Dear Kay and Melissa,

Our apologies for the delay in getting this information to you. We are provided answers to your questions below in italics.

Please let us know if you have additional questions or need more information.

Thanks very much,
Amy Nathanson

Dear Dr. Glynn,

I'm sending these questions on behalf of Dr. Kay Wolf, a member of the Council on Academic Affairs Subcommittee that is reviewing the proposal.

1. CAA Page 4 of 6: The proposal states, The School of Communication will have no more than 10% of its faculty as Clinical Faculty. The plan is for 4 new clinical faculty positions, which is greater than 10%. Could this be clarified?

   Our current faculty size is 34 -- we would like to revise our request and ask for 3 new clinical faculty positions and not 4.

2. CAA Page 5 of 6: The criteria for promotion to Clinical Associate Professor and the criteria for promotion to Clinical Professor are identical. How will a difference be determined in these two positions?

   We have a attached a document that clarifies the distinctions between the promotion criteria for the Clinical Associate Professors and Clinical Professors. In addition, we have attached a document that details the hiring procedures for clinical faculty, in case this information is also helpful. (Attachments A & B in proposal)

3. CAA Page 6 of 6: Clinical Faculty can serve as advisors for undergraduate research projects in journalism. On page 5 of 6, it states there is no expectation that Clinical Faculty perform research. If clinical faculty are practitioners and not expected to perform research, how are they qualified to advise research projects?

   We would like to revise this section and specify that clinical faculty members will not be allowed to advise undergraduate research projects. As a result, that paragraph should read:
"Clinical Faculty can supervise independent study projects. They cannot serve as advisors for undergraduate research projects. In addition, they cannot serve as advisors or committee members for graduate students."

On CAA page 6, there is a reference to the associated syllabus that are required for the proposal. Could copies of these be provided?

Yes, the syllabi for COMM 426 and COMM 621 are attached to this message. (Attachments C & D, in proposal)

Thank you very much,
Melissa
Promotion of Clinical-Track Faculty

a. Promotion to *Clinical Associate Professor* in the School of Communication requires a sustained record of excellence in clinical teaching and in service. The record in these two areas also must be such that it inspires strong confidence of continued professional growth and productivity in ways relevant to future directions of the School. The claim that promotion of the candidate will improve the overall quality and standing of the department and program area needs to be supported. Internal cases for promotion and external hires at this rank should be equally strong.

Excellence in clinical teaching means providing to all students the opportunity to realize their full capabilities for learning and providing to the most capable and motivated students an enhanced learning experience. Excellence in teaching is demonstrated through student evaluations and peer reviews of instructional substance (e.g., syllabi, materials and assignments, feedback on assignments and exams) and process (e.g., enrollment figures, dropout rates).

Excellence in service means making available a high level of professional expertise and experience to one or more publics -- including the university, the Columbus community, the state of Ohio, and professional organizations. Evidence of service excellence is provided through peer evaluation, where peers may be faculty members, collaborators, or others who have first-hand knowledge of service contributions.

There is no mandatory time-frame for promoting clinical assistant professors. Promotion to clinical associate professor is neither automatic nor to be expected in all cases.

b. Promotion to *Clinical Professor* in the School of Communication requires a sustained record of exceptional performance in clinical teaching and service beyond that achieved at the clinical associate professor level. The record in these two areas also must be such that it inspires strong confidence of continued professional growth and productivity in ways relevant to future directions of the School. The School expects that individuals ready for promotion to clinical professor will be role models for less senior instructors, the students, and for the profession. Internal cases for promotion and external hires at this rank should be equally strong.

Outstanding performance in clinical teaching includes providing to all students the opportunity to realize their full capabilities for learning and providing to the most capable and motivated students an enhanced learning experience. Outstanding performance in teaching is demonstrated through student evaluations and peer reviews of instructional substance (e.g., syllabi, materials and assignments, feedback on assignments and exams) and process (e.g., enrollment figures, dropout rates). In addition, individuals who are considered for clinical professor should have demonstrated exceptional strengths in teaching, as evidenced by university teaching awards or similar indicators.

Outstanding performance in clinical service includes making available a high level of professional expertise and experience to one or more publics -- including the university, the Columbus community, the state of Ohio, and professional organizations. Evidence of
outstanding service is provided through peer evaluation, where peers may be faculty members, collaborators, or others who have first-hand knowledge of service contributions. In addition, individuals who are considered for clinical professor should have demonstrated exceptional strengths in service, as evidenced through awards from national academic organizations or being elected to a high office in a national organization.

Appointment to full clinical professor involves additional responsibility and privilege. Professors should be significantly engaged in charting the direction of the School and carrying a significant administrative load. Evidence of willingness and ability to participate constructively in School administration is also a consideration in appointment to full clinical professor.

There is no mandatory time-frame for promoting clinical associate professors. Promotion to clinical professor is neither automatic nor to be expected in all cases.
1. All faculty searches will be conducted within the University guidelines outlined in the *Guide to Effective Searches* produced by the Offices of Human Resources and Academic Affairs. (http://hr.osu.edu/hrpubs/guidesearches.pdf)

2. All personnel appointments in the School are made upon the recommendation of the Director and the approval of the Dean of the College of Social and Behavioral Sciences and the Dean of Arts and Sciences. Appointments at the associate professor or professor rank require prior approval of the Office of Academic Affairs. Offers to foreign nationals require prior consultation with the Office of International Affairs.

3. The School Director has primary responsibility for recruiting new faculty. All faculty appointments are competitive on the basis of excellence of qualifications. The Director is assisted in faculty recruiting by faculty Search Committees, the Director’s Advisory Committee, and the faculty as a whole. All consultation with School personnel on faculty appointments, including discussion and votes taken in faculty meetings, is advisory to the Director.

4. All faculty vacancies are School vacancies; the entire faculty of the School has a vested interest in recruiting quality faculty, regardless of their particular area of specialization. The decision to allocate additional funds or to shift resources from one program or priority area to another is the responsibility of the Director, who will be advised in these matters by the Director’s Advisory Committee and the School faculty.

5. The major mechanism for recruiting new faculty is the Search Committee. Search Committees will normally consist of two to three faculty members plus the Director as an *ex-officio* member. One member of the committee will be designated as Search Committee chair and another member as affirmative action designee.

6. The Search Committee chair, working with the Search Committee and the Director, shall prepare and place notices of the position vacancies in appropriate professional journals and in internal publications according to university regulations. The committee shall make every effort to solicit applications from minority candidates for all positions. The Search Committee screens all application materials.

Following the application deadline and extensive consultation with the faculty of the relevant priority area, the committee then recommends to the Director any candidates they would like to bring in for a visit and an interview. The Director may select one or more of these candidates to visit, or, in the event of substantial disagreement with search committee recommendations, may direct the search committee to interview candidates not in the list provided by the search committee.

7. The chair of the Search Committee, in consultation with the Director and the School’s fiscal/HR officer and School staff, coordinates visits of all applicants. All faculty should be given an opportunity to meet with the candidates. All candidates for faculty positions shall be required to present a presentation to the School. The presentation should highlight the candidate’s teaching and service abilities. Following campus visits, the Search Committee shall systematically solicit faculty members’ reactions to the applicants.
8. The Search Committee makes a hiring recommendation to the School Director as to whether or not an offer should be made to a candidate. If there is only one position, the Director may ask for a rank ordering of the candidates. After the Search Committee discusses its recommendation with the Director, the Search Committee will take the recommendation to the faculty as a whole for discussion and action. A copy of the candidates’ resumes will be supplied to each faculty member present at the faculty meeting, either in hard copy or electronically prior to the meeting. The chair of the Search Committee or assigned committee members will summarize the Search Committee's assessments of each candidate. A description of courses to be taught as well as the merits of the candidate will be included in this summary.

Following the Search Committee summary, the members of the Search Committee and the faculty at large will discuss the candidates and aspects of extending or not extending an offer to each of the candidates. Following the discussion, the faculty at large (including members of the Search Committee) will vote “hire” or “do not hire.” The Director or her/his designee shall receive the ballots and count them (in the presence of a Search Committee member) and shall make public the result of the vote. If the vote is not to hire, faculty members (including members of the search committee) may nominate other candidates for consideration, and a vote is called on each nomination until a “hire” vote is reached or there are no more nominations from the faculty.

Ordinarily, such votes will be conducted by secret ballot, but in some instances other concerns (such as expediency) may require a discussion over e-mail or other form, and a ballot may be public or via various (non-anonymous) forms of communication. All recommendations of the Search Committee and the faculty are advisory to the Director.

The Director shall determine whether a formal offer will be extended, whether one of the lesser ranked candidates should be offered the position, or whether a new search should be conducted. The Director shall keep the faculty apprised of negotiations and shall inform the faculty of the success or failure of an offer. If there is a ranking and an offer is refused by the top ranked candidate, the Director, in consultation with the Search Committee, will decide whether to make an offer to the second ranked candidate.
Multi-Media Journalism
Communication 426
Autumn 2009
MW 1:30-3:18, 360 Journalism Building

Professor: Dr. Michael McCluskey
Email: mccluskey.14@osu.edu
Office Hours: MW 2-4 pm

Office: 3072 Derby Hall
Phone: 614-247-2754

Course description
This course is designed to give students the knowledge and skills they need to become multi-media news professionals. Journalists and other professional communicators today must be familiar with creating news content in a variety of forms. This course will give students an overview of the theories, principles and practices of multi-media content suitable for a Web site. With barriers among print, audio, still photography and video disappearing, students need to be able to create stories in different formats to be competitive in media industries. Be prepared to work in teams, as media projects involve teamwork.

This course combines principles of multi-media storytelling with hands-on work. Before each technology is introduced, students will learn the principles and goals involved in creating interesting, professional stories. Students will learn the practical elements of how to use the technology and produce a newsworthy story. Although time will be spent in the classroom learning multi-media principles and technology, students should be prepared to do their own reporting and story editing outside of the regular class time.

Students are expected to already know what constitutes a newsworthy topic and how to create a print story. This class will expand upon that background to explore story development in different formats. Students will use traditional reporting skills, values and techniques, and develop their abilities in still photography, audio, video and Web design. The last few weeks will be spent on a project integrating multi-media content into a news-oriented Web site.

The course includes:

☐ An overview of multi-media journalism, explaining industry trends and how to write across media.
☐ Hands-on instruction to understand the basic principles of news using photography, audio, video and Web sites
☐ Development of your own Web-based multi-media news site.
Goals
In this course, the students will:

- Understand what is meant by multi-media journalism and understand current industry trends in media convergence
- Understand theories and practices involving multi-media journalism, including how to create stories for different formats
- Be aware of the legal and ethical issues involving multi-media news
- Understand principles of news stories using different types of technology
- Be able to create, edit and produce news stories using different types of technology
- Understand principles of Web site design and publishing
- Create an original news-oriented Web site
- Learn how techniques of multi-media journalism apply to your career goals

Professionalism and publishability

The primary goal of this class is to develop skills so that students can create multi-media content good enough to published — that is, posted on a news-oriented Web site. Students are especially encouraged to produce material that their peers will find interesting and relevant. To reward those who produce publishable work, multi-media work created for this class that is included on the Web site of the student newspaper, the Lantern, will earn bonus points. The bonus points will be distributed as follows:

- 30 points total (to be distributed among authors) for each slideshow and podcast
- 30 points for each author for any video program

Students are required to make all contacts with editors at the Lantern for their material to be added to the Lantern’s news site. Students are responsible for informing the instructor promptly when their material is posted on the Lantern site. To qualify for the bonus points, the story must be created for the class and appear on the Lantern site during the quarter.

Course readings

The primary textbook is available for free online:


In addition, supplemental readings are included on several dates. Others may be added during the quarter. Consult the online version of the syllabus for updates.
## Point distribution and summary of course assignments

<table>
<thead>
<tr>
<th>COURSE ASSIGNMENTS</th>
<th>Points (each) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3</td>
<td>Homework: Writing across media</td>
</tr>
<tr>
<td>Session 4</td>
<td>Homework: Taking digital photos (with partner)</td>
</tr>
<tr>
<td>Session 5</td>
<td>In-class: Create a slide show (with partner)</td>
</tr>
<tr>
<td>Session 7</td>
<td>Homework: Record audio for podcast (with partner)</td>
</tr>
<tr>
<td>Session 8</td>
<td>In-class: Create a podcast, submit finished script (with partner)</td>
</tr>
<tr>
<td>Session 10</td>
<td>Homework: Record video for story (with partners)</td>
</tr>
<tr>
<td>Session 11</td>
<td>In-class: Create a video story, submit finished script (with partners)</td>
</tr>
<tr>
<td>Session 14</td>
<td>Homework: Final project ideas</td>
</tr>
<tr>
<td>Finals</td>
<td>Final project:</td>
</tr>
<tr>
<td></td>
<td>&gt; Video story = 200</td>
</tr>
<tr>
<td></td>
<td>&gt; Choose 2 of 3:</td>
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<tr>
<td></td>
<td>Print story = 100</td>
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<tr>
<td></td>
<td>Slide show = 100</td>
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<tr>
<td></td>
<td>Podcast = 100</td>
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<tr>
<td></td>
<td>&gt; Overall quality of site, including coherent theme = 100</td>
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<tr>
<td>Finals</td>
<td>Present your project to class</td>
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<tr>
<td>Attendance, participation</td>
<td></td>
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<tr>
<td>TOTAL</td>
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* The team-oriented assignments require that students put in equal amounts of effort. Students working together get the same grade, but grades can be adjusted by the instructor to reflect the amount of effort put in by the contributors. After each group assignment, each member of the group must turn in a peer review that lists the estimated percent of effort put in by each group member. Based on the peer review and the informed knowledge of the instructor, the point total given to each student can be adjusted up or down.

### Grading and Grading Scale

- 920-1000: A
- 900-919: A-
- 870-899: B+
- 820-869: B
- 800-819: B-
- 770-799: C+
- 720-769: C
- 700-719: C-
- 670-699: D+
- 600-669: D
- below 600: E

Grading on assignments includes the following criteria:

- Follow directions on the assignment
- Finished product must apply the principles covered in readings and class for that type of multi-media story
Assignments should be good enough to be published. Unprofessional or sloppy work will be penalized.

Meeting deadlines is crucial in journalism. Assignments submitted after deadlines will be penalized for each day that they are late.

Course Policy on Attendance
It is essential that you come to class each day and participate in our discussions. The professor will track attendance throughout the quarter and students will earn points for attending class and participating in discussion. Students who are unable to attend class must notify the professor in advance or soon after the class period and provide written documentation of the reason for missing class (e.g., medical note from a certified physician) in order to receive an excused absence. All other absences will be regarded as unexcused. Students are permitted two unexcused absences without penalty.

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Statement about Disability Services

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu.”

Topics and Schedule

Session 1 (date)  Introduction to multi-media journalism
Readings: None
Assignments: None

Course overview, which includes:
□ Basic principles and purposes of multi-media journalism
□ How course addresses these core principles and purposes
□ Explanation of course syllabus, assignments
□ Demonstration of software and hardware used in the class
Session 2 (date)  Theories and practices of multi-media journalism
Assignments: None

Course material today will cover a variety of issues related to the development, current practice and future of multi-media journalism. Topics include:
- What online journalism all about and the role of online journalism in society.
- Why traditional media like newspapers and television stations are on the Web.
- Overview of news and emerging technologies.
- Unique features of news Web sites -- including personalization, multi-media, searchable databases, 24-hour updates, interactive chats and blogs and in-depth special reports.
- Search engines, wikis, RSS feeds.
- Learn how to set up an RSS feed.
- Hyperlocal news
- Audiences trends, usage, globalization.
- The rise of citizen journalism.
- Media convergence and the 24-hour news cycle
- Merging of newsroom operations

Session 3 (date)  Writing across media
Readings: Briggs, Chapter 5, “How to blog;” Briggs, Chapter 6, “How to report news for the web.”
Assignments: Homework (see below)

Overview of basic styles in writing for print, audio, video and Web, with emphasis on writing for the Web. Review good/bad examples. Topics include:
- Mechanics of writing in different media
- Storytelling techniques and structures that work on the Web, including photo galleries, surveys, quizzes, podcasts and chats.
- Learn to set up your own blog
- Writing and editing online.
- Understanding virtual community on the Net in social spaces (Myspace, Facebook), blogs, SecondLife, MUDs, web chat, AIM, IRC -- how to use them for interviews and research. Conducting online interviews.

Homework: Writing across media
Due: In Carmen dropbox before Session 4
Assignment: Use the principles presented in class and in readings about writing across media to take an existing print news story posted on Carmen and rewrite it for EACH of the following media:
- Audio
- Video
- Web
### Session 4 (date)  Photography and slide shows

Readings: Briggs, Chapter 8, “Shooting and managing digital photos.”
Assignments: Homework (see below)

- Understand principles of digital news photography and production. Introduction to program for creating slide shows. Critique examples of published slide shows.
  - Behind camera: Using technology, interacting with subjects
  - Photo editing (basics): Downloading, storage, retrieval, preservation and captions

<table>
<thead>
<tr>
<th>Homework: Digital photography</th>
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<tr>
<td>Due: Bring with you to Session 5</td>
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<tr>
<td>Assignment: Work with a partner to come up with a theme for your slide show and work together to take a series of photographs. Use principles discussed in class to take a series of photographs that can be used to tell a story in a slide show that you will create in Session 5. Your selection MUST include photos of (1) people and (2) objects/scenery and (3) consists of at least 20 separate shots. You may also want multiple shots of the same person or theme to choose from.</td>
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### Session 5 (date)  Photography and slide shows

Readings: None
Assignments: In class (see below)

- Understand how to create a slide show. Work with your partner (from Session 4) to create a slide show that tells a compelling story, using photographs you took prior to class.
  - Learn basics on how to create a slide show, using photos and sound
  - Write a script with your partner that fits the theme of your photos
  - Create the slide show with your partner, using your photos, voiceover and music

<table>
<thead>
<tr>
<th>In-class assignment: Create a slide show</th>
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<tbody>
<tr>
<td>Due: At end of class</td>
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<tr>
<td>Assignment: Working with your partner, create a slide show that tells an interesting story. Use principles of a strong slide show in your finished product, including interesting photos, logical script and compelling story theme. Download finished slide show as instructed.</td>
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</table>

### Session 6 (date)  Broadcasting principles

Readings: Briggs, Chapter 11, “Writing scripts, doing voice-overs.”
Assignments: None

As a class, review and critique slide shows created in Session 5
Topics: Basics of writing, reporting, announcing, videography, editing, graphics and special effects for audio and video news stories.
Planning and telling stories in a broadcast form.
Practice writing scripts for audio and video.
Session 7 (date) Audio
Readings: Briggs, Chapter 7, “Digital audio and podcasting.”
Assignments: Homework (see below)

Understand principles of digital audio news recording and production. Introduction to program for creating audio shows. Critique examples of published audio shows (podcasts). Topics include:
- Behind microphone: Using technology, formulating questions in advance, interacting with subjects
- Audio editing (basics): Downloading, storage, retrieval
- Audio editing (intermediate): Practice editing with audio already provided

Homework: Audio
Due: Bring with you to Session 8
Assignment: Work with a partner to come up with a theme for your podcast and work together to write questions for interviews, record interviews and ambient sound. Use principles discussed in class in formulating your questions. Your selection MUST include interviews with at least three people and some ambient sound. Create a draft of a script for the podcast you will complete at Session 8.

Session 8 (date) Audio
Readings: None
Assignments: In class (see below)

Using principles of digital audio news recording and production, create a podcast using digital audio software.
- Audio editing (advanced): Download your audio, create podcast using your script and sound from interviews and ambient sound

In-class assignment: Podcast
Due: At end of class
Assignment: Work with your partner (from Session 7) to download your audio and create a podcast on a topic of interest. Write a script BEFORE you begin editing. Use principles discussed in class in creating your podcast. Download completed podcast as instructed. Submit written script to Carmen dropbox.

Session 9 (date) Video
Readings: Briggs, Chapter 10, “Basic video editing.”
Assignments: None

Understand basics of digital editing. Introduction to video editing software. Take already created raw video and edit it into a basic story. Learn advanced techniques of video editing and production.
Session 10 (date)  Video
Readings: Briggs, Chapter 9, “Shooting video for news and feature stories.”
Assignments: Homework (see below)

Understand and apply basics of using video recording equipment, including how to shoot video, record sound and performance in front of camera.

Homework: Video story
Due: Bring with you to Session 11
Assignment: Work in teams of three to come up with a theme for your video story. Work together to write questions for interviews, record interviews and shoot B roll video. Use principles discussed in class in formulating your questions. You must also write a script for the video story you will create at Session 11.

Session 11 (date)  Video
Readings: None
Assignments: In class (see below)

Working with your team (from Session 10), create a video story, using the video you shot and video editing software.

In-class assignment: Video story
Due: At end of class
Assignment: Work with your partners (from Session 10) to download your video and create a video story on a topic of interest. Write a script BEFORE you begin editing. Use principles discussed in class in creating your video story. Download completed video story as instructed. Submit written script to Carmen dropbox.

Session 12 (date)  Advanced ideas and techniques in multimedia journalism
Assignments: None
Class time will first focus on advanced ideas in podcasts and video stories, as covered in the day’s readings. The remainder of the session will be devoted to reviewing and critiquing the podcasts and video stories created in class over the past few weeks.

Session 13 (date)  Introduce final project
Readings: None
Assignments: Homework (see below)
Goals and purposes of the multi-media news site final project will be explained. Students will spend the remainder of the quarter working on the final projects. The goal is to create a multi-media news site on a Web platform devoted to a topic of interest.

The finished product shall demonstrate mastery of the concepts explored throughout the quarter. The news site shall consist of:
1) One video story
2) Two of the following
   One print story (750 words minimum, 3+ live sources, in a format and style that fits a Web site)
   One slide show
   One podcast
3) Housed on a Web platform

Homework: Final project ideas
Due: Bring with you to Session 14
Assignment: Come up with three potential topics for your final project. Put your ideas on paper and submit them in class on Session 14. For each idea, explain what makes it interesting. Propose story lines for each multi-media assignment. Be prepared to discuss your ideas at the next class.

Session 14 (date)  Select idea for group project
Readings: None
Assignments: None

Each student will be prepared to discuss three ideas for the final project. The rest of the class will offer advice, ideas and feedback on those ideas. After each student has presented his or her ideas, be prepared to:
- Select the theme
- Develop specific stories on that theme

Several incremental assignments will make sure that you stay on track to get your project completed by the end of the quarter. Failure to meet deadlines for those incremental assignments will result in penalties.

Session 15 (date)  Basic Web design and graphics
Readings: (1) Understanding copyrights; (2) 10 Big Myths about Copyright Explained, by Brad Templeton
Assignments: None

Understand principles of Web design, architecture and navigation. This is not a course in Web design, so we will just cover the basics. We will use templates already created for any use of Web platforms in this class. Topics include:
- Use of Web design program
Complete tutorial or turn prepared material into working Web site with basic elements including fonts, horizontal/vertical rules, headlines, colors, creating links, building tables.

**Session 16 (date)  Working on final project**
Readings: None
Assignments: Submit draft list of stories for the final project for review by the instructor.
Story ideas must be approved by the instructor.
Use class time to:
- Finalize list of stories,
- Develop themes and refine ideas for each story,
- Identify sources and subjects for each story,
- Schedule interviews and outline questions for interviews

**Session 17 (date)  Advanced ideas and techniques in multimedia journalism**
Assignments: Submit detailed descriptions of the focus for each story and plans for gathering information.
Class time will be devoted to discussing and suggesting how to implement the advanced ideas and techniques covered in the readings. Each student should meet with the instructor and receive feedback on the detailed story descriptions and strategies for gathering information. Use class time to further plan and organize your stories.

**Session 18 (date)  Interactive journalism**
Assignments: Submit draft script for audio and slide show stories.
Use of technology for interactive journalism will be discussed. Review with the instructor the draft scripts of audio and slide show stories. Spend class time working on the script for video story and other work on the project.

**Session 19 (date)  Future directions in multimedia journalism**

Assignments: Submit draft script for video stories.
Class time will cover trends in the future of multimedia journalism. Class will explore current trends such as Twitter and using handheld devices in journalism. Remaining time will include reviewing draft scripts of video stories with the instructor and other work on the project.

Session 20 (date) Working on final project
Readings: None
Assignments: None
Class time will be spent working on the final project and getting feedback from the instructor. Students should have the majority of their stories finished by this date.

Finals (date) Complete final project
Readings: None
Assignments: In class (see below)

All work on final projects must be completed BEFORE the start of class.

| In-class assignment: Presentation |
| Due: During class |
| Assignment: Each student will have about 5 minutes to present his or her project, explaining the overall theme and giving an example of one story that was of particularly high quality. |
COMM 621: Enterprise Reporting in Diverse Communities
Autumn 2010
Tuesday/Thursday XXXXX XXX

Instructor: Dan Caterinicchia
Office: XXXXX Derby Hall
Phone: XXXXXXX
Email: xxxxxx@osu.edu; dan.cat@gmail.com
Office hours: TBD

COURSE DESCRIPTION
This course is designed to produce multimedia journalism projects that move beyond the basic newswriting drills and skills you mastered in COMM 421 and 422. You will become well versed in traditional examples of diversity reporting, which include projects about people of different races, ethnicities, socio-economic classes and ages. We’ll also explore reporting on government/politics, sports, business and science/health care. But you will be pushed to dig even deeper. Diversity of thought is what we're really after. A diverse community can be one based on a common occupation, like farming or engineering. It may include a group of people with a unique interest or skill, like playing musical instruments, speaking foreign languages or designing video games and iPhone applications. Or perhaps it's a bit more serious, like communities linked by war, homelessness, crime or addiction. No matter what "diverse community" becomes your focus, you will need to use a 7-step process to fully report on it and produce a professional-level multimedia project.

COURSE GOALS
The goal is to get all or part of your enterprise project published in The Lantern or another media organization. Whether a newsroom is in your future or not, the skills you accumulate throughout the quarter -- in-depth research, reporting, critical thinking and interviewing -- will benefit you in any academic or professional environment that requires thinking and acting “outside the box.” You will have immersed yourself in a part of the world that you had not known nearly as well before. That experience should be worthwhile at a minimum. It may prove to be unforgettable.

REQUIRED READINGS
Associated Press Stylebook and Briefing on Media Law (2009 preferred); available at local bookstores.
The Two W's of Journalism: The Why and What of Public Affairs Reporting; Davis Merritt and Maxwell McCombs; available at local bookstores.
Journalism Across Cultures, Fritz Cropp, Cynthia M. Frisby, Dean Mills; available at local bookstores.
Other assignments will be available online or on hold at the library.
All readings should be done online prior to the assigned class period.

RECOMMENDED READINGS
Read the online versions of *The Washington Post*, *NY Times*, and any other newspaper, magazine or journalism site you can find that has well written and produced multimedia projects on diverse communities. Read, view, listen and interact as much as you can from as many different sources as you can. The more you do, the better you’ll report, write and produce.

**GRADING CRITERIA**

35% Final Project  
20% Midterm  
5% SPJ presentations  
5% Discussion groups/participation  
10% Profile  
10% Blog  
10% Book review  
5% Project outline

Letter Grades will be assigned on following point system:

A: 94-100  
A-: 90-93  
B+: 87-89  
B: 84-86  
B-: 80-83  
C+: 77-79  
C: 74-76  
C-: 70-73  
D+: 67-69  
D: 60-66  
E: below 50-59

**MIDTERM**

There will be one midterm exam. It will cover everything that has occurred in class from lectures to SPJ presentations, and the two texts. The format will include multiple-choice questions, short answers and an essay. If you know that you will not be in class on the day of the exam, let me know as far in advance as possible and a make-up exam can be given early but no more than a week later. If you miss the exam due to unexcused absence, you will receive a 0.

**WRITTEN ASSIGNMENTS:**

All assignments should be typed, double-spaced and turned in at the beginning of class. ALL OUTSIDE CLASS ASSIGNMENTS MUST INCLUDE A CONTACT LIST WITH PHONE NUMBERS AND E-MAILS FROM YOUR SOURCES. I WILL CONTACT SOME OF THESE SOURCES THROUGHOUT THE SEMESTER. No handwritten stories will be accepted. Please keep a file of your work so that you can look back at your old assignments and get an idea of progress you're making and areas you need to improve. Please bring that portfolio of your work whenever you meet with me to discuss progress.

**FINAL PROJECT**
Your final project will be completed using a 7-step process. Some parts of the process will be graded and will contribute to your final grade in the class.

1. Identify the community of interest. Use traditional print library resources, Web sites and social media like Facebook and Twitter to find a local person or group on which to focus.

2. Research. Using the sources above, along with in-person or telephone interviews, write a 1-2 page outline of the group selected. The outline should include local, national and international data points. For example, if the project's focus is World War II veterans, the outline could note how many of them live in the Columbus area, in the U.S. and worldwide. Census data and other sources like the VFW can help with this. The due date for the project outline is Jan. 19 or before.

You also will review a book used to prepare for this assignment and write it with the goal of publication in a national newspaper or a niche publication that serves the community you're researching. The review should be no more than 1,000 words and include specific examples/passages from the book to support whatever point you’re trying to make. The due date for the book review is March 2 or before. You may review a second book for extra credit.

3. Report. Do in-depth interviews outside of class with one or more people in this group, as well as experts who study this community. All interviews should be recorded using audio or video equipment and fully transcribed. These notes will be invaluable for identifying the real story later on and for the blogs that you are required to keep to update your progress throughout the quarter. The blogs also should be used to showcase interesting interviews or research that don't make it into the final project.

4. Write/produce. Start putting everything together into a multimedia package that includes as many of the following as possible: text, photos, audio, video, graphics. Produce a short, written and/or video profile of someone who will play prominently in the final project. The due date for the profile is Feb. 9. A second profile can be done for extra credit.

5. Review/edit. You should be doing this constantly. Class time also will be used to do it in small groups...or as the "621 newsroom." If something comes up outside of class that you'd like to get some ideas or feedback on, the class can create its own Web site, chat room or even Facebook page to post ideas, questions, or problems.

6. Rewrite, re-record, re-shoot, re-research and redo anything needed to complete the final project. Interaction with the "diverse community" being studied, the blogs, as well as discussions with classmates and the instructor should aid this process.

7. Completion of final project. Put it all together in the most effective way possible using words, images, sights and sounds. The goal again is to get all or part of the project used by The Lantern or another media organization. The due date for the final project is March 11.

STUDENT PRESENTATIONS
During many classes, two students will make a presentations of 5-10 minutes each on a Web site linked to the Society of Professional Journalists' "Journalist's Toolbox" at www.spjvideo.org/jtb. The topics and presentation dates will be assigned randomly. Presentations should include explanations of why the site is recommended by SPJ and why it would be useful for reporters working on projects like yours. Quickly walk the class through the site and then highlight the most useful function or tip gleaned from it. Before the presentation, the student should submit a short, typed report with your name, the date, the Web site's name, address and other details, and a brief summary of its highlights. (Additional presentations can be done for extra credit from the SPJ or other sites with my permission)

BLOGS
Each student will create a blog and refine it throughout the quarter. The blogs will be used to record your progress on the final project. You can link to articles/sites that produce stories on the communities that you or your classmates are exploring. You also may do entries after conducting interviews that highlight some of the most interesting aspects of that session. These entries can help you to best organize the final project later on as some things gain prominence and others fade out of the main picture. Photos, audio and video clips and other research you do can be posted on your blogs to enhance the site. You may also be asked to post your book reviews on the blogs as well as any extra-credit assignments. The style on these blogs can be a bit different than your finished print/multimedia projects to reflect breaking news, opinions and other nuances of writing for the Web so feel free to be creative. But ACCURACY AND FAIRNESS SHOULD NEVER BE SACRIFICED.

Discussion Groups/Participation:
Once your project topics are approved, the students will be divided into discussion groups that will meet during some class periods (and encouraged to meet outside of class or "online" as needed) to brainstorm ideas on those projects, as well as discuss required readings, lectures, examples of reporting on various communities, etc. Your input and participation in these groups and in general class periods will be the foundation of your participation grade.

DEADLINES
The importance of deadlines cannot be stressed enough. If the deadline for an assignment is Jan. 10, that means the copy must be in my hand at the BEGINNING of class on Jan. 10. Leave enough time to print and proofread your work. Self-editing is a skill many journalists (and writers in general) fail to maintain over the course of a semester...or a career.

POLICIES AND PROCEDURES
MISSED/LATE ASSIGNMENTS/STUDENT ABSENCES
Excused absences are rare and include emergency situations beyond your control (i.e., an urgent medical condition). In the unusual case of an emergency, it is your responsibility to inform me prior to class or as soon as possible after class to let me know about your absence. You also will need to provide official written documentation for the absence (e.g., a note from a doctor). Non-emergency excused absences may include university-sponsored activities (e.g., required travel for sporting events). Excuses for these kinds of absences must be presented in advance of the absence. No excuses or documentation will be accepted more than one week after the absence.
In-class assignments, such as news and AP Style quizzes, missed for an unexcused absence may not be made up and will mean an automatic 0 for those assignments. Homework assignments not submitted because of an unexcused absence may be turned in late, but will be marked down a minimum of one letter grade. Please contact me via e-mail, or by phone, as far in advance as possible if you know you will be late or absent. Unless I respond to you before that class starts, the absence will be considered unexcused. Nothing will be accepted more than one class later unless extreme circumstances are involved and documented, i.e. you are in the hospital.

ACADEMIC MISCONDUCT: For journalists, being honest and ethical is fundamental. Academic misconduct, such as plagiarism or fabrication, will not be tolerated. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process," Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University’s Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact the instructor or visit the COAM web page at http://oaa.osu.edu/coam/home.html.

NOTE CONCERNING ATTENDANCE WHILE HAVING FLU-LIKE SYMPTOMS:
Students should NOT attend class while ill with influenza. Students with flu symptoms will be asked to leave class. The illness and self-isolation period will usually be about a week. It is very important that individuals avoid spreading the flu to others.

Most students should be able to complete a successful quarter despite a flu-induced absence. If you are absent due to the flu, you will be provided with a reasonable opportunity to make up missed work. Completion of all assignments and exams assures the greatest chance for students to develop heightened understanding and content mastery that is unavailable through the weighting process. The opportunity to complete all assignments and exams supports the university's desire to enable students to make responsible situational decisions, including the decision to avoid spreading a contagious virus to other students, staff, and faculty, without endangering their academic work.

Students with the flu do not need to provide me with a physician's certification of illness. However, ill students should inform me (but not through personal contact in which there is a risk of exposing others to the virus) as soon as possible that they are absent because of the flu.

STATEMENT ABOUT DISABILITY SERVICES: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is
located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu
# DAILY SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/EXERCISES</th>
<th>WHAT’S DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 1/5</td>
<td>Introduction to Class. Reporting on diverse communities requires diversity of thought.</td>
<td>Review syllabus.</td>
<td></td>
</tr>
<tr>
<td>Th 1/7</td>
<td>State of newsrooms: are they diverse? Not nearly as much as their audiences are</td>
<td>Merritt intro and Ch. 1; Knight Foundation reports on newsroom diversity; discussion</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>T 1/12</td>
<td>Tools: FOIA/Edgar/Census/etc.; Identifying groups to study.</td>
<td>Merritt Ch. 2-3; discussion</td>
<td></td>
</tr>
<tr>
<td>Th 1/14</td>
<td>Moving beyond basic research. Digging into the data and using social media.</td>
<td>Merritt Ch. 4-5, 19; SPJ presentations</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>T 1/19</td>
<td>How social media can aid the reporting process and finding diverse sources.</td>
<td>Merritt Ch. 6-7; SPJ presentations; Peer review the outlines</td>
<td>Project outline due. Blogs begin.</td>
</tr>
<tr>
<td>Th 1/21</td>
<td>How the 24/7 global news cycle has changed the game...mostly for the better.</td>
<td>Merritt Ch. 8-9; SPJ presentations</td>
<td></td>
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<tr>
<td>4</td>
<td>T 1/26</td>
<td>How the 24/7 global news cycle has changed the game...sometimes for the worse.</td>
<td>Merritt Ch. 10-12; SPJ presentations</td>
<td>Bring in examples of stories/broadcasts_multimedia on your group.</td>
</tr>
<tr>
<td>Th 1/28</td>
<td>Telling stories in the Digital Age: more than ink on paper and still photographs.</td>
<td>Cropp Ch. 1-2; SPJ presentations</td>
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<tr>
<td>5</td>
<td>T 2/2</td>
<td>Advanced interviewing techniques.</td>
<td>Cropp Ch. 3-4</td>
<td></td>
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<tr>
<td>Th 2/4</td>
<td>Government/politics—a very diverse community.</td>
<td>Cropp Ch. 5-6; Group discussions</td>
<td></td>
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<tr>
<td>6</td>
<td>T 2/9</td>
<td>Possible guest speaker</td>
<td>Cropp 7-8; Group discussions</td>
<td>Profile due. Blogs updated.</td>
</tr>
<tr>
<td>Th 2/11</td>
<td>The state of reporting on diverse communities. Who does it well and why?</td>
<td>Cropp 9-10; Group discussions</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>T 2/16</td>
<td>Identifying and avoiding bias.</td>
<td>Cropp 11; Midway meeting of 621 newsroom</td>
<td>Study for midterm</td>
</tr>
<tr>
<td>Th 2/18</td>
<td>Midterm</td>
<td>Midterm</td>
<td>Midterm</td>
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<tr>
<td>8</td>
<td>T 2/23</td>
<td>Possible guest speaker.</td>
<td>SPJ presentations; Group discussions; Blog work</td>
<td></td>
</tr>
<tr>
<td>Th 2/25</td>
<td>Business reporting.</td>
<td>SPJ presentations; Group discussions; Edit the editor!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>T 3/2</td>
<td>Science/health care reporting.</td>
<td>SPJ presentations; Meeting of 621 newsroom</td>
<td>Book review due. Blogs updated.</td>
</tr>
<tr>
<td>Th 3-4</td>
<td>Sports reporting.</td>
<td>SPJ presentations; Group discussions</td>
<td>All extra credit assignments due.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>T 3/9</td>
<td>Editing in various formats. Putting the finishing touches on those projects.</td>
<td>Edit the editor!</td>
<td></td>
</tr>
<tr>
<td>Th 3/11</td>
<td>Review of the quarter.</td>
<td>Final meeting of the 621 newsroom</td>
<td>Feature/Final project due.</td>
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</tbody>
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Finals Week
March 23, 2010

W. Randy Smith, Vice-Provost  
Office of Academic Affairs  
203 Bricker Hall  
CAMPUS

Dear Randy:

I am writing to convey my strong support for the proposal to establish a Clinical/Practitioner Faculty Track in the School of Communication. As the attached proposal states, the School of Communication needs to attract highly qualified practitioners of multimedia journalism to ensure that students will receive an outstanding experience in the journalism major and be well prepared for the job market. Recent years have brought about significant change to the field of journalism. Tenured or tenure-track faculty have not had the professional experience to teach the capstone courses that are needed to prepare our students for the real world environment. The clinical faculty line would fill this void with highly qualified, knowledgeable and experienced professionals.

We have already seen the positive effects of clinical faculty positions in the Department of Psychology and the Department of Speech and Hearing Science. I believe this addition to the School of Communication will similarly help to promote and strengthen the educational experience for our students and better prepare them for the ever-changing field of multimedia journalism.

Please don't hesitate to contact me if I can provide further information.

Sincerely,

Gifford Weary  
Dean, SBS
March 19, 2010

To: Gifford Weary

From: Carroll Glynn

Re: School’s Proposal to Establish a Clinical/Practitioner Faculty Track:
   Amendment to the College of Social and Behavioral Science’s Proposal
to Establish a Clinical/Practitioner Faculty Track – February 2010

I am forwarding to you a copy of the above referenced proposal with associated syllabi and
am asking for your support for the proposed action to establish a clinical faculty track in the
School of Communication.

The School’s faculty met on Friday, February 12, 2010 and voted 25-Yes; 1-No in support of
this proposal.
The School of Communication’s Proposal to Establish a Clinical/Practitioner Faculty Track: Amendment to the College of Social and Behavioral Science’s Proposal to Establish a Clinical/Practitioner Faculty Track
February 2010

The College of Social and Behavioral Sciences (SBS) recently received approval to establish a Clinical/Practitioner Faculty Track. Part of the College’s proposal included descriptions of how two of its units with clinical-type courses, Psychology and Speech and Hearing Science, would use the Clinical Faculty track. The approval for the College’s Clinical Faculty track included an approval for Psychology and Speech and Hearing Science to make Clinical Faculty appointments. As described in that proposal, other departments in SBS should submit an amendment if and when they determine that Clinical Faculty appointments are needed in their unit.

The School of Communication would like to make 4 Clinical Faculty appointments in the area of multimedia journalism, beginning in Autumn 2010. This proposal includes a rationale for creating Clinical Faculty lines in the School and describes the nature of the Clinical Faculty appointment and its accompanying responsibilities.

Background Information about the School of Communication
The School of Communication offers a B.A. in two undergraduate majors, Communication and Journalism, an M.A. in Communication, and a Ph.D. in Communication. Approximately 250 undergraduates are journalism majors and approximately 1100 are communication majors. The School typically has about 45 enrolled graduate students across the Master’s and doctoral programs.

There are 34 tenured or tenure-track faculty in the School of Communication and 7 lecturers. Typically, the tenured or tenure-track faculty teach courses that focus on theory and research and the lecturers are responsible for teaching skills-type courses.

Need for Clinical Faculty Track within the School of Communication
According to the SBS Proposal to Establish a Clinical/Practitioner Faculty Track, the primary reason to offer this type of appointment is “to provide faculty status to attract the most highly-qualified individuals to teach clinical and practicum courses in SBS units, and to allow for the expansion of academic programs to include a practical, skill-oriented component” (p. 5).

The reasons to pursue a Clinical/Practitioner Faculty Track in the School of Communication are the same as those for SBS as a whole. We need highly qualified practitioners of multimedia journalism to ensure that students will receive an outstanding experience in the journalism major and be well prepared for the job market.

As of Autumn 2010, our newly revised journalism major will require students to take 5 skills courses. Two of these courses are considered capstone-like classes (COMM 426, Multimedia Journalism, and COMM 621, Enterprise Reporting in Diverse Communities) that will allow students to bring together the skills and training they have learned in the earlier courses. In these courses, students spend the quarter producing multimedia journalism projects that should be of high quality. COMM 426 and COMM
621 are especially important courses that mark the culmination of the journalism student’s learning and experience in the major.

We need to hire faculty with special skills to teach these capstone courses (COMM 426 and 621). Finding individuals to teach the skills-based portion of the journalism curriculum has become particularly challenging given the changes in the journalism profession. In recent years the field of journalism has undergone dramatic shifts both in the way that news and information are presented and shared with the general public and in concomitant needs and expectations for training of young journalists. Faculty in this area, and especially those teaching the multimedia capstone courses, need to be professional journalists who have both teaching skills and the training necessary in new media and multimedia journalism to teach this new generation of journalists. Tenured or tenure-track faculty do not have the teaching and professional skills that are required for these courses. And, it is extremely difficult to attract and retain the kinds of professionals that we need for these courses to positions that are the traditional “year to year” lecturer appointments.

Because of these challenges, the School of Communication would like to create 4 clinical faculty lines whose primary responsibility would be to teach COMM 426 and COMM 621. As noted above, the creation of clinical faculty lines is seen as necessary to attract and retain highly qualified and skilled instructors for these important multimedia courses that are integral to the journalism major. The addition of these Clinical Faculty will bring more stability and quality to this portion of our undergraduate program. Students will benefit by receiving instruction in skills-based multimedia capstone courses from highly-trained Clinical Faculty who are closely connected with trends in today’s journalism profession.

Other programs in communication or journalism at peer institutions use Clinical Faculty with significant real-world experience to teach professional courses. For example, in the Department of Communication at Purdue University, Clinical Faculty have notable professional experience and teach journalism writing courses. This program is similar to ours because it includes a journalism emphasis but is not a School of Journalism. As a result, the majority of its faculty are tenure-track and teach courses in communication theory and research, and the Clinical Faculty focus on more applied courses. In the School of Journalism at the University of Texas at Austin, Clinical Faculty members do not hold PhDs but have a strong record of professional experience to enhance their teaching of skills courses, including reporting. We intend to use the Clinical Faculty track in a way that is similar to what we see at Purdue and Texas.

The Nature of the Proposed Clinical Faculty Track in the School of Communication

The School of Communication will recommend individuals for appointment as Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor (appointment to Clinical Associate Professor and Clinical Professor require approval of the Office of Academic Affairs, as per University Rules). These individuals will hold at minimum a master’s degree in communication or journalism or a related field. The School of Communication will have no more than 10% of its faculty as Clinical Faculty.

Regular Clinical Faculty appointments are fixed term contract appointments that do not entail tenure. Consistent with the SBS Proposal for Establishing a Clinical/Practitioner Faculty Track, Clinical Faculty members will be appointed to an
initial term of three years on a probationary basis, as specified by University Rule 3335-7-07. The School's Director (in conjunction with the Undergraduate Program Chair, who will work with a subcommittee of tenured faculty members) will perform annual, written evaluations of the Clinical Faculty, at the same time that other regular Tenure-Track Faculty are evaluated.

Evaluation of Clinical Faculty will be based on the following criteria: 1) classroom teaching; 2) service to the unit, university, and/or community; 3) demonstrating through practice the highest ethical and professional standards of the discipline; 4) maintaining current knowledge in the faculty member's area of expertise; and 5) demonstrated understanding and commitment to the goals of the School of Communication.

The Clinical Faculty will be invited to discuss the evaluation in person with the Director and the Undergraduate Program Chair. An in-person meeting also may be initiated by the Director, at his/her discretion. The School Director will notify the Clinical Faculty, at the end of each year of the probationary period, whether he or she will be reappointed for the following year. By the end of the second-to-last year of the contract, the Clinical Faculty member shall be notified whether a new contract will be offered.

After the completion of a probationary 3-year contract, the Clinical Faculty member may be reappointed for additional terms of either 3, 4, or 5 years, at the discretion of the Director of the School of Communication. These extended appointments are not probationary, and the individual can be terminated before the end of a contract only for cause (as defined in Rule 3335-5-04 of the Administrative Code) or financial exigency (as defined in Rule 3335-5-02.1).

Promotion to clinical associate professor in the School of Communication requires a sustained record of excellence in clinical teaching and in service. Excellence in clinical teaching means providing to all students the opportunity to realize their full capabilities for learning and providing to the most capable and motivated students an enhanced learning experience. Excellence in service means making available a high level of professional expertise and experience to one or more publics -- including the university, the Columbus community, the state of Ohio, and professional organizations. There is no mandatory time-frame for promoting clinical assistant professors.

Promotion to clinical professor in the School of Communication requires a sustained record of excellence in clinical teaching. A strong record and promise of continued excellence in service is expected. Excellence in clinical teaching means providing to all students the opportunity to realize their full capabilities for learning and providing to the most capable and motivated students an enhanced learning experience. Excellence in service means making available a high level of professional expertise and experience to one or more publics -- including the university, the Columbus community, the state of Ohio, and professional organizations. There is no mandatory time-frame for promoting clinical associate professors.

**Activities and Responsibilities of Clinical Faculty**

The Clinical Faculty will have responsibilities in the areas of teaching and service in the unit. There is no expectation that Clinical Faculty perform research. The School's
Undergraduate Program Chair and Director will oversee the activities of the Clinical Faculty.

Teaching and supervision. The Clinical Faculty member’s primary responsibility is in teaching one or two multimedia-focused, capstone-like courses in the School of Communication: COMM 426 (Multimedia Journalism) and COMM 621 (Enterprise Reporting in Diverse Communities). These courses are devoted to teaching multimedia journalism skills and instructing and supervising students in writing, editing, and producing high-quality multimedia journalism projects. These courses mark the culmination of the journalism student’s learning in our major. As a result, journalism students should receive instruction from top-notch Clinical Faculty with extensive and noteworthy experiences in multimedia and the journalism profession. Although COMM 426 and COMM 621 will be designated our clinical courses, the Clinical Faculty members may also be assigned to teach lower-level skills courses in the School of Communication, such as COMM 421 (Reporting and Writing Across News Platforms), COMM 422 (Media Presentation), and COMM 311 (Visual Communication Design), as needed.

Service. Clinical Faculty also are expected to contribute to the School by serving as members on departmental committees devoted to issues that are relevant to them. Some examples of these committees include the Undergraduate Studies Committee, lecturer and Clinical Faculty search committees, the School’s Publication Committee, and student award committees. As appropriate, the School Director may appoint Clinical Faculty to college-level committees as non-voting members. Clinical Faculty cannot serve on the Promotion and Tenure Committee.

In addition, Clinical Faculty are expected to contribute to other service needs of the School, such as serving as the advisor the Society for Professional Journalists student group and working with The Lantern student newspaper and the multimedia online Lantern.

Clinical Faculty are expected to engage in professional activities that keep them up-to-date, visible in their field, and well-connected to the community and also increase the reputation of the School of Communication.

Clinical Faculty can serve as advisors for undergraduate research projects in journalism. However, they cannot serve as advisors or committee members for graduate students.

Role in departmental governance. Clinical Faculty will not have a vote on school policy or on the appointment of Tenure-Track Faculty, Clinical Faculty, or on the Promotion and Tenure Committee.