA Festival of Media Arts: Marr Rascon, Best in Festival; Ali Monsen, second place, Hard News Television Reporting; CoogTube, second place, Best Sportscast; Jake Edmonds, honorable mention, Best Sports Anchor.
- PRWeek Awards: BYU's PR program was a Top Five finalist.
- PRSSA: PR student Ethan Parry was elected 2014-2015 VP of Public Relations on the National PRSSA Board.



- AEJMC Student Magazine Contest: *Two* magazine (premiere issue), editorial content in a single issue of an ongoing print magazine, second place; single issue of an ongoing print magazine: general excellence, honorable mention; 2014 *Housing Guide*, honorable mention, design of a single issue of an ongoing print magazine.
- Utah Press Association: eight first place awards, eight second place awards, five third place awards.

2013

- AAF Most Promising Minority Students: CJ Chacon, Aaron Doria and Daniel Tygard of the BYU ad program were among only 40 students nationwide who were honored.
- ADDY Awards: BYU advertising students won a Gold Addy and a Judges' Choice Award in the Best Student TV Commercial category.
- Gracie Awards: The Alliance for Women in Media honored three of our students for best reporter, best sports host and best hard news story, as well as an alumna for best professional local reporter/correspondent.
- Golden Spike: BYU's Bradley Public Relations won an Award of Merit.
- BEA Festival of Media Arts: ElevenNews won second place for Best Student Television Newscast.
- SPJ: BYU's ElevenNews won first place for the National Mark of Excellence for Best Student Television Newscast.
- SPJ: Brittani Good-Richards was a national finalist in the television sports category of the National Mark of Excellence competition.
- SPJ: In the Region 9 Mark of Excellence competition BYU won first place for Best All-around Television Newscast and second place for Best All-around Non-Daily Student Newspaper. Students also brought home eight individual first place awards, three second place award, and five third place awards.
- SPJ: The Utah Headliners (professional) chapter awarded the *Universe* eight first place awards and 14 individual awards.
- NNA: The *Universe's* "Day in the Life of BYU" project was a General Excellence winner in the Better Newspaper Contest. The *Universe* also won first place for Promotions and Typography Excellence. It was also recognized for Best Use of Color, Promotions and Feature and Sports Photos.



2012

- AAF: BYU advertising students won a local Addy for Student Best in Show, as well as two student Gold Addys and five student Silver Addys.
- AAF: BYU advertising students won five Student Gold Addys in the regional competition.
- AAF: BYU advertising students won one Student Silver Addy in the national competition.
- L'Oreal Brandstorm: BYU advertising student team took second place in the U.S. national finals in New York City.
- PRWeek Awards: BYU's PR program was a Top Five finalist.
- PRSSA: BYU Chapter receives Teahan Award for Best Chapter Newsletter.
- PRSSA: BYU student Chris Scheitinger is awarded first place for the John D. Graham Scholarship in recognition of outstanding academic achievement and commitment to the practice of public relations.
- Hearst Awards: Stephen Tanner was a finalist in the National Radio Broadcast News Championship.
- Emmy Awards: Mark Williams placed second for the Seymour Bricker Award for the documentary "I Am Not My Body."
- Gracie Awards: The Alliance for Women in Media honored four of our students.
- NNA: The *Universe* takes second place for General Excellence in the college division of the Better Newspaper Contest.
- Utah Press Association: The *Universe* takes two first places (Best Ad Idea and Best Circulation Promotion), one second place (Best Website) and three third places (Best Use of Ad Color, Best Staff-produced ROP Campaign and Best Staff-produced Ad).
- College Newspaper Business and Advertising Managers: First place for Best Display Ad Campaign, second place for Display Ad, Color.



Department chair Brad Rawlins, Natalie Tripp, Garrett Tenney and lab manager Chad Curtis at the Hearst Awards.
.....

2011

- Hearst Awards: BYU becomes the first school to sweep the two broadcast categories, with Natalie Tripp taking first place in the national radio news competition and Garrett Tenney taking first place in the national television news competition.
- Hearst Awards: Jade McDowell took second place in the opinion writing

competition.

- Gracie Awards: The Alliance for Women in Media honored a BYU student team for producing the documentary film "Eye of the Beholder." In addition, five individual BYU students were honored in the following categories: Best Hard News Story, Best Feature News Story,

- Outstanding News Anchor and Outstanding Sports Program Host.
- L’Oreal Brandstorm: BYU advertising students beat six other university teams to win the national competition and compete in the international competition in Paris.
 - One Show Educational Festival Awards: BYU advertising students win the Bronze Pencil Award in the Non-traditional Integrated Campaign category. Only one bronze and one silver were awarded in this category. A total of 2,700 entries were submitted for the national competition.
 - PRWeek Awards: BYU’s PR program was a Top Five finalist.
 - PRSSA: National Gold Key Outstanding Student Award to Nick Barnes, BYU Chapter wins the Teahan Award for best PRSA/PRSSA relationship.
 - SPJ: National Mark of Excellence Awards first place to Garrett Tenney for Television Feature Reporting, first place to Garrett Tenney for Television In-depth Reporting, first place to Camille Whitely for Radio In-depth Reporting, first place to Kylee Knoles for Television General News Reporting, first place to Adam Balinski for Television Sports Reporting, second place to Brian Grimmett for Television Sports Reporting, second place to Jade McDowell for Editorial Writing, third place to *The Daily Universe* for Best All-Around Daily Student Newspaper, third place to *The Daily Universe* Summer Bridal Guide for Best Student Magazine, third place to Whitney Wonnacott for Television Sports Reporting, third place to Adam Balinski for Television Feature Reporting, third place to Natalie Tripp for Radio Feature Reporting.
 - Undergraduate Scholars Research Conference: Top paper awards to two undergraduate communications studies students for their paper “Relationship Status Update: Involvement with Facebook and Personal Happiness.”

2010

- National Association of Black Journalists: Lakia Holmes, full-tuition scholarship.
- National Association of Hispanic Journalists: Jacob Rascon, \$5,000 scholarship.
- BBDO: Advertising student Valentina Rodriguez de Almeida awarded Allen Rosenshine Minority Education and Training Fund internship by BBDO.
- PRSSA: BYU chapter wins Teahan Award for Best PRSSA Chapter.
- PRSSA: Michelle Treasure wins National Gold Key for Outstanding Public Relations Student.
- PRWeek Awards: BYU’s PR program was a Top Five finalist.
- Design and Art Direction International Awards: Advertising student team wins first place for Doritos commercial. Out of 4,500 entries only 13 first place prizes were awarded.

- American Advertising Federation: Advertising student team won a National Gold ADDY for Doritos Ad (60,000 entries were considered). Students also won seven Silver National ADDY Awards. Students also won nine regional ADDY Awards. Twelve students won Utah ADDYs: five gold, seven silver and Best of Show.
- Hearst Awards: Two BYU students compete in the finals: Garrett Tenney was a television finalist and Logan Daniels competed in the radio final. As a result, BYU ranked sixth out of 112 ACEJMC accredited programs.
- BEA Festival of Media Arts: Best of Festival and first place in Radio News Feature category to Dave Herd, second place in Television Sports Anchor category to Robbie Bullough, second place Documentary category to Kelli Goff White and Kim Dalton Sigety, honorable mentions for Television Feature to Matt Gittens and Josh Guest and for Documentary to Valerie Charlton and Heidi Hansen.
- Gracie Awards: The Alliance for Women in Media recognized three BYU students: Sable Peterson (outstanding producer), Kristine Pratt (outstanding director), and Amy West (outstanding reporter).
- SPJ: First place Region 9 Mark of Excellence to Garrett Tenney for best television news feature.
- SPJ: First place Region 9 Mark of Excellence Best All-around Daily Newspaper, first place General News Reporting.
- SPJ: Utah Headliners Chapter recognized *The Daily Universe* with 24 awards for reporting, design and photography. Twelve were first place awards: for Best Newspaper, Continuing Coverage, Front Page Design, Series, Best News-oriented Website, Best Reporter, Spot News, Review/Criticism, Consumer Coverage, Education Coverage, Government, Personality, Sports, Opinion and Podcast.
- NNA: *The Daily Universe* was awarded 24 prizes in the National Newspaper Association Better Newspaper competition including first in General Excellence, beating 2,000 other papers for that honor.
- American Scholastic Association: First place best newspaper.
- Utah Press Association: Three first place awards (ROP Ad Campaign, Best In-house Promotion, Best In-house Produced Ad), two second place awards (Best Editor's Column, Best In-house Promotion), and three third place awards (Best Investigative Reporting, Best Editorial, Best Circulation Promotion).

2009

- Hearst Awards: First place in Television Feature competition to Garrett Tenney, fourth place in the Radio Broadcast competition to Kolby Logan, 17th place in Radio Broadcast competition to Taylor Summers. As a school, BYU finished second overall in the national Hearst Awards competition.
- National Association of Broadcasters: Harold Fellows Scholarship to

- awarded to Natalie Tripp.
- American Advertising Federation: Brook Camit was a finalist for Outstanding Minority Student program.
 - Young Guns International Competition: A Gold Bullet Award to advertising students Nathan Wigglesworth and Devin LuBean.
 - BEA Festival of Media Arts: BYU's radio newscast placed second and television newscast placed third, David DeRurange placed second in Television Sports Anchor category.
 - NNA: *The Daily Universe* placed third in General Excellence in the College Division of the National Newspaper Better Newspaper Contest. Overall, *The Daily Universe* won 22 awards, including six first place, six second place and four third place awards in news categories.
 - SPJ: The Utah Headliners Chapter awarded first place to Joseph Tolman (Opinion Column), Abby Rich (Military Reporting), Reina Clark (Consumer Reporting), Andon Carling (Personality Profile) and Sean Walker (Education Reporting); second place to *The Daily Universe* (Best Newspaper), Matt Reichman (Sports Reporting), Jackie Hicken (Page Design-Front Page); third place to Abby Shaha (Best Reporter), Emily Hudson (Religion/Values Reporting); honorable mention to Cheryl Madsen (General News) and Holly van Woerkom (General Feature).
 - SPJ: The Region 9 Mark of Excellence competition recognized *The Daily Universe* first place Best Student Newspaper, Samantha Strong first place for Online Opinion and Commentary, Natalie Tripp first place for Breaking TV News, Caitlin Hansen first place for TV General News Reporting, Chelsea Warren first place for Feature Writing, Jeanette LeFrandt first place for TV Feature, Trent Boulter first place for TV Sports Reporting, Stephanie Stone second place for TV General News Reporting, Erika Bailey second place for TV Feature, Ben Dennet and Rachel Hamilton second place for TV Sports Reporting, Dave Herd second place for TV General News Reporting and Caitlin Hansen third place for TV Feature.
 - PRSSA: Angela Fischer was awarded the National Lawrence G. Foster Award for Excellence in Public Relations for most outstanding Public Relations Graduate.
 - PRSSA: Two students were elected to the PRSSA National Board (Patrick Hernandez as *Forum!* editor and Mike Wilson as Vice President of Internships/Job Services). For the second consecutive year, the BYU Chapter won the bid to publish the PRSSA national newsletter, *Forum!*
 - PRSA: Lauren Lytle won second place in the Utah Public Relations Student of the Year competition.
 - SWECJMC: The Southwest Education Council for Journalism and Mass Communication recognized a paper written by seven undergraduate students as the Top Paper for the 2009 Symposium. This means

their paper was considered the best among all papers, including those written by faculty and graduate students.

6. List by specialty each member of the graduating class of three years ago and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list.

Of the 302 students who graduated from the department in the 2011-12 school year, there are only 56 (18%) for whom we have no information. Following is a list of those currently employed. Excluded from the list are nine graduates (3%) currently in graduate school, nine (3%) who are homemakers and two who are on missions for the LDS Church.

ADVERTISING

Name	Employer	Position
Jason Akinaka	Martini Crew Booking	Production Assistant
Ari Alius	Pitch	Copywriter
Audrey Arrington	Team One	Strategic Group Coordinator
Ansley Bird	Hudson Gate Partners	Recruiter
Miriam Blanco	Pitch	Art Director
Barrett Bodine	Sony Pictures	Designer/Illustrator
Jason Brady	Leo Burnett	Copywriter
Courtney Bready	Kim Flynn Consulting	Affiliate/Joint Venture Director
Rebecca Brebberman	Jmart Printing	Graphic Designer
Sarah Burroughs	Property Solutions	Manager
Cameryn Call (Smith)	Xplore Technologies	Marketing and Comms Specialist
Stuart Call	Ohio State Athletics	Emerging Media Specialist
Emily Cardenas	Lexington Heights Dental	Marketing Director
Clayton Carter	PPBH	Senior Ad Account Manager
Taylor Carver	Saxton Home Comm	Social Media Specialist
Michelle Christensen	PPBH	Graphic Designer
Christine Clark	PPBH	Associate Account Manager
Laura Coalwell	Area23	Copywriter
Andrew Cox	ThomasARTS	Account Coordinator
Taylor Dame	Proof Eyewear	President of Marketing

Name	Employer	Position
Angela de la Cruz	Curbside Social	Marketing Consultant
Janice Fehlberg	Moxtek	Marketing Comms Specialist
Danielle Feldman (Karr)	Ultradent Products	Copywriter
Robert George	Atmosphere BBDO	Copywriter
Lynzie Glaus	Alliance Residential	Sales
Sean Good	R&R Partners	Assistant Media Planner/Buyer
Kirstin Gunn	Case Agency	Account Manager
Heidi Haglund	Karli Elaine Events	Operations Manager
Zane Hamilton	Vivant	Media Manager/Buyer North Am
Sasha Hansen	Digis Internet	Marketing Coordinator
Michael Harding	McCann World Group	Copywriter
Nicole Huntsman	Publicis	Marketing Coordinator
Megan Kenley	McCann Erickson	Account Executive
Kylea Knecht	BYU Athletic Comms	Legacy Hall Coordinator
Jacob Larsen	Weave	Sales Manager
Nicole Loumeau	Space Micro	Administrative Assistant
Bryan Lovgren	Pinetop Group	Founder
Elizabeth Mason	Self-employed	Graphic Designer/Art Director
Marissa Memmott	Agency Fusion	Account Coordinator
Elise Meservy	ThomasARTS	Account Coordinator
Hannah Miller	ProCore Management	Marketing Director
Adam Moore	Property Solutions	Regional Vice President
Tyler Nelson	KSL TV	Account Manager
Eric Newton	Nielsen	Associate Client Manager
Jessica Oakes	Unicity International	Social Media Manager
Michelle Orr	US Fleet Tracking	Creative Design Director
Brandon Osmond	SapientNitro	Associate Art Director
Daniel Pawlowski	Seven Peaks	Director of Marketing/Sales
Curtis Philipp	Google Fiber	Field Marketing Representative
Jessica Porter	ThomasARTS	Associate Account Planner
Stephanie Poulsen	Kassing Andrews Adv	Account Manager
Tessa Pradenas	JST Atlanta	Account Supervisor

Name	Employer	Position
Ryan Ray	NuSkin	Marketing Comms Manager
Kimberly Rea (Sumsion)	Qualtrics	Recruiter
Kaitlin Robinson	Friendemic	Account Manager
Michael Rudd	LION Digital Media	Lead Media Planner
Kristen Scharf	1600over90	Copywriter
Paul Schultz	Melaleuca	Hispanic Marketing Specialist
Nathan Steele	Leo Burnett	Junior Copywriter
Mitchell Stevens	The Dream Press	Writer/Publisher
John Storey	Self-employed	Javascript Developer
Kasey Thompson	The Ostler Group	Marketing Coordinator
Hayden Vance	Self-employed	Freelance Art Director
Jadon Wagner	Coached by Pros	President
Krystle Wahnschaffe	Leo Burnett	Assistant Account Executive
Natalie Wells	MRM/McCann	Account Executive
Drew Whitmill	Boostability	Account Manager
Nova Whitmill	WhyTry, Inc.	Marketing Assistant
Eliza Wright	Lucid Software	Marketing Manager

BROADCAST JOURNALISM

Name	Employer	Position
Aimee Bench	OrangeSoda	Content Specialist
Tyler Brandenburg	BYU Broadcasting	Radio Play-by-Play
Anna Campa (Hayes)	Fox9 News	Anchor/Producer
Briana Carr	KTVB News Group	Ex Producer, Morning News
Nolan Crane	KNOE TV8	News Reporter
Brooke Davis	US Air Force	Public Affairs
Jake Davis	The Buckle	Sales Management
Lydia Defranchi	KCWY News13	Ex Producer/Evening Anchor
Kristin Farrell (Todd)	Utah Valley University	Media Producer
Janet Gauvin	Boostability	Senior Content Manager
Porshe Giddings	Northampton Schools	Teacher
Brian Grimmett	KUER 90.1	Online Editor
Thomas Herman	Qualtrics	Opportunity Development Lead
Ida Ho	UPD Worldwide	Social Media Manager

Name	Employer	Position
Lakia Holmes	Major League Baseball	Community Affairs Intern
Kelli Livingston	Dixie State University	Media and PR Specialist
Kelsey Montero (Eagar)	Fox 13 News	9 PM Producer
Elora Murray	ABC 4	Guest Host Good Things Utah
Kara Neaves	Fess Financial	Administrative Assistant
Alison Nielson	DealerTrack	Lead Installer
Benjamin Petersen	Columbia River Knife	Digital Marketing Coordinator
Arthur Rascon	NBC Universal/LA	Reporter
Jessica Rasmussen	NuSkin	Project Coordinator/Global
Britney Shiflet	Mother's Lounge	Public Relations Director
Sara Smith	Google	Marketing and Brand Rep
Stephen Tanner	City of Plano, Texas	Senior Marketing Coordinator
Chelsey Tobar	ASU Foundation	Project Coordinator
Sara Tourigny	Prudential Utah	Receptionist
Elissa Urban	Utah Dept of Heritage	Communications Specialist

COMMUNICATION STUDIES

Name	Employer	Position
Joseph Andelin	Wells Fargo Bank	Private Banker
Adam Anderson	Dress Code	VP of Marketing
Sarah Anderson	Progressive Finance	Sales Development Manager
Adam Cades	Utah Transit Authority	Electronic Customer Comms
Teresa Carlson	BYU	EIME Program Manager
Thomas Clark	EMC	Technical Recruiter
Sarah Connors	Café Zupas	Catering Driver
Mikoi Dudley	Fidelity Investments	Financial Services Representative
Quinn Harper	Interscope	Marketing
Christopher Hess	Action Target	Product Marketing Manager
Jeffrey Howell	Rho Kanna for Congress	Deputy Finance Director
Devin Hutchings	National Truck Driving	Marketing Manager
Christine Kejelgaard	Event Logic	President/Owner
Brian Logan	Boostability	Channel Partner Manager
Jonathan Niu	Novarad	Manager of UX/UI Design
Emma Nordquist	Vivant	Customer Marketing Analyst

Name	Employer	Position
Joshua Ostler	Goldman Sachs	Financial Analyst
Jessica Packard	Packard Orthodontics	Director of Business Promotions
Stephen Prince	US Youth Soccer	Communications Coordinator
Daniel Sam	Atwood/Hosten/Brown	Legal Assistant
Austin Story	Morinda	Global Product Strategy
Kyle Welch	Western Governor's Univ.	Instructional Designer
Daniel Woodall	SEO.com	Project Manager

PRINT JOURNALISM

Name	Employer	Position
Tori Ackerman	InsideSales.com	Education Specialist, Team Lead
Katie Barlow	State of Utah	Adm Support Specialist
Kathryn Bennion	Two Ten Squared	Copywriter
Kelly Bluth	USAID	Legislative/Public Affairs Intern
Joshua Bolding	Property Solutions	Regional Sales Representative
Kirsten Bowe	Stryde	Content Strategist
Rachel Campbell	Gap	Assistant General Manager
Jordan Carroll	Daily Herald	News Editor
Lok Chan	LDS Church	Translator
Angela Decker	Cedar Fort	Graphic Designer
Kristian Ekenes	Transcon Environmental	GIS Technician
Whitney Evans	Deseret News	Staff Writer
Tessa Farnsworth	DOMO	Associate Editor
Michelle Garrett	doTERRA International	Business Comms Specialist
Elliot Grow	Adobe	Supervisor, Global Enterprise
Paige Guthrie	Jive Communications	Multimedia Specialist
Lindy Hill	Target	Deli Team
Joy Hollingshaus	OrangeSoda	Content Writer
Matthew Livingston	School Health Corp	Regional Sales Manager
Alexa Lougee	Pendleton C of Commerce	Communications Director
Deanna Matheson	Elite Fitness	Trainer
Mariangela Mazzei	Matz Multimedia	Freelance Photojournalist
Michael McKinlay	97 th Floor	Content Writer
Michelle Menezes	Bolt Public Relations	PR Assistant Account Executive

Name	Employer	Position
Kaylene Morrill	Blade HQ	Blogger
Katherine Mussman	Hamilton Relay	Outreach Coordinator
Rachael Pais	Ah Love Oil and Vinegar	Assistant Manager
Michael Richardson	Healthy Utah Magazine	Managing Editor
Daniel Schwarz	BuzzFeed	Reporter
Brooke Self	Victorville Daily Press	Staff Writer
Tiffany Turley	Adobe	Social Media Manager
Dallin Turner	Idaho Statesman	Copy Editor
Mallory Wagner	Prudential Utah	Graphic Designer
Darrian Watts	Adobe	Social Media Specialist
Madison Welch	Vacations Publications	Editorial Assistant
Daphna Zohar	Provo City Library	Page

PUBLIC RELATIONS

Name	Employer	Position
Carrie Akinaka	Target Corporation	Group Leader, Supply Chain Mgr
Emily Allen	Intrepid Agency	Communication Coordinator
Leesa Allison	Method Communication	PR Associate
Nathan Baier	LinkTrust Technologies	Communications Specialist
Eric Beckstead	Los Alamos High School	Special Education IA
Roger Brough	Benesan Corporation	Head of Sales/Marketing
Heidi Carmack (Pfaffroth)	Bank of American Fork	Public Relations Specialist
Charlotte Chen	PPBH	Account Coordinator
Haley Christensen	Bonneville Comms	Social Media Manager
Melissa Connor	Utah Assoc of Realtors	Events/Comms Coordinator
Janica Crawley	Radi8 Creative	PR Assistant Manager
Kristina Cummins	Dare Media Management	Co-founder
Carly Curtis (Backlund)	U of U Health Sciences	Development Marketing Assist.
Jason Dang	Life Science Publishing	Director of Operations
Paul Dickson	Vivint Solar	VP of Operations
Ruth Duersch	Central Logic	Marketing Coordinator
Jeffrey Eynon	Ocean Media	Digital Media Planner
Patrick Francom	NuSkin	Associate Manager Corp Comms
Melany Gardner	Boy Scouts of America	Marketing Team

Name	Employer	Position
Vish Gopalakrishnan	Mahindra Group	Digital PR Strategist
Denet Grampp	Policy Impact Comms	Director of Public Relations
Michael Graul	William Mills Agency	PR Account Associate
Adam Grow	Housecall IT	Systems Administrator
Gabriel Guerrero	NuSkin	Global Marketing Specialist
Marcus Hardy	CooperKatz	Account Executive
Mark Hartman	El Paso Hearing Center	Office Assistant
Carolyn Haynie	Feed the World	Communications Specialist
James Hebda	Rehab Medical	SLC Sales Manager
Jessica Hernandez	Neighborhood Services	PR and Comms Coordinator
Heinrich Hettig	Westone Productions	Director
Ashlyn Hewlett	Method Communications	Junior Account Executive
Emily Hogg	doTERRA International	Marketing Comms Specialist
Matthew Hopkins	Method Communications	Junior Account Executive
Keith Jensen	Qualtrics	Corporate Account Manager
Ashley B. Johnson	Brinker International	PR Manager
Ashley L. Johnson	Inside Sales.com	Talent Acquisition Exec
Joshua Johnson	Provo City	Communications Specialist
Barry Knight	Hager Sharp	Account Executive
Bryce Kunz	Vial Fotheringham	Law Clerk
Robin Lamb	Self-employed	Freelance PR/Design
Charlotte Larcabal	CHG Healthcare	Communications Assistant
Mark Larson	FleishmanHillard	Assistant Account Executive
Adam Loose	Rev 650	Account Manager
Stephen Martin	General Motors	Product Comms Mgr, East Coast
Steven McCall	ADLware	Account Management Head
Chelsea McCullough	Paula Biehler PR	Media Associate/Junior Publicist
Michelle Mueller	SelectHealth	Web Content Consultant
Alex Orton	Men's Health Network	Digital Comms Director
Zachary Petersen	Elevation Goalkeeper	Founder and Director
Sara Picard	Glendale Elementary	English Language Development
Michael Purser	Wahoo Studies	PR/Marketing Specialist

Name	Employer	Position
Gustavo Ramos	St. Mark's Hospital	Marketing/Comms Coordinator
Michelle Rubio	MasterCard Worldwide	Marketing Specialist/Latin Am
Christina Sanders	97 th Floor	Enterprise Digital Marketer
Craig Severinsen	Community Action	Communications Director
Justin Smith	Thatcher and Co.	Junior Account Executive
Andrew Snow	NYSE	Project Manager
Michelle Steele	Project Abigail	Writer
Rocky Steele	RepDrive	Cofounder
Matthew Stevens	Benesan Systems	Senior Sales Associate
Holly Stogsdill	Accent Surfaces	Marketing Associate
Ashley Sulzen	Bohme Boutique	Marketing Specialist
John Thuet	Disruptive Advertising	Client Account Manager
Sarah Tomoser	Xfluence	Social Media Manager
Stacey Wallace	FP1 Strategies	Staff Assistant
Courtney Waters	Women Against Abuse	Executive Assistant
Whitney Weekes	BYU Athletics	Men's Volleyball SID
Sara White	Morinda	Asia Pacific Market Coordinator
Staley White	Method Communications	Junior Account Executive

7. List graduates who have established distinguished careers in journalism and mass communications.

We have narrowed this list down to 100 distinguished alumni that are representative of the professional emphases in the program. Emphasis faculty can provide dozens of additional examples upon the site visit team's request.

1 Ainge, Danny	President of Basketball Operations, Boston Celtics
2 Allen, Clay	Director, Brand Recognition, Intermountain Healthcare
3 Anderson, Lavina Fielding	Author, columnist
4 Barney, Ralph	Co-Founder, Journal of Mass Media Ethics
5 Beal, Quincy	Division Director, Robert Half Technology, Houston, Texas
6 Beckham, Raymond	Former Director, LDS Public Affairs Asia Area
7 Begay, Nora	Reporter/Anchor, Navajo Radio Network

8 Benac, Nancy	White House Press Correspondent, AP
9 Bench, Eric	National Sales Manager, Univision Radio
10 Bench, Mark	Executive Director, WorldPress Freedom Committee
11 Benson, Lee	Columnist “About Utah”, Deseret News, Salt Lake City
12 Billick, Brian	NFL Game Analyst, FOX Sports, Former Head Coach, Baltimore Ravens Football Team
13 Bird, Ron	News Anchor, KUTV, Salt Lake City
14 Borget, Jennifer	Feture Reporter, Time Warner Cable News, Austin, Texas
15 Brough, Robert	Executive VP, Marketing and Communications, Zions Bank, Salt Lake City
16 Bulloch, Howard	CEO, Skyvue, Las Vegas
17 Burgoyne, Jim	Director of Production, Comcast Sports Net
18 Burke, Jordan	Director of Content Strategy and Operations, DeseretNews.com
19 Bussey, Philip	Senior VP, Chief Customer Officer, Puget Sound Energy Inc.
20 Call, Michael	President/CEO, United Way of Rock River Valley, Illinois
21 Call, Rick	National Advertising Broker, Austin, Texas
22 Cavazos, Julian	Social Media Marketing Communications Specialist, Enfiniti, Houston, Texas
23 Christensen, Bruce	Former President PBS; former Dean, BYU College of Fine Arts & Communication
24 Christensen, Cory	Chief Meteorologist CBS 2/FOX 28 Weather, Cedar Rapids, Iowa
25 Clayson, Jane	Author; Former Co-host, The Early Show, CBS News, New York City
26 Codella, Pete	VP of Marketing and PR, Alexander’s, Lindon, Utah
27 Coltrin, Steve	Chairman and CEO, Coltrin & Associates PR, New York City
28 Coon, Jonathan C.	President & CEO, 1-800 CONTACTS
29 Coppins. McKay	Political Editor, Buzzfeed
30 Crockett, Tom	VP Sales & Marketing, Mailboxes Etc.

31 Dixon, Brian	Director of Brand Marketing, Costa Vida Fresh Mexican Grill
32 Dixon, Gary	President of the Foundation for a Better Life
33 Douglas, Dianna	News Officer for Campus Life, University of Chicago
34 Dulmage, Debbie	Vice President/Operations Manager, Panorama Productions, Santa Clara, Calif.
35 Elton, Byron	SVP Sales, Univision Online
36 Elton, Heidi	Former Art Director, Trout & Reis Advertising, New York City
37 Enyon, Ed	VP – KSL Resorts, former Sr. Vice President, Salt Lake Olympic Committee
38 Florez, Emily	Reporter, NBC News 5 Chicago
39 Farah, Kim	Spokesperson/Media Manager, LDS Church, Salt Lake City
40 Fischer, Jon	Director/Leasing & Real Estate, Collective Brands, Inc.
41 Fitzpatrick, David	Senior Executive Producer, CNN
42 Frost, Becky	Senior Manager, Consumer Education & Public Relations, Engage PR, Los Angeles
43 Glade, Steve	Owner & President, Glade Group Advertising, Seattle
44 Glade, Thomas	President, Glade Marketing, St. George, Utah
45 Goddard, Jeffrey	President/Exec. Producer, TVA Production, Studio City
46 Goodrich, Robert	Reporter, St. Louis Post-Dispatch
47 Gong, Abe	Senior Data Scientist, Jawbone, San Francisco
48 Grodé, Bruce	President/CEO, Primetime Media
49 Hale, Val	President and CEO, Utah Valley Chamber of Commerce
50 Hansen, Thayne	Global Communications Director, Dow Chemical
51 Harper, Kathy	Director of Marketing & Recruiting, University of Florida MBA Programs
52 Hawkes, Sharlene Wells	Executive Vice President of Story Rock Electronic Publishing; Former Miss America

53 Hills, Lee	Chair emeritus and CEO Knight Newspaper
54 Hochhalter, Gordon	Creative Consultant – ART, Chicago
55 Hogstrom, Victor A.	Public Media Executive Past: KCPT-TV, PBS
56 Hopson, Andy	Incoming Executive Director, Strategic Communication Agency, School of Journalism & Communications, University of Florida
57 Jenkins, Carri	Assistant to the President, University Communications, BYU
58 Jennings, Marianne	Emeritus Professor, Legal & Ethical Studies, Arizona State
59 Johnson, Kim	Anchor/Writer Morning Show, KSL-TV, Salt Lake City
60 Kimball, Stephen	Owner, Stephen Kimball DM Copywriting
61 King, Michelle	Former Anchor, KUTV, Salt Lake City
62 Laney, Gary	CravOn Sales and Marketing Director, JR Simplot Company
63 Larkin, Alex	Mgr. National Franchise Development, Mitsubishi Motors North America
64 Lucero, Santiago	Reporter, KUVS Univision, Sacramento
65 Lyman, Garrett	President, Chrome Media
66 Martin, Adrienne	Strategic Planner, Young and Rubicam Advertising, New York City
67 Marquis, Derek	Executive Director, BYU Broadcasting
68 Marvez, Raquel	Director, Mirror Lake Films, Salt Lake City; former CNN International Reporter
69 Mathews, Michael	Partnership Director, Diversified Agency Services, New York City
70 Molina, Josh	Digital Content and Marketing Communications Manager, Trax Technologies, Arizona
71 Murphey, Mark	Former City Editor, LA Times
72 Nelson, Richard Alan	Professor, School of Communications LSU
73 Nixon, Kelsey	Kelsey's Essentials, Cooking Channel
74 Nielsen, Gifford	Former Sports Director KHOU-TV, Houston, Texas

75 Olsen, Bruce	Former Director LDS Church Public Communications
76 Peterson, Brent	Owner, Reflected Light Photography
77 Politis, Dave	Chief Marketing Officer, Xi3 Corporation, Salt Lake City
78 Rascon, Art	Anchor, ABC-TV, Houston, Texas
79 Reese, Bruce	President/CEO, Bonneville Communications
80 Richardson, Matt	Advancement Vice President, Brigham Young University
81 Rizley, Steve	Vice President and Regional Manager, Cox Communication, Arizona
82 Rogers, Mel	President and General Manager, KOCE-TV, Huntington Beach, California
83 Romero, Luisa	Senior Manager, Corporate Communications, AT&T, Dallas
84 Sears, John	Former CNN Bureau Chief; Former RTNDA President
85 Sebroso, Hunter	Innovation Designer and Sr. Business Developer, Motiis, Kenya
86 Severson, Lucky	Correspondent, Public Broadcasting
87 Sikahema, Vai	NBC 10 Philadelphia Sports Director; Former News Anchor, Philadelphia
88 Slobodian, Ryan	Account Executive, Drive Marketing
89 Smart, Michael	National News Director, BYU; PR Consultant
90 Smith, Barbara	Former News Anchor, KTVX-TV, Salt Lake City
91 Smoot, Reed	Award winning cinematographer and director
92 Soukup, Elise	Blogger; Former Associate Editor, Newsweek
93 Stagg, Jennifer	Reporter, KUTV News, Salt Lake City
94 Todd, Ruth	VP Public Affairs, Nu Skin Enterprises; Former News Anchor, KTVX-TV, Salt Lake City
95 Tittle, Duff	Associate Athletic Director – Communications, BYU
96 Van Atta, Dale	President/Author Paragon Biographies; President WMGR, Inc.

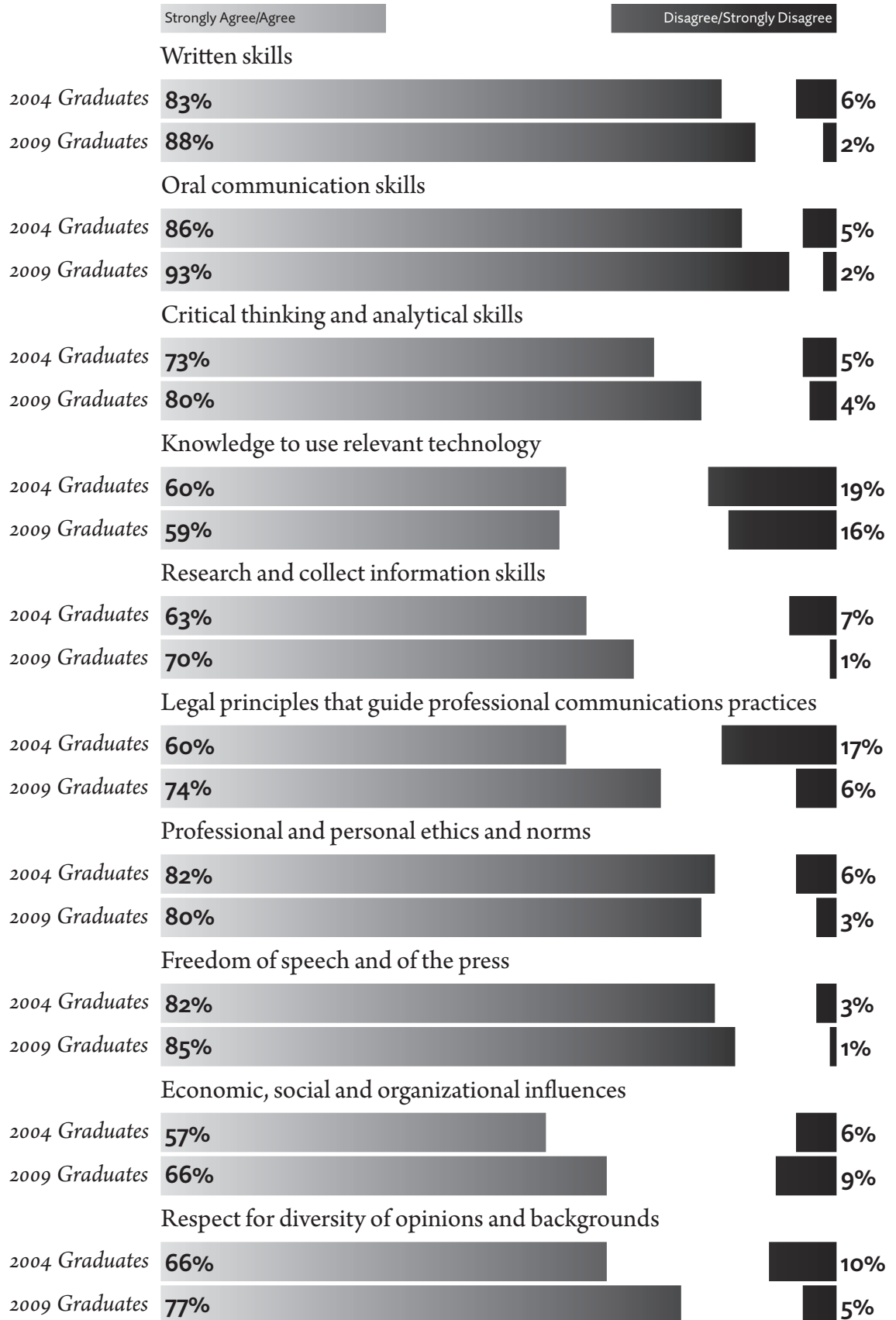
97	Vicevich, Robert	Ernst & Young Consulting, Chicago
98	Vivanco, Fernando	Senior Director Corporate Communications, Medtronic, Minneapolis
99	Wall, Jim	Former Deseret News Publisher
100	Wigglesworth, Nathan	Art Director, Saatchi & Saatchi, New York City

8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates' satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

The Department employs an outreach coordinator, who is responsible for tracking alumni, drawing on mailing lists, social media and university databases. The coordinator stays in contact with alumni for outreach events and for mentoring students. Faculty and the department chair review and contribute to this information on an on-going basis.

In order to measure the effectiveness of a BYU education in the lives of our graduates, we rely upon a series of surveys. In addition to data provided by the ASJMC graduate salary survey and the National Survey of Student Engagement, the university conducts an exit survey with graduating seniors, as well as a survey of those who graduated three years previously. The latter, the BYU Alumni Questionnaire (BYUAQ), includes ten questions specifically designed to assess how well the Department of Communications prepared graduates for their careers and are related to our program learning outcomes and ACEJMC's Values and Competencies. The tables that follow show some key indicators from this data.

According to the 2012 BYUAQ survey of 2009 graduates, 69 percent of Communications alumni indicated that BYU had effectively prepared them for their current jobs (BYU Institutional Assessment and Analysis, BYU Alumni Questionnaire, 2009 Communications Cohort as of 2012, p. 92). The following graphs compare results of surveys of those who graduated in 2004, to our most recent survey, which polled those who graduated in 2009. The responses are to queries about the department's classes, labs, student organizations and internships as they assisted in developing skills needed for their current job.





The university also conducts exit surveys with graduating seniors. The latest report, of those who graduated in 2011-2012, indicates that 66 percent had secured employment in a communications-related field; another nine percent were employed outside communications. Five percent had been accepted into graduate school. Overall, students appreciate the educational experience they receive in the department and in the university. The full report is in the appendix and will be available in the workroom, but following are some of the most pertinent data. Students were asked to estimate the degree to which their experiences at BYU affected them in a number of different areas. The percentages below represent students in the department (as compared with students in the university) who felt their experiences enhanced or strongly enhanced each of the following learning objectives.

Learning objective	Department	University
Thinking skills	88%	91%
Thinking habits	89%	88%
Quantitative reasoning skills	68%	78%
Listening skills	81%	78%
Speaking and presentation skills	89%	79%
Writing skills	92%	82%
Reading skills	71%	71%
Historical perspective	58%	58%
Informed awareness of peoples, culture, languages and nations of world	78%	69%
Confidence in major area	91%	89%
Desire and skills for life-long learning	87%	82%
Use technology effectively	84%	79%
Moral reasoning	85%	76%
Intellectual self-awareness	88%	81%

According to the 2012 ASJMC graduate salary survey, our undergraduate alumni earned a median yearly salary of \$36,000 (mean \$39,122), whereas the median annual salaries for graduates of ACEJMC-accredited schools overall was \$32,000 (\$28,000 for unaccredited schools).

APPENDIX ATTACHMENTS

- Mission and *Aims of a BYU Education*
- Department Assessment Plan
- Internship Evaluation form
- August 2013 Qualtrics intern survey instrument and results
- July 2014 survey on social media and research skills of recent graduates
- Senior Surveys
- Alumni Surveys
- NSSE Reports

DOCUMENTS AVAILABLE IN THE WORKROOM

- Senior Surveys
- Alumni Surveys
- NSSE Reports
- Assessment report and tables for 2009-2014



While the discovery of new knowledge must increase, there must always be a heavy and primary emphasis on transmitting knowledge — on the quality of teaching at BYU. Quality teaching is a tradition never to be abandoned.

Spencer W. Kimball

Chair, BYU Board of Trustees, October 10, 1975

