UNIVERSITY OF NEBRASKA-LINCOLN

COLLEGE OF JOURNALISM AND MASS COMMUNICATIONS

ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS

2016-17 SELF-STUDY REPORT

SELF-STUDY REPORT

FOR ACCREDITATION IN JOURNALISM AND MASS COMMUNICATIONS

Undergraduate site visit during 2016-2017

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

Name of Institution:
University of Nebraska-Lincoln

Name of Journalism/Mass Communications Unit:
College of Journalism and Mass Communications

Address:
147 Andersen Hall, University of Nebraska-Lincoln, Lincoln, NE 68588-0443

Date of Scheduled Accrediting Visit:
Feb. 5-8, 2017

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: Maria B. Marron, Ph.D.

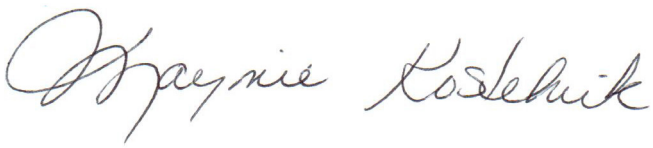
Title: Dean and Professor

Signature:

Administrator to whom journalism/mass communications administrator reports:

Name: Dr. Marjorie Kostelnik

Title: Interim Senior Vice Chancellor for Academic Affairs

Signature: 

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PART 1 GENERAL INFORMATION

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 14 – 21) 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: University of Nebraska-Lincoln

Name of Unit: College of Journalism and Mass Communications

Year of Visit: 2017

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
_x_ 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
_x_ 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.

The Nebraska State Legislature enacted legislation in 1869 establishing the University of Nebraska as a comprehensive, public, land-grant university. The university was designed as a land-grant institution under the Morrill Act of 1862.

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

_x_ Yes
___ No

If yes, give the date of the last accrediting visit: 2010

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1954

6. Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

The following undergraduate mission statement was reaffirmed on May 9, 2016, as part of a review of the College's Promotion and Tenure Guidelines:

> *Our mission is to graduate highly competent professionals who have acquired communication and critical thinking skills appropriate to journalism, broadcasting, and advertising and public relations. We hold true to the core principles of journalism and mass communication education and as leaders of the digital communications environment. Our mission is grounded in the First Amendment of the U.S. Constitution, which gives us a unique responsibility to serve the needs of a diverse society. Through excellence in teaching and research, we educate ethical, socially responsible, well-rounded and fair-minded graduates who will carry those traits into the real world.*

7. What are the type and length of terms?

Semesters of: 16 weeks
Quarters of:
Summer sessions of: three, five and eight weeks
Intersessions of:

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

_x_ Bachelor's degree
_x_ Master's degree
___ Ph.D. degree

9. List the specific undergraduate and professional master's degrees being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Journalism

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

120 semester hours

Credits hours required for a professional master's degree: 36 semester hours

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

The unit does not require students to complete an internship, but they may choose to use internship experiences to earn up to three elective semester credit hours.

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

Name of Sequence or Specialty	Person in Charge
Advertising and Public Relations	Frauke Hachtmann, Ph.D.
Journalism and Broadcasting	Mary Kay Quinlan, Ph.D.

13. Number of full-time students enrolled in the institution: 21,460 (Fall 2015)

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):

Major	Fall 2015	Spring 2016
Journalism	237	213
Broadcasting	202	196
Advertising and Public Relations	593	634
Undeclared	2	2
Total	**1034**	**1045**

15. Number of graduate students enrolled onsite: n/a online: n/a

16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, 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 skills courses, which also must meet the 20-1 ratio. (* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Number of Students in Skills Courses, Fall 2016

Class	Title	Fall 2016
ADPR 221.001	Strategic Writing for ADPR	20
ADPR 221.002	Strategic Writing for ADPR	20
ADPR 221.003	Strategic Writing for ADPR	20
ADPR 221.004	Strategic Writing for ADPR	20
ADPR 323.002	Copy and Concept	20
ADPR 333.001	Design and Layout	21
ADPR 333.002	Design and Layout	15
ADPR 433.101	Art Direction	17
ADPR 447.101	Strategic and Creative Concepting	19
ADPR 451.001	Public Relations Techniques	20
ADPR 458.101	Interactive Media Design	17
ADPR 483.101	Portfolio Development	8
ADPR 489.001	Advertising & PR Campaigns	22
ADPR 489.002	Advertising & PR Campaigns	17
ADPR 489.003	Advertising & PR Campaigns	15
BRDC 227.151	Principles of Audio Production	13

BRDC 227.152	Principles of Audio Production	9
BRDC 227.153	Principles of Audio Production	11
BRDC 228.001	Television Production	11
BRDC 228.002	Television Production	12
BRDC 359.001	Cinematography-Videography	21
BRDC 360.001	Broadcast Writing	19
BRDC 370.151	Broadcast News Writing	9
BRDC 371.001	News Videography (Class# changed from 369)	16
BRDC 375.101	Sports Broadcasting	14
BRDC 462.150	Advanced Production	19
BRDC 472.150	Advanced Reporting	8
JOUR 201.001	Editing I	18
JOUR 201.002	Editing I	13
JOUR 201.003	Editing I	18
JOUR 201.004	Editing I	15
JOUR 201.005	Editing I	18
JOUR 202.001	Reporting I	16
JOUR 202.002	Reporting I	16
JOUR 202.003	Reporting I	14
JOUR 202.005	Reporting I	15
JOUR 302.001	Reporting II	19
JOUR 302.002	Reporting II	18
JOUR 304.001	Multimedia Journalism	16
JOUR 304.002	Multimedia Journalism	16
JOUR 326.001	Sports Reporting	4
JOUR 348.001	The Real World II	13
JOUR 401.001	Depth Reporting	11
JOUR 404.150	Digital Photojournalism I	9
JOUR 407.001	Data Visualization (Class name change)	10
JOUR 446.001	Nebraska Mosaic	11
JOUR 448.001	The Real World II	4
JOMC 131.001	Visual Communication Core Modules I	20
JOMC 131.002	Visual Communication Core Modules I	20
JOMC 131.003	Visual Communication Core Modules I	20
JOMC 131.004	Visual Communication Core Modules I	21

JOMC 131.005	Visual Communication Core Modules I	20
JOMC 131.006	Visual Communication Core Modules I	19
JOMC 131.007	Visual Communication Core Modules I	20
JOMC 131.008	Visual Communication Core Modules I	20
JOMC 131.009	Visual Communication Core Modules I	20
JOMC 131.010	Visual Communication Core Modules I	20
JOMC 131.011	Visual Communication Core Modules I	20
JOMC 131.012	Visual Communication Core Modules I	19
JOMC 132.001	Visual Communication Core Modules II	13
JOMC 132.002	Visual Communication Core Modules II	20
JOMC 132.003	Visual Communication Core Modules II	20

Of the 62 sections of skills courses offered in Fall 2016, the three that exceeded the permitted 20:1 ratio (less than 5 percent of the total) did so to accommodate individual students' unique scheduling needs in circumstances where no other options were possible.

17. Total expenditures from all sources planned by the unit for the 2016 – 2017 academic year:

Percentage increase or decrease in three years

Expenditures	Percent change since FY14	FY 17 (planned)	FY 16	FY 15	FY 14
	18.35%	$5,966,557	$4,860,779	$4,664,952	$5,041,615

Amount expected to be spent this year on full-time faculty salaries:

Full-time Faculty Salaries FY 17	FY 16 Budget	FY 17 Budget Expected
Admin-Permanent	$ 411,832.00	$ 417,980.00
Associate Deans	$ 210,982.00	$ 217,130.00
Dean	$ 200,850.00	$ 200,850.00
Faculty Salary	$ 2,306,761.00	$ 2,422,260.00
Assistant Professors	$ 349,201.00	$ 558,595.00
Assistant Professors of Practice	$ 350,176.00	$ 430,006.00
Associate Professors	$ 634,769.00	$ 571,167.00
Associate Professors of Practice	$ -	$ -
Professors	$ 722,263.00	$ 649,020.00
Professors of Practice	$ 250,352.00	$ 213,472.00
Grand Total	**$ 2,718,593.00**	**$ 2,840,240.00**

18. 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.

College of Journalism and Mass Communications
Full-Time Faculty, 2015-16

Professors	
John Bender, Ph.D.	
Frauke Hachtmann, Ph.D.	
Gary Kebbel, M.A.	
Laurie Lee, Ph.D.	
Maria Marron, Ph.D.	
Jerry Renaud, M.A.	
Joseph Starita, M.A.	Faculty Development Leave spring and fall 2015
Larry Walklin, Ph.D.	
Associate Professors	
Richard Alloway, M.A.	
Susan Bullard, M.A.	
Trina Creighton, M.A.	
Carla Kimbrough, M.A.	
Bernard McCoy, M.A.	Faculty Development Leave spring 2016
Mary Kay Quinlan, Ph.D.	
Amy Struthers, Ph.D.	Faculty Development Leave fall 2015
Bruce Thorson, M.A.	
Joseph Weber, M.A.	
Assistant Professors	
Valerie Jones, M.A.	
Dane Kiambi, Ph.D.	
Adam Wagler, Ph.D.	
Ming Wang, Ph.D.	
Changmin Yan, Ph.D.	
Professors of Practice	
Michael Goff, M.A.	
Matthew Waite, B.J.	

Assistant Professors of Practice

Gertrude Burge, M.A.
Alan Eno, M.A.
Michelle Hassler, M.A.
Luis Peon-Casanova, M.A.
Sheri Sallee, M.A.
Marie Sriyani Tidball, M.A.

Lecturer

Kelli Britten, M.A.

19. List names of part-time/adjunct faculty teaching at least one course in fall 2016. Also list names of part-time faculty teaching spring 2016. (If your school has its accreditation visit in spring 2017, please provide the updated list of faculty at time of visit.)

Spring 2016

Shari Aldrich
Steven Cain
Elaine Caster
Dirk Chatelain
Mollie Cox
Mary Dickinson
Karen Emerson
Monique Farmer
Nick Goodwin
Jana Halverson
Amy Hampton
Patricia Harney
Elise Hernandez
Wade Hilligoss
Gregory Keller
Diane Krajicek
Mike Kuhl
Julie Liska
Jill Martin
Trevor Meyer

Kelly Mosier
Robert Moyer
Christina Peterson
Jason Rathe
Brian Reetz
Aaron Rogge
William Shaffer
Tyler Thomas
Matthew Turner
Elizabeth Vickers
Jessica Walsh

Fall 2016

Rich Bailey
Allison Busch
Dirk Chatelain
Mollie Cox
Sandy Cranny
Mary Dickinson
Karen Emerson
Sean Faden
Nick Goodwin
Patti Harney
Elise Hernandez
Wade Hilligoss
Diane Krajicek
Mike Kuhl
Julie Liska
Jill Martin
Trevor Meyer
Robert Moyer
Julie Naughton
Brian Reetz
Tyler Thomas
Jessica Walsh
JenRae Wang

20. 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.

For AY 2014-15:

Students are required to complete 72 hours of coursework outside the college. They may not graduate unless they fulfill this requirement. Therefore, 100 percent of graduates earn 72+ hours in liberal arts.

https://bulletin.unl.edu/undergraduate/2014/college/Journalism+%26+Mass+Communications

For AY 2015-16:

Students are required to complete 72 hours of coursework outside the college. They may not graduate unless they fulfill this requirement. Therefore, 100 percent of graduates earn 72+ hours in liberal arts.

https://bulletin.unl.edu/undergraduate/2015/

PART 2 SUPPLEMENTARY INFORMATION

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

Table 1, "Students"

Spring 2016					
Majors	Freshman	Sophomore	Junior	Senior	Total Students
Advertising/ Public Relations	83	139	201	211	634
Broadcasting	31	49	57	59	196
Journalism	42	46	67	58	213
Undecided	1	1			2

Degrees Conferred FY 16	
Advertising/Public Relations	159
Advertising/Public Relations and Broadcasting	5
Advertising/Public Relations and Journalism	4
Broadcasting	37
Broadcasting and Journalism	5
Journalism	32

Table 2, "Full-time Faculty"

First Name	Last Name	Title:	Sequence:	Years of full-time professional experience:
John	Bender	Professor	Broadcasting and Journalism	6
Frauke	Hachtmann	Professor	Advertising and Public Relations	7
Gary	Kebbel	Professor	Broadcasting and Journalism	21
Laurie	Lee	Professor	Broadcasting and Journalism	2
Maria	Marron	Professor	Broadcasting and Journalism	7
Jerry	Renaud	Professor	Broadcasting and Journalism	15
Joe	Starita	Professor	Broadcasting and Journalism	35
Amy	Struthers	Professor	Advertising and Public Relations	16
Larry	Walklin	Professor	Broadcasting and Journalism	9
Richard	Alloway	Associate Professor	Broadcasting and Journalism	9
Susan	Bullard	Associate Professor	Broadcasting and Journalism	32
Trina	Creighton	Associate Professor	Broadcasting and Journalism	29
Carla	Kimbrough	Associate Professor	Broadcasting and Journalism	19
Bernard	McCoy	Associate Professor	Broadcasting and Journalism	27
Mary Kay	Quinlan	Associate Professor	Broadcasting and Journalism	16
Bruce	Thorson	Associate Professor	Broadcasting and Journalism	35
Joseph	Weber	Associate Professor	Broadcasting and Journalism	35
Valerie	Jones	Assistant Professor	Advertising and Public Relations	13
Dane	Kiambi	Assistant Professor	Advertising and Public Relations	6
Brandon	Nutting	Assistant Professor	Advertising and Public Relations	1
Adam	Wagler	Assistant Professor	Advertising and Public Relations	6
Ming	Wang	Assistant Professor	Advertising and Public Relations	0
Changmin	Yan	Assistant Professor	Advertising and Public Relations	2
Gertrude	Burge	Assistant Professor of Practice	Business and Technical Writing	9
Alan	Eno	Assistant Professor of Practice	Broadcasting and Journalism	8
Michelle	Hassler	Assistant Professor of Practice	Broadcasting and Journalism	17
Luis	Peon-Casanova	Assistant Professor of Practice	Broadcasting and Journalism	21
Sheri	Sallee	Assistant Professor of Practice	Advertising and Public Relations	16
Sriyani	Tidball	Assistant Professor of Practice	Advertising and Public Relations	17
Michael	Goff	Professor of Practice	Advertising and Public Relations	12
Matt	Waite	Professor of Practice	Broadcasting and Journalism	13
Kelli	Britten	Lecturer	Advertising and Public Relations	9

Years of full-time college teaching:	Years on CoJMC faculty:	Years at present rank:	Highest degree earned:	Tenured	Credit hours taught per semester (fall 2016)	Apportionment			
						Teaching	Research	Service	Administration
37	26	7	PhD	Yes	9	60%	30%	10%	0%
14	14	2	PhD	Yes	3	12.5%	0.0%	0.0%	88.5%
11	6	6	MS	Yes	6	60%	30%	10%	0%
33	24	9	PhD	Yes	3	60%	30%	10%	0%
22	2	14	PhD	Yes	0	0%	0%	0%	100%
26	26	10	MA	Yes	3	60%	30%	10%	0%
16	16	16	MA	Yes	6	60%	30%	10%	0%
13	13	0	PhD	Yes	6	60%	30%	10%	0%
49	49	42	PhD	Yes	6	60%	30%	10%	0%
30	30	7	MA	Yes	6	50%	10%	40%	0%
9	8	8	MA	Yes	9	60%	30%	10%	0%
15	15	8	MS	Yes	6	60%	30%	10%	0%
8	8	8	MA	No	9	60%	30%	10%	0%
10	10	10	MA	Yes	6	60%	30%	10%	0%
10	16	4	PhD	Yes	3	12.5%	0.0%	0.0%	88.5%
35	10	10	MA	Yes	6	60%	30%	10%	0%
7	7	7	MS	Yes	9	60%	30%	10%	0%
3	3	3	MS	No	6	50%	40%	10%	0%
3	3	3	PhD	No	6	50%	40%	10%	0%
4	0	0	PhD	No	9	50%	40%	10%	0%
9	9	3	PhD	No	6	50%	40%	10%	0%
5	4	4	PhD	No	6	50%	40%	10%	0%
8	1	1	PhD	No	6	50%	40%	10%	0%
9	9	2	MA	No	6	80%	0%	20%	0%
6	6	3	MA	No	5	80%	0%	20%	0%
19	12	1	MA	No	9	80%	0%	20%	0%
14	14	4	MA	No	6	80%	0%	20%	0%
2	2	2	BA	No	0	80%	0%	20%	0%
8	8	3	MA	No	6	80%	0%	20%	0%
22	22	3	MA	No	9	80%	0%	20%	0%
5	6	5	BA	No	9	80%	0%	20%	0%
1	3	1	MA	No	9	80%	0%	20%	0%

Table 3, "Part-time Faculty" (Fall 2015)

Name	Rank	Years full-time professional experience	Years teaching experience	Highest earned degree
Kristian Anderson	Lecturer	24	4	Bachelors
Allison Busch	Lecturer/T	5	4	Masters
Steven Cain	Lecturer/T	6	2	Masters
Elaine Caster	Lecturer/T	44	44	Masters
Mollie Cox	Lecturer/T	10		Masters
Sandy Cranny	Lecturer/T	29	1	Bachelors
Mary Dickinson	Lecturer/T	28	28	Masters
Karen Emerson	Lecturer	28	11	Masters
Thomas Gemelke	Lecturer/T	15	0	Masters
Lindsey Gill	Lecturer/T	14	0	Masters
Nick Goodwin	Lecturer/T	4	2	Bachelors
Jemalyn Griffin	Lecturer/T	8	0	Masters
Jana Halverson	Lecturer	34	34	Bachelors
Amy Hampton	Lecturer/T	19	8	Bachelors
Patricia Harney	Lecturer/T	38	0	Bachelors
Ryan Holt	Lecturer/T	10	4	Bachelors
Diane Krajicek	Lecturer/T	30	0	Bachelors
Mike Kuhl	Lecturer/T	8	4	Bachelors
Julie Liska	Lecturer	21	10	Bachelors
Quentin Lueninghoener	Lecturer/T	9	2	Bachelors
Jill Martin	Lecturer/T	10	1	Bachelors
Trevor Meyer	Lecturer/T	9	5	Bachelors
Robert Moyer	Lecturer	48	27	Masters
Christina Peterson	Lecturer	37	5	Bachelors
Marcelo Plioplis	Lecturer/T	13	12	Masters
Brian Reetz	Lecturer/T	22		Bachelors
Brian Reid	Lecturer/T	21	0	Masters
Aaron Rogge	Lecturer/T	21	21	Bachelors
William Shaffer	Lecturer	26	14	Masters
Mary Schieke	Lecturer	17	12	Masters
Paul Schumacher	Lecturer			
Tyler Thomas	Lecturer/T	5	0	Bachelors
Elizabeth Vickers	Lecturer	20	20	Masters
Jessica Walsh	Lecturer/T	16	3	Bachelors
Wyn Wiley	Lecturer/T	6	1	Bachelors

			Teaching Responsibilities			
Now working full-time as professional (Y/N)	**working toward degree (Y/N)**	**credit hrs. teaching this semester**	**in charge of course**	**lectures**	**assists in lab**	**teacher in charge**
Y	N			x	x	x
Y	N			x		x
Y	N			x	x	x
N	N			x		x
Y	N			x	x	x
Y	N			x		x
N	N			x		x
N	N			x		x
N	N			x		x
Y	N			x		x
Y	N			x	x	x
Y	N				x	x
N	N			x		x
Y	N			x	x	x
N	N			x		x
Y	N				x	
Y	N			x		x
Y	N			x		x
N	N			x		x
Y	N			x	x	x
Y	Y			x		x
Y	N			x	x	x
Y	N			x		x
N	N			x		x
Y	N			x		x
Y	N			x		x
Y	Y				x	
Y	N			x	x	x
Y	N			x	x	x
Y	N			x		x
Y	Y			x		x
Y	N			x		x
N	N			x		x
Y	N			x	x	x

Table 3, "Part-time Faculty" (Spring 2016)

Name	Rank	Years full-time professional experience	Years teaching experience	Highest earned degree
Kristian Anderson	Lecturer	24	4	Bachelors
Steven Cain	Lecturer/T	6	2	Masters
Elaine Caster	Lecturer/T	44	44	Masters
Mollie Cox	Lecturer/T	10		Masters
Sandy Cranny	Lecturer/T	29	1	Bachelors
Mary Dickinson	Lecturer/T	28	28	Masters
Karen Emerson	Lecturer	28	11	Masters
Nick Goodwin	Lecturer/T	4	2	Bachelors
Jana Halverson	Lecturer	34	34	Bachelors
Amy Hampton	Lecturer/T	19	8	Bachelors
Patricia Harney	Lecturer/T	38	0	Bachelors
Julie Liska	Lecturer	21	10	Bachelors
Trevor Meyer	Lecturer/T	9	5	Bachelors
Robert Moyer	Lecturer	48	27	Masters
Christina Peterson	Lecturer	37	5	Bachelors
Brian Reetz	Lecturer/T	22		Bachelors
Brian Reid	Lecturer/T	21	0	Masters
Aaron Rogge	Lecturer/T	21	21	Bachelors
William Shaffer	Lecturer	26	14	Masters
Tyler Thomas	Lecturer/T	5	0	Bachelors
Elizabeth Vickers	Lecturer	20	20	Masters
Jessica Walsh	Lecturer/T	16	3	Bachelors
Diane Krajicek	Lecturer/T	30	0	Bachelors
Jason Rathe	Lecturer/T	11	0	Masters
Valerie Inglis	Lecturer/T	7	1	Masters
Kelly Mosier	Lecturer/T	8	0	Masters
Greg Keller	Lecturer/T	25	25	Masters
Matt Turner	Lecturer/T			
Gregory Bousquet	Lecturer/T	22	0	Bachelors
Monique Farmer	Lecturer/T			

			Teaching Responsibilities			
Now working full-time as professional (Y/N)	**working toward degree (Y/N)**	**credit hrs. teaching this semester**	**in charge of course**	**lectures**	**assists in lab**	**teacher in charge**
Y	N			x	x	x
Y	N			x	x	x
N	N			x		x
Y	N			x	x	x
Y	N			x		x
N	N			x		x
N	N			x		x
Y	N			x	x	x
N	N			x		x
Y	N			x	x	x
N	N			x		x
N	N			x		x
Y	N			x	x	x
Y	N			x		x
N	N			x		x
Y	N			x		x
Y	Y				x	
Y	N			x	x	x
Y	N			x	x	x
Y	Y			x		x
Y	N			x		x
N	N			x		x
Y	N			x		x
Y	N			x		x
Y	N			x		x
Y	N			x		x
Y	N			x	x	x
Y	N				x	

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

The College of Journalism and Mass Communications traces its origins to the first journalism courses taught at the University of Nebraska in 1894, a year when the university football team, first known as the Bugeaters, played against Lincoln High School and the Omaha YMCA teams, among other regularly scheduled match-ups. It was also a year when record drought in the region led tens of thousands of Nebraska farmers to give up their dreams of prosperity on the Great Plains and head back east. New York journalist Nellie Bly chronicled the plight of farm families in Nebraska and South Dakota, spurring relief efforts.

By the 1920s, interest in journalism had grown, and a School of Journalism was established within the College of Arts and Sciences in 1923. For the next two decades, it focused exclusively on preparing graduates for work in newspapers. Advertising courses were added in the 1940s, and broadcasting became part of the school's offerings in the early 1960s. The school became a free-standing unit in 1979 and was named a college in 1985.

The college has been housed in a number of different locations on campus, including a former watch-making factory. It moved into its current home, Harold and Marian Andersen Hall, in 2001. Renovations to the building during the summer of 2016 included creation of an interactive Digital and Social Media Hub, accommodating the college's new model for teaching visual communications. The renovations retained an existing Maker Space where students experiment with drones, 3-D printing, Google Cardboard and other cutting-edge technology unimaginable to the early journalism students who cheered on the Bugeaters.

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

The College of Journalism and Mass Communications is the second smallest of eight undergraduate colleges at the University of Nebraska-Lincoln campus with nearly three times the number of undergraduates as the College of Architecture but only one-fourth as many students as the largest, the College of Arts and Sciences.

UNL includes two campuses: City Campus, where Andersen Hall is located, adjacent to downtown Lincoln; and East Campus, about two miles east of City Campus, home to the Institute of Agricultural and Natural Resources and two graduate colleges: Law and Dentistry. East Campus was originally the land-grant college's farming campus and still includes agricultural test plots, animal science facilities and a botanical garden and arboretum.

UNL itself is the flagship of the four-campus University of Nebraska system, which also includes the University of Nebraska at Omaha, the University of Nebraska at Kearney and the University of Nebraska Medical Center, situated in Omaha. The NU system is governed by an eight-member

Board of Regents elected by districts to six-year terms of office. The board also includes four non-voting student members representing each campus. The student members are presidents of their respective campus student government organizations and serve during their student government terms of office. The Board of Regents hires a university president with oversight for all four campuses and chancellors to serve as administrative heads of the individual campuses.

Like many state-supported institutions of higher education, the University of Nebraska has fought to maintain adequate financial support from tax dollars, which now comprise just over 21 percent of revenues. University officials have put a priority on keeping tuition increases in check so access to the university remains affordable to Nebraskans. Resident tuition and fees for a full-time undergraduate student were approximately $8,300 for the 2015-16 academic year.

Federal funds comprised an additional 19 percent of UNL's $1.22 billion budget in 2015-16, while private support represented about 10 percent of the budget.

Since the last accreditation visit, the university system and the UNL campus have experienced a number of significant changes that, collectively, have positioned the institution for growth in enrollment, research dollars, private support and innovation, all aimed at furthering the three-fold mission of a land-grant institution: teaching, research and service.

In 2011, UNL became a member of the Big 10 athletic conference and its academic counterpart, the Committee on Institutional Cooperation, now known as the Big 10 Academic Alliance. Affiliation with the Big 10 opened new opportunities for scholarly collaboration and increased the focus on productivity in research and creative activity.

The following year, the university acquired land adjacent to City Campus that had been the site of the Nebraska State Fair and broke ground for a new research center known as Nebraska Innovation Campus, intended as a collaborative space in which university and private sector partners engage in cutting-edge, multidisciplinary pursuits. And in 2013, the university opened its Center for Brain, Biology and Behavior, which, in a unique collaboration with the Athletic Department, is highly regarded for its expertise in concussion research.

In the 2015-16 academic year, the university system welcomed Hank Bounds as its new president. Bounds, a Mississippi native, is the first member of his family to graduate from college, and he has made clear that his priorities are: students; better salaries for faculty; collaboration across all university campuses that contributes to Nebraska communities' needs; and research and innovation that cement Nebraska's place among the nation's top state universities.

Also in 2015-16, the UNL campus ended the academic year with a new chancellor. Dr. Ronnie Green had served as vice chancellor of the Institute of Agriculture and Natural Resources and interim senior vice chancellor for academic affairs before being chosen for the top campus administrative

post. In his new position, Green has emphasized UNL's statewide role as a land-grant institution with its three-fold mission of teaching, research and service. But because states and their institutions of higher education do not exist in a vacuum, UNL also seeks to have a national and global impact on critical issues with its signature Water for Food Institute, Buffet Early Childhood Institute, Rural Futures Institute and National Drought Mitigation Center, among other notable research pursuits.

In addition to boosting research and creative productivity, Green has highlighted the importance of growing enrollment to 35,000 students and the value of a global outlook necessary to prepare students for productive lives in an increasingly diverse world.

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

The most significant major changes in the unit relate to several curriculum initiatives tied to the college's adoption of a new strategic plan spearheaded by Dean Marron:

1. Sparked by an idea from an advertising and public relations faculty member at the first faculty meeting of the 2015-16 academic year, the college embarked on a wholesale revision of how it teaches visual communications. The new curriculum involves an emporium-style teaching model in which students complete online modules in photography, videography, audio, typography, graphic design and other tools of visual communication, seeking help when needed and receiving regular feedback on their work. The curriculum changes ultimately led to a major building renovation to create an Interactive Digital and Social Media Hub, envisioned as an integrated social media and content creation space serving majors across the college.
2. The college has approved, and is seeking university-level approval of, a new sports media and communications major in which students will take introductory communications design and writing courses as well as data literacy and analytics and sports media relations and promotion, among other requirements. But they also will be able to choose to focus primarily on writing, reporting, broadcasting and photography courses or on courses in social media theory and practice, digital content strategy, brands and branding and other advertising and public relations courses. Or they may choose electives across the spectrum of skills courses the college offers. The college aims for approval of the new major in the 2016-17 academic year with a roll-out of the new major in fall 2017.
3. Spurred by the interest and expertise of one journalism faculty member, the college is carving out a niche in teaching data and computational journalism with a series of courses in data journalism, data visualization and news applications, coupled with a still-developing data journalism capstone course envisioned as a real-world partnership with a news organization. Additionally, data journalism has been embedded in other reporting classes, and, as noted above, data literacy is part of the new sports media and communication major. The college is one of a relative handful of accredited programs offering data-related course options to such an extent.

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report (Part 3, Item 6) that the site team said should be addressed, followed by a response to each of actions taken 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.

The site team that visited the college in 2010 found it in compliance with all standards and identified just two weaknesses:

- "A sense that news-editorial journalism overly dominates the college" and
- "A need for more advertising and public relations faculty to better meet student enrollment."

In the intervening years, the advertising and public relations faculty has experienced a net gain of two additional faculty members, with the newcomers injecting a sense of vibrancy and energy in developing new courses and engaging in meaningful research.

During the same period, five journalism and broadcasting faculty have left the college and only one new faculty member has been hired.

Enrollment of advertising and public relations students still exceeds faculty resources, but a change in apportionment resulting from the college's move to professional advising has modestly freed more faculty time for teaching and research or creative activities. Additionally, a greater effort has been made to better allocate faculty lines to the growing major. Like journalism and mass communications programs nationwide, the UNL College of Journalism and Mass Communications has witnessed enormous growth in enrollment in advertising and public relations. Overall enrollment growth in the college in the past five years has been 26 percent; in ADPR, it has been 46 percent.

During its year of record, the college has embraced an important cultural change with an advertising and public relations faculty member, joined by two journalism and broadcasting faculty members, leading the creation of the new emporium-style teaching model for visual communications courses, affecting students throughout the college. The process of creating the new curriculum was a collaborative and college-wide approach to curriculum change.

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.

Preparations for the self-study began in summer 2014 when incoming Dean Maria Marron reviewed the previous reaccreditation report and site team's findings and set about addressing some of the perceived shortcomings, including a need to continue to build diversity

considerations into various aspects of curriculum and programming and to reinforce ongoing efforts to establish appropriate assessment practices. The restructuring of the college's administration to include a second dean was designed to better facilitate work toward reaccreditation, among other initiatives. Associate Dean Mary Kay Quinlan, charged with coordination of the self-study report in January 2015, began detailed work on the report that spring by undertaking a comprehensive review of the accreditation standards and identifying likely strengths and weaknesses. That review highlighted a need to update documentation on a variety of items, such as the faculty handbook and other information and management resources, and to standardize a number of administrative procedures, including those related to faculty travel, promotion and tenure.

The review also highlighted some important recent accomplishments, including the college's efforts to improve student advising with the hiring of professional advising staff. Having professional advisers enables students to create coherent four-year academic plans with the assistance and guidance of staff members who are thoroughly familiar with college and university requirements, alleviating the need for time-pressed faculty advisers to remain current with changing requirements. Having professional academic advisers has allowed faculty to focus on helping students think about career planning and on providing job and internship advice.

The effort to improve advising also included initiation of a Freshman Experience class for students during their first semester in the college. The mini-course is designed to help students acclimate to the university in general and to the College of Journalism and Mass Communications in particular. That, in turn, influenced a faculty decision in fall 2015 to create a new Second-Year Experience course focused entirely on preparing students for internship and job searches. The college's professional advisers handling the Freshman Experience class – and faculty members – concurred that freshmen are not yet ready to focus on specific career options. They concluded, however, that as sophomores, students need to work on creating a strong resume and developing strong job interviewing skills and smart internship search strategies. The sophomore-level course will facilitate those goals in addition to featuring a fashion show to illustrate appropriate job-related attire. The Sophomore Experience course will be offered as an elective in spring 2017 before becoming a requirement beginning in 2017-18.

After Quinlan's initial review of the broad scope of information required for the self-study, she drafted executive summaries of each accreditation standard as a starting point for critique and circulated them to faculty and staff for comments, which resulted in the collection of an array of information upon which to build the final document.

Additionally, the dean's special projects coordinator, now business and operations manager, began developing an easily accessed online compendium of forms and other assorted faculty resources that, in effect, constitute an expanded and updated online faculty handbook, which facilitated standardization of various administrative procedures. For example, faculty can go

online to submit requests for expenditures, travel memoranda and applications for travel grants and seed money for special projects. They also have ready access to the college's Promotion and Tenure Guidelines, which were revised over a two-year period ending in 2016; internship policies; a syllabus template; and a wide variety of detailed information on governance, strategic planning, human resources and the like.

Likewise, during the self-study year, individual staff members were assigned a variety of data-gathering responsibilities, particularly related to institutional data, which further facilitated compilation of information required for the self-study document.

And in February 2016, faculty attended an afternoon work session to update their Digital Insights reports, a university data-collection system that enables the college systematically to document detailed information about faculty activities in teaching, research and service.

At spring semester's end, Quinlan began a focused period of writing the self-study, based on a timeline that aimed for completion of a solid, initial draft by mid-June. The plans thereafter called for a period of review by the college's Advisory Committee, all faculty, the dean, external reviewers and the Student Advisory Board before the self-study was submitted for editing and design of the final publication. The dean, various faculty members and external reviewers edited multiple drafts of the self-study report, checking facts and ensuring that the report, while factual and objective, provides a comprehensive overview of the college's accomplishments.

7. Provide the Web links to undergraduate and graduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. If this information is in print-only formats, provide a print copy in the workroom.

University of Nebraska-Lincoln College of Journalism and Mass Communications Undergraduate Bulletin:

https://bulletin.unl.edu/undergraduate/college/Journalism+%26+Mass+Communications

PART II

STANDARD 1

MISSION, GOVERNANCE AND ADMINISTRATION

HIGHLIGHTS

» The University of Nebraska-Lincoln is now part of the Big Ten Conference, with new university-wide opportunities to focus on research and scholarly activities and new challenges for College of Journalism and Mass Communications faculty to be part of those efforts.

» The CoJMC is also part of a land-grant university – one of the nation's oldest – and remains true to its traditional role of serving the people of Nebraska.

» CoJMC leadership has focused on budgeting and financial practices, staffing challenges associated with increased enrollment and developing a strategic plan to move the college forward.

PART II: STANDARD 1

MISSION, GOVERNANCE AND ADMINISTRATION

During the visit, the unit should provide the following documents in the workroom:

- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators.
- files related to concerns and complaints expressed by faculty, staff or students.

Executive summary (optional)

Three deans have been at the helm of the college in the six years since the last reaccreditation. Gary Kebbel, who was appointed in July 2010, stepped down in June 2012. James O'Hanlon, a longtime UNL administrator, succeeded Kebbel and served as interim dean for two years. Maria Marron became the dean in July 2014 following a national search.

Since the previous reaccreditation, the college has:

- Instituted a Drone Journalism Lab
- Encouraged faculty to focus more on incorporating mobile media into the curriculum
- Expanded international opportunities
- Established a student-run advertising and public relations agency downtown in the Haymarket District
- Scrutinized budgeting and financial practices in the college
- Revised the college's promotion and tenure guidelines
- Adopted a new strategic plan, Vision 2020
- Restructured the administrative team
- Made significant curriculum changes, particularly in advertising and public relations but also in journalism where courses involving drone journalism, data visualization and other new classes have been added
- Proposed a new social media certificate and a new sports media and communication major
- Introduced a new emporium-style method of teaching visual communications
- Addressed staffing challenges associated with the increased enrollment in the college's advertising and public relations sequence
- Renewed connections with alumni, relevant professional and industry partners and potential donors

- Concentrated on new initiatives such as the Hearst Speaker Series on Diversity, the Summer Media Academy and enhanced research mentoring, all of which are detailed in other sections of this document
- Created a new immersive digital and social media hub by undertaking the remodeling of the lower level of Andersen Hall; created a new student lounge and equipment check-out room; and remodeled other rooms for improved classroom and presentation space.

In addition to changes at the college level, it is also important to note that in the years since the college's last reaccreditation, the university has become a member of the Big 10 Conference, which has created new opportunities university-wide to focus on research and scholarly initiatives. Associate Dean Frauke Hachtmann has attended academic leadership meetings of the Big 10 Academic Alliance (formerly Committee on Institutional Cooperation/CIC).

The college also is among the dozen journalism and mass communications programs participating in the prestigious Carnegie-Knight Initiative on the Future of Journalism Education. The dean regularly attends the Carnegie-Knight meetings.

Please respond to each of the following instructions:

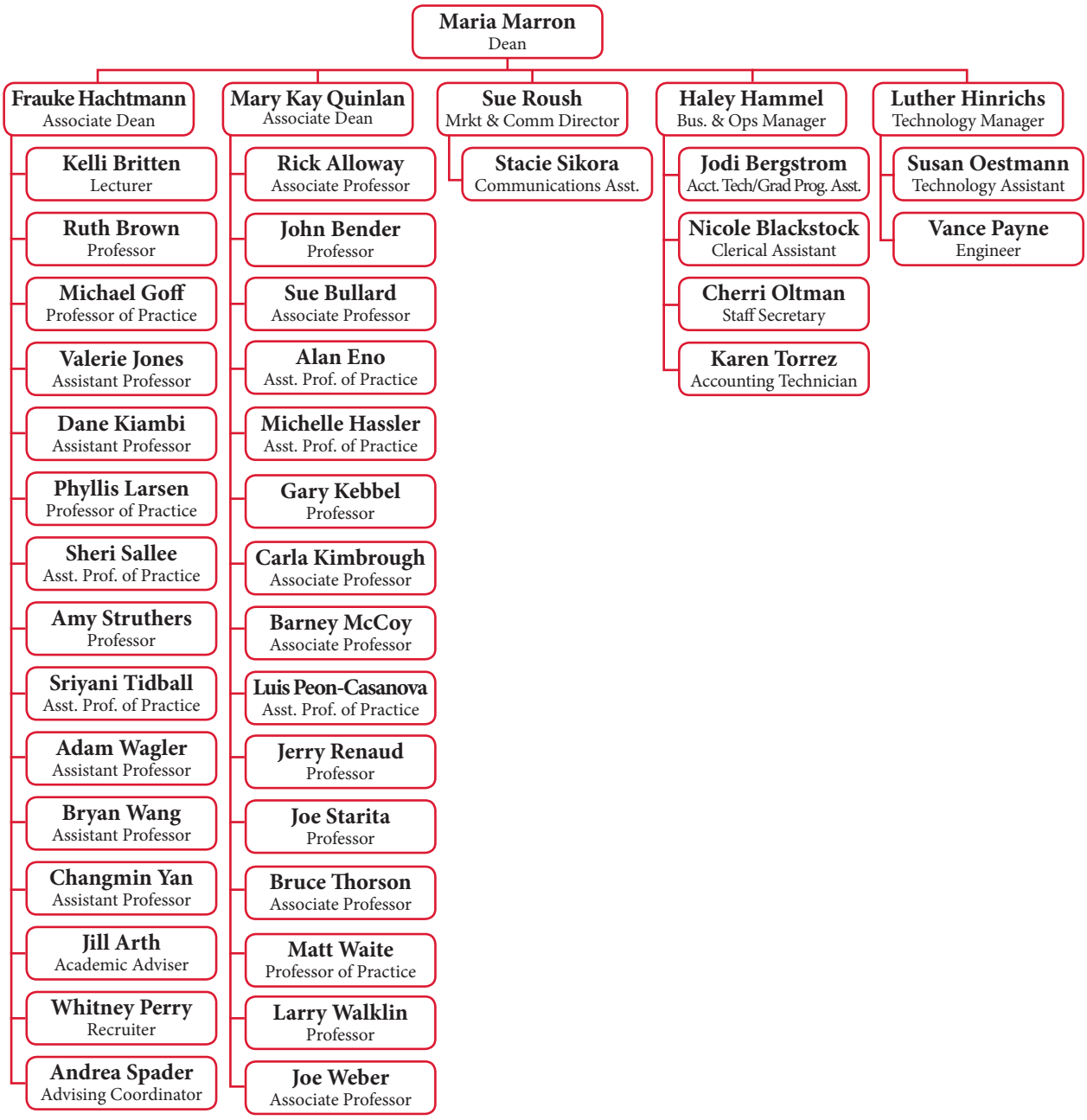
1. Describe the administrative structure of the unit, including to whom the unit administrator reports within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The UNL College of Journalism and Mass Communications is the second smallest undergraduate college on campus, which means the unit has relatively few layers of internal administration. Dean Maria Marron, like all other deans at UNL, reports directly to the senior vice chancellor for academic affairs, who in 2015-16 was Dr. Ronnie Green, serving as interim senior vice chancellor for academic affairs. The senior vice chancellor, in turn, reported to Chancellor Harvey Perlman. At the end of the 2015-16 academic year, Green became chancellor, Dr. Marjorie Kostelnik became acting senior vice chancellor and the university began a search to fill that position. The attached organizational chart shows the university's administrative structure.

While the college offers three majors – Journalism, Broadcasting and Advertising and Public Relations – the traditional "department" designation was eliminated more than 10 years ago. Instead, the faculty are administratively divided into two sequences: Journalism/Broadcasting and Advertising and Public Relations.

Prior to 2015, the administration included an associate dean and a head for each of the sequences. The college's administrative structure was modified at the beginning of 2015-16 to add a second associate dean and to fold the positions of sequence heads into the associate

dean positions. The two associate deans, Dr. Frauke Hachtmann and Dr. Mary Kay Quinlan, report directly to the dean and are responsible for advertising/public relations and journalism/broadcasting, respectively. Business and operations manager Haley Hamel, marketing and communications director Sue Roush and computing and technology manager Luther Hinrichs also report directly to the dean regarding their areas of responsibility.



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.

Dean Marron took the helm in July 2014, but prior to her arrival in Lincoln, she worked to review as much as possible about the college and on visits to Lincoln between February and June 2014, she met with individual faculty, staff, members of the UNL administration and others to learn more about the college. In August 2014, at the first faculty meeting, she led brainstorming under "Dream Big" for a new strategic plan. Dean Marron engaged in a thorough review of the college's past and current planning processes and drafted a proposed strategic plan, which was circulated May 11, 2015, to faculty for consideration. Faculty provided input to the plan over the summer months, and following discussion of the plan at the August 2015 faculty meeting, further work was done prior to the presentation of the next draft on Jan. 7, 2016. Feedback from faculty work group reviews at that meeting was incorporated into a subsequent draft, which was the subject of discussion and confirmation during the faculty meeting on May 9, 2016. Faculty members again had an opportunity to suggest changes. The plan was unanimously approved.

> "I only had one class in Andersen Hall first semester freshman year, but it was different than all the rest. Everyone was really passionate about what they were doing, and I wanted to be a part of it."
>
> **ADVERTISING AND PUBLIC RELATIONS MAJOR**

The strategic plan, Vision 2020, a copy of which is included in the appendices, outlines a vision for the college that builds on its traditional strengths while developing new, niche programs that advance teaching, research and service in journalism and mass communications fields that are in high demand. Examples detailed in the attached plan include: the new visual communications curriculum and its home in the new Digital and Social Media Hub; a sports media and communications major; and a focus on interdisciplinary connections related to Science, Technology, Engineering, Arts, Math-Health (STEAM-H) communications. Some elements of the plan are more short-term in nature, such as preparing for reaccreditation, while others are multi-year challenges. But significant changes, such as revamping the visual communications program and creating the digital media hub, have occurred within the 2015-16 academic year, taking effect at the beginning of 2016-17.

Importantly, the roadmap outlined in the plan also conforms to the university's stated goals of recruitment, retention, research and reputation.

Please see Appendix 1A, Strategic Plan.

3. Describe the unit's policies and procedures for faculty governance. Provide the Web link or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.

The college abides by Board of Regents' bylaws pertaining to faculty governance, in particular with regard to the primacy of faculty in decision-making regarding curriculum and educational policy. The college bylaws are attached below. Note that the bylaws spell out in detail the procedures for effecting curriculum changes, which are entirely the purview of the faculty.

Note also that the college's Student Advisory Board members also may be appointed to serve on faculty committees in the college. During the 2015-16 academic year, students served on faculty search committees, and members of the college's Diversity Committee met with SAB members to discuss student perceptions of diversity concerns on the campus and within the college. The SAB governing document is attached below.

Faculty policies and procedures are spelled out in detail on the college's website where faculty members may access the promotion and tenure guidelines, request travel funds, find a template for course syllabi and locate a wide variety of additional information to help them carry out their day-to-day responsibilities. A link is provided below.

College of Journalism and Mass Communications Bylaws
College of Journalism and Mass Communications Student Advisory Board Constitution
College of Journalism and Mass Communications Administrative Information Webpage

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

During the 2015-16 academic year, the college faculty as a whole met four times: on Aug. 21, 2015, Oct. 23, 2015, Jan. 8, 2016 and May 9, 2016. In addition, faculty committees and members of the advertising and public relations faculty and broadcasting and journalism faculty met, on average, once a month. Additionally, the college's advisory committee and executive committee, which includes faculty representatives, met throughout the year.

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 college's curriculum committee has responsibility for setting standards for and evaluating routine curricular matters proposed by faculty or developed in the committee such as course descriptions, course content, course requirements and course syllabi. The curriculum committee forwards approved proposals to the University Undergraduate Curriculum Committee. The curriculum committee is composed of four faculty representatives, two from each sequence

elected annually and the college's representative to the University Undergraduate Curriculum Committee, who serves as the non-voting chair.

2015-2016 Curriculum Committee
Mary Kay Quinlan, chair
Joseph Weber
Trina Creighton
Michael Goff
Adam Wagler

The executive committee has responsibility for advising the dean on matters of college policy. The executive committee may establish rules and procedures governing academic programs and may advise the college administration on any matter. The executive committee is chaired by the dean. Appointed members include the associate deans, graduate chair, business and operations manager and director of marketing and communications. Additionally, two faculty from each sequence are elected annually as members of the committee.

2015-2016 Executive Committee
Maria Marron, chair
Frauke Hachtmann
Mary Kay Quinlan
Laurie Lee
Rick Alloway
Sue Bullard
Sheri Sallee
Valerie Jones
Haley Hamel
Sue Roush

The college's graduate policies and procedures committee has responsibility for evaluating applicants to the college's graduate program and setting standards for and evaluating routine curricular matters proposed by faculty or developed in the committee such as course descriptions, course content, course requirements and course syllabi. The graduate policies and procedures committee includes four faculty representatives, two from each sequence elected annually, and the college's graduate chair, who is appointed by the dean and serves as chair.

2015-2016 Graduate Policies and Procedures Committee
Laurie Lee, chair
Bryan Wang
Dane Kiambi
Larry Walklin
Joe Weber

The college's promotion and tenure committee has responsibility for review and evaluation of applications for faculty promotion and tenure in the college. The committee is also responsible for setting standards of evaluation for promotion and tenure.

2015-2016 Promotion and Tenure Committee
Barney McCoy, chair
Frauke Hachtmann
Nancy Mitchell
Mary Kay Quinlan

The college scholarship committee is responsible for evaluating applicants for college scholarships and student awards and making recommendations to the dean for recipients. The committee includes six members, two elected annually from faculty in each of the college's three majors.

2015-2016 Scholarship Committee
Laurie Lee
Luis Peon-Casanova
Joseph Weber
Bruce Thorson
Sheri Sallee
Sriyani Tidball

The technology committee is responsible for reviewing and evaluating the college's equipment needs and making recommendations to the dean for future purchases. The committee includes the college's technology manager, who serves as chair, and four faculty, two elected from each sequence annually.

2015-2016 Technology Committee
Luther Hinrichs
Barney McCoy
Bruce Thorson
Adam Wagler
Valerie Jones

The diversity committee is charged with evaluating the college's climate of diversity and making recommendations to the dean on matters related to increasing the diversity of faculty, staff and students and creating an open and welcoming environment for all. The diversity committee is chaired by associate dean Mary Kay Quinlan. Its membership is composed of four faculty, two elected from each sequence annually.

2015-2016 Diversity Committee
Mary Kay Quinlan, chair
Gary Kebbel
Luis Peon-Casanova
Changmin Yan
Sriyani Tidball

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

Faculty members serve on numerous campus-wide committees. During the 2015-16 academic year, CoJMC professor John Bender served as president of the UNL Faculty Senate. Inserted below is a list of other faculty members involved in campus-wide governance.

Faculty Member	Faculty Governance Committees	Position
Rick Alloway	Academic Rights and Responsibilities Panel	Member
John Bender	Faculty Senate	President
John Bender	Faculty Compensation Advisory Committee	Chair
John Bender	Marshal Corps	Member
John Bender	Conflict of Interest in Research Committee	Member
John Bender	Chancellor's Search Committee	Member
Ruth Brown	Student Success Council	Member
Sue Bullard	University-wide Benefits Committee	Member
Alan Eno	Web Developers Governance Board	Member
Frauke Hachtmann	Christian Lieding Scholarship Committee	Member
Frauke Hachtmann	University-Wide Assessment Committee	Member
Frauke Hachtmann	Academic Scheduling and Enrollment Policy Advisory Group	Member
Laurie Lee	Graduate Council	Member
Laurie Lee	Libraries Committee	Member
Laurie Lee	Faculty Senate Rep to Academic Freedom Coalition of Nebraska (AFCON)	Representative
Maria Marron	Academic Planning Committee	Member
Maria Marron	University Communications Director Search Committee	Member
Maria Marron	Online and Distance Education Task Force	Member
Maria Marron	Associate Vice Chancellor for International Engagement and Global Strategies Search Committee	Member
Barney McCoy	Academic Rights and Responsibilities Panel	Member
Mary Kay Quinlan	Academic Standards Committee	Member
Mary Kay Quinlan	Undergraduate Curriculum Committee	Member
Jerry Renaud	Academic Rights and Responsibilities Panel	Member
Amy Struthers	Marshal Corps	Member
Sriyani Tidball	Human Trafficking Conference Committee	Member
Adam Wagler	Faculty Senate	Member
Matt Waite	Senior Vice Chancellor of Academic Affairs Search Committee	Member
Bryan (Ming) Wang	Research Council	Member

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

The university follows detailed procedures for selecting, appointing and evaluating college deans, aimed at assuring that searches are wide-ranging and that they involve appropriate consultation with all relevant parties.

Search: The senior vice chancellor for academic affairs appoints a committee that typically includes faculty members, a staff member, a student representative and people from outside the university whose interests or professional standing are relevant to the search. Committee membership also must include diversity in gender and race/ethnicity.

University rules require that all members of search committees have current search committee certification, which is obtained by attending a workshop during which university officials review the hiring process and the rules governing it. The university's Office of Institutional Equity and Compliance must review and approve membership on all search committees. The documents attached below in Appendix 1E describe university procedures in detail.

Appointment: The senior vice chancellor for academic affairs makes a decision about whom to hire as dean based on search committee recommendations, input from external and internal stakeholders, candidate visits to campus and individual meetings with dean candidates.

Evaluation: Deans are evaluated annually by the senior vice chancellor for academic affairs, whose office solicits feedback from faculty, staff and others who regularly interact with the deans. The senior vice chancellor then meets individually with deans for annual reviews.

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

Faculty, staff and students are expected, whenever possible, to attempt to resolve their complaints and concerns informally and in the most direct manner possible. However, when concerns or complaints may relate to possible violations of Title IX standards, the concerned faculty, staff member or student is expected to bring the concern to a designated "responsible employee," identified by a red sticker prominently displayed on or near the employee's office door. The employee in turn is instructed to report the situation to appropriate staff in the university's Office of Institutional Equity and Compliance for further action.

University of Nebraska-Lincoln Discrimination and Harassment Policies

When any complaints or concerns cannot be resolved informally, the university has clearly defined procedures for dealing with such concerns aimed at assuring due consideration for all parties involved.

The following excerpt from Undergraduate Bulletin describes how students may appeal a grade.

Grade Appeals

> *The following is a synopsis of the College of Journalism and Mass Communications grade appeals policy. The policy is designed to provide students with protection through orderly procedures against prejudiced or capricious academic evaluation. A student with a concern about a grade should take the following steps:*
> *Talk with the instructor involved. Many problems are resolved at this level.*
> *Complete a grade appeals form (available from your advisor) and speak with an associate dean in 147 Andersen Hall.*
> *If you still have concerns following these steps, ask the associate dean to take the matter to the college's executive committee, which will make a final decision.*

Appendices

Appendix 1A, Strategic Plan
https://unl.box.com/s/1w437ft9y37mogo2wzox48re72yb00ld

Appendix 1B, Student Grievance Procedures
https://unl.box.com/s/xl2kp2any4hg606uwbnpj1hvmm9gb8ta

Appendix 1C, Faculty Grievance Procedures
https://unl.app.box.com/files/1/f/7116008041/1/f_58202516737

Appendix 1D, Staff Grievance Procedures
https://unl.app.box.com/files/1/f/7116008041/1/f_58202356365

Appendix 1E, Administrative Hiring Procedures
https://unl.app.box.com/files/1/f/7116008041/1/f_58204629077
https://unl.app.box.com/files/1/f/7116008041/1/f_58204720009
https://unl.app.box.com/files/1/f/7116008041/1/f_58204755657

PART II

STANDARD 2

CURRICULUM AND INSTRUCTION

HIGHLIGHTS

» A passion for teaching students is at the core of the CoJMC.

» A new emporium-style model for teaching visual communications combines online learning modules with face-to-face feedback and on-demand instructional support.

» Faculty members seek opportunities to improve their teaching through a university-sponsored peer review process and regularly win teaching awards.

PART II: STANDARD 2

CURRICULUM AND INSTRUCTION

During the visit, the unit should provide the following documents in the workroom:

- a complete set of syllabi for all courses, both undergraduate and graduate, offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

Executive summary (optional)

Teaching young people is what we do best. Our students win recognition in national competitions, and they get jobs. They work in innovative businesses where they put to use the communications skills we've taught them and the storehouse of knowledge they've gained from a program that assures they have a broad liberal arts background when they leave UNL.

Like all journalism programs, newsrooms and communications professionals, we have addressed challenges related to assuring that curriculum and instruction keep pace with changes in the industries we serve. To that end, we have incorporated new information gathering and distribution techniques into our curriculum. We teach courses in multimedia journalism, data analytics and data visualization, among others. We also incorporate elements of data journalism and analytics into other courses. Additionally, our new emporium-style teaching and learning strategy for visual communication helps students develop life-long learning skills. The emporium-style teaching model is a modular, flexible system of delivering course content partially online and partially face-to-face in small skills courses, challenging students to take greater ownership of their learning.

We also have responded to feedback from employers and our alumni advisory panels urging the college not to abandon our traditional focus on the basics of the professions we serve: clear, clean writing; thorough information gathering; analytical thinking; creative problem solving.

The college also has focused on improving instruction. Twenty faculty members have participated in the University's Peer Review of Teaching program, a year-long seminar in which faculty members focus on improving instructional techniques. College faculty routinely score well on student evaluations, and many faculty members regularly conduct additional mid-term and end-of-semester surveys of students in their classrooms to understand what's going right and what could be improved. Faculty also close the loop as part of their course-based assessments. In addition, faculty members regularly receive teaching awards from the UNL

Parents Association and from national organizations, including the Association for Education in Journalism and Mass Communication and the Broadcast Education Association.

Students' internship experiences also are an important indication of the quality of curriculum and instruction. Employer feedback generally is strong, and some employers have turned to the college for years to fill internship positions. The college strongly encourages but does not require internships. Historically, students typically were able to obtain paid internships, but increasingly, employers are demanding that students take unpaid internships for college credit. In response, we have stepped up our efforts to emphasize to employers the requirements an internship must meet to comply with federal labor standards.

The college has long-standing relationships with a number of employers who still offer paid internships, which are highly sought after. Employers routinely provide informal feedback about our students. But we have embarked on a more systematic effort to evaluate students' internship experiences, which will provide another source of information to consider in our ongoing review of curriculum and instruction. In the 2016 spring semester, the university's Office of Career Services and the college negotiated a memorandum of understanding to jointly share the cost of a full-time career development specialist for the college, with the position filled during the summer. The addition of a full-time staff member will help us build on and expand existing internship and job search opportunities for our students.

Please respond to each of the following instructions:

1. **Provide an outline of the curriculum required for the major and for each of the unit's specializations.**

The college's advisers have developed student-friendly materials, included in Appendix 2A, to outline the curriculum requirements for majors in advertising/public relations, journalism, broadcasting-news and broadcasting-production. The required courses total 40 credit hours out of the total 120 hours for graduation. The 40 hours include elective credit hours for which students may choose from among offerings across the college.

> "This class is vital. For me, a person who had little journalism experience, the assignments were effective and well produced. I left the class feeling prepared for a journalism field, which I did not anticipate when I began as an amateur editorial writer."
>
> **JOURNALISM MAJOR REFLECTING ON REPORTING I**

Since the previous ACEJMC reaccreditation visit, the college has undertaken significant curriculum revision. The most recent change has been the introduction of a new visual communication curriculum and an emporium-style teaching methodology in an immersive digital and social media hub. However, over the years since 2010, other changes included the creation of the following courses in journalism and broadcasting:

- BRDC 433 Digital Motion Graphics
- BRDC 477 Broadcast Performance
- JOUR 304 Multimedia Journalism
- JOUR 307 Data Journalism
- JOUR 326 Sports Reporting
- JOUR 407 Data Visualization
- JOUR 408 News Applications
- JOUR 446 Nebraska Mosaic
- JOUR 490 Global Multimedia Photojournalism Project (Global Eyewitness)
- JOUR 497 Nebraska News Service

In addition, we added BRDC 495 Internship and JOUR 495 Internship. But that should not be interpreted as never giving internship credit in earlier years. These courses just didn't have their own course numbers until 2014-2015.

ADPR Curriculum Changes

In 2012, the advertising sequence officially added "public relations" to its name to reflect its commitment to teaching from an integrated marketing communications perspective. Since the last accrediting self-study, the ADPR major has experienced a 46 percent increase in majors. Along with the name change the faculty decided to restructure the curriculum to accommodate the fast growth rate of majors. One challenge the college has been experiencing is that most of the ADPR students do not enter the major as freshmen but rather as transfer students from other institutions, other UNL colleges and even other program within the College of Journalism and Mass Communications.

The previous curriculum consisted of a sequence of required courses with relatively few elective courses. The new curriculum introduced in 2012 required fewer core courses and provided more flexibility by grouping elective courses into different areas of emphasis, including account services, public relations and creative/interactive. This t-shaped curriculum consists of a set of required courses in the first few semesters as well as the last few semesters. Students may complete an area of emphasis in which they would like to gain in-depth knowledge. At the same time, other students may instead choose to complete a few electives in each of the areas to get a broad perspective of advertising and public relations. In recent years, the faculty added two additional areas of emphasis: one in digital communication and one in sports communication. A professional review board praised the highly flexible curriculum in the spring semester of 2014 because it gives students options to add breadth or depth in their selected major while preparing them optimally for the workplace.

The added pressure of student demand along with fewer required courses also provided some challenges. The faculty studied the curriculum matrix and enrollment data and realized that in order to provide students with the necessary skills courses to succeed in the program, they needed to increase the enrollment in non-skills courses to ensure a timely path to graduation. Non-skills courses like ADPR 283 Introduction to Strategy Development, ADPR 357 Account Planning, and ADPR 360 Media Strategy used to be taught in sections open to only 20 students. The sequence slowly increased the enrollment in these courses to 30-35 students per section to give faculty an opportunity to adjust their teaching while retaining the "small classroom feel." This strategy then freed up faculty to teach skills courses such as the newly developed writing course ADPR 221 Strategic Writing for Advertising and Public Relations in classrooms with enrollments of 20 or fewer students. Other skills courses in the ADPR curriculum include ADPR 323 Copy & Concept, ADPR 451 Public Relations Techniques, ADPR 333 Design & Layout, ADPR 433 Art Direction, ADPR 458 Interactive Media Design, and ADPR 447 Creative Concepting.

> "I credit Jacht for helping me get an internship with Bailey Lauerman last summer and now this internship with Edelman. Jacht prepares you for the real world unlike any other class or program on campus."
>
> **ADVERTISING AND PUBLIC RELATIONS MAJOR**

The ADPR sequence has not only experienced a rapid growth rate in terms of students, it has also seen many changes to the faculty mostly due to retirements. Since the last accrediting self-study the sequence has added 11 new faculty, including several with significant professional backgrounds that have affected the design of a cutting-edge and forward-thinking curriculum. In recent years, the faculty have added the following courses: ADPR 221 Strategic Writing for Advertising and Public Relations, ADPR 329/429 Jacht Ad Lab, ADPR 339/439 Student Competition, ADPR 362 Connecting through Owned, Earned, and Paid Media, ADPR 362 Digital Content Strategy, ADPR 434 Digital Insights and Analytics, ADPR 437 International and Multicultural Public Relations, ADPR 457 Crisis Management in Corporations and Non-Profits, and ADPR 466 Social Media Theory & Practice.

The college also added a large-enrollment section of JOMC 222, Social Justice, Human Rights, and the Media taught by Professor of Practice Sriyani Tidball. There has been an overwhelmingly enthusiastic response to the course.

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

Majors in the college require no more than 40 credit hours, leaving a total of 80 hours for students to take elsewhere in the university, thus assuring they have met the university's general

education requirements (known here as Achievement Centered Education – ACE –courses) and have attained a broad, liberal arts background.

Within that 80 hours, CoJMC students are also required to complete 36 credit hours in one or more areas of specialization outside the college. Students can choose:

- Three concentrations or minors of 12 hours each from different subject areas outside the college
- Two concentrations or minors of 18 hours each from different subject areas outside the college
- Two concentrations or minors of 24 hours and 12 hours each from different subject areas outside the college
- One concentration or minor of 36 hours from one subject area outside the college.

Some departments and interdisciplinary programs in other colleges offer designated minors comprising specified numbers of credit hours that vary somewhat from the above examples, and some students choose a second major in the College of Arts and Sciences as a way to fulfill this requirement. But however the numbers add up for a specific student, all students complete 36 credit hours that focus on their particular academic areas of interest as part of their 80 credit hours outside journalism and mass communications. No CoJMC courses can be used to fulfill the requirement for a concentration, minor or second major. Moreover, only grades of C or better count toward fulfilling the outside concentrations/minors requirement.

Students can use online degree audits to track their requirements.

Please see Appendix 2B, Sample Degree Audits.

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

The college has attempted to be consistent in assuring that all required courses for all majors collectively address the ACEJMC values and competencies so that by the time students have completed the program, they will have had the opportunity to develop all 12 values and competencies among the various theoretical, conceptual and skills courses they've taken.

Here is the matrix illustrating how core and required courses cover the 12 expectations.

		1	2	3	4	5	6	7	8	9	10	11	12	ACE
		FREEDOM	HISTORY	DIV/D	DIV/G	THEORIES	ETHICS	THINK	RESEARCH	WRITE	EVALUATE	MATH	TECH	
ALL STUDENTS	JOMC 101	●	●											
	JOMC 160		●			●	●	●					●	2
	JOMC 161		●			●	●	●					●	2
	JOMC 486	●						●		●				
	JOMC 487			●	●		●	●	●					8
JOUR MAJORS	JOUR 201			●			●			●	●			
	JOUR 202						●			●		●		1
	JOUR 302						●	●	●	●	●	●		
	JOUR 304					●	●	●	●	●	●	●	●	
	JOUR 446			●			●	●		●			●	10
	JOUR 450			●			●	●	●	●	●		●	10
	JOUR 497						●	●		●			●	10
BRDC PRODUCTION	BRDC 227									●		●	●	
	BRDC 228					●			●			●	●	
	BRDC 359												●	
	BRDC 360								●	●		●		
	BRDC 462												●	10
BRDC NEWS	BRDC 369					●					●		●	
	BRDC 370						●		●	●			●	
	BRDC 472	●	●	●	●	●	●	●	●	●	●	●	●	10
ADPR MAJORS	ADPR 151		●	●	●	●	●							
	ADPR 221			●		●				●	●			1
	ADPR 283								●	●		●		(1)
	ADPR 429							●	●		●			10
	ADPR 439							●	●		●			10
	ADPR 489							●	●		●			10

Course Key

JOMC 101	Principles of Mass Media
JOMC 160	Visual Communications I
JOMC 161	Visual Communications II
JOMC 486	Mass Media Law
JOMC 487	Mass Media and Society
JOUR 201	Editing I
JOUR 202	Reporting I
JOUR 302	Reporting II
JOUR 304	Multimedia Journalism
JOUR 446	Nebraska Mosaic
JOUR 450	NewsNetNebraska
JOUR 497	Nebraska News Service
BRDC 227	Principles of Audio Production
BRDC 228	Television Production
BRDC 359	Cinematography-Videography
BRDC 360	Broadcast Writing
BRDC 462	Advanced Production
BRDC 369	News Videography (renumbered BRDC 371)
BRDC 370	Broadcast News Writing
BRDC 472	Advanced Reporting
ADPR 151	Introduction to Advertising and Public Relations
ADPR 221	Strategic Writing
ADPR 283	Strategy Development: Advertising and Public Relations
ADPR 429	Jacht Student Ad Agency
ADPR 439	Student Competitions
ADPR 489	Advertising and Public Relations Campaign

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

Faculty members regularly adjust course content, particularly in skills classes, to incorporate ongoing technological changes. The adoption of the new visual communications curriculum is a prime example of creating a flexible curriculum delivery approach that will enable the addition of new course modules as conditions dictate and will enable students to explore emerging technologies such as 360-video and virtual reality.

In addition, required and elective courses have been added to the majors to assure that students acquire digital, technological and multimedia competencies. In advertising and public relations, for example, additional course options include ADPR 362 Digital Content Strategy, ADPR 434 Digital Insights and Analytics, ADPR 458 Interactive Media Design and ADPR 466 Social Media Theory and Practice. Journalism and broadcasting majors are required to take JOUR 304 Multimedia Journalism, and all journalism and broadcasting capstone courses have a multimedia component. Students also may choose, for example, JOUR 307 Data Journalism, JOUR 407 Data Visualization, JOUR 408 News Applications or BRDC 433 Digital Motion Graphics.

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

Courses with multiple sections have team leaders who meet with faculty teaching all sections of the course to assure that syllabi include appropriate descriptions of the learning objectives and outcomes, in keeping with the ACEJMC professional values and competencies shown in question 3 above. The instructors also exchange ideas for assignments, grading rubrics and lectures, and when possible share visiting guest speakers. Courses that are certified for the university's general education requirements, such as JOUR 202 Reporting I and capstone courses, also engage in collective assessment activities that involve review of work by outside professionals and other faculty members.

Faculty also can find on the administrative forms webpage a syllabus template that includes details on what information should be included in a syllabus, including learning outcomes for the course, a statement on academic integrity and information for students with disabilities.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences.

The college does not require students to have internships as a condition of graduation, but it strongly encourages internships and assists students with resume-writing, maintaining a weekly jobs notice and facilitating on-campus interviews with prospective employers. In March 2016, an event titled Springboard Your Career drew 125 students for interviews with 28 employers.

> "I think going to Razorfish [during the freshman learning community trip to Chicago] was the best part of the trip for me because it was a moment of 'this is exactly what I want to do, this is my dream job.'"
>
> **ADVERTISING AND PUBLIC RELATIONS MAJOR**

Many broadcasting firms – and some in other areas of mass communications – increasingly insist that students take internships for college credit instead of for pay. In response, the college has adopted a policy of permitting students to earn up to three elective credits for internship experiences, for which, of course, they must pay tuition.

The college provides financial support in the form of privately supported competitive scholarships to students majoring in advertising and public relations who have secured internships in large markets. Without this help many students would not be able to pursue these internships as cost-of-living expenses in New York and Chicago are often too high.

The college does not, however, select sites for students' internships, instead relying on students to find their own opportunities. Faculty members routinely draw on their professional acquaintances to alert students to internship opportunities, and a number of employers routinely contact faculty members with news of internship and career openings. The college curates and electronically disseminates information weekly about internships and career openings to all students in the college.

In recent years, students have interned at CNN, ESPN, Variety and other national news organizations; major national advertising and public relations agencies; national brands; national and local nonprofit groups such as Nebraska Appleseed and the Arbor Day Foundation; small daily and weekly newspapers and radio and television stations in Nebraska; and small tech-oriented and social media start-ups.

A particularly prized internship opportunity is based on a collaboration between the college and the Omaha World-Herald, the largest news organization in the state. The World-Herald facilitates a one-credit-hour course titled The Real World in which staff members from various departments at the World-Herald, including the company's executives, serve as guest speakers each week, sharing with students their perspectives and experiences on a wide variety of jobs. Students who complete the course are eligible to apply for one of four semester-long, paid World-Herald Fellowships, in which they work out of the paper's Lincoln bureau performing the duties of a professional reporter.

Additionally, those who successfully complete a fellowship are awarded a $2,500 stipend at the end of the semester. In 2016-17, the fellowship program will be expanded to include a student skilled in data journalism, which increasingly is in demand among the news outlets owned by Berkshire-Hathaway, the World-Herald's parent company. Additionally, the World-Herald offers a separate paid summer internship program for which our students regularly are selected.

The college also sponsors annual tours to major media markets to help students identify internship and career opportunities. Originated by the ADPR faculty, the tours expose students to a wide variety of communications options in advertising and public relations agencies and other creative pursuits, drawing on alumni contacts in those fields. Recent tours have included opportunities for students across the college, those majoring in journalism and broadcasting as well as advertising and public relations, to visit magazines, broadcasting outlets and other news organizations. About 50 students participated in the 2015-16 tours that visited New York City, Chicago and Minneapolis.

In fall 2016, the college hired its first full-time career development specialist thanks to an agreement between the college and the university's Office of Career Services, in which the person's salary will be split between the two units. The additional staff member will enable us to do a better job of tracking and assessing students' internship experiences, developing expanded internship opportunities, coordinating college-sponsored career fairs, managing the sophomore-level internship-preparation class and handling the college-sponsored media tours. As the college's enrollment has grown, it has become increasingly difficult for faculty to take on career-development-related tasks, yet helping students identify and engage in real-world work experiences as undergraduates is a critical, if informal, part of the students' education and preparation for careers whether those opportunities are paid or unpaid.

7. Attach a copy of the unit's internship policy. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.

Please see Appendix 2C for the college's approved internship policy, which spells out for employers and students the specific federal wage and hour standards that determine whether particular work situations qualify as legitimate internships. Like others in many institutions of higher education, our faculty are concerned that student experiences nominally classified as internships do, in fact, provide true internship opportunities from which our students will benefit.

Here are the specifics about how students can earn credit for internships through signing up for the following courses:

ADPR 495: https://bulletin.unl.edu/undergraduate/courses/ADPR/495
BRDC 495: https://bulletin.unl.edu/undergraduate/courses/BRDC/495
JOUR 495: https://bulletin.unl.edu/undergraduate/courses/JOUR/495

The instructors of the courses approve internships case by case. Academic credit can be earned for only up to three hours based on the number of hours the student invests in the internships during the semester. The instructor also determines the appropriate number of credits that the student will earn, depending on the nature of the work the student will do. Each instructor has his or her own method of collecting information about the students and their experiences, but typically, an instructor may ask a student to write a summary of the internship activities and comment on the value of the experience. Students and their supervisors complete evaluation forms at the end of the semester that include questions about the extent to which the internship addressed the 12 values and competencies. The college uses the internship evaluations as an indirect measure of assessment as explained in more detail in Standard 9.

Additionally, the college attempts to document students' internships with follow-up surveys conducted in the fall through required, upper-level courses in which most students are enrolled, such as JOMC 486 and JOMC 487. The following questions are included in the Google survey. Data are collected through Google Docs and put into a spreadsheet.

1. First name
2. Last name
3. Major
4. Company name
5. Hiring manager(s)
6. City
7. State
8. Start date
9. End date
10. Position/internship title/area
11. Brief description of your duties
12. What courses prepared you most for your internship? Explain.
13. Year in school
14. Did you receive college credit for the internship?
15. Was it a paid internship?
16. NUID
17. Name of supervisor
18. Supervisor's phone number or email (optional)
19. Would you recommend this internship to other students?
20. How did you hear about the internship?

Year of record enrollments in JOUR, BRDC and ADPR 495:

Spring 2016	
Advertising and Public Relations	31
Broadcasting	11
Journalism	3
Grand total	**45**

Fall 2015	
Advertising and Public Relations	17
Broadcasting	6
Journalism	1
Grand total	**24**

Summer 2015	
Advertising and Public Relations	35
Broadcasting	0
Journalism	0
Grand total	**35**

JOUR 495 and BRDC 495 were created beginning with the 2015-16 bulletin year.

Appendices

Appendix 2A, Student Advising Materials
https://unl.app.box.com/files/0/f/7571475581/1/f_62168474321
https://unl.app.box.com/files/0/f/7571475581/1/f_62168918737

Appendix 2B, Sample Degree Audits.
https://unl.app.box.com/files/0/f/8377548937/1/f_62182649165
https://unl.app.box.com/files/0/f/8377557953/1/f_62182652289
https://unl.box.com/s/qh26wjhrcwdo83j8rpba7o0p7s78glh4

Appendix 2C, Internship Policy
https://unl.app.box.com/files/0/f/11222705542/1/f_58202732185

PART II

STANDARD 3

DIVERSITY AND INCLUSIVENESS

HIGHLIGHTS

» The college is part of a university that strives for inclusiveness and fosters all forms of diversity, particularly encouraging extracurricular organizations and events that showcase racial, gender and cultural diversity.

» The college sponsors a Hearst Speaker Series focusing on diversity and focuses its recruiting outreach to communities with diverse populations and first-generation college students.

» The college sponsors study-abroad opportunities, and multiple courses across the college engage students with international audiences.

PART II: STANDARD 3

DIVERSITY AND INCLUSIVENESS

Executive summary (optional)

The university's location in a predominantly white state creates challenges when it comes to showing students the realities of a racially and ethnically diverse world. But at the campus, college and classroom levels, opportunities abound for students to learn that the world they inhabit is a much more diverse place than their immediate environment might suggest. The following sections enumerate and describe efforts at all levels to address these challenges.

Please respond to each of the following instructions:

1. Complete and attach the following tables:

Table 4, "Area Population"

Group	% of Nebraska Population
White	88.3%
Black/African American	4.7%
American Indian/Alaskan Native	0.9%
Asian	1.9%
Hispanic/Latino	9.7%
Native Hawaiian/Other Pacific Islander	0.1%
Two or more races	2.2%
Other Race	0.1%
Female	50.3%

ACS Demographic and Housing Estimates, 2014 American Community Survey, retrieved from http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

Table 5, "Undergraduate Student Populations" 2015-16

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	9	6	1.5%	2.7%
White	344	500	81.6%	77.1%
American Indian/Alaskan Native	1	0	.09%	.19%
Asian	6	11	1.6%	2.4%
Hispanic/Latino	20	42	6.0%	5.4%
Hawaiian/other Pacific Islander	1	0	.09%	.07%
Two or more races	9	19	2.7%	2.8%
Other race	8	7	1.5%	1.7%
International students	8	18	2.5%	7.6%

Source: Table 100, Unduplicated Headcount Enrollment By College, Degree, Major, Race and Sex, Office of Institutional Research, Analytics and Decision Support, University of Nebraska-Lincoln, retrieved from http://irads.unl.edu/dmdocuments/010_FY_2016_enr_p100.pdf.

Table 6, "Faculty Populations" 2015-16 Full-time Faculty

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	0	1	3.2%	2.0%
White	12	13	80.6%	80.9%
American Indian/Alaskan Native	0	0	0%	.2%
Asian	1	0	3.2%	9.6%
Hispanic/Latino	1	0	3.2%	2.9%
Hawaiian/other Pacific Islander	0	1	3.2%	.2%
Two or more races	0	0	0%	.3%
Other race	0	0	0%	0%
International faculty	2	0	6.5%	3.9%

Source: Table 200, Faculty Headcount By College, Home Department, Rank, Ethnicity and Gender, Office of Institutional Research, Analytics and Decision Support, University of Nebraska-Lincoln, retrieved from: http://irads.unl.edu/dmdocuments/050_fall_2015_fac_200.pdf

Table 7, "Full-time Faculty Recruitment"

Academic years:	2013-2014	2014-2015	2015-2016
Openings	2	1	8
Total applicants in hiring pool	24	11	131
Females in hiring pool	13	4	57
Female finalists considered	1	3	6
Offers made to females	1	1	2
Offers accepted by females	1	1	2
Minorities in hiring pool	15	0	55
Black, African American	1	0	8
Hispanic	0	0	3
Asian	14	0	35
Native American	0	0	0
Native Hawaiian, Pacific Islander	1	0	0
Minority finalists considered	0	0	4
Offers made to minorities	0	0	1
Offers accepted by minorities	0	0	1
International faculty in hiring pool*			
International faculty considered*			
Offers made to international faculty*			
Offers accepted by international faculty*			

**People in the hiring pool may be counted as both a woman and a minority. Additionally, some people are multiracial and might have indicated that they identify with more than one race. Note also that the university's Office of Institutional Equity and Compliance does not track international candidates.*

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

Academic years	2013-2014	2014-2015	2015-2016
Openings	44	38	36
Total applicants in hiring pool	44	38	36
Females in hiring pool	21	18	18
Female finalists considered	21	18	18
Offers made to females	21	18	18
Minorities in hiring pool	N/A	N/A	N/A
Minority finalists considered	N/A	N/A	N/A
Offers made to minorities	N/A	N/A	N/A
Offers accepted by minorities	N/A	N/A	N/A
International faculty in hiring pool	N/A	N/A	N/A
International faculty considered	N/A	N/A	N/A
Offers made to international faculty	N/A	N/A	N/A
Offers accepted by international faculty	N/A	N/A	N/A

Part-time faculty candidates do not apply through the University of Nebraska-Lincoln application portal. As a result, demographic information is not collected about applicants for part-time faculty positions in the college. Offers to part-time faculty mostly are made on the basis of personal relationships or connections through individuals in the area's professional community.

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 under-represented groups identified by the unit.

College of Journalism and Mass Communications
Amended: Spring 2010
Revised draft: March 2016
Approved by faculty vote: May 9, 2016

The College of Journalism and Mass Communications values diversity in the broadest sense of the word. We do not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation. We recognize that understanding and incorporating diversity in the curriculum enables us to prepare our students for careers as professional communicators in a global society. As communicators, we understand that journalism, broadcasting, advertising and public relations must reflect society*

in order to be effective and reliable. We fail as journalists and other media professionals if we are not accurate in our written, spoken and visual reports; including diverse voices and perspectives improves our accuracy and truthfulness. In advertising and public relations, we cannot succeed if we do not understand the value of or know how to create advertising that reflects a diverse society and, thus, appeals to broader audiences.

**Inclusiveness language taken from UNL Office of Institutional Equity and Compliance.*

Goals

The University of Nebraska-Lincoln's College of Journalism and Mass Communications understands the impact of an increasingly diverse and multicultural society. The college values that diversity and is committed to recruiting and retaining diverse faculty and students and creating an environment that embraces and welcomes all forms of diversity in fulfilling its three-fold mission of teaching, research and service.

The rest of this document elaborates on the diversity goals and timelines associated with each. Various individuals and entities within the college are be expected to play appropriate roles in carrying out the items listed below, and the college's diversity committee is expected to gather information and report annually on each year's accomplishments

Goal 1:

*UNL's College of Journalism and Mass Communications is c***ommitted to recruiting and retaining a diverse faculty and staff.** *The college will aim to meet and maintain a representative number equal to or above that of the university as a whole and reflective of the principal areas from which we recruit.*

When we have openings on our faculty, we will conduct strategic searches to ensure that we have racially diverse recruiting pools. For example, we will send job announcements to organizations such as: Association for Women in Sports Media, Asian American Journalists Association, National Association of Black Journalists, National Association of Hispanic Journalists, National Association of Multicultural Media Executives, Native American Journalists Association, South Asian Journalists Association, National Lesbian and Gay Journalists Association, National Black Public Relations Society, Hispanic Public Relations Association and Association for Women in Communications. We also will reach out to individuals with a particular commitment to seeking out women and people of color who can identify qualified candidates and encourage them to apply for teaching positions.

In addition, at least one woman and one person of color will be included on all search committees operating from the college.

Timeline:

Year One, 2016-17:

- *Ensure than half of all faculty and staff have participated in the university's search committee diversity training.*
- *Begin developing a comprehensive list of university and community resources aimed at integrating faculty and staff of diverse backgrounds into the life of the university and the community.*
- *Compile an annual report summarizing the following for each search conducted during the year: search committee membership; text of search advertisements; placement of advertisements.*

Year Two, 2017-18:

- *Ensure that three-fourths of all faculty and staff have participated in the university's search committee diversity training.*
- *Publish a comprehensive list of university and community resources aimed at integrating faculty and staff of diverse backgrounds into the life of the university and the community.*
- *Compile an annual report summarizing the following for each search conducted during the year: search committee membership; text of search advertisements; placement of advertisements.*

Year Three, 2018-19:

- *Ensure than all faculty and staff have participated in the university's search committee diversity training.*
- *Compile an annual report summarizing the following for each search conducted during the year: search committee membership; text of search advertisements; placement of advertisements.*
- *Formalize a mentoring program for pre-tenure faculty to support their efforts to earn tenure.*

Goal 2:

The college is committed to ***recruiting and retaining undergraduate and graduate students of diverse backgrounds.***

To that end, we are committed to working closely with the university admission office in identifying and participating in recruitment activities that focus on geographic areas and communities with significant numbers of students from diverse backgrounds and to developing college-specific recruitment activities that target similar communities. These include outreach to youth in historically underserved communities through an annual Summer Media Academy for high school sophomores and juniors and ongoing connections with the Nebraska High School Press Association and other broadly based high school student activities such as speech and debate and DECA.

Additionally, we are committed to efforts that engage students to ensure that they can succeed in our college by connecting students with appropriate resources to help them successfully acclimate to the college environment.

Timeline

Year One, 2016-17:

- *Establish an ongoing system to maintain follow-up contact with participants in the Summer Media Academy.*
- *Engage in specific outreach through the Nebraska High School Press Association to high schools with diverse populations to increase their participation in the annual NHSPA convention held at UNL.*
- *Establish connections with high school counselors in schools with diverse populations where we have not previously had a prominent presence.*
- *Support efforts by Student Advisory Board to reach out to international students by facilitating their arrival on campus and orientation to UNL and the college.*
- *Create a welcome kit for new students that includes: information about campus, local and national resources that support academic and professional success; a list of faculty; and other information aimed at helping students engage with their new environment*

Year Two, 2017-18:

- *In conjunction with the UNL Admissions Office, analyze success of the previous year's recruiting events, with an eye toward understanding barriers—other than financial—that first-generation and students of color encounter.*
- *Review the college's available scholarship funds and scholarship selection process to assure that scholarship awards are consistent with diversity recruiting efforts related to geography and first-generation college students.*
- *Seek endowed funds for permanent support for Summer Media Academy.*
- *Increase Summer Media Academy enrollment by 20 percent, funds permitting.*

Year Three, 2018-19:

- *Pursue ongoing collaborations with campus and off-campus entities that seek to overcome barriers to college attendance by first-generation students and students of color.*
- *Continue to build Summer Media Academy endowment.*
- *Increase Summer Media Academy enrollment by 30 percent, funds permitting.*
- *Enhance opportunities for students to participate in professional organizations and activities.*

Goal 3:

*UNL's College of Journalism and Mass Communications is committed to i**nfusing diversity into all aspects of teaching, research and service**, in particular by promoting teaching strategies that facilitate respect for and sensitivity to diverse perspectives, exposing students to opportunities to interact with professionals who represent diverse perspectives and pursuing research and service opportunities related to diversity.*

To that end, we are committed to sponsoring speakers and employing instructional materials, course assignments and various curricular activities that incorporate diversity considerations into all that we do. To bring attention to the importance of diversity, faculty members include the following diversity statement in all course syllabi:

*"**Diversity:** The College of Journalism and Mass Communications values diversity in the broadest sense of the word. We do not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation. We recognize that understanding and incorporating diversity in the curriculum enables us to prepare our students for careers as professional communicators in a global society. As communicators, we understand that journalism, broadcasting advertising and public relations must reflect society in order to be effective and reliable. We fail as journalists and other media professionals if we are not accurate in our written, spoken and visual reports; including diverse voices and perspectives improves our accuracy and truthfulness. In advertising and public relations, we cannot succeed if we do not understand the value of or know how to create advertising that reflects a diverse society and, thus, appeals to broader audiences."*

The college also sponsors an ongoing speaker series aimed at exploring various aspects of diversity and regularly sponsors summer study-abroad opportunities in addition to encouraging students to participate in university-sponsored international study opportunities as part of an ongoing effort to expand students' knowledge and appreciation of diverse cultures.

Additionally, individual faculty members routinely invite classroom speakers and employ various curricular strategies to address various aspects of diversity, including race/ethnicity, global issues, gender, sexual orientation, social class and other variables. Moreover, a number of courses within the college--such as Mosaic, Global-Eyewitness and Social Justice, Human Rights and the Media—already focus specifically on diversity themes.

The following timeline addresses actions that build on the college's ongoing efforts:

Year One, 2016-17:

- *Develop a policy for inviting college-sponsored speakers to maximize use of available funds*

and create optimum opportunities for student involvement.

- *Develop a long-term study-abroad plan for college-sponsored international travel opportunities suitable for advertising, public relations, journalism and broadcasting students, taking into account the university's international areas of focus.*
- *Seek ACE 9 certification for the college's Race, Gender and Media course.*
- *Create professional development opportunities that regularly offer faculty new ideas for infusing diverse perspectives into all courses and into their research and service agendas, particularly as those agendas contribute to the university's land-grant mission.*

Year Two, 2017-18:

- *Lay the groundwork for establishing a college fund to underwrite or otherwise support international student travel.*
- *Create and publish a rotation for elective courses in both sequences that focus specifically on matters related to human and global diversity.*
- *Develop and carry out a plan to highlight in the college's alumni magazine and other publications/communications the accomplishments of alumni of diverse backgrounds and perspectives.*
- *Continue to enhance professional development opportunities that regularly offer faculty new ideas for infusing diverse perspectives into all courses and into their research and service agendas, particularly as those agendas contribute to the university's land-grant mission.*

Year Three, 2018-19:

- *Systematically review faculty research/creative agendas with an eye toward publicly highlighting work that engages with issues of diversity*
- *Lay the groundwork for establishing a college fund to underwrite or otherwise support international faculty exchanges*
- *Further expand professional development opportunities that regularly offer faculty new ideas for infusing diverse perspectives into all courses and into their research and service agendas, particularly as those agendas contribute to the university's land-grant mission.*

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

The college's revised diversity plan sets out goals, the achievement of which readily can be determined. Each action item is plainly stated and requires specific action. It will be straightforward to observe and report whether each item is accomplished. The college's Diversity Committee, working with an associate dean, will be responsible for assuring that each year's action items are accomplished.

Additionally, the diversity plan is purposely designed as a three-year series of actionable goals, assuring that the college will revisit and appropriately revise its diversity goals frequently. The diversity plan is intended to be a living document subject to reevaluation as growing enrollment and new institutional demands require.

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.

The college's curriculum includes several courses that relate specifically to the elements of diversity listed above, but individual faculty members include such materials within other courses as well. In addition, the college sponsors a diversity speaker series, and faculty encourage — and sometimes require — students to participate in university-sponsored programs and activities aimed at fostering diversity awareness and understanding. Students also have the opportunity to participate in extracurricular organizations that reinforce curricular efforts to foster understanding of diverse perspectives.

Specific CoJMC courses related to these issues include:

- Mass Media and Society, a senior-level ethics course required of all majors.
- Social Justice, Human Rights and the Media, an elective certified as meeting university general education criteria for addressing ethics and global awareness, two student learning outcomes required of all students. As such, the course attracts students who are not CoJMC majors as well as those who are.
- Race, Gender and Media, an elective offered every third or fourth semester. The college in fall 2016 is seeking to have this course certified as meeting a university-wide diversity requirement.
- Global Advertising, an elective course certified as meeting university general education criteria for addressing global awareness, is offered every summer as an online course
- International and Multicultural Public Relations, an elective course addressing global awareness, is offered every spring semester

Other CoJMC courses with components related to these issues include:

- Depth Reporting, a senior-level advanced reporting course in which the topic changes from semester to semester. During the 2009-10 and 2012-13 academic years, the course was titled Native Daughters, with initial funding from a Carnegie-Knight grant. The courses resulted in multimedia publications and related educational materials focusing on Native American women (http://cojmc.unl.edu/nativedaughters/). Previous depth reports have focused on a low-income elementary school, economic development in disadvantaged rural areas and other issues related to diversity. The fall 2016 course focuses on the role of the unincorporated community of Whiteclay, Nebraska, where

alcohol sales contribute to severe alcoholism on the adjacent Pine Ridge Indian Reservation in South Dakota and its attendant social crises.

- Advertising/Public Relations capstone courses, in which students create strategic communications campaigns for real-world clients and which often serve diverse audiences and underserved segments of the community. In 2012, UNL students won the National Student Advertising Competition for their work on a national multicultural campaign for Nissan. Other examples of campaigns that served diverse audiences include: Student Veterans of America, UNL Center for Civic Engagement, Habitat for Humanity, National Alliance on Mental Illness/New York, Nation Building for Native Youth, Nebraska Health and Human Services HIV Prevention, Nebraska Urban Indian Health Care, People's City Mission, TeamMates Mentoring Program, UNL Jackie Gaughan Multicultural Center and the White House Commission on Remembrance.
- Global Eyewitness, a multimedia course funded by the Howard Buffett Foundation, enables students to travel twice annually to developing countries to document the lives of people in poverty. On recent trips students have documented poverty in Nepal, Nicaragua, Indonesia, and Ethiopia.

Students also have the opportunity to expand their awareness and understanding of diversity issues by participating in college-sponsored and university-sponsored co-curricular and extracurricular activities that complement and reinforce their classroom experiences. Examples include:

- Under Dean Marron's leadership, the CoJMC in 2015-16 inaugurated a Hearst Speaker Series: Diversity and Modern Media. See question 13 below for additional details.
- CoJMC's chapter of the Public Relations Student Society of America sponsors an annual fundraising drive to support the Lincoln Food Bank's backpack program, which serves more than 3,500 low-income children in the county.
- Nebraska University Students against Modern-Day Slavery (NUSAMS) is an activist student group that addresses diversity concerns related to human trafficking. Professor of practice Sriyani Tidball leads the group.
- In 2014-15, students had the opportunity to work with a reporter covering communities of color and LGBT concerns in Nebraska. Bobby Caina Calvan, who was a national political writer in the Boston Globe's Washington, D.C., bureau, led the reporting efforts and worked with classes in the college. He joined forces with news organizations throughout Nebraska to produce stories and multimedia pieces about minority issues that the news organizations did not have the staff to produce. Professor Gary Kebbel worked with Ford Foundation, the AAJA and the NLGJA to bring the project to the College of Journalism and Mass Communications. Calvan worked with journalism faculty and students to produce multimedia projects that involved LGBT communities

and communities of color, focusing on four topic areas: access to health care, economic recovery, immigration and domestic violence. As part of the grant, assistant professor of practice Michelle Hassler also taught a section of the journalism capstone course (JOUR 450) in which students studied diversity issues and published a series of multimedia stories that focused on the changes in a diverse Lincoln neighborhood. Calvan worked with broadcast professor Luis Peon Casanova to report on life in one of Nebraska's Indian reservations. The project produced about 40 published news reports about diversity issues in Lincoln, Omaha, Norfolk, Scottsbluff and an Indian reservation in northwestern Nebraska.

- More than 40 campus-wide student organizations provide opportunities for diverse populations, both domestic and international, to build networks and expand their reach.

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

As might be expected, there is considerable overlap between elements of diversity included in the curriculum described in the previous section and elements of diversity in a global society. Additionally, co-curricular activities available to students reinforce instruction in issues and perspectives related to diverse cultures.
Curricular examples include:

- The ADPR sequence introduction of a new course titled International/Multicultural Public Relations.
- Mosaic, a multimedia capstone reporting and web publication course in which students focus on the city's significant and growing refugee and immigrant population.
- Global Eyewitness, a multimedia course in which students travel twice annually to developing countries to document the lives of people in poverty.
- CoJMC sponsorship of one or more annual summer study-abroad opportunities, a particular benefit for students otherwise unable to incorporate a longer overseas study term. Recent trips have been to Ireland, Mexico, Cuba, Japan and Russia.
- The college's professional advisers also strongly encourage students to fit study-abroad opportunities into their four-year academic plans.

Opportunities to reinforce global diversity also abound at the campus level, including:

- The university's premier E.N. Thompson Forum lecture series, which annually presents a year-long array of speakers who address topics that often incorporate critical international as well as domestic issues, programs that students routinely are assigned to attend.
- University Education Abroad fairs, which promote the myriad opportunities students have

to enlarge their worldviews by participating in a wide variety of international educational offerings.

- The Confucius Institute, which sponsors Chinese cultural events that CoJMC faculty routinely assign students to cover.
- As noted above, more than 40 of the 600 recognized student organizations on campus represent a wide array of international and domestic ethnic and religious groups. Students also can start new organizations if none of the existing groups suits their needs.

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.

The college values all forms of diversity. It participates fully in the university's efforts to maintain a climate free of harassment and discrimination and accommodates particular needs of people with disabilities.

Specifically, appropriate administrators are designated as "responsible employees" required to report possible Title IX violations to the University's Office of Institutional Equity and Compliance. Faculty and staff searches also are subject to review by that office to determine compliance with appropriate equity standards. The director of that office also spoke at the January 2016 faculty meeting as part of an ongoing effort to make sure faculty have the background they need to be aware of possible Title IX concerns and what to do when those concerns arise.

Additionally, representatives of the University's Office of Services for Students with Disabilities spoke to journalism and broadcasting faculty members who had expressed concerns about addressing accommodations for students with documented disabilities when those accommodations require allowing students extra time to complete work. Individual faculty members also have engaged in ongoing discussions with the office's director in connection with accommodation plans for individual students and have worked to meet those students' needs.

The college's administration is keenly attuned to issues of diversity and takes the necessary steps to ensure a climate that is equitable and fair, free of harassment and discrimination. In fact, the college is proactive in doing its best to ensure an inclusive faculty, staff and student body and in bringing diversity issues to the attention of students and other constituents.

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.

The University of Nebraska-Lincoln, a land-grant institution, concentrates its recruiting in Nebraska. The state's population, based on the 2014 American Community Survey, was 88.3 percent white, 4.7 percent black or African American, 2.2 percent two or more races and the rest Asian, American Indian, Native Hawaiian or some other race. Additionally, 9.7 percent of the state's population was Hispanic or Latino of any race. Among 18- to 24-year-olds, however, the population is somewhat more diverse. Of that age group, according to 2015 population estimates, 86.3 percent were white, 6 percent were black or African American, 2.7 percent were two or more races and the rest were Asian, American Indian, Native Hawaiian or some other race. Also, 12.7 percent of that age group was Hispanic.

The UNL 2015-16 Fact Book reports the CoJMC undergraduate enrollment is 13.4 percent minority, virtually the same as the 13.6 percent minority enrollment university-wide. UNL recently was recognized by The Education Trust, an advocacy group that focuses on academic achievement of underrepresented minorities, for achieving a 15.2 percentage point decrease over 10 years in the graduation gap between white and underrepresented minority students, the largest decrease among 255 four-year institutions The Education Trust studied. That achievement reflects the culture in which our college operates; we are part of an institution of higher education that takes seriously the need to foster academic success among students who are members of historically underrepresented groups.

The university's overall efforts to recruit and retain a diverse student population are mirrored at the CoJMC level. For example:

- In June 2015, the college hired a full-time recruitment coordinator, a role previously carried out by a faculty member who divided time between teaching and recruiting.
- Recruitment and retention of students of color is a focus, with specific recruitment activities centered on the Omaha metro area, where the largest proportion of the state's African-American population resides.
- The college in 2015 inaugurated an annual three-day Summer Media Academy for high school sophomores and juniors with recruitment focused primarily on the state's more diverse communities, including Omaha, Lincoln and Lexington, where schools have a significant minority enrollment. A second Summer Media Academy was held in 2016, and the event is expected to be offered annually.
- The college instituted in 2015-16 a required First-Year Experience course, focusing, among other things, on the special needs of first-generation college students, helping them acclimate to the demands of higher education and, in turn, boosting retention.
- The college's Diversity Committee has sought to boost retention by building connections with the elected Student Advisory Board to gauge an understanding of the diversity

climate from a student perspective.

- The dean has committed to visiting high schools in Omaha, Lincoln and Kansas City to recruit minority students. Additionally, the college hopes to offer a one-day workshop in Grand Island or Lexington in summer 2017 to expose the area's large concentration of Hispanic students to facets of the college. And working with Dr. Sonia Feigenbaum, the new associate vice chancellor for International Engagement and Global Strategies, the college plans to bring to the college for a four-year degree program a student from Rwanda in partnership with the She-CAN initiative.

Please see Appendix 3A, Recruitment Plan, for more details.

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.

The CoJMC does not have selective admissions.

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.

Retaining minority students from enrollment through graduation is an ongoing challenge for our college as it is for predominantly white academic institutions as a whole.

The chart below, for example, shows that five Asian students were in the college's Fall 2009 freshmen cohort, and that after six years, three of them had graduated from UNL. Of those three, one had graduated from the college.

JMC, 6-Year Graduation Rates **Fall 2009, First-Time, Full-Time, Freshmen Cohort**			
Ethnic group	Cohort	Graduated UNL	Graduated JMC
Asian	5	3	1
Black, non-Hispanic	6	0	0
Hispanic	10	5	3
Unknown	3	3	2
White, non-Hispanic	123	94	58
Total	147	105	64

The recent addition of professional advising is a major factor in the college's efforts to assure that students, particularly those from underrepresented groups and first-generation college students, have ongoing resources to help them. Faculty also work to develop one-on-one connections with those groups of students.

Advisers refer students to university-wide resources – the Writing Center, the Money Management Center, the Health Center and Counseling and Psychological Services, among others – that are positioned to help students facing individual challenges.

> "As time went on and I began to immerse myself into this new world, I fell in love. The simplicity of life, culture and especially the people were beautiful. Nepal is the second poorest country in the world. They don't have the luxuries I've grown so accustom to, and yet when I was there, all I experienced was kindness and selflessness. It was incredibly grounding."
>
> **PHOTOGRAPHY STUDENT REFLECTING ON THE GLOBAL EYEWITNESS TRIP TO NEPAL**

Additionally, faculty and advisers actively encourage students to be involved in college-based extracurricular activities, such as radio station KRNU, J-Ambassadors, Student Advisory Board, Ad Club, the Public Relations Student Society of America and other organizations. Making informal connections with other students through extracurricular activities is an important way to find a sense of place in a new environment, and becoming comfortable in that environment is critical to remaining in school through graduation.

In addition to college-based extracurricular activities, university-wide organizations, such as the Jackie Gaughan Multicultural Center and various clubs that focus on particular underrepresented populations – including the Afrikan People's Union, Asian American Student Union, Mexican American Student Association and the University of Nebraska Inter-Tribal Exchange – provide opportunities for minority students to become engaged with all aspects of university life, thus increasing the likelihood they will successfully complete their educations.

10. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, "Full-time Faculty Recruitment").

More than 40 percent of the college's full-time faculty are women. The dean and the two associate deans are women, and so are nearly all of the college's professional staff.

As the data show, however, the college is underrepresented in terms of minority faculty and professional staff. A number of retirements in the past several years contributed to opportunities for new hires, ending a period during which there was little faculty turnover. The recently hired faculty include three advertising/public relations tenure-track members with international backgrounds, bringing important diverse global perspectives to the college.

The college has conducted faculty searches in advertising/public relations, visual communications and sports media in 2015-16, and the college has conformed to requirements promulgated by

the university's Office of Institutional Equity and Compliance to assure consideration of all qualified candidates. And as the diversity plan outlined above indicates, the college will focus future recruitment efforts even more actively on reaching out, whenever possible, to professional organizations whose members are likely to include underrepresented minorities who would bring new voices to the college.

Searches for professional staff follow the same pattern, adhering to university requirements aimed at assuring that openings are advertised to the widest appropriate audiences of prospective employees.

Please see Appendix 3B, Faculty Search Advertisements, and Appendix 3C, Advertising Placements for Faculty Searches, for detailed information.

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.

Through 2015-16, all faculty hires have been in advertising/public relations. All, coincidentally, have been either women or minorities. These tenure-seeking faculty have had the opportunity to work with respected outside scholars the dean has brought to campus to mentor the pre-tenure faculty in their research pursuits. The pre-tenure faculty members also have access to funds to support their work. Additionally, the college's revised Promotion and Tenure Guidelines provide more complete information to support their progress toward tenure.

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 9, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The college routinely hires adjunct faculty with professional experience to provide sufficient sections of courses in high demand. The relatively small market for media and communications professionals in Lincoln and the surrounding area and its relatively small number of minority professionals creates challenges in assuring diversity among adjunct faculty. The college puts a priority on maintaining consistency in instruction, which contributes to efforts to rely on a relatively stable group of adjunct faculty, many of whom, as noted in the above table, are women who bring their professional experience into our classrooms. Full-time faculty and sequence leaders rely on professional contacts in the area to develop lists of qualified people who can be added to the adjunct pool when needed.

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 college sponsored its first Hearst Speaker Series, Diversity in Modern Media, in 2015-16. Speakers included:

- Bob Ray Sanders, columnist from the Fort Worth Star Telegram.
- Osama Siblani, publisher of the Arab American News.
- Hank Klibanoff, managing editor of the Cold Case Truth and Justice Project and co-author of The Race Beat: The Press, the Civil Rights Struggle and the Awakening of a Nation.
- Sheryl Wu Dunn, former journalist and author of Half the Sky: Turning Oppression into Opportunity for Women Worldwide. The college co-sponsored this speaker with the E.N. Thompson Forum on World Issues.

As noted in the answer to Question 2 above, the college values diversity in the broadest sense, believing that everyone's voice counts. To that end, individual faculty members routinely invite a wide variety of speakers who address topics related to the myriad, diverse subject areas and communications skills to which students must be exposed.

Nearly 200 guest speakers were invited to classes across the college during the past three years to make presentations on a disparate array of topics. Themes of the presentations included: racial justice, human trafficking, reaching youth audiences, creating an inclusive campus environment, privacy considerations in digital advertising, reaching audiences with social media, stereotypes and bias in news reporting, the role of ethnic diversity in newsrooms, characteristics of immigrant and refugee communities, serving low-income and at-risk youth, law enforcement challenges in urban and rural settings and information needs in rural communities.

Guest speakers listed on the following pages addressed those and many other topics. The information below is drawn from information submitted by faculty to the university's faculty data management system, Digital Insights.

Academic Year 2013-2014	
Josh Kellems, KGIN/KOLN 10/11 TV, Lincoln, NE	September 2013
Stephanie Morrissey, KGIN/KOLN 10/11 TV, Lincoln, NE	September 2013
Susan Ramsett, general manager, KGIN/KOLN 10/11 TV, Lincoln, NE	September 2013
J. Steve Davis, CEO (retired), JWT/Chicago	September 2013

Ivana Jackson, WHUT-TV Howard University, Washington, D.C.	September 2013
Andy Boyle, web application developer, Chicago Tribune	November 2013
Chris Hedrick, CEO, Blue Skies HD Video Productions, Westerville, OH	January 2014
Kyleigh Ostendorf, ESPN, content associate	January 2014
Mega Sugiato, KGIN/KOLN 10/11 TV, Lincoln, NE	January 2014
Heather Thomas, human resources director, Sandhills Publishing, Lincoln, NE	January 2014
Morrie Enders, executive director, Lincoln Community Playhouse	January 2014
Stephanie Geery-Zink, development director, Lincoln Community Playhouse	January 2014
Camila Orti, reporter, KLKN-TV, Lincoln, NE	January 2014
Singe Boudreau, reference librarian, University of Nebraska-Lincoln	February 2014
Emily McCoy Glover, author, Starcasm.net	February 2014
Diane Krajicek, senior brands, Bailey Lauerman, Omaha, NE	February 2014
Shelley Smith, reporter, ESPN	February 2014
JoBeth Davis, social media producer, KMBC-TV, Kansas City	February 2014
Molly Kuhl, school psychologist, Lincoln Public Schools	February 2014
Mike Zeman, director of North American digital marketing, Netflix	March 2014
Gina Dvorak, emerging platforms director, Los Angeles News Group	March 2014
Jessica Polmanteer, media director, Bailey Lauerman, NE	March 2014
Todd Ogden, marketing and advertising director, Downtown Lincoln Association	March 2014
Melissa Lindel, senior producer, KLKN Channel 8 News, Lincoln, NE	April 2014
Jenny Sundberg, social media and PR coordinator, Lincoln Chamber of Commerce	April 2014
Signe Boudreau, reference librarian, University of Nebraska-Lincoln	April 2014
Lance Koenig, senior vice president strategy, Mullen. Boston	April 2014
Emmy Berlind, marketing director, Yes To, Inc., San Francisco	April 2014
Drew Train, business director, JWT/New York	April 2014
Jim Peschong, chief, Lincoln Police Department	April 2014
Joe Yocum, sheriff, Seward County Sheriff Department	June 2014
Sherry Schweitzer, county clerk, Seward County, NE	June 2014
Troy Hawk, clerk of the district court, Lancaster County District Court	June 2014
Academic Year 2014-2015	
Angie Klein, vice president, Northeast Marketing & Sales, Verizon New York City	June 2014
Sue Roush, deputy communications director for Governor of Nebraska	August 2014
Heather Cross, creative project lead, AdRoll, San Francisco	August 2014

Jackie Ostrowicki, assistant vice president of University Affairs, University of Nebraska	September 2014
Brandon Olson, sports copy editor, Omaha World-Herald	September 2014
Rich Claussen, executive vice president, Bailey Lauerman, Omaha, NE	October 2014
Courtney Pitts-Mattern, copy/wire editor/designer, Omaha World-Herald	November 2014
Johanna Hjersman, copy editor, Omaha World-Herald	December 2014
Sarah McCallister, copy editor, Omaha World-Herald	January 2014
Beatty Brasch, director, Center for People in Need, Lincoln, NE	February 2014
Rebecca Gonzales, coordinator, Nebraska Appleseed, Lincoln, NE	March 2014
Olivia Poggenpohl, director of strategic planning, EG Integrated, Omaha, NE	April 2014
Ryan Beckwith, senior editor, Time Magazine	May 2014
Mike Kuhl, account manager, Archrival, Lincoln, NE	June 2014
Tyler Thomas, social media director, University of Nebraska-Lincoln	July 2014
Frank Daley, executive director, Nebraska Accountability and Disclosure Commission	October 2014
Jack Gould, issues chair, Common Cause Nebraska	October 2014
Tessa Warner, events coordinator, Railyard, Lincoln, NE	October 2014
Kathy Steinauer-Smith, program associate, Woods Charitable Fund, Lincoln, NE	October 2014
Mark Hagger, news director, KLKN Channel 8 News, Lincoln, NE	October 2014
Danielle Conrad, executive director, ACLU Nebraska	November 2014
Brian Reid, director, WCG, San Francisco	November 2014
Bilal Morris, interactive editor, Radio One, New York City	November 2014
Meg Lauerman, director of University Communications, University of Nebraska-Lincoln	November 2014
Rich Bailey, former principal, Bailey Lauerman, Omaha, NE	November 2014
Adrian Whitsett, news anchor, KETV-7, Omaha, NE	November 2014
Jake Wasikowski, senior reporter, KMTV 3, Omaha, NE	December 2014
Jenn Hatcher, news reporter, KLKN Channel 8 News, Lincoln, NE	December 2014
Larry Brown, content producer, KGIN/KOLN 10/11 TV, Lincoln, NE	December 2014
Melissa Fry, news anchor, KETV-7, Omaha, NE	December 2014
Rod Fowler, news anchor, KLKN Channel 8 News, Lincoln, NE	December 2014
Ryan Robertson, reporter and producer, NET News, Lincoln, NE	December 2014
Krista Vogel, managing director, Hurrdat, Lincoln, NE	December 2014
Tori Grdina, content manager , Hurrdat, Lincoln, NE	December 2014

Katie Neiland, publications specialist, Center for Great Plains Studies, University of Nebraska-Lincoln	December 2014
Ethan Rowley, Husker Athletics marketing, University of Nebraska-Lincoln	December 2014
Chuck Schroeder, executive director, Rural Futures Institute, Lincoln, NE	December 2014
Chris Hedrick, CEO, Blue Skies HD Video Productions, Westerville, OH	January 2015
Rhonda LeValdo, media communications faculty, Haskell Indian Nations University and Spirit Radio, Lawrence, KS	January 2015
Aaron Duncan, director of speech and debate, University of Nebraska-Lincoln	January 2015
Gina Kovanda, user interface designer, Hudl, Lincoln, NE	January 2015
Sydney Brown, assistant director of innovative instructional design, University of Nebraska-Lincoln	January 2015
Andre Fortune, director, OASIS, University of Nebraska-Lincoln	January 2015
Signe Boudreau, reference librarian, University of Nebraska-Lincoln	January 2015
Signe Baumane, animator, Academy of Motion Picture Arts and Sciences, New York City	January 2015
Kaitlyn Beale, senior manager, strategic partnerships, FOX Sports	January 2015
Adam Pawlus, executive director, National Lesbian and Gay Journalists Association	January 2015
Jen Christensen, reporter and producer, CNN, Atlanta, GA	January 2015
Kathy Chow, executive director, Asian American Journalists Association	January 2015
Frank Daley, executive director, Nebraska Accountability and Disclosure Commission	January 2015
Jack Gould, issues chair, Common Cause Nebraska	February 2015
Adrian Whitsett, anchor, WESH TV, Orlando, FL	February 2015
Camila Orti, reporter, KLKN-TV, Lincoln, Nebraska	February 2015
Clint! Runge, managing creative director, Archrival, Lincoln, Nebraska	February 2015
Stacy Fuller, head of content, Cake Group, New York City	February 2015
Bobby Caina-Calvan, journalist, Heartland Project	February 2015
Megan Stubenhofer, regional digital director, Lincoln Journal Star	February 2015
Mary Kay Roth, communications director, Lincoln Public Schools	February 2015
Steve Smith, news director, University of Nebraska-Lincoln	February 2015
Jordan Messerer, assistant director of Outdoor Adventures, University of Nebraska-Lincoln	February 2015
Lance Koenig, senior vice president strategy, Mullen, Boston	February 2015
Jordan Faulder, performance account mgr., Yahoo!, Chicago	February 2015

Kyla Brennan, founder and CEO, HelloSociety, Los Angeles	February 2015
Amy Filipi, account manager, Archrival, Lincoln, NE	February 2015
Mike Kuhl, account manager, Archrival, Lincoln, NE	March 2015
Ben Pankonin, founder and CEO, Social Assurance, Lincoln, NE	March 2015
Kim Shepherd, managing director, Shepherd Communications, Chicago	March 2015
Eric Brown, director of business intelligence, Bleacher Report, San Francisco	March 2015
Eric Gregory, photographer, Lincoln Journal Star	March 2015
Patrick Breen, photographer, Arizona Republic	March 2015
Christopher Kingsley, founder and CEO, The 42, Lincoln, NE	March 2015
Courtney Rodgers, co-founder, Boutique Window, Lincoln, NE	March 2015
Sue Cutsforth, communications coordinator, Metropolitan Area Planning Agency, Omaha, NE	March 2015
Stacy Asher, assistant professor of graphic design, University of Nebraska-Lincoln	April 2015
Academic Year 2015-2016	
Adam Blood, assistant director of speech and debate, University of Nebraska-Lincoln	August 2015
Emily Ingram, mobile project manager, Washington Post	August 2015
Bryan Seck, homeless coordinator, Lincoln Public Schools	September 2015
Ron Hampton, director of executive education (retired), University of Nebraska-Lincoln	September 2015
Jane Rhodes, professor of African American studies, University of Illinois	September 2015
Paul Yates, international director, Tiny Hands International, Lincoln, NE	September 2015
Anna Shavers, professor of law, University of Nebraska	September 2015
Caitlin Hassler, social media coordinator, Montana Department of Tourism	September 2015
LaSharah Bunting, senior editor for digital training and recruitment, The New York Times	September 2015
Jackie Ostrowicki, assistant vice president for University Affairs, University of Nebraska	September 2015
Clint! Runge, managing creative director, Archrival, Lincoln, NE	September 2015
Bob Ray Sanders, columnist (retired) Fort Worth Star-Telegram	September 2015
Mary Kay Roth, director of communications, Lincoln Public Schools	September 2015
Steve Smith, news director, University of Nebraska-Lincoln	September 2015

Liz Stinson, writer, Wired Magazine, Brooklyn, NY	September 2015
Grant Gerlock, reporter, Nebraska Educational Telecommunications	September 2015
Gary Hochman, executive director, Nebraska Educational Telecommunications	September 2015
Ben Skinner, author of works on modern-day slavery	October 2015
Doug Petersen, attorney general, State of Nebraska	October 2015
Emily Pasnak-Lapchick, trafficking coordinator, UNICEF	October 2015
Frank LaMere, activist, Winnebago Tribe, South Sioux City, NE	October 2015
Govinda Tidball, director, Human 2020, Austin, TX, and Sri Lanka	October 2015
Judi gaiashkibos, executive director, Nebraska Commission on Indian Affairs	October 2015
Nikki Siegel, outreach director, The Bay, Lincoln, NE	October 2015
Stephen Patrick O'Meara, trafficking coordinator, Nebraska Attorney General's Office	October 2015
Ted Kirk, photo editor, Lincoln Journal Star	October 2015
Adam Kroft, co-founder, RedThread Advertising, Lincoln, NE	October 2015
Mark Getzfred, national desk editor, The New York Times	October 2015
Lane Hickenbottom, photographer, Lane Weddings, Omaha, NE	October 2015
Andrew Ozaki, bureau chief, KETV News, Omaha, NE	October 2015
Kristen Streff, photographer, Lincoln Journal Star	October 2015
Osama Siblani, publisher, Arab American News	October 2015
Brian Reid, director, W20 Group, San Francisco	October 2015
Brad Penner, PR counsel, Firespring, Lincoln, NE	October 2015
Ari Kohen, associate professor of political science, University of Nebraska-Lincoln	October 2015
Trevor Meyer, creative strategist, Archrival, Lincoln, NE	November 2015
Bob Cullinan, independent photographer, Marin County, CA	November 2015
Mekeisha Madden, TV critic, Essence, Los Angeles	November 2015
William Eddy, news editor (former), North Platte Telegraph, North Platte, NE	November 2015
Rich Bailey, Bailey Lauerman, retired, Omaha, NE	November 2015
Brad Colee, video and media relations specialist, Bryan Health, Lincoln, NE	November 2015
Marcia White, program manager, Community Health Endowment of Lincoln	December 2015
Sally Buchholz, director of development, Matt Talbot Kitchen and Outreach, Lincoln, NE	December 2015

Tyler Thomas, social media manager, University of Nebraska-Lincoln	December 2015
Jennine Capo-Crucet, author of fiction, Miami, FL	December 2015
Mark Smith, digital editor, Washington Post	December 2015
John Rickenbaugh, assignment manager, FOX-4, Cape Coral, FL	December 2015
Dave Dierking, digital CRM and marketing analyst, The Buckle, Kearney, NE	January 2016
Tracy Baldwin, PR consultant, Rotary International	February 2016
Courtney Pitts-Mattern, social media editor, Omaha Performing Arts Center	February 2016
Nancy Hanus, digital editor, Crain's Communications, Detroit	February 2016
Jane Halvorson, communications manager, Nebraska Game & Parks Commission	February 2016
Jim Kiszka, senior digital manager, Kellogg Co., Kalamazoo, MI	March 2016
Bill Frakes, photojournalist, Straw Hat Productions, FL	March 2016
Quentin Lueninghoener, designer, Hanscom Park Studio, Omaha, NE	March 2016
Katie Nieland, communications coordinator, Center for Great Plains Studies, University of Nebraska-Lincoln	March 2016
Krista Vogel, operations director, Hurrdat, Lincoln, NE	March 2016
Tori Grdina, content editor, Hurrdat, Lincoln, NE	April 2016
Ramon Diaz deLeon, marketing associate, Sysco, Lincoln, NE	April 2016
Jose Diaz deLeon, owner and manager, D'Leon's restaurant, Lincoln, NE	April 2016
Maria Diaz deLeon, owner and manager, D'Leon's restaurant, Lincoln, NE	April 2016

Appendices

Appendix 3A, Recruitment Plan
https://unl.app.box.com/files/0/f/11221440871/1/f_94250005527

Appendix 3B, Faculty Search Advertisements
https://unl.app.box.com/files/0/f/8378444677/1/f_69752422417
https://unl.app.box.com/files/0/f/8378435553/1/f_69752296309
https://unl.app.box.com/files/0/f/8378426197/1/f_69751342205
https://unl.app.box.com/files/0/f/8378419653/1/f_59960404441
https://unl.app.box.com/files/0/f/8378412837/1/f_69751857409
https://unl.app.box.com/files/0/f/8378363649/1/f_69751484273
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https://unl.app.box.com/files/0/f/8374876849/1/f_69750587125
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https://unl.app.box.com/files/0/f/8374876849/1/f_69749053621
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https://unl.app.box.com/files/0/f/8374876849/1/f_69748798025
https://unl.app.box.com/files/0/f/8374876849/1/f_69748636101
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Appendix 3C, Advertising Placements for Faculty Searches
https://unl.app.box.com/files/0/f/11221440871/1/f_59964747293

PART II

STANDARD 4

FULL-TIME AND PART-TIME/ADJUNCT FACULTY

HIGHLIGHTS

» CoJMC faculty represent a diverse array of life experiences, professional experiences and scholarly experiences, all creating rich educational experiences for students.

» Faculty members take active roles in university-wide leadership positions, including one faculty member serving in 2015-16 as president of the Faculty Senate.

» Hiring two full-time faculty members and adopting a new teaching model for visual communications will dramatically reduce the college's reliance on adjunct faculty members.

PART II: STANDARD 4

FULL-TIME AND PART-TIME FACULTY

During the visit, the unit should provide the following documents in the workroom:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2015 semester
- records on faculty promotion and tenure

Executive summary (optional)

CoJMC is fortunate to have a mix of full-time and part-time faculty who, together, bring decades of professional experience and a passion for scholarly and creative activity to the classroom. Professors of practice as well as some tenured faculty contribute their professional expertise while other tenured faculty pursue research agendas and creative work. In combination, these individuals make it possible for the college to offer a rich educational experience for students and make important contributions to the publics we serve.

Faculty members are encouraged to seek ongoing professional development, with modest support from the college, and they are particularly encouraged to enhance their teaching skills by participating in the University's Peer Review of Teaching project. Teaching effectiveness is a key part of promotion and tenure consideration and the annual review process. Students are asked to complete online evaluations for each course, and many faculty additionally survey students in their courses seeking specific suggestions for improvement.

As in all colleges at UNL, CoJMC faculty members participate in university-wide committees that deal with a range of campus matters, including curriculum, research, enrollment management, faculty compensation and benefits and the commencement committee. CoJMC professor John Bender served as president of the UNL Faculty Senate in 2015-16.

In addition to earning university-wide respect, a number of faculty members have responded to invitations to participate around the globe in training and other programs aimed at enhancing communications practitioners' skills. Recent faculty involvement internationally has included teaching professional workshops in Africa, India and Indonesia and chairing the research competition of the American Academy of Advertising Global Conference in New Zealand and teaching for a semester in China.

Please respond to each of the following instructions:

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

The college's full-time faculty of 18 men and 15 women during the self-study year represents a disparate array of life experiences, professional experiences and scholarly experiences, all of which contribute to rich educational opportunities for students. Ten faculty members, about one-third of the 2015-16 total, hold doctoral degrees, and except for two professors of practice, all the rest hold at least one master's degree. While many hold advanced degrees in journalism and mass communications-related fields, the roster includes faculty with advanced degrees in business administration, educational administration, educational studies, French language and literature, instructional technology, leadership development, English, telecommunications management, social work and American studies.

Six faculty members with international backgrounds add a global perspective to the college, further expanding students' world views by exposing them to men and women who hail from Kenya, China, Sri Lanka, Germany and Mexico. The dean herself is, of course, from Ireland, further cementing an international outlook.

In terms of faculty rank, the numbers are skewed toward journalism/broadcasting, which has six full professors compared to just two in advertising/public relations during the year of record. In the past several years, however, that sequence has hired seven new tenure-track faculty members whose advancement will begin to address historic inequities.

A look at the gender and race of the college's faculty presents a somewhat more mixed picture. During the year of record, 41.4 percent of full-time faculty were female, compared to 35.5 percent of full-time faculty across the university. The university altogether reported 8 percent of full-time faculty were minority female, compared to 10.3 percent in the college. One of the three minority women on the faculty during the year of record left at the end of the academic year because she did not earn tenure. Of the remaining two, one is an assistant professor of practice and the other is a tenured associate professor. Overall, the university's full-time minority faculty represented 22.6 percent of the total, while the college's minority faculty proportion was 20.7 percent of the total.

Please see Appendix 4A, Faculty CVs.

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

The college follows the university's requirements regarding advertising for full-time faculty, whether tenure-track or professors of practice. As illustrated below, the advertisements indicate required and preferred qualifications which, given the college's professional nature, often

include a combination of professional experience and academic accomplishment, depending on the college's needs.

Duly constituted search committees review applications and winnow the list to those deemed most appropriate for the position. Preliminary interviews may be conducted via Skype to further winnow the list of candidates; two to four finalists are invited to campus for in-person interviews.

Candidates generally will be asked to prepare 45-minute teaching and research presentations to which all faculty are invited, and all faculty have an opportunity to comment on the candidates' strengths and weaknesses. Candidates also interview individually with college administrators, and the dean ultimately decides the candidate to whom an offer will be made.

The college has had a number of part-time faculty members who previously were full time but who have chosen a less than full-time appointment. But most part-time instructors are individuals working in the professions or with strong professional backgrounds hired semester by semester to teach courses for which they have particular expertise, especially advertising/public relations courses and basic reporting and editing courses, for example. The selection process for those instructors is less formal than the selection process for tenure-track faculty. Because Lincoln is a relatively small media market and the pay for an adjunct instructor teaching just one course is minimal, the college's administrators rely on building personal networks of professional colleagues and graduates of the college to develop a stable of prospective adjunct faculty who can step in as needed to teach courses.

> "I have so much gratitude for the college and the professors here. Several professors have gone out of their way to tell me about internship opportunities and helped me apply and prepare for interviews. That help has been invaluable."
>
> **JOURNALISM MAJOR**

In recent years, the college has relied heavily on adjunct faculty to teach numerous sections of visual literacy courses, but the 2015-16 curriculum decision to reformat visual communications into an emporium-style teaching model, along with the addition of two full-time faculty in visual communications, is expected to reduce the college's reliance on adjunct instructors in that area and involve full-time faculty more directly in supporting that part of the curriculum. The emporium-style teaching model is a modular, flexible system of delivering course content partially online and partially face-to-face in small skills courses.

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.

Please see Appendix 3B, Faculty Search Advertisements.

4. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide a print copy in the workroom or the web link to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.)

The college's promotion and tenure guidelines, apportionment policy and online faculty handbook information provide complete details, but in brief, it is important to note that the college expects faculty to be successful teachers in addition to whatever their achievements in research or creative activity and service might be.

Under the college's apportionment policy, assistant professors are expected to teach just four courses during the academic year to provide sufficient time to establish their scholarly agendas, while associate and full professors are generally expected to teach five courses during the academic year. Professors of practice, who have no research/creative activity obligations, are expected to teach seven courses during the academic year. Apportionment of scholarly and service activity can vary. For example, a faculty member assigned to serve as the director of the Nebraska High School Press Association may have a larger service obligation than others without such an outreach-intensive assignment.

> "I would have never ended up on this path without the support of the journalism faculty. Networking with professors was how I got the Scripps Howard internships and the Newsday internships. Faculty can be your greatest resource if you make an effort to reach out to them."
>
> **JOURNALISM MAJOR**

The college's promotion and tenure guidelines also encourage mentoring of pre-tenure faculty members as they develop their teaching skills and establish a scholarly agenda in research or creative activity.

The promotion and tenure guidelines expect faculty seeking tenure to have a record of scholarly work supporting a prediction that their work will become nationally recognized as their careers move forward. The guidelines also make clear that the college considers "scholarly" to be an overarching term covering research, theoretical or creative activities.

Complete details are in the formal policies linked below, which also will be available in the site team's work room.

Promotion and Tenure Guidelines
Apportionment Policy
CoJMC Administrative Information Page

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

The college strongly encourages faculty members to participate in the Peer Review of Teaching program, the university's principal professional development program open to newcomers as well as experienced faculty. The year-long program provides a model for how teachers can document the impact and assess the effectiveness of their teaching. Participants engage in workshops, retreats and peer discussion groups with colleagues from across the campus focused entirely on teaching and learning. Twenty of the college's faculty members have participated in Peer Review of Teaching.

The college also has hosted a Research and Teaching Colloquium for several years. The series includes discussions about CoJMC faculty members' latest research and teaching accomplishments. Visiting scholars, such as Louisa Ha, former editor of Journalism and Mass Communication Quarterly, also make presentations. The brown bag lunch series is scheduled approximately once a month each fall and spring semester.

Faculty members also are encouraged to request support from the college's Seacrest Travel Grant program to attend faculty development workshops, seminars or other such programs sponsored by the Poynter Institute and other professional organizations. While Seacrest Travel Grants are not unlimited, the college's advisory committee has endeavored to provide at least some financial support for all applicants. Additionally, pre-tenure faculty are allocated $2,000 annually to travel to report their research or creative activity or pursue development opportunities. Pre-tenure faculty are also award $5,000 upon hire, to be spent any time in their first five years, to support research.

6. 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.

As the apportionment policy, linked in Question 4 above, indicates, the normal workload for a full-time tenured faculty member is 60 percent teaching, 30 percent research/creative activity and 10 percent service. That translates into a 3-2 annual teaching load for most faculty. Pre-tenure faculty typically have an initial 2-2 teaching load to enable them to be successful in the classroom and in their scholarly pursuits. Professors of practice typically have at least an 80 percent teaching apportionment and 20 percent service.

Workloads may vary, however, depending on other needs of the college. For example, for many decades, the college has assigned a faculty member to serve as executive director of the Nebraska High School Press Association, a partnership with the state's high school publications advisers that the college values. The faculty member fulfilling that role thus

may have a higher service apportionment than would otherwise be expected. Likewise, the faculty member appointed to serve as graduate chair typically would have a lighter teaching load offset by administrative duties.

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

2015-16 school year: 73.4 percent of core and required courses taught by full-time faculty
2014-15 school year: 69.7 percent of core and required courses taught by full-time faculty
2013-14 school year: 72.3 percent of core and required courses taught by full-time faculty

Please see Appendix 4B for a detailed breakdown of courses taught by full-time and part-time faculty each year.

8. 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.

All faculty and instructional staff have annual reviews that focus on specific expectations of faculty members with regard to their teaching, research or creative activity and service. The annual reviews are intended to revisit goals set during the previous year's review, determine the extent to which those goals were accomplished and set goals for the coming academic year.

> "The professors in this building are so encouraging. You're not just another student. Yes, you learn the skills, but it goes beyond that. Their support and mentorship is what gives students a drive to succeed."
>
> **BROADCASTING GRADUATE**

Fully promoted faculty are reviewed by the dean while assistant and associate professors, professors of practice and adjunct instructors are reviewed by the associate dean of the respective sequences in which they teach. Faculty submit updated data on their accomplishments during the academic year through the university's online Faculty Insight/Digital Measures system. They also may submit a brief description highlighting work to which they wish to call particular attention during their meetings with their reviewers. Faculty members each receive a letter from their reviewer, summarizing the review discussion and specifying goals and expectations for the following year. Faculty members sign and return a copy of the letter and also may submit additional comments for the record.

Among the factors taken into consideration in those annual reviews are the faculty member's online course evaluations, summaries of which can be seen here: CoJMC Administrative Information Page.

Also available on the administrative information page is a classroom observation form, which faculty members use when asked to observe faculty colleagues' teaching, particularly as it relates to efforts by pre-tenure faculty members and professors of practice to document their classroom effectiveness.

In addition, some faculty members actively attempt to evaluate their own performance in the classroom by periodically surveying students throughout the course of a semester to learn what's working and what's not and addressing those issues. End-of-semester evaluations that go beyond the online evaluations also prove useful in improving courses and instruction.

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.

As faculty CVs show, many faculty members have been recognized, some repeatedly, for exemplary teaching by various professional organizations, including AEJMC, the American Advertising Federation, the Broadcast Education Association and the Nebraska chapter of the Public Relations Society of America. Faculty also have won accolades for teaching from within UNL, including repeated awards from the UNL Parents Association and Mortar Board. Additionally, professor of practice Matt Waite won the prestigious University-wide Innovation, Development and Engagement Award in May 2016, a recognition seldom accorded a faculty member with less than 10 years' experience.

Faculty members' focus on top-notch teaching also has been recognized by their receipt of curriculum development grants from various sources, including the Knight Foundation, the Advertising Education Foundation, the Dow Jones Newspaper Fund, the Sherwood Foundation and the Rural Futures Institute.

Additionally, faculty members' focus on teaching has led to related publications, including articles on the distractions of digital devices in the classroom, community-building in distance learning courses, using Legos to teach data visualization and international advertising education.

Teaching Awards

Waite, Matthew (2016), University of Nebraska, Innovation, Development, and Engagement Award

McCoy, Bernard (2016), Broadcast Education Association, 2016 Broadcast Education Association paper competition winner

Wagler, Adam (2016), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Alloway, Richard (2016), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Britten, Kelli (2016), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Creighton, Trina (2016), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Thorson, Bruce (2016), University of Nebraska-Lincoln Parents Association, Teaching Council Recognition Award for Outstanding Contributions to Students

Larsen, Phyllis (2015), Lincoln Journal Star, Inspire: Celebrating Women in Business Award

Bullard, Susan (2015), Association for Education in Journalism and Mass Communication, Great Ideas for Teaching award

Bullard, Susan (2015), Association for Education in Journalism and Mass Communication, Newspaper and Online News Division, Teaching News Terrifically award

Hassler, Michelle (2015), Association for Education in Journalism and Mass Communication, Newspaper Division, Teaching News Terrifically in the 21st Century, first place

Hassler, Michelle (2015), Association for Education in Journalism and Mass Communication, Newspaper Division, Teaching News Terrifically in the 21st Century, honorable mention

Goff, Michael (2015), American Advertising Federation, District 9, Advisor of the Year Award

McCoy, Bernard (2015), Broadcast Education Association, paper competition winner

Anderson, Timothy (2015), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Quinlan, Mary Kay (2015), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Struthers, Amy (2015), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Alloway, Richard (2015), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Larsen, Phyllis (2015), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Wang, Ming (2015), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Hachtmann, F. (2015). Lilly Conference on Teaching and Learning best poster award: Documenting Learning Across Three Capstone Courses in a Service-Based Learning Environment

Bullard, Susan (2014), Society of Professional Journalists, Distinguished Teaching Award

Creighton, Trina (2014), The University of Nebraska-Lincoln's Omicron Delta Kappa, Professor of the Month

Wagler, Adam (2014), Association for Education in Journalism and Mass Communication, Advertising Division, Top Teaching Paper award

Hassler, Michelle (2014), Association for Education in Journalism and Mass Communication, Newspaper Division, Teaching News Terrifically in the 21st Century, honorable mention

Creighton, Trina (2014), University of Nebraska-Lincoln, Named as a professor who has made a difference in a UNL athlete's life

Alloway, Richard (2014), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Hachtmann, Frauke (2014), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Larsen, Phyllis (2014), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Renaud, Jerry (2014), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Hassler, Michelle (2013), Association for Education in Journalism and Mass Communication, Newspaper Division, Teaching News Terrifically in the 21st Century, third place

Bullard, Susan (2013), Association for Education in Journalism and Mass Communication, News and Online Division, Teaching News Terrifically in the 21st Century

Peon-Casanova, Luis (2013), National Press Photographer's Association, Teaching Innovations Award, second place

Alloway, Richard (2013), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students
Larsen, Phyllis (2013), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Creighton, Trina (2013), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Struthers, Amy (2012), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Alloway, Richard (2012), Beta Theta Pi, Outstanding Educator Award

Bullard, Susan (2012), Association for Education in Journalism and Mass Communication, Great Ideas for Teaching award

Bullard, Susan (2012), Association for Education in Journalism and Mass Communication, News and Online Division, Teaching News Terrifically in the 21st Century award

Bullard, Susan (2012), Association for Education in Journalism and Mass Communication, Teaching Committee, Writing Across Media Competition award

Hassler, Michelle (2012), Association for Education in Journalism and Mass Communication, Best Practices in Teaching Writing Award, third place

Alloway, Richard (2012), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Larsen, Phyllis (2012), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Hachtmann, F. (2012). Journal of Advertising Education Best Paper Award, The Effect of Short-Term, Advertising-Focused Study Abroad Programs on Students' Worldviews

Thorson, Bruce (2011), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Quinlan, Mary Kay (2011), Black Masque Chapter, Mortar Board, Mortar Board Professor of the Month

Creighton, Trina (2011), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Bullard, Susan (2011), Association for Education in Journalism and Mass Communication, third place

Hassler, Michelle (2011), Association for Education in Journalism and Mass Communication, News Division, Teaching News Terrifically in the 21st Century Award, third place

Wagler, Adam (2011), Apple Education, Apple Distinguished Educator Award

Wagler, Adam (2011), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Waite, Matthew (2011), Mortar Board Honor Society, honorary membership award

Alloway, Richard (2011), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Larsen, Phyllis (2011), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Brown, Ruth (2010), International Association of Business Communicators, Lincoln affiliate, Leader in Communication award

Struthers, Amy (2010), University of Nebraska-Lincoln Parents Association and Teaching Council Recognition Award for Outstanding Contributions to Students

Bullard, Susan (2010), Association for Education in Journalism and Mass Communication, Mass Communication and Society Division, Most Promising Professor award

Grants for Curriculum Development

Quinlan, Mary Kay (2016) The Nebraska Hayseed Project; sponsored by: Rural Futures Institute, University of Nebraska, amount: $16,000

Bullard, Susan (2015) Dow Jones Editing Workshop; sponsored by: miscellaneous sources, amount: $22,450

Struthers, Amy (2014) New Voices; sponsored by: Knight Foundation, amount: $25,000

Wagler, Adam (2013) Marketing in a New Era App; sponsored by: Nebraska Soybean Board, amount: $40,000

Hachtmann, Frauke (2012) Visiting Professor Program; sponsored by: Advertising Educational Foundation, amount: $600

Wagler, Adam (2011) 2011 Kelly Fund Proposal; sponsored by: University of Nebraska-Lincoln, amount: $5,000

Wagler, Adam (2011) Omaha Science Media Project; sponsored by: Sherwood Foundation, amount: $1,800,000

Struthers, Amy (2010) Omaha Science Media Project; sponsored by: Omaha Public Schools, amount: $1,471,768

Hachtmann, Frauke (2010). Online Worldwide Program Development Grant; sponsored by: University of Nebraska Online Worldwide, amount: $50,000

Hachtmann, Frauke (2010). Online Course Development Grant; sponsored by: University of Nebraska-Lincoln Office of Extended Education and Outreach, amount: $10,000

Publications on Teaching

McCoy, Bernard (2016) Digital Distractions in the Classroom Phase II: Student Classroom Use of Digital Devices for Non-Class Related Purposes; Journal of Media Education; journal article, academic journal

Hachtmann, F. (2016). A Case for Cases: Using Cases Effectively in the College Classroom; Journal of Digital & Social Media Marketing, 4 (3); journal article, academic journal

Olmanson, J. D., Abebe, F. F., Jones, V., Kyle, E., Lucas, L., Robbins, K., ... & Liu, X. (2015). Caught in the Tractor Beam of Larger Influences: The Filtration of Innovation in Education Technology Design. *World Academy of Science, Engineering and Technology, International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering;* journal article, academic journal

Weber, Joseph (2015) Teaching Business and Economic Journalism: Fresh Approaches; Journalism & Mass Communication Educator; journal article, academic journal

Weber, Joseph (2015) Teaching Fairness in Journalism: A Challenging Task; Journalism & Mass Communication Educator; journal article, academic journal

Waite, Matthew (2015) Using Lego to Teach Data Visualization; blog.mattwaite.com; web content

Peon-Casanova, Luis (2014) electronic textbook; Digital Photography: An Interactive Practical Course; Great River Learning; book, textbook-new

Bullard, Susan (2014) Everybody's an Editor: Navigating Journalism's Changing Landscape; Great River Technology; book, textbook-revised

Wagler, Adam (2014) Teach Like They Build It: A User Experience Approach to Interactive Media in Advertising Education; AEJMC conference; paper

Bullard, Susan (2014) Best Practices for Social Media and Journalism; American Copy Editors Society website; web content

Weber, Joseph (2014) Peer Review of Inquiry Portfolio: Course: JOUR 302 - Advanced Reporting; Advanced Peer Review of Teaching Project; initial publication

Brown, Ruth (2014) Extract from "Theory about the Process of Community-Building in Distance Learning Courses" dissertation proposal, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, John W. Creswell; 5. cited research

Weber, Joseph (2014) Let Us Rank Journalism Programs; Journalism & Mass Communication Educator; journal article, academic journal

Bullard, Susan (2014) I'll Take Commas for $200: An Instructional Intervention Using Games to Master Grammar Skills; JMC Educator; journal article, academic journal

McCoy, Bernard (2014) Digital Distractions: Student Uses of Digital Devices for Non-Classroom Purposes; Lambert Academic Publishing; book, scholarly-new

Bullard, Susan (2014) Course Remix: Adding Twitter to Editing Classes; PBS MediaShift; web content

Hachtmann, Frauke (2014) International Advertising Pedagogy; John Wiley & Sons; book, chapter in scholarly book-new

Waite, Matthew (2013) How I Faced my Fears and Learned to be Good at Math; Nieman Journalism Lab; web content

McCoy, Bernard (2013) Digital Distractions in the Classroom: Student Uses of Digital Devices for Non-Class Related Purposes; Journal of Media Education; journal article, academic journal

Waite, Matthew (2013) How to Write 261 Leads in a Fraction of a Second; Poynter.org; web content

Hachtmann, Frauke (2013) International Advertising Education in a Digital World: Achieving Global Competency; Proceedings of the 2013 Global Conference of the American Academy of Advertising; conference proceeding

Quinlan, Mary Kay (2012) "Journalism Students as Community News Providers: Three Case Studies"; University of Nebraska-Lincoln; report

Bullard, Susan, Hassler, M. (2012) Writing for the Web: Twitter as a Starting Point for Breaking News," Best Practices in Teaching Writing Across Media; Association For Education in Journalism & Mass Communication; conference proceeding

Bullard, Susan (2012) "Comparing coverage: You be the judge," Teaching News Terrifically in the 21st Century; conference proceeding

Weber, Joseph (2012) Q&A: Teaching Journalism in China; Columbia Journalism Review - CJR.org; magazine/trade publication

Hachtmann, Frauke (2012) The Effect of Short-Term, Advertising-Focused Study Abroad Programs on Students' Worldviews; Journal of Advertising Education; journal article, academic journal

Hachtmann, Frauke (2012) The Process of General Education Reform from a Faculty Perspective: A Grounded Theory Approach; Journal of General Education; journal article, academic journal

Bullard, Susan (2011) Resources for Teaching Linking; Nieman Reports, Professor's Corner; web content

Bullard, Susan (2011) Teaching Linking-Ways to Develop Respected Curators; Nieman Reports, Professor's Corner; contribution: web content

Bullard, Susan (2011) Newsgames: Journalism at Play; Journalism and Mass Communication Quarterly; book review

Bullard, Susan (2011) Everybody's an Editor; Great River Technology; book, textbook-new

McCoy, Bernard, Renaud, J., Struthers, A., Wagler, A. (2011) Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation; Journal of Media Education; journal article, academic journal
Bullard, Susan (2011) @Twitter is Where Journalism Students Need To Be; Nieman Reports, Professor's Corner; web content

Wagler, Adam (2011) Exploring Science Through Media; Lincoln, Nebraska; book, scholarly-new

Bullard, Susan (2011) Washington Post Overnight Producer Emily Ingram Credits ACES with Helping her Make Smooth Transition from College to Work; American Copy Editors Society website; web content

Hachtmann, Frauke (2010) ACEJMC University of Nebraska College of Journalism and Mass Communications Self-Study Report; ACEJMC Accreditation Self-Study Report; other

Bullard, Susan (2010) Blogs: An Essential Teaching Tool; Nieman Reports, Professor's Corner; web content

Bullard, Susan (2010) Teaching Twitter; editteach.org; web content

Bullard, Susan (2010) Packing All that Editing Encompasses into Lessons; American Copy Editors Society newsletter; newsletter

Appendices

Appendix 4A, Faculty CVs. https://unl.box.com/s/ag6smwgh3biwlswbzbwoapvdjxdj3bkr

Appendix 4B, Percentage of core and required courses taught by full-time faculty. https://unl.box.com/s/1a9u3mo7advenwsrfdygklozl0ff90mz

PART II

STANDARD 5

SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

HIGHLIGHTS

» The university's recent move to the Big Ten conference has created a new focus on the importance of faculty members being engaged in meaningful scholarship without sacrificing its strong teaching and service track record befitting a land-grant institution.

» Vacancies and new positions in the historically under-resourced advertising and public relations sequence have been filled by young Ph.D.-holding faculty members poised to increase significantly the college's scholarly output.

» The college supports research and creative activity by offering mentoring workshops for pre-tenure faculty and creating a transparent process for faculty access to travel funds and internal seed grants.

PART II: STANDARD 5

SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

Executive summary (optional)

Faculty research, creative and professional activity reflects a disparate array of scholarly interests. While some faculty focus much of their efforts on teaching and on professional service, others devote considerable energy to more traditional research and creative endeavors. Although traditional scholarly research historically has not been emphasized in the college, the importance of such work has taken on increased significance in light of the university's new position in the more research-focused Big 10 Conference. The college is endeavoring to acclimate to that change without losing sight of its traditional focus on meeting the needs of students and the outside stakeholders we serve.

The college has been strong over the years in applied research, engaging in research of relevance to the professions it serves and in the scholarship of creative endeavor such as documentaries, books that are of the literary journalism genre in their treatment of historic figures, depth projects and so forth. Additionally, the college has been successful in obtaining significant grants since the last reaccreditation visit. Dr. Amy Struthers alone has been responsible for almost $2 million in grant funding for collaborative interdisciplinary research projects strictly since 2010 and almost $5 million in grant funding if a 2006-2011 grant is included in the tally.

Please respond to each of the following:

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

The UNL College of Journalism and Mass Communications has a long track record of hiring faculty with significant professional experience capable of preparing students for professional, rather than academic, careers. Indeed, previous site teams visiting the college for reaccreditation have noted the professionally dominated faculty's relative lack of scholarly research and the university's support of the college's largely professional pursuits due, in no small part, to its success in the job placement of graduates and strong support from professional organizations, which have only a tepid interest in academic research.

The university's recent move to the Big 10 conference and new campus and college leadership, however, have created a new focus on the importance of meaningful scholarship in the college, in addition to its solid professional base. This new focus is in keeping with the expectations of a top-ranked research institution. The challenge for the CoJMC is to build its research portfolio

without sacrificing its strong teaching and service accomplishments that remain critical to fulfilling its land-grant mission.

To that end, the college has successfully, in the past six years, hired seven young faculty members with doctoral degrees in the advertising and public relations sequence as vacancies have occurred, including two who filled assistant professor positions in August 2016. Several of the newer faculty members have achieved noteworthy accomplishments in scholarly activity, and collectively, all are poised to significantly increase the college's scholarly output.
Because the need for additional faculty in ADPR has been substantially greater than in journalism and broadcasting, the latter sequence added only one new faculty member, professor of practice Matt Waite, in the past six years. As a result, the challenge in the journalism and broadcasting sequence is for faculty members with strong professional backgrounds to boost their research and creative activity. A number have done just that, producing notable books, documentaries and photo exhibits.

Dean Marron has actively emphasized faculty research and creative activity by establishing transparent procedures for faculty access to travel funds and internal seed grants, detailed below, and by regularly circulating announcements of research funds available from other sources to which faculty might apply. She has instituted a series of mentoring workshops, led by nationally eminent faculty, to guide the work of pre-tenure faculty members. She also has worked individually with some faculty on their research agendas. Additionally, representatives from the university's Office of Sponsored Programs have made presentations to faculty about seeking grants and contracts, all in an effort to equip faculty members with information they need to seek support for their research and creative activity.

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).

Faculty included
Rick Alloway, associate professor
Tim Anderson, associate professor of practice (Left CoJMC 2015)
John Bender, professor
Charlyne Berens, professor (Left CoJMC 2014)
Kelli Britten, lecturer (Joined CoJMC 2015)
Ruth Brown, professor (Left CoJMC 2016)
Sue Bullard, associate professor
Kathy Christensen, professor of practice (Left CoJMC 2016)
Trina Creighton, associate professor

Alan Eno, assistant professor of practice
Michael Goff, professor of practice
Frauke Hachtmann, professor
Michelle Hassler, assistant professor of practice
Stacy James, professor of practice (Left CoJMC 2014)
Valerie Jones, assistant professor (Joined CoJMC 2013)
Gary Kebbel, professor
Dane Kiambi, assistant professor (Joined CoJMC 2013)
Carla Kimbrough, associate professor (Left CoJMC 2016)
Phyllis Larsen, professor of practice
Laurie Lee, professor
Maria Marron, dean (Joined CoJMC 2014)
Barney McCoy, associate professor
Bruce Mitchell, assistant professor of practice (Left CoJMC 2013)
Nancy Mitchell, professor (Left CoJMC 2011)
Luis Peon-Casanova, assistant professor of practice
Mary Kay Quinlan, associate professor
Jerry Renaud, professor
Sheri Sallee, assistant professor of practice
Linda Shipley, professor (Left CoJMC 2015)
Joe Starita, professor
Amy Struthers, associate professor
Bruce Thorson, associate professor
Sriyani Tidball, assistant professor of practice
Adam Wagler, assistant professor (Joined CoJMC 2013)
Matt Waite, professor of practice
Larry Walklin, professor
Bryan Wang, assistant professor (Joined CoJMC 2012)
Joe Weber, associate professor
Phil Willet, assistant professor (Left CoJMC 2013)
Scott Winter, assistant professor (Left CoJMC 2014)
Changmin Yan, assistant professor (Joined CoJMC 2015)

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

Digital Insights, the university's faculty data management system, makes it difficult to ascertain with complete precision the faculty's contributions in some of the categories listed on the grid. For example, it is impossible to determine from the Digital Insights data whether an academic paper was invited. Consequently, the information presented below may understate scholarly work in some categories. But as a snapshot of overall productivity, it suggests two notable developments.

First, the college's younger faculty—assistant professors—are particularly productive in producing traditional scholarly research as measured by articles in refereed journals and refereed conference papers.

Second, faculty of all ranks, including "other," which constitutes the college's professors of practice, are extraordinarily active in sharing their professional, creative and scholarly work as invited presenters to a wide variety of academic, professional and civic audiences. Faculty members' commitment to make public presentations about their work to disparate audiences is in keeping with the college's mission as part of a major land-grant university to expand access to their research and creative accomplishments. As a detailed review of faculty information listed in Item 4 below shows, those presentations range from guest lectures within the college to keynote presentations at conferences around the world.

Scholarship, research, creative and professional activities	Total from unit*	Individuals				
		Full professors (12)	Associate professors (9)	Assistant professors (7)	Other faculty** (13)	Totals (41)
Awards and honors		8	27	5	18	58
Grants received internal		8	5	10	4	27
Grants received external		21	7	14	6	48
Scholarly books, sole- or co-authored		3	3	1		7
Textbooks, sole- or co-authored		1	2		1	4
Books edited		1	2	2		5
Book chapters		6	2	5	3	16
Monographs						
Articles in refereed journals		7	12	21		40
Refereed conference papers		23	19	27	1	70
Invited academic papers						
Encyclopedia entries		1				1
Book reviews			17			17
Articles in non-refereed publications		7	20	11	15	53
Juried creative works			3	14		17
Non-juried creative works			5		3	8
Other (invited lectures/pre-sentations)		98	76	30	65	269

**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.*

***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.*

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. Professional service activities will be reported in Standard 8.

Information listed below is taken directly from Digital Insights, the university's faculty data management system.

Richard Alloway
Associate professor

Presentations and papers

McCoy, B., Alloway, R. (2014). What to do about internships. Northwest Broadcast News Association, Society of Professional Journalists, Associated Press, Radio, Television and Digital News Association, Online News Association, National Academy of Television Arts and Sciences, University of Minnesota School of Journalism and Mass Communications, Midwest Journalism Conference, Minneapolis, Minnesota (Oral presentation)

Alloway, R. (2012). Vocal Performance for Broadcast. Nebraska Broadcasters Association State Convention, Lincoln, Nebraska (Lecture)

Timothy Anderson
Associate professor of practice

Contracts, grants and sponsored research

Kebbel, G., Hassler, M., Peon-Casanova, L., Anderson, T., Berens, C., (2014-2015) Heartland Diversity, Asian American Journalists Association, ($20,000), awarded

John Bender, Ph.D.
Professor

Intellectual contributions

Bender, J. (2014). lead author, Reporting for the Media, 11th edition. (Book, textbook-revised)

Presentations and papers

Bender, J. (2016). 40th Anniversary of Nebraska Press Association v. Stuart, College of Journalism and Mass Communications, College of Law and NPA; UNL College of Law, Lincoln, Nebraska (Oral presentation)

Bender, J. (2015). Basic Concepts in Media Law. JOUR 101, CoJMC, Lincoln, Nebraska (Lecture)

Bender, J. (2015). Extension faculty, tenure and related issues. Nebraska Cooperative Extension Association Nebraska annual convention, Younes Convention Center, Kearney, Nebraska (Oral presentation)

Bender, J. (2015). Gordon Parks and The Learning Tree. Sheldon Art Museum, University of Nebraska-Lincoln (Oral presentation)

Bender, J. (2015). High School Press and Prior Restraint. Nebraska High School Press Association fall convention, Nebraska Union (Lecture)

Bender, J. (2015). Media Law and Ethics. BRDC 369, CoJMC, Lincoln, Nebraska (Lecture)

Bender, J. (2015). Open Meetings and Open Records. Nebraska Rural Electric Association Legal Affairs Seminar, Lincoln, Nebraska (Oral presentation)

Bender, J. (2015). Panel discussion for "A Fragile Trust." Student Advisory Board, CoJMC, Lincoln, Nebraska (Oral presentation)

Bender, J. (2015). The Pentagon Papers, the First Amendment and the Vietnam War. Osher Lifelong Learning Institute, Nebraska Telecommunications Building, Lincoln, Nebraska (Lecture)

Bender, J. (2014). Legal Issues for the Student Press. Nebraska High School Press Association fall convention, University of Nebraska-Lincoln (Oral presentation)

Bender, J. (2014). Academic Rights and Responsibilities. UNL Faculty Senate Forum for Non-Tenure-Track Faculty, University of Nebraska-Lincoln (Oral presentation)

Bender, J. (2014). Privacy Law Basics. Nebraska Rural Electric Association Editors' Workshop, Lincoln, Nebraska (Oral presentation)

Ruth Brown, Ph.D.
Professor

Intellectual contributions

Brown, R., Jones, V. (2016) The New Advertising: Branding, Content and Consumer Relationships in a Data-Driven, Social Media Era, 700 pages (about 350 per volume). (Book, scholarly-new)

Brown, R., Jones, V. (2016). Introduction to Volume One, Traditional Advertising Transformed. (Book, chapter in scholarly book-new)

Brown, R., Jones, V. (2016). Introduction to Volume Two, New Media, New Uses, New Metrics. (Book, chapter in scholarly book-new)

Brown, R., Jones, V. (2016). Preface, The New Advertising: Branding, Content and Consumer Relationships in a Data-Driven Social Media Era, 1. (Book, chapter in scholarly book-new)

Brown, R., Harrison, L. (2015). Case Study on the First-time Use of a Webinar by a Small Marketing Firm, American Academy of Advertising 2015 Annual Conference Proceedings. (Conference proceeding)

Brown, R. (2014). Extract from: "Theory about the process of community-building in distance learning courses" dissertation proposal, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, John W. Creswell; 5th edition. (Cited Research)

Brown, R. (2011). "New" Holistic Mass Media Business Model, Journal of Broadcasting and Electronic Media (JoBEM), 4, 490-509. (Journal article, academic journal)

Brown, R. (2011). AMC: Stumbling Toward a New Television Canon, Journal of Broadcasting and Electronic Media. (Reviewer for academic journal submission)

Brown, R. (2004-2011). American Academy of Advertising Research. (Dissertation reviewer for AAA grants)

Brown, R. (2011). Digital Ethics, Sage Publications. (Reviewer for book proposal)

Presentations and papers

Harrison, L., Brown, R. (2015). Case Study on the First-time Use of a Webinar by a Small Marketing Firm. American Academy of Advertising Annual Conference, Chicago, Illinois (Paper)

Brown, R., Quesenberry, K., Wilkerson, K., Coolsen, M., Hennink-Kaminski, H., Rodgers, S., Willis, E. (2012). Can online education beat the classroom? American Academy of Advertising Annual Conference, Myrtle Beach, South Carolina (Oral presentation)

Brown, R. (2012). Ethics and Digital Media. Nebraska Press Women spring convention, Peru State College, Nebraska (Oral presentation)

Brown, R. (2011). Marketing Power Shift: Reverb. National Federation of Press Women Convention, Council Bluffs, Iowa (Lecture)

Brown, R. (2011). Pizza, Beer and Multiculturalism: Super Bowl Ads 1996-2010. AAF-Lincoln professional development conference (Paper)

Susan Bullard
Associate professor

Intellectual contributions

Bullard, S. (2015). Editors Use Social Media Mostly to Post Story Links, Newspaper Research Journal, 2, 170-183 (Journal article, academic journal)

Bullard, S. (2015). Ethics of Media, Journalism and Mass Communication Quarterly, 92, 241-242 (Book review)

Bullard, S. (2014). Twitter: Social Communication in the Twitter Age, Journalism and Mass Communication Quarterly, 91, 861-862 (Book review)

Bullard, S. (2014). Everybody's an Editor: Navigating Journalism's Changing Landscape, 2 (Book, textbook-revised)

Bullard, S. (2014). Best Practices for Social Media and Journalism, Best Practices for Social Media and Journalism (Web content)

Bullard, S., Anderson, N. (2014). I'll Take Commas for $200: An Instructional Intervention Using Games to Master Grammar Skills, JMC Educator, 69, 5-16 (Journal article, academic journal)

Bullard, S. (2014). Writing on the Wall. Social Media. The First 2,000 Years, Journalism and Mass Communications Quarterly, 183-185 (Book review)

Bullard, S. (2014). Course Remix: Adding Twitter to Editing Classes, PBS MediaShift (Web content)

Bullard, S. (2015). Social Media and Journalism, What Works Best and Why It Matters, Newspaper Research Journal. (Journal article, academic journal)

Bullard, S. (2013). Alphabet to Internet: Media in Our Lives, Journalism and Mass Communication Quarterly (Book review)

Bullard, S. (2012). The Ethics of Emerging Media: Information, Social Norms and New Media Technology, Journalism and Mass Communication Quarterly (Book review)

Bullard, S., Hassler, M. (2012). "Writing for the Web: Twitter as a Starting Point for Breaking News," Best Practices in Teaching Writing Across Media, Association For Education in Journalism and Mass Communication (Conference proceeding)

Bullard, S. (2012). "Comparing Coverage: You be the Judge," Teaching News Terrifically in the 21st Century (Conference proceeding)

Bullard, S. (2012). "Finding a Multi-faceted Future in Journalism," Chicago Tribune (Newspaper)

Bullard, S. (2012). "Linking: Copy Editors as Curators," American Copy Editors Society website (Web content)

Bullard, S. (2012). Public Journalism 2.0 The Promise and Reality of a Citizen-Engaged Press, Journalism and Mass Communication Quarterly, 89, 346-347 (Book review)

Bullard, S. (2011). Resources for Teaching Linking, Nieman Reports, Professor's Corner. (Web content)

Bullard, S. (2011). Teaching Linking-Ways to Develop Respected Curators, Nieman Reports, Professor's Corner (Web content)

Bullard, S. (2011). Newsgames: Journalism at Play, Journalism and Mass Communication Quarterly, 88/4, 863-864 (Book review)

Bullard, S. (2011). Everybody's an Editor (Book, textbook-new)

Bullard, S. (2011). Editing Rubik's Cube: Online, the Shape of the Story Changes, American Copy Editors Society website (Web content)

Bullard, S. (2011). Eight Tips for Editing Online, American Copy Editors Society, American Copy Editors Society website (Web content)

Bullard, S. (2011). Online Editing Tips from a Pro, American Copy Editors Society website (Web content)

Bullard, S. (2011). @Twitter is Where Journalism Students Need To Be, Nieman Reports, Professor's Corner (Web content)

Bullard, S. (2011). Washington Post Overnight Producer Emily Ingram credits ACES with Helping her Make Smooth Transition from College to Work, American Copy Editors Society website (Web content)

Bullard, S. (2010). Revising the AP Stylebook, Q and A with David Minthorn, American Copy Editors Society website (Web content)

Bullard, S. (2010). Regret the Error, but Who Admits It, American Copy Editors Society newsletter (Newsletter)

Bullard, S. (2010). Blogs: An Essential Teaching Tool, Nieman Reports, Professor's Corner (Web content)

Bullard, S. (2010). Teaching Twitter, editteach.org (Web content)

Bullard, S. (2010). Packing All that Editing Encompasses into Lessons, American Copy Editors Society newsletter (Newsletter)

Presentations and papers

Bullard, S. (2016). Engaging Audiences. American Copy Editors Society Digital Boot Camp, Portland, Oregon (Oral presentation)

Bullard, S. (2016). Editors as Curators. American Copy Editors Society Digital Boot Camp, Portland, Oregon (Oral presentation)

Bullard, S. (2015). American Copy Editors Society Editing Boot Camp. Houston, Texas (Lecture)

Bullard, S. (2015). Taking Sides: A Debate. Association for Education in Journalism and Mass Communication, San Francisco, California (Poster)

Bullard, S. (2015). American Copy Editors Society Editing Boot Camp, San Francisco, California (Lecture)

Bullard, S. (2015). Editing Fun and Games. American Copy Editors Society national conference, Pittsburgh, Pennsylvania (Oral presentation)

Bullard, S. (2015). Social Media and Cyberbullying. CoJMC, Asian American Journalists Association, National Gay and Lesbian Journalists Association, Heartland Project Cyberbullying Panel, Lincoln, Nebraska (Other)

Bullard, S. (2014). Social Media Engagement for Journalists. Daily Herald, Arlington Heights, Illinois (Oral presentation)

Bullard, S., Hassler, M. (2014). Join the Flock: How to Navigate Facebook, Twitter and More. Osher Lifelong Learning Institute, Lincoln, Nebraska (Oral presentation)

Bullard, S. (2014). Sharpening Your Editing Skills. Daily Nebraskan workshop, Lincoln, Nebraska (Other)

Bullard, S., Anderson, N. (2013). I'll Take Commas for $200. Buros Center Quantitative, Qualitative and Psychometric Methods Seminar, Lincoln, Nebraska (Other)

Bullard, S. (2013). How the Internet is Changing Newspapers. Washington Newspaper Publishers Association conference, Washington (Other)

Bullard, S. (2013). Social Media and Journalism, What Works Best and Why It Matters. Association for Education in Journalism and Mass Communication annual conference, Washington, D.C. (Paper)

Bullard, S. (2013). I'll Take Commas for $200: An Instructional Intervention Using Games to Master Grammar Skills. Association for Education in Journalism and Mass Communication national conference, Washington, D.C. (Paper)

Bullard, S. (2013). Scripps Social Media Grants: Learning from the Pros and Taking it to the Classroom. Association for Education in Journalism and Mass Communication, Washington, D.C. (Other)

Bullard, S. (2013). Fun and Games Editing. American Copy Editors Society national conference, St. Louis, Missouri (Other)

Bullard, S. (2012). Best practices for social media editors, AEJMC Breakfast of Editing Champions, Chicago, Illinois (Other)

Bullard, S., Hassler, M. (2012). Writing for the Web: Twitter as a Starting Point for Breaking News, Association for Education in Journalism and Mass Communication, Chicago, Illinois (Other)

Bullard, S. (2012). AP Style Game Day. Association for Education in Journalism and Mass Communication, Chicago, Illinois (Poster)

Bullard, S. (2012). Face to Face with Facebook and other Social Media in the Classroom. Broadcast Educators Association 2012, Las Vegas, Nevada (Other)

Bullard, S. (2012). Copy Editors as Curators: Linking. American Copy Editors Society 2012, New Orleans, Louisiana (Other)

Bullard, S. (2011). All Things Web. College of Journalism and Mass Communication, UNL One-Day University, Lincoln, Nebraska (Lecture)

Bullard, S. (2011). Twitter for Editors. American Copy Editors Society national conference, Phoenix, Arizona (Oral presentation)

Bullard, S. (2010). Twitter for Editors. American Copy Editors Society regional conference, Lincoln, Nebraska (Oral presentation)

Bullard, S. (2010). Breakfast of Editing Champions Idea Exchange. Association for Education in Journalism and Mass Communication national conference, Denver, Colorado (Oral presentation)

Bullard, S. (2010). Promising Professor presentation. Association for Education in Journalism and Mass Communication national conference, Denver, Colorado (Oral presentation)

Contracts, grants and sponsored research

Bullard, S., (2014-2015) Dow Jones Editing Workshop, miscellaneous sources, ($22,450), awarded

Bullard, S., (2013) Second Annual Industry Research Forum Award. Social Media: How and Why It Matters to Newsrooms, Association for Education in Journalism and Mass Communication Council of Affiliates, ($1,000), awarded

Bullard, S., (2011-2012) UCare, University of Nebraska-Lincoln, ($1,500), awarded

Bullard, S., (2011-2012) Association for Education in Journalism and Mass Communication Scripps Howard Foundation Social Media Externship, ($3,000), awarded

Bullard, S., (2010-2011) UCare, University of Nebraska- Lincoln, ($2,000), awarded

Trina Creighton
Associate professor

Presentations and papers

Creighton, T. (2011). Comparison of Coverage of Black Males vs. White Males in Local Television News Lead Stories. AEJMC Midwinter Conference, Norman, Oklahoma (Paper)

Creighton, T. (2008) How to Produce Live Converged Election Coverage. Broadcasters Education Association, Las Vegas, Nevada (Demonstration)

Creighton, T. (2013). The TIM Experience: Multimedia Mentoring for Black Boys and Its Effects on Positive Life Outcomes. University of New Mexico Mentoring Conference, Albuquerque, New Mexico (Paper)

Creighton, T. (2013). How to Get Your Event Covered on Television. Nebraska Parks and Recreation Media Training, Lincoln. Nebraska (Oral presentation)

Creighton, T. (2011). The Impact that Violence has on the Dropout Rate of Black Males: What Role Does the Media Play: A Case Study. Association for Education in Journalism and Mass Communication Midwinter Conference, University of Oklahoma (Paper)

Creighton, T. (2011). The Impact Violence Has on the Dropout Rate of Black Males. Metro Tech Metropolitan Community College, Omaha (Other)

Contracts, grants and sponsored research

Creighton, T., (2011) Impact that Violence has on the Dropout Rate of Black Males," Minority Health Award, University of Nebraska -Lincoln, ($10,000), awarded.

Frauke Hachtmann, Ph.D.
Professor

Intellectual contributions

Hachtmann, F. (2015). A Case for Cases: How to Effectively Use Cases in the College Classroom, Journal of Digital and Social Media Marketing (Journal article, academic journal)

Hachtmann, F., Makayla, H. (2014). Game-Changer: A Case Study of Social Media Strategy in Big 10 Athletic Departments, International Journal of Sport Communication, 516 -532 (Journal article, academic journal)

Abel, A., Warner, T., Hachtmann, F. (2014). Empowered and Engaged: Social Media Best Practices for Nonprofits, Journal of Digital and Social Media Marketing, 4, 391-403 (Journal article, academic journal)

Hachtmann, F. (2014). International Advertising Pedagogy, 575-591. (Book, chapter in scholarly book-new)

Hachtmann, F., Mitchell, N., Mitchell, R., Sasser, S. (2013). International Advertising Education in a Digital World: Achieving Global Competency, Proceedings of the 2013 Global Conference of the American Academy of Advertising, 18-23 (Conference proceeding)

Hachtmann, F., Hermosa, M. (2013). The Process of Social Media Migration Among Young Professionals: A Grounded Theory, Proceedings of the 2013 Conference of the American Academy of Advertising, 94-104 (Conference proceeding)

Hachtmann, F. (2012). Celebrating 100 Years of AEJMC, AEJMC AdNews, Summer 2012 (Newsletter)

Curto, C., Hachtmann, F., Steven, C., Lucas, M., Ashley, S. Increasing Awareness of the Role of Math in Neuroscience Research, NSF CAREER Grant Application (Communication plan)

Hachtmann, F. (2012). AEJMC Advertising Division Annual Report, AEJMC Advertising Division Annual Report (Annual report)

Hachtmann, F. (2012). The Effect of Short-Term, Advertising-Focused Study Abroad Programs on Students' Worldviews, Journal of Advertising Education, 1 (Journal article, academic journal)

Hachtmann, F. (2012). The Process of General Education Reform from a Faculty Perspective: A Grounded Theory Approach, Journal of General Education, 61, 16-38 (Journal article, academic journal)

Hachtmann, F. (2012). Looking Ahead to Celebrate 100 Years of AEJMC, AEJMC AdNews, Winter 2012 (Newsletter)

Hachtmann, F., Stumkat, J. (2011). German Values in Advertising Twenty Years After the Fall of the Wall: An Inspection, Proceedings of the 40th Annual Meeting of the Western Decision Sciences Institute (Conference proceeding)

Hachtmann, F. (2011). The Gateway to the Digital World, AEJMC AdNews, Fall 2011 (Newsletter)

Hachtmann, F. (2011). The 2010 AEJMC Chip Auction: A Success for the Ad Division, AEJMC AdNews, Winter 2011 (Newsletter)

Hachtmann, F., Berens, C. (2010). ACEJMC University of Nebraska College of Journalism and Mass Communications Self-Study Report (ACEJMC Accreditation Self-Study Report)

Hachtmann, F. (2010). Marketing the Silver Screen, AEJMC AdNews, Fall 2010 (Newsletter)

Presentations and papers

Hachtmann, F. (2016). Closing the Loop: Developing a Sustainable Long-Term Program Assessment Plan for Professional Accreditation. Lilly Conference Series on College and University Teaching and Learning, Newport Beach, California (Poster)

Bartholomew, A., Hachtmann, F. (2015). Distracted Driving: The Effect of Positively and Negatively Framed Prevention Messages on Drivers Who Text. Western Decision Sciences Institute Annual Convention, Maui, Hawaii (Paper)

Hachtmann, F. (2015). Documenting Learning Across Three Capstone Courses in a Service-Based Learning Environment. Lilly Conference Series on College and University Teaching and Learning, Newport Beach, California (Poster)

Hachtmann, F. (2014). Preparing Students for Short-Term Study Abroad Experiences with Online Prep-Seminars. University of Nebraska-Lincoln Education Abroad Faculty Leaders Abroad Networking Group, Lincoln, Nebraska (Oral presentation)

Hachtmann, F. (2014). Leaders in Transition: Student-Athletes in the Real World. Nebraska Athletic Department Inner Circle Leadership Group, Lincoln, Nebraska (Oral presentation)

Hachtmann, F. (2014). Sports Journalism and Communication/Responding to Student Demand. Walter Cronkite School of Journalism and Mass Communication, Arizona State University; Association for Education in Journalism and Mass Communication, Montreal, Canada (Oral presentation)

Abigail, B., Hachtmann, F. (2014). Connecting Science to Advertising: How John B. Watson Laid the Foundation of Behavioral Targeting. Association for Education in Journalism and Mass Communication Annual Conference, Montreal, Canada (Paper)

Hachtmann, F. (2014). Documenting Integrative Learning in a Service-Based Learning Environment. University of Nebraska-Lincoln Research Fair, Lincoln, Nebraska (Oral presentation)

Hipke, M., Hachtmann, F. (2013). The Essence of Social Media Strategy in Big 10 Athletic Departments: A Phenomenological Approach. Association for Education in Journalism and Mass Communication Annual Conference, Washington, D.C. (Paper)

Hachtmann, F., Mitchell, N., Mitchell, R., Sasser, S. (2013). How Can Advertising-Focused Short-Term Study Abroad Programs Prepare Students to be Globally Aware in a Digital World? American Academy of Advertising Global Conference, Honolulu, Hawaii (Other)

Hermosa, M., Hachtmann, F. (2013). The Process of Social Media Migration Among Young Professionals: A Grounded Theory Approach. American Academy of Advertising Annual Conference, Albuquerque, New Mexico (Paper)

Hachtmann, F. (2013). SLOAN-C Certificate | Final Presentation. Demonstration at Sloan Consortium Online Teaching Certificate (Virtual)

Hachtmann, F. (2012). How We Can Deliver Education Through Social Media: Trends and Strategies. University of Nebraska Extension Annual Fall Conference, Grand Island, Nebraska (Keynote/plenary address)

Abel, A., Breneman, T., Hachtmann, F. (2012). Nonprofit Organizations and Social Media: Best Practices to Drive Audience Engagement. Public Relations Division Association for Education in Journalism and Mass Communication, Chicago, Illinois (Paper)

Hachtmann, F. (2012). The Effect of Short-Term Study Abroad Programs. International Communication Division, Association for Education in Journalism and Mass Communication, Chicago, Illinois (Oral presentation)

Hachtmann, F. (2012). Content Strategy in Owned, Earned, and Paid Media. J. Walter Thompson HSBC Thought Leadership Lecture Series, New York, New York (Lecture)

Hachtmann, F. (2012). Millennials in Transition. Advertising Educational Foundation Visiting Professor Program Lunchtime Lecture, New York, New York (Lecture)

Hachtmann, F. (2011). International Advertising Education: A Research Agenda. International Communication Division, Association for Education in Journalism and Mass Communications, St. Louis, Missouri (Paper)

Hachtmann, F. (2011). Acing Assessment: How to Measure, Document, and Improve Student Achievement of Learning Outcomes. Advertising, Small Programs, Association for Education in Journalism and Mass Communications Annual Conference, St. Louis, Missouri (Oral presentation)

Hachtmann, F. (2011). The Effect of Short-Term, Advertising-Focused Study Abroad Programs on Students' Worldviews. American Advertising Federation Admerica!, San Diego, California (Paper)

Hachtmann, F. (2011). Online Teaching: Lessons Learned. University of Nebraska Summer Institute for Online Learning, Lincoln, Nebraska (Oral presentation)

Hachtmann, F., Stumkat, J. (2011). German Values in Advertising Twenty-Five Years After the Fall of the Wall: An Inspection. Western Decision Sciences Institute Annual Convention, Portland, Oregon (Paper)

Hachtmann, F. (2011). Streamlining Course Management and Instructor-Student Interactions with a Combination of Tablet and Cloud Services. University of Nebraska-Lincoln Distance Education Faculty Demonstration and Luncheon, Lincoln, Nebraska (Oral presentation)

Hachtmann, F. (2011). Getting Pinterested: Assessing Student Learning Outcomes with Social Media. University of Nebraska Online Worldwide Symposium: Innovation in Pedagogy and Teaching, Lincoln, Nebraska (Oral presentation)

Hachtmann, F. (2011). Using PEARL as a Tool for Re-Accreditation in Journalism and Mass Communications. University of Nebraska-Lincoln Enhancing Teaching and Learning: A Look Back and Forward, Lincoln, Nebraska (Poster)

Hachtmann, F., Rochelle, D., Michael, B. (2011). When Words Collide: Instructors' Writing Expectations and Students' Writing Experiences. University of Nebraska-Lincoln Enhancing Teaching and Learning: A Look Back and Forward, Lincoln, Nebraska (Poster)

Contracts, grants and sponsored research

Hachtmann, F., (2015-2016) Department Career Exploration Small Grant Application, AY 2015-16, Internal, ($2,000), awarded.

Hachtmann, F., (2011-2012) Marketing and recruiting grant, UNL Graduate Studies, ($1,000), awarded.
Hachtmann, F., (2011-2012) Marketing grant, UNL Extended Education and Outreach, ($1,000), awarded.

Hachtmann, F., (2011-2012) Visiting professor program, Advertising Educational Foundation, ($600), awarded.

Hachtmann, F., (2011-2012) Marketing and recruiting grant, UNL Graduate Studies, ($1,000), awarded.

Hachtmann, F., (2010-2011) Marketing grant, UNL Extended Education and Outreach, ($1,000), awarded.

Hachtmann, F., (2010-2011) The Peer Review of Teaching Project Fellowship for Undergraduate Education, UNL, ($1,500), awarded.

Michelle Hassler
Assistant professor of practice

Intellectual contributions

Bullard, S., Hassler, M. (2012). Writing for the Web: Twitter as a Starting Point for Breaking News," Best Practices in Teaching Writing Across Media, Association For Education in Journalism and Mass Communication. (Conference proceeding)

Presentations and papers

Hassler, M. (2015). How Journalists Use Social Media. University of Nebraska-Lincoln Principles of Mass Media class (JOMC101), Lincoln, Nebraska (Lecture)

Hassler, M. (2015). How Journalists Use Social Media. University of Nebraska-Lincoln Broadcasting 227 class, Lincoln, Nebraska (Lecture)

Hassler, M. (2015). How Journalists Use Social Media. University of Nebraska-Lincoln Principles of Mass Media class (JOMC101), Lincoln, Nebraska (Lecture)

Hassler, M. (2014). Writing Better Resumes and Cover Letters. American Copy Editors Society, University of Nebraska-Lincoln chapter, resume writing workshop, Lincoln, Nebraska (Other)

Hassler, M. (2014). How Journalists and Advertising Professionals Use Social Media. University of Nebraska-Lincoln Principles of Mass Media course (JOMC101), Lincoln, Nebraska (Lecture)

Hassler, M. (2014). Using Digital Reporting Techniques to Develop Story Ideas and Concepts. University of Nebraska-Lincoln Global Eyewitness photojournalism course, Lincoln, Nebraska (Lecture)

Hassler, M. (2014). How the News is Made. University of Nebraska-Lincoln Nutrition 402 class, Lincoln, Nebraska (Lecture)

Hassler, M., Bullard, S. (2014). Join the Flock: How to Navigate Twitter, Facebook and More. Osher Lifelong Learning Institute three-part social media course, Lincoln, Nebraska (Lecture)

Hassler, M. (2013). How the News is Made. University of Nebraska-Lincoln Nutrition 402 class, Lincoln, Nebraska (Lecture)

Hassler, M. (2013). The Amazing Twitter List Race. Poynter Institute Poynter Institute's Teachapalooza, St. Petersburg, Florida (Lecture)

Hassler, M. (2013). Engaging Students: Using Social Media for Conversation and Curation. University of Nebraska Innovations in Online Pedagogy and Technology, Lincoln, Nebraska (Lecture)

Hassler, M. (2013). Live Blogging the Election: Curating and Converging — Election Coverage: The Converged Way, Broadcast Education Association annual conference, Las Vegas, Nevada (Oral presentation)

Hassler, M. (2013). "Social Media and the Law: Exploring the Possibilities." Nebraska State Bar Association Leadership Academy, Omaha, Nebraska (Lecture)

Hassler, M. (2013). "Enterprise reporting through social media and RSS." University of Maryland; University of Florida Journalism Interactive national conference, Gainesville, Florida (Lecture)

Hassler, M. (2013). "Tweet All About It: How Social Media is Changing the Media Landscape." UNL Emeriti Association Lincoln, Nebraska (Lecture)

Hassler, M. (2012). Incorporating Social Media in Journalism Instruction. Tech Edge symposium, University of Nebraska-Lincoln College of Education and Human Sciences, Lincoln, Nebraska (Lecture)

Bullard, S., Hassler, M. (2012). Writing for the Web: Twitter as a Starting Place for Breaking News. Association for Education in Journalism and Mass Communication, Chicago, Illinois (Other)

Contracts, grants and sponsored research

Kebbel, G., Hassler, M., Peon-Casanova, L., Anderson, T., Berens, C., (2014 - 2015) Heartland Diversity, Asian American Journalists Assoc, ($20,000), awarded.

Valerie Jones
Assistant professor

Intellectual contributions

Olmanson, J., Abebe, F., Jones, V., Kyle, E., Lucas, L., Robbins, K., Rouamba, G. (2015). Caught in the Tractor Beam of Larger Influences: The Filtration of Innovation, Education Technology Design, 7, 2208-2212. (Journal article, academic journal)

Jones, V., Tobaccowalla, R. (2016). The Future of Advertising: What You Should Know. (Book, chapter in scholarly book-new)

Jones, V. (2015). Invited Foreword for Social Media Strategy: A Roadmap for Marketing and Advertising in the Consumer Revolution (Book, chapter in scholarly book-new)

Presentations and papers

Jones, V. (2016). "Socio-Educational Constellations of Influence: A Ten-Year Content Analysis of Technology-Supported Writing Implementation and Research." American Educational Research Association 2016 annual meeting, Washington, D.C. (Paper)

Jones, V. (2016). From Bombard and Pay to Provide and Play: Defining and Teaching the New Advertising. American Academy of Advertising annual meeting 2016, Seattle, Washington (Oral presentation)

Jones, V. (2016). Analyzing Digital Media and Applying Insights. Nebraska Extension Eureka! 2016, Lincoln, Nebraska (Oral presentation)

Olmanson, J., Jones, V., Abebe, F., Kyle, E., Liu, X., Robbins, K., Rouamba, G. (2015). Caught in the Tractorbeam of Larger Influences: The Filtration of Innovation in Education Technology Design. University of Nebraska-Lincoln International Conference on Educational Design and Technology, Oslo, Norway (Keynote/plenary address)

Jones, V. (2015). Getting Your Digital Hands Dirty: Creating Interest and Engagement in an Online Course. UNIT/ University of Nebraska Online Innovation in Pedagogy and Technology Symposium, Lincoln, Nebraska (Oral presentation)

Jones, V. (2015). Using Social and Digital Media Data to Teach Advertising Insight and Analytics. American Academy of Advertising annual conference, Chicago, Illinois (Oral presentation)

Jones, V. (2014). Educating the Next-Generation Don Draper: Investigating the Role of Data and Digital Analytics in Advertising Education. Association for Education in Journalism and Mass Communications annual conference, Montreal, Canada (Poster)

Brown, R., Jones, V., Wang, M. (2016). The New Advertising: Branding, Content and Consumer Relationships in the Data-driven Social Media Era, Praeger/ABC-CLIO business, economics and finance division

Gary Kebbel
Professor

Intellectual contributions

Kebbel, G. (2016). MobileMeandYou. Magazine/trade publication

Kebbel, G. (2015). MobileMeandYou. Web content

Presentations and papers

Kebbel, G. (2015). Mobile Media Are Changing the Power Structure. Lincoln Executive Club, Lincoln, Nebraska (Oral presentation)

Kebbel, G. (2015). Cyberbullying. Asian American Journalists Association and National Lesbian and Gay Journalists Association Heartland Project, University of Nebraska-Lincoln (Other)

Kebbel, G. (2015). Media and Elections 2015: Expectations and Apprehensions. Pan Atlantic University, Lagos, Nigeria, in association with the Nigerian Editors Guild and the U.S. Mission in Lagos, Nigeria; Advanced Political Writing for Political Editors and Senior Journalists in Nigeria, Lagos, Nigeria (Lecture)

Kebbel, G. (2015). Election Violence Reporting. Pan Atlantic University, Lagos, Nigeria, in association with the Nigerian Editors Guild and the U.S. Mission in Lagos, Nigeria; Advanced Political Writing for Political Editors and Senior Journalists in Nigeria, Lagos, Nigeria (Lecture)

Kebbel, G. (2015). Social Media and Election Violence. Pan Atlantic University, Lagos, Nigeria, in association with the Nigerian Editors Guild and the U.S. Mission in Lagos, Nigeria; Advanced Political Writing for Political Editors and Senior Journalists in Nigeria, Lagos, Nigeria (Lecture)

Kebbel, G. (2015). Social Media and Politics Case Study. Pan Atlantic University, Lagos, Nigeria, in association with the Nigerian Editors Guild and the U.S. Mission in Lagos, Nigeria; Advanced Political Writing for Political Editors and Senior Journalists in Nigeria, Lagos, Nigeria (Lecture)

Kebbel, G. (2015). Social Media Reporting. Pan Atlantic University, Lagos, Nigeria, in association with the Nigerian Editors Guild and the U.S. Mission in Lagos, Nigeria; Advanced Political Writing for Political Editors and Senior Journalists in Nigeria, Lagos, Nigeria (Lecture)

Kebbel, G. (2015). Social Media and Politics. Pan Atlantic University, Lagos, Nigeria, in association with the Nigerian Editors Guild and the U.S. Mission in Lagos, Nigeria; Advanced Political Writing for Political Editors and Senior Journalists in Nigeria, Lagos, Nigeria (Lecture)

Kebbel, G. (2015). Election Day Reporting with Social Media. U.S. Embassy in Abuja, Nigeria, and the Nigerian Union of Journalists, Kaduna, Nigeria; Community Reporting for Building Democratic Values in the Run-up to the 2015 General Elections in Nigeria, Kaduna, Nigeria (Lecture)

Kebbel, G. (2015). Finding Sources: Tapping Into Ideas From Your Audience. U.S. Embassy in Abuja, Nigeria, and the Nigerian Union of Journalists, Kaduna; Community Reporting for Building Democratic Values in the Run-up to the 2015 General Elections in Nigeria, Kaduna, Nigeria (Lecture)

Kebbel, G. (2015). Live Tweeting and Curating News. (Lecture) U.S. Embassy in Abuja, Nigeria, and the Nigerian Union of Journalists; Community Reporting for Building Democratic Values in the Run-up to the 2015 General Elections in Nigeria, Kaduna, Nigeria (Lecture)

Kebbel, G. (2015). Writing for Print, Broadcast, Online and Mobile. U.S. Embassy in Abuja, Nigeria, and the Nigerian Union of Journalists, Kaduna, Nigeria; Community Reporting for Building Democratic Values in the Run-up to the 2015 General Elections in Nigeria, Kaduna, Nigeria (Lecture)

Kebbel, G. (2015). Political Reporting: Issues vs. Events and Fairness vs. Objectivity. U.S. Embassy in Abuja, Nigeria, and the Nigerian Union of Journalists, Kaduna, Nigeria; Community Reporting for Building Democratic Values in the Run-up to the 2015 General Elections in Nigeria, Kaduna, Nigeria (Lecture)

Kebbel, G. (2015). Overview of Mobile and Social Media Reporting Tools. U.S. Embassy in Abuja, Nigeria, and the Nigerian Union of Journalists, Kaduna, Nigeria; Community Reporting for Building Democratic Values in the Run-up to the 2015 General Elections in Nigeria, Kaduna, Nigeria (Lecture)

Kebbel, G. (2014). Reaching Youth: If It's Not on a Cell Phone, It Doesn't Exist. Nebraska Federal Credit Union Young Professional for Credit Unions, Lincoln, Nebraska (Oral presentation)

Kebbel, G. (2014). Demonstration of Mobile Media News App Created for the Nebraska Press Association. Nebraska Press Association Annual Conference, Grand Island, Nebraska (Oral presentation)
Kebbel, G. (2014). Diversity Reporting. Nebraska Press Association Annual Conference, Grand Island, Nebraska (Oral presentation)

Kebbel, G. (2014). Managing Change in Journalism. University of Maryland, University of Florida, University of Mississippi Journalism Interactive, University of Maryland (Keynote/plenary address)

Kebbel, G. (2013). Journalism Programs as Innovators. Columbia University Graduate School of Journalism; Classrooms as Newsrooms: Teaching Journalism in the Real World, New York, New York (Oral presentation)

Kebbel, G. (2013). Hack the Curriculum. Online News Association annual conference, Atlanta, Georgia (Oral presentation)

Kebbel, G. (2013). Using Mobile Projects in the Classroom. National Lesbian and Gay Journalism Association Boston Uncommon, Boston, Massachusetts (Oral presentation)

Kebbel, G. (2013). Social Media Research Papers. Association for Education in Journalism and Mass Communications annual meeting, Chicago, Illinois (Oral presentation)

Kebbel, G. (2013). Using Social Media in Journalism. U.S. Department of State U.S.-Russia Bilateral Presidential Commission Sub-Working Group on Media, St. Petersburg, Russia (Oral presentation)

Kebbel, G. (2013). How Will Media Use Drones in the Future: Legal, Financial and Ethical Frameworks. Global Editors' Network Drone Journalism Bootcamp, Paris, France (Oral presentation)

Kebbel, G. (2013). The Game Changers Debate: Viral Content, Audience Building, News Aggregators, Cloud Media and Robo News. Global Editors' Network Hack the Newsroom, Paris, France (Keynote/plenary address)

Kebbel, G. (2013). How to Plan and Organize an Online Course. Office of Online and Distance Education Summer Institute of Online Teaching, University of Nebraska-Lincoln (Keynote/plenary address)

Kebbel, G. (2013). Gary Kebbel and the Nebraska Press Association Mobile Media Conference and Showcase, University of Nebraska-Lincoln (Other)

Kebbel, G. (2013). Teaching with Mobile Media to Prepare Students for Jobs that Don't Exist, Yet. Association for Education in Journalism and Mass Communications Southeast Colloquium, University of South Florida, Tampa, Florida (Oral presentation)

Kebbel, G. (2013). Participatory Journalism at Work. Association for Education in Journalism and Mass Communications Midwinter Conference, University of Oklahoma (Other)

Kebbel, G. (2013). What to Do When Your "Hackathon" Fails. Journalism Interactive 2013, University of Florida, Gainesville, Florida (Oral presentation)

Kebbel, G. (2012). Oxford University, Reuters Institute for the Study of Journalism; The Future of Drones in News Gathering and Media Production, Oxford, England (Oral presentation)

Kebbel, G. (2012). The Teaching Hospital Model. Association for Education in Journalism and Mass Communications annual conference, Chicago, Illinois (Oral presentation)

Kebbel, G. (2012). Using Social Media to Improve Your Reporting. U.S. Embassy, Kenya Class at United States International University, Nairobi, Kenya (Lecture)

Kebbel, G. (2012). How Nebraska Uses the Teaching Hospital Model. Knight Foundation and Middle Tennessee State University Journalism Education in the Digital Age, Murfreesboro, Tennessee (Lecture)

Kebbel, G. (2011). The Curriculum Conundrum. Journalism Interactive, the universities of Maryland, Florida and Mississippi; The Conference on Journalism Education and Digital Media, College Park, Maryland (Oral presentation)

Kebbel, G. (2011). Journalism Curricula for the Changing World. U.S. Russia Bilateral Presidential Commission annual meeting, Moscow, Russia (Oral presentation)

Kebbel, G. (2011). Queens University of Charlotte Conference on Digital and Media Literacy and Civic Engagement, Charlotte, North Carolina (Oral presentation)

Kebbel, G. (2011). Journalism Curricula for the Changing World. National Federation of Press Women Annual conference, Council Bluffs, Iowa (Oral presentation)

Kebbel, G. (2011). New Media and Old Media: Will They Co-exist? Omaha Press Club Noon Forum, Omaha, Nebraska (Keynote/plenary address)

Kebbel, G. (2010). Developing News Applications. Carnegie Corporation and Columbia University Graduate School of Journalism Carnegie-Knight Curriculum Meeting, New York, New York (Lecture)

Kebbel, G. (2010). Social Media, the First Amendment and the University. University of Nebraska-Omaha Omaha, Omaha, Nebraska (Oral presentation)

Contracts, grants and sponsored research

Kebbel, G., (2013-2016) Mobile Media Grant, Knight Foundation, ($200,000), awarded.

Kebbel, G., Hassler, M., Peon-Casanova, L., Anderson, T., Berens, C., (2014 - 2015) Heartland Diversity, Asian American Journalists Association, ($20,000), awarded

Kebbel, G., (2014-2015) Heartland Diversity Cyberbullying Public Panel, Asian American Journalists Association, ($20,000), awarded.

Dane Kiambi, Ph.D.
Assistant professor

Presentations and papers

Kiambi, D. (2016). Testing the Applicability of Relationship Cultivation Strategies in Public Diplomacy. International Public Relations Research Conference (IPRRC), Miami, Florida (Paper)

Kiambi, D. (2015). Country Reputation Model: Testing the Interdependence of Key Dimensions and the Role of Mediating Variables. University of Nebraska-Lincoln AEJMC, San Francisco, California (Paper)

Kiambi, D. (2015). Coming to America. AEJMC Mid-Winter Conference, Norman, Oklahoma (Oral presentation)

Kiambi, D. (2014). Country Reputation Management: Developing a Scale for Measuring the Reputation of Four African Countries in the United States. Association for Education in Journalism and Mass Communication annual conference, Montreal, Canada (Poster)

Kiambi, D. (2014). The Basics of Effective Crisis Communication: Why They Matter and Why They are At Times Not Followed. PRSA Nebraska professional development conference, Omaha, Nebraska (Keynote/ plenary address)

Kiambi, D. (2014). Reputation management of four African countries in the United States: Effects of Direct and Indirect Experiences. International Public Relations Research Conference, Miami, Florida (Paper)

Contracts, grants and sponsored research

Kiambi, D., (2015-2016) Training of African Journalists on Opinion Poll Reporting, internal, ($9,700), awarded.

Carla Kimbrough
Associate professor

Presentations and papers

Kimbrough, C. (2012). How Essence, a Black Women's Magazine, Has Fared under Behemoth Time Inc. AEJMC Midwinter Conference, 2012, University of Oklahoma, Norman, Oklahoma (Paper)

Kimbrough, C. (2013). NBA Superstar or NBA Model Minority: How the New York Times Portrayed Jeremy Lin. AEJMC Midwinter Conference, University of Oklahoma, Norman, Oklahoma (Paper)

Phyllis Larsen
Professor of practice

Intellectual contributions

Larsen, P. (2015). Alternative Methods of Communication left Open by the Nebraska Funeral Picketing Statute, Phelps-Roper vs. Heineman and the State of Nebraska. Lincoln, Nebraska (Expert testimony in a trial)

Larsen, P., Teaching the Large Lecture Course in Public Relations, 4th. (Book, chapter in scholarly book-revised)

Larsen, P. Environmental Scanning, 2nd edition. (Book, chapter in scholarly book-revised)

Larsen, P. Situation Analysis, 2nd edition. (Book, chapter in scholarly book-revised)

Presentations and papers

Larsen, P. (2015). Cuba: Mystique and the Message. Osher Lifelong Learning Institute OLLI class, Lincoln, Nebraska (Lecture)
Larsen, P. (2015). Cuba: Mystique and the Message. Philanthropic Educational Organization meeting, Lincoln, Nebraska (Oral presentation)

Larsen, P. (2015). "Impact of PR." JOUR 101 class, University of Nebraska-Lincoln (Lecture)

Larsen, P. (2015). Managing for Success. Broadcast Management Class, University of Nebraska-Lincoln (Lecture)

Larsen, P., Hachiya, K. (2013). What Not to Write – AP Style Do's and Don'ts. International Association of Business Communicators IABC-Lincoln Writing Seminar, Lincoln, Nebraska (Keynote/plenary address)

Larsen, P. (2013). Understanding the Barcelona Principles. Public Relations Society of America Measurement Seminar, Omaha, Nebraska (Keynote/plenary address)

Larsen, P. (2012). Crafting a Measurable Strategic Plan for Your Nonprofit Organization. Habitat for Humanity annual planning retreat, Lincoln, Nebraska (Oral presentation)

Larsen, P. (2011). Writing for PR: Creating a News Release. COJMC ADVT 283 class, (Keynote/plenary address)

Larsen, P. (2010). Writing for PR: Creating a News Release. Lecture at COJMC ADVT 283 class, University of Nebraska-Lincoln (Lecture)

Contracts, grants and sponsored research

Larsen, P., (2014) CoJMC Dean's Small Grant Program, internal, ($3,700), awarded.

Laurie Lee, Ph.D.
Professor

Intellectual contributions

Lee, L. (2016). Privacy: Future Threat or Opportunity? New Media, New Uses, New Metrics. (Book, chapter in scholarly book-new)

Lee, L. (2015). Going Over the Top: An Economic Study of the Rise of OTT Video Services, Proceedings: 11th World Media Economics and Management Conference. (Conference proceeding)

Lee, L. (2011). Location-Based Communication Systems: A Look at Intelligent Networking and Privacy Concerns, Global Media Journal, 11, 1-11. (Journal article, academic journal)

Presentations and papers

Lee, L. (2016). The Commodification of Data Privacy: Changing Technologies and Relationships. World Media Economics and Management 12th World Media Economics and Management conference, New York City (Paper)

Lee, L. (2015). Big Data and its Implications on Journalism and Mass Communication. Association for Education in Journalism and Mass Communication annual conference, San Francisco, California (Keynote/plenary address)

Lee, L. (2015). Privacy (Telecom Update). Broadcast Education Association, Las Vegas, Nevada (Oral presentation)

Lee, L. (2014). The FCC, the Broadcasters, and a Spectrum Auction Experiment. Association for Education in Journalism and Mass Communication annual meeting, Montreal, Canada (Oral presentation)

Lee, L. (2014). Going Over the Top: An Economic Study of the Rise of OTT Video Services. 11th World Media Economics and Management conference, Rio de Janeiro, Brazil (Paper)

Lee, L. (2014). Academic Freedom Forum on Non-Tenured Faculty, University of Nebraska-Lincoln, Lincoln, Nebraska (Oral presentation)

Lee, L. (2014). Civil Liability Up in the Air? Privacy Implications of Drones in the Private Sector. Broadcast Education Association, Las Vegas, Nevada (Paper)

Lee, L. (2014). Privacy (Telecom Update). Broadcast Education Association, Las Vegas, Nevada (Oral presentation)

Lee, L. (2013). Current issues at the Federal Communications Commission: What's likely to change after the 2012 election? Association for Education in Journalism and Mass Communication annual conference, Washington, D.C. (Oral presentation)

Lee, L. (2013). Privacy. Broadcast Education Association, Las Vegas, Nevada (Oral presentation)

Lee, L. (2013). The Polarizing Debate Over Social Networking Privacy: Dead or Alive? Broadcast Education Association, Las Vegas, Nevada (Paper)

Lee, L. (2012). Privacy and Aerial Surveillance from UAVs. National Cable and Telecommunications Association academic forum, Boston, Massachusetts (Paper)

Lee, L. (2012). Privacy (Telecom Update). Broadcast Education Association, Las Vegas, Nevada (Oral presentation)

Lee, L. (2011). Location-Based Social Networking: Mobile Privacy Rights on the Line. National Cable and Telecommunications Association academic forum, Chicago, Illinois (Paper)

Lee, L. (2011). State of Privacy. Broadcast Education Association, Las Vegas, Nevada (Oral presentation)

Marron, Maria. Ph.D.
Dean and professor

Intellectual contributions

Marron, M. (2016). Encyclopedia entries on Peter Arnett, David Brinkley and Bill Moyers in The 21st Century Voter, Guido H. Stempel III and Thomas K. Hargrove, Eds. (Encyclopedia)

Marron, M. Editor, Journalism & Mass Communication Educator, 2012-2016

Bernard McCoy
Associate professor

Artistic and professional performances and exhibitions

McCoy, B. (2013), They Could Really Play the Game: Reloaded, WOSU Public media (Documentary broadcast on NET Nebraska)

Intellectual contributions

McCoy, B. (2016). Digital Distractions in the Classroom Phase II: Student Classroom Use of Digital Devices for Non-Class Related Purposes, Journal of Media Education, 1, 27. (Journal article, academic journal)

McCoy, B. (2015). Digital Distractions: Student Uses of Digital Devices for Non-Classroom Purposes, Digital Commons, 56. (Cited research)

McCoy, B. (2014). WOSU-TV They Could Really Play the Game: Reloaded (Director, producer, writer, narrator), WOSU Public Media (Broadcast media)

McCoy, B. (2014). Digital Distractions: Student Uses of Digital Devices for Non-Classroom Purposes, 56. (Book, scholarly-new)

McCoy, B. (2013). Digital Distractions in the Classroom: Student Uses of Digital Devices for Non-Class Related Purposes, Journal of Media Education, 4, 5-14. (Journal article, academic journal)

McCoy, B. (2013). Free Press Challenges faced by Turkish Journalists, KRNU-FM (Broadcast media)

McCoy, B., Brocious, A. (2013). Nebraska Journalists Learn About Free Press Struggles In Turkey, NET Public Media (Broadcast media)

McCoy, B. (2013). Nebraska Native Reflects On "Wild Kingdom" At 50, NET Public Media (Web content)

McCoy, B. (2013). Wild Kingdom Turns 50, NET Public Media (Broadcast media)

McCoy, B., Renaud, J., Wagler, A., Struthers, A. (2011). Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation, Journal of Media Education, 4, 17-28. (Journal article, academic journal)

Presentations and papers

McCoy, B. (2016). Digital Distractions in the Classroom Phase II: Student Classroom Use of Digital Devices for Non-Class Related Purposes. Oral presentation at National Federation of Advanced Information Services Millennial Virtual Workshop (Webinar)

McCoy, B., Renaud, J., Wagler, A. (2016). Using Sports as a Way to Integrate Broadcasting with Advertising and Public Relations. Broadcast Education Association National Convention, Las Vegas, Nevada (Other)

McCoy, B. (2016). Digital Distractions in the Classroom Phase II: Student Classroom Use of Digital Devices for Non-Class Related Purposes. Broadcast Education Association national convention, Las Vegas, Nevada (Poster session)

McCoy, B., Shannon, R. A., Hedrick, S., Oster, J., Stoxen, C. (2016). We're Hiring: Here's What it Takes to Get a Job with Us. Midwest Broadcast Journalists Association conference, Minneapolis, Minnesota (Oral presentation)

McCoy, B. (2015). General Pershing's Nebraska Connection. NET Nebraska Educational Telecommunications, Nebraska (Other)

McCoy, B. (2015). "Journalism Graduate Skills for the Professional Workplace: Expectations from Journalism Professionals and Educators." Broadcast Education Association national convention, Las Vegas, Nevada (Paper)

McCoy, B. (2014). Paid, unpaid or credit: How do we handle internships? Broadcast Education Association, Las Vegas, Nevada (Oral presentation)

McCoy, B. (2014). "Digital Distractions in the Classroom: Student Classroom Use of Digital Devices for Non-Class Related Purposes." Broadcast Education Association Interactive Multimedia and Emerging Technologies, Las Vegas, Nevada (Paper)

McCoy, B., Alloway, R. (2014). What to Do about Internships. Northwest Broadcast News Association, Society of Professional Journalists, Associated Press, Radio, Television and Digital News Association, Online News Association, National Academy of Television Arts and Sciences, University of Minnesota School of Journalism and Mass Communications, Midwest Journalism Conference, Minneapolis, Minnesota (Oral presentation)

McCoy, B. (2014). Deadly Broadcast Copy Sins and How to Avoid Them. Student Television Network, Inc. national convention, Orlando, Florida (Lecture)

McCoy, B. (2013). Digital Distractions in the Classroom. CoJMC Brown Bag faculty lunch, Andersen Hall (Oral presentation)

McCoy, B. (2013). Exploring the Wild Kingdom. WTTW-TV Public Media, Chicago, Illinois (Documentary)

McCoy, B. (2013). Exploring the Wild Kingdom. NET 2 Nebraska, Statewide Nebraska (Documentary)

McCoy, B. (2012). Newsroom Ethics: Its Role in the Success of Your Newsroom. Omaha World-Herald Midlands Newspaper conference, Kearney Nebraska (Oral presentation)

McCoy, B. (2012). Why "Digital First" Matters for Broadcast News. Nebraska Broadcast Association annual convention, Lincoln, Nebraska (Lecture)

McCoy, B. (2012). How to Engage Students in a Fractious World of Technology and Information: Tips and Ideas. Broadcasting Education Association national conference 2012, Las Vegas, Nevada (Oral presentation)

McCoy, B. (2012). Newsroom Ethics and Excellence: Enhancing Your Newsroom's Image. Nebraska Press Association /Associated Press annual conference /Great Plains Associated Press, Lincoln Nebraska (Oral presentation)

McCoy, B., Renaud, J., Wagler, A., Struthers, A. (2011). Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation. AEJMC Mid-winter Conference, Norman, Oklahoma (Paper)

Contracts, grants and sponsored research

McCoy, B., Pershing documentary, NET Nebraska Educational Telecommunications, ($72,000), awarded

McCoy, B., (2016-2018) Pershing documentary, Humanities Nebraska, ($10,000), awarded

McCoy, B., (2013-2017) John J Pershing documentary project, Lowell Vestal and Kiewit-Seacrest grant funds, ($26,000), awarded

McCoy, B., (2011-2012) They Could Really Play the Game, National Association for Intercollegiate Athletics, ($3,000), awarded

McCoy, B., (2010) New Voices, Knight Foundation, ($25,000), awarded

Luis Peon-Casanova
Assistant professor of practice

Artistic and professional performances and exhibitions

Peon-Casanova, L. (2012-2013). Duality. The Burkholder Project

Peon-Casanova, L. (2012). Orpheus, Twice. UNL-Prairie Schooner. (Mixed media visual interpretation)

Intellectual contributions

Peon-Casanova, L. (2014). Author, Electronic textbook. Digital Photography: An Interactive Practical Course; Great River Learning; (Book, textbook-new)

Presentations and papers

Peon-Casanova, L., Bullard, S., Florence, M., Alloway, R., Kebbel, G. (2015). Diversity experiences. CoJMC Media 101, University of Nebraska-Lincoln (Oral presentation)

Peon-Casanova, L., Calvan, B., Christiansen, K., Kebbel, G. (2014). Diversity experiences. CoJMC Media 101, Lincoln, Nebraska (Oral presentation)

Peon-Casanova, L. (2012). State of American News Media. Moscow State University, Moscow, Russia (Lecture)

Contracts, grants and sponsored research

Kebbel, G., Hassler, M., Peon-Casanova, L., Anderson, T., Berens, C., (2014-2015). Heartland Diversity, Asian American Journalists Association, ($20,000), awarded.

Peon-Casanova, L., (2012) Robert Hariman, internal, ($1,000), awarded.

Peon-Casanova, L., (2011) Visual Truths and Fallacies: A Research Proposal about Agenda-Setting Theory and Iconic Photography in the Past 110 Years, internal, ($5,500), awarded.

Mary Kay Quinlan, Ph.D.
Associate professor

Intellectual contributions

Quinlan, M. K. (2015). Healing Histories: Stories from Canada's Indian Hospitals, Oral History Review (Book review)

Quinlan, M. (2014). Proceedings of the 2013 Rural Futures Conference (Conference proceeding)

Quinlan, M., Sommer, B., MacKay, N. (2013) Community Oral History Toolkit (Book, textbook-new)

Quinlan, M. (2013). Lady Bird Johnson: An Oral History, Oral History Review, Summer/Fall 2013 (Book review)

Quinlan, M. (2013). Southern Paiute: A Portrait, The Oral History Review, Winter/Spring 2013 (Book review)

Quinlan, M. (2012). "Journalism Students as Community News Providers: Three Case Studies," Lincoln, Nebraska, (Report)

Quinlan, M. (2012). Proceedings of the 2012 Rural Futures Conference (Conference proceeding)

Quinlan, M. (2012). Women Elders' Life Stories of the Omaha Tribe: Macy, Nebraska. Oral History Review, Winter/Spring 2012 (Book review)

Quinlan, M. (2011). Roy M. Mersky: An Oral History Interview. Tarlton Law Library Oral History Series No. 9, Oral Hstory Review (Book review)

Quinlan, M. (2011). The Campo Indian Landfill War: The Fight for Gold in California's Garbage, The Oral History Review, Summer/Fall 2011 (Book review)

Quinlan, M. (2010). The Dynamics of Interviewing, opening chapter for The Oxford Handbook of Oral History, Oxford University (Chapter in scholarly book-new)

Quinlan, M. (2010). Mediating Knowledges: Origins of a Zuni Tribal Museum, Oral History Review (Book review)

Quinlan, M. (2010). Reporting Iraq, Oral History Review, Fall 2010 (Book review)

Presentations and papers

Quinlan, M., Sommer, B., MacKay, N. (2015). Conducting Oral History Interviews, Southwest Oral History Association annual conference, Del Mar, California (Other)

Quinlan, M. (2014). How Communities Fueled by their Passions Create Oral History: Three Reflections. Oral History Society of the U.K. annual conference, Manchester, U.K. (Oral presentation)

Quinlan, M. (2014). UNL Newspaper Interns at the Seward County Independent. Seward Rotary Club, Seward, Nebraska (Other)

Quinlan, M. (2013). Lessons from Martha Ross. Oral History Association annual conference, Oklahoma City, Oklahoma (Paper)

Quinlan, M. (2010). Oral History Ethical Dilemmas: More than the Interview. Oral History Association annual conference, Atlanta, Georgia (Paper)

Quinlan, M. (2010). What is This Thing Called Oral History? Oral History Association annual conference, Atlanta, Georgia (Oral presentation)

Contracts, grants and sponsored research

Keshwani, D., Quinlan, M., Wahlqvist, P., Boesen, R., (2014-2016) The Nebraska Hayseed Project, Rural Futures Institute, University of Nebraska, ($16,000), awarded.

Jerry Renaud
Professor

Intellectual contributions

McCoy, B., Renaud, J., Wagler, A., Struthers, A. (2011). Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation, Journal of Media Education 4, 17-28 (Journal article, academic journal)

Presentations and papers

Renaud, J. (2014) Sneak Peek of Native Daughters Oklahoma. Vision Maker's Film Festival, Mary Riepma Ross Film Theater, Lincoln, Nebraska (Oral presentation)

Renaud, J., McCoy, B., Wagler, A. (2016). Using sports as a way to integrate broadcasting with advertising and public relations. Broadcast Education Association, Las Vegas, Nevada (Oral presentation)

Renaud, J., Starita, J. (2014). Native Daughters Oklahoma: Creating the curriculum guide. University of Oklahoma American Indian Institute, Norman, Oklahoma (Oral presentation)

McCoy, B., Renaud, J., Wagler, A., Struthers, A. (2011). Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation. AEJMC Mid-winter Conference, Norman, Oklahoma (Paper)

Contracts, grants and sponsored research

Renaud, J., Starita, J. (2014-2015) Native Daughters Oklahoma K-12 Curriculum, Oklahoma Humanities Council, ($8,500), awarded.

Renaud, J., (2012-2013), Native Daughters Oklahoma project, private donation ($150,000)

Linda Shipley, Ph.D.
Professor (Left CoJMC 2015)

Intellectual Contributions

Shipley, L. (2012). COJMC Alumni Study (Research report)

Presentations and papers

Shipley, L. (2011). Findings of the Communication Studies for Ord, Aurora and Auburn, Nebraska. COJMC Brown Bag Discussion (Oral presentation)

Joseph Starita
Professor

Presentations and Papers

Starita, J. (2016) A Warrior of the People: How Susan La Flesche Overcame Racial and Gender Inequality to Become America's First Indian Doctor, St. Martin's Press

Starita, J. (2015). Chief Standing Bear's Journey for Justice. U.S. Consortium of State Supreme Court Justices annual meeting, Omaha, Nebraska (Keynote/plenary address)

Starita, J., Renaud, J. (2014). Native Daughters Oklahoma: Creating the curriculum guide. University of Oklahoma American Indian Institute, Norman, Oklahoma (Oral presentation)

Contracts, grants and sponsored research

Starita, J., Renaud, J. (2014-2015) Native Daughters Oklahoma K-12 Curriculum, Oklahoma Humanities Council, ($8,500), awarded.

Amy Struthers, Ph.D.
Associate professor

Intellectual contributions

McCoy, B., Renaud, J., Wagler, A., Struthers, A. (2011). Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation, Journal of Media Education, 4, 17-28. (Journal article, academic journal)

Presentations and papers

Struthers, A. (2015). How to Create an Effective PSA. 4-H Life Challenge, UNL East Campus, Lincoln, Nebraska (Oral presentation)

Struthers, A. (2015). Getting the Most Out of Your UNL CoJMC Degree. JOMC 101, Lincoln, Nebraska (Lecture)

Struthers, A. (2014). "Jacht Ad Lab: UNL's Student Ad Agency and Our Work with Local Nonprofits." American Marketing Association (AMA) Monthly Java Talk, Lincoln, Nebraska (Oral presentation)

Struthers, A. (2014). The Impact of the NFL's "Fuel Up to Play 60" Grant Program on a School-Based Teen Social Marketing Campaign. International Communications Association (ICA) Digital Transformation, Social Media Engagement and the Asian Century, Brisbane, Australia (Paper)

Struthers, A., Wang, M. (2014). "Buzz Agents and a Teen Public Health Social Marketing Campaign: Impact on Attitudes and Behaviors." Association for Education in Journalism and Mass Communications annual conference, Montreal, Canada (Paper)

Wang, M., Struthers, A. (2014). "Health Buzz at School: Evaluations of a Statewide Teen Health Campaign." Association for Education in Journalism and Mass Communications annual conference, Montreal, Canada (Paper)

Struthers, A., Heidrik, B. (2014). "A Longitudinal Analysis of the Effectiveness of a School-Based Teen Wellness Program." Centers for Disease Control National Conference on Health Communication, Marketing and Media, Atlanta, Georgia (Paper)

Struthers, A. (2014). "Going Native: Engaging with Digital Natives." Association for Conservation Information ACI 76th Annual Conference, Lied Center, Nebraska City, Nebraska (Oral presentation)

Struthers, A. (2014). UNL Minority Health Disparities Initiative Winter Retreat, Lincoln, Nebraska (Poster)

Struthers, A. (2014). "Science and Health Communication: The Application of Advertising Methods to Science and Public Health Outreach." Nebraska Gateway to Nutrigenomics 2014 NGN Spring Seminar Series, UNL East Campus, Lincoln, Nebraska (Oral presentation)

Struthers, A., Easley, C., Reed, L., Johnson, B., Christensen, L. (2012). "Miss Representation." ACLU and University Program Council (UNL) Panel for Documentary Film Discussion, Ross Theater, Lincoln, Nebraska (Oral presentation)

Struthers, A., McCoy, B., Renaud, J., Wagler, A. (2011). Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation. AEJMC Mid-winter Conference, Norman, Oklahoma (Paper)

Contracts, grants and sponsored research

Struthers, A., (2015). Big Ideas Development Proposal: Enhancing Lives via Interdisciplinary Translational Science, UNL, ($10,000), awarded

Struthers, A., (2014). Developing a Trans-disciplinary Obesity Prevention Research Center, UNL, ($10,000), awarded

Struthers, A., (2010-2014). New Voices, Knight Foundation, ($25,000), awarded

Struthers, A., Takahashi, S., Anderson-Knott, M., Koszewski, W., Fischer, J., Cramer, J., Franzen-Castle, L. (2013). Developing a Transdisciplinary Obesity Prevention Research Center, internal, ($10,000), awarded

Struthers, A., Heidrick, E., (2012-2013) Promote/Communicate Nebraska Health Plan, Nebraska Department of Health and Human Services, ($18,500), awarded

Struthers, A., (2007-2012) World of Viruses, National Institutes of Health Science Education Partnership Award, ($1,200,000) awarded

Struthers, A., Heidrick, E., (2012) Promote/Communicate Nebraska Health Plan, Nebraska Department of Health and Human Services, ($4,625), awarded

Struthers, A., Heidrick, E., (2011-2012) Promote/Communicate Nebraska Health Plan, Nebraska Department of Health and Human Services, ($18,500), awarded

Struthers, A., Yohe, J., Heinrichs, E., Johnsen, C., (2006-2011) Sorghum/Millet Collaborative Research Program, Agency for International Development, ($3,058,096), awarded

Struthers, A., (2010-2011) Healthy Child Care Facilties Plan, Nebraska Department of Health and Human Services, ($13,000), awarded

Bruce Thorson
Associate professor

Artistic and professional performances and exhibitions

Thorson, B., A Visual Voice Seldom Heard, Seldom Noted. Association of Educators in Journalism and Mass Communication. (Art - art works in publication)

Thorson, B. (2015), Nebrasketball: Tim Miles and a Big Ten Team on the Rise. University of Nebraska Press. (Photography)

Thorson, B. (2013), The Entertainers, Jakes. (Photo exhibition)

Presentations and papers

Thorson, B. (2015). How to Make Award-Winning Photographs. Nebraska High School Press Association fall convention, University of Nebraska-Lincoln (Oral presentation)

Thorson, B. (2015). U.S. Department of State Indonesia Workshops, Jakarta, Indonesia (Other, multimedia)

Thorson, B. (2014). Photojournalism: Features and Sports. Nebraska High School Press Association fall convention, University of Nebraska-Lincoln (Oral presentation)

Thorson, B. (2014). International Teaching. Association for Education in Journalism and Mass Communications Visual Communications, Montreal, Canada (Oral presentation)

Marie Sriyani Tidball
Assistant professor of practice

Presentations and papers

Tidball, M. S. (2016). Injustices in the world. MLK Jr. Week, University of Nebraska-Lincoln (Oral presentation – panel discussion)

Tidball, M. S. (2014). NGOs, Law Enforcement Officials and Public Officials' Views on Sex Trafficking in the United States. UNL's Annual Interdisciplinary Research Conference on Human Trafficking, University of Nebraska-Lincoln (Oral presentation)

Tidball, M. S. (2013). Unsafe Migration of Women. UNL's Annual Interdisciplinary Research Conference on Human Trafficking, University of Nebraska-Lincoln (Oral presentation)

Tidball, M. S. (2012). The Plight of Female Soldiers in Sri Lanka after the 30-Year Ethnic War. UNL's Annual Interdisciplinary Research Conference on Human Trafficking, University of Nebraska-Lincoln (Oral presentation)

Tidball, M. S. (2011). Are Sri Lankan Housemaids Experiencing Unsafe Migration when They Gain Employment in the Middle East, and are They at High Risk of being Trafficked and Enslaved? UNL's Annual Interdisciplinary Research Conference on Human Trafficking, University of Nebraska-Lincoln (Oral presentation)

Tidball, M. S., Zafft, C. (2010). A Survey of Child Sex Tourism in the Philippines. UNL's Annual Interdisciplinary Research Conference on Human Trafficking, University of Nebraska-Lincoln (Oral presentation)

Tidball, M. S. (2010). The Role of University Students and Professors in Combatting Human Trafficking in the U.S. UNL's Annual Interdisciplinary Research Conference on Human Trafficking, University of Nebraska-Lincoln (Oral presentation)

Contracts, grants and sponsored research

Shavers, A., Tidball, M. S., Waite, M., Ball, A., Keck, D., (2013 - 2016) Advertising's Role in Child Sex Trafficking, Microsoft Corporation, ($36,055), awarded

Tidball, M. S., (2015-2016) Nebraska Sex Trafficking Survivors Speak, University of Nebraska Medical Center, ($8,667), awarded

Tidball, M. S., (2015-2016) Nebraska Sex Trafficking Survivors Speak, United Fund of Omaha, ($8,667), awarded

Adam Wagler, Ph.D.
Assistant professor

Artistic and professional performances and exhibitions

Wagler, A. (2016), Velocipede, Stephen F. Austin State University Press (Design - directing)

Wagler, A. (2016), An Apparently Impossible Adventure, BlazeVOX Books (Design - directing)

Wagler, A. (2016), Ten Speed, Agape Editions (Design - principal)

Wagler, A. (2015-2016), Leaves of Absence, Red Dashboard Press (Design - principal)

Wagler, A. (2014-2015), Lowered Expectations Show, The Apollon (Art - exhibition, group)

Wagler, A. (2014-2015), The Hunger of the Cheeky Sisters: Ten Tales, Les Femmes Folles Press (Design - principal)

Wagler, A. (2014), Spindrift, Dancing Girl Press (Design - principal)

Wagler, A. (2014), Intimates and Fools, Les Femmes Folles Press (Design - principal)

Wagler, A. (2013), Men and Their Whims, Writing Knight Press (Design - principal)

Wagler, A. (2013), Proola.com, Proola Inc (Design - principal)

Wagler, A. (2013), Women Write Resistance: Poets Resist Gender Violence, Hyacinth Girl Press (Design - principal)

Wagler, A. (2011), Broadside Designs in the Belles Lettres Exhibit

Wagler, A. (2010), "Iowa City Spiral" (Photography) in The Sow's Ear (Art - Art Works in Publication)

Intellectual contributions

Wagler, A. (2016). The Interaction is the Message: A User Experience Perspective with Owned Media, The New Advertising: Branding, Content and Consumer Relationships in the Data-driven Social Media Era. (Book, chapter in scholarly book-new)

Wagler, A., Wiseman, L. (2016). Social Media for Readers and Writers, 1. (Book, chapter in scholarly book-new)

Wagler, A., Cannon, K. (2015). Exploring Ways Social Media Data Inform Public Issues in Communication: An Analysis of Twitter Conversation during the 2012-2013 Drought in Nebraska, Journal of Applied Communications 2, 44-60 (Journal article, academic journal)

Wagler, A. (2015). The Interaction is the Message: A Meta-analysis of User Experience with Owned Media in Marketing Campaigns, Mid-winter AEJMC conference (Conference proceeding)

Wagler, A. (2014). Teach Like They Build It: A User Experience Approach to Interactive Media in Advertising Education, AEJMC, Chicago, Illinois (Conference proceeding)

Cannon, K., Wagler, A. (2014). Tweeting the 2012 Drought in Nebraska: Understanding How Public Issues are Discussed on Twitter, SAAS Conference Proceedings (Conference proceeding)

Wagler, A. (2013). Embracing change: Exploring how creative professionals use interactive media in advertising campaigns, Journal of Interactive Advertising, 2, 118-127 (Journal article, academic journal)

McCoy, B., Renaud, J., Wagler, A., Struthers, A. (2011). Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation, Journal of Media Education 4, 17-28 (Journal Article, Academic Journal)

Wagler, A. (2011). Exploring Science Through Media, Lincoln, Nebraska. (Book, scholarly-new)

Presentations and papers

Wagler, A., Eno, A., Waite, M. (2016). Visual Communications Emporium Model. University of Nebraska Online Worldwide 2016 Innovation in Pedagogy and Technology Symposium, Lincoln, Nebraska (Lecture)

Wagler, A., Renaud, J., Sallee, S., McCoy, B. (2016). Using Sports as a Way to Integrate Broadcasting with Advertising and Public Relations. Broadcast Education Association, Las Vegas, Nevada (Oral presentation)

Wagler, A. (2016). Importance of User Experience Design with Interactive Media. UNL Extension Eureka! 2016 Extension Conference, Lincoln, Nebraska (Lecture)

Wagler, A. (2015). Developing an Understanding of How Students Experience Interactive Technology: A UX Perspective. 12th Annual Online Learning Consortium Blended Learning Conference and Workshop, Denver, Colorado (Paper)

Wagler, A. (2015). Opportunities for Virtual Reality in Student Learning and Teacher Evaluation. University of Nebraska Online Worldwide 2015 Innovation in Pedagogy and Technology Symposium, Lincoln, Nebraska (Oral presentation)

Wagler, A. (2015). The Interaction is the Message: A Meta-Analysis of User Experience with Owned Media in Marketing Campaigns. AEJMC Mid-Winter Conference, Oklahoma City, Oklahoma (Paper)

Wagler, A. (2014). Teach Like They Build It: A User Experience Approach to Interactive Media in Advertising Education. AEJMC 2014 AEJMC Annual Conference, Montreal, California (Poster)

Wagler, A., Cannon, K., Specht, A., Singh, V., Colgrove, N. (2014). Social Media Monitoring to Understand How Public Issues are Discussed Online. UNL Eureka! 2014 Extension Conference, Lincoln, Nebraska (Lecture)

Wagler, A. (2014). Embracing Change: Exploring How Creative Professionals Use Interactive Media in Advertising Campaigns. CoJMC Brown Bag Sessions, Lincoln, Nebraska (Paper)

Cannon, K., Wagler, A. (2014). Tweeting the 2012 Drought in Nebraska: Understanding How Public Issues are Discussed on Twitter. Southern Association of Agricultural Scientists annual conference - Agricultural Communications Section, Dallas, Texas (Poster)

Wagler, A. (2013). Communicating with New Media. Friendship Force Open World, Lincoln, Nebraska (Lecture)

Wagler, A. (2012). Best Practices for Web Development. EdMedia Technology Training, Lincoln, Nebraska (Lecture)

Wagler, A. (2012). AEJMC / Knight Foundation Bridge Grant Presentation: Global Eyewitness Photojournalism Mobile App. Association for Education in Journalism and Mass Communications annual conference, Chicago, Illinois (Oral presentation)

Wagler, A. (2012). Exploring Interactive Media from the Perspective of Creative Professionals at Advertising Agencies in the Midwest. Association for Education in Journalism and Mass Communications annual conference, Chicago, Illinois (Paper)

Wagler, A. (2012). Developing Comic Books Apps for the iPad. TechEDGE podcast interview (Other)

McCoy, B., Renaud, J., Wagler, A., Struthers, A. (2011). Student Perceptions of Public Relations and Journalism: A Pilot Study of Attitude Shifts through Curriculum Innovation. AEJMC Mid-winter Conference, Norman, Oklahoma (Paper)

Wagler, A. (2011). Turning Points with New Media: Discourses Created by Interactive Advertising Campaigns. No Limits! Women and Gender Studies Conference, University of Nebraska-Kearney, Kearney, Nebraska (Paper)

Wagler, A. (2011). Mobile's Impact on Media. NET Television Lunch and Learn Series (Lecture)

Wagler, A. (2011). iPads Apps as Learning Tools. UNL Distance Education Luncheon, Lincoln, Nebraska (Lecture)

Wagler, A. (2010). Interactivity with Adobe Flash. AAF-Lincoln Ad Camp, Lincoln, Nebraska (Lecture)

Wagler, A. (2010). Informal Learning Using New Technologies: Extending the Classroom through Media. Association for Education in Journalism and Mass Communications annual conference, Denver, Colorado (Paper)

Contracts, grants and sponsored research

Wagler, A., (2014-2017) Biology of Human, NIH - Science Education Partnership Award, ($1,328,618), awarded

Wagler, A., (2016-2017) Closing the Health Gap: An Energy-Balance Approach to Bridging Early Childhood Obesity Disparities among At-Risk Children in Rural and Urban Nebraska, UNL, ($19,991), awarded

Wagler, A., Wisnicki, A., (2013-2016) The Livingstone Online Enrichment and Access Project (LEAP), NEH, ($275,000), awarded

Wagler, A., (2014) Open Mobile Lab Development, Seacrest-Kiewit Development Grant, ($9,500), awarded.

Wagler, A., Colgrove, N., (2012-2013) Marketing in a New Era App, Nebraska Soybean Board, ($40,000), awarded

Soh, L.-K., Shell, D., Moore, B., Ingraham, E., Ramsay, S., Wagler, A., (2012-2013) Center for Computational Creativity (C3), internal, ($75,000), awarded

Wagler, A., Houlden, R., (2012-2013) Lake McConaughy Interactive Water Display, UNL Institute for Agriculture and Natural Resources, ($41,825), awarded

Wagler, A., (2013) Social Media Monitoring with Marketwired Sysomos, UNL Agricultural Leadership, Education and Communication, ($26,700), awarded

Wagler, A., (2009-2012) World of Viruses Supplement, NIH-NCRR, ($200,000), awarded

Wagler, A., (2011-2012) Photojournalism iPad app. AEJMC/Knight Foundation Bridge Grant ($8,000), awarded

Diamond, J., Cottingham, I., Cottingham, I., Dugas, W., Wagler, A., Angeletti, A., (2009-2011) ARRA: World of Viruses Administrative Supplement, DHHS-National Center for Research Resources, ($200,000), awarded

Wagler, A., (2008-2011) Omaha Science Media Project, Sherwood Foundation, ($1,800,000), awarded.

Matthew Waite
Professor of Practice

Intellectual contributions

Waite, M. (2015). The Journalist's Guide to Drones Over (or Crashing Into) Stadiums, Nieman Lab (Web content)

Waite, M. (2015). Using Lego to Teach Data Visualization, blog.mattwaite.com (Web content)

Waite, M. (2014). A Classroom Experiment in Twitter Bots, blog.mattwaite.com (Web content)

Waite, M. (2014). Quakebots and Pageview Quotas: Bot or Be Botted?, Knight-Mozilla Source (Web content)

Waite, M. (2013). How I Faced my Fears and Learned to be Good at Math, Nieman Journalism Lab (Web content)

Waite, M. (2013). How to Write 261 Leads in a Fraction of a Second, Poynter.org (Web content)

Waite, M. (2013). Kill All Your Darlings, Knight-Mozilla Source (Web content)

Waite, M. (2013). Telling Your Boss No, Knight-Mozilla Source (Web content)

Waite, M. (2013). How to Use Chartbuilder to Make Simple Graphics Fast, Poynter.org (Web content)

Waite, M. (2013). How to Visually Explore Local Politics with Network Graphs, Poynter.org (Web content)

Waite, M. (2013). Handling Data About Race and Ethnicity, Knight-Mozilla Source (Web content)

Waite, M. (2013). Slouching Toward Sensor Journalism, Knight-Mozilla Source (Web content)

Waite, M. (2013). Finding Stories in the Structure of Data, Knight-Mozilla Source (Web content)

Waite, M. (2013). How Sensor Journalism Can Help Us Create Data, Improve Our Storytelling, Poynter.org (Web content)

Waite, M. (2013). Public Info Doesn't Always Want To Be Free, Knight-Mozilla Source (Web content)

Presentations and papers

Waite, M. (2016). The Future of Data Journalism Education. Investigative Reporters and Editors NICAR, Denver, Colorado (Lecture)

Waite, M. (2016). Using Agate for Journalism. Investigative Reporters and Editors NICAR, Denver, Colorado (Lecture)

Waite, M. (2015). Drones for Journalism. Google News Labs Summit, Mountain View, California (Lecture)

Waite, M. (2015). Drones for Journalism. The Ohio State University College of Law: Drones as Disruption, Columbus, Ohio (Lecture)

Waite, M. (2015). Drones for Journalism. Universidad de Concepcion, Concepcion, Chile (Keynote - plenary address)

Waite, M. (2015). Drones and the First Amendment. National Newspaper Association annual convention, St. Charles, Missouri (Keynote – plenary address)

Waite, M. (2015). Drones for Journalism. Online News Association Conference, Los Angeles, California (Lecture)

Waite, M. (2015). Drones for Journalism. National Press Club, Washington, D.C. (Keynote - plenary address)

Waite, M. (2015). Drones for Journalism. Arab Media Forum, Dubai, UAE (Keynote - plenary address)

Waite, M. (2015). Drones for Journalism. Google and the Center for Investigative Reporting Berkeley, California (Lecture)

Waite, M. (2014). Lazertag Hack Group. Al Jazeera Canvas Hackathon, Doha, Qatar (Other)

Waite, M. (2014). Everything I Know about Data I Learned from '70s Album Rock Radio. Knight Foundation Newsgeist, Phoenix, Arizona (Other)

Waite, M. (2014). Bot Journalism. Online News Association, Chicago, Illinois (Oral presentation)

Waite, M. (2014). Teaching Data Visualization. Association for Education in Journalism and Mass Communication annual conference, Montreal, Canada (Oral presentation)

Waite, M. (2014). Drone Journalism Is Illegal and Coming Soon. National Press Club, Washington, D.C. (Oral presentation)

Waite, M. (2013). Drones for News. Google, Knight Foundation, Arizona State University Newsfoo, Phoenix, Arizona (Lecture)

Waite, M. (2013). Tech Trends: Drones. Online News Association, Atlanta, Georgia (Lecture)

Waite, M. (2013). Drone Journalism and the Law. New York University School of Law Drones and Aerial Robotics Conference, New York, New York (Lecture)

Detweiler, C., Elbaum, S., Burgin, A., Waite, M., Thompson, S., Hamilton, M. (2013). Co-Aerial Ecologist: Robotic Water Sampling and Sensing in the Wild. USDA National Robotics Initiative Principle Investigators Meeting, Washington, D.C. (Poster)

Waite, M. (2013). Drone Journalism Is Illegal and Coming Soon. Investigative Reporters and Editors, San Antonio, Texas (Lecture)

Waite, M. (2013). Sensors, Drones, Robots ... Journalism? Columbia Sensor Weekend, Tow Center at Columbia University, New York, New York (Lecture)

Waite, M. (2013). PolitiFact and Calling a Liar a Liar. Pontifica Universidad Catolica, Santiago, Chile (Lecture)

Waite, M. (2013). Making Your First Newsapp with Django. Investigative Reporters and Editors NICAR, Louisville, Kentucky (Demonstration)

Waite, M. (2013). Teaching Students How to Code. The Universities of Maryland, Missouri and Florida Journalism Interactive, Gainesville, Florida (Lecture)

Waite, M. (2013). Teaching Data Journalism to Students. Google, University of Texas at Austin SparkCamp: Data, Austin, Texas (Lecture)

Waite, M. (2012). Drone Journalism. Investigative Reporters and Editors NICAR, St. Louis, Missouri (Lecture)

Waite, M. (2011). Drones for Journalism. Google, Knight Foundation, Arizona State University Newsfoo, Phoenix, Arizona (Lecture)

Waite, M. (2011). Programming for Journalism Students. The Universities of Maryland, Missouri and Florida Journalism Interactive, College Park, Maryland (Lecture)

Waite, M. (2011). Programming for Journalists. Online News Association, Boston, Massachusetts (Lecture)

Contracts, grants and sponsored research

Shavers, A., Tidball, M. S., Waite, M., Ball, A., Keck, D., (2013 – 2016) Advertising's Role in Child Sex Trafficking, Microsoft Corporation, ($36,055), awarded.

Detweiler, C., Detweiler, C., Elbaum, S., Elbaum, S., Waite, M., Burgin, A., (2013 - 2016) Robotic Water Sampling and Sensing, Department of Agriculture-NIFA, ($956,210), awarded.

Waite, M., (2015-2016) Maker Culture in J-Schools, Online News Association, ($35,000), awarded.

Elbaum, S., Detweiler, C., Ferguson, R., Lorenz, A., Fontaine, J., Hillebrecht, C., Waite, M., Amundsen, K., (2012-2013) Phase II: Autonomous Aerial Instruments for Socio, Ecological, Engineered, and Agricultural Systems, Internal, ($118,000), awarded.

Larry Walklin, Ph.D.
Professor

Contracts, grants and sponsored research

Walklin, L., (2015) History of Journalism Mass Communications at the University of Nebraska-Lincoln, University of Nebraska-Lincoln College of Journalism, ($700) awarded

Ming Wang, Ph.D.
Assistant professor

Intellectual contributions

Wang, M. Antecedents of Using Mobile Financial Services: Role of Financial Knowledge and Privacy Attitudes. Under review at Mobile Media and Communication (Journal article, academic journal)

Wang, M. Political Relevance of Social and Mobile Use in the 2012 Presidential Election. Under review at Political Communication (Journal article, academic journal)

Struthers, A., Wang, M. (2016). Buzz Agents in a Teen-Driven Social Marketing Campaign: Positive Campaign Attitude Leads to Positive Changes in Health Outcomes. Social Marketing Quarterly, 22, 218-235 (Journal article, academic journal)

Wang, M. Habits, Motivations, Privacy in Differential Social Media Use. Under review at Computers in Human Behavior (Journal article, academic journal)

Wang, M. Social Media and Digital Abuse: Test of Third-Person Effect. Under Review at Journal of Applied Communication Research (Journal article, academic journal)

Wang, M. The Role of Agenda Building in Food Recall Notifications and the Associated Impact on Newspaper Coverage: An Investigation of Best Practices in Crisis Communication. Under review at Newspaper Research Journal (Journal article, academic journal)

Wang, M., Struthers, A. Health Buzz at School: Evaluations of a Statewide Teen Health Campaign, Under review at Applied Communication Research (Journal article, academic journal)

Wang, M. Hedgehog-Fox Thinking, Media Use and Political Polarization, Under review at Political Communication (Journal article, academic journal)

Wang, M. (2016) Social Media Marketing: A 3A's Model of Best Practices, Praeger (Book, chapter in scholarly book-new)

Brown, R., Jones, V., Wang, M. (2016) The New Advertising: Branding, Content and Consumer Relationships in a Data-Driven Social Media Era, Praeger (Book, scholarly-new)

Kim, Y. M., Wang, M., Melissa, G., Itay, G., Stephanie, E. (2013). Ambivalence Reduction and Polarization in the Campaign Information Environment: The Interaction between Individual- and Contextual-level Influences, Communication Research, 40. 388-416 (Journal article, academic journal)

Wang, M., Gabby, I., Shah, D. (2012). The Civic Consequences of "Going Negative": Attack Ads and Adolescents' Knowledge, Consumption, and Participation, Annals of the American Academy of Political and Social Science, 644, 256-271 (Journal article, academic journal)

Presentations and papers

Jones, V., Wang, M. (2016). Firearms, Brass Knuckles and Medieval Weapons: Interactive Effects of Visual Social Media and Violent Media Consumption on Support for Gun Control. Association for Education in Journalism and Mass Communication (Paper)

Wang, M., Jones, V. (2016). Weapons and Puppies: Effectiveness of TSA's Use of Instagram. Association for Education in Journalism and Mass Communication (Paper)

Wang, M., Jones, V., Brown, R. (2016). Teaching the New Advertising in the Data-Driven Social Media Era. Association of Education in Journalism and Mass Communication Advertising Division Teaching Panel (Conference panel)

Wang, M. (2016). How S&P 500 Companies Use Social Media for Investor Relations. International Public Relations Research Conference, Miami, Florida (Paper)

Struthers, A., Wang, M. (2014). Buzz Agents and a Teen Public Health Social Marketing Campaign: Impact on Attitudes and Behaviors. Association for the Education of Journalism and Mass Communications AEJMC, Montreal, Canada (Paper)

Wang, M., Struthers, A. (2014). Health Buzz at School: Evaluations of a Statewide Teen Health Campaign. Association for the Education of Journalism and Mass Communications, Montreal, Canada (Paper)

Wang, M. (2014). Political Relevance of Social and Mobile Media Use in the 2012 Presidential Election. American Political Science Association, Washington, D.C. (Paper)

Wang, M. (2014). One More Christian, One Less Chinese? How Chinese Christians Construct Religious Discourse. International Communication Association, Seattle, Washington (Paper)

Wang, M. (2013). Automatic and Controlled Processes in Stereotype and Prejudice Activation: What Communication Science Can Learn from Social Psychology. Association for Education in Journalism and Mass Communication, Washington, D.C. (Poster)

Contracts, grants and sponsored research

Wang, M., (2014 - 2015) Political and Civic Consequences of Social and Mobile Media, internal, ($10,000), awarded.

Joseph Weber
Associate professor

Intellectual contributions

Weber, J., Fan, L. (2016). How Chinese Journalism Students View Domestic and Foreign Media: A Survey on Credibility, Censorship, and the Role of the Communist Party in Media, Human Rights Quarterly, 38, 194-207 (Journal article, academic journal)

Weber, J. (2016). Ranking Journalism and Communications Programs: Administrators and Faculty Approve of the Idea and Assess Potential Criteria, Journalism and Mass Communication Educator, published online Jan. 5, 2016 (Journal article, academic journal)

Weber, J. (2015). Preface to "Show Me the Money: Writing Business and Economic Stories for Mass Communication," 3rd edition (Book, chapter in textbook-revised)

Weber, J. (2015). Teaching Business and Economic Journalism: Fresh Approaches, Journalism and Mass Communication Educator, published online Aug. 22, 2015 (Journal article, academic journal)

Weber, J. (2015). Teaching Fairness in Journalism: A Challenging Task, Journalism and Mass Communication Educator, 71, 163-174 (Journal article, academic journal)

Weber, J. (2015). A Spirited Battle for Hearts, Minds, and Souls: Transcendental Meditation Vies with Mainstream Religion in the American Midwest, Middle West Review, 1, 93-113 (Journal article, academic journal)

Weber, J. (2014). Transcendental Meditation and the Remaking of an Iowa Farm Town, Utopian Studies, 2, 314-358 (Journal article, academic journal)

Weber, J. (2014). Chinese Journalists Are Beginning to Fight their Government's Censorship, Washington Post PostEverything Site (Web content)

Weber, J. (2014). Peer review of inquiry portfolio: Course: JOUR 302 - Advanced Reporting, Advanced Peer Review of Teaching Project (Initial publication)

Weber, J. (2014). Transcendental Meditation in America: How a New Age Movement Remade a Small Town in Iowa, University of Iowa Press (Book, scholarly-new)

Weber, J. (2014). Let Us Rank Journalism Programs, Journalism and Mass Communication Educator, 1, 76-86. (Journal article, academic journal)

Weber, J. (2012). Hemmed In: Chinese Reporters Educated in "Marxist journalist studies" Are Trying to Figure Out How to Hold their Country's Institutions Accountable, (Called 'China's Evolving Press' online), National Journal, Oct. 6, 2012, 42-45 (Magazine/trade publication)

Weber, J. (2012). QandA: Teaching Journalism in China, Columbia Journalism Review - CJR.org (Magazine/trade publication)

Weber, J. (2011). The Top Five Stories I Would Tell as a Foreign Correspondent in China Now, Foreign Correspondents and Modern China Conference Proceedings (Conference proceeding)

Presentations and papers

Weber, J. (2015). Media Economics. College of Journalism and Mass Communications JOMC 101, University of Nebraska-Lincoln (Lecture)

Weber, J. (2015). Fairfield and the TM Movement. Rotary Club of Fairfield, Iowa (Lecture)

Weber, J. (2015). Poster on Teaching Fairness Study. UNL Peer Review of Teaching 20th Anniversary (Poster)

Weber, J. (2015). Investor Relations and PR-Media Relations. College of Journalism and Mass Communications ADPR 450/850 Public Relations, University of Nebraska-Lincoln (Lecture)

Weber, J. (2015). Media Economics. University of Nebraska-Lincoln JOMC 101, College of Journalism and Mass Communications, University of Nebraska-Lincoln (Lecture)

Weber, J. (2015). Can Journalism Students Be Taught Fairness? University of Nebraska-Lincoln 2015 Teaching and Learning Symposium, Innovation Campus, University of Nebraska-Lincoln (Poster)

Weber, J. (2015). Terrorism, the Media and Censorship. Executive Club of Lincoln luncheon series, Lincoln, Nebraska (Lecture)

Weber, J. (2015). New Age Meets Old Ways: How the Transcendental Meditation Movement Reshaped an Iowa Farm Town. College of Journalism and Mass Communications Research Colloquium, University of Nebraska-Lincoln (Oral presentation)

Weber, J. (2014). How to Write Editorials. University of Nebraska-Lincoln ENSC 230 Energy and the Environment: Economics and Policies, University of Nebraska-Lincoln (Lecture)

Weber, J. (2014). How PR Staffers Work With Media. ADPR 451 Class, College of Journalism and Mass Communications, University of Nebraska-Lincoln (Lecture)

Weber, J. (2014). Transcendental Meditation: How a New Age Movement Remade a Small Town in Iowa. Iowa History Center, Simpson College, Indianola, Iowa (Lecture)

Weber, J. (2014). Instilling Fairness and Avoiding Bias in Student Journalistic Work. Association for Education in Journalism and Mass Communication annual meeting, Montreal, Canada (Oral presentation)

Weber, J. (2014). Can Journalism Students be Taught Fairness? Training Budding Reporters to Avoid Bias. University of Nebraska-Lincoln Advanced Peer Review of Teaching Project, Lincoln, Nebraska (Poster)

Weber, J. (2014). Moving from the Newsroom to the Classroom: the Good, Bad and the Ugly. Society of American Business Editors and Writers Society of American Business Editors and Writers 2014 Spring Conference, Phoenix, Arizona (Oral presentation)

Weber, J. (2014). Let Us Rank Journalism Programs. College of Journalism and Mass Communications Research Colloquium, University of Nebraska-Lincoln (Lecture)

Weber, J. (2014). How Chinese Journalism Students View Domestic and Foreign Media: A Survey on Credibility, Censorship, and the Role of the Communist Party in Media. Association for Education in Journalism and Mass Communication Midwinter Conference, University of Oklahoma, Norman, Oklahoma (Paper)

Weber, J. (2014). Legacy News Media, Social Media, and the Public Sphere and Governance. Association for Education in Journalism and Mass Communication Midwinter Conference, University of Oklahoma, Norman, Oklahoma (Oral presentation)

Weber, J. (2013). How Scientists Can Work Best With Media. PSYC 991 Research Methods for Social Psychology, Psychology Department, University of Nebraska-Lincoln (Lecture)

Weber, J. (2013). How to Write Editorials. UNL ENSC 230 Energy and the Environment: Economics and Policies, University of Nebraska-Lincoln (Lecture)

Weber, J. (2012). A Semester of Surprises: My Teaching Tour in China. Lincoln Sertoma, (Lecture)

Weber, J. (2012). Teaching in China. College of Journalism and Mass Communications, University of Nebraska-Lincoln (Lecture)

Weber, J. (2011). Carnegie-Tsinghua Center "Occupy Wall Street": Public Opinion and its Effect on U.S. Policy, Tsinghua University, Beijing, China (Oral presentation)

Weber, J. (2011). Dealing with the Media. China Greenpeace staff seminar, Beijing, China (Lecture)

Weber, J. (2011). Journalism in the United States. School of English and International Studies Media Class at Beijing Foreign Studies University, Beijing, China (Oral presentation)

Weber, J. (2011). Business and Economic Journalism. Media Class at University of International Business and Economics, Beijing, China (Oral presentation)

Weber, J. (2011). The Top Five Stories I Would Tell as a Foreign Correspondent in China Now. Chinese Assn. of Global Communication Foreign Correspondents and Modern China, Weihai, China (Oral presentation)

Weber, J. (2011). Business and Economic Journalism. Southwest University of Political Science and Law, Chongqing, China (Oral presentation)

Scott Winter
Assistant professor (Left CoJMC 2014)

Articles

Winter, S. (2013). Beating Up Chuck Klosterman, Midwestern Gothic Magazine.

Winter, S. (2013). Strategic Google Forms Biographies for Large Group Classes, The Journal of Interactive Technology and Pedagogy.

Winter, S. (2013). All I Know is Here, In the Fray Magazine

Winter, S. (2013). Meta-Interview Project, Best Practices in Teaching with Technologies, Association for Education in Journalism and Mass Communication, Teaching Committee.

Winter, S. (2012). Photographing the Forsaken: A Group of Student Photojournalists from Nebraska Learn about More than Photography as They Chronicle the Experiences of the Downtrodden in India, American Journalism Review.

Winter, S. (2012). Nebraska Election Roundup: Key Issues for Tribes and Races to Watch, Indian Country Today.

Winter, S. (2012). The Big Story II: To Produce More than Simply a Superficial Story, Reporters Need to Step Outside the Classroom and Spend Time with their Sources to Look beyond the Surface of the Story, Communication: Journalism Education Today.

Winter, S. (2012). The Art of Hanging Out: Reporters Get to the Big Story, Communication: Journalism Education Today.

Winter, S. (2012). The Power of the Full-Court Press, Indian Country Today.

Winter, S. (2011). Convention Instruction: Duct Tape and High Funkadelity, Communication: Journalism Education Today.

Winter, S. (2011). Kosovo Stories Move Us in the U.S., essay for Kosovo 2.0, www.kosovotwopointzero.com.

Winter, S. (2010). Meetings in the Hallway: Patricia Monroe of Burges High School in El Paso, Texas, Has Built a Strong Media Program in Newspaper, Yearbook, Literary Magazine and Photography. Her Success is Overshadowed Only by the Success of her Students and Program Graduates. Journalism Education Today.

Papers and presentations

Winter, S. (2013). Shut Out by Coaches: Diminishing Access Forces Newspaper Journalists to Fight Back or to Get Creative in College Football Coverage. Association for Education in Journalism and Mass Communication annual conference, Washington, D.C. (Paper)

Winter, S. (2013). Strategic Biographies, Great Ideas For Teaching (GIFT). Association for Education in Journalism and Mass Communication annual conference, Washington, D.C. (Poster)

Winter, S. (2013). Meta-Interview Project. Association for Education in Journalism and Mass Communication annual conference, Washington, D.C. (Oral presentation)

Winter, S. (2013) Start a Movement: BEA IGNITE! Enterprising teaching ideas from the 10 winners, Broadcast Education Association IGNITE Awards, Las Vegas, Nevada (Oral presentation)

Winter, S. (2013) Recruiting and Retaining Students in Tough Economic Times and a Constantly Changing Broadcast Industry. Broadcast Education Association Convention, Las Vegas, Nevada (Oral presentation)

Winter, S. (2012) How and Where in the World Do Our Students Gain Global Competency? A Case Study. Association for Education in Journalism and Mass Communication annual conference, Chicago, Illinois (Poster)

Winter, S. (2011) Convergence on the Fly. Journalism, Sustainability and Media Regeneration Conference, Columbia, South Carolina (Paper)

Contracts, grants and sponsored research

Winter, S. (2011). Native Daughters Summer Institute, Nebraska Humanities Council ($23,000) awarded.

Changmin Yan, Ph.D.
Assistant Professor

Intellectual contributions

Shen, F., Yan, C. (2015). Causal Attributions and Frames: An Examination of the News Media Coverage of Obesity among Adults and Children. Communication and Society, 31, 45-64 (Journal article, academic journal)

Yan, C. (2015). Persuading People to Eat Less Junk Food: A Cognitive Resource Match Between Attitudinal Ambivalence and Health Message Framing, Health Communication, 30, 251–260 (Journal article, academic journal)

Hindman, D., Yan, C. (2015). The Knowledge Gap Versus the Belief Gap and Abstinence-Only Sex Education, Journal of Health Communication, 20, 949–957 (Journal article, academic journal)

Typhina, E., Yan, C. (2014). Managing Dog Waste: Campaign Insights From the Health Belief Model, Applied Environmental Education and Communication, 13, 73–82 (Journal article, academic journal)

Yan, C., Dillard, J., Shen, F. (2012). Emotion, Motivation, and the Persuasive Effects of Message Framing, Journal of Communication, 62, 682–700 (Journal article, academic journal)

Yan, C., Dillard, J. (2010). Emotion inductions cause changes in activation levels of the behavioural inhibition and approach systems, Personality and Individual Differences, 48, 676–680 (Journal article, academic journal)

Yan, C., Dillard, J., Shen, F. (2010). The Effects of Mood, Message Framing and Behavioral Advocacy on Persuasion, Journal of Communication, 60, 344–363 (Journal article, academic journal)

Presentations and papers

Yan, C. (2016). Closing the Health Gap: An Energy-Balance Approach to Bridging Early Childhood Obesity Disparities among Vulnerable Children in Nebraska. University of Nebraska-Lincoln Extension Nebraska Extension's Eureka! 2016 Conference, Lincoln, Nebraska (Oral presentation)

Yan, C., C. R. (2015). Chipping away the Stigma toward People Living with HIV: New Insights from Matching Frames of HIV Onset Controllability with Attitudinal Ambivalence. Association for Education in Journalism and Mass Communication annual conference, San Francisco, California (Paper)

Yan, C., Ren, C. (2013). Engendering Support for Anti-Stigma Activities toward People Living with HIV/AIDS: The Interactive Effects of Dispositional Motivation, HIV Onset Controllability and Attribute Framing. Association for Education in Journalism and Mass Communication annual conference, Washington, D.C. (Paper)

Yan, C., Typhina, E. (2013). Managing Dog Waste: Campaign Insights from the Health Belief Model. Association for Education in Journalism and Mass Communication annual conference, Washington, D.C.

Hindman, D., Yan, C. (2012). The Knowledge Gap vs. the Belief Gap: Political Ideology and Inequities in Beliefs about Abstinence-Only Sex Education. Association for Education in Journalism and Mass Communication annual conference, Chicago, Illinois (Paper)

Contracts, grants and sponsored research

Yan, C., (2016-2018) Forming Team Grant: Integrating Evidence-Based Nutrition, Exercise, and Weight Management Interventions in Primary Care to Increase Reach, Effectiveness and Maintenance of Lifestyle Interventions, Nebraska EPSCoR and the University of Nebraska, ($148,384), awarded.

Yan, C., Dev, D., Behrends, D., Rida, Z., Hulse, E., (2016-2018) 2016 Team Nutrition Training Grant, U.S. Department of Agriculture-Food and Nutrition Service, ($500,000), submitted.

Yan, C., (2016-2017) Seed Grant: Integrating Evidence-Based Nutrition, Exercise, and Weight Management Interventions in Primary Care to Increase Reach, Effectiveness and Maintenance of Lifestyle Interventions, Nebraska EPSCoR and the University of Nebraska, ($20,000), awarded.

Yan, C., (2016-2017) Closing the Health Gap: An Energy-Balance Approach to Bridging Early Childhood Obesity Disparities among At-Risk Children in Rural and Urban Nebraska, internal, ($19,981), awarded.

Yan, C., (2016) Sustainable Food for Health: A Comprehensive Study Assessing Growing Food, Food Security and Physical Activity as Health Benefits for Families, Nebraska EPSCoR and the University of Nebraska, ($150,000), submitted.

Yan, C., (2016) Sustainable Food for Health: A Comprehensive Study Assessing Growing Food and Physical Activity as Health Benefits for Children, Nebraska EPSCoR and the University of Nebraska, ($149,980), submitted.

Yan, C., (2014-2015) Lessons from the 2014 Elk River Chemical Spill: Assessing Crisis Response Strategies and Crisis Clusters, West Virginia University, ($1,000), awarded.

Yan, C., (2014-2015) Team Up and Get Moving: Using Mobile Communication, Wearables, and Geogames to Deliver a Stage-of-Change Guided Physical Activity Intervention Program among Obese Adults, West Virginia University, ($4,000), awarded.

Yan, C., (2012-2014) Matching Health Message Framing Styles with Univalent and Ambivalent Attitudes toward Eating Junk Food, Washington State University, ($23,900), awarded.

Yan, C., (2009-2012) The Role of Emotion in Processing Anti-addiction Narratives: Testing Self-Report and Psycho-Physiological Indicators, German Science Foundation, ($27,300), awarded.

5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc.

The university offers competitive Faculty Development Fellowships for which faculty members may apply after six years of service. The program provides faculty with full pay for one-half of his or her normal appointment period or 50 percent of regular pay for all of his or her normal appointment period. The expectation is that the faculty member will engage in scholarly research, artistic activity or study of teaching or professional innovations that will improve the faculty member's ability to contribute to the academic programs of the University of Nebraska. The complete policy is available in the appendix. The fellowships must be approved by the Board of Regents.

6. List faculty who have taken sabbaticals or leaves during the past six years.

Faculty	Semester	Purpose
Joe Starita	Spring 2015	Biography of Susan LaFlesche
Joe Starita	Fall 2015	Biography of Susan LaFlesche
Amy Struthers	Fall 2015	Complete Ph.D. in Educational Studies
Barney McCoy	Spring 2016	Documentary of Gen. John J. Pershing

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

The college's apportionment for tenured faculty members generally allocates 30 percent to research and creative activity, and faculty have access to non-competitive travel funds and seed grants to support their efforts to engage in that scholarly and creative work. In addition, the university's Office of Sponsored Programs works with individual faculty to develop proposals for contracts and grants and helps shepherd them through the award process as well as managing them after they are awarded. Additionally, the university has several internal funding opportunities for faculty. The various forms of support for faculty research are detailed below.

At the university level, the UNL Research Council, through the Office of Research and Economic Development, offers several sources of direct grant support for faculty. They include:

- Grants in Aid, ranging from $7,500 up to $10,000, to cover various research-related expenses
- Faculty Seed Grants, up to $10,000, to fund pilot projects, development of educational or public service projects and international travel, among other purposes
- Interdisciplinary Research Grants, up to $20,000, aimed at encouraging "innovative, collaborative and timely ideas" related to funding agencies' existing or emerging strategic interests. These grants are aimed at enhancing competitiveness for external funding.

In addition, in 2015, the University of Nebraska system announced a new Food for Health Collaboration Initiative, the purpose of which is "to further enhance Nebraska's research capacity to address critical societal and human health issues related to food." The initiative plans to make awards ranging from $20,000 to $300,000 for projects that build collaborations across all four University of Nebraska campuses and other research institutions in the state with an eye toward helping such collaborations become more competitive for major external funding. The initiative reflects an enhanced, system-wide emphasis on research.

At the college level, faculty have had access to an informal seed grant program since 2013 that supports faculty research, creative activity and travel. In AY 2015-16, the college formalized

the program with the establishment of the CoJMC Seed Grant program and the Seacrest Travel Grant program. The CoJMC Seed Grant program provides funding for faculty research projects. A complete description of the program is available in the appendix. The college did not receive any applications for the program in 2015 but will hold another application period in the fall of 2016. Past awards from this program have supported research in politics and social media, racial bias in newspapers, maker culture and school consolidation in Nebraska.

The college's Seacrest Travel Grant program provides competitive awards to current full-time faculty to present their research or pursue professional development opportunities. A complete description of the program is available in the appendix. Awards made during the 2015-16 academic year funded 14 faculty trips.

Pre-tenure faculty each are allocated $2,000 annually to support their travel, and $5,000 is available for each to use during their first five years to support their research and professional development. Additionally, five faculty members hold professorships in the college that provide funding support for their research and travel.

Faculty	Professorship
Frauke Hachtmann, Ph.D.	Peter Kiewit Professorship
Mary Kay Quinlan, Ph.D.	Peter Kiewit Professorship
Joe Starita	Lawrence L. and Ruth E. Pike Professorship
Bruce Thorson	Buffet-Mangelsen-Sartore Chair in Photojournalism
Joseph Weber	Jerry and Karla Huse News-Editorial Professorship

Dean Marron established a pre-tenure research mentoring program that brought in renowned scholars in journalism and mass communications to work with pre-tenure faculty on improving their research and creative activity. In 2015-16, this program brought in three scholars: Dr. Tom Terry, University of Utah; Dr. Donald Shaw, University of North Carolina-Chapel Hill; and Dr. Ron Faber, University of Minnesota.

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

During the past six years, faculty have received internal UNL grants totaling nearly a quarter-million dollars in addition to college-based seed grants for small projects and funds to support academic travel. All are detailed in the documents below.

Research Council Awards

CoJMC Seed Grant Program (established 2013)

Year	Faculty recipient	Amount	Purpose
2013	Matt Waite	$8,000	Maker Hours Program
2013	Mary Kay Quinlan	$3,000	School Consolidation in Nebraska
2013	Larry Walklin	$700	CoJMC and Nebraska Broadcasters History
2013	Amy Struthers	$2,000	Advertising Women of New York Conference
2013	Barney McCoy	$5,000	Documentary on John J. Pershing
2013	Carla Kimbrough	$1,250	Racial bias in newspapers
2013	Laurie Lee	$5,000	SNL Kagen Database
2014	Trudy Burge	$2,685	2014 Business Communication Midwestern Conference
2014	Phyllis Larsen	$3,700	Public Relations Student Society of America (PRSSA) 2014 National Assembly and 2014 PRSSA Leadership Rally
2014	Adam Wagler	$9,500	CoJMC Open Mobile Device Lab
2014	Bryan Wang	$1,908	Social Media and Politics
2014	Michelle Hassler	$2,000	Embed in a newsroom
2014	Sriyani Tidball	$1,000	UNL Human Trafficking Conference

Seacrest Travel Grant Program (established fall 2015)

Faculty	Purpose of travel	Destination	Time of travel
Michelle Hassler	Journalism Interactive	Gainesville, FL	February 2016
Laurie Lee	Broadcast Education Association Annual Convention	Las Vegas, NV	April 2016
Luis Peon-Casanova	Broadcast Education Association Annual Convention	Las Vegas, NV	April 2016
Barney McCoy	Broadcast Education Association Annual Convention	Las Vegas, NV	April 2016
Jerry Renaud	Broadcast Education Association Annual Convention	Las Vegas, NV	April 2016
Barney McCoy	Midwest Journalism Association Conference	Minneapolis, MN	April 2016
Laurie Lee	12th World Media and Economics Conference	New York, NY	May 2016
Matt Waite	International Journalism Festival	Perugia, Italy	April 2016

Sue Bullard	American Copy Editors Society Annual Conference	Portland, OR	March 2016
Barney McCoy	Hearst Journalism Competition Finals	San Francisco, CA	May 2016
Sue Bullard	Association for Education in Journalism and Mass Communications Annual Conference	Minneapolis, MN	August 2016
Sue Bullard	Excellence in Journalism Conference	New Orleans, LA	September 2016
Laurie Lee	Association for Education in Journalism and Mass Communications Annual Conference	Minneapolis, MN	August 2016
Michelle Hassler	Association for Education in Journalism and Mass Communications Annual Conference	Minneapolis, MN	August 2016

Pre-tenure Faculty Mentoring Program (established fall 2015)

Faculty participants 2015-2016
Valerie Jones
Dane Kiambi
Adam Wagler
Bryan Wang
Changmin Yan

Internal grant awards from the University of Nebraska-Lincoln
July 1, 2010-June 30, 2016

Total Awards: $249,181

Hachtmann, F. (2015), Department career exploration small grant, Office of Academic Affairs, award amount: $2,000.

Hachtmann, F. (2012). Marketing and recruiting grant, Office of Graduate Studies, award amount: $1,000.

Hachtmann, F. (2011). Marketing grant, Office of Extended Education and Outreach, award amount: $1,000.

Hachtmann, F. (2011). Fellowship for undergraduate education, Peer Review of Teaching Project, award amount: $1,500.

Kiambi, D. (2015). Training of African Journalists on Opinion Poll Reporting, Office of Research and Economic Development, award amount: $9,700

Peon-Casanova, Luis (2012). Robert Hariman, award amount: $1,000

Peon-Casanova, Luis (2011). Visual Truths and Fallacies: A Research Proposal about Agenda-Setting Theory and Iconic Photography in the Past 110 Years, award amount: $5,500

Struthers, A. (2013). Developing a Transdisciplinary Obesity Prevention Research Center, award amount: $10,000

Struthers, A. (2015). Big Ideas Development Proposal: Enhancing Lives via Interdisciplinary Translational Science, Office of Research and Economic Development, award amount: $10,000.

Wagler, Adam (2013). Center for Computational Creativity (C3), award amount: $75,000

Waite, Matthew (2013). Phase II: Autonomous Aerial Instruments for Socio, Ecological, Engineered, and Agricultural Systems, award amount: $118,000

Wang, M. (2014). Political and Civic Consequences of Social and Mobile Media, Office of Research and Economic Development, award amount: $10,000

Yan, Changmin (2016), Closing the Health Gap: An Energy-Balance Approach to Bridging Early Childhood Obesity Disparities among At-risk Children in Rural and Urban Nebraska, award amount: $19,981.

Appendices

Appendix 5A, Faculty Development Fellowships Policy
https://unl.app.box.com/files/0/f/7116012721/1/f_58205941417
https://unl.app.box.com/files/0/f/7116012721/1/f_58205991893

Appendix 5B, Seed Grant Program
https://unl.app.box.com/files/0/f/7116012721/1/f_58206196881

Appendix 5C, Faculty Travel Grant Program
https://unl.app.box.com/files/0/f/7116012721/1/f_58206286585

PART II

STANDARD 6

STUDENT SERVICES

HIGHLIGHTS

» CoJMC has two professional academic advisers to help guide students through the complexity of university requirements, keeping them on track to graduate in four years.

» New students take a six-week introductory course acclimating them to the college and its academic options as well as emphasizing the importance of internships, study abroad opportunities and foreign language skills.

» The college uses social media channels, email and other forms of communication to let students know about job and internship opportunities and encourages students to network through participation in student-run extracurricular groups that connect them to career opportunities.

PART II: STANDARD 6

STUDENT SERVICES

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

- advising records.
- other files related to student services.

Executive summary (optional)

In the six years since our last reaccreditation, the CoJMC has effected significant change in student advising. Faculty members previously were assigned as academic advisers to individual students, but that role is now filled by a full-time professional academic adviser and a three-quarter time professional adviser, who works full time during the academic year. Faculty members continue to work with students as they explore career options and compete for internships and scholarships, but the professional advising staff have done the following:

- Created and taught a six-week mandatory course, JOMC 100, in which students are introduced to the college and university and to the academic options they have as CoJMC students. Advisers emphasize the importance of internships, foreign language skills and study abroad opportunities as well as keeping an eye out for first-generation college students who might be facing special challenges. Students are required to create a four-year graduation plan to outline all degree requirements, which is then reviewed and approved by their adviser.
- Held scheduled and walk-in advising hours.
- Referred students to appropriate university resources when they need additional assistance to stay on track academically and to succeed in other spheres of college life. Such resources include Counseling and Psychological Services, Services for Students with Disabilities, Student Involvement and others.

The college regularly communicates information to students about internship and job opportunities through emails, various social media channels and an electronic display in the Andersen Hall lobby. The college also schedules job fairs and arranges internship interviews at Andersen Hall for a number of employers who come annually to interview students for internships and full-time positions.

Student chapters of Public Relations Student Society of America, American Copy Editors Society, American Advertising Federation Ad Club and the National Broadcasters Society, among other extracurricular groups, also connect students with professional opportunities.

While the Daily Nebraskan student newspaper is an independent publication and not under the purview of the college, many CoJMC students work for the paper and serve in leadership roles. Additionally, students have an opportunity to work for the college's radio station, KRNU 90.3 FM and KRNU 2, both streamed live online. The KRNU studios are located in a prime spot in Andersen Hall where passersby see students hosting broadcasts that feature indie music, sports and other programming. Students also have an opportunity to work at Jacht, the student-run advertising and public relations agency in the Haymarket District. Now functioning as a revenue-generating center as well as an important part of the college's curriculum, the agency produces real work for paying clients. An interdisciplinary cross-campus incubator, Jacht attracts students who are highly motivated creative problem solvers from across programs on both UNL's city and east campuses. Each semester and during the summer, students compete for spots at the agency. This fall, 35 students are working with full time UNL CoJMC faculty as well as two professionals who serve as co-teachers from the community.

The agency has benefited from an open, collaborative approach to working with colleagues regardless of their discipline, eliminating the silos that may exist both in our own college and across campus. Students from journalism, broadcasting, marketing, graphic design, film and new media, business administration, accounting and finance in addition to advertising and public relations majors, all work together on teams at Jacht.

A Student Advisory Board plays a role in contributing to college policies that directly affect students and serves as a channel for feedback to faculty and administrators.

Please respond to each of the following instructions:

1. Complete and attach here Table 9 "Student Aid."

Scholarships awarded to undergraduate students in the unit

	2014-2015	2015-2016
Total number of scholarships controlled by the institution	341	343
Number of students receiving scholarships from funds controlled by the institution	237	231
Median individual scholarship from funds controlled by the institution	$4,112.58	$4,627.95
Total of scholarship dollars from funds controlled by the unit	$258,143.81	$216,012.43
Number of students receiving scholarships from funds controlled by the unit	178	179
Median individual scholarship from funds controlled by the unit	$1,103.18	$1,206.77

Undergraduate assistantships or work study appointments

	2014-2015	2015-2016
Number of students holding appointments	6	2
Range of stipends*	$9/hr	$9/hr

**all student workers are paid a flat rate of $9 per hour.*

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide advising guides, manuals, newsletters or other internal communication with students.

The college's professional advisers help students begin to understand the details of degree requirements and requirements for the major at New Student Enrollment during the summer before the students begin their freshman year. Beginning at NSE and continuing throughout the students' college years, advisers emphasize the importance of students, not their parents, taking ownership of their educational experience. The advisers are available five days a week to help students accomplish that goal. Students are urged to remain in close contact with their advisers throughout their academic experience, particularly by scheduling appointments in the middle of fall and spring semesters before priority registration for the following terms.

During the First-Year Experience class, students become acquainted with their advisers and are expected to develop an academic plan, including summer internships and study abroad opportunities, that will enable them to graduate in four years. Importantly, students are taught how to check and interpret information on their university degree audit, which should help them keep track of what courses they need to graduate.

Advisers regularly schedule additional events, post announcements and reminders in the Andersen Hall lobby and on bulletin boards and communicate via email and social media to help students stay on track. Advisers' offices are visible and accessible on the first floor of Andersen Hall, and with Walk-in Wednesdays, when students can meet with their adviser without an appointment, there's no excuse for a student to be uninformed.

Additionally, in the semester prior to the one in which a student intends to graduate, advisers review each student's degree audit to be sure all requirements, including the 72-hour rule, will be fulfilled by the end of the subsequent semester and that each student who intends to graduate will, in fact, be in a position to do so.

Below are some examples of communications advisers have with their advisees, as well as four-year planning templates and overview four-year plans for students to take control of their educational experience.

Advisees are notified of advising-related issues through mass emailing from their assigned adviser. Several examples of mass emails for the 2015-16 year are below. Mass emails are sent through MyRed, the university's student information system. Emails can be filtered by class standing, major or minor.

Example of email sent 4/7/16 to all CoJMC seniors.

> *Hello!*
>
> *If you are planning to graduate in August or December, you should have already registered for summer and/or fall classes.*
>
> *If you are planning to graduate in August or December, you must complete the following steps.*
>
> *1) Log on to MyRed and run a new degree audit to make sure all requirements are met for graduation. If you are planning to transfer in credit from another school and haven't yet done so, you may have a red X in your audit. If you are not transferring in credit and still have a red X somewhere, please see me ASAP. It may be that you need to add something for the summer or fall semester, or it may be that we need to contact the registrar to program some items in the audit to fall in the correct places.*
>
> *2) If you have not already registered for JOMC 98, please do so now. This is a zero credit requirement meant to be taken in the semester you intend to graduate.*
>
> *3) Be watching your email at the beginning of the semester you intend to graduate for the email about applying for graduation. The August graduation application is due June 24, and the December graduation application is due Sept. 30. You have to submit the application to graduate!!*
>
> *4) Pass your classes so you are clear for graduation. If you have questions about grade requirements for specific courses, please do not hesitate to ask.*
>
> *I am taking walk-ins today through next Tuesday from 8 a.m.- noon and 1-4 p.m. if you need to meet. After next Tuesday, you can log into MyPLAN to schedule an appointment.*
>
> *Best,*
> *Andrea Spader*
> *Advising coordinator*
> *College of Journalism & Mass Communications*
> *Andersen Hall 103 • (402) 472-3074 • aspader3@unl.edu*

Example of email sent 10/1/16 to all currently enrolled CoJMC advisees under Andrea Spader

> *Good morning,*
>
> *Happy October! Priority registration is rapidly approaching. On Monday, Oct. 5, you will be able to see the spring 2016 course schedule on MyRed. You will also be able to view your priority registration date and time on Monday, Oct. 5. Please log into MyRed and check the "messages" tab on the left-hand side. Your date and time will be located there on Monday. Priority registration is Oct. 26 through Nov. 10.*
>
> *I will not be taking appointments during priority registration, Oct. 26 through Nov. 10. I will only see students on a walk-in basis. If you would like to schedule an appointment before Oct. 26, please do so soon as my calendar is filling up quickly. You can schedule an appointment in Blackboard under the MyPLAN tab.*
>
> *The last day to change a course to pass/no pass is Friday, Oct. 16.*
>
> *October and early November are very busy for me; please allow 24-48 hours for an email or voice mail response. I will try to answer emails and voicemails as soon as possible; however, with spring advising going on, sometimes emails and voicemails do not get answered as quickly as normal.*
>
> *Best,*
> *Andrea Spader, CoJMC adviser*
> *aspader3@unl.edu*
> *402-472-3074*
> *Andersen 10*

Also, please see Appendix 2A, Student Advising Materials.

3. Describe availability and accessibility of faculty to students.

The college has a long tradition of faculty members adhering to an open-door policy for students. As long as a faculty member is in his or her office, students are welcome to come in, irrespective of posted office hours. Additionally, faculty generally make themselves available immediately after classes to deal with questions or problems individual students might have. Many faculty members share cell phone numbers on their syllabi and encourage students to call any time, within reason, when they have questions. And, just as students can use MyPLAN to schedule appointments electronically with academic advisers, they also can use that online system to arrange specific times to meet with instructors.

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

The University of Nebraska-Lincoln sponsors more than 600 recognized student organizations with an astonishing variety of purposes, and they represent an important part of students' college educations. The college itself offers opportunities for students interested in pursuing their specific interests in media and communications. Students, for example, may choose to participate in Ad Club or the Public Relations Student Society of America or 3% at UNL, the first collegiate affiliate of The 3% Conference, an organization that aims to fill the gender gap between male and female creative leaders in advertising.

Or students may decide to get involved with the student chapter of the American Copy Editors Society or the National Broadcasting Society. They might propose a radio program for KRNU, the college-run radio station, or seek election to the Student Advisory Board.

Many students also report, write, shoot photos and edit for the campus newspaper, the Daily Nebraskan, an independent student publication that is supported by advertising and student fees and is not a creature of the college. It is governed by a publications board under the purview of student government. The board does, however, include two CoJMC faculty representatives, currently professor of practice Matt Waite and associate professor Bruce Thorson. In recent years, the top staff at the Daily Nebraskan has included a significant number of majors from our college. Faculty often encourage younger students to work for the Daily Nebraskan because it affords a good opportunity to get experience that employers will expect when students apply for summer internships.

Below is a list of extracurricular organizations the college sponsors, with links to additional information about each of them:

Extracurricular Organizations	
3% at UNL	http://journalism.unl.edu/student-organizations/3-percent-unl
Advertising Club	http://www.unl.edu/adclub/
American Copy Editors Society	http://acesunl.com/
CoJMC Ambassadors	http://journalism.unl.edu/student-organizations/cojmc-ambassadors
Friends of KRNU	http://journalism.unl.edu/student-organizations/friends-krnu

Nebraska University Students Against Modern-day Slavery	http://journalism.unl.edu/student-organizations/nebraska-university-students-against-modern-day-slavery
Student Advisory Board (SAB)	http://journalism.unl.edu/student-organizations/student-advisory-board
NBS-AERho – The National Electronic Media Association	http://journalism.unl.edu/student-organizations/national-broadcasting-society-alpha-epsilon-rho-nbsaerho
Public Relations Student Society of America (PRSSA)	http://www.unl.edu/prssa/unl-public-relations-student-society-america
Learning Communities	http://journalism.unl.edu/learning-communities

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

Students in our college long have been urged to take the initiative in seeking jobs and internships. Faculty members historically have gone out of their way to make connections with industry contacts on behalf of students and to assist students in developing cover letters and resumes and advising them on job and internship searches. Additionally, various faculty members have taken the lead on organizing campus visits for employers to interview students for internships and jobs. For example, representatives of the Omaha World-Herald, Norfolk Daily News, Grand Island Independent, Arkansas Democrat Gazette and Dallas Morning News have come to the college annually for many years to recruit our students.

> "When I was offered my first internship at CNN, what really stood out to them was the experience I already had. I had hands-on experience from day one, which I think made me different than other candidates and made me more prepared."
>
> **BROADCASTING MAJOR**

In spring 2016, the college, in collaboration with Career Services, sponsored a Springboard Your Career day, with representatives of broadcasting outlets, advertising and public relations firms and other employers making presentations and interviewing students for internship and job opportunities. The 2016 event was an outgrowth of a smaller career day the previous spring that focused on internship opportunities for broadcasting majors. About 125 students and 28 employers participated in the 2016 event, overflowing the college's space and leading to plans for a 2017 event to be held in a more spacious location and in partnership with the university-sponsored career fair.

In 2015-16, the university's Office of Career Services approached the college with a proposal to share expenses to hire a career development specialist for CoJMC. Filling that position over

the summer is expected to position us to provide more consistent support for our students' internship and job search efforts. It will mark the first time the college has had a staff member whose sole responsibility is developing relationships with employers and helping students connect with job and internship opportunities. For additional information, please see Standard 2, Question 6, which also addresses internship considerations.

Comparisons with university data, inserted below, indicate that graduates of our college do better than UNL graduates overall in finding jobs after graduation. Fewer CoJMC graduates go on to graduate school compared to graduates of other colleges, which is not unexpected in a program with a professional focus like ours. Also, not unexpectedly, average wages for employed graduates tend to be somewhat lower than wages of graduates from other colleges, again, a reflection of the general entry-level pay rates for many jobs in communications fields.

Annual Report of Graduates 2012-2013

	% of all graduates reporting employment	% of all graduates reporting graduate school	% of graduates in job search reporting employment
College of Journalism and Mass Communications	60.11%	3.83%	63.58%
University of Nebraska- Lincoln	52.99%	23.21%	71%

Annual Report of Graduates 2013-2014

	% of all graduates reporting employment	% of all graduates reporting graduate school	% of graduates in job search reporting employment
College of Journalism and Mass Communications	81.1%	5.3%	85.6
University of Nebraska- Lincoln	52.3%	20.9%	67.0%

Annual Report of Graduates 2014-2015

	% of all graduates reporting employment	% of all graduates reporting graduate school	% of graduates in job search reporting employment
College of Journalism and Mass Communications	54.5%	4.1%	58.8%
University of Nebraska- Lincoln	53.5%	22.2%	70.0%

6. 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.

The college has not developed a formal process for evaluating its academic and counseling services, nor is it clear how other academic units measure "accuracy" or "effectiveness" of academic advising. Our aim is to help as many students as possible graduate in four years after earning 120 semester credit hours, in keeping with a goal set by the university's Board of Regents since the last accreditation visit. (Much of the available data on graduation rates is based on the university's earlier six-year graduation tracking; moving forward, more data will reflect the current four-year graduation goal.)

> "Thinking back on my semester as a Nebraska News Service reporter, I know I can say one thing: get ready for real life experience. NNS is more than a class, more than a capstone - it's an opportunity to not only grow as a journalist, but to grow as a member of society."
>
> **JOURNALISM MAJOR**

Because professional advising is relatively new in our college, we will endeavor, moving forward, to systematize the evaluation of advising effectiveness in keeping with best practices in the field. The university has ample resources to help us accomplish that. It is worth noting, however, that the addition of professional advising already has resulted in long-overdue efforts to codify practices on course substitutions, transfer credits, study abroad credits and the like, leading to more consistent, equitable treatment of all students.

7. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis.

All UNL units are keenly aware of the university's goals of enrollment growth and student retention and the corresponding goal of increasing graduation rates. To that end, the university's Office of Institutional Research provides detailed college and comparative data annually.

Ongoing efforts at the university level have strengthened staff support for identifying and providing intensive advising and other assistance for students struggling academically and otherwise, and CoJMC advisers participate in those efforts.

Overall, the data show that CoJMC fares well compared to other UNL units in retaining first-year students. The university's overall retention rate of fall 2014 first-time freshmen was 82.5 percent. Of the 165 first-year freshmen in 2014 at our college, about 72 percent returned in fall 2015, and altogether, 88 percent remained at UNL.

Data from Institutional Research regarding six-year graduation rates for UNL students overall and for particular colleges presents a mixed picture. The College of Agricultural Sciences and Natural Resources boasts a graduation rate of 59 percent, the highest among the eight undergraduate colleges, and fully three-fourths of students who start out in CASNR graduate from CASNR or another college at UNL. At the opposite end of the spectrum is the College of Architecture, where just 23 percent of entering students graduate from that college and 55 percent overall graduate from UNL. CoJMC graduation rates fall roughly in the middle of the eight undergraduate colleges, with 44 percent of entering freshmen graduating from the college after six years and about 71 percent of them graduating from UNL. Overall, 67 percent of UNL students graduate after six years.

Because the college has hired professional advisers and a full-time recruitment coordinator within the past three years, we do not have a long track record of analyzing our newly focused efforts on recruitment, retention and graduation rates. But the college complies with ACEJMC mandates for annually collecting and posting these data. And in keeping with university-level priorities, analyzing and improving upon recruitment, retention and graduation rates will become an increasingly important part of what we do. The challenge is focusing on recruiting a diverse and inclusive pool of students who are most likely to succeed because their interests and abilities mesh with the demands of professional communications education but also making sure that our curriculum and student services address their needs inside and outside the classroom. These are ongoing challenges across the spectrum of higher education.

8. Provide the Web link where the unit shares its most recent retention and graduation data with the public.

http://journalism.unl.edu/accreditation

PART II

STANDARD 7

RESOURCES, FACILITIES AND EQUIPMENT

HIGHLIGHTS

» CoJMC relies on state appropriations and tuition dollars for most of its support.

» A major building renovation accompanying the new visual communications curriculum resulted in a new immersive digital and social media hub with open collaborative work space, a faculty office, equipment check-out room, critique space, maker space and student lounge.

» Almost four out of every 10 dollars earned by the college's endowed funds through the University of Nebraska Foundation are dedicated to supporting scholarships for undergraduate students.

PART II: STANDARD 7

RESOURCES, FACILITIES AND EQUIPMENT

Executive summary (optional)

The College of Journalism and Mass Communications receives a majority of its support from state appropriations and student tuition dollars. These funds are largely committed to supporting permanent faculty and staff in the college. Additionally, the college receives support from sponsored-program funding, student and client fees and donors.

The college undertook a strategic planning process in 2014-2016 that verified that the college faces a number of resource challenges, including the need for additional faculty and staff, space and equipment.

To address these needs, the college has worked with the UNL Office of Academic Affairs to identify additional sources of state-aided funding. These efforts have resulted in the opportunity to hire faculty for two open positions at greater salaries than otherwise would be possible and to add a professor of practice in visual communications, funded by the Office of Academic Affairs, who will begin in the fall of 2016.

The college has also established programs to help faculty increase their competitiveness for sponsored-program funding. Initiatives include training by and coordination with the UNL Office of Sponsored Programs and the establishment of a college seed grants program and pre-tenure mentoring program. In 2015-16, pre-tenure faculty member Dr. Changmin Yan was able to secure $188,000 in internal sponsored-program funding from UNL. This success indicates a bright future for sponsored research in CoJMC.

Additionally, the college has identified a list of fundraising priorities to support the college's operational needs and strategic initiatives. After working to re-establish alumni and donor relationships and engagement, following a five-year period during which there was frequent turnover in deans and interim deans in the college, the CoJMC is poised for great fundraising success in the coming years.

In addition to developing strategies to increase available resources, the college has committed cash reserve funding, accumulated over years of transitional leadership, and base budget funding received when Dr. Maria Marron became dean, to address the most pressing needs in the college. These funds are committed to hiring two additional faculty and two additional staff and renovating four spaces in Andersen Hall -- an immersive digital media hub, classrooms and presentation rooms -- to address growing curricular needs and student demand.

Complete and attach here Table 10, "Budget." If necessary, provide a supplementary explanation.

Budget Category	FY 16 Budget	FY 15 Budget	FY 14 Budget
Academic administration	$416,832	$311,270	$311,270
Full-time faculty salaries	$2,574,293	$2,644,368	$2,577,760
Part-time faculty salaries	$376,097	$374,742	$236,197
Clerical and managerial staff	$520,256	$496,973	$406,353
Graduate assistant wages	$71,979	$69,882	$68,673
Student wages	$66,268	$64,338	$63,315
Benefits	$961,768	$754,015	$927,224
Operating	$98,634	$108,394	$108,394
Travel	$10,000	$240	$240
Negative expenses*	-$64,538	-$64,538	-$64,538
Grand Total	**$5,031,589**	**$4,759,684**	**$4,634,888**

** Due to budget cuts, in 2009 all academic units at the University of Nebraska-Lincoln were permanently budgeted with a planned negative. The college is responsible for covering this negative annually.*

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

A majority of the college's budget is pre-determined. Funds are committed long-term to faculty and staff or are restricted due to grant or donor agreements.

The dean submits an annual strategic hiring plan to the senior vice chancellor for academic affairs for review and approval. The plan is developed in consultation with the college's associate deans who solicit faculty input on hiring priorities during meetings of the faculty's sequences.

Annually, usually in late May, the college receives notification of the pool of funds available to award faculty and staff salary increases. All salary increases are merit increases. The associate deans and managers review the performance of their faculty and staff annually through the established annual review process. Based upon that review, they make recommendations to the dean for salary increases.

Additionally, the business and operations manager performs an equity review of salaries in the college and identifies those faculty and staff who are underpaid compared to their peers. The dean reviews the recommendations and then makes additional increases aimed at reducing equity concerns. The dean finalizes salary increase recommendations and submits them to the budget office for approval. The college does not receive annual increases in operating funds.

When the college considers reallocation of existing operational resources, the dean presents a proposal to the college's executive committee, which provides feedback and approval of the plan. The executive committee includes elected representatives of the faculty from both sequences in the college. In 2015-16, the college reallocated two existing funds at the foundation to support faculty research and travel needs. The dean proposed two programs, the Seacrest Travel Grant program and the CoJMC Seed Grant program, to the college's executive committee. After review and feedback, the committee voted to approve these programs.

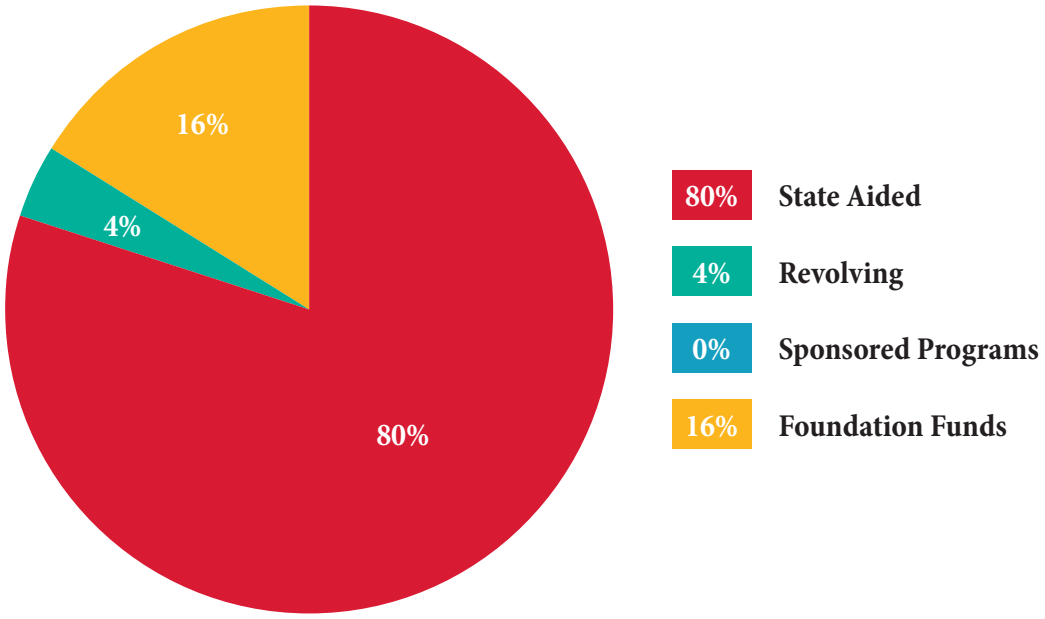
3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

The College of Journalism and Mass Communications' available resources come from four sources: state-aided funding, revolving funding, sponsored-program funding and foundation funding. A majority of the college's funding comes from the state-aided budget.

State-aided funding is tax dollars allocated to the University of Nebraska through the Nebraska Legislature's budget process and student tuition dollars. In fiscal year 2016, July 1, 2015, through June 30, 2016, 80 percent of the college expenses were covered by state-aided funding. The majority (80 percent) paid for salaries and wages for the college's faculty, staff, graduate assistants and student workers.

College of Journalism and Mass Communications

FY 16 Financial Resources



Category	FY 16 Budget	Percent of Total
Salary, wages and benefits	$4,987,493.00	99.12%
Operating	$98,634.00	1.96%
Travel	$10,000.00	0.20%
Negative expenses	-$64,538.00	-1.28%
Grand Total	**$5,031,589.00**	**100.00%**

A majority of salary funding is used to support full-time faculty and staff in the college. Remaining funds are committed to supporting part-time faculty, graduate assistants, student workers, pre-tenure faculty travel and fixed expenses.

The UNL Office of Academic Affairs awards each college a separate state-aided budget to support summer sessions offerings. CoJMC's FY 2016 summer sessions budget was $142,913. The summer sessions budget does not increase annually.

The college has received two increases in its state-aided budget and one decrease in its state-aided budget in the past three years.

When Maria Marron became dean of the college on July 1, 2014, the university increased the college's base budget by $120,000 to help further her strategic priorities. These funds have been used to help support the hiring of an additional assistant professor of advertising and public relations, an assistant professor of sports communication, a full-time staff recruiter and a career development specialist in the college.

Before July 1, 2015, the college received tuition remission, equal to 40 percent of tuition paid, for all distance education courses offered in the college. The University of Nebraska-Lincoln discontinued this policy on June 30, 2014, and increased the base budget in lieu of these funds. In FY 2015, the college received a $145,000 increase to base budget. The tuition remission program had been used to support the college's Business and Technical Writing Program, which offers service courses to students enrolled in the College of Business, the College of Engineering and the Institute of Agriculture and Natural Resources. The budget increase continues to support this program.

Also in FY 2015, the college was subject to a budget cut in summer sessions funding. The college's summer budget was reduced by 5.5 percent from $151,369 to the current level, $142,913.

The University of Nebraska-Lincoln maintains a salary reversion policy. When a faculty member leaves the unit for any reason, that person's salary line reverts to the senior vice chancellor for academic affairs, who may choose to reallocate that line to other campus units,

based upon the university's strategic priorities. The college has been successful in retaining all the salary lines from departing faculty during the past six years – but not all the funds. When the vice chancellor returns a salary line, the policy provides the college with enough funding to hire an entry-level faculty member in the discipline. Dean Marron has successfully retained greater funding on two lines opened by departing faculty and advertised for assistant or associate professor positions. However, the overall result of this policy has been a decrease in the college's state-aided budget with nearly every faculty departure.

The college also relies on revolving funds, self-supporting funds that collect revenue, which is used to support program operations. The college's revolving funds include student technology fees, course and lab fees, service fees from Jacht (the student-run advertising agency) and sales of depth-reporting magazines.

Every UNL student pays student technology fees, which are distributed to the academic units based on a formula developed and approved by the Association for Students of the University of Nebraska. The formula is not based on a technology needs-assessment in the units but instead upon student credit hour generation. The college receives approximately $50,000 annually in student technology fees, depending upon student credit hour production. This amount is more than 50 percent of the total the college spends on equipment.

Course and lab fees are requested by faculty and approved by the University of Nebraska Board of Regents. Fees are collected from students enrolled in approved courses and must be used to purchase consumable items used in those courses. The college has three approved course and lab fees.

Course	Approved Fee	FY 16 Revenue
ADPR 489 Campaigns	$45	$3,740
JOMC 161 Web and Graphic Design	$25	$8,287
JOUR 303 Editing II	$10	$260

Jacht, the college's student-run advertising agency, charges a negotiated fee to clients outside the university. These funds are used to support Jacht's operations, including the hiring of additional faculty as consultants, rental of space in Lincoln's Haymarket, the purchase of equipment and payment of fees for professional development opportunities for students in the course.

Sales of magazines produced by depth reporting classes are used to support future depth reporting projects. Accumulated revenue from sales of past publications is being used to support a depth report, led by professor Joe Starita, examining the effect of alcohol sales in Whiteclay, Nebraska, on residents of the Pine Ridge Indian Reservation.

Sponsored program funds are awarded by an external funder through a competitive application process and to a specific project that is limited in scope, timeline and budget. In FY 2015, the college received $47,118 in sponsored program funding for two projects. Professor of practice Matt Waite is principal investigator for a project titled "An Internet of Food Trucks: Adding Maker Culture to J-Schools Through the Internet of Things," funded by an Online News Association Challenge Fund for Innovation in Journalism Education grant. Assistant professor of practice Sriyani Tidball is co-PI for a project titled "Nebraska Sex Trafficking Survivors Speak," funded by the Women's Fund of Omaha.

The University of Nebraska provides seed grant funding to support the initiation of projects that are likely to attract additional external sponsored-program funding, including Research Council Awards, Research and Economic Development Awards and Ad Hoc Initiatives. In 2015, the university launched a Food for Health Initiative which provided faculty the opportunity to pursue internal funding to establish collaborations, strengthen collaborations and plan for future grant proposals.

The college received $188,000 in Food for Health Collaborative Initiative funding through three projects in which Dr. Changmin Yan is participating. The Food for Health Collaboration Initiative is a University of Nebraska-wide effort to enhance Nebraska's research capacity in critical societal and human health issues related to food. The program provided three types of funding: seed grants to strengthen and enhance research collaborations among principal investigators who have had modest levels of previous collaboration; seed grants to strengthen existing research collaborations and planning; and proposal generation grants to build new collaborations across the University of Nebraska campuses and other Nebraska research institutions. Dr. Yan was co-PI on a planning and proposal grant, "Integrating Evidence-based Nutrition, Physical Activity and Weight Management Interventions in Primary Care to Increase Reach, Effectiveness and Maintenance of Lifestyle Interventions." He also was a co-PI on a seed grant for the same project and PI on a seed grant, "Closing the Health Gap: An Energy-balance Approach to Bridging Early Childhood Obesity Disparities among At-risk Children in Rural and Urban Nebraska."

Foundation funding is raised from donors by the University of Nebraska Foundation through major gifts and annual giving activities. Foundation funds provide support for all the college's scholarship funds and a majority of the college's operating funds. Foundation funds must be used in accordance with the expressed wishes of the donor.

The college's foundation-endowed funds are valued at $13.3 million and earn approximately $630,000 in spendable interest annually. Of that, 38 percent, or about $240,000, is dedicated to undergraduate scholarships. The remaining funds support a variety of curricular and operating needs in the college.

Category	Estimated Annual Interest	Percent of Total
Alumni	$1,653	0.26%
Depth report	$5,635	0.89%
Equipment	$40,488	6.43%
Internship award	$922	0.15%
Jacht	$2,108	0.33%
Lectureship	$27,562	4.37%
Nebraska News Service	$749	0.12%
National Student Advertising Competition	$2,150	0.34%
Other	$6,401	1.02%
Photojournalism	$44,066	6.99%
Professional award	$7,718	1.22%
Professorship	$125,996	20.00%
Real World class	$32,889	5.22%
Research	$29,681	4.71%
Scholarship	$240,829	38.22%
Student awards	$4,498	0.71%
Subscriptions	$1,121	0.18%
Unrestricted	$55,631	8.83%
Grand Total	**$630,097**	**100.00%**

The college was under the leadership of an interim dean, Dr. Jim O'Hanlon, during fiscal years 2013 and 2014. Because of critical administrative demands on his time, Dean O'Hanlon spent relatively little time raising funds for the college. The college has felt the result of that diminished activity over the past two years as fundraising proceeds have dropped.

Fiscal Year	Fundraising Total
2014	$407,558
2015	$246,844
2016	$288,611

Since she became dean, Dr. Marron has undertaken several initiatives to revitalize the college's fundraising efforts. The college has established a bi-annual fund drive that seeks donations to support its operational needs. The college has developed a strategic communications plan

and hosted two alumni events to re-engage alums, who are potential donors. Dean Marron established a donor acknowledgement program to ensure all donors know how much the college appreciates their support, and she has participated in more than 100 meetings with alumni and fundraising contacts in Nebraska, New York, Washington, D.C., and Chicago in her first two years. Working with the college's NU Foundation liaison, Dean Marron has been successful in getting several gifts of $50,000 or less to support the work of the college.

Dean Marron led the college through a strategic planning process during 2014-16 that identified under-resourced areas in the college and developed priorities for which new funds should be raised. The planning process identified additional faculty as the highest priority.

Challenges

One of the college's three majors – advertising and public relations – has seen a 26 percent growth in enrollment in the past five years, while the other two, journalism and broadcasting, have remained steady or declined slightly. However, faculty resources, in large part because of the college's traditional focus on journalism, until recently have not been reallocated to maintain a consistent faculty-to-student ratio across the college. The current ratios are:

Major	Fall 15 Enrollment	Fall 15 Full-time Faculty	Ratio
Advertising/ Public Relations	593	11	54:1
Broadcasting	202	6	34:1
Journalism	237	9	26:1

**One faculty member is not counted because she teaches business and technical writing but does not teach in the majors.*

Additionally, the college maintains the second highest student to full-time faculty ratio on campus.

College	Fall 15 Enrollment	Fall 15 Full-time Faculty	Ratio
Architecture	493	22	22:1
Arts & Sciences	4,942	422	12:1
Business Administration	4,054	82	50:1
Education and Human Sciences	4,138	149	28:1
Engineering	3,487	134	26:1
Fine and Performing Arts	835	77	11:1
Ag Science & Natural Resources	2,988	262	11:1
Journalism and Mass Communications	1,072	29	37:1
Law	345	31	11:1
Average ratio			**23:1**

**This chart also does not count the faculty member who does not teach in the college majors, nor does in count the dean who has an administrative appointment.*

Advertising and public relations have made a good-faith effort to accommodate burgeoning student demand by offering more courses taught by adjuncts. This puts pressure on the college's financial resources and runs the risk of creating inconsistency in the curriculum and instability in the program. Although full-time faculty teach the majority of the ADPR classes, adjuncts were responsible for teaching 40 percent of ADPR courses in spring 2015.

Because UNL allocates the college no money for adjunct salaries, it would be impossible to hire any adjunct faculty were it not for a specific situation: One of the college's full professors has been deployed to UNL's Office of Academic Affairs, and the college has been allowed to keep the salary line and use that money to pay adjuncts.

However, adjunct compensation in the CoJMC is the lowest on campus (at $3,000 per three-credit-hour course). ADPR is finding it especially difficult to attract adjuncts at that rate of pay, especially as the number of students per class has been increased. Already, long-term adjuncts have started to withdraw their services, saying they cannot teach large classes (and, more particularly, grade all the assignments) at such a low level of compensation. The college does not have the resources to address the difficulty, and it does not wish to turn away students, an option that is contrary to the university's emphasis on recruitment and retention.

ADPR has increased the enrollment in courses to accommodate additional students. The college's accrediting body, ACEJMC, requires enrollment in skills courses be kept to a maximum of 20

students per section. ADPR has maintained this requirement, while increasing enrollment in other courses to 30 students per section. This greatly increases the workload on individual faculty members, as discussed above, and is a disincentive for adjuncts to continue teaching.

During the past year, the dean has been talking with Ronnie Green, former interim senior vice chancellor for academic affairs and now chancellor, about the college's need for additional state-aided funding to support additional faculty. She has been successful in obtaining a waiver to the salary reversion policy on two occasions, which has allowed the college to retain the full balance on existing faculty lines and hire advanced assistant professors or associate professors in the college. The dean continues to work with the current interim SCVAA, Dr. Marjorie Kostelnik, to identify potential sources of additional faculty funding.

The college has limited funding to support faculty research projects and travel. Each pre-tenure faculty member is guaranteed $2,000 annually to support travel and $5,000 over their first five years to support research. The college also provides a faculty travel grant program to support applications from tenured faculty members who travel to present their research or pursue faculty development activities and an internal seed grant program to support faculty research projects.

To expand research and travel funding, the college is pursuing strategies to increase faculty competitiveness for external funding. The college hosts a monthly research and teaching colloquium, which, last year, included a presentation from the University of Nebraska-Lincoln Office of Sponsored Programs on services available to support faculty as they pursue sponsored-program funding. The college, through the dean's newsletter, has encouraged participation in the University's NuRamp workshop series, which provides a semester-long series of workshops covering all aspects of sponsored-program funding.

Some faculty have been very successful at obtaining external support. For example, Dr. Amy Struthers has brought in more than $2 million for interdisciplinary, collaborative research partnerships since 2010; Dr. Adam Wagler has acquired more than $2 million in grant funding for interdisciplinary projects since the last reaccreditation visit; and Professor Gary Kebbel has been successful in acquiring funding from the Knight Foundation and the Ford Foundation for the MobileMe&You Conference held in October 2015 and the Heartland Project, held in 2013-2014.

Dean Marron has established a research mentoring program for pre-tenure faculty that brings in renowned scholars in the discipline to work with faculty on improving their research output. In 2015-16, the program brought Dr. Tom Terry, University of Utah, Dr. Donald Shaw, University of North Carolina-Chapel Hill and Dr. Ronald Faber, University of Minnesota, to CoJMC for three intensive workshops with pre-tenure faculty.

The college has identified a list of fundraising priorities designed to ensure adequate resources are available for current activities and the college's strategic priorities. The college's fundraising priorities include:

- Funds to support the renovation of the basement of Andersen Hall, which will serve as the new immersive digital media hub; combining two rooms to create a mid-size classroom to cater to growing student demand; combining two classrooms to create a state-of-the-art presentation space for advertising and public relations; and renovating the student lounge to create a collaborative workspace and engaging environment for students.
- Funds to support the acquisition and replacement of standard equipment, including computers, cameras, video cameras and television and radio broadcast equipment and to ensure the acquisition of emerging technologies to build upon current resources, which include, Google Glass, Google Cardboard, drones, 3D video and an Oculus Rift.
- Support for the Summer Media Academy, a three-day immersive workshop for high school students from across the nation.
- Support for recruitment scholarships to support the chancellor's goal of growing the university to 35,000 students.
- Support for student travel to provide students the opportunity to visit media in major markets and ensure students have the opportunity to study abroad.
- Support to ensure students can pursue internship opportunities that may be underpaid or unpaid.
- Support for faculty travel to ensure faculty have the opportunity to present their research nationally and internationally and pursue professional development opportunities to stay apprised of industry trends
- Support for marketing of the college to recruit students and increase the college's reputation nationally and internationally
- Support for professorships to ensure the college can offer competitive salaries and reward outstanding productivity

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

In August 2015, the college was presented, for the first time, with comprehensive information about the state-aided funding available to each of the colleges when Dr. Ronnie Green became interim senior vice chancellor of academic affairs. The information was a description of funding available for FY 2015.

College	Permanent Budget	Temporary Budget	Total Budget
Architecture	$3,183,422	$752,239	$3,935,661
Arts and Sciences	$50,171,051	$13,314,800	$64,485,851
Business Administration	$17,700,728	$3,029,108	$20,729,836
Education and Human Sciences	$15,175,845	$7,484,040	$22,659,885
Engineering	$26,598,691	$7,403,625	$34,002,316
Fine and Performing Arts	$8,983,377	$1,809,833	$10,793,210
Journalism and Mass Communications	$4,005,669	$448,481	$4,454,150
Law	$7,069,969	$1,171,785	$8,241,754

**Permanent Budget calculations do not include benefits.*

The data clearly show the college is underfunded compared to other units on campus. An analysis of both faculty FTE and student enrollments compared to total state-aided budget revealed that the CoJMC was the lowest funded unit on campus.

College	FY 15 State-aided Budget	Fall 2015 Enrollment	$ per Student
Journalism and Mass Communications	$4,454,150	1042	$4,275
Business Administration	$20,729,836	3899	$5,317
Education and Human Sciences	$22,659,885	4130	$5,487
Architecture	$3,935,661	490	$8,032
Engineering	$34,002,316	3464	$9,816
Arts and Sciences	$64,485,851	5719	$11,276
Fine and Performing Arts	$10,793,210	807	$13,374
Law	$8,241,754	373	$22,096

College	FY 15 State-aided Budget	Fall 2015 FTE	$ per Faculty
Journalism and Mass Communications	$4,454,150	45.58	$97,722
Fine and Performing Arts	$10,793,210	89.43	$120,689
Education and Human Sciences	$22,659,885	184.59	$122,758
Architecture	$3,935,661	31.55	$124,744
Arts and Sciences	$64,485,851	465.7	$138,471
Law	$8,241,754	36.95	$223,052
Business Administration	$20,729,836	84.59	$245,062
Engineering	$34,002,316	131.8	$257,984

In response to these findings, Dean Marron has worked with the Office of Academic Affairs to identify additional funding. Dr. Green, recently named chancellor, has said he will focus on providing additional resources to underfunded units, including the CoJMC.

Under the previous SVCAA, Dr. Ellen Weissinger, the university undertook, in FY 2015, a voluntary separation incentive program, VSIP, that provided tenured faculty the opportunity to retire and receive 90 percent of one-year's salary as a retirement incentive. No faculty in the college participated in the buyout, making the college the only one in the university not to lose a faculty member through the buyout. Funding from this program was reallocated to the academic units to hire additional tenure-track faculty. The CoJMC did not receive additional salary lines.

5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities and devoted to those operations.

Andersen Hall provides a variety of classroom and learning spaces tailored to meet the needs of students across the college.

> "360 video is a new and exciting field. Working with technology can be frustrating at times, but the end results are amazing."
>
> **JOURNALISM STUDENT**

The college has three computer labs that provide students with access to Mac computers, projectors, Microsoft Office, Adobe Creative Cloud, Nexgen, Adobe Audition 5.1, Adobe Connect, iNews and Sonic DVD Authoring. Two classrooms provide space for lectures, collaborative team projects and exploring creativity. Five classrooms have computers available for students to accommodate lecture and skills courses that need technology support.

The college has two television studios, each with associated audio and video control rooms. One of the studios was upgraded in the past three years thanks to a gift of $100,000 from the Nebraska Broadcasters Association and interest from an endowment from the Johnny Carson Foundation. Each of the television studios has been outfitted with a new Tri-Caster video switcher, and both studios have three cameras and teleprompters available for students.

The college is also home to KRNU, the campus radio station, which signed-on in 1970, and KRNU2, the college radio webstream, which debuted in 2009. The radio studios and their associated audio production studios are equipped with hardware including Yamaha DM1000 and Logitek ROC audio consoles, Logitek Jetstream audio routers, Innkeeper telephone audio hybrids, Tieline remote audio equipment, multiple microphone inputs and associated audio production and playback devices, and radio transmitter, monitoring and Emergency Alert System control-point gear. Software packages include Adobe Audition 5.1, iNews, Nexgen station automation, Logitek Jetsream monitoring and volume control and Nicecast webstream software.

The college also is home to the showcase Jacht AdLab. Jacht is unique, created as both a class and a startup ad agency, and now functioning as a revenue-generating center as well as an important part of the college's curriculum. The agency produces real work for paying clients. An interdisciplinary cross-campus incubator, Jacht attracts students who are highly motivated creative problem solvers from across programs on both UNL's city and east campuses. Each semester, including summer, students compete for spots at the agency. This fall, 35 students are working with full time UNL CoJMC faculty as well as two professionals who serve as co-teachers from the community.

The agency, located in the Haymarket District, has benefited from an open collaborative approach to working with colleagues regardless of their discipline, eliminating the silos that may exist both in our own college and across campus. Students from journalism, broadcasting, marketing, graphic design, film and new media, business administration, accounting and finance in addition to advertising and public relations majors, all work together on teams at Jacht.

Jacht faculty work collaboratively with students through long hours, to solve communications problems and produce creative work that *mus*t meet client approval because that client is paying for the work. Through an interconnected web of peers, faculty, professionals, and clients, with the added pressure of high expectations, short unforgiving deadlines and paying customers, each student has the opportunity to develop top-notch critical thinking skills. The learning that occurs at Jacht is intensive, time-consuming one-on-one coaching. The products are a result of deep student/teacher partnership.

The broader impact of Jacht has been immense. The 300+ students who have participated in Jacht anecdotally report a high success rate in finding full-time jobs in our industries within six months of graduation. Alumni, investors and donors have found it an exciting project for funding. The agency has served as a response to a number of issues. First, to create a small business within the university has provided a way to continually challenge and improve our programs, raise the level of national visibility of our college and to produce the most highly skilled graduates that would be sought after by our industries. The agency has also filled a gap in our students' education. Jacht teaches business fundamentals and startup thinking and has carved out a niche for the college in entrepreneurship. Jacht has quickly become a talent pipeline recognized by our industries as a source for graduates who could hit the ground running. Local agencies recognize the agency as a rich source of highly motivated and skilled employees. Our state's two largest agencies in the state, Bailey Lauerman and Swanson Russell, became both financial supporters and mentors to the faculty and students at Jacht.

The college has five classrooms equipped with Dell video, audio capture and streaming capability for distance learning.

Andersen Hall Learning Spaces	iMac with Projector	Dell Computer w/ Projector	DVD and sound reinforcement	Network Printer	Distance Learning Equipped	Studio Camera / Prompter	TV Production Switcher and Monitor	Dell w/ Mirror screen and Mic	Dell Video, Audio capture and Streaming	District Coutroom Feed	Sony HDV deck w/ 19" HDTV	Scanner	HP 5500n Color Printer	MS Office 2011	Creative Cloud	Nexgen	Adobe Audition 5.1	Adobe Connect	iNews	Sonic DVD Authoring
KRNU On-Air Studio				1										1		1	1			
Audio Production														1		1	1		1	1
Campaigns Production Studio													1	1						
Check-Out Room																				
Classroom with Computers	5	3	5	5								1		5	2					
Classroom without Computers	2		2	1										2						
Computer Lab	3		2	2										3	3					
Conference Room		2	2	1										2	1					
Distance Learning Control Room									2	2										
Distance Learning Room					2			2						2				2		
Graduate Student Office				1										1						
KRNU Music Director														1			1			
KRNU Web Station														1		1	1			
Lecture Hall	1	3	3		2									3			1		1	
Nebraska News Service																				
News Production Studio														2		2	2		2	
Newsroom				1										1	1				1	
Photo Lab																				
Presentation Room	1		1		1									1						
Server Room																				
TV Studio/Video & Audio Control Room						2	2							1					1	
TV Weather														1	1					
Video Editing Suite											1		1	1	2					1
Viewing Room (Focus Group)														1	1					
Grand Total	**12**	**8**	**15**	**12**	**5**	**2**	**2**	**2**	**2**	**2**	**1**	**1**	**2**	**31**	**11**	**5**	**7**	**2**	**6**	**2**

The college's second floor newsroom includes a wall of TVs, which helps students stay up to speed on current happenings, and computer bays targeted for use by all classes and students in reporting, writing, video editing, audio editing, graphic design and web design.

Andersen Hall is home to a 120-seat lecture hall with a computer and projector system that allows the college to offer large lecture courses while keeping all its classes in the building.
All full-time faculty are provided with office space, which includes a computer and printer, within Andersen Hall. The administrative offices are located on the first floor, with a reception area and office space for the dean, associate deans, managers and staff.

The college's student services staff have individual offices on the first floor of Andersen Hall, outside the Freedom Forum, a popular hang-out spot for students.

In addition to Andersen Hall, the college leases 1,500 square feet of space to house Jacht in the Nebraska Global Building located in Lincoln's historic Haymarket. The Nebraska Global building is home to many Lincoln start-ups and provides an innovative and entrepreneurial environment for CoJMC students. The space is arranged as a business, with desk space for students, a conference room for client meetings and a photo and video editing bay. Leasing space in the building also gives students access to a 4,500 square foot state-of-the-art presentation space to pitch clients, present their work and collaborate on advertising and public relations campaigns.

Technology support services are provided by: the college's technology manager, who has expertise in computer hardware; the engineer, who maintains the college's television and radio broadcasting equipment; and the technology assistant, who oversees the equipment check-out room and provides support services for students and faculty using college equipment. In addition to staff within the college, the university Office of Information Technology Services provides support for university applications and programs, support for technology design and installation, support for special events and maintenance of technology in general-purpose classrooms.

6. Evaluate how well faculty, staff, equipment and facilities enable and promote effective scholarship, teaching and learning in a digital, technological, multimedia world. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

The pace of change in the contemporary media environment creates challenges for educators and media organizations alike to equip themselves appropriately with rapidly evolving technology. Nonetheless, the college has attempted to continually upgrade equipment and facilities necessary for teaching, research and learning in a multimedia world.

Important as technological tools are, though, the college's most urgent need is for additional faculty and staff and additional classroom space to accommodate the growth in student demand.
The dean continues to work with university administrators identifying sources of funding for

additional faculty and staff hires to accommodate growth in student enrollment. The college's strategic hiring plan focuses on hiring additional professors of practice who have an 80 percent teaching apportionment, in line with university standards, and will teach seven courses per year.

The college committed $700,000 in cash reserve funding in summer 2016 for building renovations to provide classroom space to accommodate growing demand and an immersive digital and social media hub to equip students for the multimedia world.

During summer 2016, the college renovated the basement of Andersen Hall to create the digital and social media hub. The space will be available to all students and classes and will be home to the college's visual communications program. The program provides students with challenge-based learning through online instruction to ensure proficiency in photography, videography, typography, graphic design, web design and development, social media and audio production. To support learning, students will be able to check out college equipment, which includes:

- 32 cameras (Canon T-5i, Canon T2i and Canon T41).
- 43 video cameras (JVC and Kodak).
- 2 Panasonic Teradeks.
- 34 light kits (Canon, GenaRay, HDV, iKan, Lowel, Torch LED and WhiteLighting).
- 11 iPads.
- 25 tripods (JVC).
- Related accessories in inventory.

Additionally, in coordination with the Drone Journalism Lab, students have access to drones, Google Glass, Google Cardboard, an Oculus Rift and a 3-D printer.

Students also have access to the Adobe Creative Cloud through the university. To secure access to social media analytics software, the college, working with University Communications, Information Technology Services and the Office of Academic Affairs, obtained a trial subscription for NUVI, which was available to all classes in 2015-16. The university is now, however, adopting Hootsuite for social media, so effective in fall 2016, the college is subscribing to Hootsuite, which will power the new social media lab.

The renovation also combined four existing classrooms that can hold, on average, 20 students, into two mid-size classrooms, each accommodating 49. This will allow the college to offer non-skills courses to larger classes, easing the path to graduation for CoJMC students. Furthermore, the remodeling provided for a new presentation room accommodating up to 49 people, thus providing better facilities for the National Student Advertising Competition team and other student and faculty presentations and meetings.

PART II

STANDARD 8

PROFESSIONAL AND PUBLIC SERVICE

HIGHLIGHTS

» The college supports high school journalism teachers by sponsoring an annual convention for the Nebraska High School Press Association, whose executive director is a CoJMC faculty member, a relationship between CoJMC and the NHSPA that has prevailed since early in the 20th century.

» Faculty members participate actively in professional and community organizations, providing leadership that benefits the college as well as the organizations they serve.

» Capstone courses across the college engage students with opportunities to serve various groups by creating marketing communications plans for nonprofit agencies or reporting on issues of interest to Lincoln's extensive refugee and immigrant communities.

PART II: STANDARD 8

PROFESSIONAL AND PUBLIC SERVICE

Executive summary (optional)

The CoJMC takes pride in being part of one of the nation's oldest land-grant universities, and to that end, the college takes seriously its responsibility to serve the people of the State of Nebraska. Individual faculty members participate in various outreach activities and serve in leadership positions in a number of professional organizations. Faculty members regularly present workshops at professional meetings such as those of the Nebraska Press Association, Nebraska Broadcasters Association, Nebraska Press Women, Online News Association, Public Relations Society of America and the American Advertising Federation. And from time to time, individual faculty members serve as contest judges for professional journalism organizations around the country.

The college has assigned one faculty member to serve as executive director of the Nebraska High School Press Association, a relationship between the college and the state's high school journalism teachers that dates back at least to the 1920s. The college annually hosts a fall journalism convention for high school students, which in recent years has attracted more than 600 students from across the state. Faculty members present numerous workshops at the convention, which serves an important outreach function for the college.

Moreover, CoJMC students have opportunities to participate in an array of courses that provide service to various constituencies:

- The Native Daughters depth reporting, magazine and documentary courses led to development of educational materials produced for secondary school classroom use in the State of Oklahoma.
- ADPR capstone courses routinely serve nonprofit agencies in the area, creating integrated marketing communications plans of a professional quality that the organizations otherwise could not afford.
- The Nebraska News Service capstone course operates a wire service covering state government for more than 120 subscribing news organizations throughout the state, providing news for community newspapers and broadcast outlets that otherwise would not have firsthand access to statehouse news coverage.
- Jacht AdLab, the college's student-run advertising agency, works for paying clients as well as performing pro bono work, giving students a real-world capstone experience in advertising.
- Mosaic, a capstone course, covers issues of interest to Lincoln's extensive refugee and immigrant communities and engages in outreach events in the community.

Advisory boards of alumni and other professionals meet twice a year to review curriculum and other developments in the college. Distinguished alumni are regularly honored, and an alumni magazine is produced annually. CoJMC alumni also are regularly featured in the University Alumni Association's magazine.

Faculty members are encouraged to seek professional development opportunities, and pre-tenure faculty members are allocated funds specifically for that purpose. Other faculty members also have access to financial support for such activities through the college's Seacrest Travel Grant fund.

Please respond to each of the following instructions:

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.**

In April 2016, the college hosted an Associated Press Managing Editors NewsTrain event, which attracted more than 100 people, primarily working professionals from throughout the region, and was praised by NewsTrain staff members as one of the most successful of their in-service training workshops on record.

The inaugural MobileMe&You conference, held in October 2015, involved organizations that included The Washington Post, NBC News Digital Group, McClatchy Company, the Franklin Institute, Pew Research Center and Univision. The conference, designed to explore mobile media best practices, registered 365 participants to hear 25 experts discuss how to gather and distribute news on mobile media. The fall 2015 issue of Journalism and Mass Communication Educator, edited by Dean Maria Marron, included a special section on mobile media research. The authors of the three top papers presented their research at MobileMe&You. Topics explored at the conference included wearable media, virtual reality, 360-degree-video, drone journalism, geo-location and mobile media design. A post-conference survey showed that 95 percent of the respondents said they learned a lot from the conference and wanted to attend a second one.

The college inaugurated the Hearst Speaker Series, open to the campus and general public, which in 2015-16 focused on diversity in media and which will focus on media and politics in 2016-17.

The college co-sponsors speakers brought to campus by the university's premier E.N. Thompson Forum on World Issues.

The college serves local marketing communications professionals by sponsoring a year-long series of workshops, known as a SkillSchool, for the Lincoln chapter of the American Marketing Association.

For many decades, the college has hosted an annual convention for the Nebraska High School Press Association, detailed in the response to Question 5 below.

Additionally, the college offers, generally in the spring semester, a three-credit high school publications course for secondary education majors in the College of Education and Human Sciences, enabling them to qualify for state certification to teach high school journalism classes.

2. 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 1.

CoJMC faculty members contribute to the public and their professions in a wide array of service activities, reflecting their professional and personal passions.

They serve in top leadership positions in statewide, regional and national organizations such as the Association for Education in Journalism and Mass Communication, Midwest Broadcast Journalists Association, American Academy of Advertising, American Advertising Federation, the Nebraska Press Women, the American Copy Editors Society, Nebraska ACLU, the Academic Freedom Coalition of Nebraska and Habitat for Humanity. They are active in churches and civic groups, including the United Way, Boy Scouts of America, Lincoln Public Schools and the Nebraska Attorney General's Roundtable on Human Trafficking. They review books, journal articles and conference papers for scholarly conferences and publications and edit scholarly journals. And they serve as contest judges for high school competitions and professional journalism contests across the country, including competitions sponsored by broadcasting groups in Alaska, Indiana and Montana, to name a few. They also judge contests sponsored by the North American Ag Journalism Association, the Texas Intercollegiate Press Association, the Midwest Broadcast Journalists Association, the Pennsylvania Newspaper of the Year contest, the Broadcast Education Association, the State Bar of Michigan and History Day Nebraska, among others.

Examples of faculty members' professional and public service activities are detailed below, as derived directly from Digital Insights, the university's faculty data management system.

Richard Alloway
Associate professor

Professional service

Alloway, R. (1992-present). Producer and host, Governor's Monthly Call-In Radio Program, Nebraska Broadcasters Association

Alloway, R. (2015). Pledge break host, NET Radio

Alloway, R. (2014). Master of ceremonies, Nebraska Broadcasters Association awards ceremony

Alloway, R. (2014). Judge, Texas Intercollegiate Press Association

Alloway, R. (2014). Conference discussant, panelist, Northwest Broadcast News Association

Alloway, R. (2014). Judge, Broadcast Education Association

Alloway, R. (2012 - 2013). Judge, Montana Association of Broadcasters

Alloway, R. (2013). Judge, CINE Awards

Alloway, R. (2013). Judge, Pennsylvania Press Association

Alloway, R. (2013). Judge, Broadcast Education Association

Alloway, R. (2012). Voice talent, Nebraska Broadcasters Association Hall of Fame video

Alloway, R. (2008 - 2010). Producer and host, Quarterly Senatorial Call-In Radio Program, Nebraska Broadcasters Association

Alloway, R. (2007 - 2010). Consultant, Addis Ababa University

Alloway, R. (1984 - 2010). Pledge appearances, Nebraska Public Television and Radio

Public service

Alloway, R. (1987-present). Master of ceremonies, Nebraska DECA, Career Development Conference

Alloway, R. (2011-present). Master of ceremonies, Lincoln Southeast High School, Athletic Hall of Fame Banquet

Alloway, R. (1985-present). Lay reader, Christ Lutheran Church

Alloway, R. (1972-present). Volunteer staff, Nebraska Association of Student Councils

Alloway, R. (2013). Panel moderator, Nebraska Coaches Association

Timothy Anderson
Associate professor of practice

Professional service

Anderson, T. (2005-present). Judge, Nebraska High School Press Association

Public service

Anderson, T. (2008-present). Board member, Neihardt Foundation

John Bender, Ph.D.
Professor

Professional service

Bender, J. (2011 - 2014). Secretary, American Association of University Professors, Nebraska Conference

Bender, J. (2015-16). President. UNL Faculty Senate.

Kelli Britten
Lecturer

Professional service

Britten, K. (2011). Member, American Marketing Association

Public service

Britten, K. (2013-2015). Committee co-chair, United Way of Lincoln and Lancaster County, Cabinet Education Committee

Britten, K. (2006-Present). Volunteer, Junior Achievement

Britten, K. (2015). Guest speaker, Lincoln Public Schools

Britten, K. (2012-2015). Board member, TEDx Lincoln

Ruth Brown, Ph.D.
Professor

Professional Service

Brown, R. (2015-2016). Reviewer, journal article, Journal of Broadcasting and Electronic Media

Brown, R. (2014-2016). Reviewer, book, Praeger, "The New Advertising: Branding, Content and Consumer Relationships in a Data-driven Social Media Era"

Brown, R. (2011-2016). Webmaster, Nebraska Press Women, finance committee

Brown, R. (2016). Reviewer, book, Routledge, "Writing for Multimedia and the Web"

Brown, R. (2014-2015). Reviewer, journal article, Journal of Radio and Audio Media

Brown, R. (2013-2015). Reviewer/discussant, conference paper, American Academy of Advertising

Brown, R. (2008-2015). Member, Lincoln Advertising Federation

Brown, R. (2001-2015). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication, Advertising Division and Communication Technology Division

Brown, R. (2015). Judge, Delaware Press Women, professional communications contest

Brown, R. (2015). Reviewer, journal article, Journal of Broadcasting and Electronic Media, "Understanding the Sociability vs. Usability of Social TV"

Brown, R. (2008-2014). President, Nebraska Press Women

Brown, R. (2012-2013). Webmaster, Nebraska Rural Radio Foundation

Brown, R. (2013). Reviewer, journal article, Journal of Radio and Audio Media, "Twitter as a public service medium? A comparative content analysis of the Twitter use made by Radio RAI and RNE"

Brown, R. (2003-2013). Member, American Academy of Advertising research committee

Brown, R. (2013). Judge, Nebraska High School Press Association annual contest

Brown, R. (2009-2012). Task force chair, Nebraska Women Journalists Hall of Fame

Brown, R. (2009 - 2012). Reporter, NET Foundation, West District Campaign Leadership Committee

Brown, R. (2003-2012). Member, Nebraska Educational Telecommunications Foundation board of directors

Brown, R. (2011). Reviewer, grant proposal, American Academy of Advertising

Brown, R. (2011). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication, Advertising Division

Brown, R. (2011). Reviewer, journal article, Journal of Broadcasting and Electronic Media, "AMC, Stumbling Toward a New Television Canon"

Brown, R. (2010). Reviewer, journal article, Journal of Learning, Media and Technology, "Participation in an Online Geocaching Community"

Brown, R. (2010). Panel moderator, Association for Education in Journalism and Mass Communication, Advertising Division

Public service

Brown, R. (2014-2016). Member, P.E.O. Chapter DM scholarship committee

Brown, R. (2014-2016). Greeter, St. Paul Methodist Church

Brown, R. (1981-2014). Committee member, P.E.O Chapter GR

Brown, R. (2014-2016). Board member, Zeta Tau Alpha

Brown, R. (1993-2013). Committee member, Lexington First United Methodist Church

Brown, R. (1979-2013). Member, Lexington First United Methodist Church

Brown, R. (2003-2010). Advertising coordinator, Lexington Igniting Ministries

Susan Bullard
Associate professor

Professional service

Bullard, S. (2016) Coordinator, Associated Press Managing Editors NewsTrain

Bullard, S. (2016-present). Judge, North American Agricultural Journalists, writing contest

Bullard, S. (2015-present). Board member, American Copy Editors Society

Bullard, S. (2012-present). Training program coordinator, Poynter Institute

Bullard, S. (2010). Executive committee member, American Copy Editors Society

Bullard, S. (2016). Conference organizer, American Copy Editors Society

Bullard, S. (2016). Judge, State Bar of Michigan, Wade H. McCree Jr. Awards for the Advancement of Justice

Bullard, S. (2015). Reviewer, journal article, JMC Educator

Bullard, S. (2015). Workshop organizer, American Copy Editors Society

Bullard, S. (2015). Workshop organizer, Dow Jones News Fund

Bullard, S. (2014). Reviewer, journal article, JMC Educator

Bullard, S. (2014). Selection committee member, Dow Jones News Fund

Bullard, S. (2014). Workshop organizer, American Copy Editors Society

Bullard, S. (2014). Site-team member, Accrediting Council on Education in Journalism and Mass Communications, University of Connecticut

Bullard, S. (2014). Judge, Digital First Media

Bullard, S. (2005 - 2013). Member, American Society of News Editors

Bullard, S. (2011). Reviewer, book, Oxford University Press

Bullard, S. (2011). Judge, North American Agricultural Journalists Association

Bullard, S. (2011). Site-team member, Accrediting Council on Education in Journalism and Mass Communications, Drake University

Bullard, S. (2010). Workshop organizer, American Copy Editors Society

Kathryn Christensen
Professor of practice

Professional service

Christensen, K. (2014). Member, Accrediting Council on Education in Journalism and Mass Communications, accreditation committee

Christensen, K. (2013) Member, site-team member, Accrediting Council on Education in Journalism and Mass Communications, University of Nevada/Reno

Christensen, K. (2013). Site-team member, Accrediting Council on Education in Journalism and Mass Communications, Columbia University

Christensen, K. (2012). Site-team member, Accrediting Council on Education in Journalism and Mass Communications, University of Georgia

Christensen, K. (2012). Judge, Nebraska State High School Journalism Contest

Christensen, K. (2011). Site-team member, Accrediting Council on Education in Journalism and Mass Communications, Medill (Northwestern University)

Christensen, K. (2010-2011). Judge, Nebraska High School Press Association

Christensen, K. (2007-2010). Judge, Cine Documentary Film

Public service

Christensen, K. (2009-2011). Board member, Lincoln Arts Council

Alan Eno
Assistant professor of practice

Public service

Eno, A. (2010-present). Member, College View Church, audio visual department

Michael Goff
Professor of practice

Professional service

Goff, M. (2015) Judge, Nebraska DECA

Frauke Hachtmann, Ph.D.
Professor

Professional service

Hachtmann, F. (2015-present). Ad hoc reviewer, Journalism and Mass Communication Educator

Hachtmann, F. (2014-present). Editorial Review Board member, Journal of Digital and Social Media Marketing

Hachtmann, F. (2011-present). Editorial Review Board member, Journal of Advertising Education

Hachtmann, F. (2006-present). Reviewer/discussant, conference paper, American Academy of Advertising

Hachtmann, F. (2004-present). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication

Hachtmann, F. (2016). External reviewer, Nanyang Technological University, faculty reappointment

Hachtmann, F. (2016). Ad hoc reviewer, Institute of Agriculture and Natural Resources, HATCH Proposal

Hachtmann, F. (2013-2015). Chairperson, American Academy of Advertising, Global Conference

Hachtmann, F. (2015). Editor, conference proceedings, American Academy of Advertising Global Conference

Hachtmann, F. (2015). External reviewer, Pennsylvania State University, promotion to full professor

Hachtmann, F. (2015). External reviewer, University of Colorado, promotion and tenure

Hachtmann, F. (2014-2015). Task force member, Association for Education in Journalism and Mass Communication

Hachtmann, F. (2014). Ad hoc reviewer, Asian Journal of Communication

Hachtmann, F. (2014). Ad hoc reviewer, International Journal of Sport Communication

Hachtmann, F. (2014). External reviewer, Kansas State University, promotion to full professor

Hachtmann, F. (2014). Session chair, Association for Education in Journalism and Mass Communication, "Separating Perception from Reality in a Green, Organic, Energy-Efficient Recyclable World"

Hachtmann, F. (2014). Mentor, Association for Education in Journalism and Mass Communication

Hachtmann, F. (2013). Session chair, Association for Education in Journalism and Mass Communication, "Playing with Food"

Hachtmann, F. (2013). Ad hoc reviewer, Pennsylvania Newspaper Excellence competition

Hachtmann, F. (2012). Reviewer, book, Wiley Blackwell, "Global Advertising Storytelling: How to Master the Universal Message"

Hachtmann, F. (2012). Reviewer, book, Wiley Blackwell, "Research for Advertising and Public Relations: A Case Study"

Hachtmann, F. (2010-2012). Member, Association for Education in Journalism and Mass Communication

Hachtmann, F. (2012). Session chair, Association for Education in Journalism and Mass Communication, "Healthier Living Through Advertising"

Hachtmann, F. (2012). Conference program chair, Association for Education in Journalism and Mass Communication

Hachtmann, F. (2011). Session chair, Association for Education in Journalism and Mass Communication, "Insights About Teaching International Communication to Journalism, Advertising, and Public Relations Students"

Hachtmann, F. (2010-2011). Conference program chair, Association for Education in Journalism and Mass Communication

Hachtmann, F. (2011). Session chair, Association for Education in Journalism and Mass Communication, "Acing Assessment: How to Measure, Document and Improve Student Achievement of Learning Outcomes"

Hachtmann, F. (2011). Conference program chair, Association for Education in Journalism and Mass Communication

Hachtmann, F. (2008-2010). Editorial Review Board member, Asian Journal of Communication

Michelle Hassler
Assistant professor of practice

Professional service

Hassler, M. (2014-2015). Judge, Broadcast Educators Association, Faculty Competition

Hassler, M. (2011). Workshop organizer, Investigative Reporters and Editors

Hassler, M. (2011). Committee member, Nebraska Press Association, nominating committee

Gary Kebbel
Professor

Professional service

Kebbel, G. (2015-present). Ad hoc reviewer, University of Nebraska-Lincoln, College of Business Administration

Kebbel, G. (2015-present). Reviewer, grant proposal, Fulbright Scholar Program

Kebbel, G. (2013-present). Committee member, Online News Association

Kebbel, G. (2013-present). Editorial Review Board member, Journal of Digital and Media Literacy

Kebbel, G. (2013-present). Board member, Midwest Center for Investigative Journalism

Kebbel, G. (2012-present). Editorial Review Board member, Association for Education in Journalism and Mass Communication

Kebbel, G. (2012). Reviewer, journal article, Newspaper Research Journal

Kebbel, G. (2012-present). Editorial Review Board member, Newspaper Research Journal

Kebbel, G. (2010-present). Member, National Gay and Lesbian Journalists Association

Kebbel, G. (2006-present). Member, Association for Education in Journalism and Mass Communication

Kebbel, G. (2000-present). Member, Online News Association

Kebbel, G. (2016). Reviewer, journal article, Newspaper Research Journal

Kebbel, G. (2015). Meeting attendee, Online News Association, Los Angeles, California

Kebbel, G. (2015). Meeting attendee, Asian American Journalists Association, San Francisco, California

Kebbel, G. (2015). Meeting attendee, Global Editors Network, Barcelona, Spain

Kebbel, G. (2015). Meeting attendee, Journalism Interactive, Columbia, Missouri

Kebbel, G. (2014). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication

Kebbel, G. (2014). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication

Kebbel, G. (2013). Ad hoc reviewer, Association for Education in Journalism and Mass Communication, annual conference

Kebbel, G. (2013). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication

Kebbel, G. (2013). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication

Kebbel, G. (2013). Ad hoc reviewer, Association for Education in Journalism and Mass Communication

Kebbel, G. (2013). Ad hoc reviewer, Association for Education in Journalism and Mass Communication

Kebbel, G. (2013). Ad hoc reviewer, Association for Education in Journalism and Mass Communication

Kebbel, G. (2012). Reviewer/discussant, conference paper, Newspaper Research Journal

Kebbel, G. (2012). Reviewer, journal article, Newspaper Research Journal

Kebbel, G. (2007-2012). Judge, Online News Association

Kebbel, G. (2010-2011). Judge, Knight-Batten Awards for Innovation in Journalism

Kebbel, G. (2011). Site-team member, Association of Schools of Journalism and Mass Communication, University of Louisiana at Lafayette

Public Service

Kebbel, G. (2016). Judge, Nebraska State Student of the Year Competition

Phyllis Larsen
Professor of practice

Professional service

Larsen, P. (2016). Judge, Nebraska DECA, statewide competition

Larsen, P. (2015). Judge, Nebraska DECA, statewide competition

Larsen, P. (2013). Reviewer, Association of the Advancement of Sustainability in Higher Education

Larsen, P. (2011). Reviewer, textbook, Sage Publications, "PR Principles: KEYS for Professional Success"

Public service

Larsen, P. (2011-present). Program coordinator, FriendsOfCozumel.com Mission Trip

Larsen, P. (2008-present). Board member, Friends of Cozumel

Larsen, P. (2012). Chair, Habitat for Humanity Creature Comforts Gala

Larsen, P. (2012-2013). President, Lincoln/Lancaster County Habitat for Humanity

Larsen, P. (2008-present). Committee chair, Lincoln/Lancaster County Habitat for Humanity, PR committee

Larsen, P. (2010-2013). President, Girls on the Run of Nebraska

Larsen, P. (2006-2013). Board member, Girls on the Run of Nebraska

Larsen, P. (2011-2012). Vice president, Girls on the Run of Nebraska

Larsen, P. (2012). Workshop organizer, Friends of Cozumel, English Instruction Classes

Laurie Lee, Ph.D.
Professor

Professional service

Lee, L. (2014). Associate editor, Journal of Journalism & Mass Communication Quarterly (JMCQ)

Lee, L. (2013). Committee member, Community Education Consortium

Lee, L. (2006). Board member, Telecommunications/Cable Advisory Board for Lincoln

Lee, L. (2006). Chair/co-chair, American Civil Liberties Union of Nebraska, board of directors

Lee, L. (1998). Committee member, Academic Freedom Coalition of Nebraska (AFCON)

Lee, L. (2016). Reviewer/discussant, conference paper, 12th World Media Economics and Management Conference

Lee, L. (2016). Reviewer/discussant, conference paper, Broadcast Education Association

Lee, L. (2015). Conference discussant, Association for Education in Journalism and Mass Communication, Law Division

Lee, L. (2015). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication, Law Division

Lee, L. (2015). Reviewer, journal article, Journalism and Mass Communication Quarterly, "Anonymity, Privacy, Accountability and Civility…"

Lee, L. (2015). Reviewer, journal article, Journalism and Mass Communication Quarterly, "Authors, Writers, Posters, Lurkers…"

Lee, L. (2015). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication, Southeast Colloquium, Law Division

Lee, L. (2015). Ad hoc reviewer, Broadcast Education Association, Faculty Television News Contest

Lee, L. (2015). Reviewer, journal article, Journalism & Mass Communication Quarterly

Lee, L. (2014). Reviewer, journal article, Journalism & Mass Communication Quarterly

Lee, L. (2014). Reviewer, promotion to full professor package

Lee, L. (2014). Reviewer, Maine Broadcasters Association, contest submissions

Lee, L. (2014). Reviewer/discussant, conference paper, Association of Journalism and Mass Communication, Law Division

Lee, L. (2013). Reviewer/discussant, conference paper, Association of Journalism and Mass Communication, CTEC Division

Lee, L. (2013). Reviewer/discussant, conference paper, Association of Journalism and Mass Communication, Law Division

Lee, L. (2013). Other, Montana Broadcasters Association

Lee, L. (2012). Reviewer, journal article, Journalism & Mass Communication Quarterly

Lee, L. (2011-2012). Chair, Academic Freedom Coalition of Nebraska (AFCON)

Lee, L. (2012). Reviewer/discussant, conference paper, Association of Journalism and Mass Communication, CTEC Division

Lee, L. (2012). Reviewer/discussant, conference paper, Association of Journalism and Mass Communication, Law Division

Lee, L. (1996 - 2011). Editorial Review Board member, The Journal of Media Economics

Public service

Lee, L. (2010). Chair/co-chair, Bright Lights, board of directors

Bernard McCoy
Associate professor

Professional service

McCoy, B. (2015). Reviewer, journal article, Elsevier Editorial System

McCoy, B. (2013-present). President, Midwest Broadcast Journalists Association

McCoy, B. (2013-present). Board member, Northwest Broadcast News Association

McCoy, B. (2013). Judge, Broadcast Education Association, Festival of Media Arts

McCoy, B. (2010-present). Workshop presenter, Nebraska Broadcasters Association

McCoy, B. (2008). Judge, CINE

McCoy, B. (2013-2015). Judge, Montana Broadcast News Association

McCoy, B. (2014). Judge, Broadcast Education Association, Festival of Media Arts

McCoy, B. (2011-2013). Judge, Nebraska High School Press Association, Burleigh Writing Competition

Maria Marron, Ph.D.
Dean and Professor

Professional service

Marron, M. (2012-2017) Editor, Journalism and Mass Communications Educator

Mary Kay Quinlan, Ph.D.
Associate professor

Professional service

Quinlan, M. K. (2014-present). Committee member, Nebraska Press Association, Journalism Hall of Fame Selection Committee

Quinlan, M. K. (2012-2015). Judge, Nebraska Press Association, Young Journalists Contest

Quinlan, M. K. (2010-2016). Executive director, Nebraska High School Press Association

Quinlan, M. K. (2004-2011). Judge, Nebraska High School Press Association

Quinlan, M. K. (1993-present). Editor, Oral History Association, newsletter

Quinlan, M. K. (2013). Judge, North American Agricultural Journalists

Public service

Quinlan, M.K. (2015-present). Judge, History Day Nebraska

Quinlan, M.K. (2012-2015). Faculty scholarship adviser, Delta Delta Delta Sorority, Kappa Chapter

Quinlan, M.K. (2009-present). Committee chair, Boy Scouts of America, Cornhusker Council, Troop 93

Linda Shipley, Ph.D.
Professor

Professional service

Shipley, L. (2011). Site-team member, Accrediting Council for Education in Journalism and Mass Communication, Arizona State University

Shipley, L. (2011-2015). Reviewer, Newspaper Research Journal

Shipley, L. (2011-2013). Committee member, Association for Education in Journalism and Mass Communications, Research Committee

Shipley, L. (2012). Book reviewer, Sypniewski

Shipley, L. (2012). Dissertation reviewer, Association for Education in Journalism and Mass Communication, Research Committee

Shipley, L. 2011). Meeting attendee, Association for Education in Journalism and Mass Communications, annual convention

Amy Struthers, Ph.D.
Associate professor

Professional service

Struthers, A. (2010-present). Committee member, American Advertising Federation, National Education Executive Committee

Struthers, A. (2004-present). Board member, Advertising Federation of Lincoln, executive board

Struthers, A. (2003-present). Member, Association for Education in Journalism and Mass Communication

Struthers, A. (2014-2015). Site-team member, Accrediting Council on Education in Journalism and Mass Communication

Struthers, A. (2014). External reviewer, Columbia College Chicago, promotion and tenure

Struthers, A. (2013). Nominator, PR Week 40 Under 40

Struthers, A. (2004-2011). Committee member, Advertising Federation of Lincoln, Education Committee

Public service

Struthers, A. (2014). Workshop organizer, Transdisciplinary/Translational Obesity Prevention Research Initiative 2nd Annual Summit

Struthers, A. (2013). Guest speaker, Partners N Health
Struthers, A. (2014). Informal Consultant, State of Nebraska Board of Engineers and Architects

Bruce Thorson
Associate professor

Professional service

Thorson, B. (2012-2013). Associate chair, National Press Photographers Association, Region 9

Thorson, B. (2006-present). Sports contract photographer, USA Today

Public service

Thorson, B. (2014). Judge, Nebraska High School Activities Association, Photojournalism Competition

Thorson, B. (2013). Guest speaker, Nebraska High School Press Association

Thorson, B. (2013-2014). Guest speaker, Lincoln Berean Photo Forum

Marie Sriyani Tidball
Assistant professor of practice

Professional service

Tidball, M. S. (2015). Guest speaker, Southeast High School

Public service

Tidball, M. S. (2015-present). Member, Attorney General's Round Table on Human Trafficking

Tidball, M.S. (2012-present). Committee chair, Senator McGill's Community Group Combatting Trafficking in Nebraska

Tidball, M.S. (2013-2014). Committee member, Nebraska Governor's Human Trafficking Task Force, Awareness Committee

Tidball, M.S. (2014-present). Board member, RISE Lincoln

Adam Wagler, Ph.D.
Assistant professor

Professional service

Wagler, A. (2011). Consultant, Davis County Courthouse Preservation Fund

Matthew Waite
Professor of practice

Professional service

Waite, M. (2011 - 2013). Member, Investigative Reporters and Editors, board of directors

Larry Walklin, Ph.D.
Professor

Professional service

Walklin, L. (2013-present). Member, Media of Nebraska

Walklin, L. (2008-present). Committee chair, Nebraska Broadcasters Association, open records

Walklin, L. (1982-present). Committee chair, Nebraska Broadcasters Association, court coverage

Walklin, L. (1976-present). Organizer, Nebraska Broadcasters Association, Hall of Fame

Ming Wang, Ph.D.
Assistant professor

Professional service

Wang, M. (2016-present). Reviewer/discussant, conference paper, Association for Education in Journalism & Mass Communications, Communication Theory and Methodology Division

Wang, M. (2015). Reviewer, journal article, Communication Research

Wang, M. (2015). Reviewer, journal article, Journal of Communication

Wang, M. (2015). Reviewer, journal article, Journalism and Mass Communication Quarterly

Wang, M. (2015). Reviewer, journal article, American Politics Research

Wang, M. (2015). Reviewer, journal article, Asian Journal of Communication

Wang, M. (2015). Reviewer, journal article, Journal of Broadcasting and Electronic Media

Wang, M. (2015). Reviewer/discussant, conference paper, American Academy of Advertising

Wang, M. (2013). Judge, Pennsylvania Newspaper of the Year Contest

Wang, M. (2013). Reviewer/discussant, conference paper, Association for Education in Journalism & Mass Communication

Wang, M. (2013). Reviewer, journal article, Political Behavior, "The Black-sheep Effect in Negative Electoral Campaigns"

Wang, M. (2012). Reviewer/discussant, conference paper, International Communication Association

Joseph Weber
Associate professor

Professional service

Weber, J. (2016). Reviewer, journal article, Journalism and Mass Communication Educator

Weber, J. (2016-present). Newsletter editor, Association for Education in Journalism and Mass Communication, International Communication Division

Weber, J. (2015-present). Task force member, Brooklyn College Journalism Program

Weber, J. (2014-present). Committee chair, Association for Education in Journalism and Mass Communication, International Communication Division

Weber, J. (2010-present). Member, Omaha Press Club Foundation, board of trustees

Weber, J. (2016). External reviewer, Brooklyn College, promotion to associate professor

Weber, J. (2016). Judge, Society of American Business Editors and Writers, Best in Business Contest

Weber, J. (2015). Reviewer, book, Routledge/Taylor & Francis Group

Weber, J. (2015). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication, International Communication Division

Weber, J. (2015). Reviewer, journal article, Journalism and Mass Communication Educator

Weber, J. (2015). Reviewer, textbook, Hayden-McNeil Publishing

Weber, J. (2015). Judge, Society of American Business Editors and Writers, Best in Journalism contest

Weber, J. (2014). Judge, Society of American Business Editors and Writers, Business Journalism contest

Weber, J. (2014). Reviewer, journal article, Journalism and Mass Communication Educator

Weber, J. (2014). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication

Weber, J. (2014). Ad hoc reviewer, Association for Education in Journalism and Mass Communication, International Communication Division

Weber, J. (2014). Reviewer/discussant, conference paper, Association for Education in Journalism and Mass Communication

Weber, J. (2014). Reviewer, journal article, Journal of Religion and Popular Culture

Weber, J. (2013). Judge, Society of American Business Editors and Writers, Investigative Business Journalism Contest

Weber, J. (2012). Judge, Society of American Business Editors and Writers, Best in Business Journalism Contest

Weber, J. (2011). Judge, Society of American Business Editors and Writers, Best in Business Journalism Contest

Weber, J. (2010). Judge, Society of American Business Editors and Writers, Best in Business Journalism Contest

Public service

Weber, J. (2016). Guest speaker, U.S. Citizenship and Immigration Service, Asia Week

Weber, J. (2016). Guest speaker, Grand Lodge at the Preserve

Weber, J. (2015). Guest speaker, Northgate Garden Estates

Weber, J. (2015). Guest speaker, Gateway Senior Living Center

Weber, J. (2015). Guest Speaker, Executive Club of Lincoln

Weber, J. (2015). Guest speaker, Aging Partners

Weber, J. (2013). Guest speaker, Sertoma

Weber, J. (2013). Guest speaker, Westminster Presbyterian Church

Weber, J. (2013). Guest speaker, U.S. Citizenship and Immigration Service

Weber, J. (2012). Guest speaker, Kiwanis Club

Weber, J. (2012). Guest speaker, Eastmont Towers Retirement Community

Weber, J. (2012). Guest speaker, Grand Lodge at the Preserve

Scott Winter
Assistant professor

Professional service

Winters, S. (2010-2014). Guest speaker, Journalism Education Association/National Scholastic Press Association conventions

Winter, S. (1998-2014). Workshop instructor, Gloria Shields All-American Publications Workshop.

Changmin Yan, Ph.D.
Assistant professor

Professional service

Yan, C. (2012). Reviewer, Communication Research

Yan, C. (2012-present). Reviewer, journal article, Health Communication

Yan, C. (2012-present). Reviewer, journal article, Health Education Research

Yan, C. (2012-present). Reviewer, journal article, Media Psychology

Yan, C. (2011-present). Reviewer, journal article, Asian Journal of Communication

Yan, C. (2011-present). Reviewer, Journal of Communication

Yan, C. (2010-present). Reviewer/discussant, conference paper, Association for Education in Journalism & Mass Communication, annual conference

Yan, C. (2009-present). Reviewer, ad hoc reviewer, Personality and Individual Differences

Yan, C. (2008-present). Reviewer, ad hoc reviewer, Human Communication Research

Public service

Yan, C. (2016-present). Committee chair, Lincoln 5 City-TV, The 10 Health TV Steering Committee

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fund-raising.

The college's contact with alumni, professionals and professional organizations is both structured and informal and is an area where improvements likely can be made.

Formally, the college has advisory committees of alumni and professionals for advertising/public relations and journalism/broadcasting that meet twice a year and review curriculum and instruction in the college and offer suggestions for improvements. The college involves the professional advisory board and alumni in the assessment of students' capstone projects.

Informally, the college has longstanding ties with the Nebraska Broadcasters Association and the Nebraska Press Association, American Marketing Association, DECA Nebraska and others, enabling faculty to exchange ideas and keep current with rapidly evolving professions. For example, the college cosponsors with the NPA a Hall of Fame, annually selecting and

presenting awards to Nebraska journalists who have made important contributions to the field. The Nebraska Press Women and the college also collaborate on a Marian Andersen Nebraska Women Journalists Hall of Fame, located in Andersen Hall.

Additionally, faculty maintain informal professional ties with alumni and non-alumni professionals through participation in national organizations such as the Association for Education in Journalism and Mass Communication, American Copy Editors Society, Broadcast Education Association, Public Relations Society of America, American Advertising Federation and American Marketing Association. Through those informal ties, faculty members routinely invite people from their professional networks to speak to classes. Faculty members also learn of job and internship opportunities from their professional networks and pass them along through the college's weekly email list of opportunities for students.

The University of Nebraska Foundation also maintains contact with alumni for fundraising purposes. The NU Foundation appointed a new representative for the college in fall 2015, after several years of turnover in foundation liaisons to the college.

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide copies of publications or the online link for communication during the previous academic year.

The college engages in regular communication with alumni through email announcements and messages from the dean as well as through an alumni magazine and fundraising messages from the NU Foundation. Expanding such communications is among Dean Marron's priorities. Below are several examples of communications with alumni. Please see Appendix 8A, Sample Communications with Alumni, for additional examples.

Please join us for this important event on April 14

> *The University of Nebraska–Lincoln College of Journalism and Mass Communications and the University of Nebraska College of Law are hosting a panel discussion at the College of Law on April 14 to commemorate the 40th anniversary of the Nebraska Press Association v. Stuart landmark decision. The June 30, 1974 Supreme Court decision held that prior restraint against the press in the Nebraska case violated the First Amendment of the Constitution. Students, media, attorneys, faculty and the general public are invited to the College of Law Hamann Auditorium on Thursday, April 14 from 11:45 a.m. to 1:15 p.m. "Nebraska Press Association v. Stuart is taught in journalism colleges throughout the country and is likely the most significant of all First Amendment cases," said Maria Marron, dean of the College of Journalism and Mass Communications. "We are proud and delighted to celebrate this landmark decision and the people who made it possible and to continue the discussion about the importance of freedom of the press. When we hear daily assaults on the media and political*

manifestos to undermine the First Amendment, it is critical that we educate the public about the importance of press freedoms." The Nebraska Press Association v. Stuart case stemmed from the murders of six members of the Kellie family in Sutherland, Nebraska, on Oct. 18, 1975. After the suspect was detained by law enforcement, there was a high level of media coverage about the proceedings. The attorneys on the case asked the court to restrict reporting to maintain neutral jury selection. Ultimately, in an opinion issued on June 30, 1976, the United States Supreme Court ruled that "prior restraints on speech and publication are the most serious and least tolerable infringement on First Amendment Rights," except when "clear and present danger" would impede the process of a fair trial. "We're excited to host a panel of experts to discuss the continued impact of Nebraska Press Association v. Stuart," said Richard Moberly, interim dean of the College of Law. "Today, our society still grapples with the question of how the government, and specifically courts, should balance necessary secrecy with the need for judicial transparency. This panel of lawyers and media professionals will provide important perspectives on that issue." The panel includes:

- *John Bender, Ph.D., CoJMC Professor of Journalism and Mass Media Law*
- *Steven Burns, Judge of the District Court, 3rd Judicial District*
- *Richard Dooling, College of Law Lecturer*
- *Alan Peterson, Lincoln Trial Attorney*
- *Rose Ann Shannon, KETV News Director*

Bill Kelly, senior producer with the Nebraska Educational Telecommunications (NET) will moderate the panel. "The Stuart decision ripples through every aspect of the work done by working journalists, from keeping the courts open to the media through ongoing debates about government secrecy and national security. It's an essential part of protecting press freedom," Kelly said. "This is going to be a fascinating discussion that should help people in the legal community and journalists understand how a four-decade-old court ruling is as fresh and relevant as ever." Nebraska Supreme Court Justice William Cassel will provide a closing. Cassel was appointed in April 2012, after having served for eight years as a judge of the Nebraska Court of Appeals, and for 12 years as a district court judge for the Eighth Judicial District of Nebraska. A light lunch will be provided during the panel. Attorneys can receive CLE credit for attending. http://law.unl.edu/cle-programming-registration/ For more information about the event, contact Sue Roush, director of marketing and communications for the College of Journalism and Mass Communications or Amber Wolff, Director of Marketing and Digital Strategy for the College of Law.

Calling All New Yorkers!

> *The University of Nebraska-Lincoln College of Journalism and Mass Communications invites you to attend a mixer on Friday, Nov. 20 from 5-7 p.m. at Hudson Station Bar & Grill, 440 9th Avenue, New York, Corner of 35th Street. Snacks will be provided and a cash bar will be available. Please stop by and interact with CoJMC students who are in town for the AWNY Conference and agency tours. Please RSVP to sroush2@unl.edu by Wednesday, Nov. 18. See you there!*

Register now for APME NewsTrain

> *Register now for APME NewsTrain, a full-day of cutting-edge, affordable journalism training. It will be held Saturday, April 9, at the College of Journalism and Mass Communications at UNL, but space is limited. For details on the workshop, click here. The cost of the workshop is $75, which includes a full day of training with continental breakfast and lunch. Sessions include: maximizing social media for audience engagement, making smart choices in digital storytelling, planning for breaking news in the digital age, writing for mobile and producing data-driven enterprise. Questions, please contact Sue Burzynski Bullard, University of Nebraska – Lincoln College of Journalism and Mass Communications at (402) 472-7110 or sbullard2@unl.edu.*

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

As best can be determined, university journalism faculty have supported high school journalism in Nebraska for much of the past century. Long before we became a college, journalism faculty were involved with what became the Nebraska High School Press Association (NHSPA), an organization representing about 80 high school journalism teachers throughout the state. The college has long assigned, and given course release service apportionment, to a faculty member to serve as executive director of the NHSPA. In that role, the faculty member attends NHSPA board meetings and is responsible for organizing the annual NHSPA fall convention and, until 2014, also shared responsibility with the Nebraska Student Activities Association (NSAA) for organizing and executing the annual state high school journalism competition, which was held in Andersen Hall.

Beginning in 2014, the NSAA decided to move the competition out of Lincoln and organize the contest without CoJMC and NHSPA assistance. But the college still hosts the fall NHSPA convention, which, in recent years, has attracted 600-plus high school journalists and their teachers from more than 50 high schools throughout the state. The convention offers about two dozen workshops, many of them taught by CoJMC faculty members. Additionally, the event

offers an opportunity to collaborate with the Nebraska Broadcasters Association in support of NBA efforts to encourage young people to consider careers in broadcasting.

CoJMC faculty members still routinely serve as contest judges for the annual NSAA competition, and individual faculty from time to time present workshops and make presentations to high school journalism classes.

On the advertising and public relations side, the college has entered a partnership with DECA Nebraska, a high school organization to improve education and career opportunities for students interested in marketing, management and entrepreneurship. Advertising and public relations faculty judge high school student DECA competitions throughout the year and participate in the organization's fall leadership conference by hosting workshops as well as the State Career Development Conference in the spring.

Appendices

Appendix 8A, Sample Communications with Alumni

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PART II

STANDARD 9

ASSESSMENT OF LEARNING OUTCOMES

HIGHLIGHTS

» The college is carrying out a sustainable, cohort-based assessment plan relying on direct and indirect measures of student learning.

» Goals for student learning incorporate the 12 competencies identified by the Accrediting Council on Education in Journalism and Mass Communications as well as the 10 student learning outcomes identified by the university's Achievement Centered Education requirements.

» Industry professionals play an active role in assessing students' capstone projects, which are intended to reflect the entirety of their work in the college.

PART II: STANDARD 9
ASSESSMENT OF LEARNING OUTCOMES

The following documents are available for review by the team:

- College of Journalism and Mass Communications assessment plans and results.

Executive summary (optional)

The College of Journalism and Mass Communications has systematically undertaken assessment of student learning on a regular basis. The college's emphasis on documenting teaching effectiveness and student learning is rooted in the university's focus on outcomes assessment in its general education program called "Achievement-Centered Education" (ACE). The college has an extensive, written assessment plan that centers on the measurement and constant improvement of 12 learning objectives, including ACEJMC's Professional Values and Competencies as well as several of the university's ACE general education student learning outcomes.

The college consistently uses direct and indirect assessment measures at the course, program, college and university levels and involves the majority of the faculty and students, as well as alumni and professionals, in its assessment efforts. Annual assessment reports are shared with the faculty, who respond to the results by adjusting the curriculum, if necessary. The most recent ACEJMC site-team report (2010) praised the college for its "effective culture of assessing student learning" with an "elaborate and perhaps overly complex assessment plan." The college has worked hard over the past two years to refine its assessment strategy and develop a sustainable and meaningful assessment plan as presented in this self-study. The plan includes two direct measures (a pre- and post-test of the 12 ACEJMC student learning outcomes, known as the Berens Test, and an examination of student capstone products) and three indirect measures (internship evaluation, senior exit survey and alumni survey).

The most recent changes to the curriculum were based on assessment results from the five measures in an effort to enhance student learning. Among them are a new visual communication program at the freshman level using an emporium-style teaching model; a newly renovated digital communication hub including a social media center to teach data and statistics related to the professions; cutting-edge courses in data visualization, owned/earned/paid media; digital content strategy, data journalism, and digital motion graphics; and an added emphasis on research in the advertising and public relations major.

Please respond to each of the following instructions:

1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

Please see the college's most recent assessment plan of student learning outcomes, which was approved on Aug. 18, 2015. (Appendix 9A).

2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should demonstrate the achievement of 12 core values and competencies. In addition, the University of Nebraska-Lincoln requires all students, regardless of major, to complete 30 hours of general education courses in its "Achievement-Centered Education" (ACE) program. The program consists of 10 student learning outcomes (three credit hours each) that were developed to help students of every major develop skills, build knowledge, exercise social responsibility and integrate and apply those capabilities.

Please see the college's assessment plan for a list of these student learning outcomes and list of learning indicators for each (Appendix 9A).

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.

The most recent ACEJMC site-team report (2010) praised the college for its "effective culture of assessing student learning" with an "elaborate and perhaps overly complex assessment plan." However, because of the complexity and unsustainability of the previous plan, the college consulted with former Indiana University dean and journalism/mass communications assessment expert, Trevor Brown, to refine the assessment plan, which included the following:

- reconstituting an assessment committee
- updating the original assessment plan from 2009-10 with a focus on measures at the program level and university-required ACE assessment at the course level
- revising the core values and competencies matrix
- organizing an ongoing assessment program around cohorts

The measures of the cohort-based assessment plan were tested and refined in 2014-15 and then launched in 2015-16 with Cohort 1. What follows is a summary of the collection and analysis of the most recent data from two direct and three indirect assessment measures at the program level during the accrediting cycle. Each section explains how the college used key insights from the data to improve the curriculum and instruction. For more information, including complete results of each measure, please review the end-of year assessment reports included in the appendix.

Direct measure #1: The Berens Test

The Berens Test (named after former associate dean Dr. Charlyne Berens) was developed with models provided by other accredited programs, revised by faculty and approved by the college's executive committee. In the fall 2014 semester, the test was administered to 115 incoming students in the JOMC 100 First-Year Freshman Experience course, a one-credit hour required course for incoming freshmen. The test was also administered to 154 students a few weeks before their graduation in the spring semester as part of a zero-credit hour JOMC 98 Senior Assessment course.

The test asked students to answer 50 multiple-choice questions grouped into the professional values and competencies required by the Accrediting Council for Education in Journalism and Mass Communications. The number of questions in each group of competencies ranged from four to five. Each student group's percentage of questions answered correctly was computed. The percentage of correct responses by each student group in each competency category also was computed.

The purpose was to determine: (1) whether the outgoing/graduating seniors group answered a larger proportion of the questions correctly than the incoming/freshman group and (2) to establish a reasonable benchmark for graduating students' achievement in the different areas. This was the first time the college implemented the Berens Test for assessment purposes.

Results

The results show that the cohort of seniors graduating with a Bachelor of Journalism degree from the University of Nebraska-Lincoln scored significantly higher in all but one of the 11 groups of questions compared to the freshman cohort.

Overall, the percent of questions answered correctly by freshmen ranged from a low of 40.2 percent in the "Freedom of Expression" category to a high of 87.7 percent in "Using Tools of Technology." The percent of questions answered correctly by graduating seniors ranged from a low of 60.2 percent in the "Understanding Data and Statistics" category to a high of 87.2 percent in "Thinking Creatively and Analytically."

When analyzing the percent of change between the two cohorts, graduating seniors showed the largest percentage increase in the "Freedom of Expression" group of questions (70.9 percent difference between the freshmen and senior cohort), followed by the "Truth, Accuracy, and Fairness" group of questions (57.3 percent difference) and the "Diversity of Audiences in a Global Age" set of questions (47 percent difference).

Two areas saw a modest increase between the freshman and senior cohorts. Seniors answered 18.2 percentage points more of the questions correctly in the "Writing Clearly and Accurately" group of questions compared to the freshman cohort. The percent of change increase in the "History and the Role of Media in Society" group between seniors and freshmen was 15.1 percentage points. The only group of questions of which the graduating seniors cohort answered fewer questions correctly than the incoming freshman cohort was the "Using the Tools of Technology" set of questions (-14 percentage points difference).

Competency Area	% of Questions Answered Correctly (Freshmen)	% of Questions Answered Correctly (Seniors)	% Difference
Truth, accuracy and fairness (Q=5)	48.7%	76.6%	+57.3%
Freedom of expression (Q=5)	40.2%	68.7%	+70.9%
Ethical ways of thinking (Q=4)	64.8%	86.9%	+34.1%
History and role of media in society (Q=5)	62.4%	71.8%	+15.1%
Diversity of audiences in a global age (Q=4)	51.7%	76.0%	+47.0%
Write clearly and accurately (Q=5)	68.0%	80.4%	+18.2%
Use the tools of technology (Q=5)	87.7%	80.3%	-14.0%
Apply theories in presenting images and information (Q=4)	54.1%	74.7%	+38.1%
Engage in research and critical evaluation (Q=5)	49.9%	65.6%	+31.5%
Understand data and statistics (Q=4)	45.0%	60.2%	+33.8%
Think creatively and analytically (Q=4)	66.5%	87.2%	+31.1%

Key take-aways:

- Graduating seniors struggle most with understanding data and statistics and engaging in research and critical evaluation.
- Freshmen enter the program with strong technology skills, but they don't necessarily know how to apply theories when presenting images and information.

Actions:

Visual Communication Curriculum Revision. Because of the gap between entering freshmen's technology skills and students' inability to apply their technological know-how to the theory behind the presentation of images and information in advanced classes, the college developed a new visual communication curriculum that:

- Enables students to achieve better learning outcomes at a lower cost to the college by taking advantage of the capabilities of information technology
- Bases instruction on an emporium-style model of teaching, thus enabling students to take "modules" of instruction in JOMC 130 through JOMC 134, four one-credit hour "courses" and one two-credit hour "course" divided into modules for a total of six credit hours
- Covers "core" areas in Design Thinking, Storytelling, and Digital Communications/ Technology in Media
- Offers students greater flexibility of when they take elective "modules" in visual communication across areas such as typography, layout, web design, videography, audio, photography, mobile/social and more advanced modules in virtual reality, 360-degree video, and animation
- Empowers students to direct their own learning at their own pace with assistance from professors, graduate teaching assistants and peers
- Enables students to apply theory to practice in visual communication rather than listening to someone lecture about it; spend more time on things they don't understand and/or wish to learn and less time on things they have already mastered; and get assistance when they encounter problems
- Provides for student access to information and skills in visual communication on a permanent basis during the course of their college careers

Social Media Listening and Strategy Center. All majors in the college will have access to and instruction to use NUVI and/or Hootsuite Enterprise, powerful real-time data visualization and social media listening tools that will help students derive insights from data.

Direct measure #2: Capstone products

The college offers multiple capstone courses in each of the three majors. In advertising and public relations, the capstones include work at Jacht, the student-run advertising and public relations agency; participation in the ADPR Campaigns class or in the National Student Advertising Competition (NSAC) or the Bateman Competition; in journalism, capstone options include Mosaic, storytelling about immigrant/resettlement communities for a multimedia website; and the Nebraska News Service; and in Broadcasting, capstones include Star City News and N-Side the Music.

At the end of the spring semester, the instructors of record of the capstone courses asked clients, alumni and local and national professionals to assess student work that was created in a sample of the capstone courses. Five samples of student work in journalism were evaluated, 34 in broadcasting, and 42 in advertising and public relations. There are far more students majoring in advertising and public relations than in journalism and broadcasting, and this may explain the high number of work samples in that discipline rather than the other. Additionally, any type of presentation is included in the samples from ADPR, and Jacht alone conducts about 20 projects per semester, thus increasing the number of samples. Journalism output, by comparison, counts the Mosaic multimedia project as one sample. Reviewers were asked to rate the extent to which they believed the student work demonstrated achievement of each of the 12 ACEJMC values and competencies. Student capstone products consisted of group presentations, plans books and student media such as websites, video clips and newspaper clips.

The following table shows the ratings of "good" or "exemplary" of the 12 values and competencies by major (gray: predominantly "good"; black: predominantly "exemplary"; white: predominantly "not applicable").

ACEJMC Values & Competencies	JOUR	BRDC	ADPR
Understand and applying First Amendment principles.			
Understand the role of the profession in society.			
Respecting persons of different ethnic and cultural backgrounds.			
Respecting persons from different countries.			
Presenting data, images, and text in a professional manner.			
Practicing professional and ethical principles.			
Solving problems creatively and resourcefully.			
Conducting research and evaluating information.			
Writing correctly and clearly.			
Critically evaluation their own work and that of others to ensure quality.			
Understanding and applying basic numerical and statistical concepts.			
Understanding the tools and technology required to get assigned tasks completed.			

Results:

The results show that all but two of the 12 values and competencies are reflected in the capstone projects. "Freedom of Expression" and "Respecting Persons from Different Countries" were not reflected in the sample of student work produced. Since all of the capstone courses have a strong service-based learning component, they do not always demonstrate application of all 12 competencies. The two competencies that were not reflected in the capstone projects are addressed in two other courses all students are required to complete (JOMC 486 Mass Media Law and JOMC 487 Mass Media and Society).

Students completed their capstone projects in many different ways, ranging from newspaper stories and plans books to oral presentations and client pitches. Therefore, students were not always able to demonstrate all 12 competencies in their work. In addition, some of the assessed work was created by individual students while other work was produced by groups.

Key take-aways:

- ADPR capstone products showed strong evidence of almost all of the 12 competencies but did not explicitly demonstrate ethics and critical evaluation of work.
- BRDC capstone products showed strong evidence of "Solving Problems Creatively and Resourcefully" and "Understanding Tools and Technology" while many of the other competencies were not reflected.
- JOUR capstone products showed strong evidence of "Respecting Persons of Different Ethnic and Cultural Backgrounds," "Presenting Data, Images and Text," "Solving Problems Creatively and Resourcefully," "Conducting Research," "Writing Correctly and Clearly," and "Understanding Tools and Technology." The projects did not explicitly demonstrate "Numerical and Statistical Concepts" and "Critical Evaluation of Work."

Actions:

Shifting from a faculty-driven to a student-centered college-wide capstone course. All of the college's capstone courses have strong service-learning components in which students are asked to work on "real-life" projects that often have implications in the community. Students are expected to pull together all of the skills they have learned throughout their college experience and apply them in new contexts. The work that is produced individually as well as in groups is often later published or implemented in the marketplace, which gives students an opportunity to make a difference in the community while also building their portfolios. The college offers multiple capstone courses across three majors, which makes it difficult to select one student project to assess students' achievement of numerous outcomes. Also, some courses require individual work, and others focus on group projects.

By shifting from a major-specific, faculty-driven approach to capstone experiences to a college-wide, student-driven capstone, students would have to show individually that they have accomplished the learning outcomes by reflecting on their work throughout their college experience. This work might come from a particular course, internship experience, study abroad experience, extracurricular activity or a combination of those. The "product" would be consistent across the three majors and could be a paper, presentation or website that would be evaluated as part of a one-day college-wide event. The faculty, along with professionals and alumni, would evaluate each graduating student's work using a common rubric. One of the curriculum committee's goals in 2016-17 is to review other colleges' and departments' capstone courses and develop a potential framework for a college-wide capstone course in the College of Journalism and Mass Communications to be launched in 2017-18.

ACE 10 Rubric. 2015-16 was a year of reflection on UNL's Achievement-Centered General Education program launched in 2009. The university community used the year to review the language of all 10 general education outcomes and to develop assessment rubrics for each. All of the college's capstone courses are ACE 10 certified. If the faculty decides to develop a college-wide ACE 10 course, the new ACE 10 rubric can be used across all CoJMC graduating seniors' capstone products. The idea is to build assessment teams that consist of full- and part-time faculty, alumni and area professionals who will evaluate CoJMC students' capstone work against the common ACE 10 rubric as part of a college-wide poster session. This way, data can be analyzed across majors while representing the viewpoint of faculty, alumni and professionals.

Indirect measure #1: Internship evaluation

During the 2014-15 academic year, 61 students completed internships for credit. As part of the process, both students and their supervisors were asked to complete an evaluation form that includes an assessment of ACEJMC's 12 values and competencies.

Students:

All 61 students, some with double majors in the college, completed the form (48 ADPR, 10 BRDC, 8 JOUR, 7 other). Most of the forms were completed in the spring semester (33), followed by summer (29), and fall (3). Sixty-five percent of the internships were paid, while 35 percent were not. About two-thirds of the students indicated they worked 300 hours during the evaluation period; 20 percent worked between 200 and 299 hours, and 15 percent worked between 100 and 199 hours

The evaluations showed 86.7 percent of students rated their overall work experience as "above average" (25 percent) or "excellent" (61.7 percent). More than half of the students rated the relationship of work to their career goals, training received, supervision received, level of assigned responsibilities and abilities used as excellent.

A similar pattern emerged in the area of professional development and learning, which 90 percent of the students rated "above average" (25 percent) or "excellent" (65 percent). More than half the students gave an "excellent" rating to the extent to which their internship helped them gain: greater self-confidence, career/professional knowledge, improved understanding of their strengths and weaknesses, opportunities to meet people who contributed to their professional growth and opportunities to learn information, skills or techniques not learned in class. The only area that received a slightly less positive rating was the extent to which academic assignments in the college related to the internship. About 40 percent of students rated this area as excellent.

Supervisors:

Overall, 56 supervisors completed the form (37 ADPR, 5 BRDC, 9 JOUR, 5 other). Most of the forms were completed in the spring semester (25), followed by summer (23), and fall (5). Sixty-six percent of the internships were paid, while 34 percent were not. More than half of the supervisors indicated that the students worked 300 hours during the evaluation period, followed by 21 percent of students who worked between 200 and 299 hours, 19 percent who indicated they worked between 100 and 199 hours and 6.4 percent, who said their intern worked less than 100 hours.

More than 95 percent of supervisors rated the student interns' overall work performance as "above average" (34 percent) or "excellent" (61.7 percent). More than 90 percent of supervisors indicated they would hire the student again. These findings indicate considerable congruency between the students' and the supervisors' attitudes about the internships.

> "Networking has played a major role in where I am today, and that's something I've learned at the CoJMC. And it's been the experiences that I've had working with media professionals across the country that taught me the value of learning specific skills."
>
> **JOURNALISM MAJOR**

Student learning outcomes:

Students were asked to rate their internship experience in the context of ACEJMC's 12 values and competencies by indicating the degree to which they believed they were able to do the following as a result of the internship ("I can do XXX."). Supervisors were asked to rate their student intern's ability to understand or complete the same learning indicators. The competencies were ranked from highest to lowest frequency after combining "always" and "often" for students and supervisors and then averaged.

Competency Area	Percent Answered											
	Always		Often		Somet.		Seldom		Rarely		N/A	
	ST	SV	ST	SV	ST	SV	ST	SV	ST	SV	ST	SV
Understands the tools and technology required to get assigned tasks completed (99).	82	72	18	26	0	2	0	0	0	0	0	0
Practices professional and ethical principles (98).	90	77	10	19	0	2	0	0	0	0	0	2
Demonstrates an understanding of the role of the profession in society (98).	80	75	18	23	12	0	0	0	0	0	0	2
Demonstrates respect for colleagues of different ethnic and cultural backgrounds (97).	95	85	5	9	0	2	0	0	0	0	0	4
Presents data, text, and images in a professional manner (97).	80	70	20	23	0	4	0	0	0	0	0	2
Writes correctly and clearly (96).	77	69	20	26	2	4	2	0	0	0	0	2
Critically evaluates their own work and others' to ensure quality work (96).	87	49	12	43	0	2	2	2	0	0	0	2
Solves problems creatively and resourcefully (94).	87	60	10	30	2	9	0	0	2	0	0	2
Conducts research and is able to evaluate information (90).	77	55	18	30	2	6	0	0	2	0	2	9
Demonstrates respect for colleagues from different countries (85).	93	62	3	11	0	0	0	0	0	0	3	28
Understands and applies basic numerical and statistical concepts (83).	53	57	33	23	3	2	3	0	0	0	7	17
Understands and applies First Amendment principles (75).	53	60	25	11	8	2	2	0	3	0	8	28

** ST: Student | SV: Supervisor*

Overall, students rated the frequency with which they used each skill and area of competency higher than their supervisors with the exception of "applying basic numerical and statistical concepts," which supervisors believed students used more frequently than the students themselves believed.

When combining the scores for "always" and "often" for each competency and then averaging the scores students gave themselves with those recorded by the supervisors, the skill students practiced most in their internship was "understanding the tools and technology required to get the assigned work completed," followed closely by "practicing ethical principles" and "understanding and respecting colleagues with backgrounds other than their own."

The areas least practiced in internships appear to be "applying numerical and statistical concepts" and "applying First Amendment principles."

Actions:

Data literacy. The faculty were pleased to learn that students used many of the skills they acquired in the CoJMC curriculum in their internship experiences. The faculty would like to see students practice the application of numerical and statistical concepts more frequently. Therefore, both sequences have added courses that teach students data literacy skills. For example, the faculty developed a "Digital Insights and Analytics" course for ADPR students, while JOUR and BRDC students can choose a course in "Data Visualization."

JOMC 20 Professional Development. Almost 75 percent of CoJMC students completed internships in 2014-15, some of whom received credit for their work while others did not. The faculty strongly believe that all students should have at least one internship experience before they graduate. In an effort to prepare students better for internships and first-destination full-time employment, the faculty developed a required zero-credit hour course called Professional Development that students will take their sophomore year. The purpose of the course is to help students polish their skills to help them compete successfully for internships and jobs.

Career development specialist. Because internships are so critical to students' success, the college decided to pursue a new staff position to help students with all their internship needs. The new career development specialist, jointly funded by the college and the Office of Career Services, will also teach the newly developed zero-credit hour course in Career Development that students are required to complete during their sophomore year.

Indirect Measure #2: Senior Exit Surveys

Of the 144 graduating seniors in the spring semester of 2015, 61 percent majored in advertising and public relations, 17 percent in broadcasting and 14 percent in journalism. Four percent of the students double-majored within the college. More than half of the students (52.8 percent) had switched their major at some point during their years at UNL. The survey shows that students reported they were exemplary in being able to "demonstrate respect for colleagues of different ethnic and cultural backgrounds" (91.7 percent) and in demonstrating respect for "colleagues of different, genders, races, ethnicities and sexual orientations." The overwhelming majority self-reported exemplary or above-average ability in the 12 ACEJMC competencies.

The table below shows how students self-evaluated their ability to demonstrate each of the 12 values and competencies:

Competency Area	Percent Answered						
	E	AA	S	NI	US	N/A	UA
I understand and can apply First Amendment principles to my work.	53.5	36.1	10.4	0	0	0	0
I can demonstrate an understanding of the history and the role of the professions in shaping communications.	31.9	40.3	24.3	2.8	0	0	.7
I can demonstrate respect for colleagues of different ethnic and cultural backgrounds.	91.7	6.3	2.1	0	0	0	0
I can demonstrate respect for colleagues of different genders, races, ethnicities and sexual orientations.	89.6	9.8	.7	0	0	0	0
I can demonstrate respect for colleagues from different countries.	86.8	10.4	2.1	.7	0	0	0
I can present data, text, and images in a professional manner.	67.4	27.8	4.2	.7	0	0	0
I can demonstrate professional and ethical principles through my work, including truth, accuracy, fairness, and diversity.	81.3	16.0	2.8	0	0	0	0
I can solve problems creatively, independently, and resourcefully.	66.0	22.2	4.2	4.9	2.8	0	0
I can conduct research and am able to evaluate information.	50.0	30.6	9.0	6.9	3.5	0	0
I can write correctly and clearly in styles appropriate to the communications professions.	49.3	29.2	13.2	4.9	3.5	0	0
I am able to critically evaluate the quality of my own work and the work of others for fairness, clarity, appropriate style and grammatical correctness.	54.2	29.2	9.0	3.5	4.2	0	0
I can understand and apply basic numerical and statistical concepts.	38.2	25	32.0	4.2	0	0	.7
I can apply tools and technology appropriate to the communications profession in which I plan to work.	53.5	34.0	11.1	1.4	0	0	0

E: exemplary | AA: above average | S: satisfactory | NI: needs improvement | US: unsatisfactory | N/A: not applicable | UA: unanswered

Other Results

In addition to the ratings of student learning outcomes listed above, 70 percent of the graduating students rated the quality of education they received at the college as "excellent" or "above average;" 23 percent rated it "satisfactory," and 7 percent said it needed improvement. None of the students were dissatisfied with the education they received.

Sixty-five percent of the surveyed students rated the degree to which the college has prepared them for success in their chosen fields as "above average" or "excellent"; 26 percent rated it "satisfactory," and 9 percent were either unsatisfied or said the program needs improvement.

Seventeen percent of students said they planned to go on to graduate school or pursue a professional degree program.

Eighty-three percent of students said they plan to get a job related to their major: 83 percent plan to

work in advertising and public relations, 15 percent in broadcasting and 12 percent in journalism. Students were also asked to describe the strengths and weaknesses of the College of Journalism and Mass Communications. A qualitative (n=144) analysis revealed the following themes:

Strengths	Weaknesses
• Caring and professional professors Inspiring and helpful faculty and staff Availability of professors • Small class sizes; student-faculty ratio • Great learning environment • Opportunities for real-world experiences • Community feel • Diverse courses; lots of options for classes • Good internship opportunities • Creative and inspirational atmosphere • Culture of passionate go-getters • Nice facility and technology • Network of professionals/successful alumni • Track system • Professors and students working together on projects • Welcoming environment • Global Eyewitness program, Jacht AdLab, NSAC, Bateman competition	• Favoritism • Divide between majors; elitism • "Real world" but "old-fashioned" professors • Quantity and quality of equipment • "Cliquey" atmosphere; discouraging to students who feel left out • Irrelevant/uninteresting classes • Difficult to double-major • Outdated classes • Career and internship placement • Multimedia journalism • Not enough rigor in some courses • Availability of classes • Not enough design courses • Redundancy among classes • Inconsistencies among classes • Need more space • Need more social media and digital classes

Students wished the college offered courses in the following areas:

Multimedia, emerging media, sports communication, start-ups/entrepreneurship, owned/earned/paid media, data visualization, graphic design, advanced videography, data journalism, coding, digital analytics, web design and programming, post-production, animation, app development, digital advertising/SEO, radio communication, live show production, lighting, market research, event planning, media buying, entertainment-based broadcasting courses, health communication, nonprofit, film production. The college offers courses in many of these areas or integrates these areas in a variety of courses.

Actions:

Research. Although a strong majority of students rated the quality of the education they received in the College of Journalism and Mass Communications as mostly "exemplary" and "above average," a few areas received "needs improvement" ratings. One of those areas was research. Since the majority of the students who participated in the senior exit survey were ADPR majors, the sequence developed a program, with the help of a donor*in support of research. As a result, each of the ADPR capstone courses will have an opportunity to work with an industry professional on the research component of their final projects starting in fall 2016. In addition, faculty decided to strengthen the research content of a required sophomore-level course (ADPR 283 Introduction to Strategy Development). The heavier focus on research was rolled out in fall 2015 and continues to be adjusted.

Cutting-edge classes. Students expressed a strong interest in taking cutting-edge classes. Over the past few semesters, the faculty updated several courses and added new ones to reflect the many changes occurring in the professions:

- ADPR 391 Digital Content Strategy
- ADPR 391 Owned, Earned and Paid Media
- BRDC 433 Digital Motion Graphics
- JOUR 307 Data Journalism
- JOUR 407 Data Visualization
- JOUR 408 News Applications

Physical space. Students repeatedly mentioned the lack of physical space to collaborate on projects or work individually in Andersen Hall. In addition to the transformation of the basement space for the new visual communication program, other renovations resulted in two mid-size classrooms that accommodate up to 50 students, three new conference-style classrooms for break-out sessions and group work and multiple spaces throughout the building where students can plug into the web and work.

Indirect Measure #3: Alumni survey

Aim:

One purpose of this study was to gauge support from recent graduates for changing the University of Nebraska-Lincoln's College of Journalism and Mass Communications' (CoJMC) name. Another purpose was to ask recent graduates how well they think the college is preparing

students for today's journalism and mass communications jobs.
Introduction:

Media professions have changed dramatically in the past decade. Newsrooms are downsizing, television stations are laying off reporters and newspapers are declaring bankruptcy. In this environment, journalism colleges around the country are seeking to keep themselves relevant.

Northwestern University's Medill School of Journalism changed its name to Medill School of Journalism, Media, Integrated Marketing Communications in 2011. Also, in 2011 the University of Colorado at Boulder closed its journalism college, Oklahoma State changed from the OSU School of Journalism and Broadcasting to the OSU School of Media and Strategic Communications. School administrators across the country are grappling with the question of, "How do we best define what we teach" – and how do we market it? The journalism field is getting harder and harder to define: Print, radio, television and online news are overlapping and running together. This blurring of lines is a point of discussion for alumni, media professionals, college professors and journalism and mass communication students.

Materials and methods:

In 2013-14, the college developed and disseminated a 26-question survey to all CoJMC graduates from 2011, 2012 and 2013. The sample was chosen because they are the most recent graduates to enter the job market and have the most recent recollections of what they were taught while attending UNL.

Of the 218 surveys sent out, 72 (33 percent) were returned. Some of the questions addressed broad issues and broad themes. The graduates were asked if they were working in the field in which they majored, if they felt they were prepared for the work environment in which they were now working and if they thought it would be beneficial to change the name of the CoJMC. The survey analysis also looked to see if there were any trends in answers across graduating years.

Results:

Advertising and public relations majors provided 53 percent of the responses, followed by news-editorial/journalism with 24 percent and broadcasting with 14 percent; 8 percent of respondents listed their major as "other"; one person did not report a major. Nearly two-thirds (66 percent) of the respondents were females, 33 percent were males and one respondent did not give his/her gender. The 2012 graduates had the highest percentage of respondents with 39 percent, followed by 2011 with 35 percent and 2013 with 24 percent.

Results indicated no statistically significant differences by graduation year in how well the

alumni thought they were taught or prepared. However, related to the question of how well they learned to present ideas/issues using images and graphics, 35 percent of 2012 graduates gave an average or lower ranking while only 25 percent of 2011 and 24 percent of 2013 did (Pearson Chi Square =.076). There were no indicators that the class of 2012 is less satisfied than the other two groups with any of the other aspects of their education at CoJMC.

However, there were some statistically significant differences in the findings in other cross tab comparisons.

Statistically significant crosstabs dealing with employment: The views of journalism majors who are now working in journalism differed from the views of those who are not. When asked how they would rate the usefulness of the preparation in their major to their first job after graduation, 38 percent of those who said they are not working in journalism gave a "somewhat not useful" or "not useful" ranking compared to only 10 percent of those working in journalism who answered that question. Conversely, 71 percent of those employed in the journalism and mass communications fields gave the CoJMC a "useful" or "somewhat useful" ranking compared to 47 percent of those not employed in those fields. Those same differences were found when the question was shifted to, "How would you rate the preparation you received in your major relative to the job you have now?"

> "Find out what you excel in, what you enjoy and hone those skills. The CoJMC offers classes in just about everything. You're far more interesting to employers if you can find a specialty and the faculty at the CoJMC want to help you find that. Let them."
>
> **JOURNALISM AND BROADCASTING MAJOR**

The divide between those employed, versus not employed, in journalism continued with the question, "How well did you learn to write correctly and clearly?" Only one respondent who is employed in journalism or mass communications gave a poor or fair mark, while 14 percent of those not employed in those fields gave poor or fair marks. In contrast, however, the "excellent" category had the highest marks in both columns with 57 percent of those employed in journalism/mass communications giving an excellent mark and more than a third (38 percent) of those not employed in those fields giving the excellent mark. Overall, 81 percent of all the respondents gave a "good" or "excellent" mark related to writing correctly and clearly.

Statistically significant crosstabs dealing with satisfaction of education received at CoJMC: This section presents the results of some of the more complex questions cross-tabulated with each other. The two questions were: "How would you rate the technical, media-specific tools available to you in the classes?" and "How current and updated were the computers and programs you worked with at the CoJMC?"

More than half of the alumni who responded indicated that the computers and programs they worked on in the program were "somewhat current," (53 percent), and 56 percent rated the technical, media-specific tools used in class as "good." More than 75 percent of those individuals

considered the media-specific tools to be "very good." Overall, 84 percent of respondents listed the computers and programs at the college in the top two categories – current and somewhat current. Eighty percent of those respondents also said the tools available to them were good or very good. The responses suggest that the college provides appropriate resources for its students. Those findings are also consistent with results related to a comparison of these questions: "How would you rate the usefulness of the preparation in your major related to your first job after graduation?" and "How would you rate the technical, media-specific tools available to you in the classes?"

Of the respondents who considered their preparation in the program "somewhat useful," 87 percent said the tools they used were "good" or "very good." Other results show 35 percent of respondents gave negative or neutral responses to the question about the usefulness of their preparation. This included 15 percent of respondents who ranked the tools available to them as "good" or "very good."

Cross tabulation of "What is your overall level of satisfaction with your experience while attending the College of Journalism and Mass Communications?" and "How would you rate the technical, media-specific tools available to you in the classes?" indicates that those who gave high marks to the available tools also gave high marks to the program That is, 66 percent of respondents who ranked the tools available as "good" or "very good" ranked their satisfaction with their CoJMC experience as "satisfied" or "very satisfied." Nearly 78 percent of total respondents listed their overall satisfaction as "satisfied" or "very satisfied."

The comparison of "How well did you learn to research, evaluate information and opinions?" and "How would you rate the technical, media-specific tools available to you in the classes?" indicated that 60 percent of respondents fell into the four most positive categories. On the whole, 83 percent of respondent answers fell into the nine most positive categories on this crosstab.

Key take-aways:

- Overall, students view their time at CoJMC favorably, especially those who currently work in the field of their major.
- The CoJMC is preparing its students well, especially related to writing.
- Ninety percent of respondents indicated they were employed fulltime

Closing the Loop

The faculty used results from all five measures to improve the curriculum and to enhance student learning as indicated earlier in this document. For example, one of the direct measures,

the Berens test, revealed that graduating seniors struggle most with understanding data and statistics and engaging in research and critical evaluation. At the same time, new freshman students enter the program with strong technology skills, but without necessarily knowing how to apply theories when presenting images and information. As a result, the faculty decided to revise the college's visual communication program, which also includes a social media listening and strategy center to help students understand data and statistics related to their professions:

Visual Communication Curriculum Revision. The new program is a six-credit hour curriculum that students can complete in as little as two semesters or stretch over as many as four semesters. The emporium-style teaching model is a modular, flexible system of delivering course content partially online and partially face-to-face in small skills/critique courses. The program, launched in fall 2016, enables students to review visual communication materials at any point in their college careers, thus enabling them to refresh their skills at any point.

Social Media Listening and Strategy Center. All majors in the college will have access to and instruction to use NUVI and/or Hootsuite Enterprise, powerful real-time data visualization and social media listening tools that will help students derive insights from data.

The other direct measure, which analyzed students' capstone projects, revealed different strengths and weaknesses in the three existing majors as described earlier. The college offers multiple capstone courses across three majors, which makes it difficult to select one student project to assess students' achievement of numerous outcomes.

Shifting from a faculty-driven to a student-centered college-wide capstone course. Capstone courses across the college for all majors feature strong service-learning elements that require students to pull together all they have learned to work on "real-life" projects that affect the community. The work produced individually and in groups generally is published or implemented in the marketplace, which enables students to make a difference in the community while building their portfolios. The disparate nature of these capstone courses and the projects that grow out of them makes it difficult to assess students' achievement of multiple outcomes.

By shifting from a major-specific, faculty-driven approach and adopting a student-driven, college-wide approach to the capstone experience, students would have a chance to show individually that they have achieved the learning outcomes throughout their entire college experience and have reflected on their work. Students could draw on work from a particular course, an internship, a study abroad experience, an extracurricular activity or some combination of all of those. Their capstone "product" would be consistent across all majors and could be a paper, presentation or website. Faculty, professionals and alumni would evaluate all of the capstone projects using a common rubric. One of the curriculum committee's goals in 2016-17 is to review the approach to capstone courses in other UNL departments and colleges and develop a potential framework for a college-wide capstone course in CoJMC to be launched in 2017-18.

ACE 10 Rubric. 2015-16 was a year of reflection on UNL's Achievement-Centered General Education program launched in 2009. The university community used the year to review the language of all 10 general education outcomes and to develop assessment rubrics for each. All of the college's capstone courses are ACE 10 certified. If the faculty decides to develop a college-wide ACE 10 course, the new ACE 10 rubric can be used across all CoJMC graduating seniors' capstone products. The idea is to build assessment teams that consist of full- and part-time faculty, alumni and area professionals who will evaluate CoJMC students' capstone work against the common ACE 10 rubric as part of a college-wide poster session. This way, data can be analyzed across majors while representing the viewpoint of faculty, alumni and professionals.

One of the indirect measures, the internship evaluations, showed that students rated the frequency with which they used each skill and area of competency higher than their supervisors with the exception of "applying basic numerical and statistical concepts," which supervisors believed students used more frequently than the students themselves believed.

Data literacy. The faculty were pleased to learn that students used many of the skills they acquired in the CoJMC curriculum in their internship experiences. The faculty would like to see students practice the application of numerical and statistical concepts more frequently. Therefore, both sequences have added courses that teach students data literacy skills. For example, the faculty developed a "Digital Insights and Analytics" course for ADPR students, while JOUR and BRDC students can choose a course in "Data Visualization."

The internship survey also revealed that almost 75 percent of CoJMC students completed internships in 2014-15, some of whom received credit for their work while others did not. The faculty strongly believe that all students should have at least one internship experience before they graduate.

JOMC 20 Professional Development. In an effort to prepare students better for internships and first-destination full-time employment, the faculty developed a required zero-credit hour course called Professional Development that students will take their sophomore year. The purpose of the course is to help students polish their skills to help them compete successfully for internships and jobs.

Finally, because internships are so critical to students' success, the college decided to pursue a new staff position to help students with all their internship needs.

Career development specialist. The new career development specialist will also teach the newly developed zero-credit hour course in Career Development that students will be required to complete during their sophomore year starting in 2017.

The second indirect measure, the senior exit survey, showed that students were not very confident in their ability to conduct research.

Research. Since the majority of the students who participated in the senior exit survey were ADPR majors, the sequence developed a program, with the help of a donor, to support research. As a result, each of the ADPR capstone courses will have an opportunity to work with an industry professional on the research component of their final projects starting in fall 2016. In addition, faculty decided to strengthen the research content of a required sophomore-level course (ADPR 283 Introduction to Strategy Development). The heavier focus on research was rolled out in fall 2015 and continues to be adjusted.

The open-ended questions on the senior exit survey showed that students would like to have access to more relevant and cutting-edge courses as well as physical space for collaborative learning:

Cutting-edge classes. Over the past few semesters, the faculty updated several courses and added new ones to reflect the many changes occurring in the professions:

- ADPR 391 Digital Content Strategy
- ADPR 391 Owned, Earned and Paid Media
- BRDC 433 Digital Motion Graphics
- JOUR 307 Data Journalism
- JOUR 407 Data Visualization
- JOUR 408 News Applications

Physical space. Students repeatedly mentioned the lack of physical space to collaborate on projects or work individually in Andersen Hall. In addition to the transformation of the basement space for the new visual communication program, other renovations resulted in two mid-size classrooms that accommodate up to 50 students, three new conference-style classrooms for break-out sessions and group work and multiple spaces throughout the building where students can plug into the web and work.

Finally, the third indirect measure showed that, overall, students view their time at CoJMC favorably, especially those who currently work in the field of their major. The alumni survey revealed that the college is preparing its students well, especially related to writing. Ninety percent of respondents indicated they were employed full-time.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Professional journalists as well as advertising and public relations professionals are very much involved in the assessment process of student learning at both the course and program level.

As explained in the assessment plan, each required course is assessed by a course committee consisting of instructors who typically teach the course. If industry professionals teach sections of that course, they are part of the committee and have direct input in the assessment structure for that course (such as developing measurable outcomes, designing assessment tools and assessing student learning).

Industry professionals are involved in course-level assessment as external reviewers. Several course committees send samples of student work to industry professionals along with rubrics and/or other guidelines to assess one or more ACEJMC competencies.

In the advertising sequence, industry professionals assess students' work as part of all three capstone courses (ADPR 489/898 Advertising and Public Relations Campaigns, ADPR 439 Student Competitions and ADPR 429 Jacht AdLab). Students typically work in teams, conduct research, analyze data and create a fully integrated marketing communications campaign for a real-life client in each of these classes.

At the mid-point of the semester, students are asked to present their research results and strategic plan to a panel of faculty and advertising professionals. Although the process is not formalized, students receive constructive criticism and feedback that helps to guide the strategic and creative process. This is an example of formative assessment.

At the end of the semester, students present their campaign orally and in writing to the client. The client fills out a rubric, rating the presentation on a set of course objectives. In addition, clients routinely provide qualitative evaluations of the entire project after they had a chance to read the student-produced plans book in depth.

Professionals also play an active role in the assessment of the journalism capstone course, JOUR 450. Samples of student work are sent to external reviewers in the industry who comment on the work and offer advice as to how the students can improve.

Industry professionals are also often included in curriculum development. For example, in 2013-14, both sequences underwent curriculum reviews by panels of professionals (JOUR/BRDC in the fall semester, ADPR in the spring semester). Faculty invited professionals, some of whom were CoJMC alumni, who represented multiple perspectives. Prior to the visit, the groups reviewed curriculum materials (bios, tracks, outcomes, strategic plan, syllabi), the

current undergraduate bulletin, information about each major, course descriptions and bios of faculty. As part of their two-day visit, the teams met with faculty, visited classes, spoke with students and made recommendations to the faculty. Summaries of each visit and corresponding curricular changes can be found in the 2013-14 Assessment Plan Appendix.

5. List awards won by the unit's students in local, regional or national competitions in the past six years.

Our students are increasingly successful in local, regional and national competitions as well as competitive scholarships in all three majors. In 2013-14, CoJMC was the only college in the nation in which students from all three majors placed in the top 10 nationally.

The awards include the Hearst Journalism Awards, Hearst Broadcasting Awards, AAF ADDY Awards, American Marketing Association PRISM Awards, IABC Quill Awards, Chancellor's Scholar, Mortar Board, Broadcasting Education Association, Public Relations Society of America Paper Anvil Awards, SPJ Mark of Excellence Awards, Northwest Broadcast News Association, Edward R. Murrow Awards for Excellence, Midwest Journalism Conference, Nebraska Press Association, Fulbright Scholarship, Washington Scholars Foundation Media Plan Competition, AAF Most Promising Minority Student Awards, 3% Student Competition, Midwest Broadcast Journalists Association, National Broadcasting Society, UNL Associate Vice Chancellor's List, South Central Broadcasting Society, Online News Association Student Awards and others.

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
20	30	38	29	73	75

For a complete list of student awards, please see Appendix 9B.

6. List by specialty each member of the graduating class of 2013 and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list.

A total of 98 undergraduate students graduated from the college in May 2013.

	ADPR	BRDC	JOUR	Total:
May 2013	55	25	18	98

Of the 98 graduates, 91.8 percent are currently employed (eight unknown).

Advertising & Public Relations:

Layne E. Anderson	Tiny Hands International	Social media coordinator	Omaha	NE
Matthew K. Anderson	Swanson Russell Assoc.	Designer	Lincoln	NE
Caitlin J. Ash	University of Nebraska Omaha	Communications specialist	Omaha	NE
Thomas M. Benes	Houchen Bindery	Graphic artist	Lincoln	NE
Laura E. Broekemeier	Bailey Lauerman	Account manager	Howells	NE
Lauren F. Carr	Associate Account Executive	Nelnet	Lincoln	NE
Allison E. Carson	Redstone Communications	Account executive	Omaha	NE
Jack M. Christie	Swanson Russell Assoc.	Designer	Lincoln	NE
Toan B. Chu	MAKE Digital Group	Creative designer	Lincoln	NE
Melissa L. Davis	West Corporation	Corporate project manager	Omaha	NE
Rebekka L. Erks	Center for Applied Psychological Services	Associate	Lincoln	NE
Victoria S. Fox	Americorps Vista	Youth development team	Omaha	NE
Brittany L. Freeman	Swanson Russell	Project manager	Lincoln	NE
Elise M. Genaidy	Infogroup	Marketing account	Lincoln	NE
Emily R. German	Fellowship of Catholic University Student	Missionary	Humphrey	NE
Geremy B. Gortemaker	Vivayic	Learning designer	Oshkosh	NE
Joel M. Gosswein	Sam's Club	Team lead	Kearney	NE
Caitlyn E. Guenther	Northwestern Mutual Foundation	Director of marketing	West Point	NE
Ashley M. Hachat	InfoUSA	Account executive	Omaha	NE
Stacie N. Hansen	Wilderness Station Pediatric Dentistry	Marketing and Patient coordinator	Lincoln	NE
Natalie R. Hanson	Redstone Communications	Account executive	Omaha	NE
Hannah M. Husman	Bailey Lauerman	Advertising copywriter	Omaha	NE
Alexandra M. Jankowski	Kiechel Fine Art	Art associate	Plattsmouth	NE
Travis J. Jones			Centennial	CO

Kathryn M. Kardell	Vitol Inc. Crude Oil	Administrative assistant	Holdrege	NE
Melissa K. Kaspar	Abercrombie Kids	Store manager	Windermere	FL
Lauren E. Kruger	Omaha World-Herald	Account executive	Saint Paul	MN
Emily E. Kucera	FireSpring	Manager of first impressions	Saint Charles	IL
Derek D. Maze	Forgelight Creative ad agency	Owner	Falls City	NE
Abby E. Meyer	University of Nebraska Medical Center	Web content/social media specialist	Lincoln	NE
Trevor L. Milroy			North Platte	NE
Jessica R. Monroe	Sandhills Publishing Company	Account executive	Lincoln	NE
Taylor K. Montgomery	Grand Island Public Schools	Science teacher- HS	Kearney	NE
Kelsie R. Moylan	Gerico Marketing	Sales and marketing coordinator	Omaha	NE
Chloe C. Nanfito	Gyro	Account services intern	Omaha	NE
Christen B. Nino De Guzman	Sol Republic	Coordinator	San Francisco	CA
Lauren L. Peterson	Friendship Home	Development coordinator	Lincoln	NE
Courtney L. Plucknett	Account Manager	Hudl	Lincoln	NE
Hannah E. Potter	Moonlight Creative	Graphic designer	Lincoln	NE
Erin M. Prohaska	Swanson Russell	Project manager	Prague	NE
Tyler M. Reeder	Carlos O'Kellys, Southpointe	Cook	Lincoln	NE
Rance D. Ristau	Spurs Sport and Entertainment	Creative entertainment associate	Milwaukee	WI
Ashley M. Schlake	Hudl	Communications	Lincoln	NE
Gatlin K. Schlake			Cortland	NE
Grace M. Schumacher	Hudl	Coach relations	Omaha	NE
Chad Z. Sideris	Proxibid	Media buyer	Omaha	NE
Devin T. Specht	MyRacePass	Account sales representative	Verdon	NE
Landon K. Stahmer	AwesomenessTV	Freelance producer/ content creator	Omaha	NE

Kristin P. Tobias	The College Board	Assistant director, student communications	Lincoln	NE
Margaret M. Weber	Cramer Krasselt	Full-time intern	Whitewater	WI
Matthew C. Wengert	PostNet	Graphic designer	Omaha	NE
Elizabeth A. Wheatley	Hilltop Mall	Marketing director	Holdrege	NE
Benjamin J. Willett	Amazon Web Services	Solutions architect	Omaha	NE
Emily M. Younger	KSAS FOX Kansas, Wichita	Anchor	Hays	KS
Bradley P. Zerman	BH Media Group	Market development specialist	Omaha	NE

Broadcasting:

Ridge A. Barber	University of Nebraska-Lincoln	Digital media content producer	Lincoln	NE
Jacob L. Bockoven	93.7 The Ticket	On-air radio personality	Lincoln	NE
Amelia J. Breinig	U.S. House of Representatives	Press aide	Arapahoe	NE
Kyle D. Capoun	Bones	Production assistant	Lincoln	NE
Paige A. Dimakos	KTAR and Arizona Sports	Social media manager	Lincolnshire	IL
William K. Grubb	SportsRadio 610	Sports update anchor/ reporter	Houston	TX
Jacob R. Imig	Columbus Newscast	Executive	Seward	NE
Joshua S. Kellams	KOLN KGIN TV	Video journalist	Lincoln	NE
Alexandra G. Krzemien	Sporting Kansas City	Video operations	Kansas City	MO
Katlin R. Leonard	Omaha Burke High School	Assistant cheerleading coach	Omaha	NE
Brian D. Matero	BRICK Boston	Coach/personal trainer	Grand Island	NE
Andrew C. Montz	5City TV	Freelance videographer	Lincoln	NE
Ryan E. Mueksch	KOLN KGIN TV	10/11 Sports	West Des Moines	IA
Dane R. Niemann	KETV Newswatch 7	Director	Lincoln	NE
James E. Pace-Cornsilk		Freelance videographer	Oakland	CA

Ryan P. Pritchard	United States Air Force	Flight school	Lafayette	CO
Scott L. Raasch	University of Nebraska-Lincoln	Associate videographer	Omaha	NE
Jordan A. Raver	Transformation Marketing	Videographer/editor	Omaha	NE
Snera D. Riley	Three Eagles Communications Inc.	Afternoon drive personality/assistant music director	Omaha	NE
Kelly N. Setzer	Nebraska Educational Telecommunications		Beatrice	NE
Michael L. Sholes		NU Law College student	Lincoln	NE
Mattie M. SimBarcelos	Em Ache Productions	Office production assistant	Lincoln	NE
Jacob R. Sorensen	KNTK - The Ticket (93.7 FM)	Morning show co-host	Beatrice	NE
Alisha Tesfalem	University of Nebraska-Lincoln	Graduate assistant	Lincoln	NE
Brandon D. Ubel	Excelsior	Professional basketball player	Overland Park	KS

Journalism:

Asha K. Anchan	StoryHook	Writer and story teller	Lincoln	NE
Bryce J. Arens	Visit Nebraska	Tourism aide	Omaha	NE
Katherine M. Bane	KETV Television Inc.	Producer	Omaha	NE
Ross E. Benes		Freelance writer	Brainard	NE
Kim C. Buckley	Travel Fair	Office support	Omaha	NE
Kristina M. Jackson	Manhattan Mercury	Reporter	Columbus	NE
Ben J. Kreimer	Buzzfeed	Open Lab Beta fellow	Lincoln	NE
Elizabeth M. Lachnit	Lincoln Journal Star	Page designer (regional design center)	Springfield	NE
Elisabeth J. Loeck	Teach for America	Special education teacher	Omaha	NE
Mallory K. Miller	Embassy Suites Omaha-La Vista	Front office supervisor	Council Bluffs	IA
Sarah L. Miller	Northrop Grumman Mission Systems	Technical writer	Omaha	NE
Grant C. Muessel	Huskers Illustrated	Nebraska beat writer	Omaha	NE
Rhiannon L. Root	Daily Herald Media Group	Multiplatform editor	Lincoln	NE
Laura L. Smith	News Link	Corporate journalist	Lincoln	NE

Kayla N. Stauffer	Community Health Initiative	Community health initiative director	Omaha	NE
Demetria F. Stephens	Stephens Land and Cattle	Farm manager	Jennings	KS
Lauren A. Vuchetich	Recruiting.com	Graphic designer	Phoenix	AZ
Emily A. Walkenhorst	Arkansas Democrat-Gazette	General assignment city desk reporter	Little Rock	AR

7. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction.

UNL Career Services

The University of Nebraska-Lincoln Career Services Office tracks graduates of all colleges. In 2013-14, 81.1 percent of CoJMC graduates reported employment six months after graduation, the highest post-graduation figure on campus. Of those reporting employment, 65.3 percent had jobs in the State of Nebraska.

Alumni survey

Every other year we survey our alumni who graduated five years, 10 years and 15 years ago and ask them to rate how well they think the college prepared them for their professions. Alumni are asked to assess their own learning against the 12 competencies set forth by ACEJMC.

Alumni records

The College of Journalism and Mass Communications does not keep formal records of alumni employment over the years. However, the University Foundation and UNL Alumni Association do keep records, which we can request when needed. Members of the faculty often share information about graduates with the foundation as they stay in touch with former students. In addition, the college's own media channels encourage alumni to inform us about their career developments.

Appendices

Appendix 9A, Assessment Plan
https://unl.box.com/s/8p4ma12hs1ab0b2grl1lpq6nhhhhposn

Appendix 9B, List of Student Awards
https://unl.app.box.com/files/0/f/11220998654/1/f_62064908917
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