

# Report of On-Site Evaluation

Undergraduate

2016 – 2017

Draft Copy\*

Accrediting Council on Education  
in Journalism and Mass Communications

**\*NOTE: This copy is only a draft of the final report. It may contain errors. School and university representatives may file challenges of fact and judgment with the team chair during the three weeks following the visit. The Accrediting Council makes the final accreditation decision.**

## Report of On-Site Evaluation

ACEJMC

Undergraduate program

2016– 2017

Name of Institution: University of Nebraska-Lincoln

Name and Title of Chief Executive Officer: Dr. Ronnie Green, chancellor

Name of Unit: School of Journalism and Mass Communications

Name and Title of Administrator: Maria B. Marron, Ph.D., Dean and Professor

Date of 2016 - 2017 Accrediting Visit: Feb. 5-8, 2017

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: October 24-27, 2010

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2016 - 2017 Visiting Team: Reaccreditation

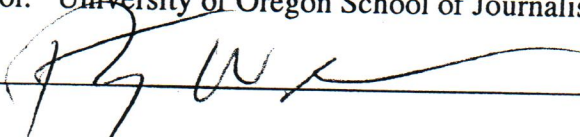
*Prepared and submitted by:*

### Team Chair

Name and Title: Tim Gleason, Professor of Journalism

Organization/School: University of Oregon School of Journalism and Communication

Signature \_\_\_\_\_

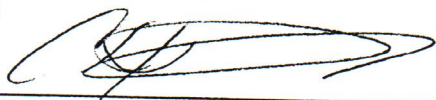


### Team Members

Name and Title: Charles Davis, Dean

Organization/School: University of Georgia, Henry W. Grady College of Journalism and Mass Communication

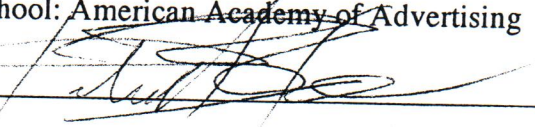
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Name and Title: **Pat Rose**, Executive Director

Organization/School: American Academy of Advertising

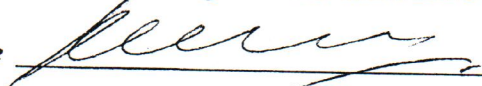
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Name and Title: **Peter Debreceeny**, Consultant

Organization/School: Gagen MacDonald LLC

Signature \_\_\_\_\_



### PART I: General Information

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 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
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

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

- Private
- Public
- Other (specify)

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

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:

Bachelor's degree

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):

**Spring 2017 Undergraduate Enrollment by Major**

JOUR	209
BRDC	192
<u>ADPR</u>	<u>630</u>
<b>TOTAL</b>	<b>1,031</b>

15. Number of graduate students enrolled onsite:                      online:

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.)

Please see Appendix IA, Number of Students in Skills Courses

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
<b>Grand Total</b>	<b>\$ 2,718,593.00</b>	<b>\$ 2,840,240.00</b>

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 Communication  
Full-Time Faculty, 2016-17**

**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.  
 Amy Struthers, Ph.D.  
 Larry Walklin, Ph.D.

**Associate Professors**

Richard Alloway, M.A.  
 Susan Bullard, M.A.  
 Trina Creighton, M.A.  
 Bernard McCoy, M.A.  
 Mary Kay Quinlan, Ph.D.  
 Bruce Thorson, M.A.  
 Joseph Weber, M.A.

**Assistant Professors**

Michael Hanus, Ph.D.  
 Valerie Jones, M.A.  
 Dane Kiambi, Ph.D.  
 Brandon Nutting, Ph.D.  
 Adam Wagler, Ph.D.  
 Ming Wang, Ph.D.  
 Changmin Yan, Ph.D.

**Professors of Practice**

Gertrude Burge, M.A.  
 Alan Eno, M.A.  
 Michelle Hassler, M.A.  
 Octavio Kano-Galvan, B.A.  
 Katherine Krcmarik, M.A.  
 Luis Peon-Casanova, M.A.  
 Marie Sriyani Tidball, M.A. (Faculty development leave, Spring 2017)

Matthew Waite, B.J.

**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.)

PT/Adjunct Faculty	Spring 2016	Fall 2016	Spring 2017
Shari Aldrich	x		
Ruth Brown			x
Allison Busch		x	x
Steven Cain	x		
Karen Cannon			x
Elaine Caster	x		
Mollie Cox	x	x	x
Mary Dickinson	x	x	x
Karen Emerson	x	x	x
Monique Farmer	x		
Nick Goodwin	x	x	x
Jana Halverson	x		
Amy Hampton	x		
Patricia Harney	x	x	x
Valerie Inglis	x		x
Gregory Keller	x		x
Diane Krajicek	x	x	x
Julie Liska	x	x	x
Jill Martin		x	x
Trevor Meyer	x	x	x
Kelly Mosier	x		x
Robert Moyer	x	x	x
Julie Naughton		x	x
Christina Peterson	x		
Jason Rathe	x		x
Brian Reetz	x	x	x
Aaron Rogge	x		
William Shaffer	x		
Tyler Thomas	x	x	
Matthew Turner	x		
Elizabeth Vickers	x	x	x
Krista Vogel			x
Jessica Walsh	x	x	x
Elise Wieseman (Hernandez)		x	x
Michael Kuhl		x	
Jennifer Wang		x	
Wade Hilligoss		x	
Dirk Chatelain		x	
Amy Cyphers		x	

**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/college/Journalism+%26+Mass+Communications#college-degree-requirements>

Appendix IA, Number of Students in Skills Courses

[https://unl.app.box.com/files/0/f/5583839937/1/f\\_94212508322](https://unl.app.box.com/files/0/f/5583839937/1/f_94212508322)



## PART II — Standard 1: Mission, Governance and Administration

### Unit performance with regard to indicators:

a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The College has a written mission statement that highlights its commitment to preparing professionals in the fields of journalism, broadcasting, and advertising and public relations, to freedom of the press, and to ethical professional practice. The School's strategic plan was developed by the dean and faculty following the dean's arrival in 2014. It 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 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

The college's plan aligns with *Setting our Compass*, the university's strategic plan.

b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

Faculty governance is codified in the college bylaws and in the bylaws of the Board of Regents and the University of Nebraska-Lincoln. Policies and procedures, including tenure and promotion guidelines, are posted on password-protected pages on the college's website.

In the 2015-16 academic year the college faculty met four times. In addition, a number of faculty committees and faculty members in each of the college's majors met approximately once a month. The college has seven standing faculty committees. In addition, two elected faculty members serve as members of the college's executive committee chaired by the dean and on the college's advisory committee.

c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university. After several years of transition in the dean's office at the beginning of the period under review, the current dean arrived in July 2014 after a national search. Under her leadership the college launched and completed a strategic planning process, restructured the college's administrative structure, revised tenure and promotion guidelines and initiated curriculum revisions. She has the support of university leadership and leads a faculty that welcomes her stability, while inviting strong leadership and vision.

As of 2015 the college has two associate deans, with one responsible for advertising and public relations and the other leading both journalism and broadcasting. Journalism and Broadcasting remain separate majors but faculty from both majors now meet as one and report to one associate dean. Previously the college had one associate dean and sequence heads for each of the majors.

d) The institution and/or the unit defines and uses a process for selecting and evaluating its

administrators.

The selection of the dean is made by the senior vice chancellor for academic affairs based on search committee recommendations, input from external and internal stakeholders, candidate visits to campus and individual meetings with dean candidates. Search committees generally include faculty members, a staff member, a student representative and representatives from outside the university.

Deans are evaluated annually by the senior vice chancellor for academic affairs, using a review process that includes faculty and staff feedback.

Associate deans are selected by the dean following a national search. They are evaluated annually by the dean.

e) Faculty, staff and students have avenues to express concerns and have them addressed.

The handling of faculty concerns is governed by Board of Regent policies concerning matters of Academic freedom and tenure, grievance and professional conduct.

The college encourages the informal resolution of student complaints and concerns. Where informal resolution is either inappropriate or unsuccessful the university has clearly defined policies that are detailed on the university website.

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.

The college has a grade appeal policy that begins with the instructor of record, with an appeal to an associate dean and, if necessary, to the college's executive committee which serves as the College Grade Appeals Board.

**Summary:** The college has a mission statement and strategic plan that is consistent with the university's mission. After a period of change in leadership, the college has a dean who has the support of the central administration and is working to move the college forward. The college has appropriate administrative and governance policies in place.

## COMPLIANCE

## PART II — Standard 2: Curriculum and Instruction

*The unit provides a curriculum and instruction that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.*

### Unit performance with regard to indicators:

(a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.

Students majoring in the college must have at least 120 credits to graduate. Candidates for the bachelor of journalism degree abide by the ACEJMC accrediting guidelines and must take at least 72 semester hours outside the college. Since the University required core is based on ACE courses, relying on outcomes rather than specific course, and the college wants broadly educated students, the college requires two sets of ACE courses, one of which must be entirely outside of the college. All ACE courses are traditional liberal education/liberal arts and liberal arts and sciences courses or ACE certified College of Business Administration and College of Fine and Performing Arts courses. Over 650 campus courses are certified as ACE courses.

Students graduating with 120 hours can take a maximum of 48 hours in the college. Students may take additional hours in the college, but those hours will be in addition to the 120 hours required to graduate.

(b) The unit provides a balance among theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

As of fall 2017, the College of Journalism and Mass Communications offers majors in advertising and public relations, broadcasting and journalism.

Since the previous ACEJMC reaccreditation visit, the college has introduced a new visual communication curriculum and an emporium-style teaching methodology in an immersive digital and social media hub.

Most of the college's courses offer hands-on learning and introduce students to an array of professional skills, while a handful of required courses are conceptual and theoretical. Theory and concepts are incorporated into the skills courses throughout the curriculum, as was confirmed by visits to several classes.

The college is focused on ACEJMC's values and competencies to guide core curriculum development. The college's curriculum matrix demonstrates a commitment to ensure students graduate with a mastery of professional values and competencies at the levels of awareness, understanding and application.

Majors in the college require no more than 40 credit hours in the college but can take a maximum of 48 hours.

Within that 80 hours, students in the college 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 credits 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

Thus, 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 college courses can be used to fulfill the requirement for a concentration, minor or second major.

The college does not have an entrance requirement. Students may declare a major and start taking classes in the college from their first semester. Students must maintain a 2.0 GPA to remain in the college, which is the same standard as the university.

Since the previous ACEJMC reaccreditation visit, the college has introduced a new visual communication curriculum and an emporium-style teaching methodology in an immersive digital and social media hub. Thus, the college now has nine core classes, totaling 16 credits hours

- First Year Experience
- Principles of Mass Media
- Visual Communications (5 modules)
- Mass Media Law
- Mass Media and Society

Additional credits are required in the majors and allow students to create an individual program of study to suit their career goals and interests.

### Broadcasting and Journalism

Over the years since 2010, other changes included the creation of a number of new courses in journalism and broadcasting, including Digital Motion Graphics, Broadcast Performance, MultiMedia Journalism, Data Journalism and several others. The college also added BRDC 495 Internship and JOUR 495 Internship, formally assigning course titles for internships.

Journalism News requires the following courses:

- First Year Experience
- Principles of Mass Media
- Visual Communication Modules
- Editing 1
- Reporting 1
- Advanced Reporting
- Multimedia Journalism
- Advanced Multimedia Journalism
- Mass Media and Law
- NewsNet Nebraska or Nebraska News Service
- Mass Media and Society

- Three elective courses

Broadcasting News requires the following courses:

- First Year Experience
- Principles of Mass Media
- Visual Communications Modules
- Reporting 1
- News Videography
- Broadcasting News Writing
- Multimedia Journalism
- Mass Media and Law
- Advanced Reporting for Broadcasting
- Mass Media and Society
- Three elective courses

Broadcasting Production requires the following courses:

- First Year Experience
- Principles of Mass Media
- Visual Communications Modules
- Principles of Audio Production
- Beginning TV Production
- Videography
- Broadcast Writing
- Mass Media and Law
- Advanced Broadcasting
- Mass Media and Society
- Two elective courses

Structural issues remain between the various journalism, broadcast news and broadcast production units, with a sizable disparity between the rapid growth of broadcast production and the stagnant to shrinking enrollment in the newsgathering majors. In addition, while individual faculty initiatives have greatly enriched the curriculum and helped keep the instruction current with changing technology, continued broadcast and journalism silos impede innovation and may result in inefficient delivery of instruction.

### Advertising and Public Relations

Advertising and public relations requires an additional 24 credit hours, consisting of 12YY required hours and 12 credits of electives.

The required classes are: -

- Introduction to Advertising and Public Relations
- Strategic Writing
- Strategy Development
- And one of Campaigns, Competitions or Jacht Ad Lab

In addition, students take a total of 12 hours in elective courses. 21 courses are provided, loosely divided into Account Services, Creative/Interactive, Public Relations and Digital Communications. However,

Faculty expressed concern that there is currently not a required research course. The college will need to assess if the inclusion of two weeks of research discussion in Strategy Development can truly exposes students to sufficient research methodology.

Students reported that they often were not able to enroll for classes they needed to take as classes filled extremely quickly, given the increasing numbers enrolling in advertising and public relations and the relative lack of faculty to teach these courses.

(C) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. The unit has an ongoing process in place to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

Recent curricular changes are indicative of how the college has worked to embrace the digital transition by offering timely instruction to students. The curriculum reflects current trends in the marketplace, and has done a good job of embracing the mobile frontier. Courses are demanding and do an admirable job of building upon one another. Conversations with industry leaders and other constituents reveal general satisfaction with entrants into the workplace, and student conversations reflected substantial agreement that graduates are workplace-ready.

The college's embrace of a variety of special topics courses and specialties reflect an innovative approach to instruction, blending nicely the need to impart core values and principles while remaining open to exposing students to emerging digital technologies and new storytelling platforms and technologies.

Resource issues remain a concern, particularly with regard to courses in advertising and public relations, where student enrollment demands continue to challenge the department to ensure that all of its growing student numbers are equally well served. Advertising and public relations students reported that they often were not able to enroll for classes they needed to take as classes filled extremely quickly. Given the increasing numbers enrolling in advertising and public relations and the relative lack of faculty to teach these courses, some modification will need to be made within the college.

Evidence of the importance of teaching and learning is on full display within the college, which does a good job of touting scholarships, student accomplishments and faculty accolades.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

The program meets the student-faculty ratio for skills courses and labs. For most skills courses in the past year, the ratio was 15-to-1 or lower.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their quarter equivalent) at a

professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

The college strongly encourages but does not require internships. Faculty regularly remind students of the importance of internships, and frequently review resumes, portfolios and cover letters. Faculty and students report that by the time they graduate, the vast majority have had at least one internship.

Records show internships at an impressive array of state, regional and national news and advertising and public relations firms. Historically, students typically were able to obtain paid internships, but increasingly, employers are opting for unpaid internships for academic credit. Students can receive one semester credit for an internship, and may earn up to three credits for an internship. In response, the college has increased efforts to emphasize to employers the requirements an internship must meet to comply with federal labor standards.

The college recently started offering internship credit via courses in all three majors, and started to collect internship evaluations from students and supervisors, including assessments and self-assessments of each the 12 values and competencies. During the past academic year, the college received 189 internship supervisor responses, and systematic course offerings will yield more consistent internship data in the future.

The obligations of students and employers are outlined before an internship, and at its conclusion, the employer and the student both fill out evaluation forms, both of which are required for the student to receive internship credit.

**Summary:** The college continues to update its curriculum to reflect the changing nature of the fields it serves. Ongoing evaluation of the structure of the broadcast and journalism majors will be important if it is to continue to respond effectively to the changing media environment. The curriculum has a strong emphasis on the acquisition of digital and mobile skill sets, and students are encouraged to practice what they learn in real-world settings. The breadth and scope of course offerings reflect a college intent on keeping pace with the rapidly changing world of mass communication. Students are challenged, given a rich mix of the theoretical and the applied, and are well prepared for the workplace beyond its hallways.

## COMPLIANCE

## PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The College of Journalism and Mass Communications has had a written diversity plan for more than two accreditation cycles. It was updated in 2016 to include measurable goals and objectives. The plan contains three specific goals – recruiting and retaining a diverse faculty, recruiting and retaining diverse undergraduate students, and exposing students to diversity issues. While the revised diversity plan sets out goals, it lacks concrete steps for their accomplishment and does not assign tasks to individuals. Action items are plainly stated but it is unclear whether each requires measurable action, nor who is responsible for implementation. While the college's Diversity Committee, working with an associate dean, is responsible for assuring that each year's action plan items are accomplished, it is unclear from the document whether such follow-up occurs, or what steps are taken to address goals still unmet.

b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The university's location in a predominantly white state presents challenges when it comes to showing students the realities of a racially and ethnically diverse world. But the college makes efforts to ensure that its students are aware of a range of opportunities across campus and in the college to learn about the diversity of the world beyond the campus.

Syllabi reflect some emphasis on diversity, but its appearance is somewhat limited and could be built in a more integrated and consequential manner. Faculty should explore ways to incorporate diversity into a greater number of courses throughout the curriculum, as it appears significantly as a syllabus item beyond boilerplate statements only in Mass Media and Society among required courses. The college does offer a number of electives with diversity-related content, including Social Justice, Human Rights and the Media (a university general education elective); Race, Gender and Media; Global Advertising and International and Multicultural Relations among others. In addition, the college sponsors a diversity speaker series, and faculty encourage, and sometime require students to participate in university diversity programs. 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.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

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. Recently hired faculty include three advertising/public relations tenure-track members with international backgrounds, bringing important diverse global perspectives to the college, but domestic diversity remains an issue.

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 intends to focus future recruitment efforts even more actively on reaching out, whenever possible, to professional organizations whose members are likely to include underrepresented minorities. 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.

d) The unit demonstrates effective efforts to help 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 under-represented 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.

CoJMC undergraduate enrollment is 13.4 percent minority, virtually the same as the 13.6 percent minority enrollment university-wide.

The college has taken several steps during the period under review to increase the number of diverse students, including the following:

Hiring 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.

Several individual faculty also recruit diverse students through individual efforts throughout the college. Greater commitment at the institutional level, coupled with a coordinated effort at the college level, could improve efforts at further diversifying the student body.

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located. The college 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.

**Summary:** The college struggles in what is a difficult environment to diversify its faculty and student body, but also misses tremendous opportunities to instill greater diversity into its core curriculum. While recognizing the inherent obstacles to greater diversity posed by its setting, the college must take greater steps to diversify its curriculum, and to redouble efforts aimed at diverse recruitment of faculty and students. Its diversity plan must be strengthened to assign tasks more directly and create accountability. A number of laudable efforts by faculty could benefit from college- and institutional-level support and coordination.

## **NON-COMPLIANCE**

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/dmcdocuments/OSD\\_fall\\_2015\\_fac\\_200.pdf](http://irads.unl.edu/dmcdocuments/OSD_fall_2015_fac_200.pdf)

## PART II — Standard 4: Full-Time and Part-Time Faculty

*The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.*

### Unit performance with regard to indicators:

- a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The College has formal, written criteria providing guidelines for the evaluation of faculty, including for annual evaluation, promotion and continuous appointment.

- b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

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. Professors of practice typically have at least an 80 percent teaching apportionment and 20 percent service. Workloads may be adjusted depending on the administrative or service needs of the college. While some tenured faculty indicated that in the past tenure requirements could be onerous, recently hired pre-tenure faculty members reported that they were well supported by the college, and felt they were on track for tenure appointment.

Most core and required courses are taught by full-time faculty. In each of the last three years, full-time faculty have taught between 69.7% and, most recently, 73.4% core and required courses.

- c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept **current** through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

At the time the self-study was prepared the college had 33 full-time faculty - 18 men and 15 women. Of the full-time faculty members, ten had doctoral degrees, 21 held at least one master's degree, and two were professors of practice. Many held advanced degrees in journalism and mass communications-related fields, and the roster includes faculty with advanced degrees in many other fields. Six faculty members, including the Dean, have international backgrounds. The self study reports that in Fall 2015 the ratio of fulltime journalism students to full time faculty was 26 to 1, broadcasting was 34 to 1, and advertising/public relations was 54 to 1. The advertising/public relations sequence has hired seven new tenure-track faculty since the last self-study for a net gain of two.

Faculty have a good mix of both professional and academic backgrounds. Faculty members are encouraged, but not required, to participate in the university's professional development program. This 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 this Peer Review of Teaching course.

During the fall and spring semesters the college hosts a monthly Research and Teaching Colloquium, including discussions about CoJMC faculty members' latest research and teaching accomplishments and presentations from visiting scholars.

Faculty members are encouraged to attend faculty development workshops, seminars or other such programs sponsored by the Poynter Institute and other professional organizations. There is some limited travel grant support for all applicants. Pre-tenure faculty are awarded \$5,000 upon hire, to be spent any time in their first five years to support research, and are allocated \$2,000 annually to travel to report their research or creative activity or pursue development opportunities.

Recent hires have contributed to the increasing level of research focus at the college, and in several areas, such as the college's drone journalism program, the college is showing significant initiative.

d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.

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.

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 attention during their meetings with their reviewers. On occasion faculty members are 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 using a classroom observation form. In addition, the faculty member's online course evaluations are taken into consideration in the annual reviews.

Full professors are reviewed by the dean, while other faculty are reviewed by the associate dean of the respective sequences in which they teach. 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.

e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Discussions with University administration, faculty from other colleges, and the outside community indicated that the college is held in generally high regard throughout. The college faculty is thought of as collaborative and supportive of the University's mission and there is a recognition that significant progress has been made in recent years. There is a general appreciation that the college's graduates have the approach and skills necessary to make a contribution as they enter the workforce.

**Summary:** The faculty have a good mix of professional and scholastic experience, and students feel they have a positive and personally supportive relationship with their professors. After a period of some transition at the college, faculty are benefiting from a feeling of greater stability and collaboration. The

mismatch between student numbers and full time faculty in the advertising/public relations programs continues to be a major concern.

**Compliance**

## **PART II — Standard 5: Scholarship: Research, Creative and Professional Activity**

*With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.*

### **Unit performance with regard to indicators:**

- a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

The college has significantly increased support for research and creative activity since its last accreditation review. For example, the standard research and creative activity allocation of responsibilities for tenured faculty is 30 percent, with pre-tenure faculty receiving a research or creative activity allocation of 40 percent. This is a significant increase from the common allocation of 15 percent six years ago. This allocation translates into a standard four-course teaching assignment for assistant professors and a five-course assignment for tenured faculty. Fixed term, non-tenure track faculty have no research/creative activity responsibilities and are expected to teach seven courses during the academic year.

Under the college's Travel Grant Program travel grants are offered to all faculty except faculty holding funded professorships. A college Seed Grant Program provides grants of up to \$5000 "for projects that will enhance the grantee's ability to obtain external funding to support prominent scholarly work or creative activity." Criteria for both programs were established in 2015. Pre-tenure faculty receive \$2000 annually for travel and \$5000 over their first five years to support research and travel. Five faculty members hold professorships that support research and travel. In addition, the college has established a pre-tenure research mentoring program that brings established scholars to campus to work with pre-tenured faculty.

The university offers several competitive research grant programs offering grants ranging from \$7,500 to \$20,000.

Over the past six years college faculty have received more that \$250,000 in internal college and university grants to support research and travel. Listed granted ranged from small travel grants to attend professional conferences to university research grants of more than \$100,000.

Three college faculty took research sabbaticals in the past six years.

- b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

The college Guidelines for the Evaluation of Faculty: Annual Evaluation, Promotion, and Continuous Appointment detail expectations for tenure and promotion. The document was revised in 2016. Faculty report that in the past there was less clarity about the requirements for promotion and tenure, especially concerning the weight given to creative work relative to traditional scholarly publication but that the current standards have clarified the value of creative work in the tenure and promotion process.

Position descriptions for recent faculty searches specify that successful candidates will maintain a record of scholarly publication and/or creative activity and have strong professional experience.

c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The college tenure and promotion guidelines value scholarly and creative work and provide criteria for both:

The nature of significant scholarly or creative work will differ. Criteria that may be used to evaluate a candidate's body of work include:

- Evidence of recognition as a scholar in the discipline
- Grants or contracts that support a candidate's work
- Notable awards
- Impact of the accomplished work on the intended audiences
- Contribution to the creation of new knowledge.

d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

The last two site team reports noted that the college's record of scholarly and creative activity lagged behind its Research I peers. In response to those findings and the University's entry into the BIG 10 conference, the unit has placed significant emphasis on enhancing its productivity. Indicators of this increased activity are a dramatic increase in both funded research and in overall publications and presentations.

In the past six years, the college has hired seven assistant professors in advertising and public relations with doctoral degrees. These new faculty, as well as the more senior faculty are generating a significant amount of published research, including funded research, and they are increasingly visible at major academic and professional conferences. One faculty member has generated nearly \$2 million in external grant funding in the since 2010 and overall the faculty has generated more than \$4.6 million in funded research in the period under review.

In the period under review, the faculty received 75 internal and external grants, published 40 articles in refereed journals, presented 70 refereed conference papers, published 53 articles in non-refereed publications and presented 17 juried and 8 non-juried creative works. While the focus of research activity varies across rank, faculty at all ranks appear to be productive, with a heavier emphasis on creative work and applied research among the senior faculty.

e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

The College mission statement highlights the value placed on free speech and serving a diverse society. The college sponsors a number of events each year focused on this mission, such as a recent conference on the anniversary of a major Supreme Court decision concerning access to courtroom. Students reported that the faculty encouraged them to seek out different points of view and that the college brings diverse points of view to campus on a regular basis.



Summary: The college has taken significant steps to enhance its research productivity and that work is producing results. Research and creative work productivity has improved and the addition of new pre-tenure faculty indicate that this upward trajectory will continue. The college and the university provide support both in the availability of internal grant support and in the allocation of faculty responsibilities.

### Overall evaluation, compliance

Scholarship, research, creative and professional activities	Total from unit	Individuals				Totals (41)
		Full professors (12)	Associate professors (9)	Assistant professors (7)	Other faculty** (13)	
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.

## PART II — Standard 6: Student Services

*The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.*

### Indicators:

- (a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

Since the last reaccreditation, the college has effected significant changes in student advising. Previously, faculty members were assigned as academic advisers to individual students. This has been taken over by an advising office consisting of two academic counselors: one works full time; the other nine months of the year. Faculty members continue to work with students as they explore career options and compete for internships and scholarships.

The professional advisors teach a six-week mandatory freshman course in which students are introduced to the college and university. Students are required to create a four-year graduation plan to outline all degree requirements that is then reviewed and approved by their adviser.

The professional advisors counsel all majors and pre-majors. Students are encouraged to meet with a counselor at least once per semester to keep them on track for graduation. Appointments are encouraged and can be made through MyPlan (a Blackboard application for appointments and other university resources); Wednesdays are set aside for walk-ins. Advisors also refer students to appropriate university resources when they need additional assistance.

Students said the advisors are very accessible and describe their counseling experience positively. "They care" is how more than one student described their experience. More importantly, the students said advisors were able to help them overcome scheduling, course credit or other institutional problems. From the advisors' perspective, each year their appointments far exceed the number of students within the college, indicating that many students see an advisor more than once per semester.

Finally, the college also tracks undergraduate student progress through the university's Degree Audit, designed to ensure students graduate in a timely manner.

- (b) Faculty are available and accessible 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 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.

- (c) The unit keeps students informed about the activities, requirements and policies of the unit.

The college's professional advisers help students begin to understand the details of degree requirements at New Student Enrollment during the summer before the students begin their freshman year. They

emphasize the importance of students, not their parents, taking ownership of their educational experience.

During the First-Year Experience class, students 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. 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.

Advisees are notified of advising-related issues through mass emailing and sent through MyRed, the university's student information system. This includes a newsletter, sent every Saturday, with updated information on speakers, internships, and job postings. It should be noted that the College has a superb advising website which gives students access to all degree information, bulletins, etc.

(d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

In addition to the hundreds of clubs and activities sponsored by the university, the college offers opportunities for students interested in pursuing their specific interests in media and communications. Advertising and Public Relations students 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.

Journalism students can get involved with the student chapter of the American Copy Editors Society or the National Broadcasting Society. They can also work 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. It is governed by a publications board under the purview of student government. The board does, however, include two college faculty representatives.

Additionally, all students 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. Their work is basically advertising and promotional.

(e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes this information on its website.

The university's Office of Institutional Research provides detailed college and comparative data on an annual basis.

Data from Institutional Research regarding six-year graduation rates for UNL students overall and for

particular colleges presents a mixed picture. The college's 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.

The college has hired two professional advisers and a full-time recruitment coordinator within the past three years; accordingly, they have little data for analyzing their newly focused efforts on recruitment, retention and graduation rates. The challenge is focusing on recruiting a diverse and inclusive pool of students and also making sure that our curriculum and student services address their needs inside and outside the classroom.

Retention and graduation data are made accessible to the public on <http://journalism.unl.edu/accreditation>

**SUMMARY:** Students feel supported by faculty and staff members. They receive academic and career counseling, and they praise the advising staff that is responsible for the services. The unit keeps students informed through a variety of methods and has made academic files available to students online, thus making it easier for them to keep abreast of their progress toward graduation. The students participate in and are informed of opportunities that can help develop their professional and intellectual abilities and interests. The unit makes information on its offerings and its retention and graduation rates readily available online.

## **COMPLIANCE**

## PART II — Standard 7: Resources, Facilities and Equipment

### Unit performance with regard to indicators:

a) The unit has a detailed annual budget for the allocation of its resources, that is related to its long-range, strategic plan.

The college strategic plan, Vision 2020, builds on its traditional strengths and envisions a new visual communications curriculum; a sports media and communications major; and a focus on interdisciplinary connections related to Science, Technology, Engineering, Arts, Math-Health (STEAM-H) communications. The budget aligns with the broad outline of the strategic vision, however discovering the resources to achieve the vision presents a significant challenge.

b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

The current operating budget for the college is barely adequate and does not provide a strong base for the college going forward. The university currently operates on a budget model in which new budgets are based on past budgets. This model does not adequately address increased enrollments or changes in enrollment patterns. As the college's enrollment has grown the budget has not kept pace. As a result, the college is relying on cash reserves and on unsustainable reallocation of budget dollars. For example, currently the college is funding adjunct teaching positions with salary savings from a faculty member on assignment elsewhere in the university. When that faculty member returns, the college has no identified source of funding for adjunct positions.

In the self-study, the college demonstrates that it is underfunded compared to other units on campus. An analysis of both faculty FTE and student enrollments compared to total state-aided budget show that the college is the lowest funded unit on campus. While the university recognizes the need to address the college's budget challenges and is supportive of the college, there is not a clear plan at this time for resolving the college's budget issue given a massive state budget shortfall and is expected to result in substantial university budget cuts.

Private philanthropy and foundation grants are sources of revenue that the dean and the faculty point to as a critical contributor to the college's overall budget. However, it will be some years before fundraising can have a major impact, given the years of instability in the dean's office during which little fundraising took place, and the time it takes a new dean to become established, to become known to the donor base, and to clearly define a vision.

c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

Virtually all the courses in the college are held in Andersen Hall, a standalone dedicated four story building. Larger classes are held in the Media Arts Center. All full-time faculty are provided with office space, including 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.

Andersen Hall provides a variety of classroom and learning spaces tailored to meet the needs of students across the college. The college has five classrooms equipped with Dell video, audio capture and

streaming capability for distance learning and are computer equipped to accommodate lecture and skills courses that need technology support. Three computer labs provide students with access to Mac computers and linked projectors. Two recently renovated mid size classrooms provide space for larger lectures and collaborative team projects, and the recent renovations also enabled the creation of a presentation room accommodating up to 49 people. In addition, there is 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.

d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The college has two television studios, each with associated audio and video control rooms. Each of the television studios has been outfitted with new video switchers, and both studios have three cameras and teleprompters available for students. The college is also home to KRNU and KRNU2, the campus radio webstream stations. 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. Photo-journalism students have access to 28 dedicated Canon cameras.

The college has had a ground-breaking Drone Journalism Lab where students have access to six state of the art HD video equipped drones, Google Glass, Google Cardboard, an Oculus Rift and a 3-D printer. This facility is now being expanded and upgraded to become an Experimental Media Studio dedicated to the intersection between data, technology, and journalism.

The college has a standalone advertising agency, Jacht AdLab, which produces real work for paying clients. The agency is located in a regentrifying area of downtown Lincoln that is home to several technology focused startups. Jacht attracts students from across the university, and students compete for the 35 available spots at the agency. The agency was initially established with support from the local advertising community and is self-funding. The campaigns being produced by the account teams at the agency are responding to real world challenges, and Jacht has become a well-regarded source of highly motivated and skilled employees for Nebraskan communication companies. Jacht receives enthusiastic support from the local advertising agencies as well as the students who have been through the agency.

Software packages available to students include Microsoft Office, Adobe Creative Cloud, Adobe Audition 5.1, Adobe Connect, Hootsuite media analytics software, iNews, Sonic DVD Authoring, Nexgen station automation, Logitek Jetsream monitoring and volume control and Nicecast webstream software.

e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

Reference material for the use of faculty and students at the college is housed at the university's Love Library. Material not available at the library can be accessed via inter library loan. Students also have access to the usual databases such as Lexis Nexis. Additional historical material suitable for research purposes are housed in the library archives, and the federally funded Nebraska Newspaper Project kept in the Nebraska History Museum adjacent to campus.

**Summary:** While the college has sufficient resources, facilities, and equipment to undertake its mission, it remains the lowest funded unit on campus while experiencing significant increases in enrollment. A sustainable solution needs to be found to alleviate the ongoing budget issues.

## **COMPLIANCE**

## **PART II — Standard 8: Professional and Public Service**

*The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.*

### **Unit performance with regard to indicators:**

a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

Formally, the college has an advisory committee of alumni and professionals that meets twice a year and reviews curriculum and instruction in the college and offers suggestions for improvements. The college involves the professional advisory board and alumni in the assessment of students' capstone projects.

Informally, the college has ties with professional organizations in Nebraska, and individual faculty maintain informal professional ties with alumni and non-alumni professionals through participation in national organizations such as the AEJMC, the American Copy Editors Society, the Broadcast Education Association, the Public Relations Society of America, the American Advertising Federation, and the American Marketing Association.

The University of Nebraska Foundation maintains contact with alumni for fundraising purposes and recently appointed a new representative to support the college's alumni outreach. The college communicates with alumni through quarterly (soon to become monthly) emails outlining college activity and messages from the dean, as well as through an alumni magazine that has been published annually. The alumni database of some 7,000 alumni is maintained by the University Alumni Association. Outreach to college alumni is coordinated through the Association, rather than directly by the College.

b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

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. 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. From time to time, individual faculty members serve as contest judges for professional journalism organizations around the country.

c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

Faculty members engage in a wide variety of professional and public service activities, at a local, statewide and national level. Each faculty member records their individual activities in the university's faculty data management system. The college provides some support for those who travel to other venues for the purposes of learning, especially for pre-tenure faculty. 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 these activities through the college's Seacrest Travel Grant fund. However, resources are constrained and, except for pre-tenure faculty the travel and accommodation support is not automatic.

d) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

College students are provided with opportunities to participate in an array of activities that provide service to various constituencies:

- The Native Daughters in depth reporting, magazine and documentary courses led to the development of educational materials produced for secondary school classroom use in the State of Oklahoma.
- The advertising/public relations capstone courses serve nonprofit agencies in the area, routinely creating professional quality integrated marketing communications plans.
- The Nebraska News Service capstone course operates a wire service covering state government for more than 120 subscribing news organizations throughout the state.
- Jacht AdLab, the college's student-run advertising and public relations agency, works for paying clients as well as performing pro bono work, giving students a real-world capstone experience in communications campaigns.
- Mosaic, a capstone course, covers issues of interest to Lincoln's extensive refugee and immigrant communities and engages in outreach events in the community.
- The student AdClub and Public Relations Students Society of America both provide pro bono campaigns for local Lincoln not for profit organizations.

At an individual level, college faculty members contribute to the public and their professions in a wide array of service activities, reflecting their professional and personal interests. They serve in leadership positions in statewide, regional and national organizations such as the AEJMC, 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 review books, journal articles and conference papers for scholarly conferences and publications and edit scholarly journals. 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. 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.

e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

In 2015, the College held a "MobileMe&You" conference, designed to explore mobile media best practices. The conference was supported by a wide variety of organizations including The Washington Post, NBC News Digital Group, McClatchy, the Pew Research Center and Univision. The conference was attended by 365 participants who heard 25 experts discuss how to gather and distribute news on mobile media.

The college recently inaugurated the Hearst Speaker Series, open to the campus and general public. In 2015-16 the series focused on diversity in media and in 2016-17 is focusing on media and politics. In addition, the college co-sponsors speakers brought to campus by the university's premier E.N. Thompson Forum on World Issues.

The college also has a long-term commitment to supporting high school journalism in Nebraska, in particular through the Nebraska High School Press Association (NHSPA), an organization representing about 80 high school journalism teachers throughout the state. The college assigns a faculty member to serve as executive director of the NHSPA and each fall organizes and hosts the annual NHSPA convention. In recent years, the convention 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 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.

On the advertising and public relations side, the college has begun a partnership with DECA Nebraska, a high school organization dedicated to improving 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.

**Summary:** The college demonstrates a commendable commitment to service to alumni and the community it serves. At both the professional and personal level, virtually all faculty members are active in organizations that support their local community. At the same time they remain active in a wide variety of professional organizations across the country,

## **COMPLIANCE**

## PART II — Standard 9: Assessment of Learning Outcomes

*The unit regularly assesses student learning and applies results to improve curriculum and instruction.*

### **Unit performance with regard to indicators:**

a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)

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 (ACE) to help students of every major develop skills, build knowledge, exercise social responsibility and integrate and apply those capabilities.

b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The college takes assessment seriously and has systematically undertaken assessment of student learning over the past years; 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 plan includes two direct measures (a pre- and post-test of the 12 ACEJMC student learning outcomes, the Berens Test, and an evaluation of student capstone products), and three indirect measures (internship evaluations, senior exit surveys and alumni surveys). While the wording on a few of the questions, especially those concerning diversity, need to better convey the learning objective, the majority of the questions appear to be effective measures.

An assessment plan was in place during the 2010 ACEJMC site-team visit. However, because of the complexity and unsustainability of the plan, the college refined it by focusing its measures at the program level and the university-required ACE assessment at the course level. They also revised the core values and competencies matrix and 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.

The pre-post 50 multiple choice Berens Test has proven most successful in gauging the learning of students from freshman to senior level. The 2014-2015 results showed only one group of questions in which the graduating seniors cohort answered fewer questions correctly than the incoming freshman cohort: the “Using the Tools of Technology” set of questions (-14 percentage points difference). Based on this finding, the college totally revamped its curriculum to include a mandatory emporium-style teaching six credit hour course (divided into independent modules) of a newly renovated digital communication hub which includes cutting-edge courses in data visualization, owned/earned/paid media; digital content thinking and strategy, data journalism, and digital motion graphics.

The second direct measure, evaluation of capstone projects, proved to be a good measure for advertising and public relations students. Clients, alumni and local and national professionals assessed student work that was created in a sample of the capstone courses. 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. ADPR capstone products showed strong evidence of most of the 12 competencies but did not explicitly demonstrate ethics, critical evaluation of work or diversity.

Broadcast and Journalism students were less successful in their evaluations. Five samples of student work in journalism were evaluated, 34 in broadcasting. Only two of the 12 ACEJMC competencies were shown in the five projects; journalism capstone products showed strong evidence of six of the competencies. The projects did not explicitly demonstrate the other six.

In response to this, the college has decided that the current measures are not appropriate for all majors and are in the process of switching from a major-specific, faculty-driven approach to capstone evaluations to a college-wide, student-driven capstone evaluation. Students would write a reflection of their work throughout their college experience to demonstrate their learning. 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. The curriculum committee is reviewing other colleges’ and departments’ capstone courses to develop a potential framework for a college-wide capstone. This should be launched in 2017-18.

The College uses three indirect measures: internship evaluations, which include an assessment of ACEJMC’s values and competencies, and are completed by both student interns and supervisors; a senior exit survey in which the students self-report their learning, and an alumni survey. Again, a few of these measures need to be fine-tuned to better reflect the competency. The results of all three have been utilized in improving the curriculum (see below).

c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

In addition to the Berens’ test revealing graduating seniors struggle with using tools and technology (see above) it also revealed that many graduating seniors had a problem with understanding data and statistics and engaging in research and critical evaluation. The senior exit survey also indicated that ADPR majors believed they needed additional research training. To address this, the advertising and public relations faculty decided to strengthen the research content of a required sophomore-level course (Introduction to Strategy Development). The heavier focus on research was rolled out in fall 2015 and continues to be adjusted. They were also able to develop a program so that each advertising and public relations capstone course has an opportunity to work with an industry professional on the research component of their final projects.

To address the need for better understanding data and statistics college wide, all three programs have added elective courses that teach students data literacy skills. For example, the faculty developed two elective courses: Digital Insights and Analytics course for advertising and public relations students; Data Visualization for journalism and broadcasting students. In addition, the new Visual Communication modules include an elective module: Data Visualization.

d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

The college makes effective use of its Board of Visitors and Alumni Board in its various assessment processes. It also takes into consideration responses from alumni surveys and internship surveys.

Internship supervisors rated as least practiced by interns as applying numerical and statistical concepts and applying First Amendment principles

The college also seeks alumni and professional input on curriculum development. For example, in 2013-14, all programs underwent curriculum reviews by panels of professionals Faculty invited professionals, some of whom were alumni, who represented multiple perspectives

e) The unit includes members of journalism and mass communication professions in its 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.

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 (Advertising and Public Relations Campaigns, Student Competitions and Jacht). Students typically work in teams, conduct research, analyze data and create a fully integrated marketing

Professionals also play an active role in the assessment of the journalism capstone course, 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.

**Summary:** The college involves faculty members, professionals and alumni in its annual assessment process. It does a systematic job of gathering information, synthesizing it, analyzing it and *applying* it. It also continues to assess and improve its evaluative measures. The college cites many instances, as a direct result of the assessment process, of "closing the feedback loop to improve curriculum and instruction." To name a few: the newly designed six module core course in visual communication; strengthened research content in Introduction to Strategy Development; and the added attention to data.

## COMPLIANCE

### PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

#### Strengths

- A faculty that has an open-door policy and is committed to student success.
- Individual faculty who take full advantage of the freedom to innovate for the benefit of students and the professions.
- A comfortable and well-equipped facility with recently upgraded common collaborative spaces.
- Centers of innovation and experimentation such as the drone lab and the visual communications hub

#### Weaknesses

- A budget that is not sustainable and does not provide a foundation for growth.
- Current structure of the broadcast and journalism majors inhibits curricular innovation

2) List the standards with which the unit is not in compliance.

#### Standard 3: Diversity and Inclusiveness

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

The difficulty of recruiting diverse faculty and students to a Midwestern campus demands creativity, coordination and institutional support, and requires a diversity plan with accountability at its core and clear lines of authority and responsibility. Instilling diversity throughout the curriculum likewise demands a college-level commitment to ensuring that students are taught issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. Individual faculty efforts at student recruiting appear to be ad hoc and remain sporadic, as evidenced by the fact that minority student numbers in the college are not substantially greater than in the last accreditation cycle.

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.

N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

N/A

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

*"A deficient operating budget that fails to provide a regular allocation for capital expenditures and maintenance."*

Tight budgets and budget cuts continue to be the norm at the university. While the new dean did

Tight budgets and budget cuts continue to be the norm at the university. While the new dean did negotiate a modest increase in the budget on her arrival, the college continues to operate on a deficit budget and to rely on one-time reallocations within the budget on an annual basis.

*"A shortage of faculty in advertising where the largest group of students resides."*

The advertising/public relations faculty has grown from eight to 11 but student/faculty ratios in the major remain too high. A faculty search for a professor of practice in advertising and public relations currently is underway and an additional tenure-track position in advertising and public relations was recently authorized.

*"A record of scholarly and creative activity that is below most programs housed in Research I and AAU institutions and a lack of hires with terminal degrees who could boost scholarly productivity."*

The college has hired seven new tenure-track faculty and increased scholarly and creative activity across the faculty. There is greater university and college support for scholarly and creative activity. The result is a substantial improvement over the period under review.

*"Faculty teaching and advising loads that exceed the norms of the university and inhibit faculty scholarship and creative activity."*

The percentage of time allocated to scholarly research and creative activity has been increased for tenure-related faculty and advising is now part of the allocation formula. The appointment of an advising coordinator in 2005 significantly helped to reduce technical advising demands on faculty.

7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.

The self-study was well-written, coherent and accessible. Some of the links in the electronic version did not work but the materials were readily accessible in the workroom.